“(AVID) will help us realize the ‘American Dream’—
that through persistent effort and self-determination, all
of our dreams can in fact become a reality.”

—Jesus Medrano, AVID class of 2002, Massachusetts
Institute of Technology
The Mission of AVID

The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle:

• will succeed in rigorous curriculum,
• will complete a rigorous college preparatory path,
• will enter mainstream activities of the school,
• will increase their enrollment in four-year colleges, and
• will become educated and responsible participants and leaders in a democratic society.

AVID’s systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.
“… what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor but also offer personal support. AVID offers a blueprint for this scaffolding.”

—Richard Rothstein, New York Times
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The AVID program is designed to increase schoolwide learning and performance for students in grades 5 through 12. The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for almost all students. The mission of AVID is to ensure that all students, and most especially the least served students in the middle, capable of completing a college preparatory path: will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated and responsible participants and leaders in a democratic society.

In 1980, Mary Catherine Swanson, then English department chair at San Diego’s Clairemont High School, developed AVID to address the significant needs she observed at her school. Court-ordered integration in 1980 transformed the student body of Clairemont, which had served an affluent, homogeneous population. Busing brought to the school hundreds of disadvantaged students who had no experience in the traditional college preparatory programs that were Clairemont’s strength. Ms. Swanson devised AVID to help these students succeed in a rigorous program and prepare for college.

The success of the program attracted nationwide attention, and Ms. Swanson was the first K–12 educator to earn the prestigious award for Pioneering Achievement in Education from the Charles Dana Foundation. Beginning with one high school and 32 students, the program now serves over 70,000 middle school and high school students in more than 1,500 schools in 21 states and 14 countries (including Canada and those in Europe, the Far East, and Central America), with more than 30,000 students having graduated from AVID programs and matriculated to college at over a 95 percent rate. U.S. States implementing AVID include Arizona, California, Colorado, Florida, Georgia, Idaho, Indiana, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Nevada, New Jersey, New York, North Carolina, Ohio, South Carolina, Tennessee, Texas, and Virginia.

AVID students are typically first time college-goers in their families, from low-income backgrounds, and are capable of completing a rigorous curriculum but are falling short of their potential. AVID students are enrolled in a school’s toughest classes, such as AP and IB, and attend an academic elective class—called AVID—taught within the school day by a trained AVID teacher. AVID comes from the Latin root *avidus*, meaning “eager for knowledge.” A well-developed AVID program improves schoolwide standardized test scores, raises advanced level course enrollments, and increases the number of students attending college.

Few of the students who are identified for the AVID program are enrolled in college preparatory classes prior to enrollment in AVID, and even fewer are enrolled in a rigorous curriculum. Upon entering AVID, students enroll in advanced level college preparatory classes that fulfill the college entrance requirements, such as the A–G sequence for the University of California and the California State University schools.

Tutors (ideally former AVID students) from area colleges and universities are trained to use specific teaching methodologies and materials to work with these high school students. The college tutors work with AVID students
in study groups and individually, assisting them in all academic areas to make progress commensurate with college expectations.

AVID-trained teachers instruct students in lessons originally developed collaboratively in AVID by high school and college instructors. These lessons also include notetaking, study skills, test taking, time management skills, SAT and college entrance/placement exam preparation, effective textbook reading, and library research skills. The AVID curriculum covers writing, inquiry, collaboration and reading (WIC-R). AVID students also receive extensive help in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community also visit AVID classes. Students raise money for field trips to museums, theaters, and other places of educational and cultural interest. Trips to colleges are an integral part of the program.

In addition, ongoing home contact (in the form of quarterly letters, regular telephone calls and quarterly parent meetings for all parents and students in the AVID program) is vital to the success of the program.

It is also essential that AVID coordinators elicit the support of other leaders on the high school campus. An AVID site team should be established to ensure schoolwide change. Team members should include the principal, a counselor, and staff members who represent the various departments on the campus. This team should also work with the feeder middle school team(s), creating a vertical team to ensure that the program is truly a seventh through twelfth grade program that becomes more and more rigorous each year. The site team and vertical team can also work on ensuring that the program is meeting the “AVID Program Implementation Essentials.”

Colleges nationwide are striving to increase their enrollment of students in postsecondary education, especially those students designated as “students in the middle,” who are often underachieving, disadvantaged, underrepresented, or first generation college students. Of further concern is the less than adequate academic preparation of those who do enter college.

Many of these students with potential to succeed in college need extra encouragement and academic assistance, which traditional secondary school programs do not offer. AVID meets the needs of these students by:

1. Providing academic instruction and other support to students to prepare them for eligibility to four-year colleges and universities.
2. Giving students college level entry skills.
3. Increasing the “coping skills” of program students.
4. Motivating program student to seek college educations.
5. Increasing the student’s level of career awareness.

Given the demands placed on schools by the changing nature of society and the new labor market which requires far greater intellectual skills for success; given the state mandates (testing, API, standards), given the achievement gap, and given the changing student population which we serve, what strategies can we develop in order to win the battle to educate all our children?

AVID improves daily attendance and graduation rates in secondary schools and provides a group of students, previously dismissed as unsuitable for four-year college enrollment, with the opportunity to become the leaders of the 21st Century. Additionally, because the college-going culture is enhanced on the secondary school campus, the implementation of an AVID program dramatically increases the achievement of the entire student body. In
California, all students graduating from AVID schools have improved completion of four-year college entry requirements at a rate 500 percent higher than students in non-AVID schools. Since 1990, 30,000 AVID students have graduated from high schools and gone on to a four-year college. According to research on AVID by the University of California, San Diego, high school students enrolled in the AVID program for at least three years graduate and enter college at a 93% rate.

For more information about the AVID program, news and research related to AVID, and staff development opportunities, visit the AVID Center Web site at: http://www.avidonline.org

How to Use This Book

For a first year coordinator or teacher, implementing and managing the AVID program can be quite a task. No one is expected to put into place all the ingredients that make for a successful program in their first year. However, there are certain things that need to occur in the first year. The first section of the book—Section 1: AVID Implementation covers these essentials. Section 2: Classroom Applications covers methodologies and strategies as well as the components of the AVID elective class. Section 3: Schoolwide Change covers the importance of AVID as an agent for change. This section also discusses the need for ongoing staff development and ongoing dialogue with staff members about student success and creating a college-going culture. AVID works for the benefit of more students when it is seen as an agent for schoolwide change and not just an elective course or separate program. Section 4: Research and Publicity covers the importance of celebrating ones successes as well as the importance of garnering support from staff and community.

Accompanying this book is a CD entitled Essential AVID Forms and Documents. It is organized with a special section for each of the 11 AVID Program Essentials. Within each section you will find useful forms needed to document your work in AVID. They are designed as masters for your records and in your classroom. In some cases there are multiple forms on one subject. Adapt them as you choose.

Welcome to AVID. It will change you and impact hundreds of students!
“AVID is not just an academic program, but provides experiences in real life situations. AVID rejuvenates students who may not be the smartest kids, but who want to learn. The program has also rejuvenated me as a teacher and a person because I have seen their success stories.”

—Wayne Dickey, Sam Houston High School, San Antonio Independent School District
Introduction

When implementing the AVID program, it is important to understand that certain facets of the program are vital to its effectiveness and should not be changed. To alter these “program essentials” is to risk seriously undermining the philosophy, principles, and experiences on which the program is founded. In this section, you will find descriptions of the steps that will help you to implement an AVID program successfully, including major principles of AVID, AVID student profile and recruitment procedures, a timeline, and tips for creating a strong site team dedicated to strengthening the AVID program at your site.

AVID Program Implementation Essentials

The following eleven elements of the program should be considered essential to success, and implementation of these essentials is a condition for use of the AVID trade name, trademark and logo.

1. AVID student selection must focus on students in the middle (2.0 to 3.5 G.P.A. as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.

2. Student and teacher participation is voluntary.

3. The school is committed to full implementation; AVID is scheduled as an academic elective within the regular school day.

4. AVID students are enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.

5. A strong, relevant writing and reading curriculum provides a basis for instruction in the AVID elective class.

6. Inquiry is used as a basis for instruction in the AVID classroom.

7. Collaboration is used as a basis for instruction in the AVID classroom.

8. A sufficient number of trained tutors must be available in the AVID class to regularly facilitate student access to rigorous curriculum using AVID methodologies.

9. Program implementation and student progress are monitored through the AVID data system and results are analyzed to ensure success.
10. The school/district identifies resources for program costs, supports the essentials, participates in certification, and commits to ongoing participation in AVID staff development.

11. Active, interdisciplinary site/vertical teams collaborate on issues of student access to and success in rigorous college preparatory classes.

**Roles and Responsibilities of AVID Coordinators, Students and Parents**

The AVID coordinator/teacher understands that the coordinator position is one of a lead teacher who is a student advocate, curriculum leader, faculty resource, and manager of both AVID personnel and curriculum. The coordinator is one who finds solutions rather than bemoans problems, making the educational system work for both students and teachers. The AVID classroom serves as a “second family” for the students, offering the constant support of the teacher, tutors, and fellow students. The AVID “family” becomes a team concerned about one another’s successes and failures. AVID parents are involved in their student’s education supporting the AVID program through advisory boards, quarterly meetings, and regular contact with the AVID teacher and counselor. Refer to the Family Workshop in the AVID Library for more information about how to involve parents.

**Writing, Inquiry, Collaboration and Reading (WIC-R)**

The AVID classroom meets the special needs of students through (1) various modes of instruction; (2) high intensity experiences involving immediate feedback, and attention from the teacher and tutors; and (3) a greater variety of activities and resources than are available in most classrooms. The AVID curriculum builds heavily on the WIC-R methodology to improve student success in all subjects.

**Writing** is the method we use in AVID to improve ourselves academically. It is not possible to write what we cannot think, unless we are parroting someone else. Writing is a reflection of the thought process. It allows ourselves and others to understand what we know and don’t know so that we may work together toward better understanding. Writing about all academic subjects and sharing that writing with others helps us make huge academic leaps.

AVID coordinators model effective learning process skills by discussing, writing, and editing along with and in view of their students. Students receive instruction in writing-to-learn strategies, the writing process, and timed writing. AVID students experience a writing program that stresses prewriting, drafting, responding, revising, editing and postwriting activities. This approach parallels the thinking process and allows students to clarify thought and organize experiences. It provides a graphic representation of thought and enables students to review, revise, and extend thinking, often serving as a catalyst for cognitive jumps. More information on this writing program can be found in the AVID Writing Curriculum, within the AVID Library.

The writing strategies that are most necessary to the implementation of the AVID essentials include Cornell notetaking, learning logs, letter writing, and essays. AVID students are taught Art Costa’s Model of Intellectual Functioning. They use these questions in their Cornell notes and in their tutorial sessions. Helping students to develop these levels of inquiry prepares students for more rigorous coursework and for college. Guided by trained AVID tutors, students involved in tutorial groups are led through a range of thinking processes (revealed by the notes and questions they bring to the tutorial sessions) which are based on the assumption that students need not acquire one type of thinking before progressing to another. In tutorials, students work through the different problems or questions that each student brings to the session. Time is given for discussion that helps them to “pull their
thoughts together” to reflect on how their work relates to major course concepts. Socratic dialogue is routinely used to help students engage in all levels of critical thinking, pursue understanding with mutual respect and be willing to be persuaded by arguments and/or evidence more powerful than their own. In AVID, inquiry is a tool for learning.

AVID promotes collaboration and independent learning among its students by providing a forum in which students are simultaneously nurtured and challenged. Whether they are working in study groups or sharing their writing in reader-writer workshops or readaround, students know they can trust other students to both support their learning and to provide another source of feedback and new ideas. The stimulation and inherent creativity fostered by collaboration among students produces enthusiasm and a thirst for knowledge. Students learn to value the power of their collective minds to experience the synergy of working together to identify and solve problems, share ideas, and prepare for tests. They are taught to debrief their group efforts in learning logs, articulating both what they have learned and what they hope to do more effectively the next time they work together. This AVID model of heterogeneous collaborative learning groups is a key instructional strategy in the development of native and non-native speakers’ language proficiency and mastery of the curriculum. Collaboration augments one’s learning and illustrates the power of synergy.

A strong reading curriculum provides a basis for instruction in the AVID elective class. Students receive instruction in reading-to-learn strategies to access rigorous curriculum. Scaffolding reading instruction for students helps them develop and become more confident with their comprehension skills. The three factors that are most helpful for ensuring successful comprehension for students include connecting to prior knowledge, understanding text structure, and using text-processing strategies (during and after reading). In AVID, writing and reading are tools for learning.

Budget

Program success depends greatly on funding for program costs, including curriculum (the AVID Library), tutors, materials, staff development, and college field trips. The copyrighted AVID materials provide extensive teacher resources and student lessons for the AVID classroom and for subject area classrooms. Ongoing staff development, such as awareness sessions, Path content area workshops, AVID Summer Institute, coordinators’ workshops, outreach sessions, methodology training, and site/vertical team conferences, provides new resources for AVID participants as they face the challenges of restructuring schools in order to provide equal access to improve student achievement.

Sometimes school district offices will help to determine a budget for all the AVID programs within their district. Other times, an individual site will determine the budget for the AVID program on their particular site. Money for an AVID program can come out of a variety of funding sources. Please refer to the table titled “No Child Left Behind as it Applies to National AVID Sites” developed by AVID Center.

Recruit AVID Students

The students chosen to participate in the AVID program are those students in the middle (2.0 to 3.5 G.P.A.) who are not reaching their academic potential, and are identified as candidates by teachers and counselors. Individual student interviews are conducted by the AVID teacher, who looks for student motivation before accepting the students into the program.
### No Child Left Behind

**As it Applies to National AVID Sites**

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<td><strong>Title I, Part A</strong></td>
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<td>Improving Basic Programs operated by LEAs,</td>
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<td>Basic Grants—LEAs with at least 2% of children in poverty</td>
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<td>Concentration Grants—at least 6,500 poor children in LEA or at least 15% of total school-age population</td>
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<td>Targeted Grants—formula weighted so that LEAs with higher numbers or percentages of poor children receive more funds.</td>
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<tr>
<td><strong>Title I, Part C</strong></td>
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<tr>
<td>Migrant Education</td>
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<tr>
<td>(Also Title III Immigration programs, HEAIV-A-5)</td>
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<tr>
<td><strong>Title I, Part F</strong></td>
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<td>Comprehensive School Reform</td>
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<td><strong>Title I, Part G</strong></td>
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<td>Academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects.</td>
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<td>This money can be used to train staff, hire tutors, purchase materials, and design AVID support networks on campuses to improve the academic achievement of Title I students. Title I moneys are limited to services for Title I students unless the school has been approved as a schoolwide Title I program.</td>
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<td>Although Title I funding has traditionally gone largely to elementary schools, high-poverty secondary schools should benefit as the poverty standard has been expanded to include the 40% threshold.</td>
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<td>Federal goals for serving migratory children focus on high academic standards in core subject areas, use of highly qualified teachers and staff, and a sustained rate of graduation from high school. School sites and districts with significant proportions of migrant students in their populations may choose to serve those students using the AVID program for the provision of tutors, Summer Institutes, and for Path subject area training to assist teachers in strategies for including these students in the most rigorous curriculum.</td>
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<td>AVID schools can apply for CSR funds through a competitive process (RFA), as CSR is not formula funded. CSR encourages schoolwide achievement efforts for middle schools and high schools, which can receive up to $50,000 per year to implement. Schools in Texas and other states have successfully used these funds to implement AVID, including purchase of the curriculum, Summer Institute attendance and related travel for site teams, Path trainings, and Regional Development Center (RDC) training.</td>
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<td>With the increased focus on AP course participation for AVID students, AVID Summer Institute attendance and Path trainings for AP subject area teachers may be considered.</td>
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### FEDERAL TITLE

**Title II: Preparing, Training and Recruiting High Quality Teachers and Principals**  
*Title II, Part A*  
Improving Teacher Quality

**Title III: Language Instruction for Limited English Proficient and Immigrant Students**  
*Title III, Part A*  
English Language Acquisition, Language Enhancement and Academic Achievement

**Title V: Promoting Informed Parental Choice and Innovative Programs**  
*Title V, Part A*  
Innovative Programs

### APPLICABILITY TO AVID ACTIVITIES

For teacher recruitment and development. New with NCLB is the addition of principals and administrators as allowed users of funds. Also new is a requirement that funds must supplement, not supplant, local funds. These funds may be used to support AVID Summer Institutes for high-quality professional development, including improving teacher’s content-area knowledge, strengthening content-area pedagogical skills, providing high-quality, sustained, intensive and classroom-focused training, and aligning curricular planning with California’s content and performance standards. This replaces the Eisenhower program and class size reduction.

Title III funds may be used for “high quality professional development to teachers, principals, and administrators. Programs must be designed to improve instruction and assessment of LEP students; enhance the ability of teachers to understand and use the curricula, assessment measures, and instruction strategies. The professional development must be of sufficient intensity and duration to have a positive and lasting impact on the teacher’s performance in the classroom, and the overarching purpose of this law is to ensure that LEP students attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. Funds are awarded to the state based on the number of LEP and immigrant students. LEAs must reapply to these funds each year.”

Funding source permits ESL teachers and administrators to attend the subject area strand at AVID Summer Institutes as well as Path training. Source should also be examined for provision of tutors to LEP AVID students.

Innovative programs funding has been used in Texas and other states to implement AVID. These funds may be used to support professional development (including RDC and SI), membership fees for out-of-California AVID sites, activities supporting statewide education reform programs, the implementation of challenging state academic achievement standards, and other school improvement programs to assist LEAs. This flexible funding allows expenditures for professional development of administrators. (Some language taken from CA DOE application: ESEA Key Programmatic Requirements and Fiscal Information.) What’s left over after the listed approved programs may be used for: district director’s salary and fringe, travel, district director support, membership fees out of California. This funding is more flexible in the ways it can be used. Need to show that AVID is innovative and has proven results applicable to district goals.
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<th>FEDERAL TITLE</th>
<th>APPLICABILITY TO AVID ACTIVITIES</th>
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<td>Title V: Promoting Informed Parental Choice and Innovative Programs</td>
<td>Smaller Learning Communities is a grant competition aimed at high schools enrolling at least 1,000 students. LEAs may apply on behalf of a large high school or group of high schools. Federal funds nationwide are available to assist LEAs with funds to plan, implement, or expand smaller learning communities. Strategies may include creating schools within schools, career academics, and other innovations to create a more personalized high school experience for students and improve student achievement and performance. Allowable costs include costs to reorganize schools, professional development, support services for students, and data collection and evaluation activities, making this program a good fit with AVID.</td>
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<td>Title V, Part D-4</td>
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<tr>
<td>Title VII: Indian, Native Hawaiian, and Alaska Native Education</td>
<td>School sites and districts with significant proportions of these students in their populations may choose to serve them through the AVID program.</td>
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<tr>
<td>Title VIII: Impact Aid Program</td>
<td>This title provides formula and competitive grants to school districts impacted by high proportions of federal properties exempt from local property taxes to replace the lost revenue otherwise available for educating children. School districts with high military populations receive these funds; AVID is recommended by the Secondary Education Transition Study as a model program for serving military families. This money is available to local high school campuses and can be used to develop a college-prep program. Money can be used from carry-over funds for previous years or newly allocated funds for this school year. A portion of this money can, and should, be spent to promote college eligibility for your underrepresented students.</td>
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<tr>
<td>Impact Aid—Basic Support Payments (Sec 8003[b])</td>
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<td>Impact Aid—Pymts for Fed Property (Sec 8002)</td>
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## Office of Student Financial Assistance Programs (OSFAP)

### Federal Title

**HEA IV-A-4**  
Federal Work-Study

School districts can partner with local universities (institutions) for the provision of AVID tutors using work-study funds. The Department of Education makes work-study grants to participating institutions to help pay salaries of undergraduate and graduate students working part time. The benefits to universities is that they pick up only a fraction of the salaries paid. Since 1993, the institutional-matching share has been 25%. Institutions are required to use at least 7% of their work-study allocation to pay students employed in community service jobs, and sending tutors to secondary schools qualifies, helping universities meet this requirement as well as assist with outreach. The DOE has waived the 25% institutional matching requirement for students who tutor in elementary reading. As part of the **American Counts Challenge**, which is aimed at helping all students master mathematics—including the foundations of algebra and geometry by the end of 8th-grade—the federal DOE has extended this matching requirement waiver to mathematics tutors. This means that universities may be reimbursed at 100% of federal funds for **college students tutoring in math for grades 6–9**. AVID is a model program for **America Counts**.

### Office of Post-Secondary Education (OPE)

**HEA IV-A-2, Chapter 2 GEAR-UP**  
Gaining early awareness and readiness for undergraduate programs

The GEAR-UP program offers competitive grants to school-business partnerships that focus on early college awareness (starting with Grade 7) for cohorts of low-income students. The multi-year grants can be used for many AVID costs, including AVID curriculum, professional development through Summer Institute attendance and related travel, tutors, site team meeting costs, parent liaisons, RDC attendance. Many school districts and GEAR-UP partnerships throughout the United States have successfully applied for and used GEAR-UP funds to implement AVID at new sites.

### Sources for This Table

- Federal DOE Website: Funds for State Formula-Allocated and Selected Student Aid Programs for CA: July 10, 2002.
- California’s Consolidated State Application for *No Child Left Behind*: June 12, 2002.
- Federal GEAR-UP website.
Familiarize yourself with the AVID Student Profile. Educate your staff and parents about the student profile and the mission statement of the AVID program. Talk to counselors about the recruitment process and discuss how they can help you target incoming as well as current high school students who meet the profile. Also ask teachers to recommend prospective students.

**Hire College Tutors**

Often AVID tutors are college students who have graduated from the high school in which they work. They commit to the long term nature of the program. They form their own support group and are advocates of the students and colleagues of the teacher. They are dedicated to their job, accept direction willingly, and have good rapport with both students and teachers.

AVID tutors use mirroring techniques, make personal comments, and ask questions for which students don’t have answers. These strategies bring about a change in the role from teacher/student to “partners in learning.” Tutors who listen to students and who limit their evaluation are the ones most likely to evoke substantial intellectual growth in students. When the tutor acts as “error detector” and “prescriber of remedies,” the students remain passive recipients of information.

The importance of the special bond among students and tutors cannot be overestimated. A tutor student ratio that has proved to be effective is 1:7. While the AVID coordinator/teacher assume the responsibility of overall management of the classroom and the tutorial groups on tutorial days, the tutors interact more closely with collaborative study groups.

**Tutor Training**

Tutors use AVID methodologies—writing, inquiry, collaboration, and reading—to clarify subject matter in academic courses and to facilitate students’ growth as independent learners. In order to fully understand these methodologies and their application within the AVID class, tutors must receive training; tutor-training materials are provided in the AVID library package, and training is provided in most areas by a regional AVID office.

**Collect Data**

Constant evaluation occurs in AVID. Collecting data helps justify the existence of the program by showing how things are different or better as a result of the program. It allows the AVID teacher to know how successful the program is and where to make improvements. It also provides motivation for the site team and justification for various funding sources. Your local Regional/District Director and AVID Center will provide you with the AVID Data Collection Form as well as assistance in gathering the information requested.

**Site/Vertical Teams—Gaining Site Support for the Program**

The successful development of an AVID program depends upon the cooperation of many people. Because AVID is a 5–12 program, it is important to have both a team on one’s site that meets regularly and a vertical team that includes the feeder school team(s) so that true articulation can occur. An AVID site/vertical team should include the principal/administration, the AVID coordinator/teacher, counselor, and academic subject area teachers. These key team members must attend the AVID Summer Institute, support the program philosophy and the methodologies used in AVID, accept responsibility for ensuring formalization of program costs within the site.
budget, and make a commitment to acting as agents of change toward schoolwide improvement. The AVID site/vertical team should also include AVID parents, students, and tutors. The AVID site/vertical team should meet regularly to ensure that their courses are coherent and developmental and meet university expectations for the college bound, and that students are developing skills in thinking, and understanding and appreciating the coursework.

The AVID site/vertical team should also coordinate a professional development program to address the issue of access and to infuse the methodologies used in AVID schoolwide. The site team must monitor program implementation and student success, analyzing results to set new goals.

The purposes of the AVID site/vertical team are:

1. To develop and work toward schoolwide goals which ensure that all students have equal access to knowledge and mainstream activities of the school.
2. To be aware of and act on assumptions and practices at the school that enhance or inhibit equal access.
3. To promote the use of instructional methodologies which enhance student access to rigorous curriculum.
4. To involve students in discussions about effective learning situations.
5. To focus on changes in school organization resulting from new conceptions regarding teaching and learning.
6. To ensure the institutionalization of AVID as a schoolwide program.
7. To develop an interdisciplinary vertical learning community.

Self-reflection is an important element of the AVID program, as is data collection. Once a year, the AVID site/vertical team needs to complete a self-study continuum. This form is available from your regional office or from AVID Center. The form helps the team evaluate where one’s AVID program is in relation to the 11 essentials. AVID program implementation essentials are the basis of AVID certification. Once a team has determined the current condition of the program in relation to each of the 11 essentials, they are directed to identify action steps in order to move their program to the next phase on the continuum or to sustain a desired condition. Action step details are to be recorded on the AVID site plan.

Certification

The annual certification process provides schools and districts the opportunity to assess their efforts to fully implement AVID—and enables AVID Center to ensure program integrity. Be aware of the certification process for AVID programs in your region. Contact your local Regional/District Director to find out who will be supporting you and how. They will also tell you more about the certification process. Normally there is a fall pre-certification visit followed by a spring certification visit. Schools new to the AVID program are referred to as affiliate programs. In year two of their program they can become certified. Schools even have the opportunity to become a “Distinguished AVID program” and/or an “AVID Demonstration School” (refer to AVID Spring Certification/Demonstration School, Summary Report).

What differentiates AVID from other school reform programs is AVID’s success rate. The program works! AVID methodologies and program ingredients can be successfully implemented by following the AVID curriculum, guided by the 11 essentials, with ongoing AVID staff development. AVID is designed to achieve specific objectives: to support students in rigorous college preparatory programs and to enroll students in advanced place-
ment classes; to develop the habits and skills students need to succeed; to develop good study habits and academic survival skills (notetaking, essay writing, time management); to support students in maintaining grade point averages that will be competitive in applying for four-year colleges and universities; to foster positive attitudes towards school and higher education; to help students become knowledgeable about colleges, to develop a plan to attend college, apply to appropriate colleges and apply for financial aid; to make the presidents and admission officers of public and private colleges and universities aware of AVID and of the caliber of its graduates; to enroll 100% of AVID graduates in college and universities. The following section will guide the AVID coordinator and teacher in making this all a reality.
AVID Essentials in a Nutshell

1. Students are selected from the middle and would benefit from AVID support to improve their academic records and begin college preparation.

2. Student and teacher participation is voluntary.

3. The school is committed to full implementation: AVID is scheduled as an academic elective.

4. AVID students are enrolled in a rigorous curriculum.

5. A strong, relevant writing and reading curriculum is a basis for learning in the AVID elective class.

6. Inquiry is used as a basis for instruction in the AVID classroom.

7. Collaboration is used as a basis for instruction in the AVID classroom.

8. Trained tutors regularly facilitate student access to rigorous curriculum using AVID methodologies.

9. Program implementation and student progress are monitored through the AVID Data System and results are analyzed to ensure success.

10. The school or district identifies resources for program costs, supports the Essentials, participates in certification, and commits to AVID staff development.

11. Active, interdisciplinary site teams collaborate on issues of access to and success in rigorous college preparatory classes.

In addition...

Reading is used as a tool for learning.

Motivational activities such as field trips or speakers are used weekly.

AVID coordinators/teachers receive ongoing training and technical support.

A regional/district director or support staff supports the program.
One of the keys to the success of an AVID program lies in choosing the right students to participate. These students must have the academic potential to succeed and must also be able to respond to the demands and rewards of the program. This is not a program for gifted students unless they are below grade level expectations and have the motivation to embrace the techniques of the program. AVID is a program for ordinary students who can be empowered to achieve extraordinary things.

Recruitment should begin with the incoming ninth grade to coincide with both the start of college entry course requirements and, for many students, entrance to a new school setting. This new start provides a valuable opportunity to have AVID recruits identify with other students who are setting academic goals. First-time recruitment also needs to focus on finding some student leaders to help the program develop a positive image on campus.

There are several ways to identify students for possible recruitment: Teacher referral, counselor referral, student self-referral, plus a review of student cumulative records. Use the following criteria to choose potential AVID candidates:

1. Use the list of students qualifying for the free or reduced lunch program to identify low-income students.
2. Look for students whose stanine scores in language are average (or low, as in the case of some second language students) and whose stanine scores in math are average or above, indicating academic potential.
3. Consider students who have a GPA between 2.0 and 3.5.
4. Identify students who may be the first in their family to attend college.
5. Consider students who face special circumstances that may be obstacles to achievement.
6. Look for students of an ethnicity traditionally underrepresented in four-year colleges.

Using these guidelines and the following recruitment timeline, recruitment should go smoothly, and the group chosen should be prime candidates for success in AVID.

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**The AVID Student Profile**

**Students with Academic Potential**
- Average to High Test Scores
- 2.0–3.5 GPA in non-college prep curriculum
- College Potential with Support
- Desire and Determination

**Meet One or More of the Following Criteria**
- First to Attend College
- Historically Underserved in four-year Colleges
- Low Income
- Special Circumstances
### AVID Recruitment Form

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<thead>
<tr>
<th>Name</th>
<th>Attendance Record</th>
<th>Discipline Referrals</th>
<th>Low Income (F/R Lunch)</th>
<th>1st Gen. College</th>
<th>Test stanines or Student Test Scores</th>
<th>Cumulative GPA w/o PE</th>
<th>Last Semester GPA</th>
<th>Class Schedule</th>
<th>Group Meeting</th>
<th>Applications Returned</th>
<th>Teacher Recommendation Received</th>
<th>Interview</th>
<th>Application Rejected</th>
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Recruitment Timeline

Approximately five or six weeks prior to articulation (often in late February or early March) at the feeder junior high/middle school, advertise the program with posters, news articles, announcements, and letters sent to students’ homes.

1. **Access to incoming students’ records.** Contact the principal, the head counselor, and/or AVID teacher at the feeder school to request assistance, and access to student records. “Half the battle is won” by targeting entering ninth grade students to begin immediate work on college preparatory requirement. Articulate with your feeder middle school(s) and get from them the list of AVID students currently in their 8th grade program.

2. **Examine student records.** Depending on the level of paraprofessional help, allow one to two weeks for examining student records. Collect information on each prospective student’s participation in free or reduced lunch, standardized test scores in language and math, GPA, and class schedule. Check prospective students’ stanine scores on their cumulative records. Pay special attention to low language scores coupled with average to above average math scores, which indicate that the student has good academic potential. Remember to also double check a student’s attendance and behavior records. AVID is NOT an at-risk program. Be sure to remind paraprofessionals to work unobtrusively and to be solicitous of counselors’ or site administrators’ requests. Prepare a list of potential students based on the records you have accumulated.

3. **Large group presentation with potential AVID students.** Have applications available in the library or another central location at the feeder school as well as on your own campus, with information about where completed applications should be delivered and when. After developing the lists of candidates, speak again to the site administration to arrange a group meeting with students. Request an appropriate location, ask about any site restrictions as to when students may be called out of class, offer to have paraprofessionals write the class excuse slips, and distribute a list to teachers well in advance, providing the names and times the students will be called from their classes. With this “request for excuse from class” letter, it is also important to tell teachers what the AVID program is and to solicit their cooperation. It is important to release all students from various classes at one time. If the school has a high absentee rate, it may be preferable to hold these meetings on separate days. For best control, you do not want the group to exceed 30–40 students. Also, request that a counselor or an administrator attend the group meeting; they may know the students by name, which helps with discipline, and having someone in attendance who the students know adds legitimacy to the program in the students’ perception. Make the presentation as informative and varied as possible.

Take a “class runner” with you on the day of your group meeting. No matter how far in advance you have informed teachers of the meeting or how many reminders you have sent, some may still forget to release the students. Be sure to have a list of students and room numbers handy so that you can find the students quickly and not unduly delay your program. Also, make a list of students who did not attend so that you may inform the sending teacher of their absence and talk later with the individuals.

At the conclusion of your presentation, give students a program description and an application to take home to their parents. Be sure to personalize the generic applications.) Ask them to return the application to the counseling department (if that is the easiest arrangement) within two days if they are interested in joining the program. Expect about 50% of the students to return the applications and to have to check individually on the others the day of the interview.
Distribute teacher/counselor recommendation forms to the students’ teachers/counselors and allow approximately a week for the forms to be returned to the counseling department. Some teachers may have more than 30 forms to complete, so be sure to thank them for their cooperation.

4. **Begin the individual interviews.** The interview is the critical step in choosing students. Find a quiet, private place to chat with students. Have paraprofessionals deliver the passes and call in two or three students at a time. While talking to one student, have the students who are waiting fill out the interview form. Make certain that waiting students cannot overhear the interview in progress. Solicit help from staff members who have been active in the AVID program for at least one year and understand the type of student who will benefit from the program.

The interview questionnaire gives points for discussion and allows the interviewer to see a sample of the student’s writing. Be sure to keep notes on the interviews. So many students will be interviewed that it will be difficult to keep them distinct from one another. Academic potential, or a lack thereof, seems to be obvious when talking with students. Following the interview, indicate whether the student is definitely appropriate for the program, probably appropriate, or inappropriate. The number of “definites” determines how many “probables” may be taken. Expect some attrition over the summer as students move or choose other schools. If you want an incoming class of 35, initially designate at least 40 students.

Interviews take 15–20 minutes each, so allow a couple of weeks to complete the process. Also, contact the stragglers who don’t remember to return or who lose their applications. Screen out those who suggest that they are not interested in working hard. Do take students who say, “I’m not very good in English or math, but I would like to improve my skills.” The interview almost always guarantees success in placement. This is a very important part of the recruitment process and should NEVER be skipped.

5. **Letters of acceptance or non-acceptance.** Send out letters of acceptance or non-acceptance to all who have been contacted. Have paraprofessionals distribute these letters. Give a list of those students accepted to the counselors so that they may place them in the AVID elective class and in appropriate courses during spring scheduling and so that sufficient advanced course selections are available for placing these students before the Master Schedule is “final.” Review student placement of each student before the beginning of school and again at the semester. Make any necessary changes to keep students on the college path.

6. **A welcome reception.** Finally, host a welcome reception for the incoming students in May or early June. Again, coordinate this with the junior high/middle school. Decorate the room, have students come in the afternoon in a group, tour the AVID room and your campus, meet current AVID students who put on a program for them, and have refreshments. Encourage one-to-one contact so that new students feel welcome. The practice of being friendly and courteous is good experience for current students too.

7. **The first day of class.** On the first day of class, explain to students that they are a select group and that they are going to become the envy of the rest of the school. Give the students an AVID binder and materials (or make this a course requirement) to help them organize their assignments, class and text notes for all of their classes (see Strategies for Success). Have tutors check this binder regularly. Give the materials in the binder a weekly grade, which is weighted accordingly. These materials are the basis of all the work students do in their classes and the core of the tutorials conducted in AVID. Use the AVID curriculum along with lessons on study skills, notetaking techniques, and other academic survival and success skills. Invite college professors, business peo-
ple, and other faculty members to speak to the class about once a week. Relax and enjoy the students. They are
the “cream of the crop,” students who are willing to set goals and who want to succeed.

Letter to Teachers (Sample)

Dear Teachers:

Attached please find a list of students who are enrolled in the AVID program. I would like to take this oppor-
tunity to answers some questions I have anticipated you might have.

What Is AVID?

AVID is a program for students in the middle who are underachieving, under-represented, or first generation
college students. The intent is to prepare these students for college. They are bright students who are under-
achieving and whose skill level is not at the maximum; therefore, the AVID class provides support, academic
monitoring, and tutoring. The writing process, collaborative learning, Socratic questioning, and reading are the
core strategies of the program.

What Is Required of An AVID Student?

Each AVID student carries a 2” binder in which he or she is required to keep materials from all academic
classes. Students keep track of assignments on assignment sheets and are required to take DAILY notes in all
academic classes. The notebooks are graded weekly for content and organization by the tutors. Led by college
tutors, students participate in tutorial groups in the AVID classroom. In addition, students are taught study skills,
test preparation, time management, and the writing process. Students will be bringing a progress report to you
periodically. If there is a problem, I will follow up with a parent contact.

Who Are the AVID Tutors, and What Do They Do?

AVID tutors are college students who receive training in methodologies used in AVID: writing process,
Socratic questioning, and collaborative learning, and reading. They are in the classroom weekly to serve as mod-
els and to help students achieve success in rigorous classes. They are trained not to give students answers but
rather to guide them toward answers. They may even ask permission to “shadow” students in your classes and to
help them learn how to take notes more effectively.

What Can the Classroom Teachers do to Support AVID Students?

Communication between the AVID teacher and the classroom teacher is very important. I appreciate any
information you can give me. If a student is not keeping a notebook or is not taking notes in your class, I would
like to hear about it. To make it easier for you, I am enclosing several copies of the AVID Alert and AVID Good
News. Getting these forms with your feedback helps us keep our AVID students on track between official
progress reports. For some students I may ask for a weekly or biweekly progress report. If an AVID student
brings one to you, please help the students and me by taking a few minutes to complete it.

Thank you very much for all of your support! I am looking forward to working with you again this year.

Sincerely,

AVID Coordinator
Dear ____________________________,

(teacher’s name)

AVID (Advancement Via Individual Determination) is a program offered at ____________________________ High School to assist students in preparing to meet university and college entrance requirements. Teachers are the best judges of student potential. Please identify any students in your classes who seem to be bright, but need the help of the AVID class to successfully fulfill their goals of attending a four-year college. I will screen these students, and if they meet the eligibility criteria and choose to enroll in the program, they will receive academic support and should become demonstrably better students in your class.

I appreciate your help. When you have completed this form, please return it to ____________________________ by ____________________________.

_______________________________________________________

(signature)

Potential AVID students:

_______________________________________________________

_______________________________________________________

_______________________________________________________
To: _________________________________________________________________________________________

From: ______________________________________________________________________________________

Re: AVID Recruitment

Please return any list of potential AVID students to me as soon conveniently possible. Thank you.

If you are aware of a student fitting the following criteria who could use the support of the AVID program in order to be eligible to enter a four-year college or university on the completion of high school, please fill out this form so that the AVID coordinator can begin the assessment, application, and interview process.

1. The student is in the middle and would not succeed in a rigorous curriculum without the support of the AVID class, and might be
   • of an ethnicity traditionally underserved in colleges,
   • low income,
   • perhaps the first-time college attendee from a family, and/or
   • any combination of the above.
2. The student has between a 2.0 and 3.5 GPA, but has a desire to do better.
3. The student has appropriate classroom behavior.
4. The student has good attendance.
5. The student has the motivation and desire to prepare for entrance to a four-year college or university.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Referring Teacher/Counselor</th>
<th>Comments</th>
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Dear ____________________________________________,

__________________________________________________, a student in one of your classes, has been recommended for placement in the AVID (Advancement Via Individual Determination) program. This is a course designed primarily for students who have college potential. I would appreciate it if you would take a few minutes to answer the following questions so that I may determine an appropriate placement for the student.

Please return this form to ______________________________________________ at your earliest convenience.

Thank you,

_________________________________________________________

(signature)

1. Do you believe this student needs the support of the AVID class?  
   - Never  - Sometimes  - Always

2. Does this student seem to have college potential?  
   -  

3. Does this student display good classroom work habits?  
   -  

4. Does this student practice good citizenship?  
   -  

5. Does this student have an acceptable attendance record?  
   -  

Other Comments: __________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Letter to Parents

Dear Parents:

Your child is eligible for AVID, a program dedicated to helping students achieve their goals of going to college. Students considered for AVID are bright students who might be under-achieving, underserved in the college system, or first generation college students. The AVID class, held within the regular school day, provides support, academic monitoring, and tutoring. The writing process, Socratic questioning, collaborative learning, and reading are the core strategies of the program.

**What is Required of an AVID Student**

Each AVID student carries a binder in which he or she is required to keep materials from all academic classes. Students keep track of assignments on assignment sheets and are required to take DAILY notes in all academic classes. The notebooks are graded weekly for content and organization by college tutors. Led by tutors, students participate in tutorial groups in the AVID classroom. In addition, students are taught study skills, test preparation, time management, and the writing process. Teachers fill out periodic progress reports, in addition to routine school ones, for monitoring by the AVID teacher/coordinator.

**Who are AVID Tutors, and What Do They Do?**

AVID tutors are college students who receive training in methodologies used in AVID: writing process, Socratic questioning, collaborative learning, and reading. They are in the classroom weekly to serve as models and to help students achieve success in rigorous classes. They are trained not to give students answers but rather to guide them toward answers. They may even ask permission to “shadow” students in their classes to help them learn how to take notes more effectively.

**What Can Parents do to Support AVID Students?**

Communication between the AVID teacher and the parent(s) is essential. I will contact you to share your student’s progress, and appreciate any information you share with me. At home, parents can see to it that students are doing their homework in a quiet place with few interruptions. By asking your student about his/her day, and inquiring about homework and the events of school, you will bridge what could be a great gap between his/her school life and home life. When the two are connected, successes increase. In addition, stressing your belief that your student can succeed in high school and attend college will also motivate him/her to work harder and achieve more. Throughout the year, I will host several Parent/Family Workshops, which will address topics of concern relating to student success in high school and college applications and admission.

Thank you very much for all of your support! I am looking forward to working with you this year.

Sincerely,

AVID Coordinator
AVID Application

(Advancement Via Individual Determination)

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, notetaking and study skills, and college/career/motivational activities. The AVID class is an elective. College students are in the classroom as tutors twice a week, and field trips are taken to universities in the area. Students must commit to taking notes in subject-area classes on a daily basis. Other requirements for applicants are satisfactory citizenship, good attendance, and a GPA of 2.0–3.5.

Please Print in Ink

Return this portion to: ____________________________________________________________

Name: __________________________________________________________________________________

Home Phone: _________________________________________________________________________

Parent/Guardian Name(s): ______________________________________________________________________

School Currently Attending: ______________________________________________________________________

GPA (Last report card): __________ Total absences this year: ________________________________

Citizenship Marks (Last report card): ____________________________________________________________

Two Teacher Recommendations: ________________________________________________________________

________________________________________________________________________________________

Student Signature: ____________________________________________________________________________

Parent Signature: ____________________________________________________________________________
School: ____________________________________________________________________________________

Name: ____________________________________________________________________________________

Grade: ______________________________ Date: __________________________________________________

1. What do you like most about school?

2. What do you like least about school?

3. What do you think is your strongest academic area?

4. What do you think is your weakest academic area?

5. Why do you wish to be in the AVID program?

6. How much time do you spend studying at home?

7. Do you have a good place for studying at home?

8. How do you make sure that you use your time in class productively?

9. Give an example of your use of self-discipline.

10. How do you react if you have difficulty with a subject?

11. How well can you work individually as well as with others?

12. Why do you want to go to college?
AVID Agreement High School
Advancement Via Individual Determination

Name of Student: _______________________________________________ Enrollment Date: _____________

AVID is a program which prepares students for four-year college eligibility.

Student Goals:
• Academic success in rigorous coursework
• Enrollment in advanced classes in high school

Student Responsibilities:
• Maintain a successful grade point average.
• Maintain satisfactory citizenship and attendance in all classes.
• Maintain the AVID binder with assignment/grade record sheets and daily notes in all classes.
• Complete all homework assignments and commit to at least two hours of homework every night.

Student Agreement:
I agree to accept enrollment into the AVID elective class, which will offer academic support. I want to succeed, and I understand that I must take individual responsibility for my own success. I understand that in order to give fair consideration to my involvement with the program, I must commit to remaining enrolled in the AVID elective for at least one year, and that I will be allowed to remain in the program only if I meet the student responsibilities outlined above.

Student Signature: __________________________________________________________________________

Support Agreement:
We agree to support the efforts of this student in meeting the goals outlined above.

AVID Coordinator Signature: __________________________________________________________________

Parent Signature: __________________________________________________________________________

AVID Counselor Signature: ____________________________________________________________________

Site Administrator Signature: __________________________________________________________________
AVID Tutors

Success in AVID lies in a solid curriculum base developed collaboratively by college instructors and high school teachers, in the Socratic tutorial method, and in motivational activities. Another very important key is the tutor as role model and as part of the support system for the students. Because AVID students should be enrolled in AVID for all years of their secondary school experience, they form strong attachments to those who are part of the program. Therefore, each tutor’s commitment to this relationship is important. AVID tutors must be dependable and, ideally, stay with the program throughout their college careers.

Tutors are advocates for the students’ academic and social growth. The students learn to trust the tutors. The tutors need to share their enthusiasm for learning and for college. They need to share what they have gained through hard work and to inspire students to overcome their own difficulties.

Guided by trained AVID tutors, students involved in study groups are led through a range of thinking processes (revealed by the notes and questions they bring to the tutorial sessions) which are based on the assumption that students need not acquire one type of thinking before progressing to another. In tutorials, students work through the different problems or questions that each student brings to the session. Time is given for discussion that helps them to “pull their thoughts together” to reflect on how their work relates to major course concepts.

Develop a close working relationship with the college tutors. They have valuable insight into students’ progress because they are working with students individually and in tutorials. Tutors are also a great resource, giving ideas on how to improve and support the program. It is your responsibility as the AVID coordinator or teacher to delineate the tutor’s classroom responsibilities and to guide him or her in the tutorial process. You are also the buffer with the students and with faculty members. Accordingly, the tutor is not the student’s disciplinarian; the tutor should not be expected to answer to the faculty regarding AVID students.

Most AVID tutors do not intend to become teachers when they first take the job. They are usually recruited by the AVID coordinator as former students who were bright and enjoyed working with people. Nevertheless, many of the tutors have chosen careers in teaching because of the positive experiences they have had within the AVID classroom—experiences in planning lessons and discussing student progress with the coordinator and other tutors, experiences in working with students in an organized, effective manner, and experiences in seeing the results of the work being done.

Finally, research shows that most new teachers who leave the profession do so because they feel isolated, i.e., they don’t take the time to practice collegiality. The AVID tutors truly become colleagues of the AVID coordinator. Be sure to set aside regular times to talk with your tutors as a group. It is participation in both formal and informal discussions with one another, setting goals together, and sharing the successes and failures of students that makes working in the AVID program so enjoyable. Contact your local college teaching programs, and post job openings to find effective tutors.

Qualifications and Responsibilities of AVID Tutors

AVID tutors ideally should be enrolled at four-year colleges or universities and be graduates from the high school where they work. As such, they are academically qualified and are dedicated to the students in the school. The tutors should represent balanced academic backgrounds, some liberal arts majors, others science and mathematics majors; however, today’s tutors are generally well rounded academically because they are required to take a
breadth of courses. The tutors should be people who will work in a supportive manner with secondary students and will be able to understand the delicate position they occupy; they are advocates of students, yet ultimately they are responsible to the teacher. They must be willing to meet regularly (perhaps during the lunch break) to discuss student progress and to confer with the teacher about future plans. Finally, the AVID tutors themselves should be excellent role models of motivated, organized, successful college students who believe that the AVID students will succeed as they did.

Under direct supervision of the AVID coordinator, tutors perform the following tasks:

1. Become familiar with the materials in the AVID library.
2. Become familiar with the textbooks and materials used by AVID students.
3. Tutor students in small tutorial groups assisting them in all subject areas based on the class and text notes they have collected in their AVID binders.
4. Determine from student notes and discussions the concepts that need to be taught or re-taught.
5. Conduct brainstorming and clustering sessions.
6. Work individually with students in any phase of the writing process.
7. Respond to student writing in the form of AVID discourse mode writing assignments, which students have had the opportunity to revise and edit.
8. Evaluate student binders, including calendars, class and text notes, book notes, etc.
9. Conduct mini-lessons in the process of writing in all subject areas, study skills, and other aspects of college preparation.
10. Contact teachers regarding course outlines and assignment schedules as directed by the AVID coordinator.
11. Assist in developing a resource file of enrichment materials for use in tutorial sessions.
12. Communicate frequently and honestly with the AVID coordinator regarding student progress and areas of concern.
Data Collection

Use the AVID data collection form, provided by the AVID regional/district director, to collect the data necessary to validate your program. Share this collected data with your site team, your staff, parents, administrators and boards of education in order to gain support. As a result of data collected, a school may become certified.

All this evidence, as well as samples of student work, your student recruitment records, AVID class schedules, sample lesson plans, and tutor information and log should be kept in an AVID site portfolio. Just as the students keep an AVID binder, the AVID coordinator should also maintain, with the help of the other AVID teachers, students and tutors, a notebook containing the history and data of the AVID program on your site. Oftentimes, your AVID regional/district director will ask to see your portfolio during your AVID certification.

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<thead>
<tr>
<th>Ethnicity</th>
<th>Entire School (9th-12th graders only)</th>
<th>AVID Students</th>
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<tbody>
<tr>
<td>1. American Indian or Alaska Native</td>
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<td>2. Asian</td>
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<td>3. Pacific Island</td>
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<td>4. Filipino</td>
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<td>5. Hispanic or Latino</td>
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<td>6. Black or African American</td>
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<td>7. Native (not Hispanic)</td>
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<td>8. Multi-Racial</td>
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<th>Grade Level</th>
<th>Entire School</th>
<th>AVID Students</th>
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<td>14. Declined to state</td>
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AVID Site Portfolio Sample Evidence

1. Overview
   a. School description and demographics
   b. AVID coordinator and AVID elective teachers (name, teaching duties, sponsorships, etc.)
   c. Number and demographics of AVID students per grade level
   d. Photos of school, AVID classes in action

2. Student Recruitment
   a. School’s planned recruitment process and timeline (Attach copy of the AVID guidelines for recruitment.)
   b. Samples of flyers, application, questionnaire, interview questions, and schedule for recruitment (Note: What assurance do you have that students and parents opted for the AVID elective?)
   c. Screening process and factors influencing decisions regarding the selection of the AVID students
   d. Samples of acceptance and regret letters as well as the Student/Parent Contract

3. Staff Selection and Training
   a. A brief description of the selection process for the AVID teacher(s) and/or coordinator
   b. Training AVID teachers have had (include district or regional training schedule agendas)
   c. Process used for selecting the AVID site team members
   d. Training the site team members have had (agendas, memos, etc.)

4. Scheduling
   a. AVID class schedules-State specific times and days (e.g., Daily from 9:20–10:13)
   b. If the AVID class occupies half of a 90-minute block, describe the entire block (e.g., “Students have English I with the AVID teacher in the first half of a 90-minute block and AVID in the second half.”)
   c. Typical week in AVID for each AVID class campus (Note the usual focus or planned activity for each day of the week.)
   d. Plans for the program expansion

5. Preparation for College
   a. Typical AVID students’ courses to date
   b. Recommended graduation plan (Note how many students in each class are “on track for college admission” by noting how many are taking courses and have enough credits at this time in their school careers to ensure that they can graduate “on time.” Attach a copy of these requirements.)
   c. Samples of activities and assignments to date that help students to begin to prepare for the application for four-year universities.
6. Writing
   a. Major AVID writing assignments completed to date
   b. Requirements for Cornell (class) notes and/or learning logs (both for AVID students and by AVID site team teachers or other faculty of all students, if relevant)
   c. Selected copies of students writing samples (e.g., class notes, learning logs, Life Goals, Autobiographical Incident, letter to college, personal response to a speaker or field experience, etc.)

7. Inquiry
   a. Activities highlighting the AVID teacher’s use of inquiry
   b. Sample lesson plan or questions used in an AVID lesson exemplifying inquiry as an instructional tool
   c. A set of questions developed by an individual or the class for the use during speaker’s presentation or college visit
   d. Cornell notes reflecting students’ generation of questions related to their notes
   e. Tutorial Request Forms reflecting students’ questions generated at higher levels

8. Collaboration
   a. Activities highlighting the AVID teacher’s use of collaboration
   b. Rules, procedures, assessment forms, or a selected lesson plan indicating that student collaboration is a routine and meaningful instructional tool
   c. A student reflection on a collaborative learning experience
   d. Photos of students working together

9. Reading
   a. Activities highlighting the AVID teacher’s use of reading
   b. Sample reading lesson plan
   c. Reading list for AVID elective
   d. A student reflection on a given reading assignment/text

10. Tutoring
    a. Tutor: Student ratio for each class
    b. Tutors’ weekly schedules
    c. Tutor training (dates, total hours, content of training) received to date
    d. Samples of completed tutorial Request Forms and tutors’ reflections
    e. Photos of tutoring groups at work

11. Data Collection
a. School’s data collection process and support structure (who does what when?)
b. Copy of the latest completed AVID center’s data system forms
c. Additional school data comparing the AVID students and the rest of the school or a control group in: attendance; honor roll; enrollment in honors, AP or dual credit classes; standardized test scores; discipline referrals, etc.

12. Resourcing
a. School’s AVID budget (Note funding sources and amounts for tutors, staff development, family workshops, field experiences, phone, postage, etc.)
b. Administrative commitment to long-term support (AVID’s inclusion as an integral part of the school’s campus improvement plan, goal or objective statements regarding student and program development over two to four years, or simple statement of intent by the principal will help)
c. Description of parental, higher education, and/or community commitment to the program via mentorships, fund raisers, sponsorships, and/or volunteering with the class

13. Site Team
a. Composition of the site team (teachers, administrator, counselor, students, parents, community)
b. Schedule of site team meetings and planned topics or agendas
c. Minutes from site team meetings held to date
d. Evidence of the site team effects on AVID students, faculty, administration, the school as a whole
e. Photos of site team meetings

14. Contributing Experiences
a. Speakers (Note date, name, company or organization, position, focus of the talk, class reaction/reflection—business cards are helpful)
b. Field experiences (Note date, location, focus, class reflection or other relevant instructional activity)
c. Student community service, mentoring, and volunteer opportunities
d. Photos

15. Family Workshops
a. Schedule of workshops and topics
b. Reports on workshops held to date (Note teacher/student involvement, turnout, response, and photos)

16. Impact
a. Instructional/academic impact on students
b. Professional development impact on teachers (other than the AVID teachers and site team)
c. Relevancy to campus improvement planning

HINT: Making this a living portfolio; update regularly!
How to Use this Instrument

This guide is a tool for a detailed self-review of your AVID system. Complete this guide as a site team early in the school year (e.g., October). With your regional/district director (and AVID consultant where applicable), develop recommendations for addressing areas for growth and for maintaining areas of strength. Use this guide through out the school year, and again in the spring, to determine a final certification recommendation.

The overall certification rating for the school is determined based on the individual levels of implementation of each AVID Essential. There are 11 AVID Essentials standard across the country. Each Essential has several indicators describing important aspects of implementation of that Essential. You will actually begin from this most specific point – determine the level of implementation of each indicator in an Essential; then, from the levels for the indicators determine the overall level of implementation for each Essential. Finally, from the determination of each Essential, determine the overall certification rating for the school.

The next page details this process.
Determining the Level of Implementation for Each Indicator

Each indicator has a description under each of four headings: Not AVID, Meets Certification Standards, Routine Use, and Institutionalization. Mark each indicator according to the evidence you have. Once you have determined the level of implementation for each indicator in an Essential, you are ready to determine the level of implementation of that Essential.

Determining the Level of Implementation of Each Essential

There are four possibilities for the rating for each AVID Essential: Not AVID (Level 0), Meets Certification Standards (Level 1), Routine Use (Level 2), or Institutionalization (Level 3). To be certified all Essentials must be at Level 1. To be at Level 2 implies that all indicators for Level 1 are in place as well as indicators for Level 2. To be at Level 3 implies that all indicators for Levels 1 and 2 are in place as well as indicators for Level 3. As described above, the levels of implementation for the Essentials determine the overall certification rating for the school.

An individual AVID Essential has several indicators depending on the Essential. Follow the guidelines listed below to determine the level of implementation of each AVID Essential.

Institutionalization (Level 3): No more than one indicator is below Level 3 (i.e. 3 out of 4, or 4 out of 5, or 5 out of 6 etc. indicators must be checked at Level 3); no indicator may be at level 0.

Routine Use (Level 2): No more than one indicator is below Level 2. No indicator may be at level 0.

Meets Certification Standards (Level 1): No more than one indicator is below Level 1.

Not AVID (Level 0): Minimum requirements for Level 1 are not met (more than 1 indicator is below Level 1).

Determining the Certification Level of the School:

The overall certification level for the school is based on the ratings for each of the 11 AVID Essentials. There are four possibilities for the school rating: Affiliate, AVID Certified, Certified and Eligible to Apply to Become an AVID Demonstration School, and AVID Certified With Distinction.

Affiliate: One or more AVID Essentials rated as Not AVID (Level 0).

Certified: All AVID Essentials rated Meets Certification Standards (Level 1) or higher.

Certified and Eligible to Apply to Become an AVID Demonstration School: All AVID Essentials rated Routine Use (Level 2) or higher.

Certified with Distinction: All AVID Essentials rated Routine Use (Level 2) or higher plus additional data requirements from the AVID Data Collection System are met.
AVID Essential No. 1 | Possible Evidence Sources | Rating for AVID Essential No. 1
--- | --- | ---
AVID student selection must focus on students in the middle, with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation. | School’s planned recruitment process with timeline and forms  
AVID student application  
AVID student questionnaire and interview questions  
AVID student/parent contract  
Minutes of AVID site team meetings discussing student selection  
Evidence of parent contacts  
Matrix showing weights assigned to selection criteria  
Other | Number of indicators at each level:  
Level 0: ___  
Level 1: ___  
Level 2: ___  
Level 3: ___  
Overall level for Essential 1: ___

### Rating Guide: Indicators for Levels of Use

<table>
<thead>
<tr>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fewer than 90% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as “students in the middle.” Evidence of the student interviews is available.</td>
<td>At least 90% of students in AVID meet AVID’s nationally defined selection criteria, classifying them as “students in the middle.” Evidence of the student interviews is available.</td>
<td>100% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as “students in the middle.” Evidence of the student interviews is available.</td>
<td>100% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as “students in the middle.” Evidence of the student interviews illustrates a continuing refinement of the selection process.</td>
</tr>
<tr>
<td>2. Insufficient data are available to determine how students were selected and/or the status of their academic backgrounds.</td>
<td>Supporting documentation provides evidence of a student recruitment plan and its implementation.</td>
<td>Supporting documentation provides evidence of a student recruitment plan and process for implementation which includes plans for keeping existing students in AVID and plans for ongoing recruitment.</td>
<td>Supporting documentation provides evidence of a student recruitment plan which addresses the opening of new sections to meet the needs of potential AVID students.</td>
</tr>
<tr>
<td>3. Student selection processes are not reviewed by AVID site team prior to the student recruitment process.</td>
<td>Student selection processes are developed by the AVID site team prior to the student selection process.</td>
<td>Student selection processes are developed, analyzed, and revised as necessary by AVID site team, and AVID site team members participate in the selection process.</td>
<td>Student selection processes are developed, analyzed, and revised as necessary by AVID site team. AVID site team members play an active role in selection process by soliciting input from a prospective student’s teachers, interviewing students, etc.</td>
</tr>
</tbody>
</table>
What are some of the particular strengths of AVID Essential 1 at your school?

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What aspects of AVID Essential 1 have room for growth?

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### AVID Essential No. 2

AVID program participants, both students and staff, must choose to participate in the AVID program.

#### Possible Evidence Sources

- Documents that detail the procedures and timeline used for selecting AVID students, and AVID elective teachers and site-team members
- Documentation of training
- AVID site team agendas and minutes
- Parent permission slips
- Attendance records from AVID site team meetings
- Special activity attendance records
- Other

#### Rating for AVID Essential No. 2

Number of indicators at each level:
- Level 0: ______
- Level 1: ______
- Level 2: ______
- Level 3: ______

Overall level for Essential 2: ______

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### Rating Guide: Indicators for Levels of Use

<table>
<thead>
<tr>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☐ Less than 100% of AVID students are placed in the AVID elective class without contract signed by all parties.</td>
<td>☐ 100% of students enrolled in AVID have contracts signed by all parties.</td>
<td>☐ 100% of students enrolled in AVID have contracts signed by all parties. There is evidence of parent meeting(s) to gain parent support.</td>
<td>☐ 100% of students enrolled in AVID have contracts signed by all parties. There is evidence showing increased involvement of parents in the program.</td>
</tr>
<tr>
<td>2. ☐ Insufficient evidence is available to demonstrate that the AVID teacher(s) chose to participate in the program.</td>
<td>☐ There is documentation to show that 100% of the AVID elective teacher(s) chose to participate in the program.</td>
<td>☐ There is documentation to show that the AVID elective teacher(s) chose to participate in the program and to attend AVID site team meetings &amp; events.</td>
<td>☐ There is documentation to show that the AVID elective teacher(s) chose to participate in the program and to assume leadership for implementing site team activities.</td>
</tr>
<tr>
<td>3. ☐ Insufficient evidence is available to demonstrate that the AVID site team members chose to participate in the program.</td>
<td>☐ There is documentation to show that 100% of the AVID site team members chose to participate in the program.</td>
<td>☐ There is documentation to show that the AVID site team members chose to participate in the program and to attend AVID site team meetings and AVID events.</td>
<td>☐ There is documentation to show that the AVID site team members chose to participate in the program and to assume leadership responsibilities for site team's work and activities.</td>
</tr>
<tr>
<td>4. ☐ Insufficient data is available to determine how AVID elective teacher is identified and selected for participation in AVID.</td>
<td>☐ Documentation provides evidence of a process used in identifying and selecting AVID elective teacher(s).</td>
<td>☐ Supporting documentation provides evidence of a process used in identifying and selecting AVID elective teacher(s). The process has been reviewed and updated based on site team input.</td>
<td>☐ Supporting documentation provides substantial evidence of a long-term plan and process for identifying and selecting AVID elective teacher(s).</td>
</tr>
<tr>
<td>5. ☐ Insufficient data is available on how AVID site-team members are identified and selected for participation in AVID.</td>
<td>☐ Documentation provides some evidence of a process used in identifying and selecting AVID site-team members.</td>
<td>☐ Supporting documentation provides evidence of a process used in identifying and selecting AVID site-team members. The process has been reviewed and updated based on site-team input.</td>
<td>☐ Supporting documentation provides substantial evidence of a long-term plan and of a process used in identifying and selecting AVID site-team members that incorporates some new members over time.</td>
</tr>
</tbody>
</table>
What are some of the particular strengths of AVID Essential 2 at your school?

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What aspects of AVID Essential 2 have room for growth?

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### AVID Essential No. 3

The school must be committed to full implementation of the AVID Program, with students enrolled in the AVID year-long elective class(es) available within the regular academic school day.

<table>
<thead>
<tr>
<th>Possible Evidence Sources</th>
<th>Rating for AVID Essential No. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Master class schedule</td>
<td>Number of indicators at each level:</td>
</tr>
<tr>
<td>□ Student class schedule</td>
<td>Level 0: ____</td>
</tr>
<tr>
<td>□ Typical week-AVID schedule</td>
<td>Level 1: ____</td>
</tr>
<tr>
<td>□ Plans for program expansion</td>
<td>Level 2: ____</td>
</tr>
<tr>
<td>□ Attendance data</td>
<td>Level 3: ____</td>
</tr>
<tr>
<td>□ Recruitment timeline</td>
<td>Overall level for Essential 3:</td>
</tr>
<tr>
<td>□ Use of AVID curriculum guides especially Implementing and Managing the AVID Program</td>
<td></td>
</tr>
<tr>
<td>□ Lesson plans for the AVID elective class.</td>
<td></td>
</tr>
<tr>
<td>□ Student class registration forms (choice slips)</td>
<td></td>
</tr>
<tr>
<td>□ Other</td>
<td></td>
</tr>
</tbody>
</table>

### Rating Guide: Indicators for Levels of Use

<table>
<thead>
<tr>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ The AVID elective class does not meet continuously for a full academic year. OR one or more sections of the AVID elective class meet primarily outside of the regular academic school day. (NOTE: This essential speaks only to actual AVID elective classes. It is not intended to address the use of AVID instructional methodologies in other settings.)</td>
<td>□ Documentation provides evidence that year-long AVID elective classes are scheduled within the regular academic school day (periods where multiple academic classes are offered).</td>
<td>□ Supporting documentation provides evidence that AVID elective classes are scheduled within the regular academic school day. The AVID elective class is in the master schedule for the following school year.</td>
<td>□ Supporting documentation provides evidence that AVID elective classes are scheduled within the regular academic school day. AVID elective class is offered as a choice for the following school year. AVID elective teacher, site-team members and counselor make students aware of AVID during the recruitment and enrollment process.</td>
</tr>
<tr>
<td>2. □ AVID is offered in only one section, and that section is not fully enrolled. (NOTE: A class is fully enrolled as defined by the average enrollment in an academic class at that school.)</td>
<td>□ AVID is offered in one section, and that section is fully enrolled: OR AVID is offered in multiple sections, where no more than one section is under-enrolled.</td>
<td>□ AVID has expanded to more than one section and more than one grade level, and on-site recruitment occurs to keep each section fully enrolled.</td>
<td>□ AVID has expanded to include multiple fully enrolled sections to accommodate students in all grade levels. Of the students enrolled in the highest grade level of the school, 70% must have been enrolled in AVID for 3 or more years in grades 9-12, and for 2 or more years in grades 6-8.</td>
</tr>
<tr>
<td>3. □ There is no evidence that the AVID class reflects use of AVID curriculum or recommended activities for a week in AVID.</td>
<td>□ AVID class instruction provides a balance between use of AVID curriculum, tutorials, and motivational team building activities.</td>
<td>□ AVID students have access to college fieldtrips, mentoring programs, and college prep activities such as “Summer Bridge” or an AVID club.</td>
<td>□ AVID coordinators have effective relationships and partnerships with college admissions and outreach programs that benefit the site’s AVID students and program.</td>
</tr>
</tbody>
</table>
What are some of the particular strengths of AVID Essential 3 at your school?

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What aspects of AVID Essential 3 have room for growth?

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<table>
<thead>
<tr>
<th>AVID Essential No. 4</th>
<th>Possible Evidence Sources</th>
<th>Rating for AVID Essential No. 4</th>
</tr>
</thead>
</table>
| AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment. **(Please note the criteria that are specific to high school and the criteria that are specific to junior high/middle school.)** | □ Four-year graduation plan reflecting 4-year college-going requirements  
□ Student schedules (previous year vs. current year)  
□ Report cards  
□ Transcripts  
□ Master Course Enrollment Lists (High School AP & Middle School Pre-AP)  
□ ACT, SAT, PSAT, PLAN score sheets  
□ Other | Number of indicators at each level:  
Level 0: _____  
Level 1: _____  
Level 2: _____  
Level 3: _____  
Overall level for Essential 4: |
<table>
<thead>
<tr>
<th>5. <strong>Middle Schools/Junior Highs Only</strong>: Fewer than 50% of students in AVID had completed a high school credit-bearing course in Algebra I upon completion of 8th grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. <strong>Middle Schools/Junior Highs Only</strong>: Fewer than 90% of current AVID 8th graders have chosen their college prep courses for 9th grade.</td>
</tr>
<tr>
<td>7. <strong>Middle Schools/Junior Highs Only</strong>: Fewer than 50% of current 8th grade AVID students have taken tests such as the PSAT, PLAN or Explore test.</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: More than 50% of students in AVID completed a high school credit-bearing Algebra I upon completion of 8th grade. (high school credit-bearing implies student does not retake Algebra I in grade 9)</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: At least 90% of current AVID 8th graders have chosen their college prep courses for 9th grade.</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: At least 50% of current 8th grade AVID students have taken tests such as the PSAT, PLAN or Explore test.</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: More than 70% of students in AVID completed a high school credit-bearing Algebra I upon completion of 8th grade.</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: At least 90% of AVID 8th graders have chosen their college prep courses for 9th grade prior to the end of their 8th grade year.</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: At least 75% of current 8th grade AVID students have taken tests such as the PSAT, PLAN or Explore test.</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: More than 80% of students in AVID completed a high school credit-bearing Algebra I upon completion of 8th grade.</td>
</tr>
<tr>
<td><strong>Middle Schools/Junior Highs Only</strong>: 100% of AVID 8th graders have chosen their college prep courses for 9th grade prior to the end of their 8th grade year.</td>
</tr>
</tbody>
</table>

What are some of the particular strengths of AVID Essential 4 at your school?

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What aspects of AVID Essential 4 have room for growth?

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Section 1: Implementing the AVID Program—A Step by Step Approach
## AVID Essential No. 5

A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom.

### Possible Evidence Sources
- Classroom observations of teachers, tutors, and students using WIC-R strategies
- Student work samples of AVID assignments over extended time
- Cornell notes
- Binders
- Portfolios
- Evidence of teacher/tutor collaboration
- Lesson plans - especially AVID elective teacher, but not excluding other teachers
- Agendas/transcripts/evaluations of professional development modeling WIC-R strategies
- Use of the AVID writing curriculum
- Other

### Rating for AVID Essentials No. 5

Number of indicators at each level:
- Level 0:
- Level 1:
- Level 2:
- Level 3:

### Overall level for Essential 5:

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### Rating Guide: Indicators for Level of Use

<table>
<thead>
<tr>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ Students in the AVID elective class spend little or no time receiving instruction in writing-to-learn strategies or using the AVID writing curriculum.</td>
<td>□ Students in the AVID elective class spend time each week receiving instruction in writing-to-learn strategies and using the AVID writing curriculum.</td>
<td>□ Students in the AVID elective class spend time each week receiving instruction in writing-to-learn activities, which are part of a year-long instructional plan, and use the writing-to-learn activities in classes other than AVID.</td>
<td>□ Students in the AVID elective class spend time in writing-to-learn activities, which are part of a vertically aligned instructional plan, and use the writing-to-learn activities in all core academic subject areas.</td>
</tr>
<tr>
<td>2. □ Students spend little or no time receiving instruction on the writing process</td>
<td>□ Students in the AVID elective class spend time receiving instruction in the writing process and participating in timed writing.</td>
<td>□ Students in the AVID elective class spend time each week writing to clarify and organize experiences in essays, letters, and reports.</td>
<td>□ AVID students use writing to create permanent documents or records for review, study, analysis, synthesis, and evaluation.</td>
</tr>
<tr>
<td>3. □ Students do not use Cornell notes and textbook notes weekly.</td>
<td>□ Cornell notes and textbook notes are a weekly part of the AVID classroom; training is provided on their use, and they are part of each AVID student's grade.</td>
<td>□ Students take and use Cornell and textbook notes as part of the AVID elective class; notes are part of the students' grades, and are used weekly in classes other than AVID.</td>
<td>□ Students take and use Cornell notes and textbook notes in all core academic subject areas.</td>
</tr>
<tr>
<td>4. □ Students do not use learning logs at least weekly.</td>
<td>□ Learning logs are a weekly part of the AVID classroom and are part of each AVID student's grade.</td>
<td>□ Learning logs are a weekly part of the AVID classroom, are part of the AVID students' grades, and are used in classes other than AVID.</td>
<td>□ Learning logs are a weekly part of the AVID classroom, are part of the AVID students' grades, and are used in all core academic subject areas.</td>
</tr>
<tr>
<td>5. □ No evidence exists of the use of reading strategies in the AVID elective class.</td>
<td>□ Students in the AVID elective class spend time each week receiving instruction in reading-to-learn strategies to access rigorous curriculum, including connecting to prior knowledge and understanding text structure.</td>
<td>□ Students in the AVID elective class receive instruction in reading-to-learn activities, scaffolding reading instruction to increase comprehension skills.</td>
<td>□ Students in the AVID elective class receive instruction in reading-to-learn activities; the activities are part of a year-long vertically aligned instructional plan, and students use the reading-to-learn activities in all core academic courses.</td>
</tr>
</tbody>
</table>
What are some of the particular strengths of AVID Essential 5 at your school?

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What aspects of AVID Essential 5 have room for growth?

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### Implementing and Managing the AVID Program for High Schools

<table>
<thead>
<tr>
<th>AVID Essential No. 6</th>
<th>Possible Evidence Sources</th>
<th>Rating for AVID Essentials No. 6</th>
</tr>
</thead>
</table>
| Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking. | - Classroom observations of teachers, tutors, and students using WIC-R strategies  
- Tutorial Request Forms  
- Student work samples of AVID assignments over extended time  
- Cornell notes  
- Binders  
- Portfolios  
- Lesson plans - especially AVID elective teacher, but not excluding other teachers  
- Use of AVID tutorial materials  
- Other | Number of indicators at each level:  
Level 0: ____  
Level 1: ____  
Level 2: ____  
Level 3: ____  
Overall level for Essential 6: ____ |

<table>
<thead>
<tr>
<th>Rating Guide: Indicators for Levels of Use</th>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ AVID students do not participate in the AVID tutorial process.</td>
<td>□ AVID students develop and practice critical thinking skills through participation in the AVID tutorial process.</td>
<td>□ AVID students improve their critical thinking skills and take ownership for their own learning through participation in the AVID tutorial process.</td>
<td>□ AVID students routinely demonstrate effective critical thinking skills and take ownership for the effectiveness of the tutorial process and for other students’ learning.</td>
<td></td>
</tr>
<tr>
<td>2. □ Students’ notes do not include questions in the lefthand column.</td>
<td>□ Students’ notes include questions in the lefthand column, and their notes are graded weekly for inclusion of these questions.</td>
<td>□ Students’ notes include questions in the lefthand column, and students help to develop a rubric for grading the questions. Questions are part of the tutorial grade.</td>
<td>□ Students consistently use higher level questions to demonstrate critical thinking and understanding of rigorous curriculum.</td>
<td></td>
</tr>
<tr>
<td>3. □ There is no evidence that students develop questions for tutorial group discussions.</td>
<td>□ There is evidence that AVID students develop Costa’s Level 1, 2 and 3 questions (or Bloom’s levels 1-8) for their notes and tutorial group discussions.</td>
<td>□ AVID students are actively engaged in tutorial groups. Students use the tutorial request forms and write reflections after the tutorial sessions.</td>
<td>□ Students demonstrate the inquiry process for critical thinking and model the AVID tutorial problem solving process in all academic core subject areas.</td>
<td></td>
</tr>
<tr>
<td>4. □ No evidence exists of the use of philosophical chairs or Socratic seminar strategies in the AVID elective class.</td>
<td>□ There is evidence of the use of philosophical chairs discussions and/or Socratic seminar strategies in the AVID elective class.</td>
<td>□ There is evidence that the students routinely participate in philosophical chairs discussions, and Socratic seminar strategies in the AVID elective class.</td>
<td>□ There is evidence that students select topics and lead discussions during philosophical chairs or Socratic seminar activities in the AVID elective class as well as in other academic core classes.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Arthur Costa’s Levels of Questions include: Level 1 Questions—focus on gathering and recalling information (e.g., defining, describing, identifying, listing, naming, observing, reciting, scanning); Level 2 Questions—focus on making sense of gathered information (e.g., analyzing, comparing, contrasting, grouping, inferring, sequencing, synthesizing); Level 3 Questions—focus on applying and evaluating information (e.g., applying, evaluating, hypothesizing, imagining, judging, predicting, speculating). From Implementing and Managing the AVID Program.
What are some of the particular strengths of AVID Essential 6 at your school?

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What aspects of AVID Essential 6 have room for growth?

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<table>
<thead>
<tr>
<th>AVID Essential No. 7</th>
<th>Possible Evidence Sources</th>
<th>Rating for AVID Essential No. 7</th>
</tr>
</thead>
</table>
| Collaboration is used as a basis for instruction in the AVID classroom. | ☐ Classroom observations of teachers, tutors, and students using WIC-R strategies  
☐ Student work samples of AVID assignments over extended time  
☐ Evidence of teacher/tutor collaboration  
☐ Lesson plans - especially AVID elective teacher, but not excluding other teachers  
☐ Survey of site team members  
☐ Use of AVID Strategies for Success  
☐ Other | Number of indicators at each level:  
Level 0: _____  
Level 1: _____  
Level 2: _____  
Level 3: _____  
Overall level for Essential 7: |

<table>
<thead>
<tr>
<th>Rating Guide: Indicators for Levels of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not AVID (Level 0)</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>1. ☐ AVID students do not regularly collaborate to develop and to answer questions in the AVID classroom.</td>
</tr>
<tr>
<td>2. ☐ AVID students do not collaborate on projects such as research papers, presentations, and/or community service.</td>
</tr>
<tr>
<td>3. ☐ AVID students do not participate in collaborative study groups.</td>
</tr>
</tbody>
</table>
What are some of the particular strengths of AVID Essential 7 at your school?

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What aspects of AVID Essential 7 have room for growth?

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### AVID Essential No. 8

A sufficient number of tutors must be available in AVID elective class(es) to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities and they must be trained to implement the methodologies used in AVID.

### Possible Evidence Sources
- Classroom observations of teachers, tutors and students using Costa’s Level of Questions in the inquiry process.
- Classroom observations to determine student/tutor ratio
- Tutor training (sign-in sheets, certificates upon completion, etc)
- Timesheets (tutor training hours are progressive)
- Tutorial request forms
- Tutorial reflections
- Other

### Rating for AVID Essential No. 8
Number of indicators at each level:
- Level 0: ___
- Level 1: ___
- Level 2: ___
- Level 3: ___

Overall level for Essential 8: ___

### Rating Guide: Indicators for Levels of Use

<table>
<thead>
<tr>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ Students do not receive support from tutors.</td>
<td>□ Students receive tutorial support following the basics of the AVID tutorial process at least twice a week.</td>
<td>□ Tutors regularly facilitate collaborative AVID tutorials and problem-solving groups in the AVID classroom.</td>
<td>□ Tutors support students in the AVID tutorial process of writing, inquiry and collaboration. Students take responsibility for their own learning using the AVID tutorial process and Costa’s Level 2 and 3 questions, and problem solve collaboratively.</td>
</tr>
<tr>
<td>2. □ There is no evidence effective tutor training has occurred and no documentation.</td>
<td>□ Tutors have received at least 16 hours of tutor training in AVID methodologies and they demonstrate the AVID methodologies in their work with students.</td>
<td>□ Trained site personnel provide on-going coaching and support to tutors in the tutorial process.</td>
<td>□ Regional or district staff provide ongoing training and support in AVID methodologies for tutors extending beyond the AVID training modules. Tutors have completed all components of the AVID tutor certification process and are certified by AVID Center.</td>
</tr>
<tr>
<td>3. □ The student/tutor ratio in the AVID elective class exceeds 7:1.</td>
<td>□ The student/tutor ratio in the AVID elective class is no higher than 7:1. Whenever possible, college tutors are hired as AVID tutors.</td>
<td>□ The student/tutor ratio in the AVID elective class is no higher than 7:1. At least one of the tutors for each section is a current college student.</td>
<td>□ The student/tutor ratio in the AVID elective class is no higher than 7:1. At least 2 of the tutors for each section are current college students; 50% of the tutors have worked with AVID for at least two semesters.</td>
</tr>
<tr>
<td>4. □ There is no evidence that tutors guide the use of AVID tutorial request forms for tutorial problem solving.</td>
<td>□ There is evidence that tutors guide AVID students’ use of tutorial request forms, and students’ ability to generate questions from their homework and classroom performance.</td>
<td>□ Students use tutorial request forms based on their homework and provide tutorial feedback for each tutorial day. There is evidence of tutorial adjustments based on tutorial evaluation or feedback by AVID students.</td>
<td>□ There is evidence that students base their tutorial requests on their classroom performance in all core subject areas. AVID tutors guide the implementation of the AVID tutorial process by listening to students’ and teachers’ feedback.</td>
</tr>
<tr>
<td>5. □ No plan exists addressing tutor recruitment or retention.</td>
<td>□ There is a plan for recruiting tutors and strategies for retaining tutors.</td>
<td>□ Tutor recruitment and retention plan has been developed; recruitment and retention strategies have been implemented.</td>
<td>□ Tutor recruitment and retention has become a responsibility of the site team; it has taken on ownership of the implementation of an effective tutor recruitment and retention plan.</td>
</tr>
</tbody>
</table>
What are some of the particular strengths of AVID Essential 8 at your school?

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What aspects of AVID Essential 8 have room for growth?

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<table>
<thead>
<tr>
<th>AVID Essential No. 9</th>
<th>Possible Evidence Sources</th>
<th>Rating for AVID Essential No. 9</th>
</tr>
</thead>
</table>
| AVID program implementation and student progress must be monitored through AVID Center Data System, and results must be analyzed to ensure success. | □ AVID Center Data System reports  
□ Master schedule  
□ Professional development plan  
□ Copy of data collection forms  
□ Copy of data report from most current year  
□ Minutes from site team meetings  
□ Budget Data  
□ Financial plans/data  
□ Test data  
□ Other | Number of indicators at each level:  
Level 0: _____  
Level 1: _____  
Level 2: _____  
Level 3: _____  
Overall level for Essential 9: |

**Rating Guide: Indicators for Levels of Use**

<table>
<thead>
<tr>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ The AVID Center data collection form has not been completed or is not available for the most recently completed school year.</td>
<td>□ The AVID Center data collection form was completed and submitted to AVID Center for the most recently completed school year.</td>
<td>□ The AVID Center data collection form was completed and submitted to AVID Center online and on time for the most recently completed school year.</td>
<td>□ The AVID Center data collection form was completed and submitted to AVID Center online for the most recently completed school year. There is site support for collecting the data and using the avidonline resources.</td>
</tr>
<tr>
<td>2. □ There is insufficient evidence to determine that the AVID site team has analyzed data to improve or expand the AVID program implementation.</td>
<td>□ There is evidence that the AVID site team has utilized the AVID Center Data System and analyzed data to improve the AVID program implementation.</td>
<td>□ There is evidence that the AVID site team has utilized the AVID Center Data System to improve and expand the AVID program. Site team has analyzed student, staffing, and budget data; revised and expanded the AVID program based on accurate analysis.</td>
<td>□ Regular analysis of student, staffing, and financial data by the site team has led to schoolwide program enhancement and growth. There is evidence of analysis of disaggregated data to improve student access to and success in rigorous courses and growth of AVID students and improved schoolwide program effects.</td>
</tr>
<tr>
<td>3. □ There is insufficient evidence to determine that the site team has analyzed performance, enrollment, and/or staffing data as one tool to promote access for AVID students to advanced courses, including AP/IB.</td>
<td>□ There is evidence that the site team has analyzed performance, enrollment, and/or staffing data as one tool to promote access for AVID students to advanced courses, including AP/IB.</td>
<td>□ There is evidence that data analysis by the site team has led to revisions of the site team, school, and/or district plans in order to promote access to and support in advanced courses, including AP/IB.</td>
<td>□ There is evidence that data analysis by the site team has impacted school policies, the school, and/or district improvement plans in order to promote access to advanced courses, including AP/IB. In addition, there is evidence data has been presented at board meetings.</td>
</tr>
<tr>
<td>4. □ Fewer than 70% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above.</td>
<td>□ At least 70% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above. (Eg. In CA use the CA High School Exit Exam.)</td>
<td>□ At least 85% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above.</td>
<td>□ 100% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above.</td>
</tr>
<tr>
<td>5.</td>
<td>There is insufficient evidence to determine that standardized test data is used to inform instruction.</td>
<td>There is evidence that standardized test data is used to inform instruction and policy to open access to rigor for AVID students.</td>
<td>There is evidence that standardized test data is analyzed to inform instruction for core academic classes to increase quality teaching.</td>
</tr>
</tbody>
</table>

What are some of the particular strengths of AVID Essential 9 at your school?

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What aspects of AVID Essential 9 have room for growth?

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Section 1: Implementing the AVID Program—A Step by Step Approach
AVID Essential No. 10 | Possible Evidence Sources | Rating for AVID Essential No. 10
--- | --- | ---
The school or district has identified resources for program costs, has agreed to implement all AVID Implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID staff development. | □ AVID Site Plan  
□ School Budget for AVID  
□ District Budget for AVID  
□ District Improvement Plan  
□ School Improvement Plan  
□ Attendance records at AVID Summer Institute  
□ Attendance records and evaluations of other AVID professional development activities  
□ Path Training  
□ Other | Number of indicators at each level:  
Level 0: ___  
Level 1: ___  
Level 2: ___  
Level 3: ___  
Overall level for Essential 10: [ ]

<table>
<thead>
<tr>
<th>Rating Guide: Indicators for Levels of Use</th>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. □ No written long-term funding plan for AVID has been developed.</td>
<td>□ Funding for AVID is defined in school and/or district budgets.</td>
<td>□ AVID coordinator participates in the budget development process.</td>
<td>□ Funding for AVID is defined in school and/or district budgets and long-range funding mechanisms are in place. AVID coordinator has a leadership role in the budget development process.</td>
<td></td>
</tr>
<tr>
<td>2. □ A written AVID site plan either is not developed or is not used.</td>
<td>□ A written AVID site plan is developed and there is evidence of its use.</td>
<td>□ AVID site plan is developed and is used regularly by the site team in its program planning and evaluation.</td>
<td>□ AVID site plan is developed and used regularly; there is evidence that the site team has revised the plan based on certification results and student performance results.</td>
<td></td>
</tr>
<tr>
<td>3. □ AVID is not a component of the school improvement plan.</td>
<td>□ AVID is a component of the school improvement plan.</td>
<td>□ AVID is a key component of the school improvement plan.</td>
<td>□ The AVID site plan is interrelated with the school improvement plan and is part of the district improvement plan.</td>
<td></td>
</tr>
<tr>
<td>4. □ AVID elective teacher(s) has/have not attended AVID Summer Institute.</td>
<td>□ Each AVID elective teacher has attended AVID Summer Institute at least once.</td>
<td>□ Each AVID elective teacher has attended AVID Summer Institute at least twice, including once within the past two summers.</td>
<td>□ All AVID elective teachers have attended at least two AVID Summer Institutes. AVID site team has provided AVID-related professional development to the whole staff.</td>
<td></td>
</tr>
<tr>
<td>5. □ No AVID site team teachers attended AVID Summer Institute professional development.</td>
<td>□ Site team teachers, other than the AVID elective teacher(s), participated in Summer Institute professional development and/or in AVID Path training.</td>
<td>□ Twenty-five percent of site teachers and administrators, other than the AVID elective teacher(s), have participated in AVID Summer Institute professional development and/or AVID Path Training.</td>
<td>□ Site teachers, in addition to site team and AP teachers, have attended at least two AVID Summer Institute professional development sessions. The site plan includes a multi-year plan for AVID professional development for the school, so that at least 50% of teachers are AVID trained.</td>
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</table>
What are some of the particular strengths of AVID Essential 10 at your school?

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What aspects of AVID Essential 10 have room for growth?

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<table>
<thead>
<tr>
<th>AVID Essential No. 11</th>
<th>Possible Evidence Sources</th>
<th>Rating for AVID Essential No. 11</th>
</tr>
</thead>
</table>
| An active interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses. | - AVID site plan  
- Composition of AVID site team  
- Attendance records at AVID Summer Institute and other professional development activities  
- Schedule of AVID site team and/or vertical team meetings and agendas  
- Minutes from site team and/or vertical team meetings  
- Lesson plans from AVID site team members that incorporate AVID methodologies  
- "AVID alerts"—student progress reports  
- Professional development plan  
- Other | Number of indicators at each level:  
Level 0: _____  
Level 1: _____  
Level 2: _____  
Level 3: _____  
Overall level for Essential 11:  |

<table>
<thead>
<tr>
<th>Rating Guide: Indicators for Levels of Use</th>
<th>Not AVID (Level 0)</th>
<th>Meets Certification Standards (Level 1)</th>
<th>Routine Use (Level 2)</th>
<th>Institutionalization (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AVID site team does not meet the minimum representation outlined in Level 1 requirement.</td>
<td>AVID site team includes interdisciplinary teachers and a site administrator, counselor, and AVID elective teacher.</td>
<td>AVID site team includes at least English/language arts, mathematics, social studies and science teachers as well as a site administrator, counselor and AVID elective teacher(s). In addition, tutors and students are represented at meetings during which individual student or teacher performance is not discussed.</td>
<td>Parents, as well as students and tutors, are represented at site team meetings during which individual student or teacher performance is not discussed.</td>
<td>There is evidence that the site team uses the site plan as &quot;a living document&quot; and it is addressed at site team meetings and revised according to the data and certification results.</td>
</tr>
<tr>
<td>2. AVID site team does not collaborate to develop a site team plan.</td>
<td>AVID site team develops, writes and implements a site plan and the site team revises the plan based on certification results.</td>
<td>AVID site team collaborates to develop an effective site plan that addresses the access and equity issues of enrolling AVID students in rigorous courses.</td>
<td>AVID site team meets at least monthly and collaborates on planning and logistical issues as well as engages in problem solving of access issues and student success in rigorous curriculum and advanced courses.</td>
<td>AVID site team meets at least monthly and collaborates on planning, logistical, and student access issues. The work of the AVID site team influences school policy concerning access to rigorous curriculum and advanced courses.</td>
</tr>
<tr>
<td>3. AVID site team does not meet regularly.</td>
<td>AVID site team meets at least quarterly and collaborates on planning and logistical issues and awareness of access issues to rigorous curriculum and advanced courses.</td>
<td>AVID site team meets at least monthly and collaborates on planning and logistical issues as well as engages in problem solving of access issues and student success in rigorous curriculum and advanced courses.</td>
<td>The AVID site team provides proactive support to AVID coordinator/teacher(s) in the implementation and operation of the AVID program. Each site team member takes assigned roles and tasks addressing the access and equity issues.</td>
<td>AVID site team provides proactive support to AVID coordinator/teacher(s) in the implementation and operation of the AVID program. The site team facilitates assistance from staff to address access and equity issues, and to ensure AVID students are enrolled in rigorous courses.</td>
</tr>
<tr>
<td>4. AVID site team has not assumed responsibility for aspects of the implementation of AVID beyond attending site team meetings.</td>
<td>There are examples of some AVID site team members supporting the AVID elective teacher(s) in the implementation and operation of the AVID program.</td>
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<tr>
<td>5.</td>
<td>□ There is no evidence of the site team advocating for articulation between grade levels of AVID classes within the school.</td>
<td>□ Initial efforts by the site team toward articulation between grade levels of AVID elective class components have begun at the school.</td>
<td></td>
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<td></td>
<td>□ Parent/guardian and/or family inclusion efforts have not yet begun.</td>
<td>□ Site team provides leadership supporting and planning among grade levels of AVID elective class both among grades of the school and the feeder schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>□ The AVID site team has not provided AVID professional development to other staff or faculty.</td>
<td>□ Parent/guardian and/or family inclusion efforts, including workshops for AVID parents, have been implemented.</td>
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</tr>
<tr>
<td></td>
<td>□ AVID site team collaborates to provide at least AVID awareness information to other staff or faculty.</td>
<td>□ Parents/guardians and/or families are regularly included in workshops, meetings, and/or activities.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>□ Site team’s articulation and planning extend to other schools in the district that do not have the AVID program (either elementary schools or other secondary schools), or all schools in the district are implementing AVID.</td>
<td>□ AVID site team members have provided professional development on AVID instructional methodologies to other staff and faculty.</td>
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<tr>
<td></td>
<td>□ In addition to attendance at site team meetings, parents, guardians and/or family members provide leadership to promote increased involvement by all AVID parents.</td>
<td>□ Professional development on AVID methodologies is part of the school professional development plan. AVID site team members train others in the school improvement process and are school leaders sitting on key site/district committees.</td>
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</tbody>
</table>

What are some of the particular strengths of AVID Essential 11 at your school?

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What aspects of AVID Essential 11 have room for growth?

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Section 1: Implementing the AVID Program—A Step by Step Approach
## AVID Certification Summary Report -- 2005-2006 School Year

**District:** ____________  **School:** ________________  **County/Region:** __________  **State:** _____

<table>
<thead>
<tr>
<th>Not AVID</th>
<th>Meets Certification Standards</th>
<th>Routine Use</th>
<th>Institutionalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Level 0)</td>
<td>(Level 1)</td>
<td>(Level 2)</td>
<td>(Level 3)</td>
</tr>
</tbody>
</table>

**Essential 1**  ☐  ☐  ☐  ☐
**Essential 2**  ☐  ☐  ☐  ☐
**Essential 3**  ☐  ☐  ☐  ☐
**Essential 4**  ☐  ☐  ☐  ☐
**Essential 5**  ☐  ☐  ☐  ☐
**Essential 6**  ☐  ☐  ☐  ☐
**Essential 7**  ☐  ☐  ☐  ☐
**Essential 8**  ☐  ☐  ☐  ☐
**Essential 9**  ☐  ☐  ☐  ☐
**Essential 10** ☐  ☐  ☐  ☐
**Essential 11** ☐  ☐  ☐  ☐

**Total:** ______  ______  ______  ______

**Certification Level Guidelines:**

**New AVID Site** — Began implementation in _____ / _____ / _____ (DD/MM/YYYY)

**Affiliate AVID Site** — One or more Essentials rated as *not AVID* (Level 0); *Working to implement all AVID Essentials*

**Certified AVID Site** - All Essentials rated *Meets Certification Standards* (Level 1) or higher

**Certified and Eligible to Apply to Become an AVID Demonstration School** — All Essentials rated *Routine Use* (Level 2) or higher (then requires completion of national AVID Demonstration School application and attendance by at least 2 people at Beginning Demonstration School strand at Summer Institute).

**Certified with Distinction** — All Essentials rated *Routine Use* (Level 2) or higher plus additional achievement standards established annually by AVID Center.

**Inactive Site** — Not AVID/no longer AVID; briefly describe terms by which site has been deemed inactive.

**De-Certified Site** — Program in place not philosophically aligned with AVID Implementation Essentials.

## Certification Level Recommended for this School:

__________________________________________

(Signature of person completing form)  (Date form completed)

Print Name: ________________________________

(Signature of School Principal/Administrative Designee)  (Date signed)

---

56  *Implementing and Managing the AVID Program for High Schools*
AVID Certification Summary Report -- 2005-2006 School Year
Regional/District Director’s Overall Commendations and Recommendations:

Commendations

Recommendations
An AVID Action Plan

Site: ________________________________________ Date: ______________________________

Need
What do we still need to do to achieve Certification?

Barriers
What has prevented us from doing this/these things?

Action(s)
How will we address the need? What can we do to overcome the barriers? What steps must we take?

Person(s) Responsible
Who will take the lead on this?

Resources
Who can help? What materials will help?

Costs/Funds
What will this cost? What fund(s) can we use?

Timeframe
When should we start and finish? When should we check progress?

Evaluation
What will we have as proof that we have met our needs?
## AVID Site Plan

### AVID Essential Focus Area:

### Objective:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Action</th>
<th>Time</th>
<th>Barriers</th>
<th>Resources/Related Costs</th>
<th>Lead Person</th>
<th>District Articulation and Alignment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want to achieve?</td>
<td>How will we make it happen?</td>
<td>When will we complete this?</td>
<td>Who/what might get in our way and how will we surmount this?</td>
<td>Who needs to be involved? What expenditures are necessary?</td>
<td>Who on the Site Team will take responsibility to see that this is accomplished?</td>
<td>What is the relationship to district plan(s)? To vertical alignment of ML and HS curricula in our district?</td>
<td>What evidence do we have to demonstrate our success?</td>
</tr>
</tbody>
</table>

Complete the first seven columns as you plan. Complete the last column as you gather evidence throughout the school year.
Traditionally, most teachers work in isolation, cut off by classroom walls and by attitudes that keep them from the wellsprings of creativity, emotional rewards, and the professional satisfaction of collaboration. The team building aspect of AVID makes this a rewarding experience in education. Collaboration breaks down the isolation educators often experience and replaces it with a creative and empowering experience. Research conducted by the Research and Evaluation Division of the California Department of Education finds that AVID programs are successful when three elements are present: administrative support for the goals of the program, a strong site coordinator, and an active interdisciplinary site/vertical team.

Energetic people are at the heart of an effective site team. Members must be individuals who are willing to initiate and sustain the collaborative effort and are willing to take action. Effective teams have the enthusiastic participation of top leadership, and group meetings are regular and frequent. Teams must establish mutual goals or they will fail. A unique aspect of AVID site/vertical teams is that they include AVID students and parents.

The purposes of the AVID site/vertical team are:

1. develop and work toward schoolwide goals which ensure that all students have equal access to knowledge and mainstream activities of the school.
2. be aware of and act on assumptions and practices at the school that enhance or inhibit equal access.
3. promote the use of instructional methodologies which enhance student access to rigorous curriculum.
4. involve students in discussions about effective learning situations.
5. focus on changes in school organization which need to result as a consequence of new conceptions regarding teaching and learning.
6. ensure the institutionalization of AVID as a schoolwide program.
7. develop an interdisciplinary vertical learning community.

A further goal of AVID, beyond academic achievement for program students, is to create or enhance a college-going culture at the school that supports high expectations and levels of achievement for all students. Through professional development and action planning by a school site/vertical team, by the end of the third year following implementation AVID may become institutionalized as a schoolwide program and a core function of the school’s efforts to meet the needs of all students.

The following elements and their rationales should be considered essential to the success of a schoolwide AVID program:

1. There must be a team which includes the principal/administration, the AVID coordinator/teacher, counselor, and academic subject area teachers. These core team members must have attended the AVID Summer Institute, support the program philosophy and the methodologies used in AVID, accept responsibility for ensuring formalization of program costs within the site budget, and be committed to acting as agents of change toward schoolwide improvement as the AVID site team. The AVID site team should also include AVID parents, students, and tutors.
2. The AVID site team must coordinate a professional development program to address the issue of access and to infuse the methodologies used in AVID schoolwide.

3. The school must monitor program implementation and student success, analyzing results to set new goals.

The Roles and Responsibilities of AVID Site/Vertical Team Members

Although team members work together, they have clearly defined roles and responsibilities. The team can work together much more effectively in developing the program if every person understands the specific roles of other members. Team members include the principal, vice principal in charge of the master schedule, AVID counselor, AVID coordinator, teachers of academic classes, AVID tutors, AVID students, parents, college and university personnel, and community.

The AVID Coordinator:

1. Selects the students who enter the program.
2. Hires the college paraprofessionals who tutor the students.
3. Leads the building of the AVID team.
4. Makes time during the day to meet informally with tutors and discuss with them the day’s events.
5. Plans the weekly curriculum.
6. Acts as manager of the program, its personnel, and its students.
7. Acts as a resource in the classroom.
8. Acts as program liaison with the principal, counselor, and teachers.
9. Becomes an instructional leader, sharing techniques and materials to help interested faculty members work with underachieving students.
10. Facilitates requests from other teachers to model AVID teaching techniques, which may mean allowing AVID tutors to go into other classrooms under the coordinator’s supervision.
11. Assists any teacher who requests help in working with problems presented by an AVID student.
12. Sets up individual programs for students encountering difficulty.
13. Manages the tutorial corps by making the most of each tutor’s strength.
14. Deters any negativism associated with the program, both inside and outside the classroom.
15. Serves as disciplinarian—this is the teacher’s, not the tutor’s, domain.
16. Manages the AVID budget.
17. Keeps parents informed of program development and student progress.
18. Listens to parents’ concerns and comments.
19. Establishes with tutors a rapport grounded in mutual respect and trust.
20. Represents the tutors’ needs and rights to the administration and faculty.

21. Organizes fundraising activities to cover expenses such as field trips and a year-end awards ceremony and banquet.

22. Organizes field trips to places of historical, cultural, educational, and professional interest.

23. Arranges for speakers from local universities and businesses.

24. Makes and/or oversees phone calls to parents to discuss student progress.

25. Plans and conducts parent meetings—two to three times a year.

**Involve the principal.**

Convince the principal of the intensity of the needs of students, of the limited amount of funding necessary to begin the program, and of the positive publicity the school will receive if standardized test scores rise and more students not traditionally college bound go on to four-year colleges.

The principal:

1. Chooses a coordinator who is well-respected on campus, as well as energetic, compassionate, and academically talented.

2. Expects the AVID coordinator to become a leader on campus, involved in many schoolwide efforts.

3. Schedules periodic meetings with the AVID coordinator.

4. Develops an adequate number of class sections of AVID to meet the needs of the student body.

5. Provides philosophical support for the program.

6. Acts as liaison with the district administration.

7. Helps garner financial support from a variety of sources.

8. Supports the AVID coordinator’s autonomy in choosing and releasing AVID tutors. Supports an adequate number of tutors to make the AVID program effective.

9. Supports parent communication (e.g., signing letters to the parents).

10. Supports and respects the special structure of the AVID classroom, realizing that AVID tutors, in particular, have specifically assigned responsibilities within the class that require their presence. They should not be expected to leave the classroom to perform duties other than those assigned by the AVID coordinator.

11. Visits the AVID class and participates in celebration and recognition activities.

12. Helps to select AVID site team members by determining who within the school could most likely bring about the changes needed. They can have a profound impact on the culture of the school as well as on student performance. Supports the AVID site team by attending their regular meetings and finds the budget, schedule, or plan to allow the site team to continue its work and to attend the Summer Institute.

13. Sees the site team as a research and development group. These are the individuals who need to explore the most current research. They are the group to deal with departmental and other barriers to student access. They can also function as a group to monitor the school’s performance in meeting academic targets, completion of
college entrance requirements, college acceptances, college board scores, schoolwide grades, external exams such as Advanced Placement, and to make periodic reports to the staff.

14. Connects the site team to school governance teams.

**Involve the administrator in charge of the master schedule.**

If the school is to operate a multi-level, multi-grade program, the administrator must be willing to assign a class title and a course number, unless these are provided by the district.

The Administrator:

1. Makes sure that when AVID begins as a single class, there are not obvious conflicts between when AVID and necessary single class periods of college preparatory classes are scheduled.

**Involve the counseling department.**

Counselors will need to recommend prospective students. The AVID counselor will need to hand tailor students’ schedules so that all requirements for college entrance are met, and will need to be supportive of the coordinator in working with students and parents.

The AVID counselor:

1. Is the same person for all AVID students during the course of their high school experience.
2. Is aware of the requirements for entry into four-year college and university systems.
3. Monitors AVID students’ fulfillment of college requirements.
4. Provides both students and parents with information about applying for college and financial aid.
5. Oversees the college and financial aid application process.
6. Counsels students on the obstacles breaking stereotypes.
7. Is ready to act as facilitator with teachers and other counselors who are not comfortable with the methods and goals of the AVID program.
8. Is supportive of parents and participates in the Parents’ Advisory Board.
9. Joins in AVID activities such as field trips to become better acquainted with the students and parents.
10. Supports the coordinator and the needs and goals of the program.
11. Evaluates the program from a counseling point of view.
**Involve the school faculty.**

Tell them that this is a program for underachieving students who will be better students in their classes, and that advanced level sections will increase in number. Clarify with the entire faculty what they would like AVID to help the school to become. Decide what practices at the school would need to change to fulfill the faculty’s vision and determine what steps would need to be taken to make this change.

The Teachers of Academic Classes:

1. Train in, understand, and implement teaching methodologies used in AVID which allow almost all students to have access to a rigorous college preparatory curriculum.
2. Collaborate as part of the AVID team which brings about schoolwide reform, assuring that almost all students will achieve in a positive school environment.

**Involve parents.**

Contact with parents is an essential part of the coordinator’s job. The first contact with parents or guardians should occur during the recruitment phase to inform potential AVID families about the AVID program and requirements. This contact is only the beginning; much more interaction and involvement with parents or other family members is needed to help AVID students reach their goal of admission to four-year colleges and universities. Keeping in touch with families can be a challenging task but is extremely important for the success of our students. For many parents, secondary schools are intimidating places. As an AVID coordinator you can help families feel more comfortable by serving as a point of contact for parents and the students’ other teachers.

The parent(s) of AVID students:

1. Supports the academic goals of their students.
2. Shows interest in their students’ schoolwork.
3. Provides students with a time and place to study.
4. Is insistent and supportive that students do their homework.

The AVID Student:

1. Takes individual responsibility for his/her own success.
2. Wants to succeed.
3. Believes he/she can succeed.
4. Exhibits positive attitudes toward him/herself and others.
5. Is open to new experiences in all phases of the program.
6. Wants to become an independent learner.
7. Comes to class prepared.
8. Serves as a role model for other students.
9. Shares his/her work for the purpose of improving it.
10. Is willing to study in groups.

11. Keep parents informed of own progress.

12. Becomes involved in campus activities.

Create a partnership with college and community.

The nearby college and community partners can support the team building effort of the AVID site team. They should also support the goals of the program by sharing their knowledge and expertise about the importance of education, various career options, summer apprenticeships and internships, and other support services as needed.

The College and Community Partner:

1. Can provide motivational/informational class speakers.

2. Can create and promote a mentor program.

3. Allow AVID students to attend speaker days or participate in community service and activities.

4. Help to expedite AVID students’ college applications, scholarship applications and financial aid papers.

The Center for Research, Evaluation, and Training in Education (CREATE) was funded by the AVID Center in 2001 to conduct the AVID Best Practices Study. The purposes of the study were to assess the relative efficacy of the 11 AVID program essentials and explore whether other program features are also critical to program goals; examine schoolwide effects of AVID; and identify and recommend changes in AVID program essentials or staff development that that AVID Center might make based on research findings. Their report was entitled The Magnificent Eight: An AVID Best Practices Study, written by Larry F. Guthrie, Ph.D. and Grace Pung Guthrie, Ph.D. and released in February of 2002.

The study focused on eight California AVID high school programs that demonstrated “consistent high performance by AVID students.” This is an excellent report to read and discuss in your AVID site/vertical team meetings as a guide to your own program development and success. Another part of the ongoing development of your AVID program is the reflection and self-study that you and your site team engage in regarding your program. An AVID self-study continuum covering the 11 essentials is a valuable tool for you and your team in the reflection process. After a site/vertical team has determined the current condition of your AVID program, it is important to identify action steps in order to move to the next phase of your program or to sustain a desired condition. Action step details may be recorded on the AVID site plan and on an AVID action plan.
History of the AVID Team

Since the inception of AVID in 1980, interdisciplinary site teams have driven the schoolwide changes sought by AVID and have provided a framework for examining effective teaching and learning practices. The impetus for the first AVID site team was students. As students were participating regularly in collaborative study groups within their AVID elective class, they became keenly aware of teaching practices that allowed them to learn well and of practices which inhibited their learning. As tutors and I jotted down what the students were telling us, we found that teaching practices fell into patterns; they were rarely isolated procedures. We also had the distinct belief that most teachers were in an established routine and were truly unaware of the deleterious effects of some of the less effective pedagogy.

During the second semester of the first year of AVID’s inception, the college tutors and I asked the students if they would like to have organized conversations with teachers regarding what worked well for them in class and what made learning difficult. The students, with some trepidation yet hopeful excitement, agreed. As a group we developed two ground rules for the meeting: 1) The conversations must focus on teaching practices, not personalities, and 2) The students must present their ideas in such a way that no teacher would ever know the identity of a specific teacher being discussed. Several students agreed to represent the group and focus on two or three teaching methodologies which were most distressing to students. We practiced and practiced our conversation. The students felt very special to be able to speak for the group and in no way wished to violate the trust placed in them.

Collectively, the AVID students invited all the faculty to join them for an hour after school for discussions about teaching and learning. The students prepared an international food feast for the teachers. Twenty-five out of eighty faculty arrived—all were curious. Some truly looked forward to the dialog; others wanted to make sure that they weren’t being talked about behind their backs. The teachers had two ground rules also: 1) It was to be a problem-solving rather than a gripe session, and 2) They couldn’t blame students for the situations.

The site principal came to the initial meeting and announced to those present that he would be at all subsequent meetings. He left his walkie-talkie in the office, and we established another meeting rule. These site team meetings would be “sacred time” for conversations among students and teachers. No interruptions would be allowed. The principal’s constant participation was most certainly a key to our success. Not only did it convey to the faculty that the meetings were important, but the group also knew that we had the power to make substantive changes in curriculum pedagogy, and school organization.

How the Teaching Practices Were Addressed by the Site Team

1. Science teachers agreed not to quiz students immediately following films. Instead they would allow students to take notes, meet in collaborative discussion groups, and then take a quiz.

2. Math teachers agreed not to merely assign homework following a lecture, but rather to give students homework problems to groups of students in class to solve and allow them to report on their solutions.

3. History teachers, through research and discussion decided to use the more difficult history text with all students—not just advanced level students.
Link to Universities

After the team had worked together for a year and a half, they decided to meet with area professors of freshman level college courses to discuss curriculum, pedagogy, and grading standards. If we were going to enroll a group of students in college who traditionally did not attend postsecondary education, we wanted to know that we were preparing them well for the rigors of college work. From our site team meetings and subsequent practice, the high school teachers were convinced that writing-for-learning in all subjects, inquiry method, and collaborative grouping were key to students’ learning. After several meetings in which there was little agreement regarding assignments or grading standards, the group agreed to develop grading rubrics and writing assignments for various subjects so that the students were taught to write as historians or scientists would write. We learned that such expectations were present in students’ college courses, but were taught neither at the high school nor the college level.

Effects of the Site Team

The effects of the site team meetings were life-altering for both students and teachers. The students felt they were being listened to, that they were in control of their learning, that their ideas were respected; in many ways they felt they were teachers’ colleagues. It was not uncommon for visitors to the campus to comment that the high school resembled the ambiance of a college campus. Teachers experienced a new efficacy. We felt that we were meeting the needs of the growing diversity of the student body and that we were no longer operating in isolation; an empowered group of teachers and students could tackle and solve any problem.

Purpose of the Site Team

The purpose of an AVID site team is to provide a framework for systematic reflection about classroom experiences among students and teachers and to promote collegial interaction within an individual school. The experience of being a member of the first AVID site team is the most invigorating professional experience I have had in almost thirty years in this profession.

Conclusions

In his recent book, The Predictable Failure of Educational Reform, Seymour Sarason states unequivocally that unless students are given “the right and responsibility to participate in forums where the constitution of the classroom is forged,” any attempts at improving student outcomes through educational reform are doomed to fail. He says, “The sense of powerlessness breeds reduced interest and motivation, at its best a kind of passionless conformity and at worst a rejection of learning. When one sees oneself as the object of unilateral actions, it takes no particular wisdom to suggest that one would rather be elsewhere.”

An AVID site team not only affords students the opportunity to express what is or is not working for them in the school, but also allows teachers to constantly revise and check their perceptions through students’ eyes. While no one strategy is the be-all and end-all for structures within the school, to create a more effective teaching/learning environment, an overwhelming amount of research supports schoolwide collaboration as the single most effective way to achieve mutually reinforcing goals.

An AVID site team affords both students and teachers the opportunities to try new approaches and consistently check these new ideas for effectiveness. No greater power exists for creating schools which meet the needs of a diverse population.
# AVID Program Implementation Timeline

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity</th>
<th>Persons Responsible</th>
<th>Date Completed</th>
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| December   | • Decide on number of AVID sections to be offered.  
• Schedule AVID classes into master schedule. If possible, coordinate with another school so that tutors may be able to work at both schools.  
• Develop student recruitment plan:  
  — Who will do recruiting?  
  — Timeline for recruiting (allow one to two weeks to examine records)  
  — Selection criteria and necessary documentation (test data, GPA, discipline record, student essay)  
  *Note:* Materials in AVID binder can be used to facilitate process. | | |
| January    | • Identify potential pool of AVID students, using student record sheet to note test scores, GPA, and class schedule.  
• Disseminate teacher recommendation forms. Allow one week for return of forms to AVID coordinator or counselor. | | |
| February   | • Hold informational meeting for potential AVID students to provide basic information and application form. Arrange for students to be released from class.  
• Organize meeting for parents and students to learn about AVID; set timeline for return of application. Invite other AVID students to be part of the program.  
• Have potential candidates write a short AVID application essay using one or two of the interview questions for prompts (optional).  
• Read essays and make notations on recruitment grid.  
• Follow up with students who have not submitted an application form.  
• Recruit administrators, teachers, parents, and students to serve on AVID site teams, including those who are willing to plan AVID expansion to other grades. Encourage them to attend Summer Institute for training in AVID. | | |
| March      | • Conduct interviews in a quiet, private place, using some of the interview questions. Keep notes. Interviews can be conducted in pairs, especially for younger students. Send acceptance letters to students and their parents.  
• Send a list of accepted AVID students to counselors to schedule AVID students into AVID and college preparatory classes. | | |
## AVID Program Implementation Timeline

<table>
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<tbody>
<tr>
<td>March</td>
<td>• Add AVID program to school budget, allocating funds for teachers to attend Summer Institute, coordinator workshops throughout the year, Site Team conferences, AVID supplies, and for tutors, including funds for tutors to attend Summer Institute. Allow approximately $3000/section for tutors and $1600 for staff development.</td>
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<td></td>
<td>• Plan an AVID inservice for faculty.</td>
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<tr>
<td>April</td>
<td>• Recruit tutors. Possible sources include:</td>
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<tr>
<td></td>
<td>— School graduates who are attending college locally</td>
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<tr>
<td></td>
<td>— Recent college graduates working as substitutes</td>
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<tr>
<td></td>
<td>— Adults who have returned to school or higher education and who are not working full time</td>
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<td></td>
<td>— Community members who have teaching credentials, but who are not currently working</td>
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<td></td>
<td>— Current high school students.</td>
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<td></td>
<td>• Plan for AVID tutors to attend Summer Institute tutor training.</td>
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<td></td>
<td>• View site team video. Discuss site team roles and responsibilities and ways to support AVID students’ success. Register for summer learning opportunities (e.g., attendance at AVID Summer Institute and other workshops to enable staff to meet learning needs of all students).</td>
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<td></td>
<td>• Encourage AVID students to enroll in summer school or other summer programs. Spend several days helping students fill out the appropriate applications.</td>
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<tr>
<td>August/September</td>
<td>• Plan inservice for faculty on AVID organizational skills and methodologies.</td>
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<td></td>
<td>• Site team meets to share summer learning and plan future staff development for faculty or departments.</td>
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<tr>
<td>September</td>
<td>• Conduct inservice for staff.</td>
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“First, (AVID) creates a classroom environment where kids are encouraged to take learning seriously, and, secondly, to see themselves as scholars. I’d like to expand that notion beyond school, after school, at home. AVID also creates an environment for peer support, and for kids, that’s everything. If you can create an intellectual environment and peer support, it can have long-term effects.”

—Dr. Peter Noguera, Professor of Education at New York University author, *Confronting the Urban: How City Schools Can Respond to Social Inequality*
Introduction

The hallmarks of AVID and the features that account for its effectiveness are:

1. **A strong academic focus.** Every element is designed to help students succeed, and every activity focuses teachers and students on academic goals.

2. **A requirement that students be involved in rigorous coursework.** AVID students must take a rigorous course of study that meets the requirements for college enrollment. The experience of being in advanced classes, along with the support of AVID, boosts student’s academic expectations and levels of achievement.

3. **The provision of an enduring academic and social support network.** AVID students have a support network that expects and rewards hard work, perseverance, and academic achievement. A strong peer group that values academic success supports students. Teachers, tutors, coordinators, and counselors take their roles as nurturers and advocates for students seriously.

   At the heart of AVID is the for-credit elective class in which students participate for one period daily. The AVID elective addresses key elements in college preparation:

   1. Academic survival skills;
   2. College entry skills;
   3. Tutorials;
   4. Motivational activities; and
   5. Career and college exploration.

   The following section provides information about the AVID elective courses, including the AVID course outlines and calendar, methodologies and strategies, and detailed accounts of essential components within the AVID elective.
The AVID Elective Course

Course Overview

Grade 9–12
Length 4 years
Prerequisite Middle School AVID and/or interview-application process
CO Requisite Enrollment in rigorous college preparatory courses

Course Philosophy

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, notetaking, and research.

Course Description/Structure

AVID meets five hours per week. Students receive two hours of instruction per week in college entry skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their growth academically.

The AVID curriculum, which is based upon the following books in the AVID library—College and Careers, The Strategies for Success, and the Writing Curriculum—lays the groundwork for the lessons taught in the AVID elective.

College and Careers prepares students for their future with lessons on test-taking skills. Preparation includes instruction in math and English language concepts frequently seen on college entrance tests, as well as practice on “mock” SAT and ACT exams. In the ninth, tenth and eleventh grades, students are encouraged to take the PSAT (Preliminary Scholastic Aptitude Test) or the PLAN (Preliminary American College Test). In the eleventh and twelfth grades, students take the SAT (Scholastic Aptitude Test) and ACT (American College Test).

In The Strategies for Success, AVID students learn skills such as time management, notetaking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which is graded regularly.

Through the Writing Curriculum, AVID stresses the importance of “writing as a tool for learning.” This strategy forms the basis of all assignments. Writing preparation revolves around the improvement of writing in all subject areas because writing clarifies thought. In AVID, students learn that writing is a process. Students are expected to use this process in all grade level writing assignments.

On tutorial days, students work with college tutors, many of whom are former AVID students and graduates of the schools in which they work. Tutors assist students in small groups with academic questions that students bring to tutorial. Students are required to take notes during tutorial and use class and textbook notes to inform their dis-
Discussions during tutorial. Tutors help students with the process of learning through inquiry, rather than giving students the answers to their questions. Students learn the value of working with others in tutorial.

In AVID, students also participate in motivational activities including college and career research, college and career outreach speakers, field trips to colleges and businesses and other educational opportunities in their communities, and service learning experiences. These activities provide students with the resources they need to learn about many positive opportunities available to them in the community that will impact their future.

**Objectives of the Course**

1. Students will take courses that meet four-year college entrance requirements.
2. Students will participate in tutorials for academic courses.
3. Students will learn and apply AVID skills including notetaking, organization, time management, and goal setting.
4. Students will improve their oral communication skills through a variety of activities, including presentation and Socratic Seminar.
5. Students will participate in writing to learn activities, including notetaking, learning logs, and essay writing.
6. Students will learn to evaluate their own and other’s writing, using the rubrics and scoring guides modeled after UC and CSU requirements.
7. Students will prepare for college entrance examinations, including the SAT I and II and ACT.
8. Students will complete and present a Multi-Grade Level Portfolio of their work in AVID.

**Assessment Procedures**

AVID students will be assessed using a variety of performance-based assessments. They will be judged not only on the AVID “basics” such as a well-organized notebook, participation in tutorials, and notetaking, but also according to their performance on timed writings, practice college entrance tests, participation in Socratic Seminars, and other activities. Students are required to develop and present the Multi-Grade Level Portfolio at the end of each year, representing their work in the AVID program.

**Portfolio Contents**

Portfolio contents will include but not be limited to the following:

1. Grade level *AVID Writing Curriculum*.
2. Four-year plan.
3. Timed writings with rubrics.
4. Analytical essays with rubrics.
5. Notes taken in content areas.
Course Outline*

Quarter One
A Week in the AVID Elective
WIC-R
Introduction to the AVID Binder
Introduction to AVID Skills
AVID Alert and AVID Good News
Introduction to AVID Notetaking
Introduction to AVID Tutorial
Grade Specific Writing Curriculum
Writing is Integral to AVID
The Writing Process
The Three Part Essay
PSAT/PLAN and SAT/ACT preparation
Registration for PSAT, PLAN, SAT, ACT
Ongoing tutorials
Ongoing binder checks
Oral language development
Motivational activities

Quarter Two
Test-taking skills
Preparing for Tests and How to Study for College
Grade Specific Writing Curriculum
PSAT/PLAN and SAT/ACT preparation
Ongoing tutorials
Ongoing binder checks
Oral language development
Motivational activities
Final exam preparation

Quarter Three
Semester 1 portfolio entries
Semester 2 academic goal setting
PSAT/PLAN and SAT/ACT preparation
Planning Your Education
Subject A preparation
Introduction to Holistic Scoring
Timed writing practice
Grade Specific Writing Curriculum
Ongoing tutorial
Ongoing binder checks
Oral language development
Motivational activities

Quarter Four
Grade specific Writing Curriculum
PSAT/PLAN and SAT/ACT preparation
Ongoing tutorials
Ongoing binder checks
Review test-taking skills
Prepare for final exams
Oral language development
Motivational activities
Multi-Grade Level Portfolio preparation, conferences and presentations

* Underlined text refers to specific content of AVID curriculum. Please see the Daily Planning Guide for a more detailed map of the school year.
AVID Senior Seminar Course Outline

**Department:** English & Social Science

**Grades:** 11 & 12

**Prerequisite:** Previous enrollment in AVID elective class prior to grade 11 for at least one year.

**Corequisite:** Enrollment in at least one Honors, Advanced Placement, or International Baccalaureate course or in an college-transferable course in both the 11th and 12th grade years.

**Context for the Course**

AVID elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. AVID students, generally, come from groups underrepresented at our four-year colleges and universities. They are enrolled in a rigorous academic program while being given a support system in the AVID classes through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

**Course Description**

The AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year.

This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. The project requires that students examine a particular leader’s life and accomplishments in relation to the student’s own possible career goals and aspirations. Among the leaders included in the course for in-depth study include: Leonard Bernstein, Dr. Jane Goodall, Dr. Stephen J. Gould, Dr. Martin Luther King, Jr., Pablo Neruda, Eleanor Roosevelt, Dr David Suzuki and John Wooden. Students may select other leaders of equal stature with the approval of the AVID teacher.

The focus of the junior year is the survey of 8–10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups. This
preliminary research survey will culminate in an end-of-year essay in which students explain and provide evidence for choosing a particular leader to study in greater depth.

The level of reading, writing, inquiry, discussion and analysis experienced in the junior year will serve as the foundation for in depth research to be introduced and completed as a final project in the senior year.

In the senior year, students will select a leader to study in depth, read extensively about the leader, write a number of analytical essays, develop critical questions based on their reading and writings, participate in collaborative discussion groups such as Socratic Seminar, and complete a final research essay project.

In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies and tasks that should be achieved during the junior and senior year. Support materials are in development and will be divided into four semesters surrounding the topics of Testing, Preparation, Exploration and Fit and Finances. For an overview and timeline related to each semester for both the junior and senior years, and for directions for reviewing and downloading pilot materials, see Appendix A.

Course Content

Goals

1. Students will learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents.

2. Students will demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions.

3. Students will develop various strategies to respond to a text including, annotating a text, writing learning logs, and developing double entry journals and summaries.

4. Students will develop their ability to relate prior knowledge to new information and make connections to related topics of information.

5. Students will demonstrate an ability to articulate a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis.

6. Students will develop their ability to write well-organized essays that are consistently coherent and logically developed.

7. Students will continue to learn to effectively summarize ideas contained in a text.

8. Students will develop skill in writing short answer response essays, including, timed essays.

9. Students will participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions.

10. Students will participate in discussions, presenting their ideas in a clear and articulate manner.

11. Students will listen to and respond to the ideas of others.

12. Students will develop a leadership role in Socratic Seminars.

13. Students will develop their skills in research techniques.
14. Students will productively participate in both individual and group projects and discussions.

15. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.

16. Students will learn to evaluate their own and others’ writing, using rubrics and scoring guides modeled on UC and CSU entrance exams.

17. Students will learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks.

**Course Outline**

**Junior Year**

I. **Course Introduction**

A. Introduce the theme of “Leadership as a Catalyst for Change in Society.”

1. Examine students’ perceptions about what constitutes a leader, including the qualities that characterize a leader. Using a variety of readings and collaborative group strategies, students analyze and discuss how “leadership” is defined and what roles leaders play in our society.

2. Discuss the role of students as leaders in their school and community.

B. Following the discussion and exploration of the course theme, have students write a short essay in which each student analyzes, from his/her point of view, what is meant by “leadership as a catalyst for change in society.”

1. Revisit this essay as the semester progresses so students can modify, reexamine and redefine their original definition.

2. As students study different leaders, have them develop graphic organizers, which outline the characteristics of a leader.

C. Utilizing a “philosophical chair” or other collaborative group discussion formats, ask students to analyze, discuss, and debate the following question, “Does history make a leader, or does a leader make history?”

II. **Organization of Study**

A. Develop a process and criteria to assign students to “study” team groups.

B. Each group will be assigned a specific leader to study in-depth.

1. Each study team will spend (4) weeks reading, analyzing, raising questions, discussing findings and exploring the life and role of the selected “leader.”

2. At the end of the 4 weeks, students, as a group, will rotate to another leader to study.

C. As a group, students will discuss and examine the historical, social and cultural period in which the leader lived and worked.

1. They will create a historical timeline.
2. The will create a graphic organizer, a T Chart, in which they outline the characteristics of that period and juxtapose them to the response of their leader to those characteristics.

D. Reading—Critical analysis Assignments

1. Students will be required to read one major work about the leader in each group.
2. Students will be required to read at least two essays by the leader.
3. Students will read at least three essays written about the leader by other authors.
4. Students will read at least two sources that specifically discuss the historical, social, cultural and scientific issues of that period, thereby placing the leader in historical context.
5. Throughout the time in each study team, students will engage in a variety of writing, inquiry, collaboration and reading (WIC-R) activities.

E. Writing Assignments

1. Students will be required to do the following on an ongoing basis: Take Cornell notes, write summaries, develop dialectical journals, and write at least two critical essays. In the essays students will analyze various historical, social, cultural issues.
2. Students will write an analytical essay of no less than three pages in which they examine, in detail, the major trends, conflicts and issues of the historical period in which the leader lived and worked.
3. Students will participate in individual and collaborative reader response groups to reflect and provide feedback for revisions.
4. Students will use a writing rubric designed specifically for the type of essay assigned and will be expected to score at least a 4 on a 6-point rubric.

F. Discussion and Oral Presentations

1. Students will be involved in ongoing discussions in each group based on questions the students generate from their readings.
2. Students will participate in Socratic Seminars on themes that link the various leaders they have studied. The students will use the texts they have read to support different points of view.
3. Students will prepare oral presentations for each group outlining and discussing the major issues and questions that evolved about the leader they studied.

III. Final Paper

A. At the end of the spring semester each student will select a leader he/she wants to study in depth in the senior year.

B. The student will write a paper in which he/she explains why they have chosen a particular leader based on their readings and discussion. Student will also address the questions that were developed in the groups and select particular questions for in depth exploration.
**Senior Year**

I. **The senior year will begin with a review of what was studied in the junior year.**
   
   A. Review, examine and discuss (in historical context) the contributions made by the leaders in the course of study.
   
   B. Discuss what has made their contributions significant on both a personal and universal level.
   
   C. Explore and develop possible research questions, topics and themes as a result of the discussion.
   
   D. All discussions should be continually linked back to the theme of the course “Leadership as a Catalyst for Change in Society.”

II. **Research Project**
   
   A. Students will review/revise the paper in which they explain and defend their choice of leader for research.
   
   B. Students prepare a preliminary research question.
   
   C. Students develop a plan and timeline for their project with input from their academic advisor. The plan must also include a reading schedule.

III. **Reading Assignments**
   
   A. Students will read at least two long works (books) by their leader.
   
   B. Students will read at least four essays, including speeches, by their leader.
   
   C. Students will read at least four other sources—articles, books, essays, etc.—written about their leader.
   
   D. Students must read four sources about the historical period in which their leader lived (lives) and worked.

IV. **Writing Assignments**
   
   A. On an ongoing basis students will take Cornell notes, keep a dialectical journal, and write summaries, short essays and develop graphic organizers.
   
   B. Every four weeks students will be required to write a well-developed critical essay in which they discuss their findings and the significance of these findings to their overall question.
   
   C. Students will generate higher level thinking questions that evolve from their research. These questions will help to propel their research forward.

V. **Outside Sources**
   
   A. Students will collect information from individual contacts who are in the same field of study as the leader being researched.
   
   B. Students will form a mentorship with a scholar who has a special interest in the field of the leader being studied. This mentor will act as an advisor to the students’ project.

VI. **Research Group**
   
   A. Students will form research groups/teams based on the leader they are researching.
B. The team will be a forum in which to exchange ideas, generate questions for discussion, and develop possible themes and topics.

C. The team will also be a forum to discuss and clarify issues regarding the historical context in which the leader worked.

D. The team will also act as a peer editing group

VII. Socratic Seminars

A. The Socratic Seminar should be an ongoing activity that helps the students see their leader in a global context.

B. The Socratic seminar should explore some of the following topics:
   1. How does a leader affect society and how does society affect the leader?
   2. What are the pros and cons of the changes that have taken place because of a leader’s work?
   3. What are the individual characteristics of a leader and are their commonalities amongst leaders?
   4. What makes a leader a catalyst for change? What would such leadership look like in a school, business, community, and nation?

VIII. Review Research Plan and Timeline

A. By the end of the first semester the students should submit their preliminary notes.

B. The students should finalize the thesis for their project.

C. Students should revise their timeline.

IX. Oral Presentations from Each Team

A. Each team will present a consensus about their findings.

B. Each team will discuss the research questions of their individual members.

C. Each team will present and defend the topics for each individual project.

X. Writing the Research Paper

A. Students will use MLA Style form, bibliography, etc. for their project essay.

B. Students will submit a schedule for submitting drafts of their project to their team and teacher.

C. Students will state the thesis of their project.

D. Students will present a preliminary bibliography.

E. Students will present an outline of their research paper.

F. Students will present drafts and revisions of their research paper in a timely fashion.

XI. Submission of the Final Research Project

A. Students utilize the writing-research process in submitting their final paper.
B. Students follow all established and recorded timelines.

C. Students conference with their teacher and academic mentor about the results of their research.

XII. Individual Reflections—Essay

A. Conclusions drawn from the research.

B. The relationship of the leaders studied—his/her contributions, characteristics, accomplishments, education, goals—and the goals and aspirations of the AVID student.

**NOTE**: Support activities for writing assignments may be referenced in the revised (2005) *AVID High School Writing Teacher Guide*, especially those sections for advanced writing—argumentation, persuasion, exposition, and critical analysis.

**Key Assignments And Activities**

- Reciprocal Teaching
- Literature Circles for Non-fiction
- Annotating the text
- Working with graphic organizers
- Quickwrites and freewrites
- Learning logs
- Double-entry journals
- Summary writing
- Analytical essays—short and long
- Timed essays—45 minute limit
- Preparing a bibliography
- Research project
- Discussion activities
- Group discussions
- Philosophical chairs
- Socratic seminars
- Oral reports

**Instructional Methods And Strategies**

- Lecture
- Collaborative group work
- Readings
- Library and Internet research
- Seminars
• Collaboration with Advisors

**Assessment Methods And Tools**

• Papers, essays, writing and oral language rubrics
• Journals
• Learning logs
• Exams, quizzes
• Participation
• Observation
• Conferencing
• Final project
• Reflection

AVID students will also be assessed on rudimentary AVID “basics” such as a well-organized notebook, participation in tutorials, notetaking and participation and leadership in Socratic seminars.
Resources

Bean, John C., Chappell, Virginia A., and Gillam, Alice M. Reading Rhetorically: Brief Edition
Hacker, Diana, A Writer’s Reference
MLA Handbook for Writers of Research Papers
Zinsser, William, On Writing Well
Trimmer, Joseph and Hairston, Maxine, The Riverside Reader
Bloom, Lynn Z. and White, Edward M., Inquiry: A Cross-Curricular Reader
Goodall, Jane, Reason for Hope
Goodall, Jane, Through the Window: My Thirty Years with Chimpanzees of Gombe
Goodall, Jane, In the Shadow of Man
Goodall, Jane, The Chimpanzees of Gombe: Patterns of Behavior
Goodall, Jane, Africa in My Blood: An Autobiography in Letters—The Early Years
Goodall, Jane, Beyond Innocence: An Autobiography in Letters—The Later Years
Gould, Stephen J., Ever Since Darwin
Gould, Stephen J., The Flamingo’s Smile
Gould, Stephen J., Bully for Brontosaurus
Gould, Stephen J., Hen’s Teeth and Horse’s Toes
Gould, Stephen J., Rocks of Ages: Science and Religion in the Fullness of Life
Roosevelt, Eleanor, The Autobiography of Eleanor Roosevelt
Roosevelt, Eleanor, My Day - Collection of Eleanor Roosevelt’s Newspaper Column
Roosevelt, Eleanor, On My Own: The Years Since the White House
Roosevelt, Eleanor, It Seems to Me: Selected letters of Eleanor Roosevelt
Lash, Joseph, Eleanor and Franklin
Lash, Joseph, Eleanor: the Years Alone
Lash, Joseph, Love, Eleanor: Eleanor Roosevelt and Her Friends
Gurewitsch, Edna P., Kindred Souls: The Friendship of Eleanor Roosevelt and David Gurewitsch
Suzuki, David, The Scared Balance
Levine, Joseph and Suzuki, David, The Secret of Life
King, Martin, Luther, Dr., Where Do We Go From Here: Chaos of Community
King, Martin, Luther, Dr., *Why We Can’t Wait*

King, Martin, Luther, Dr., *Stride Toward Freedom*

King, Martin, Luther, Dr., *The Collected Speeches of Dr. Martin Luther King, Jr.*

Wooden, John, *They Call Me Coach*

Wooden, John, *My Personal Best: Life Lessons from an All-American Journey*

Wooden, John, *WOODEN: A Lifetime of Observations and Reflections On and Off the Court*
Appendix A

NOTE: After June 1, 2005, you can review/download a course description and resources including a pilot Teacher Guide that includes a number of college preparation/exploration activities by going to www.avidonline.org, log into MyAVID Account, then go to File Sharing and click on Jr./Sr. Seminar Resources. Overviews of each of the units from the pilot teacher guide are described below.

Unit 1

Overview

It is during the first semester of the junior year that students learn about the two college admission tests (ACT and SAT) and the differences between them. One way for students to become familiar with these materials is to take both practice tests (the PLAN and the PSAT) and use the results to prepare for ACT and SAT testing in the spring.

Students also begin to prepare for college admission by gathering materials and organizing them into “crates” and by reviewing what they have accomplished in their first two years of high school. This will prepare them for writing a résumé, a good resource when completing college applications. This is also a time to look at college entrance requirements and to access a valuable research tool: the Internet.

AVID students may want to consider applying to both public and private schools. One way to explore the various elements of the college admission process is to visit a variety of Web sites. For example, at the California Colleges site (www.californiacolleges.edu), students can find answers to their questions about entrance requirements, financial aid, career planning, and much more. College admissions representatives who come to the school can provide additional information.

Financing their college education is a concern for many students. In this semester, some key concepts are introduced, but little can be done in this area until the senior year. Students can also begin self-exploration to help them determine which college(s) will be a good “fit” for them.

Timeline

1. Testing
   September: Review previous PLAN and PSAT scores.
   September–October: Prepare for PSAT test. Take PSAT test.
   December: Interpretation of score results (counselor presentation).

2. Preparation
   September: Prepare student “crates.”
   September–October: Do preparation activities.
   October–January: Data sheets, “a–g” requirements, résumé, “Family Firsts.”

3. Exploration
   September–November: Presentations by college representatives.
   October–December: College exploration on the Web (UC Pathway, California Colleges, CSU Mentor sites).
   January: AVID graduate panel.

4. “Fit” and Finances
   September–June: Explore types and varieties of financial aid.
   December–June: Financial aid calendar; ongoing review.
Unit 2

Overview

During the second semester of the junior year, students are encouraged to take both college admissions tests. They can then prepare for retaking their highest scored test in the fall semester of their senior year. This is also the time to explain strategies that will help students when they take SAT Subject tests. Since many students will also be taking AP tests for the first time, these can be coordinated with the SAT Subject tests.

Students can prepare for the college application process by beginning a first draft of their college essay and also by considering whom they will ask to write letters of recommendation. The “GPA Game” demonstrates what counts most when college admissions officers decide which applications to accept. It’s a valuable tool for both students and parents.

Students will also need to determine priorities for their higher education so they can focus on researching colleges that “fit” these priorities. Once a list of colleges is created, students will want to consider visiting these campuses before the first semester of their senior year. Finally, students need to plan a productive summer to ensure they are prepared for the application process in the fall.

This is also the time to research the costs involved in attending college and to determine how to pay these costs. (It’s important to include parents in this discussion.) Students can begin the search for financial aid by applying for a PIN. Visiting college fairs in the spring to check for “fit” and continuing the search for scholarships are also a part of the second semester of junior year.

Timeline

1. Testing

   January–June: Register for March through June admission tests, including ACT, SAT, and SAT Subject tests.  
   (SAT Subject tests are needed for UC or highly selective schools.)

   March–June: Take SAT, ACT, and SAT Subject tests.

   May: Take appropriate AP tests.

2. Preparation

   February: Review first-semester grades and compute “a–g” GPA.
   February–June: Update data sheets and résumé.
   March–June: UC essay prompts and Common Applications should be started and refined.

3. Exploration

   February: College selection and priorities activities.
   March–June: College/major research, using a variety of resources including Web sites, printed materials, speakers, and visits.
   March–June: Create potential college lists. Use comparison worksheets. Finalize summer plans.

4. “Fit” and Finances

   February: Register for FAFSA PIN.
   February–June: Continue searches and applications on FASTWEB.
March–April: Visit College fairs.

Unit 3

Overview

The first semester of the senior year is a critical time for the college-bound student for this is when all the elements of college admission come together and the application is completed and submitted. Students will have one final chance in the early fall of their senior year to retake college admission tests (ACT, SAT, and/or SAT subject tests). Test results should then be sent to all schools to which students intend to apply.

Students will need to finalize their choice(s) of colleges, and, ideally, visit college campuses. (If visiting is not possible, they should plan to meet with college representatives.) This is the time for computing the final “a–g” GPA (from grades 10–11) and requesting letters of recommendation. College admission essays will need to be finalized, résumés updated, and materials gathered for college applications.

The preferred method for completing and submitting a college application is online, although students may want to prepare for this by using a paper application as a worksheet. All required materials should be gathered together, and, if possible, taken to the school’s computer lab. The application deadline for most California public colleges and universities is November 30, so AVID students should plan to submit their application prior to Thanksgiving. Private college applications are usually due in December or January. Fee waivers are available.

This is also the time for financial aid arrangements to be made, beginning with completing the Free Application for Federal Student Aid (FAFSA). This form, which is key to nearly all types of financial assistance, should be submitted as soon as possible after January 1 (the earliest date for submission). In some cases, the CSS PROFILE form will be required as well. Application materials are available, at no cost, to teachers, students, and parents to assist them in learning about this process.

Timeline

1. Testing

   August–December: Register for ACT, SAT, and/or SAT Subject tests, as appropriate. Send scores to colleges of interest. File test results in the testing folder in the student’s “crate.”

2. Preparation

   September: Update résumés and compute the final “a–g” GPA to be submitted with applications.

   September–October: Complete college research; review guidelines for applying to college online; visit colleges of interest; request applications.

   October: Ask selected teachers/counselors/others to write letters of recommendation and provide each with a packet of information. Revise essays and finalize for submission.

3. Exploration

   October–November: Submit public college applications online (with final draft essays).

   November–December: Submit private college and university applications (with final draft essays). Schedule interviews.
4. “Fit” and Finances

September–January: Continue to apply for scholarships.

October: Verify FAFSA PIN and register for PROFILE, if needed.

October–January: Attend financial aid events.

December–January: Submit Cal Grant GPA verification.

January: Complete FAFSA application worksheet.

Unit 4

Overview

If students are applying to private colleges or schools outside of California, they may still have time to take college admission tests (ACT or SAT) in January. Once students have been accepted, there may be additional enrollment requirements. For example, CSUs require that students show proficiency in writing and math, and some students may have to take placement tests for these subjects. UC schools require that students meet an entry-level writing requirement. Advanced Placement students will also be taking AP subject tests in May.

As students begin receiving acceptance letters, they should prepare “College Comparison Grids.” Celebrate acceptances by creating a “Hurrah Board” that honors the student and university. Sending thank-you notes to teachers and counselors who have helped with the admission process is highly recommended. It is also time to begin preparing students for the transition from high school to college.

Invite AVID graduates to visit the class and share their college experiences. Encourage students to visit the schools to which they have been accepted and to attend freshman orientation or “Accepted Students” events. Once they have decided where they will attend, students must notify the school and send in any required deposits by May 1. They should also notify other colleges that have accepted them that they will not be attending there.

Filing for FAFSA as early as possible (after January 1, but before the March 2 deadline) is the financial priority for this semester. Applying online is the preferred method. The process is complex, but there are many resources to help students and their parents. As graduation nears and students prepare for the transition to college, academic, personal, and social success in college are important topics to discuss with class.

Timeline

1. Testing

January–February: Make sure all test scores have been submitted to colleges, especially if tests were taken in January for admission to private or out-of-state colleges.

February–April: For students applying to a CSU: If not exempt, register for and take the ELM and/or EPT.

April–May: For students applying to a UC campus: If not exempt, register for and take the Entry Level Writing Requirement Exam.

May: Take Advanced Placement (AP) Tests; be sure to indicate to which college the scores should be sent.
2. **Preparation**

February–April: Complete comparison grids for colleges from which acceptance letters have been received. Post acceptances on the “Hurrah Board.”

February–March: Submit mid-year transcripts, if requested.

April–May: Begin transition activities (from high school to college).

June: Write thank-you notes to teachers and counselors who helped during the application process.

3. **Exploration**

February to Mid-April: Visit/Revisit campuses (where students have been accepted), if needed. Attend “Accepted Students” events.

Mid-April: MAKE A DECISION; inform college and send deposit. Notify other colleges.

June: Request that a final transcript be sent to ONE college

4. **“Fit” and Finances**

January–February: Submit FAFSA and GPA verification forms (if the school does not submit electronically).

January–June: Continue to apply for scholarships.

January–June: MAKE COPIES OF EVERYTHING

January–February: Make sure financial forms for all colleges are completed.

February–April: Carefully review and file in “crate” all financial aid offers; complete financial aid comparison sheets.

March: If necessary, appeal financial aid award of first choice college. This must be done in writing with additional information.

Mid April: MAKE A DECISION; sign all appropriate documents for the college of choice. Send in tax forms as soon as prepared.
High School AVID Curriculum Library

**Implementation Set - CA or Implementation Set - Out of CA**
Implementing & Managing - Coordinator Edition (1)
AVID Program Information Video (30 minutes) (1)
Decades of Dreams Video (1)
Wall of Fame Class Set (30 copies) & Study Guides (1 pkg. 30)

**Writing Set**
High School Writing - Teacher Edition (1)
High School Writing - Student Guide (pkg. of 30)

**College & Careers Set**
College and Careers - Teacher Edition (1)
College and Careers - Student Guides (pkg. of 30)

**Strategies Set**
Strategies for Success - Teacher Edition (1)
Strategies for Success - Student Guide (30)
Family Workshop - Coordinator Edition (1)
Family Planning Guide (1)

**Schoolwide Set**
Administrator Guide (1)
Counselor Guide (1)
World Languages (1)
Site Team Video & Activity Packet (1)
Write Path Math Teacher (1)
Write Path Math Student (1) & CD (1)
Write Path English Teacher (1)
Write Path English Student (1) & CD (1)
Write Path Science Teacher (1)
Write Path II Life and Physical Science - Student (1) & CD (1)
Write Path English Language Development - Teacher (1)
Write Path English Language Development - Student (1) & CD (1)
Write Path History/Social Science - Teacher (1)
Write Path Social Science - Student (1) & CD (1)
Write Path II English Language Arts - Teacher (1) & CD (1)
Write Path II Science - Teacher (1) & CD (1)
Write Path II History/Social Science - Teacher (1)
Write Path II Math - Teacher (1) & CD (1)
Sample Student Binder (1)

**Tutorial Set**

Tutorial Coordinator Guide (1)
Tutorial College Student Guide (pkg. of 5)
Algebra Tutorial-CA or Algebra Tutorial-NC (1)
Tutorial video (40 minutes) (1)
Advanced Tutorial Path (1)
Tutorial Tips from an AVID Teacher (1)
High School Schoolwide Library

The Write Path
- English Language
- Arts
- English Language Development
- History/Social Science
- Math
- Science

Counselor Guide

Administrator Guide

World Languages

Site Team Library
- Site Team Video
- Activity Packet

The Write Path II
- English
- History/Soc. Science
- Science
- Math

AVID
# AVID Path Curriculum Overview

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<th>Possible Training</th>
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<td>Study skills, time management, writing to learn, organization, goal setting</td>
<td>Teachers and students, upper elementary</td>
<td>Upper elementary classrooms. All students during regular instructional day; pre-AVID</td>
<td>Regional, district, or site training by AVID Associates; Summer Inst. Pre Conference</td>
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<tr>
<td>Strategies for Success</td>
<td>Study skills, time management, writing to learn, organization, goal setting</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>Advisory, home room, study skills class, after school programs; pre-AVID</td>
<td>Regional, district, or site training by AVID Associates; Summer Inst. Pre Conference</td>
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<tr>
<td>College and Careers</td>
<td>College application process, choosing a major, financial aid; prepping for entrance exams; college prep notetaking</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>Advisory, home room, study skills class, after school counseling center, also for ML AVID classes; pre-AVID</td>
<td>Regional, district, or site training by AVID Associates; Summer Inst. Pre Conference</td>
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<tr>
<td>Tutorial Path</td>
<td>Prepares teachers and tutors for WIC-R, levels of questions, notebook organization; math and reading focus</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>Advisory, home room, study skills class, after school programs; pre-AVID. Also used in Spec. Ed programs</td>
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<td>Write Path English Language Development</td>
<td>Writing, inquiry, collaboration, and reading (WIC-R) techniques for second language speakers. Essay writing, clustering, graphic organizers; teachers analysis with rubrics</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>ESL and ELD teachers, content area teachers, English teachers; AVID site team members</td>
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<td>Write Path Science</td>
<td>WIC-R in science; textbook and other reading techniques; science essays with rubrics; discussion prep; analyzing data</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>Supplemental guide for science courses at AVID and non-AVID middle schools and high schools</td>
<td>Regional, district, or site training by AVID Associates; Summer Inst. Pre Conference. Summer Institute AVID science strand</td>
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<tr>
<td>Write Path History/Social Science</td>
<td>WIC-R strategies in history/social science; notetaking; interpreting historical documents, political cartoons; reading strategies. Many student models.</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>Supplemental guide for history/social science courses at AVID and non-AVID middle schools and high schools</td>
<td>Regional, district, or site training by AVID Associates; Summer Inst. Pre Conference. Summer Institute AVID history/social science strand</td>
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<td>Write Path Mathematics</td>
<td>WIC-R strategies in mathematics; reading strategies in mathematics; the use of rubrics; supplemental guide for pre-algebra to calculus.</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>Supplemental guide for mathematics courses at AVID and non-AVID middle schools and high schools</td>
<td>Regional, district, or site training by AVID Associates; Summer Inst. Pre Conference. Summer Institute AVID mathematics strand</td>
</tr>
<tr>
<td>Write Path English</td>
<td>WIC-R strategies in English; reading, writing, speaking, listening emphasis. Frequent use of rubrics and student models</td>
<td>Teachers and students, grades upper elementary, middle level and high schools</td>
<td>Supplemental guide for English courses at AVID and non-AVID middle schools and high schools</td>
<td>Regional, district, or site training by AVID Associates; Summer Inst. Pre Conference. Summer Institute AVID English strand</td>
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A Sample Week in the AVID Elective

Daily or Block* Schedule

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<td>AVID Curriculum</td>
<td>Tutorials</td>
<td>Binder Evaluation</td>
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*Combination for Block Schedule

**AVID curriculum includes:**
- *Strategies for Success*
- *College and Careers*
- *Writing Curriculum*
- Oral language/public speaking
- Notetaking practice
- Test preparation
- Research
- WIC-R activities

**AVID tutorials include:**
- Collaborative study groups;
- Problem solving
- Notetaking

**Motivational activities include:**
- Higher level thinking questions
- WIC-R strategies
- Reflection and evaluation

**Motivational activities *(within block)* include:**
- Speakers
- Field trips
- Philosophical chairs/Socratic seminar
- Team building
- Media or career center
- Other motivational activities that support AVID goals
A Sample Week in the AVID Elective
Block Schedule

DAY ONE
Session 1: Writing Curriculum (≈45–50 min.)
- Major Writing Package
- Timed Writing
- Learning Log/Cornell Notes
- Notetaking Strategies, Refining Notes and/or Using Notes Effectively to Study

Session 2: Tutorials (≈45–50 min.)
- Completed Tutorial Request Forms
- Subject Area Notes Used in Tutorial
- Tutorial Notes Completed
- Learning Logs/Tutorial Worksheets Completed
- Tutors Assess Student Participation

DAY TWO
Session 1: Strategies for Success/College and Careers & Test Preparation (≈45–50 min.)
- Tools and Strategies for Studying
- Tools for Learning (Library, Computers, Internet, Reference Books)
- Time Management
- Goal-Setting/Revisiting
- Developing Questions at Higher Levels
- Reading to Learn Strategies
- PSAT/PLAN, SAT I and II and ACT Preparation
- Test-Taking Strategies

Session 2: Tutorials (≈45–50 min.)
- Completed Tutorial Request Forms
- Subject Area Notes Used in Tutorial
- Tutorial Notes Completed
- Learning Logs/Tutorial Worksheets Completed
- Tutors Assess Student Participation

DAY THREE
Session 1: Binder Grading, Motivational Activities, Oral Language and Logic Development (≈45–50 min.)
- Binder Grading
- Preparation for Speakers (Students Research and Develop Questions)
- Speakers (Various Career Fields and Educational Experiences)
- Field Trips (Colleges, Museums, Job Shadowing, Technology and Science Fairs, Govt. Activities, Volunteer Activities)
- Philosophical Chairs
- Socratic Seminar
A Sample Week in the AVID Elective

Daily Schedule

DAY ONE

Writing Curriculum (≈45–50 min.)
- Major Writing Package
- Timed Writing
- Learning Log/Cornell Notes
- Notetaking Strategies, Refining Notes and/or Using Notes Effectively to Study

DAY TWO

Tutorials (≈45–50 min.)
- Completed Tutorial Request Forms
- Subject Area Notes Used in Tutorial
- Tutorial Notes Completed
- Learning Logs/Tutorial Worksheets Completed
- Tutors Assess Student Participation

DAY THREE

Strategies for Success/College and Careers & Test Preparation (≈45–50 min.)
- Tools and Strategies for Studying
- Tools for Learning (Library, Computers, Internet, Reference Books)
- Time Management
- Goal-Setting/Revisiting
- Developing Questions at Higher Levels
- Reading to Learn Strategies
- PSAT/PLAN, SAT I and II and ACT Preparation
- Test-Taking Strategies

DAY Four

Tutorials (≈45–50 min.)
- Completed Tutorial Request Forms
- Subject Area Notes Used in Tutorial
- Tutorial Notes Completed
- Learning Logs/Tutorial Worksheets Completed
- Tutors Assess Student Participation

DAY FIVE

Binder Grading, Motivational Activities, Oral Language and Logic Development (≈45–50 min.)
- Binder Grading
- Preparation for Speakers (Students Research and Develop Questions)
- Speakers (Various Career Fields and Educational Experiences)
- Field Trips (Colleges, Museums, Job Shadowing, Technology and Science Fairs, Govt. Activities, Volunteer Activities)
- Philosophical Chairs
- Socratic Seminar
Suggested Order and Timeline for Introducing Ideas/Activities

*AVID Strategies for Success*, Grades 6–12 (SS)

*College and Careers*, Grades 6–12 (CC)

*AVID Writing Curriculum*, Grades 9–12 (WC)

**Freshman Year**

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<td>Weeks 3–4</td>
<td>Time Management</td>
<td>Unit 7 (SS)</td>
</tr>
<tr>
<td>Weeks 3–37</td>
<td>Test Taking</td>
<td>Unit 13 (SS), Unit 3 (CC)</td>
</tr>
<tr>
<td>Weeks 5–6</td>
<td>Study Management</td>
<td>Unit 7 (SS)</td>
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<tr>
<td>Week 7</td>
<td>Goal Setting</td>
<td>Unit 9 (SS)</td>
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<tr>
<td>Week 8</td>
<td>Oral Language in AVID</td>
<td>Unit 14 (SS)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Introduce Six-Year Plan</td>
<td>Unit 3 (CC)</td>
</tr>
</tbody>
</table>

For the rest of the freshman year, all of the above subjects are dealt with in terms of REFINEMENT. Most of the main ideas/procedures/concepts are introduced by the end of the first quarter, and then we practice, practice, and practice. Activities that apply from “Beyond the Basics” can be introduced on an “as needed” basis, but otherwise tend to fall within the realm of the sophomore year. Students should have begun PSAT and PLAN preparation by the second semester and should have a study plan for the summer months (PSAT is taken in October).

**Sophomore Year**

<table>
<thead>
<tr>
<th>Weeks 1–2</th>
<th>Introduce/Review the AVID Binder</th>
<th>Unit 2 (SS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review Time Management</td>
<td>Unit 7 (SS)</td>
</tr>
<tr>
<td></td>
<td>Study Management</td>
<td>Unit 7 (SS)</td>
</tr>
<tr>
<td>Weeks 1–37</td>
<td>Team Building</td>
<td>Unit 6 (SS)</td>
</tr>
<tr>
<td></td>
<td>Classroom Interaction</td>
<td>Unit 5 (SS)</td>
</tr>
<tr>
<td>Weeks 3–5</td>
<td>Work in-depth on Cornell Notes, particularly refining levels and depth of questions (use Costa), as well as on SQ3R Review Tutorials</td>
<td>Unit 3 (SS), Unit 1 (WC)</td>
</tr>
<tr>
<td></td>
<td>Unit 8 (SS)</td>
<td></td>
</tr>
<tr>
<td>Weeks 6</td>
<td>Learning Logs</td>
<td>Unit 4 (SS), Unit 1 (WC)</td>
</tr>
<tr>
<td>Week 6–37</td>
<td>Socratic Seminars</td>
<td>Unit 12 (SS)</td>
</tr>
<tr>
<td></td>
<td>Test Taking</td>
<td>Unit 13 (SS), Unit 4 (CC)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Goal Setting</td>
<td>Unit 9 (SS)</td>
</tr>
</tbody>
</table>
Section 2: Classroom Applications

Junior Year

Quarter 1  Self-Awareness and Personal Development  Units 5, 6, and 10 (SS), Unit 5 (CC)
Quarter 2  Planning for Admission  Unit 5 (CC)
          College Entrance Examinations  Unit 5 (CC), Unit 8 (WC)
Quarter 3  Choosing a College  Unit 5 (CC)
Quarter 4  Application Process  Unit 5 (CC)

In the junior year, the focus is on readiness for college testing and selection. Students should have been introduced to all of these ideas previously, but now the spotlight is on serious preparation in these areas. In particular, document-gathering for the impending college and financial aid application process must receive much attention here: copies of parents’ tax forms for the year preceding the senior year, letters of recommendation, copies of transcripts, lists (resumes) of accomplishments and awards must be scrutinized and gathered for ease of use in the Fall.

Additionally, students will continue to develop the skills acquired in the freshman and sophomore years specifically binder organization, test taking, and tutorials.

Senior Year

Quarter 1  College Admissions Essay  Units 5 and 6 (CC), Unit 5 (WC)
          College Placement Examinations  Unit 6 (CC), Unit 8 (WC)
Quarter 2  Financial Aid  Unit 6 (CC)
Quarter 3  AVID: The School to Profession Plan  Unit 6 (CC)

In the senior year, the emphasis of activity is on the first semester. During this time, students must be very focused and must stay on top of deadlines and requirements. The need for calendars and planners to be up-to-date and specific must be especially emphasized at this time.

Quarter 4  Preparing for College Life  Unit 6 (CC)

From March on, students generally need lots of time and opportunity to discover and plan for attending college, selecting courses, finding support services on campus, and (perhaps) living on their own. GRADES MUST NOT DIP IN THE SENIOR YEAR, PARTICULARLY IN THE SECOND SEMESTER. Students may lose their places at colleges if they have been provisionally admitted or if grades fall below the previous grade point level.
AVID Teacher

AVID Elective Class Calendar

The AVID Elective Class Calendar is a sample timeline for the AVID elective. It is meant to provide guidelines for the AVID teacher when planning for the year. It includes the most important aspects of the AVID course. As teachers plan, they may choose to follow it verbatim or pick and choose aspects of it to include. Most importantly, it provides teachers with an understanding of the flow of the AVID course and provides them with a vision of what an AVID class looks like and feels like throughout the year.

AVID Elective Class Calendar - September

* Underlined text refers to specific content of AVID curriculum. Please see the Daily Planning Guide for a more detailed map of the school year.

**Week 1**

- Overview of AVID
- A Week in the AVID Elective
- Introduce WIC-R
- Review AVID curriculum materials
- Distribute calendars/planners
- Introduce Strategies for Success (SS)
- Introduction to the AVID Binder (SS)
- Distribute calendars for each class
- Introduce time management calendars
- Introduction to AVID Skills (SS)—set goals and plan student activities for the year
- Introduce AVID Alert and AVID Good News bulletins
- AVID Basics (SS)—AVID Contract
- AVID Basics (SS)—Notetaking
- Collect notes, grade them encouragingly, return to students
- Explain study process for making notecards, reviewing Greek/Latin prefixes, suffixes, and root words for vocabulary building prior to the PLAN, PSAT, ACT, and SAT
- College Entrance Examinations (CC)
- Collect Data for application process, Planning for Admission (CC)
- Informal binder check—first guest speaker, practice notetaking skills

**Week 2**

- Introduce tutors to students
- Discuss tutors’ role in AVID
Show the video, *The AVID Tutorial*

*The AVID Tutorial—Coordinator’s Edition*—introduce tutorial request form and tutorial log

Review guidelines for tutorial groups

Have students practice getting into groups, interacting with tutors, and filling out tutorial logs

Self-evaluate the practice tutorial with tutors and students

Explain tutorial set-up

Discuss with students how they might be participating in different tutorials each day

Check student notes for length, key concepts, and study questions

In multi-level groups, ask returning students to share notes with new students

Analyze new students’ notes and make suggestions for improvements

Continue informal evaluations of student binders

*Introduction to the AVID Binder (SS)*—binder check, grading, classsheet bonding activity, AVID bingo/pyramid activity

**Week 3**

- Three Introductory Lessons, Writing Curriculum (WC)
- Introduce AVID Multi-Grade Level Portfolio (SS)
- Begin Life Goals Essay (WC - G9–11) and College Admission Essay (WC - G12)
- Life Goals Multi-Paragraph Essay (WC)
- Continue collection of college admission essay prompts and college applications
- Begin Senior Unit (WC)

**Week 4**

- Continue Preparing for Tests (SS)
- Participate in AVID tutorials
- Review grade check forms, assess special needs of students
- Develop notetaking skills (SS)
- Develop goals (SS)
- Apply for PLAN/PSAT
- Work on college entrance exam skills using *College and Careers (CC)*
- Apply for ACT/SAT
- Begin the college application process (CC)
AVID Elective Class Calendar - October

Week 5

☐ Tutorial (2 times per week)—meet with students who need extra help based on grade checks
☐ Life Goals Essay (WC - G9–11), College Admission Essay (WC - G12)
☐ Model notetaking and practice in learning logs and/or tutorial notes
☐ PSAT/PLAN and SAT/ACT test familiarization with booklets from counseling Vocabulary building
☐ Binder check—guest speaker

Week 6

☐ Tutorial (2 times per week)
☐ Continue WC
☐ Introduce reading comp. question types in PLAN or PSAT guides or SAT/ACT guides
☐ Discuss test-taking skills for end of unit tests (SS)
☐ Binder check—practice reorganizing and neatening binders

Week 7

☐ Tutorial (2 times per week)—plan a group for seniors only to work on admissions essay, college applications, and sign up and prepare for entrance examinations
☐ Discuss importance of technology skills for typing final drafts of essays Introduce places on campus where students can type essays
☐ The Computer as a Tool in AVID (SS)
☐ Introduce and review analogies section of the SAT
☐ Binder check—team building—AVID club meeting, plan a field trip, social activity, or fundraiser

Week 8

☐ Tutorial (2 times per week)—(12) Prepare for college entrance exams
☐ Finalize writing unit
☐ Binder check—Oral Language Activity (SS)

AVID Elective Class Calendar - November

Week 9

☐ Tutorials (2 times per week)—Use Subject Area Tutorial from the AVID Libraries if students do not have questions
☐ Seniors work on The Admissions Process, The Application Process and The College Admission Essay (CC)
☐ College Entrance Examinations (CC)
Introduce and review *Preparing for Success* (SS) and *How to Study for College* by Pauk

Introduce and review sentence completion from the PSAT/SAT

Binder check—guest speaker

**Week 10**

Tutorial (2 times per week)

*Autobio. Incident (WC - G9), Report of an Interview (WC - G10), Cause-Effect Analysis (WC - G11), Evaluation of Art/Music (WC - G12)*

Introduce and review mathematics section of PSAT/SAT

Consider including SAT/ACT math if students do not have specific questions to address

Binder check—organize college/cultural field trip

**Week 11**

Tutorial (2 times per week)

Continue WC

SAT/ACT math

Binder check—organize college or cultural field trip, role play, (SS), go over cultural field trip activities

**Week 12**

Tutorial

Continue WC

Introduce and review the difference between the PLAN and PSAT and the ACT and the SAT

Remind students that women and people of color statistically score in the higher percentile on the ACT than they do on the SAT

Binder check—Oral Language Activity (SS)

**AVID Elective Class Calendar - December**

**Week 13**

Tutorial (2 times per week)

WC—work on completing essays before winter break

Those who are finished might review their planning calendars and reading logs to make necessary adjustments, etc.

Binder check—plan holiday outreach activities and organizing responsibilities
Week 14

☐ Tutorial (2 times per week)
☐ Prepare final writing package to be turned in Friday
☐ Introduce and review test-taking techniques for tests students will be taking before winter break
☐ (G11) Introduce materials for the SAT II
☐ (G12) Review materials for the SAT 11
☐ Binder check—continue seasonal outreach activity

2 Week Winter Break

AVID Elective Class Calendar - January

Week 15

☐ Tutorial (2 times per week)
☐ Focus students toward final semester tests and/or final examinations
☐ (G12) Financial Aid Forms
☐ (G12) Applications for scholarships
☐ Second writing unit Description of a Place, Biographical Sketch, Compare and Contrast Essay, Career Research Paper or Extended Essay (WC)
☐ Binder check—motivational speaker for end of semester tests

Week 16

☐ Tutorial (2 times per week)—(G9–11) prepare for final examinations, (G12) work on Financial Aid forms/applications for scholarships
☐ Continue WC
☐ Binder check—study for final examinations

Week 17

☐ Tutorial (2 times per week)—(G9–11) prepare for final examinations, (G12) Finish Financial Aid application process and mail in this week
☐ Continue WC
☐ Finish essays and prepare the writing package to turn in this week
☐ Binder check

Week 18

☐ FINAL EXAM WEEK!
AVID Elective Class Calendar - February

**Week 1**
- Tutorial (2 times per week)
- Work on portfolio assessments and reflections with the assistance of tutors
- Complete second semester time management calendar (SS) “real” versus “ideal”
- Clean notebook, save all notes and materials, make new calendars for each class, put all examples of writing in portfolio, select representative pieces for Multi-Grade Level Portfolio
- Write second semester academic goals in Developing a Plan of Action (SS)
- Binder check—invite a returning college student panel or guest speaker to sustain motivation to apply for college

**Week 2**
- Tutorial (2 times per week)—update study buddy lists
- Planning your Education (SS)—have students use first semester academic results to complete worksheet
- Review goal sheets from the beginning of the year and make adjustments
- Look at planning calendars and add information to new semester calendars
- Binder check

**Week 3**
- Tutorial (2 times per week)—address the needs of students who received the lowest grades at the semester
- Introduce the concept of holistic scoring on the Subject A for the University of California (CC)
- Prepare students for practice timed writings for the English Placement Tests before college
- Binder check—remind students to check their calendars for important test dates and activities

**Week 4**
- Tutorial (2 times per week)
- Continue holistic scoring discussions—cover examples of samples for each score on the holistic rubric
- Prepare students for writing practice
- Binder check—invite a guest speaker and have students take notes and prepare questions

AVID Elective Class Calendar - March

**Week 5**
- Tutorial (2 times per week)—spend one day working on a holistic scoring read-a-round of the activity below using the activity sheet found in CC
☐ Continue holistic scoring by practicing one of the prompts
☐ Give students time to take notes on the essay to be written later this week and have them finish the session by writing a brief outline of what they plan to write
☐ Binder check—debrief students on their Subject A writing experiences, have students write suggestions on holistic rubrics for improving their next writing experience, file timed writings in portfolios

**Week 6**

☐ Tutorial (2 times per week)
☐ *Explanation of a Process (WC - G9), Problem-Solution Analysis (WC - G10), Controversial Issue Analysis (WC - G11) Career Research Paper or Extended Essay (WC - G12)*
☐ Socratic Seminar—explain that seniors will lead this process for classmates
☐ Binder check—debrief Socratic Seminar, discuss student involvement in school activities, create a plan of action for students to become more involved in school

**Week 7**

☐ Tutorial (2 times per week)
☐ Continue WC
☐ Continue preparation for college entrance exams
☐ Binder check—*Oral Language Activity (SS)*, focus seniors on career interviews

**Week 8**

☐ Tutorial (2 times per week)
☐ Continue WC
☐ Continue preparation for college entrance examinations
☐ Concentrate on SAT II for juniors, as well as the SAT I and ACT
☐ Binder check—finalize field trip plans

**AVID Elective Class Calendar - April**

**Week 9**

☐ Tutorial (2 times per week)—focus on students trying to raise Ds and Fs
☐ Continue WC
☐ Continue review for ACT and SAT I and II (CC)
☐ Binder check—continue planning end of the year activity such as senior awards reception
Week 10
- Tutorial (2 times per week)
- Continue WC
- Continue working on ACT and SAT I and II
- Binder check—hold elections for AVID Club

Week 11
- Tutorial (2 times per week)
- Conclude final stages of WC unit so students may have their final writing package to turn in on Friday
- Binder check—continue discussing and planning student involvement in school, collect writing package

Week 12
- Tutorial (2 times per week)—a group might be focused on the EPT Test described below which will also help students prepare for the ACT and SAT II
- Introduce the multiple choice section of the CSU English Placement Test (CC)
- Practice timed writing prompt for the CSU English Placement test (CC)
- Binder check—end of the year planning activity (may be run by new AVID Club officers)

AVID Elective Class Calendar - May

Week 13
- Tutorial (2 times per week)—focus on final exams
- Analysis of Character (WC - G9), Evaluation of a Story (WC - G10), Analysis of a Theme in Literature, Art, or Music (WC - G11), Finish Career Research Paper or Extended Essay (G12) in order to begin career activities from C&C
- Binder check—organize materials in the binder to study for final exams more efficiently

Week 14
- Tutorial (2 times per week)—focus on final projects or final exams
- Continue WC
- Continue studying for ACT or SAT I and SAT II
- Binder check—plan a fun interactive oral language activity

Week 15
- Tutorial (2 times per week)—focus on final projects or exams
- Continue WC
Seniors should be preparing for senior exhibitions required by the school

Binder check—students should organize materials for final exam study sessions

**Week 16**

- Tutorial (2 times per week)—focus on final exams
- Go over different types of testing techniques (SS), correlating testing subjects with the types of tests that might be given
- Finish final drafts of essays and prepare the writing packages
- **Career Research Paper** should be finished in time to finalize the [Multi-Grade Level Portfolio](#) for use in senior presentations

**AVID Elective Class Calendar - June**

**Week 17**

- Tutorial (2 times per week)—focus on final exams
- Tutors can assist in portfolio conferences set out in [SSP](#)
- End of the year presentations
- Prepare [Multi-Grade Level Portfolios](#)

**Week 18**

- Tutorial (2 times per week)—focus on final exams
- Finish portfolio conferences and senior exhibitions
- Motivational activity for finals—consider donuts and hot chocolate or pizza and make sure you relax—your students are prepared!
The Organizational Responsibilities Timeline provides the AVID Coordinator with a list of important responsibilities for the coordinator and teacher. It includes organizational responsibilities, activities, and home-school partnership program activities. These responsibilities range from primary coordinator responsibilities to responsibilities required of each AVID teacher. It is the role of the coordinator to make each teacher aware of the responsibilities that coincide with teaching the AVID elective. This list is a guide for the coordinator and teachers, and accordingly, each site must decide when each responsibility must be accomplished depending upon need.

Organizational Responsibilities Timeline - September
* Underlined text refers to specific content of AVID materials.

**Organizational Responsibilities**

- Check AVID budget and plan monthly expenditures so that budget will last throughout the year
- Request telephone and Internet installation if not already done
- Prepare AVID student binders for first day of school
- Collect appropriate classroom materials
- Hire, train, and place college tutors
- Establish weekly schedule to meet with tutors regarding instructional responsibilities, review of students’ progress, and tutor concerns
- Establish tutor guidelines (dress, conduct, etc.) and communicate expectations clearly
- Make sure that tutors register for and attend all tutor training sessions provided by the district or county offices of education and consider paying tutors an hourly wage for such training
- Arrange for classroom speakers
- Check with counseling regarding its schedule of college recruitment speakers who will visit campus and ask that AVID students be included whenever possible; alert counseling that AVID students will take the PLAN or PSAT
- Plan a first quarter field trip to an area college and involve tutors in the planning
- Plan a fall cultural field trip to a museum, theater production, place of historical interest-involve tutors or delegate responsibility (See Strategies for Success) (SS)
- Begin raising money for field trips if necessary and consider establishing an AVID Club on campus
- Review Parent Component and send an introductory letter to AVID parents. Remember to ask for volunteers willing to serve on the Parent Advisory Board
Plan annual AVID Parent Night to be held in September or in early October. This may be in conjunction with “Back to School Night.”

Activities

- Provide a workshop for faculty and staff explaining the AVID program—this may be on the agenda for the preschool teacher’s meetings; distribute AVID Alert and AVID Good News.
- Make daily phone calls to homes of students who are absent—continue this throughout the year
- Hold annual Parent Night this month or early next month
- Attend all coordinator staff development meetings provided by the district or county offices of education
- Determine AVID portfolio contents—see Introduction to Portfolios (SS)
- Duplicate reproducible calendars, tutorial forms, and binder grading sheets from SS and graphic organizers from the Life Goals Unit in Writing Curriculum (WC)

Home-School Partnership Program

- Send welcoming letter to AVID students and parents
- Hold orientation meeting with parents and students to review class goals and expectations and distribute AVID contract; use the first AVID Family Workshop—Welcome to AVID—to find out how parents might want to help, including serving on the AVID Parent Advisory Board
- Conduct follow-up calls or send letters to parents unable to attend orientation or share AVID expectations and contract

Organizational Responsibilities Timeline - October

Organizational Responsibilities

- Make certain that all 9th, 10th, and 11th grade students are registered for the PLAN and PSAT exams in October
- Make certain that seniors register for the October or November SAT I and II or ACT exam so that their scores are available for their college applications
- Organize the first site team meeting to discuss writing as a tool for learning, using classroom tutors, and working with AVID students (often this is an after school tea, which students attend to explain what they are doing)
- Make certain that all 9th and 10th grade students take the PLAN; that all 11th grade students take the PSAT; and that all 12th grade students take the ACT and the SAT I or II
- Develop fundraising ideas for field trips if necessary

Activities

- Hold annual AVID Parent Night if not done in September
- Hold first meeting of the Parent Advisory Board
Hold first site team meeting

Take first field trip to a college campus

Make certain that daily phone calls are being made to homes of absent students—continue this throughout the year

Ask faculty for feedback on student progress using AVID Alert forms

**Home-School Partnership Program**

Spread the good news about student progress in academic areas

Hold second AVID Family Workshop, *Writing to Learn*

Send follow-up letter with information from second Family Workshop to those unable to attend; ask students who attended to compose a summary of the workshop

Call one or two parents a week to give positive feedback

Hold first Parent Advisory Board meeting to get help in planning field trips, organizing speakers, and raising funds

Call or send home notes on student progress

**Organizational Responsibilities Timeline - November**

**Organizational Responsibilities**

Work with AVID counselor to set up student and parent college application workshops

Make certain that all seniors submit their college applications—most are due by the end of the month

Check on student quarter grades and follow up as appropriate

Send second letter to AVID Parents, including individual students’ progress and AVID program activities

**Activities**

Organize a staff in-service during which “Writing to Learn” curriculum may be explored in more depth—see *The AVID Philosophy (IMAP)*

Plan a fall cultural field trip to be taken this month—see *Field Trips (SS)*

Meet with AVID Site team—see *Site/Vertical Team*—this month

**Home-School Partnership Program**

Strengthen home-school relations by keeping parents informed

Send informational letter or class newsletter to parents

Plan Family College Information Night for seniors and parents

Hold parent-student-teacher conference with any student having difficulty, to develop a plan of action
Organizational Responsibilities Timeline - December

Organizational Responsibilities

☐ Work with the AVID counselor on organizing AVID student/parent financial aid workshop (applications are due March 1)

☐ The PLAN/PSAT results arrive in the counseling office—obtain copies of exams and individual results for your students; use these to review and practice the students’ areas of need

☐ If you have AVID graduates, plan a “Welcome Home from College Day” before the winter break; have graduates share their impressions of college with current students; arrange a panel presentation to be followed by questions and answers

Activities

☐ Hold a second meeting of Parent Advisory Board

☐ Hold a faculty “Writing to Learn” workshop

☐ Plan an AVID holiday outreach activity e.g., letters to shut-ins, food baskets, etc.

Home-School Partnership Program

☐ Involve families to create a festive community service spirit

☐ Hold Parent Advisory Board meeting to plan holiday outreach activities

☐ Plan student/parent financial aid workshop.

☐ Make positive phone calls and call for students who are absent

☐ Conduct parent-student-teacher conference for any students at risk with their coursework

☐ Send tips for parents

Organizational Responsibilities Timeline - January

Organizational Responsibilities

☐ Issue Student Progress Report to students still experiencing difficulty

☐ If the budget is sufficient, set up before/after school tutorial sessions to help prepare students for final exams

☐ Arrange for second semester classroom speakers

Activities

☐ Meet with the AVID site team to review progress of the site plan

☐ Hold faculty meeting regarding curriculum, using tutors in classrooms, techniques in AVID

Home-School Partnership Program

☐ Establish early, positive contact with parents; the payoff will be enormous. Continually invite dialogue between students, parents, and teachers
Organizational Responsibilities Timeline - February

**Organizational Responsibilities**

☐ Send third letter to parents citing individual students’ semester progress just in case reports didn’t make it home; include Unsatisfactory Grade Letter to parents of students who earned D or F semester grades; include congratulations to students who are doing well

☐ All seniors’ Federal Aid applications due by March 1

☐ Seniors begin receiving acceptances from colleges—make certain they send back their “intent to enroll” papers

☐ Begin the recruitment process for next fall’s incoming class—see Recruitment

**Activities**

☐ Second field trip to area college

☐ Third meeting of Parent Advisory Board

☐ Invite faculty to visit the AVID class; host an “open house” or lunchtime celebration of AVID student success

**Home-School Partnership Program**

☐ Continually invite dialogue between students, parents, and teachers

☐ Organize third family workshop—Goal Setting, Problem Solving, and Time Management

☐ Hold Parent Advisory Board meeting to plan spring speakers, field trips, and other parent activities

☐ Send class newsletter or share tips for parents

☐ Send progress reports to parents

☐ Organize site participation in annual AVID Student Conference

Organizational Responsibilities Timeline - March

**Organizational Responsibilities**

☐ More seniors should receive college acceptance letters—make certain that they submit their “intent to enroll” letters

☐ Continue with recruitment of new students—this needs to be completed in time for counselor articulation with the middle schools and computerized class section runs
Activities

☐ Take spring cultural field trip during this month
☐ Faculty workshop dealing with “Writing to Learn” activities and/or AVID site team meetings
☐ Publicize and celebrate college acceptances
☐ Host a college “Freshman for a Day” visit

Home-School Partnership Program

☐ Hold the annual AVID Student Conference. Attend conference with students and parents
☐ Send progress reports
☐ Continue positive phone calls, especially to parents of students showing growth

Organizational Responsibilities Timeline - April

Organizational Responsibilities

☐ Check on students’ third quarter grades and issue warnings to those earning Ds or Fs; ask tutors to follow up with individual students as assigned
☐ Send fourth letter to parents detailing each student’s progress and program activities
☐ Send progress reports to student’s teachers

Activities

☐ Take third trip to college or place of business that may be a career of interest to your students—you may want to set up shadowing activities in conjunction with this activity
☐ Faculty workshop on “Writing to Learn” curriculum and/or site team meeting(s)
☐ Fourth meeting of the Parent Advisory Board, including program evaluation
☐ Begin planning an end of the year event

Home-School Partnership Program

☐ Encourage students to help with field trips
☐ Distribute class newsletter, especially sharing college admissions results
☐ Send progress reports
☐ Make one or two positive phone calls
☐ Conduct parent, student, teacher conferences, as needed
Organizational Responsibilities Timeline - May

Organizational Responsibilities

☐ Students fill out the AVID Alert Response Sheet; distribute to teachers to explain students’ academic difficulties

☐ Continue planning an AVID end of year event and send invitations to school administration, faculty, parents, and former students

☐ Begin AVID program evaluation

☐ Order AVID binders for next fall’s class

☐ Order consumables for next year’s classes and add to classroom library

Activities

☐ Hold a welcoming activity for next year’s incoming AVID students—this is a good time for current students to share their enthusiasm for the program as well as their personal accomplishments

☐ Plan the final faculty meeting to assess AVID program effectiveness, “Writing to Learn” activities, and tutorial assistance across the curriculum

☐ Celebrate student successes

Home-School Partnership Program

☐ Invite AVID students and parents to be ambassadors for AVID

☐ Hold AVID recruitment/information on meeting for prospective students and parents, involving Parent Advisory Board members and current students to share insights

☐ Call or send notes to parents of students who are receiving D’s or F’s and advise them of summer school options

☐ Send progress notes to encourage students to work hard up to the end of the semester

Organizational Responsibilities Timeline - June

Organizational Responsibilities

☐ If budget permits, offer before/after school tutoring to prepare students for final exams

☐ Contact graduating AVID seniors or other tutor prospects regarding tutorial employment for the fall; have district offices process these students for employment so that they are ready to begin work in September; inform them of planned AVID class times

☐ Finish site profile sheet in time to share the results at the awards end of year event

☐ When semester grades are available, send the Unsatisfactory Grade Letters to parents of students with D’s or F’s and drop these students from the AVID Program unless they have enrolled in summer school; send congratulatory messages to parents of students who are doing well.
Activities

☐ Hold AVID awards end of year event

Home-School Partnership Program

☐ Celebrate the year’s accomplishments
☐ Hold a final parent meeting—usually the awards ceremony to celebrate the year’s accomplishments
☐ Host a portfolio party where students share their best work and progress with their parents
☐ Thank parents who served on the Parent Advisory Board
Introduction to WIC-R  
(Writing, Inquiry, Collaboration, and Reading)

The design of AVID incorporates four strategies that are effective in preparation for college and directly target the needs of students. The techniques learned in AVID can be applied to all classes.

Writing

AVID emphasizes writing in all subjects, recognizing that writing helps students clarify, order, and communicate their thoughts and understand material. The AVID elective includes a strong Writing Curriculum, with instruction and exercises to develop skills and strategies (such as notetaking and learning logs) that stress writing as a tool for learning.

Inquiry

AVID is based on inquiry, not lecture, because it is the process of posing and answering questions that teaches student to think. Many activities, such as tutorial and Cornell notetaking are built around asking questions, enabling students to clarify, analyze, and synthesize material. Learning how to ask the right questions is a crucial skill, because many students have difficulty clarifying thoughts and asking the right questions to get the information and help that they need. Tutors are trained to ask questions that move students to successively higher levels of thinking.

Collaboration

The AVID classroom does not utilize a traditional model in which a teacher lectures to passive students. An AVID teacher is a guide, facilitator, and coach in a learning community of teachers, students, and tutors working together for the success of the group. Students, not tutors, are responsible for their learning. Students challenge, help, and learn from one another.

Reading

AVID helps students to become more effective readers with a rich and varied curriculum. AVID students learn to scaffold reading material so that they are able to read increasingly difficult texts. As a result, students develop skills and become more confident readers.

In the following pages, WIC-R strategies are explained in detail. Examples of lessons using WIC-R strategies can also be found in the Write Path and Write Path II Series.
Implementing and Managing the AVID Program for High Schools

WIC-R

**Writing**
- Prewrite
- Draft
- Respond
- Revise
- Edit
- Final Draft
- Class and Textbook Notes
- Learning Logs/Journals

**Collaboration**
- Group Projects
- Study Groups
- Jigsaw Activities
- Read-Arounds
- Response/Edit/Revision Groups
- Collaborative Activities

**Inquiry**
- Skilled Questioning
- Socratic Seminars
- Quickwrite/Discussion
- Critical Thinking Activities
- Writing Questions
- Open-Mindedness Activities

**Reading**
- SQ3R (Survey, Question, Read, Recite, Review)
- KWL (What I Know; Want to Learn; Learned)
- Reciprocal Teaching
- “Think-aloud”
Writing

Writing is a tool for learning. It allows students to think in complex ways and clarify thoughts. Writing is central to understanding new facts and concepts. Writing helps us absorb new information and builds a structure for knowledge. Writing allows for clarifying, analyzing, and synthesizing concepts. Writing can be reviewed, revised, and used to make new cognitive jumps. The more we write, the more we know, and the better we are able to compete academically. The AVID program focuses on three main areas of writing: class and textbook notes, learning logs and journals, and the writing process.

Notetaking

Notetaking is valuable for several reasons. It requires students to stay alert in class, it helps students to stay engaged in reading and class lectures, and it provides a resource for making active contributions to collaborative groups. The AVID notetaking system is an adaptation of the sophisticated Cornell system. Simply stated, students take detailed notes from class lectures and texts in a wide right hand margin and develop clarifying ideas or questions regarding those notes in a narrow left hand margin. Students are then able to use those notes to study the material from class lectures and textbooks. When it comes time for students to study for an exam, students cover the right hand side of the notes and use the questions on the left to check off what they already know. As students become more adept at developing conceptual rather than detailed questions and observations, they are often studying the questions that teachers include on examinations. Students maintain their notes in content specific sections of the AVID binder, which is checked weekly.

The documents that follow this page are included below, they contain more details about the expectations for notetaking in the AVID classroom.

1. How to Take Class Notes
2. AVID Notes
3. Common Short Cuts for Notetaking
4. Notetaking Strategies as a Flow Diagram
5. Cornell Note Paper
6. Sample Cornell Notes
<table>
<thead>
<tr>
<th>Student Binder</th>
<th>How to Take Class Notes</th>
</tr>
</thead>
</table>
| What can I do to keep from being bored during lectures and keep focused on what’s being said? | A. Be active.  
1. Sit toward the front of the class.  
2. Sit away from friends who may distract you.  
3. Sit up.  
4. Make an effort to concentrate as completely as possible and understand what is being said.  
5. Listen first before writing.  
6. Reflect and think about what is being said.  
7. Respond to what is being said.  
8. Always be thinking of questions: How does this relate to other points in the lecture, in the book?  
9. When you don’t understand something, stop the teacher and ask. |
| What format should I use to take notes? | B. Cornell notetaking format.  
1. Use lined paper and mark a wide left margin.  
2. At the top of the page note the date, class, and topic of the lecture in pen.  
3. During the lecture, write in the right column.  
4. After the lecture, develop questions in left-hand column. |
| How can I take down all that’s being said? | C. Use shorthand and clues.  
1. Write notes in your own words. Develop a shorthand or abbreviation system.  
2. Write in phrases.  
3. Write quickly but legibly—your notes do not have to be immaculate.  
4. Take down new vocabulary and definitions.  
5. Try to write down the outline the teacher is using, looking for organization.  
   a. A lecture is like a paper, it has an introduction, body, and conclusion.  
   b. Write down the main points and their supporting evidence.  
6. Leave plenty of space and go back and add details (from your memory, other people's notes, the textbook).  
7. Sometimes there is no organization. Take down what you can and sort it out later with a friend, the teacher, or your textbook.  
8. Be selective.  
   a. Too many notes destroy the value of notetaking.  
   b. If you find you are not writing fast enough, it really means that you are writing too much. |
AVID Notes

Set up your paper.
Know your notes!
When did you take them?
Whose class are they for?
What are they about?
Save 1/3 of the left-hand side of the page for later use.
Leave room at the bottom to summarize.

Take the notes.
While the teacher lectures, you watch a film, or read a text:
Write on the right hand side of the page.
Abbreviate.
Paraphrase.
Use symbols to highlight what’s important (exclamation points, stars, underlining)
or unclear (question marks, circling words)
or to make connections (arrows to relevant points).
Skip lines between ideas.

Apply your own thinking to the notes.
Alone or with a Study Buddy.
Study your notes, clarifying and completing them.
Within 24 hours use the left-hand column to:
Identify the main ideas by writing headers
Develop questions for study or for clarification
Connect your notes to what you’ve learned before in the class, in previous years, in other classes.

Reflect and Review your notes.
Before a test or quiz, alone or with a Study Buddy:
Review the main points.
Summarize What’s important
Explain why that is important
Suggest how you will use this information
Assess your learning.
Common Short Cuts For Notetaking—Abbreviations/Acronyms

<table>
<thead>
<tr>
<th>Abbreviation/Word</th>
<th>Acronym</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>4</td>
</tr>
<tr>
<td>to</td>
<td>2</td>
</tr>
<tr>
<td>with</td>
<td>w</td>
</tr>
<tr>
<td>without</td>
<td>w/o</td>
</tr>
<tr>
<td>within</td>
<td>w/i</td>
</tr>
<tr>
<td>and</td>
<td>&amp; or +</td>
</tr>
<tr>
<td>minus/less</td>
<td>-</td>
</tr>
<tr>
<td>equal/same</td>
<td>=</td>
</tr>
<tr>
<td>diff/not equal</td>
<td>≠</td>
</tr>
<tr>
<td>school</td>
<td>sch</td>
</tr>
<tr>
<td>SDSU</td>
<td>St.</td>
</tr>
<tr>
<td>No/not ever</td>
<td>Ø</td>
</tr>
<tr>
<td>part</td>
<td>prt</td>
</tr>
<tr>
<td>Macintosh</td>
<td>Mac</td>
</tr>
<tr>
<td>Point</td>
<td>pt</td>
</tr>
<tr>
<td>be</td>
<td>b</td>
</tr>
<tr>
<td>between</td>
<td>b/w</td>
</tr>
<tr>
<td>reference</td>
<td>ref</td>
</tr>
<tr>
<td>Symbols</td>
<td>&gt; &lt; # @ % $ !</td>
</tr>
</tbody>
</table>

Additional Suggestions:

- make names & titles into acronyms after writing them once.
- write first few syllables of long words and complete the word when reviewing notes.
  - Collect
  - Communicate
- write words deleting vowels until notes are reviewed.
  - Speak
  - Communicate
  - Community

Can you think of some of your own short cuts?

1. ________________________________________ 6. ________________________________________
2. ________________________________________ 7. ________________________________________
3. ________________________________________ 8. ________________________________________
4. ________________________________________ 9. ________________________________________
5. ________________________________________ 10. ________________________________________
Notetaking Strategies as a Flow Diagram

Before Lecture
- Summarize
- Transform
- Annotate
- Read Previous Notes
- Background Reading
- Alternative Note Forms
- Structure
- Heading
- Arrow
- Spaced
- Flow Diagram
- Star Chart
- Table

During Lecture
- Revise Notes
- Ask Questions on Notes
- Discuss in Groups
- Revise
- Transform
- Annotate

After Lecture
- Additional Reading
- Realize Links With Other Lectures
- Number Pages
- Contents Page
- Use Dividers
- Storing Notes

Section 2: Classroom Applications
**Class Notes**
If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.

| Topic: ______________________________ |
| Questions/Main Ideas: | |
| Notes: | |

**Summary:**

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*Implementing and Managing the AVID Program for High Schools*
<table>
<thead>
<tr>
<th>Phylum</th>
<th>Arthropods</th>
</tr>
</thead>
<tbody>
<tr>
<td>subphylum</td>
<td>Chelicerata</td>
</tr>
<tr>
<td>Chelicerata</td>
<td>2 parts: prosoma, opisthoma</td>
</tr>
<tr>
<td>examples</td>
<td>scorpions, spiders, mites, ticks</td>
</tr>
<tr>
<td>Prosoma</td>
<td>sensory, feeding, and locomotor tagma</td>
</tr>
<tr>
<td>Opisthoma</td>
<td></td>
</tr>
<tr>
<td>Chelicerae</td>
<td>pincerlike or chelate</td>
</tr>
<tr>
<td></td>
<td>used for feeding</td>
</tr>
<tr>
<td></td>
<td>first pair of appendages</td>
</tr>
<tr>
<td>Pedipalps</td>
<td>second pair of appendages</td>
</tr>
<tr>
<td></td>
<td>used for sensory purposes</td>
</tr>
<tr>
<td></td>
<td>feeding, locomotion, and reproduction</td>
</tr>
</tbody>
</table>

Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagma. The chelicerae is the first appendage and refers to the pincerlike. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes: feeding, locomotion, and reproduction.
10/02/2000

Questions

1. Name the three formulas for solving thevenin's theorem?

2. In Fig. F1, which source is removed for proper solving procedures?

3. $V_a$ is across which closed loop source?

4. $V_a$ = What two sources in Fig. F1?

5. What is the formula for $V_{th}$?

6. What is the formula for $Z_{th}$?

A. 3 Ways to solve thevenin's equation

Fig. F1

$V_a = (10 < 0 + 40 < 20) - (E)_{irr}(E)$

$V_2 = V_a$

$W_a = (10 < 0 + 40 < 20)$

$V_{th} = V_2 - 40 < 20 = -3.75 - J 1.37$

$= -30.47 - J 3.188V$

(Mesh analysis)
<table>
<thead>
<tr>
<th>Questions:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights?</td>
<td>The U.S. Gov't cannot arrest or imprison a person w/out making formal charges &amp; conducting a public trial without the Due Process</td>
</tr>
<tr>
<td>Due Process?</td>
<td>The kind of Due Process that refers to the rules of conduct our legal system sets out for police/lawyers and judges is known as procedural</td>
</tr>
<tr>
<td>Protections?</td>
<td>Which amendment protects citizens against violations of the Due Process by Fed. Gov't? Fifth</td>
</tr>
<tr>
<td></td>
<td>Before searching a house or making an arrest, police must obtain a Search Warrant</td>
</tr>
<tr>
<td>Which Liberties?</td>
<td>Police must Swear that they have good reason to believe that a crime is being or has been committed.</td>
</tr>
</tbody>
</table>
Learning Logs

In addition to notetaking, students complete learning logs and write journal entries to process the work that they do in class. These learning logs relate to the subjects that they are studying. Students often share their learning log responses with other students in collaborative groups.

In learning logs, students complete questions such as following about the subject they are studying:

1. What did I do in class today?
2. What did I learn?
3. What did I find interesting?
4. What questions do I have about what I learned?
5. What was the point of today’s lesson?
6. What connections can I make to previous ideas or lessons?

The Writing Process

The discourse modes contained in the AVID curriculum are those originally developed for the California Assessment Program (CAP) District Assessment of Writing. Each of the lessons is found in detail in the AVID Writing Curriculum. The lessons adhere to the following writing process sequence:

1. Discuss criteria for the writing prompt;
2. Prewrite;
3. Write a draft;
4. Exchange drafts with peers for comments and revisions;
5. Write further drafts;
6. Complete the reader-writer workshop with one or more peers;
7. Write a final draft;
8. Have teachers evaluate the final draft; and
9. Revise for publication.

To aid students in the writing process, writing conferences occur regularly. All AVID tutors understand and commit themselves to the process of writing. The writing process pervades all of the grade-level AVID assignments and teaches students the process of learning and thinking in all subjects. The process is a key to academic success for all AVID students.
Learning Log Questions

1. What did I do in class today?
2. What did I learn?
3. What did I find interesting?
4. What questions do I have about what I learned?
5. What was the point of today’s lessons?
6. What connections did I make to previous ideas or questions?
Inquiry

Inquiry engages students with their own thinking processes. It teaches students to think for themselves instead of chasing the “right answer.” The result is student ownership of the learning process and a better understanding of concepts and values. When Socrates says in the Platonic dialogue, “Let us examine the question together, my friend, and if you can contradict anything that I say, do so, and I shall be persuaded,” he captures the essence of inquiry as an instructional method. In AVID, questioning takes many different forms: skilled questioning and writing questions (most often in collaborative learning groups), Socratic Seminar, quickwrite/discussion, critical thinking activities, and open-mindedness activities.

Inquiry within Tutorial

In tutorial, students engage in all levels of critical thinking, from recall to knowledge and evaluation. Students pursue understanding with mutual respect and civility and are mindful of each other’s dignity. They are willing to be persuaded by arguments/evidence more powerful than their own and to change their minds in light of fresh insights.

To begin tutorial, students bring questions for discussion. Text for inquiry comes with materials in subject area classes. Guided by a teacher/tutor, students exchange responses and collaborate in search of understanding. By returning to notes and texts, students often gain a deeper understanding of the answers to the questions raised. This collaboration rests on the belief that the group can arrive together at some understanding that would not be arrived at independently.

There are several questioning strategies teachers/tutors can use to lead their groups. Two highly recommended methods outlined below are based on work in cognitive functions by Benjamin Bloom and Arthur Costa, respectively.

Using Bloom’s hierarchy of cognitive skills, teachers/tutors can ask questions that follow along a continuum:

1. Knowledge - Recall
2. Comprehension - Interpretation
3. Application - Translation
4. Analysis - Classification
5. Synthesis - Generalization
6. Evaluation - Judgment

Using Costa’s Model of Intellectual Functioning in Three Levels, there are three levels of questions. Level one questions focus on gathering and recalling information. Level two questions focus on making sense of gathered information. Level three questions focus on applying and evaluating information.
Socratic Seminar

Socratic Seminars are teacher or student-led dialogues regarding specific texts that encourage students to think for themselves. These seminars develop habits of thoughtfulness and analysis through close and collaborative questioning of the meaning of a text, a work of art or music, or a presentation. Participants demonstrate careful thinking and self-expression. They search for and weigh evidence and explore differing views. The teacher or the leader of the seminar does not guide participants to a specific goal or conclusion but leads them to discover their own truth or interpretation of text. The physical arrangement of the classroom is vital to the success of Socratic Seminars. All students should be seated in desks or tables arranged in a rectangle or a circle to encourage eye contact. This also encourages equality, sharing, and face to face interactions within the group.

More detailed information about Socratic Seminars can be found in Strategies for Success and the Write Path English/Language Arts.

---

**Bloom’s Taxonomy**

Knowledge
- Recall

Comprehension
- Interpretation

Application
- Translation

Analysis
- Classification

Synthesis
- Generalization

Evaluation
- Judgment
The Three-story Intellect

Level Three (Application)
- Apply
- Evaluate
- Hypothesize
- Imagine
- Judge
- Predict
- Speculate

Level Two (Processing)
- Analyze
- Compare
- Contrast
- Group
- Infer
- Sequence
- Synthesize

Level One (Information)
- Define
- Describe
- Identify
- List
- Name
- Observe
- Recite
- Scan
Arthur Costa’s Model of Intellectual Functioning in Three Levels from *Developing Minds: A Resource Book for Teaching Thinking*

**Level One**
- defining
- describing
- identifying
- listing
- naming
- observing
- reciting
- scanning

**Level Two**
- analyzing
- comparing
- contrasting
- grouping
- inferring
- sequencing
- synthesizing

**Level Three**
- applying a principle
- evaluating
- hypothesizing
- imagining
- judging
- predicting
- speculating

The importance of inquiry method cannot be overstated. Skillful questioning by teachers and tutors empowers students to have mastery of their own learning. The converse, giving answers, breeds dependence on the teacher or tutor and is, therefore, detrimental to the students.
Within AVID, groups are referred to as collaborative rather than cooperative because they do not necessarily follow all the rules that the gurus of cooperative learning espouse. In AVID, the purpose of cooperative learning is to bring all students together to take responsibility for their own learning. In small groups, they ask, explore, and answer questions, become better listeners, thinkers, readers and writers, and discover ideas and remember them because they are actively involved. The teacher/tutor becomes a coach, carefully guiding students in their learning. Research shows that students learn best when they are actively manipulating materials through making inferences and then generalizing from those inferences. Collaborative groups encourage this kind of thinking.

Collaborative Learning Groups

<table>
<thead>
<tr>
<th>Positive interdependence</th>
<th>No interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual accountability</td>
<td>No individual accountability</td>
</tr>
<tr>
<td>Heterogeneous</td>
<td>Homogeneous</td>
</tr>
<tr>
<td>Shared leadership</td>
<td>One appointed leader</td>
</tr>
<tr>
<td>Shared responsibility for one another</td>
<td>Responsibility only for self</td>
</tr>
<tr>
<td>Social skills necessary for task completion</td>
<td>Social skills ignored</td>
</tr>
<tr>
<td>Teacher/tutor observes and intervenes</td>
<td>Teacher ignores group functioning</td>
</tr>
<tr>
<td>Groups process their effectiveness</td>
<td>No group processing</td>
</tr>
</tbody>
</table>

Activities that encourage collaboration include tutorials, jigsaws, group projects, and read-arounds, in addition to others. Examples of these activities can be found in The Write Path and Write Path II curriculum.

Preparing for Collaborative Learning Groups

In collaborative learning groups, students experience the process of learning, the “how” as well as the “what” of learning. In order to achieve this, the teacher/tutor must carefully guide the group, thereby encouraging the members to share their ideas and explore and respect the ideas of others. The groups must constantly probe and define and redefine until the expression of ideas is precise and clear. The group task may have individual students share completed assignments or notes, as well as work together to brainstorm and problem solve.

Selection of Groups

In collaborative learning, there is no fixed way to group students. Depending upon the class and the assignment, the teacher may use teacher-determined, self-selected, spatial, or randomly selected groups.

Preparing Students

Students need to be prepared to work in groups, and, indeed, in the beginning, may shy away from group work because they are reluctant to share their work. Group work should begin with experiences that are non-threatening, gradually increasing in task demands and duration. Teachers need to discuss group etiquette, stereotyping and
group dynamics with the students before they begin work, as well as tell them that the benefits to working in collaborative groups are:

1. No one knows everything.
2. Teachers expect analysis, synthesis, and evaluation of subject matter, which is the stuff of collaborative groups.
3. Students will move further faster and remember more.
4. Learning with other people is more fun than studying alone.

**Reflecting on Collaborative Groups**

Since learning to collaborate in groups is an ongoing process, after completing a group activity the students should write about and discuss what went well in their groups and what they need to improve for the next time.

**Avoiding Mayhem**

1. Provide the students with careful instructions and simple directions before they move into groups.
2. Establish a specific route for moving into groups.
3. Have students move their desks close together to prevent loud talking and to create a group atmosphere conducive to sharing ideas.
4. Establish a reasonable time limit. Allowing too much time for an activity can cause the groups to deteriorate. It is better for the groups to have too little time than too much.

   Remember, it takes time and practice for students to learn to work effectively in collaborative learning groups.

---

**Why Collaborative Learning Groups?**

*Students remember:*

10% of what they **READ**

20% of what they **HEAR**

30% of what they **SEE**

50% of what they **SEE, HEAR, and SAY**

70% of what they **DISCUSS**

80% of what they **DO**

90% of what they **SAY as they DO a thing!**


Reading

AVID incorporates strategies that can help students become more effective readers when used with a rich and varied curriculum. In middle and high school, we are most often concerned with helping students read more difficult texts and helping students read to learn. We must scaffold reading instruction so students develop strategies that help them become more confident with comprehension skills. Three factors are most helpful for ensuring successful comprehension: connecting to prior knowledge, understanding text structure, and using text-processing strategies.

Prior Knowledge

All readers bring what they already know to the piece they are reading. Readers compare information with their own experiences to assist in comprehension. When they encounter something new, they can make inferences based on their prior knowledge. Readers who have a greater range of prior knowledge will find comprehension easier than readers whose knowledge is more limited. For struggling readers it is essential that the teacher provide some prior knowledge with new stories or topics. Good teaching would suggest that a teacher ask questions prior to starting a piece of literature that evokes anything a student might already know on the subject. Also, brainstorming as a whole class or in groups helps pool the information that students possess among them.

Text Structure

Students will comprehend what they are reading better if they understand how the text is structured. Texts have a definite structure, whether literary or informational, and we must help them to identify and make sense of the structure as it relates to content.

Text Processing Strategies

Students who use strategies to help them make sense of their reading as they go along and to synthesize their understanding at the end will have greater comprehension of, and usually, greater satisfaction with, a text. Likewise, understanding how these strategies work and becoming aware of their own mental processes while reading (metacognition) can help students make informed and purposeful choices about how they read. They become aware of how reading a “beach” novel is different from reading a chapter in a science textbook. They recognize that what they do during reading and what they do to make sense of their understanding after they’ve read differs based on their purposes and the kind of text it is. Students also become aware that they need different processing strategies based on the difficulty or density of a text.

The following strategies can be used to help students to process texts when reading:

1. General Reading Strategies
2. PQ5R (Preview, Question, Read, Record, Rewrite, Review, Reflect)
3. Jigsaw
4. KWL (What I Know, Want to Know, and Learned)
General Reading Strategies

**BEFORE READING**
- Think about prior knowledge related to the subject
- Know the purpose for reading
- Preview the text: look at the title, pictures, graphics

**DURING READING**
- Focus full attention on the material
- Think aloud
- Predict
- Ask questions
- Take notes

**AFTER READING**
- Create visuals to clarify meaning (story maps, posters, grids, Venn diagrams, cause-effect graphs, charts, etc.)
- Complete double-entry journals.
- Summarize
- Evaluate
- Apply what has been read

**PQ5R (Preview, Read, Record, Recite, Review, Reflect)**

*Preview the material. Skim or scan the text. Look at*

1. title, main headings, subheadings.
2. pictures, graphs, charts.
3. any review or summary questions at the end of text.

*Question the material. Develop questions about the text.*

1. Turn headings or subheadings into questions and write them down.
2. Write down questions related to who, what, when, where, why, and how.
3. Write a brief version of any questions that appear at the end of text.

*Read the material. Read to answer the questions developed. Think about*

1. pictures, graphs and charts.
2. main ideas and supporting evidence.
3. structures and relationships identified by phrases such as also, moreover, furthermore, in addition, although, however, in conclusion, consequently.
4. new vocabulary: look up and define new terms. Record them on an ongoing list or in notes.

*Record Key Ideas Found During Reading*

1. Write down key ideas found during reading
2. Answers to questions
3. New information that seems significant
4. Reflections about the material
5. Any new questions
Recite from the text. Try to talk about the information. Think about:

1. headings and subheadings;
2. reactions to the text; and
3. questions and answers.

Review. Reread text and notes.

1. Skim the text again.
2. Redefine main ideas and their relationships to each other.
3. Review questions and answers.
4. Skim for answers to new questions.
5. Answer questions at the end of the section.

Reflect. Think about the significance of the material.

1. What is the meaning and significance of the material?
2. How can this information be applied?
3. How is this information related to what is already known?
4. Would other sources have different versions of the material?

**Jigsaw**

A jigsaw enables students to cover large portions of a text in a short period of time and reinforces the importance of collaboration. In a jigsaw, students become experts on a portion of a text and then share their expertise on a subject with others in a small group.

To conduct a jigsaw session with students, follow these steps:

1. Select a text and divide it into portions that are equal in length and content.
2. Assign a portion of the text to each student in the group. Have each student read the text, take notes, and decide on the most important points to teach others in the group who have not read the section.
3. Allow time for reading and preparation of the presentation.
4. Following the order of the passage, have students share information about their sections aloud. Encourage students to take notes on the material and to questions each other about the portions of the text.
KWL Worksheet

K What Do I Know?

W What Do I Want to Know?

L What Did I Learn?
Components of the AVID Elective

The AVID elective addresses key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities and career and college exploration. Detailed information about each of these areas is included in the AVID libraries.

The typical week in the AVID elective is split up into three main components—curriculum, tutorial, and motivational activities. The main curriculum in the AVID elective is derived from the Strategies for Success, College and Careers, and the Writing Curriculum. In the following pages, these three components are described in more detail.

Strategies for Success (AVID Library)

The Strategies for Success provides tips for students that help them to be successful academically and personally. Lessons in Strategies for Success focus on time management, goal setting, organization, notetaking, public speaking, developing portfolios, working with others, and preparing for tests. In addition, this resource includes lessons including, but not limited to, Socratic Seminars, critical thinking, concept mapping, and field trips.

The AVID Contract

The AVID Contract is an agreement that students, parents, and teachers sign at the beginning of the school year that acknowledges student goals and responsibilities.

Organization and the Student Binder

The organization of the student binder is critical to student success. It is one of the most important components of evaluation in AVID. In the student binder, students are required to keep a calendar that lists important dates and assignments. In addition, students keep their academic notes, current handouts and assignments, and tests. The student binder is an essential part of The AVID class, and accordingly, it is evaluated weekly by AVID tutors. A binder contents check-off sheet and grade sheet is located in Strategies for Success.

College and Careers (AVID Library)

Choosing a college, preparing applications, taking college entrance exams, and finding financial aid is often an overwhelming process. The College and Careers is a resource that assists students through these important steps. In this resource, students experience activities that focus on self-awareness and personal development, college entrance examinations, the college admission essay, choosing a college, planning for admission, financial aid, college placement examinations, and career preparation.

A Note About Fundraising

Raising the money to pay for important tests (such as the SAT and ACT), college applications, and field trips is often an important part of being an AVID student. It is essential to be aware of the financial needs of AVID students and to plan accordingly. In the early years, money earned from fundraising can go to pay for field trips and activities. In the last two years, it can help to fund college entrance tests and college applications. Be aware of the fundraisers that work on your campus! Observe best sellers and plan ahead! Talk to the ASB advisor if you need assistance in getting started!
Writing promotes clear thinking. Writing promotes effective and long-term learning. Writing provides individuals and groups in a complex world with a voice and a record. The Writing Curriculum for AVID provides students at each grade level with writing opportunities relevant to their learning. For each essay, students complete important steps in the writing process—prewriting, drafting, revision, editing, and self-evaluation. Each year, students in the ninth through eleventh grades have four essays to complete for AVID. In the twelfth grade, students complete three essays. Each of the essays goes in the portfolio for AVID. For more information about writing in AVID, see the Writing Curriculum.
Student Binders

Students in the AVID elective are graded using a variety of assessments, one of which is the binder. Students keep a binder containing sections for class calendars, notes, and learning logs. These binders are systematically ordered to maximize student organization and learning in all classes.

Binder Contents

Needed Binder Contents

- Good quality, 3-ring binder, 2” or 3” rings with pocket inserts
- Five to six colored tab subject dividers to separate each academic class, including AVID
- Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
- Two or more pens
- Two or more pencils
- Filler paper (some notebook paper is now available in Cornell note style)
- Assignment calendar for each academic class
- Tutorial logs
- Learning logs

Suggested Binder Contents

- One or two trapper pouches (for paper with no holes punched in it)
- One or more colored highlighter pens
- Notebook dictionary and/or thesaurus
- Calculator
- Six-inch ruler
- Tips on notetaking and test-taking skills, tutorial guidelines, or other AVID strategy sheets
- Sample of notetaking in specific subjects

Student binder should be organized in the following manner:

- Binder front cover
- Plastic supply holder
- Binder grading sheet

Each subsequent section in the binder should have these parts in this order:

- Divider
- Calendar/assignment log
- Notes
- Tutorial/learning logs
- Handouts
- Tests
- Blank paper

Implementing and Managing the AVID Program for High Schools
### Student Binder

What can I do to keep from being bored during lectures and keep focused on what’s being said?

### How to Take Class Notes

**Be active.**
- Sit toward the front of the class.
- Sit away from friends who are distracting.
- Sit up.
- Make an effort to concentrate as completely as possible and understand what is being said.
- Listen first before writing.
- Reflect and think about what is being said.
- Respond to what is being said. Always be thinking of questions: How does this relate to other points in the lecture, in the book?
- When you don’t understand something, stop the teacher and ask.

**Cornell Notetaking format.**
- Use lined paper and mark a wide left margin.
- At the top of the page note the date, class, and topic of the lecture in pen.
- During the lecture, write in the right column.
- After the lecture, develop questions in left-hand column.

**Use abbreviations and clues.**
- Write notes in your own words. Develop an abbreviation system.
- Write in phrases.
- Write quickly but legibly—your notes do not have to be immaculate.
- Take down new vocabulary and definitions.
- Try to write down the outline the teacher is using, looking for organization.
- Leave plenty of room and go back and add details.
- Sometimes there is no organization. Take down what you can and sort it out later with a friend, the teacher, or your textbook.
- Be selective: Too many notes destroy the value of notetaking. If you find you are not writing fast enough, it really means you are writing too much.

For more information about the student notebook, see the *Sample Student Binder* in the AVID library, or see *Strategies for Success.*
AVID Binder Grading Sheet

Week of: ________________________________________

Planner: __________________________ /5 Organization: __________________________ /5

Assignment Sheets

  English: __________________ /5 Daily Notes
  History: ________________ /5
  Science: ________________ /5
  Math: ________________ /5

Tutorial Log: ________________ /5 Total: __________________________ /55

By: ______________________________

Week of: ________________________________________

Planner: __________________________ /5 Organization: __________________________ /5

Assignment Sheets

  English: __________________ /5 Daily Notes
  History: ________________ /5
  Science: ________________ /5
  Math: ________________ /5

Tutorial Log: ________________ /5 Total: __________________________ /55

By: ______________________________

Week of: ________________________________________

Planner: __________________________ /5 Organization: __________________________ /5

Assignment Sheets

  English: __________________ /5 Daily Notes
  History: ________________ /5
  Science: ________________ /5
  Math: ________________ /5

Tutorial Log: ________________ /5 Total: __________________________ /55

By: ______________________________

Note: This Binder Grade Sheet is just a template that can be modified by the coordinator or AVID teacher, depending on the needs of the students and what you require beyond the basics in the binder. Each section is given five points. The rubric would be as follows:

5  Exemplary work; detailed
4  Complete work; some details
3  Average work; more effort needed
2  Below average; incomplete
1  Far below standard; incomplete
0  Missing; incomplete; conference needed

Implementing and Managing the AVID Program for High Schools
History records that Socrates was the “first tutor” because he taught by asking his students questions. He refused to make authoritative statements, encouraging his students to discover truths through their own thinking processes. Socrates was also reputed to be adaptable and good-humored—qualities all good AVID tutors possess. This section covers the principles that guide AVID tutorials, as well as three models of tutorial groups. In addition, more specific guidelines for managing tutorial in the AVID classroom are provided. For a more detailed account of tutorial in AVID, refer to the Tutorial set.

The Principles of Tutoring

The first two principles of AVID tutoring originate from the Socratic style; the second two are shaped by the demands of time and personnel. The principles are adapted from the work of Reigstad and McAndrews (1984).

Establish and Maintain Rapport with the Students.

Tutoring is face-to-face interaction and as such requires that both the tutor and students are relaxed and confident. The tutor must show an interested concern for the students if the students are to enter the interaction easily and develop self-confidence as well as confidence in the tutor. Carl Rogers (1969) stresses that “the relationship between the tutor and students is crucial.” The effective tutor must exhibit “realness.” When the tutor enters “into a relationship with the students without presenting a front or facade, the tutor is much more likely to be effective.” The communication during a tutorial session helps the tutor and students grow in give and take. While some degree of informal talk is unavoidable in tutorial sessions and in fact, is sometimes desirable, the tutors must always focus on academic discussions first and allow personal conversation to occur after dealing with schoolwork.

The Students Do the Work.

The tutor is not the student; rather, he/she is a trained assistant who suggests strategies or helps students to discover the best solution to a problem. Students always do the work; the tutor monitors and guides. A tutor must first discover what the student knows and needs to know; the tutor then tries to cue the student about what needs to be done, either by asking questions or by demonstrating. The tutor’s goal is to get the students to participate actively in the learning process. To achieve this goal, the tutor needs to express encouragement when a student is successful. The tutor then attempts to develop a personal source of reinforcement and to provide feedback and assistance along the way.

Order Learning Priorities.

Some concerns are more important than others because of the enormous effect they have on students’ understanding of course concepts. Since the goal of AVID is to improve students’ performance within reasonable time limits, the tutor must first deal with the most critical problems. Time must be spent where it will yield the greatest improvement.

Tutors Do Not Have to Be Experts.

Tutors need to be reassured that if they are successful college students, the level of expertise they bring to a tutorial session is sufficient. College students have the ability to help high school or middle school students in almost all subject areas, not merely in the tutor’s major field of study. The tutor’s task is to help students improve; improvement, not perfection, is the goal.
Three Tutoring Models

Although the three models described below provide orderly, logical procedures, tutors should remain flexible within these models and acquire a comfortable tutoring style. The three models are from Reigstad’s 1980 study of group conferences conducted by professional teachers.

Student-Centered

The student-centered model is desirable because it encourages students to do most of the talking and most of the work. The students even determine the direction of the session. The tutor in the student-centered conference listens a great deal, asks a few questions, and contributes personal recollections and associations to add to the student’s discovery of a subject.

Collaborative

In this style, the tutor maintains a flexible posture. The talk moves from a focused discussion to related subject talk, and the tutor brings the students back to focus by encouraging them to include ideas from the conversation in the work they are doing. In a collaborative conference, the tutor and students share equally in the conversation, the problem solving, and the decision-making. The tutor, however, identifies the problem areas that need to be discussed.

Teacher-Centered

Although the ultimate goal of tutoring is to help students discover what needs to be done, there are occasions when a brief teacher-centered session (three to five minutes) is necessary. In these sessions, students tend to sit passively. The tutor asks a few questions, and the questions are usually closed or leading. In the teacher-centered tutorial, the tutor issues directives for work to be done. There is some talk about ideas, but usually only to allow students to clarify a point. The option has the advantage of allowing the tutor to cover information in limited time but has the disadvantage that the students are not involved in the learning process.

Subject Area Tutorials

Science and Mathematics

Students can help themselves to remember scientific or mathematic terminology through verbal associations or analogies with familiar concepts. Simplifying relationships by using drawings or by reducing components brings science word problems under control. By discussing advantages and limitations of different problem solving approaches and by demonstrating how to change problems to recognizable forms, tutors can build student problem-solving skills. Showing students how to check their own solutions will increase their self-confidence.

Social Sciences

Tutors create a meaningful framework by providing context, applying theories and using analogies to make diverse concepts understandable for their students. To foster critical thinking, tutors can ask students to focus on the analytical process and to provide supporting evidence rather than simply relating facts. Guide students in mastering terminology by making terms meaningful and by clarifying distinctions. Encouraging students to predict what will be on the exam through the questions they have developed from their notes will help students prepare for their exams as well as reduce their test anxiety.
English Language Arts

Tutors lead students through a variety of activities that will enhance and improve their ability in all aspects of the language arts. Students will be able to participate in creative writing and literary analysis activities. Importantly, extension activities will help students relate literature to their own lives.

World Languages

Tutors will help students develop their skills in order to assimilate to a world language to the extent that they are familiar with the culture and literature as well as the oral language.

AVID Tutorial Expectations

AVID tutorial sessions provide students with an active learning experience. Tutorial sessions are a time for students to discuss class notes, clarify challenging concepts from lectures and reading assignments, review for tests, and solve any troublesome homework problems. During tutorial, the teacher’s role is to circulate the room, monitoring tutorial groups and helping with tutoring. Tutorial time also offers an opportunity for teachers to meet one-on-one with students about academic and personal issues, and other issues related to being in the AVID elective. The tutor’s role is one of discussion leader, not that of answer giver. For a successful tutorial session to occur, several guidelines must be followed as closely as possible.

1. For tutorial, tutors are stationed throughout the room according to student need and subject area.
2. Each student is required to report to one of the tutorial groups.
3. Students come to tutorial prepared to participate and learn.
4. Students bring academic questions to tutorial.
5. Students bring binders and class and book notes to tutorial.
6. In order to receive credit, students must ask questions, collaborate with other students, bring class and/or book notes, participate in a discussion of the notes related to academic questions posed, and complete any further assignments required by the AVID teacher.
7. If students need help in two or more subject areas, students may change groups at an appropriate time.

Guidelines For Managing AVID Tutors

The tutor’s responsibility is the “management of learning.” The AVID coordinator’s responsibility is the “management of learners.”

Generally, tutors convey information, ask questions, give instructions of varying degrees of directiveness, and express emotions and personal attitudes that help students become responsible citizens and conscientious students.

Tutoring is a complicated interaction, not a mere following of numbered steps; however, good tutoring doesn’t “just happen.” There is a clearly defined art and philosophy of effective tutoring that enhances the AVID program. AVID tutors should have a solid understanding of their role within AVID and demonstrate the acquisition of core tutoring skills.
When observing AVID tutors, the following qualities and actions should be evident

Tutors...

1. are flexible.
2. are alert, yet relaxed.
3. are approachable and efficient.
4. are genuine.
5. are friendly and informed.
6. listen and collaborate.
7. play many roles.
8. lean forward.
9. smile.
10. establish contact.
11. limit evaluation.
12. indicate interest and personal involvement.
13. nod and show approval and understanding.
14. adopt the role of interested partner in learning.
15. establish a non-threatening, informal attitude with students.
16. ask questions.
17. realize that students do not always have answers.
18. give students time to think about topics.
19. help students articulate ideas more clearly.
20. use mirroring techniques.
21. allow students to talk.
22. know when and how to bring conversations back to the question at hand.
23. provide opportunities for students who fail to redeem themselves.
24. know that failure gives students the feedback that they need to work toward success.
25. evoke intellectual growth in students.
# Tutorial Request Form

Name: ____________________________ Subject: ____________________________________________

Date: ____________________________ Teacher: ____________________________________________

<table>
<thead>
<tr>
<th>Question/Problem</th>
<th>Example</th>
<th>What I Learned</th>
</tr>
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<tbody>
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</tbody>
</table>

Points Earned: ________________________

Tutor’s Initials: ____________________
### Tutorial Request Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Subject:</th>
<th>Date:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>English</td>
<td>2/10/04</td>
<td>Smith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question/Problem</th>
<th>Example</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need help understanding our grammar lesson from English. We are working on the Parts of Speech.</td>
<td>Identify the prepositions in the following sentences:</td>
<td>I learned that prepositions show relationship between things.</td>
</tr>
<tr>
<td>I know the Parts are: Noun Verb Adjective Adverb Preposition Conjunction Interjection</td>
<td>I went to the store.</td>
<td>to (shows where I went)</td>
</tr>
<tr>
<td>I don’t really understand what prepositions are for. How can I memorize a way to know them?</td>
<td>I looked under the table and found my book.</td>
<td>under (tells where I found the book)</td>
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<td></td>
<td>After the movie I called my friend.</td>
<td>after (tells when I called my friend)</td>
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<tr>
<td>Tutor’s Initials: MJ</td>
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</table>
Tutorial Request Form

Tutorial Request Form
(must be turned in before bell for homework credit)

Name ____________________ Date ____________________

Course ____________________ Teacher ____________________

Problem or Question:

Paragraph of reflection (completed after tutorial):

Tutor's comments:

Points earned ____________
Tutor initials ______________

Tutorial Request Form
(must be turned in before bell for homework credit)

Name ____________________ Date ____________________

Course ____________________ Teacher ____________________

Problem or Question:

Paragraph of reflection (completed after tutorial):

Tutor's comments:

Points earned ____________
Tutor initials ______________
## Tutorial Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Tutor Initials</th>
<th>Points Earned</th>
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<td>Subject</td>
<td>Tutor Initials</td>
<td>Points Earned</td>
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<tr>
<td>2/10/04</td>
<td>Math/Measuring Distance</td>
<td>EB</td>
<td>10</td>
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<tr>
<td>2/12/04</td>
<td>English/Autobiographical Essay</td>
<td>CM</td>
<td>8</td>
</tr>
<tr>
<td>2/17/04</td>
<td>Science/Parts of a Cell</td>
<td>JG</td>
<td>10</td>
</tr>
<tr>
<td>2/19/04</td>
<td>History/Religions of the World</td>
<td>LK</td>
<td>9</td>
</tr>
<tr>
<td>2/24/04</td>
<td>English/Descriptive Writing</td>
<td>CM</td>
<td>10</td>
</tr>
<tr>
<td>2/26/04</td>
<td>Science/Cell Chapter Test Review</td>
<td>JG</td>
<td>9</td>
</tr>
</tbody>
</table>
Field Trips and Motivational Games

Field Trips

Planning field trips is a very important aspect of the AVID elective. Field trips in AVID are both cultural and educational. They may occur during the school day or outside of the school day.

Cultural field trips nurture in students what Maxine Greene calls aesthetic literacy—“an informed awareness of works of art, a more demanding appreciation of plays, daily performances, music, paintings, works of literature.” Cultural field trips might include visiting a museum, attending the theater or opera, or going to the local symphony.

Field trips to colleges and universities in the area (or outside of your immediate area) and visits to businesses in the community are also important. On college visits, students experience what it feels like to be in college. They may have the opportunity to attend classes, meet students like themselves who are successful in college, and learn about opportunities available to them in the college environment. When visiting businesses, students learn about opportunities available to them in their professional lives in the future. They meet successful professionals who help them understand important facets about career and the world of work. Students then make a direct connection between education and success.

Field trips motivate students. They open students’ eyes to the endless opportunities in the community and help them learn about exciting possibilities for the future. They give students a reason to work hard and be successful.

For more information on Field Trip ideas and logistics, see Strategies for Success.

Motivational Activities

Providing motivational activities in the classroom helps students develop relationships with one another, develop skills while having fun, and enjoy the learning environment. Motivational activities range from classroom to classroom. They may involve oral language activities, team building activities, or guest speakers. They may include recognition ceremonies for students at the end of the grading periods. The range of activities is endless. Provide students with the chance to give input on activities that they enjoy. Better yet, give them the opportunity to plan and lead motivational activities. The sky is the limit.
<table>
<thead>
<tr>
<th>Name of Student:</th>
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<tbody>
<tr>
<td>Class:</td>
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<tr>
<td>Teacher:</td>
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<td>Comments:</td>
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</table>
To: AVID Coordinator
Date

From (Teacher): ____________________________ Subject _______ Period _______

__________________________________________________________________ is having trouble in my class.

He/She needs help with:

☐ time management
☐ homework
☐ makeup work
☐ class participation
☐ reading materials
☐ taking notes
☐ organizational skills

Here is how the AVID class can help. You may want to know...

Our next major test is scheduled for: ______________________________________________________________

Makeup or retake test available on: ________________________________________________________________

Study group review is needed by: ________________________________________________________________

Extra help is available:

☐ before school
☐ at lunch
☐ after school

Additional comments: _____________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Building a Sense of Pride and Community

Students who become most successful have overlapping social and academic lives. School influences their whole being. A study conducted in 1986 by Dr. Uri Treisman at the University of California at Berkeley indicates that the students who drop out of that university first are those Latino and African American students who have the highest Scholastic Aptitude Test (SAT) scores. Treisman posits that these students have become social isolates in order to become academically adept and that the pressures of college are too great to bear alone; thus these students leave college. Treisman tries to circumvent this obstacle in his classes by having students form study groups so that they learn to know one another. AVID carries the intermingling of academic and social lives several steps further.

During the high school years particularly, social acceptance is paramount to students. For this reason, AVID tries to provide students with a sense of community within the program by encouraging friendships with students who are also setting goals and striving to be academically oriented. To facilitate this goal, the AVID program is often represented as a distinct community in school activities—cultural fairs, talent shows, or academic competitions, for example. The AVID coordinator, counselor, and tutors also participate in these activities, extending the sense of community. Some AVID groups promote belonging and pride in AVID by wearing logos on shirts and jackets.

AVID group excursions also serve to bring the students, coordinator, counselor, tutors, and parents closer together. Since most school budgets are not sufficient to cover such expenses, AVID students raise money for this purpose. This is most often a headache for the coordinator, but the students approach fundraising with enthusiasm. Although the usual field trip choice of students is to attend an amusement park, the AVID coordinator needs to remind students that they can enjoy more “cultural” events and be exposed to new ideas and experiences at the same time. Trips to colleges/universities are the most obvious choices, but outings to museums, theatrical or musical productions, or places of historical interest are also excellent choices.

Finally, recognizing students publicly for their accomplishments builds a definite sense of pride in students individually and in the program collectively. This can be done throughout the year when students receive their grades. Students can also be rewarded for personal qualities and accomplishments. Students often want to be involved in the acknowledgements, as they like to give “special” awards to each other, sometimes for their personal achievements, other times to remember funny events that occurred throughout the year. A Senior Awards banquet attended by all AVID students, their families, and school personnel is an appropriate way to honor those graduating and to motivate younger students. The seniors are applauded for any “official” awards they have received, for being accepted to colleges, and for receiving financial aid from colleges and universities. The total amount of money awarded to graduating seniors is always an impressive figure to share with the group.

Underclassmen should be honored too, at an end-of-the-year party to which former students are invited. Because college semesters or quarters end before high school terms, AVID graduates are usually available to attend the end-of-the-year gathering, where they join in congratulating former classmates and also in sharing stories of their college experiences.
Encouraging Student Leadership

While assisting students in their college quest is central to the counseling done directly by the AVID counselor, the AVID site team also counsels students in many ways. One goal of the AVID program is to provide equal status for disadvantaged students in both the academic and social life of the school. Leadership helps students build self-esteem.

AVID is the path to a well-rounded education, including the socialization process, where students are able to develop and practice leadership and the organizational skills with students campus wide. Learning how to work with all groups is essential training for living in a pluralistic society. Thus, one of the most important aspects of counseling is to encourage students to become leaders.

AVID students often need to be convinced that they have leadership abilities. It is an excellent practice to allow them to discover these skills in the AVID classroom e.g., have them organize study groups, give them credit for tutoring other students, have them plan and carry out fundraising activities, allow them to plan a fieldtrip, and give them the opportunity to speak before groups within the school and community. After they have built some confidence in accepting leadership roles within the AVID setting, they are ready to become more involved in campus activities.

When leadership potential is developed, AVID students become excellent role models for others. AVID students should be encouraged to work with younger students, perhaps at a neighboring junior high or middle school. Not only will the younger students benefit when AVID students share their experiences, but students will develop a stronger sense of how the past affects the present and the future. AVID students need to be involved in this kind of personal analysis in order to draw connections among the choices they made prior to AVID, their present decisions, and their direction for the future. If students gain a historical and cultural perspective while in AVID, as well as a sense of social and academic responsibility, they are prepared not only to enter universities, but also to be productive and compassionate members of society.

Evidence of the strong social obligation developed through the AVID program is demonstrated by the fact that many AVID students return to tutor in the high school program that has supported them, in spite of the higher compensation they would receive tutoring at their local universities.
Financial Aid

Financial Aid serves students who need help financing their education. Funds come from many sources: the federal government, the state, the university (or alumni association), community organizations, private individuals and corporations.

Students receive assistance in four basic forms: scholarships and grants, low interest loans, and work-study jobs. A combination of these awards is usually offered in a package tailored to meet each student’s needs as closely as possible.

Finding Out About Student Aid

This section is designed to provide an overview of the information contained in Fund Your Future: Grants, Loans, and Other College Financial Aid Programs—a booklet provided by the California Student Aid Commission and EdFund. Although this is a publication distributed within the state of California, the information described in the following pages reveals information about Federal Student Aid—financial aid available for students throughout the United States.

If you have additional questions about The California Student Aid Commission, call 888-CAGRANT (888-224-7268) or go to www.csac.ca.gov.

For additional questions about EdFund, call 877-2EdFund (877-233-3863), or go to www.edfund.org.

For the Federal Student Aid Information Center and to learn more about the FAFSA, call 800-4FEDAID (800-433-3243), or go to www.studentaid.ed.gov.

Other Helpful Sources

1. Guidance Counselor

   The guidance counselor can tell you about financial aid in general and where to look for help.

2. Financial Aid Administrator

   Contact the financial aid administrator at each school in which you are interested. He or she can tell you what aid programs are available and how much the total cost of attendance will be.

3. State Student Incentive Grant Program (SSIG)

   The SSIG Program is jointly funded by individual states and the Department of Education. Each state has its own name for this program, as well as its own eligibility criteria, award amounts, and application procedures.

Who Qualifies for Financial Aid?

You don’t have to be from a low-income family to qualify for financial aid - you must have “financial need.”

To receive assistance from the major federal student aid programs listed below, one must:

- Have financial need (except for some loan programs)
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security Number
Implementing and Managing the AVID Program for High Schools

- Register with the Selective Service, if required
- Complete a current Free Application For Federal Student Aid (FAFSA) which will result in a Student Aid Report (SAR). The SAR is required as a component in many financial aid applications.

**Eligibility for financial assistance is determined using the following equation:**

\[
\text{Cost of Attendance} - \text{Expected Family Contribution (EFC)} = \text{Financial Aid}
\]

Cost of Attendance includes tuition, fees, books, supplies, room and board, transportation and personal expenses.

Expected Family Contribution is defined as the amount that one’s family is expected to contribute.

**Determining the Family’s Contribution**

The Family’s Contribution is determined by an analysis of the following information provided on the Free Application for federal Student Aid (FAFSA):

- Parents’ income includes salary and wages, pensions, dividends, interest. Aid to families with Dependent Children, unemployment insurance, Social Security Benefits
- Family assets include savings, stocks and bonds, real estate investments, farm, business ownership, trusts, and home equity
- Parents’ age and the need for retirement income
- Number of children and other dependents in the family household
- Any unusual financial circumstances

**Determining the Students’ Contribution**

- Students are expected to make a substantial contribution toward their education.
- Schools and special programs expect a standard minimum contribution or derive the contribution from the student’s prior year earnings

**Independent Student Definition**

- 24 years or older as of January 1 of the award year
- Students less than 24 years old by that date if an orphan or ward of the court, a veteran of the US Armed Forces, or who have legal dependants other than a spouse
- Married or a graduate/professional student less than 24 years old and who cannot be claimed on his/her parents’ income tax return for the first year of the award

**Special Circumstances**

If the documentation you provide in your Free Application For Federal Student Aid (FAFSA) indicates that you qualify for special circumstances, the Financial Aid administrator may adjust either the Cost of Attendance or Expected Family Contribution. Special Circumstances could indicate a family’s unusual medical or dental expenses, tuition expenses of children attending private elementary or secondary school, or recent unemployment.
Check with your FAA if you feel you have any other special circumstances that might affect the amount you and your family are expected to contribute.

**Deadlines**

- Apply as soon AFTER January 1 as you can for Fall financial assistance.
- Application must be received by the application processor by May 1 for Fall financial assistance.
- Schools often set deadlines for certain types of financial assistance early in the calendar year. Be sure to comply with all the deadlines established by the federal government and your school of choice.

**Federal Student Aid Options**

**Federal Pell Grants**

- Grants which do not have to be repaid
- Awarded solely on demonstrated financial need to every undergraduate student who qualifies
- Eligibility determined by Expected Family Contribution
- Annual awards range from $400 to $4,000
- Can be used for tuition, fees, and living expenses, even at community colleges
- Pell grants are available to either part-time or full-time students
- May be used to attend a teaching credential program, if the college being attended does not offer a bachelor’s degree in education

**Federal Stafford Loans (Subsidized)**

- Government pays interest while in college and for first six months after graduating, leaving school, or dropping below half-time enrollment
- Awarded based on financial need
- Must meet all requirements for federal student financial aid
- Must have eligibility for a Pell Grant determined

**Federal Stafford Loans (Unsubsidized)**

- Student responsible for paying all interest on the loan, during college and after.
- All students eligible, regardless of financial need.
- Must meet same requirements for a subsidized loan, except for demonstrating need.
Federal PLUS Loans

- Enable parents to borrow up to the total cost of one’s education.
- Yearly loan limit is equal to the cost of attendance minus any other financial aid for which you are eligible.
- Interest rate is adjusted each year on July 1, but will never exceed 9%.
- Repayment generally begins within 60 days of the final loan disbursement. There is no grace period for these loans.
- Student and parents must meet the requirements for federal financial aid. Student must be dependent. Parents must pass a credit check.

Campus-based Programs

The following federal programs are administered directly by the financial aid office at each participating school. Not all schools participate in all three programs. The following guidelines are the same for each of the campus-based federal programs:

- The aid received depends upon financial need, the amount of aid you receive, and the availability of funds at the school.
- Each school sets its own deadlines for students to apply for campus-based funds. The deadlines are usually earlier than the U.S. department of Education’s deadlines for filing applications.

Federal Perkins Loans

- A low-interest loan (5%) for undergraduate students with exceptional financial need.
- Depending upon when one applies, level of need, and the funding level of the school, one can borrow up to $4,000 for each year of undergraduate study and up to $6,000 for each year of graduate study, up to a total of $20,000 for undergraduate study and $40,000 for graduate study.
- Repayment begins nine months after graduation, leaving school, or dropping below half-time status. You may be allowed up to 10 years to repay.

Federal Supplemental Educational Opportunity Grants (FSEOG)

- Grants are for undergraduates with exceptional financial need. Priority is given to students who receive Federal Pell Grants.
- The FSEOG grant does not have to be paid back.
- Annual awards between $100 and $4,000 per year, depending on when you apply, level of need, and the funding level of the school being attended. One may be eligible for more if enrolled in a study-abroad program.

Federal Work-Study Program

- Provides jobs for undergraduate students with financial need.
• Total FWS award depends upon when one applies, level of need, and the funding level of the school being attended.

• FWS salary is at least the current federal minimum wage, but it may be higher, depending upon the type of work and the skills required.

**Benefits for Special Groups**

**Veterans and their Dependents**

• Educational benefits are available to a dependent if the veteran (spouse or parent) died or was totally and permanently disabled in service, or is listed missing in action.

• Contact The U.S. Department of Veteran’s Affairs, toll free (888)442-4551. or go to www.gibill.va.gov.

**Students with Disabilities**

• By law, qualified students cannot be excluded from college solely because of a disability.

• Student budget should include all expenses necessary to accommodate a disability.

• For more information, contact your college’s disabled student office.

**Native Americans**

• Students who are members or close descendants of a federally recognized American Indian Tribe or nation may be eligible for grants from the Bureau of Indian Affairs, Office of Indian Education Programs.

• For more information, call (916)978-6058, or go to www.oiep.bia.edu.

**Athletes**

• Student athletes considering a National Collegiate Athletic Association college may contact the NCAA for information on college recruiting rules, grade point average, testing requirements, and registration requirements. For more information, contact the NCAA at (317)917-6222, or log on to www.ncaa.org.

**Other Options For Student Aid**

**Private Scholarships**

• **Community Organizations (Private Scholarships)**

  Check patriotic, civic, religious, and fraternal organizations, ethnic groups, and social and professional clubs. These may include: the American Legion, YMCA, 4-H Club, Elks, Kiwanis, Jaycees, Chamber of Commerce, and the Boy or Girl Scouts.
• **Employers (Private Scholarships)**

Many companies, including labor unions, have programs to help pay for the cost of post-secondary education for employees, members, or their children. Other companies offer aid to students majoring in fields related to the corporation’s activities.

• **Professional, Career, and Trade Associations (Private Scholarships)**

Contact organizations connected with your field of interest. Examples include: the National Education Association, the American Medical Association, or the American Bar Association.

• **Artistic Talents, Athletic Abilities, and Special Talents**

Ask teachers, coaches, and leaders about schools and colleges that may be looking for your skills. Look in magazines related to your interests and skills for leads to scholarships.

**National Merit Scholarships**

The National Merit Scholarship Corporation awards scholarships every year for academic and extracurricular achievements. Taking the PSAT in the fall of one’s junior year enters one in the competition.

**The Military**

Generous scholarships and student aid are available for those willing to serve time in the U.S. Army, Navy, Coast Guard, Air Force, or Marine Corps.

**Working Your Way**

Part-time summer jobs can reduce borrowing. The student employment office can help you find a job on or off campus.

**Americorps**

Americorps is a national and community service program that provides educational awards every year. One can work before, during, or after college and use the award for college costs or to repay federal student loans. For more information, contact www.americorps.org.

**Reduce Your Time in School**

• The College Board’s College Level Examination Program (CLEP) is a nationwide program of testing for college credit by enabling you to demonstrate knowledge you have gained outside formal education.

• Advanced Placement examinations give college credit for honors programs in foreign languages. English, history, science, mathematics, music, and art. AP allows students to avoid repeating work already completed.

**Company Paid Tuition**

• Many employers will pay all or part tuition for employees attending accredited colleges or vocational schools.

• Usually the course of study must be directly related to the employee’s work.
**Personal and Family Financing Arrangements**

- Options are limited only to the family’s creativity.
- Possibilities include, but are not limited to, a second mortgage on the family home, insured tuition payment plans, family trust and loan funds.

**Cooperative Education**

- Allows students to alternate work and school.
- Students may take time off of school to work in career-related jobs off campus.
- Receive academic credit for work experience.
- Return to school in good standing.
- Earn enough money to pay for the next school year.

**Saving for College**

Families are encouraged to plan ahead and save for their children’s education. For more information on the different state savings plans, go to www.collegesavings.org, the website for the College Savings Plan Network.
“…what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor, but also offer personal support. AVID offers a blueprint for this scaffolding.”
Introduction

In the following discussion of schoolwide change, you will learn how and why AVID came into being, and how it changed the culture initially of an entire school, and then that of a large urban school district. AVID came about as a response by a single, dedicated teacher who wanted to support all of her students, especially those with a long tradition of being overlooked and allowed to fall through the cracks. Along the way, AVID’s founder Mary Catherine Swanson learned many valuable lessons about schoolwide reform from within. The essentials of over thirty years of learning about implementing effective schoolwide change can be distilled into the ten observations about the process which follow. The remainder of the section on schoolwide change outlines how the core methodologies of AVID evolved as a means to support the underserved students at Clairemont High School in San Diego.

Lessons About Teaching and Schoolwide Change

1. Educational change for ethnic and linguistic minority students occurs when schools focus on equality for all, which is the purpose of education in a democratic society.

2. Teacher-based programs are most efficacious in changing schools. Teachers must be involved in inquiry and experimentation for change or they will not accept the validity of the changes.

3. Changing the structure of the school requires one or more teacher leaders on a campus who are risk takers and are experienced enough in the educational system to know how to change the system when it is detrimental to student success.

4. Programs that change schools are comprehensive in scope, flexible in meeting individual needs, and continuous in support for both students and teachers. The programs must be based on long-term commitments and dedication of school personnel to achieve significant outcomes for students and teachers.

5. Most schools say that ALL students can learn, but school leaders need to examine what is actually happening at the site and make concrete plans for bringing about truly equal learning opportunities for all students.

6. Beliefs and values that perpetuate deleterious attitudes among faculty need to be addressed. Teachers’ low expectations for students change when they observe ethnic and linguistic minority students succeeding in academic work.

7. Teachers must re-conceptualize their roles, becoming student advocates rather than merely transmitters of information.
8. Pedagogy improves when teachers collaborate and no longer practice their craft behind closed doors.

9. Pedagogy must allow students access to rigorous curriculum through having students manipulate and make sense of curriculum. Effective teaching methodologies are writing-to-learn, inquiry or discovery learning, collaborative grouping, and reading in all content areas (WIC-R).

10. Parents need to be recognized for their students’ success in school so they become an integral part of the success cycle.
AVID as the Catalyst for Schoolwide Change

by Mary Catherine Swanson

Over 20 years ago, Clairemont High School in the San Diego Unified School District lost the most affluent half of its student body to a newly built school, and under the district’s court-ordered integration mandate, had 500 low-income students bused into the previously all white, middle-class school. These new students did not come with the academic backgrounds to which the teachers were accustomed, and the students brought with them a cultural and linguistic diversity that was foreign to the school staff. The majority of the all-Anglo staff had opened the school 25 years earlier and were used to sending more than 80% of their graduates to college. Consequently, many who could find teaching jobs elsewhere did so. Many who stayed were angry and frightened about what the district had “done to their great school.”

Four years later, 25% of the faculty met regularly with their students to become reflective practitioners and learners; they had devised a writing-for-learning curriculum with postsecondary institutions; the disadvantaged (formerly underserved) students had become school leaders; parents were involved on school and advisory boards and in school activities; and effective community/business partnerships had been developed. The school became the third largest feeder school to the University of California at San Diego in spite of the fact that Clairemont had the lowest enrollment of any high school in the district. It enrolled more students with part-time jobs in San Diego County postsecondary institutions in academic programs than any of the 17 high schools in the district. The school’s standardized test scores improved by more than 46.6% in language and 35% in mathematics when compared with the rest of the district.¹

Through the AVID program, Clairemont High School had embraced the “Goals of America 2000” more than ten years before those goals were even developed. The “Goals of America 2000” not only encourage high standards for all students, but also focus on doing whatever it takes to help every child learn what he or she must do to achieve the highest standards.

Although AVID was initially developed for underachieving disadvantaged students, it enveloped an entire institution in seeking avenues to making these students successful, and in so doing, all students reached higher levels, and teachers became more effective. The culture of the school had changed, and teachers were transformed in their jobs to meet the needs of the growing diversity of their students.

Through AVID we have learned that we cannot make a difference in the lives of underachieving students by adding on a support period for just a few minutes a day; they need more than that.

• We cannot make a difference in the lives of underachieving students by focusing on basic skills; they can and must achieve more than that.

• We cannot make a difference by asking teachers to do more with fewer resources; they need more than that.

In schools where a sizable segment of the student population is underachieving, it makes no sense to institutionalize a peripheral program for just a few students. The painful truth is that the entire school is doing poorly, and teaching and learning need to be radically improved. For all students to meet high standards, the entire instructional system, the entire school, must be substantially changed.

There are obvious advantages in taking a schoolwide approach, and in doing so, it is critical decision making that schools examine their motives for doing so. If schools want a reduced teacher/student ratio, they can have one; but it is not a good reason to implement a schoolwide program. If schools want more flexibility in time schedules,
better use of existing staff, they can achieve that; but these are not reasons to implement a schoolwide program. If schools want fewer rules on tracking categorical dollars to benefit students, they can do that; but that is not the reason to implement a schoolwide program.

When AVID becomes a schoolwide program, it enables schools to improve teaching and learning throughout the entire system, and the entire community will realize the power of a world-class education for all students. In doing so, a democratic society will be nurtured and sustained.

Through AVID, we have learned the profile of an effective schoolwide program:

1. **Successful schoolwide programs start with an inclusive planning process and a plan**, one involving all stakeholders, producing a working document that motivates and guides staff, students, parents, the entire learning community, toward common challenging goals. Schoolwide programs grow out of many circumstances, but successful schoolwide programs share a clear mission and several basic characteristics of planning and design, a common focus that forms a strong foundation for individual adaptations.

   This is why prior to attendance at an AVID Summer Institute, we ask that schools scrutinize their practices to form an honest picture of their site. Once schools understand the strengths and weaknesses of their sites, they can realistically plan and implement the changes that must take place.

2. **Successful schoolwide programs must envelop an academic focus** driven by the shared vision of the school’s academic mission and goals, so that the schoolwide program upgrades the core of instruction. As one staff member at an AVID school observed, “With the school’s new vision, we have moved beyond the sort-and-select approach of helping a few students, to a schoolwide effort to teach all students better. Through AVID, we have eliminated our remedial classes, and all of our teachers embrace the pedagogy used in AVID of writing-to-learn, inquiry, collaboration, and reading—all of which open access to the most rigorous curriculum.”

3. **Successful schoolwide programs must have comprehensive and sustained professional development**—this is often the least understood and most neglected step in the development of a schoolwide program. It is essential that each schoolwide plan include a comprehensive professional development program which reflects the individual’s needs in that school. What is essential at one site may be superfluous at another. What works for one faculty may be ineffective for another. But professional development must be more than a few afternoon workshops or attendance at a conference.

   Within AVID, we entrust the appropriate staff development to the AVID site team, bolstered by the input of students and parents, who keep the team constantly aware of what is or is not working for them within their school. To be sure, the site team should call on the AVID central office support staff or others to assist them with staff development, but the exact content of that professional development will vary from school to school.

   Professional development must be carefully evaluated as it is introduced and implemented, both for its faithfulness to the guiding design and for its results in professional growth that produces improved student achievement.

4. **Successful schoolwide programs are marked by cultural inclusiveness**—they include many students from diverse racial, ethnic and cultural groups. They view cultural inclusiveness as a means of enhancing learning and participation of all students. Because students in AVID schools are focused on rigorous academic goals and because they work from one another’s strengths in collaborative groups within classes and within school activi-
ties, they learn to appreciate the strengths of diversity as they enrich their own learning. The research of Uri Treisam points to the fact that ethnically diverse learning groups are the most academically enriching of all.

Within AVID classes, students are encouraged to use English in their speaking and writing as a common language to express ideas, but they are never ridiculed for English incorrectness. AVID schools realize that students must clarify thought in the language that is most comfortable to them—in their “thinking language—and that they must be taught grammatically and syntactically correct English through “sheltered instruction” and the writing process. Thus, AVID agrees with and supports the philosophy inherent in SDAIE (Specially Designed Academic Instruction in English).

5. **Successful schoolwide programs place high value on parent and community involvement.** In order to obtain significant increases in parent involvement, successful schoolwide programs engage parents in the planning process through parent advisory boards and in teaching and learning for children and themselves through such approaches as the AVID Family Study Skills Series and Destined for College. Successful schoolwide programs follow the philosophy that school is a place where parents as well as children can learn, and that entire families should use the school facilities for learning and socializing.

School volunteer programs and partnerships with local businesses and community groups are also essential to schoolwide success, providing opportunities for students and parents to become involved in the community. AVID schools are encouraged to work with local service organizations and businesses to enrich both students’ and parents’ perspectives through participation in service learning and school to career experiences.

Hoover High School in San Diego has even instituted a clinic for health screening, a service which students at this school would not receive otherwise. The staff at this site recognizes that students cannot learn without sound minds and bodies. This school is also involved as students volunteer in a neighborhood redevelopment project, whereby the school becomes an integral member of the community, and students are taught the value of real world problem solving and individual efficacy on a wide scale.

6. **Successful schoolwide programs use a variety of assessment tools to focus on students’ successes** so they can substantiate their progress. Among the many assessment tools are state and district level standardized tests, data relating to student achievement in course work, alternative assessments, and post secondary choices. Successful schoolwide programs use a combination of standardized criteria, data, and authentic assessments such as portfolios of student work and senior exhibitions. The attention paid to academic progress as well as to monitoring attendance and discipline data provide staff with a more complete picture of student progress. Teachers link assessment to instruction and standards to improve the program and the school.

One of the effects of a successful schoolwide program is that it energizes teachers as they become creators of successful programs. As faculty take control over planning and decision-making, they invest deeply in the school’s success. The innovation and faculty collaboration that characterize schoolwide programs draw teachers together, and in fact, draw the best teachers from other schools because they feel empowered to participate in teaching partnerships and are afforded opportunities for meaningful professional development.

Schoolwide programs are never fully implemented, but are constantly evolving to meet new challenges. While AVID can help a school grow from time-tested, proven research and effective practice which allows the school to be clear regarding its mission and avoid many pitfalls, individual features of the program will evolve over time to meet the needs of changing school communities.
A recent research project conducted by the California Tomorrow Commission reveals that most schoolwide change in the state has been “cosmetic,” e.g., schools have altered time schedules or developed career paths, but the schools have not engaged in a comprehensive plan that places students at the center of the reform efforts. While the changes these schools made are good by and large, they are not sufficient to upgrade the quality of teaching and learning school wide. What has been lacking in schoolwide change is a framework for change based on a clear understanding of the school’s weaknesses as they affect high standards and student needs and support for comprehensive planning and continuous professional development, flexibility to draw on all resources, and clear accountability for results.

In order for schoolwide change to be effective, we must recognize that schools need:

1. **Adequate time to learn new roles.** One of the most basic characteristics of successful innovation is the need for extended planning time before program implementation. A new schoolwide approach acknowledges that consensus is often slow, that “ownership” of new approaches takes time and preparation. This is why AVID recommends a one-year planning period, beginning with a Summer Institute experience, followed by constant involvement of the entire school community throughout the following year. Behind the best schoolwide programs stands a strong, facilitating principal who assists the change team in developing its vision and in overcoming barriers to schoolwide success.

   Recent research by Larry Guthrie and Jane David, who studied fifteen AVID schools throughout California, underscores effective site leadership as a key feature of successful AVID schools. As Guthrie and David note, “Principals committed to schoolwide improvement are able to use AVID as a lever for broader change,” and they add that “AVID programs are unlikely to create a strong team or fashion a schoolwide effort to strengthen the overall program without the leadership of the principal in motivating teachers and in charting a course for change.”

   AVID teams realize that the changes sought are not complete after one year. Schools with successful programs foster a sense that the program evolves toward ever-higher goals. Schoolwide programs are works in progress.

2. **School change may be facilitated by support teams composed of experienced central office AVID resource teachers, administrators and others knowledgeable about instructional strategies.** These teams work with each school in developing its schoolwide plan and periodically review the progress of each site. They assist schools in obtaining the staff development resources they need and assist by providing strategies for overcoming common barriers to success. These teams also assist schools in integrating programs, strategies and resources, so that AVID becomes a catalyst to comprehensive reform of the entire instructional program, rather than merely serving as an add-on to the existing program.

3. **Most importantly, the new schoolwide approach places the schools in control.** Schools develop their own plans, in consultation with the AVID central office support staff. We know that every school must chart its own course to excellence, but we also know that very few schools do so unless they are part of a framework that encourages them to do so while providing the necessary support. Some call it the balance between top-down and bottom-up management. Whatever it is called, it is the right blend of educators with the expertise to make change based on the wisdom of research and practice.

   We know that through AVID approaches all students can benefit from high expectations and adequate support and resources regardless of ethnic or economic background, and that the American dream of each citizen having the opportunity to become whatever he or she wishes will be reality. The power of reform for society is in our
hands. We are the leaders in our schools. We see the victories small and great. Teachers have wonderful stories to tell.

As we stand at the crossroads of educational change which society demands, educators need to recognize their influence and to summon new energy. They need to re-fill their hearts with the idealism that made them choose to be educators in the first place. But the power of reform will be reality only if we have a dream of what reform should look like.

What would a school look like if one could wave a magic wand and make it the best school in the world—the best it could possibly be—so that every child succeeds?

Now that you’ve conjured a vision, what would it take to create the school imagined? This is what AVID is all about. AVID is about having a dream and sharing the vision—it’s about developing a plan of how to get there, and how to make it happen, and then working together to change all that needs to be changed step by step. AVID is an invitation to dream not the impossible, but the possible.


2. In 1993 the AVID program was awarded an A+ for Breaking the Mold Award from the U.S. Department of Education for Efforts to reach the National Education Goals of America 2000.


What AVID Research Reveals About Schoolwide Change

The Research, Evaluation, and Technology Division of the California Department of Education released a longitudinal study of 22 San Diego schools that have been implementing AVID since 1986. The following statements are taken from their findings:

1. In AVID schools students know that they belong to an academic group, that teachers care for them as people, and that their success is the desired outcome.

2. In AVID schools students are exposed to high level curriculum and supported in learning it. A belief that support systems are important implies a belief that the school, and not only the student, has a responsibility to promote and ensure student success.

3. In AVID schools organizational structures work to increase student learning and to provide the information needed for college-going.

4. In AVID schools staff members are involved and are committed to the goals and activities of the project.

5. The AVID program allows changes in school rules, norms, and operations which support the goals of the project, to extend across the school. The culture of the school changes to support greater participation in college preparatory and AP classes and to include all students in rigorous curriculum. Race, ethnicity and socioeconomic status are not seen as barriers to ultimate success in college.

6. In AVID schools teacher accountability is based on information related to differences in school improvement on college preparatory measures.

7. In AVID schools staff members believe that students learn to overcome barriers and come to believe in their own abilities.

8. AVID students develop leadership skills that lead other groups of students to more productivity.

9. In AVID schools staff members believe that all students can be successful in college preparatory programs.

10. AVID has a profound effect on the entire school. Everything in this program is sound and good for all students. It does away with the theory that there is an acceptable level of casualties.

11. AVID fosters commitment and buy-in among staff and promotes the school’s ability to adjust to current demographics by reducing tracking and increasing access to high level course work.

12. A cornerstone of the AVID program is communication by the school and project leaders of expectations regarding faculty involvement, which is a major determinant of the extent to which the school improves in college preparation.
Description of AVID as a Schoolwide Collaborative Model

Today’s state and national restructuring movements rightfully emphasize collaboration among a total community regarding education. Since its inception, AVID has relied on such partnerships in order to grow conceptually and to provide the best education possible for all students. What follows is an example of collaboration between several colleges and AVID. Many types of liaisons are possible, but the process and focus of this collaboration will prove instructive, particularly in light of the on-going controversy regarding student preparation. The Clairemont collaborative delineates how AVID became a schoolwide program.

Based upon the relationship developed with area colleges during the first two years of the AVID program, Clairemont High School established a second component developed in response to a report entitled, “Competencies Expected of Entering Freshman, A Statement Adopted by the Academic Senates of All Postsecondary Institutions.” At the site level, Clairemont High School was sending increasing numbers of underserved students to college. The faculty was concerned that those students should have the requisite skills to be successful in higher education.

Consequently, secondary and post secondary academic teachers, current exemplary high school students and former Clairemont High School students then attending college, fellows of the San Diego Area Writing Project, and San Diego Unified School’s curriculum administrators met regularly to discuss college expectations of student performance and teaching practices and materials that led to student competence. During the fall semester of this AVID extension, high school and college instructors developed materials that would expose all students to writing as a tool of learning. During the spring semester, the new materials were piloted by secondary and postsecondary instructors and university paraprofessionals in Clairemont High School classrooms. These materials were revised during the summer months prior to their adoption by the San Diego Unified School District for use in its secondary curriculum. These materials and teaching techniques form the core of the San Diego Unified School’s Cooperative Writing Program (CWP), a project that trains teachers and paraprofessionals from all academic areas to use writing as a tool of learning, and the Writers’ Assistance Program (WAP), which places tutors in English classes. The collaborative is evaluated in the 360 page Cooperative Writing Program Course Compendium: A Collection of Teaching Strategies. This compendium includes curriculum, approaches, observations, and results.

General Observations and Suggestions

Among our discoveries in working with a collaborative is that we have on our campus certain teachers and paraprofessionals with talents useful to the teaching of writing. It is likely that every school has people with much to contribute in working with individuals and/or groups to discover delights in the process of writing.

It is vital that all teachers understand the significance of writing as a tool of learning. The sooner everyone knows that all teachers are to some degree teachers of writing, the sooner a faculty begins to see itself as a unified group that helps students think and express themselves more clearly. “The writing process” is a phrase used throughout this collaborative experience. The writing process has many steps, including clustering, free writing, planning, determining audience, researching, drafting, obtaining feedback, revising, evaluating, and “publishing.”
The High School/University Collaborative at Clairemont High School

Teachers at Clairemont High School were asked to respond to the report of the Academic Senates. The high school teachers perceived that the competencies outlined by the colleges were the same as those outlined by San Diego Unified Schools, but acknowledged that many students graduate from high school without requisite skills; therefore, the teachers were willing to try to identify approaches that would lead to better teaching of these competencies.

AVID founder, Mary Catherine Swanson, from Clairemont High School, traveled to Berkeley to meet with University of California System-wide Administration to see if they had a plan for addressing the competencies at the secondary level. They did not, but were interested in the development of a plan. Swanson developed a written proposal based on the AVID program. The proposal consisted of a statement of the problem, a program model, anticipated results, and a budget. This proposal was presented to San Diego Unified School administrators, and they expanded the program. Swanson spent the summer contacting area colleges and universities for their support, which was readily granted.

Evolution and Goals of the AVID Collaborative

The original plan for the collaborative was to bring together secondary and postsecondary faculty and students who would focus on the competencies, share materials and approaches, test these in high school classrooms at Clairemont High School, and have students emerge more competent than before. Within the first two sessions, the participants agreed that although the competencies were valid for high school and college success, the teachers and students could not reach consensus about how or where the competencies should be taught. Obviously the competencies had to be taught through writing, but most of the across-the-curriculum teachers thought that was the domain of the English teachers, even though several of the across-the-curriculum teachers did require at least some writing within their classrooms. The English teachers all agreed to the importance of teaching writing, but more than half of the departments did not teach writing as a process.

Gradually, the collaborative evolved into two components. The Clairemont High School across-the-curriculum teachers met with other high school and college teachers who stressed the importance of writing as a tool of learning for all subject matter. This group developed techniques for using writing to better understand, for example, lectures, laboratory experiments, and textbooks, while English teachers collaborated with college English instructors in field-testing and revising materials and teaching methodologies that accentuated the process involved in writing as a logical expression of ideas. This emphasis on the writing process itself became the English department focus.

The designers of the collaborative assumed that once the focus of the group had been established, the language arts staff would move harmoniously toward finding solutions for the problems that all agreed existed.

The first collaborative session was chaired by Dr. Charles Cooper, Director of Writing Programs for the University of California at San Diego and co-author of the college competency report of the Academic Senates. High school teachers were asked to bring samples of student writing to be critiqued by the group so that, as a group, we could establish a definition of “good writing.” The English teachers were unable to develop any universal definition, with some stressing grammatical correctness, some spelling, and a few content.

For the second session, Dr. Cooper provided examples of good freshman compositions, but still the group was unable to agree on what constitutes a good paper. Some teachers were interested in a “bag of tricks” to solve their teaching problems and were directed to appropriate books and articles.
It was obvious that many in the English department had not emphasized the process of writing with their students and indeed may not have defined the process for themselves. Many were apparently assigning papers to students but giving little instruction on how to develop the paper, and they were correcting the paper for mechanics.

During the third session, the English teachers participated in a writing workshop that stressed brainstorming, free writing, and peer critiquing before a final draft was produced. Teachers were amazed at how effective the process was, and several returned to their classrooms anxious to try the techniques.

At the fourth session, teachers stated that although they had tried to group students to participate in the writing process, they had been unsuccessful because students did not know how to help one another. The teachers requested materials and techniques to help them teach writing. Dr. Cooper introduced Writing Guides, which emphasized process and are used in freshman composition courses at the University of California at San Diego. Clairemont High School arranged to have university writing instructors and exemplary university students co-teach with high school teachers using the Writing Guides.

The idea was ambitious. The Writing Guides were difficult for most high school students, and the college instructors, despite earlier high school teaching experience, had little expertise in teaching methods that would work with high school students. Over a period of months, the Guides were revised for a high school audience based on these classroom experiences.

The English department evolved into a body that stressed the process of writing as being critical to teaching the competencies outlined by the postsecondary institutions and San Diego Unified schools. New materials and techniques for teaching this process were developed and used throughout San Diego Unified schools. By the end of the collaborative, the high school teachers had a much better idea of what constitutes a good paper and had in place materials and methods for teaching the art of effective writing, and therefore, effective thinking to their students.

**High School Teachers’ Attitudes as the Collaborative Evolved**

A reading of collaborative minutes from October through May suggests that the high school and college instructors involved in the program were able to move from being a fragmented group with differing perceptions of the writing process to a group that, if not at consensus about writing, was able at least to meet on the common ground of shared experiences. Our first two or three meetings may be viewed as experiences in preparation. We included students in those meetings and read and discussed the papers they had written. Some teachers were concerned about spelling, some emphasized content almost exclusively, and English teachers necessarily had different expectations from those of science, mathematics, foreign language, social studies and industrial arts teachers.

Once they were grouped as either English teachers or those teaching other disciplines, it became easier for teachers generally to deal with problems close to their experiences. Less confused and less tense, all teachers learned something about ways to use writing in the classroom. By May, all teachers involved in the collaborative could point to some kind of success in using writing as a tool for learning and in gaining insight into the writing process itself.

It must be mentioned, however, that the collaborative’s success did not come easily. Some teachers were coerced into sharing the experience; some attitudes initially were on a scale ranging from neutral to negative. But as the school year progressed, and it was possible to see results of the work performed by demonstration teachers and paraprofessionals, the negative criticism was muted until eventually the group agreed that the collaborative had performed a valuable service for those taking part in it. Petty complaints became minimal, giving way to more substantive criticisms, which ultimately are useful.
Organization of the Across-the-Curriculum Component

Interested teachers volunteered to receive some direct instruction in current methods of using writing as a learning tool. They were paid a small stipend to attend monthly meetings.

Because the competencies outlined by the Postsecondary Academic Senates deal with comprehension and the logical expression of ideas, the intent was that all teachers would work together developing strategies to better teach toward the competencies. After the first two sessions, however, it was apparent that while teachers across-the-curriculum did not consider writing to be integral to their subject areas, English teachers stressed writing. Beginning with the third month of the collaborative, two teachers who had experience teaching across-the-curriculum writing began working with the content-area teachers to show them the importance of writing within every classroom. These two demonstration teachers, plus five paraprofessionals, continued to work with eight content-area teachers in their classrooms throughout the second semester.

Goals of Demonstration Teachers for an Across-the-Curriculum Program

1. To help teachers become willing to use writing as a learning tool.
2. To have students write frequently.
3. To have teachers respond occasionally to student writing.
4. To help teachers discover that writing can be a useful tool for measuring students’ learning as well as for creating lesson plans.
5. To see teachers become more motivated by the experience so they might continue to use writing techniques after the program had ended.

Classroom Teachers’ Attitudes at the Beginning of the Program

Although teachers had volunteered to participate, they were by no means enthusiastic advocates of using writing as a learning tool in every classroom throughout the curriculum. In general they were open to hearing about such a philosophy, but some expressed doubt that it would ever be useful or logistically possible in their classrooms. They continually voiced concerns about paperwork overload, the time spent in class on writing at the expense of their content work, and the reluctance or lack of ability on the part of the students.

Demonstration Teachers’ Roles in the Classrooms—A Coaching Model

Demonstration teachers met with classroom teachers periodically to assess their attitudes and needs and to discuss ways that writing ideas could be implemented in their particular classroom situations. The demonstration teachers also provided resource materials to further individualize the writing topics needed by each teacher.

Most importantly, the demonstration teachers illustrated writing techniques in the teachers’ classrooms with their students. During these lessons, the demonstration teachers were guest instructors in the classroom, modeling techniques that the others could then transfer to their classes.

In general, the demonstration teachers became a support system to help classroom teachers overcome the stress of assimilating unfamiliar ideas into their content areas. The attitude of the demonstration teachers reflected a desire to be enthusiastic, nonjudgmental, and positive and to value the teachers’ efforts, whether or not they had fulfilled the intended goals or expectations.
The classroom teachers were enthusiastic and curious about seeing the techniques in action with their classes. Each teacher received two or three model lessons and each was consistently pleased to have the demonstration teachers return.

In general, the students were also curious and remarkably attentive, particularly at first when the experience was novel. These students who habitually did not participate in class were likewise reluctant to respond to the demonstration teachers, but they comprised a very small number. Generally, the concept of writing to learn was well received by the students as they genuinely believed it would be a useful learning tool. Students adapted easily to having another teacher in the classroom.

**Effect of Across-the-Curriculum Program on Teacher Workload**

Teachers were paid to attend monthly, two-hour meetings, but they also spent several conference periods meeting with the demonstration teachers to help plan demonstration lessons and assess the program at that point. As the program unfolded, several teachers discovered that they enjoyed responding to students’ writing and, because of this, found themselves with a paper load problem. The group continually explored ways to give a satisfactory amount of response to students without creating a burden on the teachers. Furthermore, most teachers effectively used their tutors to alleviate the paper load problem and found them adept at providing responses to students’ writings.

**Across-the-Curriculum Classroom Teachers’ Attitudes at the End of the Semester**

Teachers’ attitudes ranged from surprised-and-pleased to unsure-that-this-would-work-for-me. One very pleasurable discovery almost all the teachers experienced was that writing responses to their students created and maintained a more positive relationship among teacher and students. They also discovered that having students write informally gave them insights that they had not been able to achieve otherwise; they could use writing to monitor what students were understanding, and this enabled them to create more effective lesson plans.

**How Tutors Are Chosen**

Most of the collaborative tutors are exemplary former Clairemont High School students who are currently attending either the University of California at San Diego or San Diego State University. The AVID coordinator usually contacts these students at the end of their senior year at Clairemont High School and asks them to return as tutors the next fall. A few tutors are students at or graduates of local universities who have been referred by instructors or other tutors. In addition, the college tutor corps is rounded out by qualified peer tutors who are still students at Clairemont High School.

The success of the paraprofessional program depends upon the autonomy of the AVID coordinator to interview, hire, and train tutors who are skilled writers, responsible workers, and effective and flexible communicators. Experience has shown that self-confidence, even boldness, is a desirable characteristic to look for in a tutor. Other valuable traits include a sense of humor, a desire to work with people, and the ability to learn from experience. Arrogance has no place in the classroom, and the best paraprofessionals are those who are both competent and modest and who take genuine pleasure in the achievements of others. Also of importance is the tutor’s dedication to the job, their desire to be working in these particular programs with these particular students, for lower compensation than they might receive working at their universities. Those qualities described are best determined through on-site interviews.
Coordination of Tutors

Tutorial activities for both AVID and the collaborative are coordinated by the AVID coordinator. Tutors split their time between AVID and the collaborative. This creates a flow of ideas and energy between the two components and reinforces the philosophy that unifies the two.

For convenience, provision for tutorial assistance to teachers through the collaborative is divided along the lines of English classes and all other subject areas (or across-the-curriculum) classes. English teachers receive tutorial help through the Writers’ Assistance Program (WAP), while across-the-curriculum teachers receive help through the Cooperative Writing Program (CWP). Both WAP and CWP are now district-wide programs which grew from Clairemont High School’s success with the collaborative. At Clairemont High School, the collaborative coordinator is also the teacher of the AVID classes, and all paraprofessionals work out of the AVID room. Teachers may receive a total of three hours of help per class per week and sign up for this help in advance. When tutors are not in WAP or CWP classrooms, they return to the AVID room to work with AVID students or to work on additional materials for their across-the-curriculum assignments.

The coordinator and the tutors meet informally each day during lunch to eat and to discuss concerns of the day, lesson plans, and activities. The constant communication between coordinator and tutors keeps the goals of the program in focus and promotes growth within the program.

Role of Tutors in the Classroom

Because writing as a tool of learning is the basis for AVID and the across-the-curriculum classes, tutors use similar methods when working in the different classrooms. The distinction among methods used in AVID and across-the-curriculum is determined by varying needs of the particular “audience” with whom the tutor works: the multi-level AVID class, an English literature class, or a biology class, for example.

In AVID, tutors work with students individually and in study groups, tutoring students in their advanced level classes. Both individual and group work are based on writing and study techniques that challenge students to find answers to their own questions rather than rely on tutors for answers. Tutors expect students to come to tutorials prepared and able to articulate what help they need. The goal is for students to become independent learners, able to help themselves and others.

In addition to leading tutorials, the tutors respond to student journal entries, timed writings, and assignments, which students then have the opportunity to revise and edit. Tutors also evaluate the binders in which AVID students log all their assignments, keep their study calendars, and collect lecture and reading notes. These binders are checked to see that students are conscientiously organizing their workloads to maximize efficiency of their study time. Tutors’ comments, both written and oral, on student binders, writing, and tutorials ideally evolve into a dialogue between the two, so that tutors guide students through the learning process.

This dialogue is also present in the work that tutors do across the curriculum. As writers’ assistants in English classes, tutors:
1. Work individually with students on writing assignments.
2. Lead peer critique groups.
3. Respond to student writing with oral and written comments.
4. Conduct brainstorming and clustering sessions.
5. Develop writing assignments.
6. Teach mini-lessons.

Tutors work with students on every aspect of writing, including explaining assignments, generating topics for composition, revising drafts, editing, and commenting and writing on students’ final papers. Through the collaborative, tutors enter science, math, social studies, and foreign language classes to help teachers integrate writing into their curriculum. In the across-the-curriculum classes, tutors:
1. Teach model lessons to demonstrate across-the-curriculum writing techniques.
2. Respond to student writing.
3. Determine from student writing the concepts that need to be retaught.
4. Provide individual or small group assistance for students who are not understanding materials.
5. Devise new methods and assignments to be used across the curriculum.

Teacher Response to Tutors

Teacher response to tutors is positive, especially in three areas: paper load, teacher/student ratio, and classroom atmosphere. Teachers have commented that, because the tutors ease the paper load by responding to learning logs and other assignments, they are not apprehensive about assigning writing. Teachers read these logs and as a result, they gain better knowledge of their students. Tutors also reduce the teacher/student ratio, which facilitates individual work with students. Finally, the atmosphere of the classroom becomes one of shared learning and new enthusiasm as the teacher, tutors, and students all work toward a common goal.

Student Response to Tutors

Students are highly receptive to the presence of tutors in the classroom. They are appreciative of the individual assistance they receive and value such constant response to their writing. They realize that someone is interested in what they are doing, and the response to student writing encourages an exchange of ideas among students and among students and teachers, about both writing and subject matter. Some students communicate more naturally with college students than with teachers, especially regarding “little things.” Other students have responded that the tutors’ positive attitude towards learning is infectious.

Tutors as Role Models

One of the most important functions tutors fulfill is to serve as role models for high school students. Tutors provide students with immediate and continuous contact with the worlds of the university and work. Clairemont High School’s experience has been that high school students are curious about college and that the presence of college students reinforces students’ goals and motivation. Since many of the tutors are graduates of Clairemont High School and AVID, they serve as daily reminders of the importance and effectiveness of the program. Also, tutors are drawn from diverse subject areas and can give students an idea of the range of opportunities that stem from postsecondary education.

Finally, because tutors are close to the age of students, they develop a special rapport with them and can help give teachers deeper insight into their students. Likewise, tutors serve as liaisons between teachers and students, acting as advocates of the academic values teachers seek to instill in their students.
Training of Tutors

All AVID tutors receive the same training regardless of the component to which they are assigned, since the basis for the entire program is writing as a tool of learning. This training covers the writing process, methods for teaching and facilitating each stage of the process, and methods and materials for using writing not only in English classes but also in all subject area classes. Because many tutors are Clairemont High School graduates, they are already familiar with the writing process and the teaching techniques of the program, which is a great advantage for the program.

AVID originally conducted its own tutorial training, but when the San Diego Unified School District adopted the program, it began to offer the training sessions. All tutors from Clairemont High School and other schools are now trained through the district.

Summary

The key to success of the AVID collaborative program in promoting the academic success of all students lies in the shared responsibility of the entire community; students, parents, educational institutions, and the business sector. The collaborative has been important to the academic success of all students in breaking down the barriers between secondary and postsecondary institutions. At Clairemont High School, high school and college faculty and students have a better understanding of the expectations at both levels and have developed trusting relationships, sharing knowledge and resources, working toward better academic preparation of all students.

Results

The statistical results campus-wide of the collaborative program are provided in Part I “AVID Evidence of Effectiveness;” however, the affective impact is equally important. The letter and validation form from the 1985 National Council of Teachers of English visitation, attest that even independent observers can immediately sense the enthusiasm and academic purpose which develop when teachers work together.
Professional Development

The research of Guthrie and David (1994) shows that one of the most important features of AVID is the comprehensive professional development program which focuses on specific student achievement goals. AVID’s staff development program doubles students’ A and B grades in challenging, college preparatory courses, improves motivation among underachieving students who have not previously been successful in a college preparation program, and unites faculties to restructure schools in order to provide equal access and improve student achievement.

Since a quality, professional development program is fundamental to the success of AVID, a wide variety of venues are used to inservice staff. An overview of the professional development options are provided below. Further information on strategies to provide similar staff development within your school, area, or region is available from The AVID Center in San Diego, California. For more information about AVID Center, see www.avidonline.org on the Internet.

On-Site Professional Development

The heart of AVID professional development is provided by the AVID site team to the school staff. This is a crucial role for the site team and includes providing staff with the following inservice content:

1. A yearly overview of the AVID program
2. An in-depth understanding of each of the methodologies used in AVID-writing as a tool of learning (e.g., Cornell notetaking, notebook organization and use, test taking, and writing process skills), inquiry, collaboration, and reading (WIC-R) as outlined in the Implementation and Management of the AVID Program and in the Write Path and Write Path II sets.
3. AVID recruitment, selection process and standards
4. Yearly evidence of AVID success, both local and international
5. Professional readings and discussions regarding the issues of equal access, enhancing student success and maintaining academic rigor
6. Implementation of rigorous curriculum, strategies to enhance academic skills, test preparation, performance assessment, and collegial networking
7. In addition, the site team works with school leadership and other site personnel to analyze site data, set site goals, and develop teaching methodologies and strategies which support student success in rigorous curriculum so that AVID becomes a schoolwide integrated effort to enhance student achievement

Peer Coaching

Research (Joyce and Showers, 1988; Peterson & Walberg, 1989) indicates that peer coaching is one of the most powerful professional development strategies available. Site teams are encouraged to develop a voluntary peer coaching program which allows teachers to share strategies and enhance their skills.
Enhancing the Knowledge of the Site Team

In addition to the above schoolwide inservice, the AVID site team needs to seek out additional knowledge which will enhance its ability to support student success. The site team may wish to consider:

1. Inviting a college admissions officer to meet with the site team and AVID students regarding what constitutes a successful student application,
2. Visiting other AVID sites to network and enhance the on-site program,
3. Attending professional development provided by universities, local Boards of Education, professional educational organizations, etc. that focus on issues related to educating students most underrepresented at institutions of higher education.

Summer Institute

AVID research (Guthrie & David, 1994) indicates that schoolwide equal access and student success comes from both depth and breadth on the AVID site team. Depth comes from sending the AVID site team to as many Summer Institutes as possible; in fact, the Summer Institute brochure includes a matrix indicating appropriate strands for first through fifth year of Summer Institute attendance. Breadth comes from sending as many staff members as possible to the Summer Institute. An appropriate goal would be to send 35–50% of the entire site staff to Summer Institute over a three to five year period.

Tutor Training

Another crucial aspect of AVID success is a cadre of AVID-trained, college tutors. This training should be based on the AVID Tutorial: Coordinator Edition and AVID Tutorial: College Student Guide and be provided on site for new and continuing tutors each year. There is value in using experienced tutors to train new tutors and in combining tutors from several schools for training.

Parent Workshops

Because parents are the student’s first teacher, it is crucial that parents are provided with strategies which will support their child’s success in rigorous curriculum. AVID research indicates that this support can best be provided by a team of parents and AVID Site Team members. The AVID Family Workshop: Coordinator Edition and AVID Family Workshop: Interactive Family Guide provide specific parent workshop content and handouts in both English, Spanish, and other languages as needed.

Area or Regional Inservice Activities

AVID coordinators are encouraged to participate in the area or region meetings provided by the district, AVID Regional/District Director, or AVID Center at San Diego. Monthly meetings of coordinators are crucial in providing additional inservice, moral support, and updates on political and legislative issues which affect AVID students.

Based on surveys completed at the AVID Center in San Diego, AVID coordinators indicated they were most interested in the following topics for monthly meetings:

1. AVID elective curriculum
2. Student issues
3. WIC-R strategies across the curriculum
4. Parent concerns
5. Financial aid/college application process
6. Developing a four to six year college-going plan
7. Recruitment
8. Tutor training
9. Change process
10. Student motivation
11. Site team issues
12. Counselor support
13. SAT/ACT preparation

Coordinators who are not closely supported by an AVID Regional/District Director or the AVID Center at San Diego are encouraged to build their own monthly network meetings based on the above topics and other issues which are of local concern.
The AVID Regional/District Director

Background

With the expansion of AVID beyond San Diego County, it became clear that in order to disseminate the program effectively and to build strong regional/district AVID programs, the AVID Center at San Diego needed to coordinate training and networking of regional/district leaders. These individuals accept primary responsibility for ensuring the implementation of program components according to the model and for facilitating the development of site conditions that ensure effective AVID implementation. AVID regional/district directors attend the AVID Regional Development Center at AVID Center. Included are site visits to AVID schools and sessions which develop regional/district capacity to build new programs and provide ongoing support and staff development to AVID programs and coordinators.

Role of the AVID Regional/District Director

The primary role of the AVID regional/district director is to coordinate support for AVID programs. The following areas of responsibility are offered as guidelines. The ability of the regional/district director to plan and conduct each of these is impacted by what proportion of the director’s job responsibilities is designated for AVID.

Staff Development

The regional/district director coordinates workshops for AVID coordinators, training for AVID tutors, site team conferences for AVID site teams, and site team participation in the AVID Summer Institute, either regionally or in San Diego.

Technical Support to Sites

The regional/district director visits each AVID site. A site visit includes AVID classroom observation and coaching of the AVID coordinator, observation of subject area teachers who have participated in AVID staff development, meeting with the AVID site team to facilitate progress towards goals identified in the Site Team Plan, and meeting with the principal to promote administrative support for and institutionalization of the AVID program.

Data Collection and Research

The regional/district director coordinates the collection of data as guided by the AVID Center, and uses resources in the region as available, in order to monitor progress and success of regional AVID programs.

Building a Structure of Support

The regional/district director coordinates the establishment of an AVID policy board or advisory group that is made up of top-level district administration and representatives from local postsecondary institutions.

Outreach and Marketing

The regional/district director responds to inquiries and promotes program dissemination by providing information sessions and program publicity. To promote partnerships with postsecondary institutions, the regional/district director works with college and university staff to coordinate student outreach, tutor employment, an AVID summer bridge program, and support for AVID students enrolling at the postsecondary institution.
Special Events

The regional/district director facilitates AVID events (e.g., AVID student writing contest, AVID student conference, AVID family conference).

Partnership with the AVID Center in San Diego

The regional/district director coordinates communication regarding contracts for consultant services, technical assistance for regional planning, and the AVID certification process. The regional/district director also maintains open communication and collaboration with AVID Center by mailing information about regional AVID activities, by participating in AVID conferences, by networking via phone/fax/email, by contributing to the AVID international newsletter, etc.

The AVID Regional Development Center

Preparation for the role of AVID regional/district director, and ongoing training to build regional capacity, are provided by sessions at AVID Center over a period of two years. Activities and outcomes for the sessions are listed on the following pages.
Meaningful service to the community, especially in the form of service learning, aligns well with AVID principles. Many colleges and universities consider community service such a reliable predictor of post-secondary success that they award advanced standing to students who have participated in service learning programs. Serving the community develops civic responsibility and fosters the development of leadership skills. Learning that integrates service with one or more content area encourages students to apply problem-solving strategies in purposeful ways to address real world issues. Moreover, service learning motivates students. As Benjamin Franklin observed over 200 years ago, “You tell me and I forget. You teach me and I remember. You involve me and I learn.” Service learning is a powerful way to involve and empower students to become active rather than passive learners. Performing service that is integrated into the curriculum allows students to see applications for the skills they are learning in content area classes.

Service learning should not be viewed as an “extra” or something added on. In California and many other states, service learning is a mandate. “Activities in the school and community enlarge the classroom learning environment and help students develop a commitment to public service” (History/Social Science Framework for California Public Schools, 1997). Strand 17 of “[t]his framework provides opportunities for students’ participation in school and community service programs and activities” (Ibid., p.8). Consequently, students develop a sense of responsibility for and a belonging to the community as a result of participating in service learning programs. Many students become so impassioned about the service they have performed that they choose to make a middle school service learning experience the focus for their senior exhibitions.

AVID has always been about finding ways to help under-served students integrate with the school community. Volunteering in community beautification projects, volunteering services at hospitals, day care centers or senior citizen centers helps “link students in a positive way to their schools and communities” (Ibid., p.8). When students take part in true service learning, the teacher acts as a resource or facilitator and the students become responsible for their own learning. Since students are expected to identify concerns that are important to them and design workable solutions, students are encouraged to develop leadership skills in a unique manner.

True service learning is service connected to the curriculum in a significant way. For example, the litter problem is an environmental issue students like to tackle. A recycling project could tie service to the math curriculum by having students do a graph reflecting quantities of recyclables collected over a period of time. Students could also figure the percentages of each material recycled and the value of each. A social studies connection might involve students creating a map of the community and analyzing concentrations of trash to determine the best placement for trash receptacles. A language arts connection could involve students writing letters to the editor about the problem or making speeches at town hall or city council meetings. Second language learners could create posters educating the public about the problem and urging everyone to take responsibility for the problem. Science students could do research about the effects of this form of pollution on the environment, including the damage done by illegal dumping of hazardous materials. P.E. students, with the assistance of local service organizations, could build and maintain a public trail for runners and hikers. The possibilities are endless.

Service learning experiences should be developed using the PARC model. The elements of the PARC model are Planning, Action, Reflection and Celebration. Students must be actively involved in every step of the process. Planning the service begins with identifying a list of concerns. After one is selected, the plan should be constantly evaluated and modified as necessary. Reflection is vital during every step of the process, but most especially before
and after the service has been performed. Celebration is a step that is often overlooked, but one that is important because it provides a place to share poems, songs, skits, and other forms of reflection that demand an audience. If possible, parents, community members and representatives of any agencies the students have assisted should take part in the celebration.

Most community organizations welcome youth volunteers either singly or as classes. Many students like to join with their parents and teachers to improve their community by taking part in neighborhood cleanups. Some service may be performed at school, such as making place mats for Meals on Wheels, while some service needs to happen off campus at sites such as local food banks or agencies that distribute donated food supplies. For some additional ideas for involving students in service, please see the following list of possible activities.
Make A Difference Day* - What You Can Do To Help

- Scrub and paint a public school.
- Collect toys for families who lost homes in fires or floods.
- Give food to a food bank.
- Make a canned food donation part of admission to your high school game.
- Take flowers or needed articles to a senior citizen’s home.
- Hold a party, picnic or scavenger hunt for special needs children.
- Visit a veteran’s home.
- Have a “senior” prom for residents of a nursing home or adult day-care center.
- Build shelves—and fill them—at a food bank.
- Organize a walk-a-thon for your favorite cause.
- Plant flowers at your school or other public younger students or places.
- Clean up a park or a hiking trail.
- Stencil storm drains to curb dumping.
- Clip coupons and make purchases for a shelter.
- Give manicures and hairdos to hospice patients.
- Read to a child.
- Volunteer to walk dogs for ill people.
- Visit the children’s wing of a local hospital.
- Hold a benefit concert for your cause.
- Clean a section of a creek.
- Build a playground, or reclaim it from trash or grafitti.
- Beautify a shelter for battered women.
- Have a community rummage sale for a cause.
- Have a benefit car wash—or airplane wash.
- Bake goodies for seniors and deliver with a song.
- Paint a Boys or Girls Club.
- Fulfill a wish for a needy family.
- Offer your translation services to a local school.
- Record books, newspapers or magazines for the visually impaired.
- Adopt a school.
- Adopt a grandmother/grandfather.
- Do a joint project with local jail prisoners.
- Clean up your neighborhood.
- Throw a mass baby shower for teens in unwed mother programs.
- Do yardwork for the elderly or disabled.
- Make pans of lasagna for a homeless shelter.
- Clean out your garage and give clothes to the Salvation Army or a similar agency.
- Replant trees in fire-damaged areas.
- Conduct practice job interviews for challenged adults.
- Paint over grafitti with an adult group.
- Serve meals at a soup kitchen.
- Winterize the homes of seniors.
- Raise money to buy books for your local library.
- Give warm socks to the homeless.
- Feed AIDS patients.
- Volunteer as a docent at museums.
- Take your pet to visit hospital patients and shut-ins.
- Have a marathon sewing session to make quilts for AIDS babies, layettes, one-size-fits-all dresses for rape victims whose clothing is taken as evidence.
- Offer computer training to low-income adults.
- Clean and repair wheelchairs.
- Recycle cans and give the money to a homeless family that is raising money for a cleaning.
- Clean up a beach.
- Assist the elderly in filling out forms.
- Start a friendship with a shut-in.

* Modified from USA Today’s National Day of Doing Good
Using the PARC Model to Design a Service Learning Project

Developed by Pat Pierson

PARC is an acronym (Planning, Action, Reflection & Celebration) that helps an instructor keep in mind the key elements of a successful service learning program. An important consideration that will help to ensure the success of the program is the need to involve students in every step of the process, from planning to celebration.

As a seventh grade core teacher responsible for teaching English and social studies in a two-hour block, I begin each year with an assignment in which we define “community,” first as individuals and then collectively to reach a consensus. A good way to begin is to assign as homework a map of each student’s community, which is then shared with a partner or in small groups. This is a safe “intro” activity because it builds on learning in the primary grades that begins with an investigation of the local community before moving on to city, state, country and global investigations.

After students have defined their community, the next step is to have them brainstorm a list of problems that need to be solved within the community, which most certainly should include the school itself. This is generally done as a whole class activity, with a couple of helpers recording responses on the board. This may take as little as fifteen minutes or it may require an entire class period. Students need to be reminded that in brainstorming there should be no judgments made about any suggestions. Students then vote to identify a problem or two they would like to focus on for that semester.

Reflection is an ongoing part of the process, and even in the early planning stage it’s important to reflect. Students may write in their journals about their reasons for tackling the chosen issue, or they may be asked to think about solutions or to anticipate difficulties in resolving the problem. After students have identified an area of concern, use the latest Guide to Youth Volunteer Opportunities, which is published by the Volunteer Center and United Way of San Diego, to identify appropriate service agencies and to facilitate contact with them.

The environment is a major area of concern for most mid-level students, so if this is the problem they identify, a logical place to begin is to have students apply language skills by writing a letter, a fax, scripting a phone contact with a non-profit agency such as I Love a Clean San Diego. Students may ask to have a speaker come to the classroom to gain ideas about how they can improve their local environment, or they may already have an idea and just require assistance in planning an activity.

It is sometimes difficult to find an agency that will work with your class because of the age of your students. I Love a Clean San Diego prefers to use volunteers who are at least sixteen. But these difficulties can be alleviated if the activity is supervised by teachers, parents and community members.

A service project to improve the environment might involve students analyzing community pollution problems such as water or air pollution, illegal dumping, or the safe disposal of hazardous wastes. Students may be required to research the “history” of the problem and what has been done in the past to alleviate the situation. This could include letter writing assignments to consult with experts in the field or using the Internet. A standard requirement for any project is a student-created map, such as one that displays polluted areas within the community. A chart or graph that communicates pertinent information relating to the problem is also a good thing to include, helping to make the project truly interdisciplinary in nature.
Recycling is an environmental issue students may wish to tackle. The required map could indicate sites polluted with various types of recyclables. A graph could be used to show the quantities of aluminum cans, plastic containers and lead-acid batteries collected over a given period of time. Or a chart could be used to display the amounts of money earned over the course of the project by redeeming each type of recyclable. Therefore, projects such as these lend themselves to interdisciplinary studies because they tie in so effectively to the science and mathematics curricula.

Whether students are doing an individual or a group project, a three or four page final reflection is required. Each student needs to address several questions that makes them contemplate how the problem affects the health, attitudes and economic conditions of community members and why a solution is essential.

Frequent small group and whole group discussions allow students to share and get ideas from peers. Students also need to write regularly about the status of their service projects. Since service learning involves real world problem solving and the application of skills learned in multiple disciplines, it is interesting to observe the evolution of student thinking as they manage their own learning while grappling with issues they have identified for themselves as being important.

Celebration is the final component of the PARC model and generally the most fun, but some teachers choose to ignore this important element. A student committee can be responsible for organizing the celebration, but parents generally are involved as well. Students write invitations to parents, agency representatives, recipients of the service, and of course your principal. Reflections can be in the form of poems, skits, monologues, songs, etc, and the celebration should be a learning experience for all.

Students treasure letters or certificates that may be awarded during celebrations, so you may want to see if your service partner can supply these or you may design your own. Another recommendation is to take lots of pictures for a bulletin board or website, or have someone video the celebration.

A final word of advice is to start small; don’t be overwhelmed by taking on more than you and your students can comfortably handle. Furthermore, don’t be afraid to ask for assistance, especially in the planning phase of your project. Your district office, the United Way, and teachers who have already done service learning are valuable sources of expert help. Service learning is worth all the effort because the experience changes the lives of many students.
The PARC Model

Preparation

1. Teacher makes preliminary plans for selecting a unit of study and identifies possible ways in which service learning might be included in the curriculum.
2. Teacher works with students to identify and analyze related community issues.
3. Teacher and/or students contact related agencies to explore feasibility of providing service.
4. Teacher and students select a project from those explored and found feasible.
5. Teacher or student makes arrangements with manager of the selected agency.
6. Teacher adapts lesson plans that integrate the targeted service learning into the curriculum.

Action

7. Teacher and students take the necessary steps to implement service learning.
8. Teacher facilitates students’ participation and makes any changes deemed necessary.

Reflection (Ongoing Throughout Project)

9. Teacher provides opportunities for individual and group reflection activities throughout the process. (Unexpected occurrences should be included as an opportunity for reflection.)
10. Teacher and/or students incorporate student reflection in the class’ evaluation of the success of the completed project, in portfolios, and in exit exhibitions.

Celebration

11. At the project’s end, teacher and students decide how to celebrate the group’s accomplishments, whom to invite (e.g., parents, recipients of the service, partners, etc.), and how to publicize the project and event.
12. Teacher assigns students tasks involving the celebration, including giving recognition to those involved in the project.
13. Everyone celebrates!
“The first and most critical goal is to raise expectations for all students and provide support for students to reach them high schools should be encouraged and assisted to expand successful programs like Advanced Placement, AVID…In addition, we should require every high school student to complete ‘A–G’ requirements—the standard, minimum course load required for admission to our four-year universities.”

—State Superintendent of Public Instruction
Jack O’Connell
State of California Education Address
Wednesday, February 11, 2004
The importance of research, data and public relations cannot be emphasized enough. AVID is a program that is proven to work. AVID Center and the regional/district offices collect data on every AVID program. As a result of that data, AVID can point to its successes. AVID Center is a research-based organization, which is one of the reasons why AVID is unique and successful. The AVID program has a 23-year track record.

In 1980, Mary Catherine Swanson created the AVID program as an answer to the problem of underserved students in postsecondary education and as a way to reach underserved students in the middle. Beginning with one high school and 32 students, the program now serves over 70,000 students in more than 1,500 schools, with more than 30,000 students having graduated from AVID programs and matriculated to college at over a 95% rate.

Systematic research has documented AVID’s effectiveness at steering underserved students to college. Much of the research has focused on San Diego County, where long experience with AVID makes possible longitudinal research, and has been conducted by Hugh Mehan, director of the Teacher Education Program at the University of California at San Diego, and his colleagues. The results substantiate the power of AVID. The vast majority of AVID graduates go on to college, and AVID graduates are much more likely to attend college than students in general. A remarkable 94% of AVID graduates between 1988 and 1992 enrolled in college, compared to 56% of all high school graduates. “Students credit AVID with having turned their lives around and given them the training and confidence to succeed in college” (Guthrie and David, 1994). In 1999 more than 70% of AVID students enrolled in four-year colleges or universities. The national average was 24.6% (CREATE: Center of Research and Evaluation in Education, 1999).

AVID graduates are much more likely to attend four-year institutions than the typical student. About half of San Diego’s AVID graduates in 1990 and 1991 enrolled in four-year college, compared to about 38% of all county graduates. AVID increases the enrollment of underserved students in colleges and universities. In San Diego County, the rate at which African American AVID graduates attended college was 2.5 times the national average (CREATE: Center of Research and Evaluation in Education, 1999).

AVID also overcame the negative effect of parent income and education on student achievement. AVID graduates from the lowest income groups enrolled in four-year colleges in proportions equal to or greater than non-AVID graduates from higher income groups. AVID graduates whose parents had less than a college education were more likely to enroll in four-year colleges than non-AVID students with college-educated parents. AVID students are much less likely to drop out of school. Dropout rates among AVID students fell 37% during the period 1988–1992, while the overall rate for the state declined only 14%. AVID students are successful in college: 89% of those who entered college remained two years later.
AVID has a positive effect on the attitudes of school personnel, raising their expectations of students. “For some AVID teachers, working with AVID students and seeing them go on to postsecondary education has provided them with a kind of professional fulfillment many teachers never experience” (CREATE: Center of Research and Evaluation in Education, 1999).

50% of AVID middle-level students are enrolled in algebra. The national average is 25%. Algebra and AVID in the middle school was found to be the single most critical predictor of grade point average and college credit accumulation in ninth and tenth grade (CREATE: Center of Research and Evaluation in Education, 1999).

AVID seniors complete A–G University of California college entry requirements at an 84% rate. The California statewide average is 34.8% (CREATE: Center of Research and Evaluation in Education, 1999).

AVID has earned national recognition for its success in boosting academic achievement. In 1991, founder Mary Catherine Swanson was awarded the prestigious Dana Foundation award for “Pioneering Achievement in Education.” In 1992, AVID earned the “A+ for Breaking the Mold” award from the U.S. Department of Education, and in 1993 the program received the “Salute to Excellence Award for Staff Development and Leadership” from the National Council of States on In-service Education. In 1991, it was honored with the “President’s Salute” from the National Conference on School/College Collaboration, and it is cited in Raising the Educational Achievement of Secondary School Students: An Idea Book, by the U.S. Department of Education. It has also received honors from the Harold W. McGraw, Jr. Prize in “Education for Closing the Achievement Gap,” CNN and Time Magazine’s “America’s Best” for 2001, and a January 2002 airing of a 60 Minutes II program featuring AVID.

On the basis of his extensive research, Mehan has recognized AVID as an example of the effectiveness of untracking in meeting the needs of underachieving minority youth. Unlike tracking programs that consign young people to remedial programs, AVID promotes success by placing underachieving students alongside high achieving students in rigorous classes and providing social and academic support.
Longitudinal research on AVID (Advancement Via Individual Determination) for 1999–2000 followed two strands. The first addressed the effects of middle grades AVID on two cohorts of high school students. Currently in its fourth year, this research was designed to determine whether and to what extent middle grades AVID has an effect on students’ high school performance, as measured by grade point averages, course taking patterns, and credit accumulation.

The second strand explored the impact of AVID beyond high school. As part of the 1998-99 Evaluation of Statewide AVID Expansion, CREATE assessed AVID students’ post-program experiences; e.g., enrollment and performance in university. CREATE identified cohorts of 1996 and 1997 high school graduates from AVID programs in several geographically representative school districts in California. These students had been enrolled in certified AVID programs with at least four years of enrolling seniors. Students were first surveyed in 1998–99 regarding their post-graduation experiences and their assessment of AVID’s quality and impact. A second survey was distributed in 1999–2000 to update and extend information on the AVID graduates.
Implementing and Managing the AVID Program for High Schools

Findings

Middle Grades AVID

The study sample included more than 1100 students in grades 10 and 11. All students were enrolled in high school AVID, and more than 500 had enrolled in AVID in middle school. We looked at three key performance indicators: high school GPA (grade point average), A–F credits earned, and SAT-9 standardized test scores. Enrollment in Advanced Placement was also recorded and analyzed.

In the middle grades AVID study, we found that enrollment in middle school algebra continues to be a key factor in AVID students’ later success. Students in the study who took algebra in middle schools earned a significantly higher GPA in high school, accumulated more college credits, and scored higher on standardized tests than those who did not. Whether particular students enrolled in algebra because of AVID or simply because they were high achievers and met the school’s prerequisites could not be determined.

AVID students in both the 10th and 11th grade cohorts once again earned a “C” average in high school. Enrollment in two years of middle grades AVID continued to make a significant difference for boys in Cohort 1 (11th grade). In Cohort 2 (10th grade), however, we did not find the same factor to have a significant effect on boys’ GPA.

The difference in credit accumulation for students with two years of middle school AVID and those with no middle school AVID was once again statistically significant (p = .05). This suggests that enrollment in two years of middle school AVID provides students with the necessary early preparation to place them on track for gaining admission to four-year colleges and universities. Seventy-five percent of Cohort 1 students with two years of middle-grade AVID earned 100 credits or more and were thus well-positioned for meeting four-year college entrance requirements. Only about 66% of those with one year of AVID or no AVID had built up that many credits.

In terms of standardized test scores, the average scores among AVID students in the study were once again somewhat below the national average. While Cohort 1 students had a mean NCE score of just over 50 for Total Math, their Total Reading score was only 42.7 NCE. Cohort 2 students’ mean scores were 47.5 for both Total Reading and Total Math.

AVID students’ GPA and standardized test scores provide evidence that AVID students are indeed “in the middle.” However, their credit accumulation continues to position them better than their fellow students to meet the requirements for admission to four-year colleges. There were also significant differences between those having two years of middle school AVID and those who did not. This suggests that the willingness to accept challenges and work hard that is developed in middle school AVID has an impact on students’ successful completion of difficult courses in high school.

AVID Graduates

The study of AVID graduates clearly demonstrates that AVID positions students well for life after high school. The vast majority of survey respondents (nearly 95%) were enrolled in a college or university. The economic challenges facing many AVID students continued to be a factor in the lives of graduates as well. Nearly half were working part-time, and another fifth were working full-time in addition to attending college. There was also evidence that AVID graduates were performing well in college: Nearly half of the AVID graduates reported having a “B”
average or better. Another half took a basic or remedial math or English course, and almost as many were part of a support program, such as EOP.

AVID graduates are well-prepared for the challenges of the university. Despite having to work to support themselves while in college, over 80% of AVID graduates enrolled continuously since leaving high school. And more than two-thirds are on track to graduate in four or five years. Reported academic performance is improved slightly over that of last year. More than half had an “A” or “B” average, compared to 46% reported in 1999.

As a measure of AVID’s social impact on students, we asked graduates whether they were still in contact with their AVID teachers and classmates. An amazing three-fourths were still in touch with fellow students and nearly half kept touch with their AVID teachers.

Finally, students were asked to identify the greatest challenges of college and judge the effectiveness of their AVID program in preparing them for such challenges. Time management was seen as the single most difficult aspect of college, with self-discipline and the workload also of concern. In response to the question about where AVID could have done better in preparing them, some said writing essays, but others simply wrote “nothing.” With regard to specific areas through which AVID had prepared them for college, graduates seemed to say they were best served in the area of college applications and learning how to study/take notes. They said they were least well served when it came to math preparation, financial aid, and writing essays. Even these areas, however, were ranked highly by some students, an indication of the variation in students’ experiences.

**Recommendations**

Longitudinal research on AVID in 1999–2000 suggests certain areas in which the program could be improved. Based on our analysis, we thus offer the following recommendations to the AVID Center and the California Department of Education on further development and dissemination of middle-level AVID.

- **Continue to emphasize the importance of algebra in middle-level AVID.** Algebra once again emerged as the key predictor of high school success. Students who took algebra in middle school had higher grade point averages and accumulated more A-F credits than those who did not. As observed in previous reports, algebra has become the gate-keeper and the prerequisite to successful college preparation in high school. Exposure to algebra before reaching high school provides a great advantage to AVID students.

- **Continue to emphasize that AVID is a two-year program at the middle level.** Students with two years of AVID continued to out-perform those with only one year of AVID or no AVID experience in terms of credit accumulation. While the effect on GPAs found in earlier years did not hold up, students with two years of middle grades AVID earned higher standardized test scores, accumulated more A–F credits, and enrolled in more Advanced Placement courses than those students with only one year of middle school AVID.

- **Continue to strengthen the articulation between middle school and high school AVID.** Findings from the study continue to show that high school success through AVID can be enhanced with two years of middle school AVID experience. A seamless system of AVID support increases students’ chances of a successful transition to high school. Furthermore, middle school AVID students entering high schools that do not offer AVID may lose the advantage gained from AVID in middle school. In identifying new AVID schools, AVID should take into consideration a potential linkage with an existing middle or high school program.
• **Continue to emphasize the development of test-taking skills.** AVID students’ accumulation of A–F credits was well within the range to place them on track for acceptance to a four-year college, but their standardized test scores were still below the national average. As the standards movement in public education gains momentum, high-stakes testing will increase in importance. AVID programs need to include test-taking skills as part of their curriculum so that AVID students can perform at their best and improve their chances of gaining admission to the university of their choice.

• **Continue to focus on enrolling AVID students in challenging courses and increasing curriculum rigor in middle schools.** AVID students in high school were enrolled in the appropriate college prep courses, but many had difficulty succeeding in those classes. While AVID students’ average credit accumulation placed them solidly on track to meet the requirements for admission to four-year colleges, their GPA was still within the “C” range. Our analysis of transcripts once again revealed that many AVID students received poor grades in their college prep courses. Rigorous preparation in middle school AVID can provide students with the skills and experience needed to succeed in high school college prep classes.

• **Consider strengthening time management strategies offered in the AVID high school curriculum.** AVID graduates identified time management as their greatest challenge in college. Balancing the demands of the university courses and part- or full-time work is difficult for many students. This concern of AVID graduates could be explicitly addressed in the AVID high school programs.
Public Relations

Introduction

To garner support for your program, it is important to publicize the great work you and your students are doing. It’s important to “shout” your successes to your school and to your community. Public relations is about changing behavior, attitudes, and beliefs. In order to do that you must communicate to your different stakeholders and AVID has many different stakeholders. It’s important to increase awareness about your students and your program.

Public relations is also about communicating different messages to different people. It is important to deliver customized messages to people who can support you. Be aware of what matters to the different stakeholders and find the connections to AVID. The different stakeholders can include your school board members, staff, parents, community organizations, district offices, and the media.

One way to determine what matters to these stakeholders is to be aware of how your fellow teachers and board members currently perceive AVID. Closing the gap between their perceptions and the reality can be a focus for your work and publicity.

The purpose of publicity is not only to win support for the program but also to boost the self-image of students in the program. Publicity shows students they have the backing of other people and, in the best instances, people whom they respect. Students can see they are not working in isolation to achieve their goals but are part of a larger community that shares their values, supports their efforts, and respects their commitment.

There are many different kinds of publicity, starting with the school newspaper. Ask the school newspaper to do a feature on AVID. Publicity in the school district newsletter is important and community and city newspapers have education writers who are always looking for articles with human-interest value. Even local radio and television stations may cover AVID events.

Other Publicity Suggestions:

1. Keep a yearly scrapbook (a certification notebook) of photos, clippings, awards, recognitions, program data, and samples of student work. This can be shared with other teachers as well as highlighted at a board meeting.

2. Recruit a student, tutor, or parent to be your “official” AVID photographer. Also appoint one of your AVID students as a “publicity officer.” This student, working with you and the tutors, should always be thinking of ways to inform the community of your program’s success.

3. Recruit a local company to become your AVID club’s corporate sponsor. This is a fine project for students, who can make the initial contact, followed by a letter or phone call from you, explaining the program. Outline the possibilities for your corporate sponsors: 1) internships/apprenticeships; 2) job shadowing; 3) sponsorship of AVID t-shirt, pins, etc.; 4) recognition luncheons/dinners; 5) scholarships.

4. Commandeer one of your school’s bulletin boards for occasional displays of AVID events/achievements. Ask that in the school newspaper or staff bulletin that a section be saved for AVID Good News.

5. Make contact with local newspaper, explaining the AVID program and inquiring about the possibility of the paper publishing articles by AVID students. Write letters to the editor. This could even be a class project. Learn
how to write a press release that can be sent to local newspapers. Find out the contact person of your local paper and radio station. Press releases serve to announce upcoming events, achievements, or invite community participation.

6. Develop a presentation, along with the help of students, that could be given to your staff and school board. Allow students to speak on how the program has impacted their education and their lives.

7. Assemble a yearly video or slide presentation. These serve as excellent additions to culminating activities but also preserve key moments in your program that can be used with the entire faculty.

8. Have your students plan a luncheon for the faculty, as an opportunity to thank them for their support as well as to explain the AVID program and celebrate successes.

9. Provide your site principal with regular information/achievements for the staff and parent newsletters.

**AVID’s Key Messages**

1. AVID is a proven program that relies on independent, quantitative data to substantiate program effectiveness and demonstrate accountability and quality.
   
   a. 95 percent of AVID graduates go on to college (support with local data)
   
   b. AVID is easy to replicate and is now in 22 states and 15 countries

2. AVID is affordable (less than $1 per student, per school day) and provides a significant return on investment.

3. AVID is helping to close the achievement gap among the least-served students and create equity and access.

4. AVID students are typically from low-income families that lack a college-going tradition (many are immigrants) and do not have the support system in place that is key to academic success.

5. AVID is based on a set of values including hard work, individual determination, high standards and high expectations.

**Important Concepts**

1. Effective advocacy requires reiterating the same clear and concise every time, to every audience.

2. The points above capture what’s most important about AVID and should be a constant part of our communications. AVID’s key messages are the ideas that you want the media, legislators and your colleagues to remember about AVID.

3. However, these points are just the foundation for AVID’s messages. Your stories, local success and overall passion for AVID bring them to life.

4. But no matter where your conversations lead always bring them back to AVID’s Key Messages. If we all stay on message our messages will be heard.

**How to Develop Effective Government Partnerships**

If you have performed any of these activities in the past, you may find some of this material redundant, or you may have had different experiences. In any case, do not feel constrained by the information we have provided, as it
should merely be a starting point for developing partnerships with your legislators. Use your own knowledge of
your community and your elected officials to implement the activities described in this section.

Understanding Your Legislators

Some Characteristics

1. Tremendous demands on their time.
2. Face re-election very frequently.
3. Always willing to listen.
4. One of many in the decision-making process.
5. Need to show successes.
6. Like to be associated with successful programs.
7. Like to be informed about what is happening in their districts.

Things to Remember

1. Election cycles-how often and when your legislators are up for reelection.
2. District boundaries and constituency.
3. Legislative calendar.
4. Importance of media relations.
5. Role of their staff

Do’s

1. Be concise. A simple and clear position increases your chance of getting your legislator to listen and respond.
2. Be specific. Know exactly what you want your legislator to do. Do you want him/her to draft legislation? Propose an amendment? Vote for a bill?
3. Keep your legislator informed about AVID.
4. Let them know about media outreach and events as early as possible.
5. Give personal examples.
6. Practice your message. Try explaining the AVID message to friends and family before you meet with a legislator.

Networking in the Community

The following examples are opportunities to advocate for AVID in your everyday life. These organizations are ideal opportunities to educate your community about AVID and our tremendous successes. The members of these organizations will be education-minded and will most likely know about AVID already. You can solidify a positive message of AVID by presenting AVID’s Key Messages and supporting them with personal success stories from your experience.
1. Teaching Organizations
2. Professional Associations/Societies
3. Religious Groups
4. Charities
5. Book Clubs
6. Investment Groups
7. Women’s Leagues
8. Assistant’s Leagues
9. Children’s Sports Teams
10. Community Organizations
11. Retired Teacher’s Organizations
12. Alumni Organizations

**Maintaining and Building the Relationships**

*Advisory Boards*

Organizing and managing an Advisory Board is time consuming and requires tremendous planning. However, if they are created, they can serve as the foundation for all of your community outreach efforts. They provide you with an opportunity to discuss AVID’s service to both the educational and business communities with key local educational and business decision makers.

As the Advisory Board evolves, it will develop a community of support for AVID’s mission, methodologies, students and teachers.

*Community Outreach*

AVID teachers, site team members, parents and students can be invited to attend, observe and present at Advisory Board meetings. Allowing the Advisory Board Members to meet and hear from the people directly involved in AVID lets them see the results of the program for which they are serving.

Teachers, site team members, parents and students can also provide community outreach assistance by advocating AVID’s Key Messages to their audiences on a daily basis as well. Providing them with the tools and training necessary to perform community outreach is part of becoming an Everyday Advocate as well.

*Partnering Opportunities*

Identify and get to know the organizations within your region that could provide partnership opportunities on a regional basis when performing legislative, personal or community outreach. Also, identify opportunities for AVID teachers to partner with the teachers of the other program. For example, programs at schools within your region may be able to provide transportation for field trips, venues for events and other support.
The Pre-College Coordination Council (PCCC) at one of your regional IHE’s should provide a starting point for identifying the programs. Once they have been identified, keep a database of these programs with background materials, contact information, key people within the organization, and information on number of students, teachers, administrative staff etc. within the program.

**Business Partnership Opportunities**

Identifying and cultivating relationships with these businesses is part of becoming an Everyday Advocate. Business groups not only offer speakers but can provide funding opportunities as well. Their memberships consist of the most active businesses in your community and they all have a vested interest in seeing the local students succeed.

You may already be developing relationships with businesses in your community or you may know of more organizations that fall within this category. The following are just a few examples of business groups that offer partnership opportunities.

*Junior Achievement Program*

Provides AVID classrooms with motivational speakers from the business community who come in once a week (approximately) to talk to the students about jobs/careers, interviews, job responsibilities, applications etc.

*Other Organizations/Opportunities*

There are numerous community service and business organizations in each community. Each organization can serve as a resource for you as you identify funding sources for events or field trips, seek venues for events of schedule speakers for AVID events as well as classrooms.

1. Rotary Clubs
2. Chambers of Commerce
3. Speakers Bureau
4. Toastmasters

**Resources for AVID Public Relations**

*AVID Logo*

At the center of AVID are people: Students, teachers, tutors, administrators, and parents. At the center of the new AVID logo, created in 2002 by Maximo Escobedo, an original AVID student and currently a freelance graphics communication specialist, is a human figure. This figure is a dynamic and stylized individual, a student in a state of accomplishment and celebration. Colored gold, it reminds us of a star or a spark ready to ignite, full of potential. At the tip of the student’s extended hand is a graduation cap, a clear sign of the goal for all students in the AVID program. To our students, what was once a dream is now a significant step to a bright future.

*Wall of Fame by Jonathan Freedman*

As public education declined and many Americans despaired of their children’s future, Pulitzer-Prize-winning journalist Jonathan Freedman volunteered as a writing mentor in some of California’s toughest inner-city schools.
He discovered a program called AVID that gave him hope. In this work of creative non-fiction, Mr. Freedman interweaves the lives of AVID’s founder Mary Catherine Swanson and six of her original AVID students over a 20-year period, from 1980 to 2000. With powerful personalities, explosive conflicts, and compelling action, *Wall of Fame* portrays the dramatic story of how one teacher in one classroom created a pragmatic program that has propelled thousands of students to college. This story of determination, courage, and hope inspires a new generation of teachers, students, and parents to fight for change from the bottom up.

**Decades of Dreams Video**

*Decades of Dreams* takes the viewer on a journey of hope through the first 20 years of AVID’s history. This uplifting tribute features testimonials from AVID students about how AVID transformed their lives and provides a wonderful introduction to the program for students, parents, staff and community groups.

**AVID Online**

For more research, news and articles on AVID, go to [http://www.avidonline.org](http://www.avidonline.org). You can also download AVID Powerpoint presentations, fact sheets and other useful documents. In addition, the website provides up-to-date information on AVID products and services.
AVID PROGRAM

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

[L. avidus]: eager for knowledge
The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility to almost all students.
AVID's Support Structure for Opening Access to Rigorous Curriculum

Direct Student Support

Curriculum

Professional Development

Schoolwide Results

Algebra completion
College preparatory course completions
AP enrollment
College enrollment
The Mission of AVID

AVID is designed to increase schoolwide learning and performance. The mission of AVID is to ensure that all students, and most especially the least served students in the middle capable of completing a college preparatory path:

- will succeed in rigorous curriculum,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.
BEGINNING THE CHANGE...

- AVID elective class
- Tutorials
- Cornell notetaking
- AVID binders
- Study skills
- College information

- Family workshops
- Writing instruction
- Guest speakers
- Study trips
- AVID Site Team
- Trained counselor

Initiating Schoolwide Improvement and Enhancing “College Going” Culture
SPREADING THE CHANGE

Schoolwide

- Tutors
- WICR
- Informed families
- Subject area training
- Schoolwide note taking
- Schoolwide binders
- College going culture
- Increased rigor
- A new academic group
- Higher expectations
AVID Program Implementation Essentials

1. AVID student selection focuses on students in the middle (2.0 to 3.5 G.P.A. as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.

2. AVID program participants, both students and staff, choose to participate.

3. The school must be committed to full implementation of the AVID program, with the AVID elective class available within the regular academic school day.
4. AVID students are enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.

5. A strong, relevant writing and reading curriculum provides the basis for instruction in the AVID elective class.

6. Inquiry is used as a basis for instruction in the AVID classroom.

7. Collaboration is used as a basis for instruction in the AVID classroom.

8. A sufficient number of tutors are available in the AVID class to facilitate student access to rigorous curriculum.
AVID Program Implementation Essentials - Continued

9. AVID program implementation and student progress are monitored through the AVID Data System, and results are analyzed to ensure success.

10. The school or district has identified resources for program costs, has agreed to implement AVID Program Implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID staff development.

11. An active interdisciplinary site team collaborates on issues of students access to and success in rigorous college preparatory courses.
"If districts are serious about getting kids up to speed academically, they should greatly expand their AVID class offerings. The wildly successful program has been helping at-risk students make the most of their academic potential for more than two decades…the very students whom most school districts are trying without much success to bolster. Success is standard procedure for AVID graduates… The program is so solid that AVID students in California have been 'knocking the socks off' their counterparts on the exit exam…"

—San Diego Union-Tribune Editorial, March 16, 2004
The AVID Senior Seminar will make use of the core literature list from the school’s most advanced English class.


**Supplemental**


Ellis. (2002). *Becoming a Master Student*. Houghton Mifflin, Co.


AVID
(Advancement Via Individual Determination)
HIGH SCHOOL CALENDARING

THE AVID CURRICULUM VIA AVID CONTENT AND PERFORMANCE STANDARDS:
DAILY PLANNING GUIDE
“…what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor, but also offer personal support. AVID offers a blueprint for this scaffolding.”

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AVID sends 77 percent of its graduating seniors on to four-year colleges, roughly three times the statewide rate. As hard as it may be to believe, this state-funded program only survived this year’s budget gauntlet by a fingernail. This latest evidence suggests it ought not to be fighting for survival, but for expansion.”

— Sacramento Bee Editorial, Oct. 16, 2003
Content Standard 1.0

Students will develop strategies to identify and fulfill personal and academic goals.

Performance Standard Objectives

These performance standard objectives are based on the collaborative input of AVID Coordinators, AVID Site Team subject-area teachers, and curriculum specialists.

Grades 6–8 Performance Standard Objectives

1.1 Make appropriate decisions
1.2 Set goals

Grade 9–10 Performance Standard Objectives

1.1 Become aware of interests, talents, abilities
1.2 Plan for ongoing personal and academic development
1.3 Refine personal and academic goals

Grades 11–12 Performance Standard Objectives

1.1 Refine goals based on interests, talents, and abilities
1.2 Refine plans for ongoing personal and academic development

AVID Curriculum

An AVID student may be considered to have met a performance standard objective for the AVID course content upon the successful completion of the activities designated within the AVID Curriculum. (All references are to coordinator editions.)

- College and Careers, Unit 1 Knowledge of Self, Unit 2 Student Responsibilities
- Strategies for Success, Unit 9 The GPA of Success; College and Careers, Unit 1 Six-Year Plan, Unit 2 Updating Six-Year Plan, GPA Goal Setting
- College and Careers, Unit 3 Knowledge of Self and Unit 4 All About Me
- Strategies for Success, Unit 9 The GPA of Success; College and Careers, Unit 3 Going Beyond the Classroom, Unit 4 My Accomplishments, Making Good Decisions
- Strategies for Success, Unit 9 The GPA of Success; College and Careers, Unit 1 GPA Goal Setting, Unit 3 Me Personally, Unit 4 Thinking about the Best College for You
- Strategies for Success, Unit 9 The GPA of Success; College and Careers, Unit 5 My Summer Action Plan
- Strategies for Success, Unit 9 Visualizing Your Goal; College and Careers, Unit 5 11th grade Checklist, Unit 6 Senior Year Checklist
Content Standard 2.0

Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.

Grades 6–8 Performance Standard Objectives

2.1 Keep an organized and neat notebook divided by subjects which includes a pocket for pens, pencils, highlighters, and other useful educational tools

2.2 Keep assignment calendars for each class which show when work is due, when work is finished and turned in, and the grade on each assignment

2.3 Develop notetaking skills in the Cornell Notetaking Method for all academic classes to be used as the basis for tutorials in AVID, review for tests, and support for assignments

2.4 Develop collaborative group study skills that are useful during tutorials and during the development of class projects

2.5 Develop inquiry skills that help solve problems and analyze issues in each subject area through the introduction of the Socratic Seminar

2.6 Develop research skills, including the use of technology, for all academic classes

2.7 Develop test-taking skills for subject area classes and college admission tests

2.8 Develop oral language skills for personal use as well as for specific class assignments

2.9 Develop listening skills that support interactions with others in class discussion and group activities

2.10 Develop viewing skills to successfully analyze and learn from instructional films and computer-generated reports and lessons

2.11 Develop portfolio collection and assessment skills that will culminate in a portfolio used by the student, parents, middle school teachers, and high school counselors to insure placement in the most rigorous curriculum at the high school level, to include GATE/honors core classes, as well as college preparatory classes

• Strategies for Success, Unit 2 Binder Check-off Sheet

• Strategies for Success, Unit 7 Calendars, Unit 9 Goal Setting Unit Plan

• Strategies for Success, Unit 3 Cornell Note Unit Plan

• Strategies for Success, Unit 6 Team Building Ideas

• Strategies for Success, Unit 12 Grade Level Plan; Write Path and Write Path II all subjects

• College and Careers, Unit 4 Guided Internet Lesson

• Strategies for Success, Unit 13 Test Taking Tips

• Write Path and Write Path II English, teacher guide

• Strategies for Success, Unit 14 Public Speaking Unit Plan

• Strategies for Success, Unit 5 Successful Classroom Interaction, Unit 6 Team Building Ideas, Unit 14 Public Speaking Unit Plan

• Strategies for Success, Unit 10 Learning Styles Survey and Discussion

• Strategies for Success, Unit 17 Portfolio Guiding Questions
Grades 9–12 Performance Standard Objectives

2.1 Refine organization and neatness of notebook(s) so that materials are easily accessible for group projects and studying, tutorials, test reviews, as well as starting the writing process for essay assignments

2.2 Refine the use of Assignment Calendars or Day Keepers in order to manage academic endeavors, extra-curricular activities, community service, and athletic activities, as well as internships and jobs

2.3 Refine notetaking skills in the Cornell Notetaking Method to a sophisticated level for all academic classes, especially honors and Advanced Placement classes or International Baccalaureate classes

2.4 Refine collaborative group study skills so that students are able to form groups independently for each core class

2.5 Refine inquiry skills so that students are able to lead Socratic Seminars, as well as be active participants in them

2.6 Refine research skills, including the use of technology, for all academic classes.

2.7 Refine test-taking skills for core classes, PLAN, PSAT, ACT, SAT, and especially for essay test taking in preparation for college final exams

2.8 Refine oral language skills that support leadership skills for extra-curricular activities, interview experiences for projects and jobs, as well as community service

2.9 Refine portfolio collection and assessment skills in order to be prepared to give the Senior Presentation on personal and academic growth within high school or a selected topic as a graduation requirement

2.10 Develop peer tutoring skills which enhance understanding in the tutor and the tutored student and which prepare the student to be a tutor in college

• Strategies for Success, Unit 2 Binder Contents Check-off Sheet

• Strategies for Success, Unit 7 Calendars, Unit 9 The GPA of Success, Goal Setting Unit Plan

• Strategies for Success, Unit 3 The Cornell Notetaking System

• Strategies for Success, Unit 5 Successful Classroom Interaction, Unit 6 Team Building Ideas

• Implementing and Managing the AVID Program (IMAP)

• Write Path and Write Path II English, teacher guide

• Strategies for Success, Unit 12 Socratic Seminar Lesson Outline

• AVID Tutorial

• Strategies for Success, Unit 13 Test Taking Tips; College and Careers, Unit 5 PSAT/SAT Reasoning Test Preparation

• Strategies for Success, Unit 14 Public Speaking Unit Plan

• Strategies for Success, Unit 17 Portfolio Guiding Questions

• AVID Tutorial
**Content Standard 3.0**

Students will develop proficiency in “Writing to Learn” across the curriculum.

**Grades 6–8 Performance Standard Objectives**

3.1 Develop understanding of the importance of writing about what has happened in class lectures and discussions, study groups, and tutorials in order to reflect upon what the students has learned every day in every subject

3.2 Develop the ability to write neat and complete notes, summaries, and reflections in the following:

- Learning Logs
- Group Study Logs
- Literature Logs
- Summaries and Reflections on Lectures, Textual Studies, and Films

**Grades 9–12 Performance Standard Objectives**

3.1 Refine skills in Writing to Learn for continually more rigorous college preparatory, honors, Advanced Placement, and International Baccalaureate core curriculum and courses entered for career preparation

3.2 Realize the importance of practicing “writing to learn” in conceptual courses such as advanced math and science, as well as English and social science

- *Strategies for Success*, Unit 3 The Cornell Notetaking System, Unit 4 Learning Logs Questions
- *Strategies for Success*, Unit 4, Learning Log Questions
- *Strategies for Success*, Unit 3 Cornell Notetaking System, Unit 4 Learning Log Questions; Writing Curriculum, Unit 1 Writing to Learn
- *Strategies for Success*, Unit 3 Cornell Notetaking System, Unit 4 Learning Log Questions; Writing Curriculum, Unit 1 Writing to Learn; *Write Path* and *Write Path II*, all subjects
Content Standard 4.0

Students will develop college awareness within a schoolwide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.

Grade 6–8 Performance Standard Objective

4.1 Use skills of listening, notetaking, interviewing, and discussing the topics introduced by guest speakers regarding career preparation and attendance at four-year colleges and universities

4.2 Use skills of listening, notetaking, interviewing, and discussing the subjects of field trips to universities and colleges, and cultural events and places

4.3 Develop research skills specifically in the area of gathering information regarding careers and four-year colleges and universities using technology

4.4 Develop vocabulary skills including those based on recognition of basic roots, prefixes, and suffixes, for eventually practicing and taking college admission tests

4.5 Develop strengths in test taking that, especially in the areas of English, reading, science, reasoning and math, prepare for success on the career and college assessment, Explore (ACT)

4.6 Develop strength in test taking that strengthens the verbal and mathematical skills that are needed for the PSAT

Grades 9–12 Performance Standard Objectives

4.1 Continue to develop word attack skills by reviewing roots, prefixes, and suffixes, and ACT and SAT word lists

4.2 Become proficient at understanding more complicated and sophisticated vocabulary skills necessary to reading, writing, and test taking, such as those needed to analyze analogies

4.3 Prepare for and practice taking college admission tests
   9 Practice PLAN and PSAT
   10 Take PLAN and practice PSAT
   11 Fall—Take PSAT and practice ACT
   11 Spring—Take ACT, and SAT
   12 Fall—Take ACT, and/or SAT, if necessary

   • Strategies for Success, Unit 3 Cornell Notetaking System, Unit 4 Learning Log Questions, Unit 15 Guest Speaker Guide; College and Careers, Unit 1 Career Research, Unit 2 Changing Careers, Ideal Career
   • Strategies for Success, Unit 3 Cornell Notetaking System, Unit 4 Learning Log Questions, Unit 15 Guest Speaker Guide, Unit 16 College Visit Questionnaire; College and Careers, Unit 1 Career Interview, College Letter Activity
   • College and Careers, Unit 1 Career Awareness, College Plan Posters, College Letter, Unit 2 Career Exploration
   • ACT Explore and PSAT preparation materials

   • Write Path and Write Path II all subjects, ACT Explore and PSAT preparation materials

   • Write Path and Write Path II Mathematics, English, ACT Explore and PSAT preparation materials

   • ACT and SAT preparation materials

   • ACT and SAT preparation materials; Writing Curriculum, Unit 4 Vocabulary Focus Lessons

   • Strategies for Success, Unit 13 Test Taking Tips; College and Careers, Units 3,4, and 5 Testing Information
4.4 Continue enhancing those skills developed in subject area core classes, especially in across the curriculum reading and vocabulary, that improve ability to be successful on college admission tests

4.5 Improve techniques for taking college admission tests during lessons in specific test taking skills, especially on all segments of ACT and SAT tests

4.6 Become proficient in Algebra I and II and Geometry, at a minimum, in order to perform successfully on math portions of college admission tests

4.7 Become proficient in matching personal strengths to college and career choices to potential career choices to narrow down college going options

4.8 Become proficient in compiling a neat and complete college application

4.9 Write successful personal statements for specific college admission essay prompts according to rubrics established in language arts classes and AVID Writing Curriculum

4.10 Assist parents in filling out financial aide forms for college

4.11 Research and apply for college scholarships

4.12 Decide on a college or university to attend and follow through with the required paperwork:
   - Return corrected SAR-based on FAFSA-if required to do so
   - Write thank you notes
   - Verify college enrollment
   - Verify adequate grades for continuation of funding

4.13 Become proficient in practicing, applying for, and taking college placement tests

4.14 Become proficient in taking Advanced Placement and/or International Baccalaureate examinations which are also used for college placement

- **College Careers**, Units 3, 4, and 5 Testing Information; **Writing Curriculum**, Unit 4 Focus Lessons Write Path and Write Path II all
- **ACT and SAT preparation materials**
- **Write Path and Write Path II Mathematics**
- **College and Careers**, Units 3–5 Career Information; **Writing Curriculum**, Unit 6 Career Research
- **College and Careers**, Unit 5 Mock Common Application
- **Writing Curriculum**, Unit 5 College Essay
- **College and Careers**, Unit 5 Personal Statement Essays
- **College and Careers**, Unit 6 The Financial Aid Process
- **College and Careers**, Unit 5 Scholarship Research
- **College and Careers**, Unit 6 Choosing a College to Attend
- **College and Careers**, Unit 5 SAT Reasoning Test Preparation
- **AP/IB exam preparation materials; Writing Curriculum**, Unit 8 Timed Writing
Content Standard 5.0

Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

Grade 6 Performance Standard Objectives

5.1 Use each step of the writing process in order to write successful narrative and expository essays
   - Prewriting
   - Drafting
   - Reader Response
   - Revision
   - Editing
   - Self-Evaluation

5.2 Write a Report of Information

5.3 Write a Story

• ML Curriculum, The Writing Process

Grade 7 Performance Standard Objectives

5.1 Write an Autobiographical Incident

5.2 Write an Evaluative Essay

• ML Curriculum, First Year Writing Curriculum

• ML Curriculum, First Year Writing Curriculum

Grade 8 Performance Standard Objectives

5.1 Write an Analysis of Character

5.2 Write a Problem-Solution Essay

5.3 Refine and expands the development of essays introduced in grades 6–8

• ML Curriculum, Second Year Writing Curriculum

• ML Curriculum, Second Year Writing Curriculum

• Writing Curriculum, Unit 2 The Writing Process

Grades 9–12 Performance Standard Objectives

Use the writing process to develop the following essays:

Grade 9 Performance Standard Objectives

5.1 Explanation of Life Goals

5.2 Description of a Place

5.3 Explanation of a Process

• Writing Curriculum, Unit 6 Life Goals Essay,
  Unit 6 Description of a Place, Unit 6
  Explanation of a Process

Grade 10 Performance Standard Objectives

5.1 Report of an Interview

5.2 Biographical Sketch

5.3 Problem-Solution

5.4 Evaluation of a Story

• Writing Curriculum, Unit 6 Career Research,
  Unit 5 Biography, Unit 7 Problem-Solution,
  Unit 7 Analysis
Grade 11 Performance Standard Objectives
5.1 Cause-Effect
5.2 Comparison Analysis
5.3 Controversial Issue
5.4 Analysis of Theme

Grade 12 Performance Standard Objectives
5.1 Personal Statement for College Admission
5.2 Career Research Paper
5.3 Evaluation of Art or Music
5.4 Refine development of writing skills through additional assignments based on the above

- *Writing Curriculum*, Unit 6 Career Research, Unit 7 Problem-Solution Analysis, Unit 7 Argument, Unit 7 Analysis of Theme
- *Writing Curriculum*, Unit 5 College Essay, Unit 6 Career Research, Unit 7 Analysis
Content Standard 6.0

Students will develop cross curricular reading skills.

6.1 Students will develop cross curricular reading skills through using their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary

Grades 6–8 Performance Standard Objectives

6.1a Distinguish and interpret figurative language and multiple-meaning words
6.1b Infer word meaning through identification and analysis of analogies and other word relationships

Grades 9–10 Performance Standard Objectives

6.1a Distinguish between denotative and connotative meanings of words
6.1b Identify and use knowledge of origins of commonly used words
6.1c Apply context clues

Grades 11–12 Performance Standard Objectives

6.1a Discern the relationship of word meaning between pairs of words in analogical statements

6.2 Students are able to identify and analyze the basic facts and ideas in informational materials

Grades 6–8 Performance Standard Objectives

6.2a Understand and analyze the differences among various categories of informational materials
6.2b Comprehend and analyze grade level appropriate text
6.2c Analyze and critique expository writing

Grades 9–10 Performance Standard Objectives

6.2a Synthesize the content and ideas from several sources dealing with a single issue or author
6.2b Evaluate the credibility and comprehensiveness of evidence and related generalizations

Grades 11–12 Performance Standard Objectives

6.2a Analyze an author’s implicit and explicit philosophical assumption and beliefs about a subject
6.2b Critique validity in the logic of arguments found in readings

• Write Path and Write Path II English, teacher guide, ACT/SAT Test Preparation Materials
• ACT/SAT Test Preparation Materials

• ACT/SAT Test Preparation Materials
• Write Path and Write Path II all subjects
• ACT/SAT Test Preparation Materials

• ACT/SAT Test Preparation Materials

• ML Curriculum, Reading Strategies in AVID
• ML Curriculum, Reading Strategies in AVID
• Write Path and Write Path II English, teacher guide

• Write Path and Write Path II History/Social Science, teacher guide
• Write Path and Write Path II History/Social Science and English, teacher guides

• Write Path and Write Path II English, teacher guide
• Write Path and Write Path II History/Social Science and English, teacher guides
6.3 Students are able to analyze multi-cultural works of literary merit

**Grades 6–8 Performance Standard Objectives**

6.3a Analyze the significance of points of view, setting and mood on the problem and resolution

6.3b Critique the realistic nature of characterization and plot

6.3c Compare recurring themes

**Grades 9–10 Performance Standard Objectives**

6.3a Compare and contrast the presentation of a similar theme

6.3b Evaluate aesthetic qualities of a work

**Grades 11–12 Performance Standard Objectives**

6.3a Compare and contrast the presentation of a similar theme

6.3b Evaluate aesthetic qualities of a work

**Content Standard 7.0**

Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.

**Grades 6–8 Performance Standard Objectives**

7.1 Understand verbal and non-verbal communication

7.2 Employ group decision-making techniques

7.3 Appeal to interests and prior knowledge of audience members

**Grades 9–10 Performance Standard Objectives**

7.1 Produce concise notes for extemporaneous delivery

**Grades 11–12 Performance Standard Objectives**

7.1 Evaluate results of group presentations

7.2 Be able to distinguish among and use informal usage, standard English and technical language

- Write Path and Write Path II English, teacher guide, ML Curriculum, The Active Reading Model
- Write Path and Write Path II English, teacher guide, ML Curriculum, The Active Reading Model
- Write Path and Write Path II English, teacher guide
- ML Curriculum, Double-entry Journal, Higher-Order Discussion for Understanding Main Ideas
- Write Path and Write Path II English, teacher guide
- Write Path and Write Path II English, teacher guide
- Write Path and Write Path II English, teacher guide
- Write Path and Write Path II English and History/Social Science, teacher guides
- ML Curriculum, Oral Language Unit, Write Path and Write Path II English, teacher guide
- ML Curriculum, Oral Language Unit, Write Path and Write Path II English, teacher guide
- ML Curriculum, Building Prior Knowledge, Write Path and Write Path II English, teacher guide
- Strategies for Success, Unit 14 Public Speaking Unit Plan
- Strategies for Success, Unit 14 Presentation Rubric
- Strategies for Success, Unit 14 Public Speaking Unit Plan
Content Standard 8.0
Students become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admission to four-year colleges and universities. (Proficiency in mathematical skills and concepts are developed through AVID curriculum and AVID tutorials are not limited to the following.)

Grades 6–8 Performance Standard Objectives
8.1 Use and connect a variety of techniques for solving linear equations, inequalities, and systems of equations in applied contexts
8.2 Understand the meaning of variables, expressions, equations, and inequalities, and their use as models for situations
8.3 Evaluate, graph, and interpret the graphs of a variety of functions, and connect the behavior of the graphs to their corresponding representations as tables, equations, and solutions
8.4 Apply proportional reasoning to solve problems involving scale drawing and similar figures, and connect geometric situations to algebraic and numerical situations

Grades 9–10 Performance Standard Objectives
8.1 Determine, understand, apply, and justify properties involving geometric figures
8.2 Pose, test, and justify conjectures in algebraic and geometric contexts
8.3 Write, simplify, evaluate, and solve linear, quadratic, inverse variation, exponential, and other equations in applied and abstract contexts
8.4 Work with a variety of algebraic expressions
8.5 Generalize exponent properties

Grades 11–12 Performance Standard Objectives
8.1 Understand and can justify advanced and abstract ideas in algebra, geometry, and trigonometry
8.2 Perform complex algebraic simplification and manipulations as required to solve problems
8.3 Use algebraic and geometric arguments to prove important mathematical ideas
8.4 Have a deep understanding of families of functions, their use in the world and the mathematical techniques required to write, solve, simplify, and interpret features of standard functions
8.5 Apply the connection between a function and its inverse, between right triangle trigonometry and circular functions

• ACT Explore, PSAT preparation models, Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• ACT and SAT preparation materials, Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
• Write Path and Write Path II Mathematics, teacher guide
Using the AVID Curriculum

As the AVID program continues to grow and develop throughout the world, the AVID Center is proud to announce new features that will strengthen the performances of our students and facilitate the development of distinguished AVID programs.

Since the initial widespread dissemination of AVID in 1986, rigorous standards, accountability, and a “cutting edge” curriculum have been integral parts of our efforts. AVID schools were provided materials—including curriculum, handbooks, and supplementary materials—beginning in 1987. AVID coordinators have done an outstanding job of using the materials and implementing the AVID essentials. In 1996, the AVID Center—with the invaluable assistance of many AVID coordinators—undertook the task of developing new instructional units that reach across the entire curriculum. We have reformatted the previous high school curriculum to create Implementation, Writing, College and Careers, Strategies for Success, Site Team, and Tutorial Sets, which may be ordered in boxed sets. An already fine curriculum will continually become more manageable for teachers and more accessible for students.

The curriculum materials are put together in such a way that they will facilitate the management of time:

- teacher editions of supplemental classroom materials
- administrator and counselor guides
- parent and tutor guides
- Multi-Grade Level Portfolios and informational book

Each of the curriculum sets is organized in a teacher-friendly way so that AVID teachers can efficiently make their way through each book, using the material most suited to their students, differing needs. Strategies for Success is organized in units wherein each chapter has a unit plan with differentiation for each grade level. College and Careers is organized by grade level. Each chapter is devoted to a different grade with each topic being developed as students progress from one grade to the next. Both Strategies for Success and College and Careers are for grades 6–12. High School Writing is designed for grades 9–12. Consequently, the materials are organized in such a way that experiencing the entire curriculum thoroughly will probably take all four years. Coordinators will, happily, be coordinating existing, highly organized, and extremely user-friendly materials.
High School AVID Curriculum Library

*Implementation Set - CA or Implementation Set - Out of CA*
Implementing & Managing - Coordinator Edition (1)
AVID Program Information Video (30 minutes) (1)
Decades of Dreams Video (1)
Wall of Fame Class Set (30 copies) & Study Guides (1 pkg. 30)

*Writing Set*
High School Writing - Teacher Edition (1)
High School Writing - Student Guide (pkg. of 30)

*College & Careers Set*
College and Careers - Teacher Edition (1)
College and Careers - Student Guides (pkg. of 30)

*Strategies Set*
Strategies for Success - Teacher Edition (1)
Strategies for Success - Student Guide (30)
Family Workshop - Coordinator Edition (1)
Family Planning Guide (1)

*Schoolwide Set*
Administrator Guide (1)
Counselor Guide (1)
World Languages (1)
Site Team Video & Activity Packet (1)
Write Path Math Teacher (1)
Write Path Math Student (1) & CD (1)
Write Path English Teacher (1)
Write Path English Student (1) & CD (1)
Write Path Science Teacher (1)
Write Path II Life and Physical Science - Student (1) & CD (1)
Write Path English Language Development - Teacher (1)
Write Path English Language Development - Student (1) & CD (1)
Write Path History/Social Science - Teacher (1)
Write Path Social Science - Student (1) & CD (1)
Write Path II English Language Arts - Teacher (1) & CD (1)
Write Path II Science - Teacher (1) & CD (1)
Write Path II History/Social Science - Teacher (1)
Write Path II Math - Teacher (1) & CD (1)
Sample Student Binder (1)

*Tutorial Set*
Tutorial Coordinator Guide (1)
Tutorial College Student Guide (pkg. of 5)
Algebra Tutorial-CA or Algebra Tutorial-NC (1)
Tutorial video (40 minutes) (1)
Advanced Tutorial Path (1)
Tutorial Tips from an AVID Teacher (1)
“AVID revolutionizes the way teachers teach in public school.”

—Scott Pelley, CBS 60 Minutes II
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## Three Week Multilevel AVID Calendar

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Typically, once classes are established and binders are set up, and procedures understood, the daily schedule in AVID follows this pattern:

**Day One    Writing**
- Timed Writing (Twice per month)
- Major Writing Assignment (One per month)
- Learning Logs/Notes (Three per month)

**Day Two    Tutorial**
- Students bring notes in subject they need help with
- Students take detailed notes on tutorial
- Students complete Tutorial Worksheet or Learning Log

**Day Three    Test Preparation**
- PSAT or PLAN or SAT (Twice per month); English and math college placement tests
- Multiple Choice, True/False, Essay, Fill-In, etc.

**Day Four    Tutorial**
- Students bring notes in subject they need help with
- Students take detailed notes on tutorial
- Students complete Tutorial Worksheet or Learning Log

**Day Five    Binder Grading, Speaker, Field Trip, Socratic Seminar, Philosophical Chairs, etc.**
- Binder grading should take place at least weekly (preferred)
- Speakers should represent student requests for career field topics
- Field Trips should be educational (museum, college, job-shadow, science fair, technology-oriented, government activities, etc.)
- Students should begin as freshmen with Philosophical Chairs and move in the sophomore year to a combination of PC and Socratic Seminar. Follow each with reflective writing.

**Other Great Friday Team-Building Activities:**

<table>
<thead>
<tr>
<th>Oral Language Activities</th>
<th>Drama Activities</th>
<th>Inventing</th>
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<tbody>
<tr>
<td>Public Reading</td>
<td>Problem Solving</td>
<td>Letters to the Editor</td>
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<tr>
<td>Visualization Activities</td>
<td>Correspondence Skills</td>
<td>Jeopardy</td>
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<tr>
<td>Mentoring/Buddy Activities</td>
<td>Resume Writing for the Famous</td>
<td>Debate</td>
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<tr>
<td>Visiting/Assisting the Elderly</td>
<td>Interviewing on Tape</td>
<td>Picture Books</td>
</tr>
<tr>
<td>Job Shadows</td>
<td>Personal Maps</td>
<td>Pre-schoolers</td>
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</tbody>
</table>
Writing Lessons: Suggested Grade Levels

Sections 5–7 of this guide contain writing lessons that are organized by their focus or by their particular writing demands. Within each section, the lessons are identified as foundational, intermediate, or advanced to facilitate differentiated instruction within the classroom (adapting lessons to meet the needs of students). The goal is for AVID teachers to select the particular writing types that best match the needs of their students—in focus or in rigor—as they plan their year-long curriculum. However, we know that teachers sometimes appreciate suggestions about which particular writing lessons might be most appropriate for specific grade levels. Given the general demands of the writing tasks within each lesson and considering the requirements of the California Language Arts Content Standards, the following suggestions are offered. This is not meant to be a sequential plan for writing instruction; rather, it simply outlines which lessons might be well-suited for each grade level.

In a multi-grade AVID class, the teacher might choose to do one writing type with the whole class, offering more support for those less-experienced students who need it, or the teacher might choose to have different groups of students writing to different assignments, using tutors as facilitators in the groups.

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<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tr>
<td>Mandala Autobiography</td>
<td>Mandala Autobiography</td>
<td>Autobiographical Incident</td>
<td>College Essay</td>
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<td>Autobiographical Incident</td>
<td>Autobiographical Incident</td>
<td>Biography</td>
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<td>Life Goals</td>
<td>Biography</td>
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<td>Description of a Place</td>
<td>Career Research</td>
<td>Problem-Solution Analysis</td>
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<td>Explanation of a Process</td>
<td>Description of a Place</td>
<td>Explanation of a Process</td>
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<td>Character Analysis</td>
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<td>Character Analysis</td>
<td>Problem-Solution Analysis</td>
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**NOTE:** Given the time constraints of a school year, not all writing lessons would necessarily be taught at each grade level.
Writing Lesson Timelines

Each writing lesson offers a suggested number of hours needed to complete all the steps included in the lesson. Given the reality of AVID class times, it may not be feasible for the AVID teacher to devote the full number of hours to completing all lesson steps. The steps are included, however, so AVID teachers have a range of skills and activities from which to choose. The AVID teacher may choose to shorten the timeline by doing some of the following:

- Read through the lesson, highlighting the specific steps that are most relevant for the students in that teacher’s AVID class. Complete only those steps.
- Choose those steps of the lesson that reinforce specific skills students need and leave out the other steps. For example, the teacher might only complete the prewriting and drafting steps of a lesson because she/he wants to reinforce the skills for generating writing. In this case, it might not be necessary to take the paper through multiple drafts (although it could be an option for students later).
- Divide students into small groups based on writing needs and experience. Choose and implement only those lesson steps that are relevant for each group. Trained AVID tutors can facilitate the small writing groups to help free up the teacher to work with those in most need or to circulate to help all the groups. This flexible grouping allows some groups to continue with the writing lesson longer than others, giving students who need extra time and practice the opportunity to have them.
- Coordinate some writing assignments with other subject area classes. If students are already working on a biography in another class, for example, use some of the steps in the biography lesson to support the development of the paper in the AVID class. The paper then becomes a “joint” assignment for both classes. At some sites, this might be a coordinated effort between content area teachers, AVID tutors, and the AVID teacher.
Suggested Order and Timeline for Introducing Ideas/Activities

AVID Strategies for Success, Grades 6–12 (SS)
College and Careers, Grades 6–12 (CC)
AVID Writing Curriculum, Grades 9–12 (WC)

**Freshman Year**

Week 1  Introduce the AVID Binder  Unit 2 (SS)
Weeks 1–37  Team Building  Unit 6 (SS)
Classroom Interaction  Unit 5 (SS)
Week 2  Introduce the Cornell Notes  Unit 3 (SS), Unit 1 (WC)
Learning Logs  Unit 4 (SS), Unit 1 (WC)
Introduce Tutorials  Unit 8 (SS)
Weeks 3–4  Time Management  Unit 7 (SS)
Weeks 3–37  Test Taking  Unit 13 (SS), Unit 3 (CC)
Weeks 5–6  Study Management  Unit 7 (SS)
Week 7  Goal Setting  Unit 9 (SS)
Week 8  Oral Language in AVID  Unit 14 (SS)
Week 9  Introduce Six-Year Plan  Unit 3 (CC)

For the rest of the freshman year, all of the above subjects are dealt with in terms of REFINEMENT. Most of the main ideas/procedures/concepts are introduced by the end of the first quarter, and then we practice, practice, and practice. Activities that apply from “Beyond the Basics” can be introduced on an “as needed” basis, but otherwise tend to fall within the realm of the sophomore year. Students should have begun PSAT and PLAN preparation by the second semester and should have a study plan for the summer months (PSAT is taken in October).

**Sophomore Year**

Weeks 1–2  Introduce/Review the AVID Binder  Unit 2 (SS)
Review Time Management  Unit 7 (SS)
Study Management  Unit 7 (SS)
Weeks 1–37  Team Building  Unit 6 (SS)
Classroom Interaction  Unit 5 (SS)
Weeks 3–5  Work in-depth on Cornell notes, particularly refining levels and depth of questions (use Costa), as well as on SQ3R
Review Tutorials  Unit 3 (SS), Unit 1 (WC)
Week 6  Learning Logs  Unit 4 (SS), Unit 1 (WC)
Week 6–37  Socratic Seminars  Unit 12 (SS)
Test Taking  Unit 13 (SS), Unit 4 (CC)
Week 7  Goal Setting  Unit 9 (SS)
Week 8  Oral Language in AVID  Unit 14 (SS)
Week 9  Review Six-Year Plan  Unit 4 (CC)
**Junior Year**

Quarter 1  Self-Awareness and Personal Development  Units 5,6, and 10 (SS), Unit 5 (CC)
Quarter 2  Planning for Admission  Unit 5 (CC)
College Entrance Examinations  Unit 5 (CC), Unit 8 (WC)
Quarter 3  Choosing a College  Unit 5 (CC)
Quarter 4  Application Process  Unit 5 (CC)

In the junior year, the focus is on readiness for college testing and selection. Students should have been introduced to all of these ideas previously, but now the spotlight is on serious preparation in these areas. In particular, document-gathering for the impending college and financial aid application process must receive much attention here: copies of parents’ tax forms for the year preceding the senior year, letters of recommendation, copies of transcripts, lists (resumes) of accomplishments and awards must be scrutinized and gathered for ease of use in the Fall.

Additionally, students will continue to develop the skills acquired in the freshman and sophomore years specifically binder organization, test taking, and tutorials.

**Senior Year**

Quarter 1  College Admissions Essay  Units 5 and 6 (CC), Unit 5 (WC)
College Placement Examinations  Unit 6 (CC), Unit 8 (WC)
Quarter 2  Financial Aid  Unit 6 (CC)
Quarter 3  AVID: The School to Profession Plan  Unit 6 (CC)
Quarter 4  Preparing for College Life  Unit 6 (CC)

In the senior year, the emphasis of activity is on the first semester. During this time, students must be very focused and must stay on top of deadlines and requirements. The need for calendars and planners to be up-to-date and specific must be especially emphasized at this time.

From March on, students generally need lots of time and opportunity to discover and plan for attending college, selecting courses, finding support services on campus, and (perhaps) living on their own. GRADES MUST NOT DIP IN THE SENIOR YEAR, PARTICULARLY IN THE SECOND SEMESTER. Students may lose their places at colleges if they have been provisionally admitted or if grades fall below the previous grade point level.
"If districts are serious about getting kids up to speed academically, they should greatly expand their AVID class offerings. The wildly successful program has been helping at-risk students make the most of their academic potential for more than two decades…the very students whom most school districts are trying without much success to bolster. Success is standard procedure for AVID graduates…The program is so solid that AVID students in California have been 'knocking the socks off' their counterparts on the exit exam…”

—San Diego Union-Tribune Editorial, March 16, 2004
First Month (September)

Organizational Responsibilities

- Check AVID budget and plan monthly expenditures so that budget will last throughout the year. (See Implementing and Managing the AVID Program [IMAP].)
- Have classroom telephone and Internet installed if not already done.
- Prepare AVID binders ready for students’ first day of school. (See IMAP and Strategies for Success.)
- Collect appropriate classroom materials.
- Hire, train, and assign tutors for all class sections.
- Establish a weekly schedule to meet with tutors regarding instructional responsibilities, review of students’ progress, and tutor concerns.
- Establish tutor guidelines (i.e., dress, conduct, etc.) and clearly communicate those expectations (See IMAP and The AVID Tutorial.)
- Make certain that tutors register for and attend all tutor training sessions provided by district or county offices of education. Consider paying tutors an hourly wage for such training. Coordinators may also benefit from attending.
- Provide information about the AVID program to the faculty; then include how and when faculty may most conveniently reach you to discuss students’ progress. Ask them to refer new students for AVID throughout the year.
- Arrange for classroom speakers.
- Check with the counseling office regarding its schedule of college recruitment speakers who will visit your campus. Ask that AVID students be included whenever possible. Also alert the counseling office that AVID students will take the PSAT or PLAN.
- Plan a first-quarter field trip to an area college. Involve tutors in the planning.
- Plan a fall “cultural” field trip to a museum, theater production, place of historical interest. Involve tutors or delegate responsibility. (See IMAP and Strategies for Success.)
- Begin raising money for field trips if necessary. Consider establishing an AVID club on campus.
- Send an introductory letter to AVID parents. (See IMAP.)
- Plan annual AVID Parent Night to be held in September or in early October. This may be in conjunction with “Back-to-School Night.”
Activities

- Provide a workshop for faculty and staff explaining the AVID program; this may be on the agenda for the pre-school teachers’ meetings, distribute AVID Alert and AVID Good News forms. (See IMAP.)
- Make daily phone calls to homes of students who are absent. Continue this throughout the year.
- Hold annual AVID Parent Night this month or early next month.
- Attend all coordinator staff development meetings provided by district or county offices of education.
- Determine AVID portfolio contents. (IMAP and Strategies for Success.)
- Duplicate reproducible calendars and binder grading sheets (IMAP and Strategies for Success) and graphic organizers from the Life Goals Unit (Writing Curriculum, Grades 9–12).

Curriculum

In the first weeks of your AVID class as you introduce the basics of AVID, you will mainly rely on Strategies for Success for the students in your class who are new to AVID. Your other students may begin working in College and Careers, especially the returning seniors. Soon, you will begin to add the tutorial components with the help of the Tutorial Guide twice a week. At this time, the students will also be ready to begin working on the Writing Curriculum on one of the two days that you devote to AVID curriculum. See the sample lesson plans at the end of this section.

In the first two weeks, you will need to give as much time as possible to the development of the basic skills of organizing the binder, notetaking, time management, and goal planning. At this time, you will not be organizing your week according to the suggested plan of two curriculum days (C), two tutorial days (T), and one binder check day (B) on which you might have motivational speakers, team-building activities, AVID club meetings, or make-up curriculum days while the binders are being checked. However, the C, T, and B designation will be used to familiarize you with this organizational system.

Also, remember that the following is an example of the optimum or ideal. Rather frequently, an individual, a group, or even most of the class will have an acute counseling emergency, a class scheduling problem, or a nurturing requirement that needs to be addressed within a portion of the class period. You will know when you need to be flexible.
Week 1

Materials

Implementing and Managing the AVID Program (IMAP), High School; AVID Strategies for Success (SS); AVID College and Careers (CC)

Activities

All Students: Freshmen and new students will begin the introduction to the basic skills. They will take more instruction time, support, and assistance. Returning students will move through the activities quickly and act as role models as they help the new students. They might also work on more advanced skills within College and Careers.

Day 1

This is the day that you will be introducing AVID and yourself to the class. You might give them a brief overview of AVID, the opportunities which have opened to them now that they are in AVID, the honor of their selection, and what they might expect to take place in the class. Also, explain why you became involved in the AVID program. Use as overheads A Week in the AVID Elective and WIC-R (IMAP).

Pass out the AVID curriculum materials to the class so that they may familiarize themselves with the materials that they will be using on curriculum days.

Duplicate the calendars that you want the students to use for each of their classes that have not already provided a calendar.

Day 2

C9–12 First introduce students to Strategies for Success, which is an introduction to AVID skills for new students and a review and enrichment of AVID skills for returning students. The new students will need help from the returning students to feel confident about getting ready to start the new school year successfully.

C9–12 Help the students set up their notebooks according to Introduction to the AVID Binder (IMAP and SS). Be sure the students include an assignment calendar for each class. The students may have calendars from the subject area teachers or one from the supply that you have reproduced to keep in your classroom.

The students will need to fill in the proper dates and information for each calendar.

C9–12 Introduce the time-management calendars and begin to set goals and plan for the year (SS).

C9–12 Explain the AVID Alert and AVID Good News bulletins that you have run off to keep in your room (IMAP and SS).

C9–12 Ask students and family support members to sign the AVID Agreement found in Introduction to AVID Skills (IMAP and SS).

Day 3

C9–12 Begin to teach the Cornell notetaking system (SS). Students should practice taking lecture notes on your lecture regarding AVID notetaking. Also, later, when the students have a textbook checked out to them, practice taking textbook notes.
Notes

Continue practicing the different types of notetaking during curriculum days in your AVID week. Be sure to collect the notes, grade them encouragingly, and give them back to the students to keep in the AVID section of their binders.

Day 4

C9–12 Explain the study process of making note cards, and the on-going review of Greek/Latin prefixes, suffixes, and root words for vocabulary building prior to the PLAN, ACT, PSAT, and SAT.

C11 Continue college entrance exam practice from the current ACT/SAT bulletins available in the counseling office or in College and Careers.

C12 Seniors should continue the process of self-assessment and collecting data in order to begin the application process (CC).

Day 5

B9–12 At this time you might want to informally check the binders of the new students; for the first time, students and tutors might evaluate the binders together and perhaps wait to assign points until the students have more experience using the study skills techniques. Returning students could model their AVID binders during an informal and interactive binder check.

You might also have your first guest speaker. The students may practice their notetaking skills during the presentation.

Week 2

Materials

The AVID Tutorial; The Tutorial Path (to be used in conjunction with the Write Path series in each subject area)

Day 1

T9–12 Introduce tutors to the students and discuss the tutors’ roles in the AVID program. Show the video, The AVID Tutorial.

Day 2

T9–12 Introduce the tutorial request form and the tutorial log (IMAP, SS, and The AVID Tutorial). The students will use the tutorial request form to be admitted to each tutorial. The tutorial log will help the teacher, student, and tutor keep track of how well the student is matching the use of the tutorial to the needs indicated by test and class grades. The teacher or tutor might ask the student to also turn in a learning log or notes based on the tutorial. Any combination of these activities can be assessed by the tutor or teacher to aid in giving the students their grades.

After reviewing the guidelines for the tutorial groups with the students, you might wish to have students practice getting into tutorial groups quickly and efficiently, interacting with the tutors, and filling out tutorial logs. Then you, the
tutors, and the students could participate in a self-evaluation of the practice tutorial before the actual tutorial sessions begin taking place twice a week.

**Day 3**

T9–12 Explain to the students how you will be setting up the tutorial groups when tutorials officially begin. Discuss with the students how they might be participating in different tutorials on each day.

**Day 4**

C9–12 Check student notes for length, key concepts, and study questions. Have each student retrieve a set of class notes from the AVID binder on one specific academic area. Then in multi-level groups, ask the returning students to share their notes with new students and through self-analysis and group interaction students might make suggestions for improvements.

**Day 5**

B9–12 Continue the informal collaborative evaluations on the student binders. The binder check grading sheet is found in the IMAP and SS. For this first check, students might wish to interact with the tutors while the binders are being checked.

The students could participate in a class bonding activity such as People Bingo or Party Mixer (SS)

**Week 3**

**Materials**

*AVID Writing Curriculum*, Grades 9–12

**Activities**

**All Students:** This week focuses on familiarizing the students on the writing curriculum so that some of the more self-directed students can feel confident about working in small collaborative groups, especially returning students.

Begin the introductory writing unit, which acts as a review for ongoing AVID students and an overview of the writing process that the new students will use throughout their years in AVID. Give the freshmen students their AVID Multi-Grade Level Portfolio and explain the portfolio as a tool for reflection, self-analysis, planning goals, and college and career preparation.

(Use four to six weeks of writing curriculum days to finish introducing the writing process and the Life Goals multi-paragraph essay for ninth through eleventh grades.) Twelfth grade students should begin the college admission essay. Seniors may also use the Life Goals Unit as a basis for the college admission essay.

Follow the directions in the Coordinator Edition to move through the first writing unit:
**Notes**

**Day 1**

C9–11 “Writing to Learn” (WC)

**Day 2**

C9–11 “The Writing Process” (WC)

**Day 3**

C9–11 “The Three-Part Essay” (WC)

**Day 4 and 5**

C9–11 “Life Goals Multi-paragraph Essay” (WC)

C12 Continue collection of college admission essay prompts and college applications. (CC; WC)

C12 Seniors will begin working on their college admission essays. (WC)

**NOTE:** Seniors will continue working in the senior curriculum units because turning in applications to colleges, college admission essays, and signing up for college entrance exams is vitally important at the beginning of the senior year.

C9–12 When the students have their returned graded essays, they will set up the informal portfolio that will collect all of their writing from the AVID class. At the end of the semester they will select representative work for their Multi-Grade Level Portfolio.

**NOTE:** Now that all of the AVID curriculum materials have been introduced, the students are ready to being a regular AVID week.

**Week 4**

**Day 1**

C9–12 Continue writing on one curriculum day.

**Day 2**

T9–12 At the beginning of the year, during a tutorial day, be sure to continue the specific practice of notetaking during the tutorial with the tutorial logs.

**Day 3**

C9–12 Introduce the section on testing in Strategies for Success.

C9–10 Newer students continue developing notetaking skills and developing goals through lessons in IMAP and Strategies for Success. Also, apply for the PLAN and the PSAT.

C11–12 Juniors continue working on college entrance exam skills in College and Careers. Also, apply for the ACT and the SAT for practice.
**Day 4**

T9–12  Students participate in AVID tutorials using Tutorial Request forms and Tutorial Log forms.

T/C12  Begin the college application process in *College and Careers*.

T9–12  Continue tutorials for two days during the week. After reviewing students’ Grade Check forms, reassess the special needs of students that might be in distress regarding one of their classes. At this time, participation in specific tutorial groups by certain students should become required rather than voluntary.

**Day 5**

B9–12  Binders should be graded today. Be sure that every student has the binder checked. Make a list of students who missed the binder check due to absence or inattention. Post this list post for Monday as a reminder for make ups. Also, for those students who received low grades on their binders, form a tutorial group so that the tutor may go through the binders with the group while they collaborate on methods of improving the binders.

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**Second Month (October)**

**Organizational Responsibilities**

- 9th, 10th, and 11th grade students register for the PLAN and PSAT exams in October.
- Seniors register for the October or November SAT or ACT exam so that their scores are available for their college applications.
- Organize the first site team meeting to discuss using writing as a tool of learning, using classroom tutors, and working with AVID students, which students attend to explain what they are doing.
- 9th and 10th grade students take the PLAN; that all 11th grade students take the PSAT; all 12th grade students sign up for the ACT and SAT.
- Develop fundraising ideas for field trips if necessary.

**Activities**

- Hold annual AVID Parents’ Night if not done in September.
- Hold first meeting of the Parent Advisory Board.
- Hold first site team meeting.
- Take students on first field trip.
- Make daily phone calls to homes of absent students. Continue this throughout the year.
- Ask faculty for feedback on student progress. Use *AVID Good News* and *AVID Alert* forms.
**Week 5**

**Day 1**

C9–12 Continue to work on Life Goals Unit and the College Admission Essay.

**Day 2**

T9–12 Continue to model notetaking and practice in learning logs and/or tutorial notes.

**Day 3**

C9–12 Work on PSAT or PLAN and ACT or SAT test familiarization with the actual booklets that you have collected from the counseling office where the students will sign up for the exams. Also, continue working on vocabulary building. Your sources for vocabulary lists are the professionally prepared examination books listed in your bibliography.

**Day 4**

T9–12 Two days of tutorial groups in area of student academic needs. Meet with students who need special help based on grade checks.

**Day 5**

B9–12 Conduct the binder check while the students listen to a guest speaker and take notes. (Be sure to go over expectations when there is a guest speaker.)

---

**Week 6**

**Day 1**

C9–12 Continue work on the Life Goals Essay or College Admission Essay and preview for the students what they will be turning in as The Writing Package.

**Day 2**

T9–12 Stress tutorial groups for classes in grades are lowest.

**Day 3**

C9–12 Introduce and review “Reading Comprehension Question Types” in PLAN or PSAT guides and ACT or SAT guides.

**Day 4**

T9–12 Introduce the test-taking skills from Strategies for Success in order to help the students prepare for the end of unit assessments.

**Day 5**

B9–12 Assist students in reorganizing and making their binders neater as they might have become disorganized before the binder check.
**Week 7**

**Day 1**
C9–12 After concluding the writing process up to the final draft, discuss the importance of developing technological skills so that the students can present a typed final draft. Suggest places within the school at which the students might be welcome as they need to type and print their final drafts: computer labs, libraries and so forth.

**Day 2**
T9–12 Continue in appropriate tutorial groups.

**Day 3**
C9–12 Introduce and review the analogies section of the SAT.

**Day 4**
T9–12 At this time, a tutorial group might be devoted to only seniors as they ready their admissions essays and college applications and sign up for and prepare for the entrance examinations.

**Day 5**
B9–12 During the binder check by the tutors, the students might participate in a team building activity or an AVID Club meeting to plan a field trip, social activity, or fundraising activity.

**Week 8**

**Day 1**
C9–12 If you need time, you might want to extend the writing curriculum into the second curriculum day in order to finalize the unit.

**Day 2**
T9–12 This might be a time when students are preparing projects to turn in for various classes.

**Day 3**
C9–12 Continue preparation for college entrance exam tests.

**Day 4**
T9–12 Continue appropriate tutoring activities.

**Day 5**
B9–12 During the binder check, an oral language activity would be enjoyable. (SS and The Write Path English)
Third Month (November)

Organizational Responsibilities

• Work with AVID counselor to set up AVID student and parent college application workshops.
• Seniors submit their college applications. Most are due by the end of the month.
• Check on students’ quarter grades and follow up as appropriate.
• Second letter to AVID parents should be sent, including individual students’ progress and AVID program activities.

Activities

• Organize a staff in-service during which “Writing to Learn” curriculum may be explored in more depth. (IMAP; SS; or WC)
• Usually the fall “cultural” field trip is taken during this month.
• Meet with the AVID site team.
• Continue the monthly Parent Workshops. This month is particularly important for the chapter on applying to colleges. (December and January will be important for the chapter on financial aid.)

Curriculum

Week 9

NOTE: By this time, different classes might be taking more time on many aspects of the curriculum. Consequently, you would understandably take longer to move through the curriculum. Always remember that this guide is the model from which standard deviations will certainly need to be taken from time to time.

Day 1

C9–12 Introduce and review the Test Taking unit (SS) and How to Study for College by Pauk that is in your AVID Library.

Day 2

T9–12 Continue appropriate tutorials. If students are just beginning new units in their classes and have no questions yet, your tutors may want to use The Tutorial Path with the more advanced students. The tutors may use the subject area supplements if they need in-depth instruction on the activities.

Day 3

C9–12 Introduce and review Sentence Completion from PSAT and SAT. (CC)

Day 4

T12 Seniors continue 12th grade unit (CC).
Day 5
B9–12 During the binder check, the students might listen to a guest speaker.

Week 10
Day 1
C9–12 Writing Curriculum: Choose from suggestions in *AVID Writing Curriculum*, Grades 9–12 so that all students are exposed to Reflective, Expository, and Persuasive writing throughout the year.

Day 2
T9–12 Continue appropriate tutorials.

Day 3
C9–12 Introduce and review mathematics section of PSAT and SAT.

Day 4
T9–12 Continue appropriate tutorials. Consider including ACT/SAT Math if the students do not have specific questions to address.

Day 5
B9–12 During the binder check, take the time to organize the college or cultural field trip.

Week 11
Day 1
C9–12 Continue work in Writing Curriculum.

Day 2
T9–12 Continue appropriate tutorials.

Day 3
C9–12 Continue work in SAT Math.

Day 4
T9–12 Continue tutorials in SAT Math.

Day 5
B9–12 During binder check, organize college or cultural field trip. Discuss appropriate behavior. Model appropriate behavior through role play.

Week 12
Day 1
C9–12 Continue the writing curriculum.
Notes

Day 2
T9–12 Continue in the appropriate tutorial groups.

Day 3
C9–12 Introduce and review the differences between the PLAN and PSAT and the ACT and SAT. Use the booklets provided by the counseling office as your textbooks. Remind the students that statistically, according to the ACT, women and people of color score in the higher percentile on the ACT than they do on the SAT.

Day 4
T9–12 Continue in the appropriate tutorial groups or the ACT Science or History/Social Studies. It is very important for the students to review the sections of the ACT that do not appear in the SAT.

Day 5
B9–12 During the binder check, consider doing an oral language activity.
Fourth Month (December)

Organizational Responsibilities

- Work with the AVID counselor on organizing AVID student/parent financial aid workshop. See the AVID Family Workshop. Financial aid applications are due March 1.
- The PSAT/PLAN results arrive in counseling office. Obtain copies of exams and individual results for your students. Use these to review and practice the students’ areas of need.
- If you have AVID graduates, plan a “Welcome Home From College Day” before the winter break. Contact former students and invite them to drop by your AVID classes during their college break (which begins earlier than the high school winter break) to share their impressions of college with current students. You might try to arrange a panel presentation to be followed by a question and answer session.

Activities

- Hold a second meeting of Parents’ Advisory Board.
- Hold a faculty “Writing to Learn” meeting.
- You may wish to do an AVID holiday outreach activity (for example, letters to shut-ins, food baskets).

Curriculum

Week 13

Day 1
C9–12 Students should be working toward finishing their essays before the winter break. You might need to use both curriculum days at some point in order to give students ample time to finish their essays.

Day 2
T9–12 Continue appropriate tutorials.

Day 3
C9–12 For those students that might be finished with their essays, students could look again at their Planning Calendars and their Reading Logs and make any additions or adjustments to them.

Day 4
T9–12 Continue appropriate tutorials.

Day 5
During the binder checks, students could be planning holiday outreach activities and Organizing Responsibilities.
Notes

Week 14

Day 1

C9–12 Students should be getting ready to turn in the Writing Package for their essays. You may wish to collect these on the Friday before the winter break.

Day 2

T9–12 Continue the test-taking techniques during the tutorials where appropriate.

Day 3

C9–10 Introduce and review the test-taking techniques that students need for the tests that they will be taking before winter recess.

C11 Introduce materials for SAT (Achievements). (See College and Careers.)

C12 Review the materials for SAT (Achievements) if necessary. Introduce the materials for readying students for college placement tests. (See College and Careers.)

Day 4

T9–12 Continue the appropriate tutorials.

Day 5

B9–12 During the binder check, continue the seasonal outreach activities.
Fifth Month (January)

Organizational Responsibilities

• Assign tutors to work with individual students who are still experiencing academic difficulty.
• If the budget is sufficient, set up before/after school tutorial sessions to help prepare students for final exams.
• Arrange for second semester classroom speakers. Tutors can help with this.

Activities

• Meet with the AVID site team to review progress on the site plan.
• Hold faculty meeting regarding curriculum, using tutors in classrooms, and techniques used in AVID.

Curriculum

Week 15

Day 1
C9–12 Writing Curriculum: Choose from suggestions listed in AVID Writing Curriculum, Grades 9–12 so that all students practice writing reflective, expository, and persuasive papers throughout the year.

This will extend into the second semester.

NOTE: If seniors are still busy practicing for their last attempts at this year’s college entrance examinations, they might wait until second semester to begin the career research papers.

Also, at this time seniors should concentrate on their financial aid applications and scholarship applications. Seniors might wish to go to the career center or counseling office to access files or data banks containing this information.

Day 2
T9–12 Tutorials should be focusing students toward final semester unit tests and/or final examinations.

Day 3
C9–11 Writing Curriculum continued.
C12 Work on financial aid forms or applications for scholarships.

Day 4
T9–12 Continue focused tutorials.

Day 5
B9–12 During binder checks, students could benefit from a motivational speaker to ready them psychologically for end of semester tests.
**Notes**

**Week 16**

**Day 1**
C9–11 Continue the writing curriculum.
C12 Continue working on financial forms or applications for scholarships.

**Day 2**
T9–12 Continue preparing for final examinations. Be sure students are working with study sheets that subject area teachers have made available.

**Day 3**
C9–11 Continue the writing curriculum.
C12 If financial aid forms have not been finished, the students should work on these.

**Day 4**
T9–12 Continue preparing for final examinations.

**Day 5**
B9–12 Students might wish to spend this binder check day organizing their binders for final examination studying.

**Week 17**

**Day 1**
C9–11 Finish essays and prepare the Writing Package.
C12 Finish the financial aid application process. Send this in as soon as possible.

**Day 2**
T9–12 Continue preparing for final examinations.

**Day 3**
C9–11 Turn in the Writing Package.
C12 Mail in the financial aid application.

**Day 4**
T9–12 Continue preparing for final examinations.

**Day 5**
B9–12 Final binder check.

**Week 18**

**Final Examination Week:** You might wish to give the students a final exam based upon the AVID Basics or excerpts from the PLAN, PSAT, ACT, or SAT for a part of the period and a timed first draft essay assessing their fulfillment of the goals they set for themselves in the first month of school.
The Beginning of Second Semester  
Sixth Month (February)

Organizational Activities

• Send third letter to parents citing individual students’ semester progress just in case grade reports “didn’t make it home.” Include “Unsatisfactory Grade Letter” to parents of students who earned D or F semester grades. Include congratulations to students who are doing well.
• All seniors’ federal aid applications due by March 1.
• Seniors begin receiving acceptances from colleges. Make certain they send back their “intent to enroll” papers.
• Begin the recruitment process for next fall’s incoming class. (IMAP)

Activities

• Second field trip to an area college.
• Third meeting of Parents’ Advisory Board.
• Invite faculty to visit the AVID class. Host an “open house” or lunchtime celebration of AVID student success.

Curriculum

NOTE: Now that you have set up a pattern of assimilating the AVID curriculum materials within your lesson plans, continue organizing your weeks according to the suggested format. You will feel more and more comfortable with the materials, and you will find ways in which to personalize and enrich the existing curriculum. Be sure to take notes in the areas provided in the coordinator editions so that you can share your experiences, successes, and concerns with your colleagues. You will be rewarded by your students’ academic and social well-being.

Week 1

Day 1

C9–12 Complete a second semester time-management calendar “real” versus “ideal.” Clean out notebooks, but save all notes and materials. Make new calendars for each class. Be sure to put all examples of writing in your class portfolio. Select the representative pieces for your permanent Multi-level Portfolio.

Day 2

T9–12 Work on completing your portfolio assessments and reflections with the assistance of the tutors.

Day 3

C9–12 Write second semester academic goals.
Notes

Day 4
T9–12 Begin second semester tutorials. Base tutorial groups on first semester grades.

Day 5
B9-12 During the binder check, you might have a returning college student panel or guest speaker to sustain the motivation for accepting invitations to apply to four-year institutions.

Week 2
Day 1
C9–12 Continue Six-year Plan (CC) now that students should have first semester report cards or transcripts. Be sure to ask the person in charge of data collection at your school for a printout of your classes’ academic results.

Day 2
T9–12 Continue tutorials.

Day 3
C9–12 Students should be updating the materials that they began working on in the beginning of the year. They should review their goal sheets from the beginning of the year and make any adjustments. They should look at their planning calendars and make sure that they have added important information to their new semester calendars.

Day 4
T9–12 Continue tutorials. Students may need to update their study buddy lists or group project lists.

Day 5
B9–12 Be sure that all of the binders are neatly set up for second semester before the binder check.

Week 3
Day 1
C9–12 Introduce and review the concept of Holistic Scoring found in the College and Career section on the Subject-A for the University of California. Many of your students must take this test in March. (The English Placement Test for California State University is taken later in the semester.) This concept needs to be introduced to new students and reviewed for returning students because practicing timed writing tests throughout their high school career will allow them to become proficient enough in this type of writing to qualify for college placement in English.
Seventh Month (March)

Organizational Responsibilities

• More seniors should receive college acceptance letters. Make certain they submit their “intent to enroll” papers.
• Continue with recruitment of new students. (This needs to be completed in time for counselor articulation with the feeder junior high or middle schools and computerized class section runs.)

Activities

• Take spring “cultural” field trip during this month.
• Faculty workshop dealing with “Writing to Learn” activities and/or AVID site team meeting(s).
• Publicize and celebrate college acceptances.
• Host a college “Freshmen for a Day” visit.

Curriculum

Week 5

Day 1
C9–12 Continue the work on holistic scoring by practicing one of the prompts. Give the students the time today to read the selection and make notes that they will want to use in their essay to be written on Wednesday. Have them finish the class period by writing a brief outline of what they plan to write.

Day 2
T9–12 Continue tutorials.

Day 3
C9–12 Give the students the class period to write a neat first draft on the essay prompt.

Day 4
T9–12 Ask the tutors and seniors (as peer tutors) to lead a group of four or more students in the holistic scoring read-a-round. (WC)

Day 5
B9–12 During the binder check, debrief the students on their Subject-A writing experiences. Be sure to be complimentary about how well they accomplished an exercise meant to exist for college-ready seniors. On their holistic scoring sheets from their read-a-rounds, ask them to write suggestions to themselves for improving their next timed writing experience. Be sure to file these timed writings in their writing portfolios.
Week 6

Day 1
C9–12 **Writing Curriculum:** Choose from the suggestions in *AVID Writing Curriculum*, Grades 9–12 so that all students practice writing reflective, expository, and persuasive papers.

Day 2
C9–12 Continue tutorials.

Day 3
C9–12 Introduce Socratic Seminar (S) to the students. Explain that the seniors will be leading a discussion in the Socratic Seminar method for their lower grade level classmates.

Day 4
T9–12 Continue the tutorials led by the seniors in the Socratic method. Debrief the session.

Day 5
T9–12 During the binder check, continue the debrief on the Socratic Seminar. Then ascertain whether any of your students plan to run for school office. This is a good time to share how the students might plan campaign strategies. Allow time for the students to practice campaign speeches, talks, or interviews.

Week 7

Day 1
C9–12 Continue the writing curriculum.

Day 2
T9–12 Continue the tutorials.

Day 3
C9–12 Continue preparation for college entrance exams.

Day 4
T9–12 Continue the tutorials.

Day 5
B9–12 During the binder check, consider doing an oral language activity to help the students get ready for campaign speeches or any class presentations they will be doing. Focus the seniors on career interviews.
**Notes**

**Week 8**

**Day 1**
C9–12 Continue the writing curriculum.

**Day 2**
T9–12 Continue the tutorials.

**Day 3**
C9–12 Continue preparation for college entrance examinations. Concentrate on SAT for juniors as well as the SAT and ACT.

**Day 4**
T9–12 Continue the tutorials, focusing on needs ascertained by grade checks.

**Day 5**
B9–12 During the binder check, finalize field trip plans.
Eighth Month (April)

- Check on students’ third quarter grades and issue warnings to those earning D’s or F’s. Ask tutors to follow up with individual students as assigned.
- Send fourth letter to parents detailing each student’s progress and AVID program activities.
- Send progress reports to students’ teachers.

Activities

- Take third trip to a college or place of business that may be a career interest to your students. You might want to set up shadowing activities in conjunction with this activity.
- Faculty workshop on “Writing to Learn” curriculum and/or AVID site team meeting(s).
- Fourth meeting of Parents’ Advisory Board, including program evaluation.
- Begin planning an end-of-year event.

Curriculum

Week 9

Day 1
C9–12 Continue the writing curriculum.

Day 2
T9–12 Continue the tutorials. Be especially focused on the students trying to bring up D’s and F’s.

Day 3
C9–12 Continue the review for the ACT and the SAT from College and Careers.

Day 4
T9–12 Continue the tutorials.

Day 5
B9–12 During the binder check, continue planning the end-of-year activity such as a senior awards reception to which you might invite faculty members.

Week 10

Day 1
C9–12 Continue the writing curriculum.
Day 2
T9–12 Continue the tutorials.

Day 3
C9–12 Continue working on ACT and SAT.

Day 4
T9–12 Continue the tutorials.

Day 5
B9–12 During the binder check, you might wish to hold elections for your AVID club.

Week 11
Day 1
C9–12 Continue the writing curriculum.

Day 2
T9–12 Continue the tutorials.

Day 3
C9–12 Conclude the final stages of the writing curriculum for this unit so that the students may have their writing package ready to turn in on Friday.

Day 4
T9–12 Continue the tutorials, or a tutor may assist a student group in finalizing the writing packages.

Day 5
B9–12 During the binder check, continue the student election planning which might include painting posters and so forth. Collect the writing package.

Week 12
Day 1
C9–12 Introduce the multiple-choice section for the California State University English Placement Test which will also help students prepare for the ACT and SAT. (CC) Spend today explaining and practicing the different sections.

Day 2
T9–12 Continue the tutorials. A tutorial group might be devoted to the EPT preparation. Practice on this test will also help the students prepare for the English section of the ACT and the SAT.
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| **Day 3**  
C9–12 Practice the 45 minute timed writing prompt for the California State University English Placement Test (CC).  

**Day 4**  
T9–12 Continue the tutorials.  

**Day 5**  
B9–12 During the binder check, turn over the planning for the end of year activity to the new officers of the AVID club. |
Ninth Month (May)

Organizational Responsibilities

- Have students fill out the “AVID Alert Response Sheet” (IMAP) to their teachers to explain their academic difficulty.
- Continue planning an AVID end-of-year event and send invitations to school administration, faculty, parents, and former students.
- Begin AVID program evaluation.
- Order AVID binders for next fall’s classes.
- Order consumables for next year’s classes and add to classroom library.

Activities

- Hold a welcoming activity for next year’s incoming AVID students. This is a good time for current students to share their enthusiasm for the program, as well as their personal accomplishments.
- Plan the final faculty meeting to assess AVID program effectiveness, “Writing to Learn” activities, and tutorial assistance across the curriculum.
- Celebrate student successes.

Curriculum

Week 13

Day 1
C9–12 Writing Curriculum: Choose from the suggestions in AVID Writing Curriculum, Grades 9–12 so that all students practice writing reflective, expository, and persuasive papers.

Day 2
T9–12 Continue tutorials. Begin to focus on final exams.

Day 3
C9–12 Continue and conclude the sign-off procedure for the SCANS Certificates that will be placed in the Multi-Grade Level Portfolios.

Day 4
T9–12 Continue the final exam focus on tutorial days.

Day 5
B9–12 Organize the materials in the binder in order to study for final exams more efficiently.

Day 1
C9–12 Continue the writing curriculum.
Day 2
T9–12 Tutorial focus should be on final projects or final exams.

Day 3
C9–12 Continue signing off on SCANS Skills and Proficiencies and studying for ACT or SAT.

Day 4
T9–12 Continue tutorials.

Day 5
B9–12 During the binder check, use a fun interactive oral language activity.

Week 15
Day 1
C9–11 Continue the writing curriculum.
C12 Continue getting ready for any senior exhibitions required by your school.

Day 2
T9–12 Continue tutorials.

Day 3
C9–12 Continue the writing curriculum and senior project so that your class can finish these activities and concentrate on studying for final exams.

Day 4
T9–12 Continue tutorials.

Day 5
B9–12 This should be your final binder check for the semester. Make sure that everyone has the proper number of binder checks. After today, only make up binder checks will be made. The students should organize their materials for final exam study sessions.

Week 16
Day 1
C9–12 Finish the final drafts of the essays and prepare the writing packages. Also, the Career Research Paper should have been finished in plenty of time to finalize the Multi-Grade Level Portfolio for use in any Senior Exhibitions.

Day 2
T9–12 Tutorials should focus on final exams. Go over the different types of testing techniques (SS and CC).
**Notes**

**Day 3**
C9–12 Continue reviewing testing techniques and during class discussion, facilitate the students’ planning which techniques should be used on which tests.

**Day 4 and 5**
T9–12 Continue correlating testing subjects with the type of tests that might be given on them and then focus on content in tutorials led by college tutors and peer tutors.
Tenth Month (June)

Organizational Responsibilities

- If budget permits, offer before/after school tutoring to prepare students for final exams.
- Contact graduating AVID seniors or other tutor prospects regarding tutorial employment for the fall. Have district offices “process” these students for employment so that they are ready to begin work in September. Inform them of planned AVID class times.
- Finish site profile sheet in time to share the results at the end-of-year awards event.
- When semester grades are available, send the “Unsatisfactory Grade Letters” to parents of students receiving semester D’s or F’s and drop these students from the AVID program unless they have enrolled in summer school. Send congratulatory messages to parents of students who are doing well.

Activities

- Hold AVID end-of-year awards event.

Curriculum

Week 17

Day 1
C9–12 Listen to end-of-year presentations. Prepare Multi-Grade Level Portfolios.

Day 2
T9–12 Focus tutorials on final exams.

Day 3
C9–12 Continue Portfolio preparation.

Day 4
T9–12 Tutors can assist you in Portfolio Conferences set out in Strategies for Success.

Day 5
B9–12 Continue Portfolio Conferences.

Week 18

Day 1
C9–12 Finish Portfolio Conferences or Senior Presentations.

Day 2
T9–12 Focus on final exams.
Day 3
C9–12 Students should form study buddy groups to finish studying for finals.

Day 4
T9–12 Finish studying for final exams.

Day 5
B9–12 Have motivational activity to psychologically get ready for finals. Consider donuts and hot chocolate for a morning class or pizza and soda for an afternoon class. Relax before gearing up for finals. By now your students are prepared.

*Congratulations on your successful completion of a year in AVID!*
COLLEGE AND CAREERS

TEACHER GUIDE

Grades 6 through 12

Developed by
Nancy Caine
Regina Risi
Paolina Schiro
Carmen Serret-Lopez

AVID
Decades of College Dreams
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“(AVID) will help us realize the ‘American Dream’— that through persistent effort and self-determination, all of our dreams can in fact become a reality.”

—Jesus Medrano, AVID class of 2002, Massachusetts Institute of Technology
Overview

College and Careers has been revised to address students from grades 6–7 to grade 12, instead of focusing primarily on students in the high school grades. While all attempts have made to provide the most current information available at press time, teachers should be advised that many college- and career-related resources, particularly Web sites, change their content frequently. Before using any lessons or resources from this guide, teachers should therefore check their appropriateness, timeliness, and accuracy. They may then need to update information contained therein.

How to Use This Guide

This guide provides an articulated curriculum from grades 6–7 to grade 12. Unit One focuses on grades 6 and 7; each subsequent unit focuses on one grade level. Each unit contains several sections; a section begins with an overview, and is followed by suggested activities for taking students Into/Through/Beyond the topic. Student activity sheets (and the occasional student handout) follow those suggestions.

The writers of this guide think the most important thing that teachers can do in implementing this curriculum is to communicate with other AVID teachers at the school site and in the district. If, as a team, AVID teachers agree that an activity listed in the eighth-grade unit is better suited to ninth grade, for example, then they should feel free to make that change.

Resources

Teachers will need to supplement the curriculum by utilizing these resources along with others they find. As this guide often states, the activities, lessons, and ideas herein are only a framework for each teacher’s individual thinking and planning.

Acknowledgements

The writers of Colleges and Careers would like to thank their colleagues at AVID’s Los Angeles County office and the many AVID teachers with whom they work in Los Angeles County, all of whom inspired the thinking in this guide. In particular, they thank Chad Soleo, AVID Coordinator at Locke High School, for his extended efforts in writing this guide, and Paul Kanarek of The Princeton Review of California for his assistance with information and advice regarding SAT and ACT preparation.
“I don’t know any single person in the country who has done more for our school children than AVID founder Mary Catherine Swanson.”

—Jay Mathews, Columnist, *The Washington Post*  
Author, *Class Struggle: What’s Wrong (and Right) with American’s Best Public High Schools*
Knowledge of Self

It is important that students be acknowledged as the individuals they are. It’s equally important to help them be proud of the positive things they have accomplished. As students make the transition from elementary school to middle and high school, they will experience more changes and challenges. This set of activities is designed to give students an opportunity to reflect on some of their accomplishments and challenges. We want students to look at how they have coped with these experiences so far and how these experiences have helped shape their self-images. This will help students identify important characteristics and values that will guide them in their futures. As students progress through AVID, the topic of Knowledge of Self will be addressed in a variety of ways, including discovering career interests, transitioning to high school, re-evaluating personal strengths and challenges, and ultimately making appropriate college and career choices.

Milestones in My Life

Into

Time: 1 class period

• Students define milestones.
• You may share some personal milestones, or describe those of a protagonist in a popular current film.
• Students share with whole group their theories about why identifying milestones in one’s life might be important or interesting.

Through

Time: 1 class period and time outside of class

• Students complete Part I of Activity 1.1, “Milestones in My Life.”
• Students “pair share” their writing.
• Students complete Part II of Activity 1.1, “Milestones in My Life,” for homework and invite their parents/guardians to help them identify earlier milestones.

Beyond

Time: 1–2 class periods and time outside of class

• Students interview their parents/guardians and describe two or three of their most significant milestones, including the skills or qualities they developed as a result of these experiences.
• Students make visual representations of three anticipated milestones, and include the skills or qualities they will need to reach these milestones. Students may share visuals with class.
My Accomplishments

Into

*Time: Less than 1 class period*
- Students identify or brainstorm what makes a person mature.
- Students think about the occasion when they acted the most maturely.

Through

*Time: 1 class period*
- Students complete Parts I and II of Activity 1.2, “My Accomplishments.”
- Students “pair share” two or three items from Part II.

Beyond

*Time: 1–2 class periods or time outside of class*
- Students make visual representations/collages of goals they would like to accomplish in the next 20 years.

Owning My Feelings

Into

*Time: 1 class period*
- In pairs/groups students make a list of feelings they associate with accomplishments.
- In pairs/groups students make a list of feelings they associate with disappointments.

Through

*Time: 1 class period*
- Students complete Parts I and II of Activity 1.3, “Owning My Feelings.” Students pick one of the statements in Part II to expand into a paragraph.

Beyond

*Time: 1 class period*
- Students create an emotional response journal, logging three separate emotional responses and the circumstances leading up to and surrounding each response. Students evaluate how comfortable they are with their emotional responses and indicate any desire to change these responses.

I Made a Mistake

Into

*Time: 1 class period*
- Students complete Part I of Activity 1.4, “I Made a Mistake.”
- Students “pair share” their quickwrites.
Through

_Time: 1 class period_

- Students complete Part II of Activity 1.4, “I Made a Mistake.”
- Students share their responses to item #5 from Part II.

Beyond

_Time: 1 class period or time outside of class_

- Students write a short essay describing lessons they have learned from making mistakes in different areas of their lives: school, home, and friends.

Positive Self-Talk

Into

_Time: Less than 1 class period_

- Obtain a copy of _The Little Engine That Could_ and read it aloud to your class. Discuss the theme of the story.

Through

_Time: 1 class period_

- Students complete Part I of Activity 1.5, “Positive Self-Talk.”
- Students “pair share” their experiences, practicing positive self-talk.
- Working in pairs, they complete Part II of Activity 1.5, “Positive Self-Talk.”

Beyond

_Time: Time outside of class_

- Students look at magazines, television, billboards, etc. for quotations that represent positive self-talk.
- Students create their own positive self-talk quotation or motto. Display these around the room.
- Review and modify self-talk mottos on a regular basis.

Declaration of My Identity

Into

_Time: Less than 1 class period_

- Discuss what aspects make up someone’s identity.
- Share your own Declaration of Identity.
- Students create individual “I AM” poem, using Activity 1.6, “I AM.”

Through

_Time: Less than 1 class period_

- Students use Activity 1.7, “Declaration of My Identity,” to create their identity statements.
Beyond

Time: Time outside of class

- Students share their declarations and poems with family members and/or friends.

---

**Activity 1.1—Milestones in My Life**

Most people can point to special experiences or accomplishments that stand out in their minds as signs of growth and achievement. These achievements differ at each stage of life. Just as milestones mark the progress of travelers along a road, personal milestones mark growth in independence throughout our lives.

AVID students are starting out early in their lives to plan to be successful. Now that they are growing up, they are more able to do the things they must to ensure that they succeed on their own. They are learning to take care of their own futures.

Have them complete Activity 1.1 to show the milestones in their lives so far.

**For Discussion**

Which milestone is the most important to you? Which milestone shows best how much you have grown physically? Which shows best how you have grown intellectually? Emotionally? Are there any milestones that a majority of people mentioned?
Milestones in My Life  (1 of 2)

I. **Written Reflection:** Growing up means being expected to do things for yourself. How have you changed to be able to do more things for yourself? Write about two things that you do for yourself now that you couldn’t have done two or more years ago. Describe what skills or qualities these tasks require.

__________________________________________________________________________________________

__________________________________________________________________________________________

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__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Name: ___________________________________________ Grade: __________________
Date: ____________________________________________ Period: ______________
Milestones in My Life (2 of 2)

II. Activity: Divide your life into thirds and list at least three important things that you learned to do by yourself in each stage: three milestones for each third. Also, list three milestones that you imagine will be significant in the future.

First Third of My Life: Age _____ to _____
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

Second Third of My Life: Age _____ to _____
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

Third Third of My Life: Age _____ to _____
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

Next… the future:
1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
Activity 1.2—My Accomplishments

Sometimes life proceeds at such a rapid pace that students may not realize all that they are accomplishing. The milestones students established in the last activity show how they have gradually developed the ability to do things on their own. When they were little, their future depended on the adults who cared for them. At this point in their lives, they control their own futures.

For Discussion

Who was most responsible for what you have accomplished this school year? Who was most responsible for what you have learned this year? Who will be most responsible for what you accomplish and learn in the future? Why is it important that you know who is responsible for these accomplishments?
Student Activity 1.2

My Accomplishments

I. **Written Reflection:** What single milestone in your life to this point shows how much you have matured? Describe the milestone and tell how it shows you have grown.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

II. **Activity:** Think about your accomplishments and list them below. Be sure to include your school life, but also mention accomplishments outside of school.

1. List something you accomplished today:

2. List something you accomplished this week:

3. List something you accomplished this month:

4. List something you accomplished this school year:

5. List something you learned today:

6. List something you learned this week:

7. List something you learned this month:

8. List something you learned this school year:

Name: ___________________________________________ Grade: ________________

Date: ____________________________________________ Period: ________________
Activity 1.3—Owning My Feelings

Students in AVID know that future success is built on the success they have now and have had in the past. They need to learn how to stop every now and then and be proud of what they have done, and then keep trying to learn and do more. As their adolescent bodies change, so do students’ emotions or feelings. They are experiencing and reacting to many new situations. It is always good for them to understand more about how they feel and react.

Have students complete Activity Sheet 1.3 to identify some of their feelings about their accomplishments along with other aspects of their lives.

For Discussion

Your answers on Activity Sheet 1.3 reflect your emotions, your feelings. Once you know what makes you feel a certain way, you can identify your personal values and beliefs. This makes it easier for you to make wise decisions about your life. We own our emotions; they do not own us. Does anyone feel the same emotions as you? How does that make you feel?
Owning My Feelings

I. **Written Reflection:** Accomplishments often provoke feelings in us. What do you feel when you think about your greatest accomplishment this year? Describe the accomplishment and the feeling.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

II. **Activity:** Trying to understand ourselves and studying our beliefs can help us understand our reactions and feelings. Complete the statements below about what causes certain emotional responses in you.

1. I feel proud when…

2. I feel important when I…

3. I’m not afraid to…

4. I feel appreciated when…

5. I feel bored when I…

6. I am irritated when…

7. I get angry when…

8. I am embarrassed when…

9. I am afraid when I…

10. I am shy when I…
Activity 1.4—I Made a Mistake

Students have heard it before: “Everyone makes mistakes.” True, but not everyone learns from their mistakes or tries to avoid making the same ones again. Successful people know that mistakes are inevitable when trying new things, but they also know that they must learn from their mistakes.

Mistakes, mistakes, mistakes! It’s hard to concentrate on winning if one’s more worried about losing. How students handle falling short of their goals may have a great effect on how many goals they actually achieve.

For Discussion

What do the “I feel” statements in the last activity have to do with how you can respond to a mistake?
I Made a Mistake (1 of 2)

I. **Written Reflection:** “It is better to have tried and failed than never to have tried at all.” What does this saying mean to you?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________

II. **Activity:** These questions have to do with times you’ve “messed up.” It’s important to try to remember as much as you can about how you felt when you made your mistakes.
1. Describe a time when you made a mistake.
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
I Made a Mistake (2 of 2)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. Did anyone else notice? How did the observer feel?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. What did you do about the mistake? Did you try to fix it?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

5. Can mistakes actually end up being beneficial? Explain how.
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

6. Can mistakes be funny? How?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Activity 1.5—Positive Self-Talk

When people try to be successful, sometimes they don’t make it the first time, or the second time, or any time! Trying and falling short of one’s goals may feel like failure, but the only true failure is the failure to try again. How do people find the courage to keep trying? Many successful people refuse to speak or even think negative thoughts about themselves. They practice positive self-talk.

Understanding themselves will be an important part of students’ success. Learning effective ways to keep themselves working towards their goals will help them conquer their fears, overcome their hardships, and face their challenges boldly.

For Discussion

With a small group, discuss your self-talk statements. If any of the statements are negative, find a way to make them positive. What does it mean to say, “Those who expect nothing from themselves will never be disappointed”? 
**Positive Self-Talk**

I. **Written Reflection:** Do you remember the children’s story about the little train engine who said over and over again, “I think I can, I think I can”? He practiced positive self-talk and was able to be successful. Describe a time when you practiced “positive self-talk.”

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

II. **Activity:** Complete the following statements so that they’re positive self-talk.

1. Something I’m getting better at is…

2. I’m proud that I can…

3. I can help other people to…

4. I have accomplished…

5. People who expect a lot from me make me feel…

6. I want to be able to…

7. I get praise from others when I…

8. People can’t make me…

9. I don’t like people to help me with…

10. If I want to, I can…

**Name:** ___________________________________________ **Grade:** __________________

**Date:** ____________________________________________ **Period:** ______________
Activity 1.6—Declaration of My Identity

Learning about oneself means being committed to accept all aspects of that self. Throughout their lives, people work to honor and respect parts of themselves that both support their success and benefit others. People also try to change behaviors that are not in the best interest of either their own success or the well-being of others. Actively engaging in knowing and shaping oneself is something to be proud of.

To commemorate students’ ongoing understanding of themselves, have them complete the Declaration of My Identity. Direct them to fill in the blanks with nouns (words like patience, kindness, determination). Then have them sign their declarations with someone else signing as a witness of this important event.

For Discussion

Which lines in the declaration are most important to you right now?
Student Activity 1.6a

Declaration of My Identity

I am unique in my ___________________, _____________________ and ____________________.

My family values my ________________________________________________________________________.

My friends value my ________________________________________________________________________.

Some people are like me in ___________________, _______________________ and ____________________, but my identity is my own.

I hope always to preserve my ___________________, ______________________ and ____________________.

I hope to improve my ___________________, _________________________ and ______________________.

And I hope always to be proud to be me.

Signed: ___________________________________________________ Date: ________________________

Witnessed by: __________________________________________________ Date: ________________________
I AM Poem

I. Activity: After completing the Knowledge of Self activities and reflecting on how you see yourself and how others see you, complete each of the lines in this “I AM” poem with a word or phrase that you think best reveals your identity…your true self.

I AM ________________________________

My mother would describe me as ________________________________
My friends call me ________________________________

I keep ________________________________
I remember ________________________________
I’ve learned ________________________________
I hide ________________________________
I read ________________________________

I shout ________________________________
I AM ________________________________

I see ________________________________
I hear ________________________________
I taste ________________________________
I feel ________________________________
I think ________________________________

I whisper ________________________________
I AM ________________________________

I want ________________________________
I will ________________________________
I won’t ever ________________________________
I can ________________________________
I pretend ________________________________

I sing ________________________________
I AM ________________________________

I dream ________________________________
I’m afraid ________________________________
I reach ________________________________
I say I’m sorry when ________________________________
I love ________________________________

I declare for the world to hear ________________________________
I AM ________________________________
I AM Poem (Example)

I AM ... strong

My mother would describe me as ... her baby
My friends call me ... hopeful

I keep ... trying
I remember ... lunchboxes
I’ve learned ... to listen
I hide ... disappointment
I read ... lyrics

I shout ... I’ll be right there
I AM ... laughing

I see ... the fog setting in
I hear ... the surf
I taste ... rain
I feel ... a gust of cool
I think ... home

I whisper ... are you awake?
I AM ... determined

I want ... to be remembered
I will ... focus
I won’t ever ... throw in the towel
I can ... see the trees
I pretend ... I’m not afraid of failure

I sing ... when no one else is listening
I AM ... stretching

I dream ... of making you proud
I fear ... hurting someone along the way
I reach ... for the moon and land somewhere among the stars
I say I’m sorry when ... I’m wrong
I love ... just love

I declare for the world to hear ... I can and will
I AM ... an AVID learner
Calculating Grade Point Average

It is essential that middle level students learn to calculate their grade point average (GPA). Once students learn this, they may keep an ongoing record to determine if they are improving and keeping on track toward their goal of college.

Remind students that grades from the end of the marking period appear on their permanent records. If they receive a poor grade on a progress report, they have time to work extra hard to improve that grade before the end of the marking period. GRADES = MONEY when it comes to college financial aid.

Combine learning to calculate a GPA with goal-setting. Give students the opportunity to set academic goals based on their current grades.

Into

**Time: 1 class period**

- Review the Philosophical Chairs section in *Strategies for Success*. Have students participate in the following Philosophical Chairs topic: “Students should receive pass/fail for each of their classes instead of a letter grade.”

Through

**Time: Less than 1 class period**

- Obtain grades from counselors, have students bring in their grades, or have students project what their grades will be for each of their classes.
- Walk students through Activity 1.7, “Calculating My GPA.”

Beyond

**Time: Less than 1 class period**

- After students compute their GPA’s, have them set their GPA goals using Activity 1.8, “GPA Goal-Setting.”
- Have students revisit the GPA calculation activity and the goal-setting activity after each grading period.
**Student Activity 1.7**

**Calculating My GPA**

Name: ______________________________________________________________ Date: __________________

**STEP 1**
Complete chart below by filling in the grades you earned:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>AVID</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Other: ____________</td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2**
Count how many you have of each letter grade:

<table>
<thead>
<tr>
<th>How many I have:</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

**STEP 3**
Multiply each grade you received with the value listed:

<table>
<thead>
<tr>
<th>How many I have:</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>x4 =</td>
</tr>
<tr>
<td>B</td>
<td>x3 =</td>
</tr>
<tr>
<td>C</td>
<td>x2 =</td>
</tr>
<tr>
<td>D</td>
<td>x1 =</td>
</tr>
<tr>
<td>F</td>
<td>x0 =</td>
</tr>
</tbody>
</table>

**STEP 4**
Add your grade points earned. The answer will be your total number of grade points.

______________________________
Total Grade Points

**STEP 5**
Divide the total grade points by the number of classes you have grades for.

**STEP 6**
My GPA is _____________________________

\[
\text{TGP} = \frac{\text{Total Grade Point}}{\text{NC} = \text{Number of Classes}}
\]
**Student Activity 1.7**

### Calculating My GPA *(Example)*

Name: ______________________________________________________________ Date: __________________

#### STEP 1
Complete chart below by filling in the grades you earned:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>B</td>
</tr>
<tr>
<td>Math</td>
<td>C</td>
</tr>
<tr>
<td>History</td>
<td>A</td>
</tr>
<tr>
<td>Science</td>
<td>B</td>
</tr>
<tr>
<td>AVID</td>
<td>B</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

#### STEP 2
Count how many you of each letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>How many I have</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

#### STEP 3
Multiply each grade you received with the value listed:

<table>
<thead>
<tr>
<th>How many I have</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 2</td>
<td>8</td>
</tr>
<tr>
<td>B 3</td>
<td>9</td>
</tr>
<tr>
<td>C 1</td>
<td>2</td>
</tr>
<tr>
<td>D 0</td>
<td>0</td>
</tr>
<tr>
<td>F 0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### STEP 4
Add your grade points earned. The answer will be your total number of grade points.

\[
8 + 9 + 2 + 0 + 0 = 19
\]

**Total Grade Points**

#### STEP 5
Divide the total grade points by the number of classes you have grades for. Round to the nearest hundredth.

\[
\frac{\text{TGP}}{\text{NC}} = \frac{19}{6} = 3.17
\]

My GPA is ____________

#### STEP 6

My GPA is ____________

\[
\frac{\text{TGP}}{\text{NC}} = \frac{19}{6} = 3.17
\]
Name: _________________________________________________________________ Date: ____________

Grading Period: ______ GPA on my progress report: ______ GPA on my report card: ______

My feelings about my grades: ______________________________________________________________

My achievements so far this year: ____________________________________________________________

My disappointments this year: __________________________________________________________________

My GPA goals for the next two months: ____________

My academic goals for the next two months (studying, time management, homework, specific class, notetaking, calendar, etc.): ______________________________________________________________________________

My personal goals for the next two months to help achieve my GPA (attitude, TV, social issues, family, nutrition, etc.): ____________________________________________________________________________________
Value of a High School/College Education

In these next activities students begin to identify the value of education in a general sense. Although they will be computing and discussing earnings and income, they should also come to understand that the more education they have, the more choices and options are available to them, particularly in regard to careers.

The government data used in these activities are taken from the *Occupational Outlook Handbook*, published by the Bureau of Labor Statistics. Because these numbers change yearly, check the Web site www.bls.gov/oco for updates. On the Web site, click on “Tables Created by BLS,” and then click on “Education Pays” to get to the actual income tables. (Teachers might be interested in this Web site because it also contains additional data about educational attainment broken down by gender and ethnicity). If users have trouble navigating the site, they should call (202) 691-5722.

Into

*Time: Less than 1 class period*

- Students use Part I of the activity as a quickwrite to explore what they think is the value of a high school education.
- As a class, have students brainstorm what life options are available to graduates who have no plans for any education beyond their high school diplomas.

Through

*Time: 1–2 class periods*

- In small groups have students read and discuss the “Education Pays” graph.
- Using multiple levels of questioning, generate questions for each group to answer.
- Students use “Education Pays” to complete Part II of the activity. Ensure that students correctly identify what the non-high school graduate would earn compared to a high school graduate.
- Next, have students start with their quickwrites on the value of a college education.
- Students use the median earning graph to complete Part II of the activity.

Beyond

*Time: 2–3 class periods*

- Have students look through local classified job listings, comparing salaries and qualifications.
- Have students survey family members regarding what other factors are important in a job besides salary, such as hours, working conditions, location, medical insurance (benefits), etc.
- Have students work in pairs/groups to brainstorm what factors might make it worthwhile to take a job with a lower salary, even if the amount of education required is the same.
- As a whole class, generate a chart of considerations students can keep in mind while choosing a career. They may add to the chart after hearing guest speakers or as the year progresses.
Education pays

Median weekly earnings for year-round, full-time workers age 25 and older, by educational attainment, 2003

- Doctoral degree: $1,349
- Professional degree: $1,307
- Master's degree: $1,064
- Bachelor's degree: $900
- Associate degree: $672
- Some college, no degree: $622
- High school diploma (including GED): $554
- Some high school, no diploma: $396

Source: Bureau of Labor Statistics

Explore your career options with...

Occupational Outlook Handbook
http://www.bls.gov/oco/home.htm
Activity 1.9—The Value of a High School Education

The word “value” can apply to things that are important to students as well as to things that are “worth” something in terms of money. Sometimes just one definition fits; sometimes both do.

For Discussion

What is the value of a high school education beyond the salary that you can earn as a high school graduate? Why are both the financial and non-financial values of a high school education important?
The Value of a High School Education  (1 of 2)

I. Written Reflection: In addition to preparing you for college, what is the value of a high school education to you? What will you gain by attending high school? Describe that below.

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Name: ___________________________________________ Grade: ________________

Date: ____________________________________________ Period: ________________
II. Using the “Education Pays” handout, complete the calculations below to arrive at some figures about the “value” of a high school education.

1. Determine the difference between the annual incomes using the figures above. $__________________

2. Determine the number of years you think you will be working in your lifetime. ____________________

3. Multiple this number by the average annual income of someone who does not complete high school. This is what that person would earn over a lifetime.

$__________________ x $__________________ = $__________________

4. Multiple the number of years working by the annual income of a high school graduate for that person’s lifetime earnings.

$__________________ x $__________________ = $__________________

5. Subtract the lifetime earnings of someone who does not complete high school from the lifetime earnings of a high school graduate. This is how much more you make over a lifetime by earning your high school diploma.

$__________________ – $__________________ = $__________________

Name: ___________________________________________ Grade: ________________
Date: ____________________________________________ Period: ________________
Activity 1.10—The Value of a College Education

Sometimes college seems like a long time in the future, but what students do every day increases the value of college for them and the possibility that it will be a reality.

For Discussion

We often talk about “earning” a college degree. Why is that word appropriate? What degrees do you hope to earn? What specific parts of a college education have value for you?
The Value of a College Education  (1 of 2)

I. **Written Reflection:** What is the value of a college education to you? What do you hope to gain by attending college? Describe below.

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Student Activity 1.10 (2 of 2)

II. Using the “Education Pays” handout, complete the calculations below to arrive at some figures about the “value” of a higher education.

1. Someone who graduates from high school but does not pursue any post-secondary education can expect to earn $__________________ in a lifetime. (See “The Value of a High School Education” for this figure.)

2. Someone who attends two years of college and earns an associate’s degree (A.A.) can expect an annual income of $____________________________(a).

3. Multiply the income from #2 by the number of years a person might work over a lifetime.
   $________________________

4. What’s the difference between the lifetime earnings of a person with a high school diploma and a person with an A.A. degree? $________________________

5. Someone with a bachelor’s degree (B.A. or B.S.) can expect to earn $_________________________ over a lifetime (average annual income multiplied by the number of years working).

6. Over the course of a lifetime, how much more can a person with a bachelor’s degree earn than a person with an associate’s degree? $________________________

7. Over the course of a lifetime, how much more can someone with a bachelor’s degree earn than someone with a high school diploma? $________________________

8. Most master’s degrees (M.A. or M.S.) are earned in two years. Someone with a master’s degree can expect lifetime earnings of $______________________.

9. What is the difference between the lifetime earnings of someone with a master’s degree and someone with only a high school diploma? $________________________

10. Someone with a professional degree, such as a doctor, can expect to earn $________________________ over a lifetime.

11. What is the difference in lifetime earnings between someone with a professional degree and someone with only a high school diploma? $________________________
By now, AVID students have had the opportunity to think about how education makes a difference in their futures. They are starting to think about the advantages and options of having both a high school and a college education. They are also starting to consider what they may value in a job or a career.

To continue to develop this thinking, students will now begin to explore different career possibilities. The following activities are designed to deepen their understanding about how their education, interests, and personalities connect to their career choices. Consult a school counselor for resources available at your site to assist students in career research.

### Into

**Time: 1 class period and time outside of class**

- Use the “Beyond” activities from “The Value of an Education” unit as a springboard to career awareness and exploration.
- Have students think about which subject they most enjoy in school and quickwrite about why that is the class they like most. Students can share their quickwrites in “alike” groups or with a partner.
- Have students consult teachers of the subjects they enjoy most to find out which careers need strong skills in that area (for example, a science teacher might mention medical professions or engineering). Students could do this outside of class time, or you could invite teachers from each subject area as guest speakers.

### Through

**Time: 4–5 class periods**

- Group students in triads or with partners with common career interests to conduct their research.
- Use the “Career Research” activity sheet to get students started in their groups. Then have them think about and discuss the questions in their groups and write down answers if they think they know them.
- Use resources available at your school site or on the Internet to allow students to research their careers and answer all questions in detail. Students should also check their own predictions for accuracy (an excellent resource is the *Occupational Outlook Handbook* at [www.bls.gov/oco/home.htm](http://www.bls.gov/oco/home.htm)).
- After students have completed their research, have them prepare for and complete Activity 1.11, “Career Interview.” Students may do this individually, in pairs, or in triads. After the interview, each student should complete the written reflection.

### Beyond

**Time: 3–4 class periods**

- Students can synthesize their research on a presentation board and conduct a mini-career fair for the other students at your school site. Combining this career fair with a schoolwide event such as Open House is always effective and involves parents and other staff members as well. A mini-career fair allows AVID students the opportunity to use their presentation and public speaking skills.
Career Research

You have started to think about some careers that you might be interested in, and now you are going to begin to research at least one of those careers to find out more. With everything we see on television or in the movies, it is easy to form false impressions about certain jobs or careers. Choosing a career is an important decision, and it’s important to have the right information to make that decision.

Before you begin your research, you will think through the following questions with a partner or work group. If you think you know some of the answers, write them down on a separate piece of paper, and then compare your answers once you begin to research this career. Your teacher will help direct you to the resources you need to do your research.

Title of Career _____________________________________________

Job Environment

Will this job require you to work inside or outside? Will you travel, or will you work in one location? Will you work with many people, or by yourself? Will you work with the same people every day, or many different people? Will you work with machines more than people?

Specific Tasks

How will you be spending your time in this job? What percentage of time will you be spending on various tasks? Will you be doing the same thing over and over again, or is there variety to the duties of this job?

Working Hours and Conditions

Will you work a regular, 40-hour workweek? Will you work days, nights, weekends? Will you be required to work overtime often? Is there stress involved with this job? Are the working conditions safe, or hazardous in some ways?

Typical Salary

What is the typical beginning salary? Does the salary increase with years of experience? What kinds of increases in salary might be expected?

Education and Training

Does this career require a high school diploma, a college degree, or an advanced degree? Is on-the-job training provided? Does it require a certificate or license? Do you have to pass any tests to attain that certificate or license? Are you expected to continue your education and training once you enter into this career?

Special Skills and Abilities

Are there any special physical skills required to do this job? Any special talents or abilities? Is the field so competitive that only a few people with specialized talents may enter it?

Physiological Requirements

Are there any special demands on your body such as sitting, standing, or working on a computer for long periods of time?
Personal Characteristics

Are certain personal or personality characteristics desirable, such as friendliness with new people or the ability to work unsupervised?

Advantages or Rewards

What about this job would be stimulating or rewarding to you? What would be its greatest advantages to you?

Disadvantages or Drawbacks

What could be disadvantages to this career? What might be a drawback for you?

Classes to Take Now

What courses are available to you now and in high school that will help you prepare for this career? What other experiences might you have through school (such as clubs, sports, etc.) that could help you develop the skills and abilities for this career?

Conclusion

Do you think that you meet the requirements for this job? Does this job fit your values, strengths, and personality traits? Would this job meet the lifestyle and budget needs you anticipate? What are the strengths you bring to a job like this?
Activity 1.11—Career Interview

During the years ahead, students will want to explore many career possibilities, some that interest them now and some that will become interesting to them in the future. This activity will give them a chance to get started at that, if they haven’t already.

For Discussion

What careers did other people learn about? Were there any that interested many people? Were any unusual or new? Is there something that everyone can do right now to make a desirable career a reality in the future?
Career Interview (1 of 2)

1. **Activity:** What careers or professions interest you? If you could talk with someone who is currently working in one of these career areas, which one would you most like to know about? Write it here. ________________

   1. List at least five things you already know about the profession.

       __________________________________________________
       __________________________________________________
       __________________________________________________
       __________________________________________________
       __________________________________________________

   2. List at least five questions you would like to ask someone working in the profession.

       __________________________________________________
       __________________________________________________
       __________________________________________________
       __________________________________________________
       __________________________________________________

   3. Talk to your teacher and tutors. Identify at least one person working in (or retired from) the career that interests you. List the person’s name, job title, and phone number.

       Name__________________________________________
       Job Title ___________________________ Phone Number____________________

   4. With your teacher and the class, review the proper etiquette for conducting interviews. Then arrange for and complete a phone or in-person interview with the professional listed above. Use the questions above and any others you’ve developed. Take Cornell notes on the interview, placing the questions you ask in the left-hand column and the person’s responses in the right-hand column.
II. **Written Reflection:** What did you learn from the interview? Were there aspects of the job that you were already correct about? Did you learn about parts of the career that you hadn’t known about? Is there any special preparation for the profession that you are now aware of? Explain below and describe the interview. In addition, list any questions that you didn’t ask but wish you had.

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Post-Secondary Options

It is essential that students realize they have choices after high school graduation. This activity is designed to give them the opportunity to explore and learn about post-secondary options—public and private institutions, community colleges, technical and vocational schools, and the Armed Services.

Into

*Time: 1 class period*

- Invite a middle school and/or high school counselor as a guest speaker to provide students information on high school graduation requirements and course requirements for college acceptance. Ask them to introduce to students five general post-secondary options: public state university, private university, community college, technical/vocational schools and the Armed Services.

Through

*Time: 2 class periods*

- Place students into five groups, one for each general category of post-secondary options. Provide them with copies of Activity 1.12, “Post-Secondary Option Research Grid.”

- Allow groups to select, or assign to them, a specific institution within their category. Then help students use the Internet and/or other resources to discover information about their institution as required on the grid: course requirements for incoming freshmen, entrance test requirements for incoming freshmen, programs and curricula offered, minimum GPA requirements, program/degrees offered, costs, etc.

- Have them record data about their institutions in the appropriate column on Activity 1.12, “Post-Secondary Options Research Grid.”

Beyond

*Time: 2–3 class periods*

- Have groups share their data with the class. Consolidate data onto a poster, handout, display board, PowerPoint presentation, etc., so students can compare the different options.

- Give students time to share the information with parents/guardians or other classes.

- Repeat this exercise as appropriate to continue enlarging students’ knowledge about a variety of post-secondary options.
# Post-Secondary Options Research Grid

<table>
<thead>
<tr>
<th></th>
<th>Community College</th>
<th>State Colleges and Universities</th>
<th>Independent or Private Colleges</th>
<th>Technical or Vocational Schools</th>
<th>Armed Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Institution</td>
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<td></td>
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<tr>
<td>Number of Campuses</td>
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<td></td>
</tr>
<tr>
<td>Names of Campuses</td>
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<td>Costs</td>
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<tr>
<td>Nature of Program &amp; Curriculum</td>
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<tr>
<td>Course Requirements for Entering Freshmen</td>
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<tr>
<td>Entrance Test Requirements for Entering Freshmen</td>
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<tr>
<td>Minimum GPA Required</td>
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</table>
The Six-Year Plan

Long-range planning of coursework is extremely important for AVID students. Because the AVID class itself adds an elective to their class schedule, “fitting it all in” becomes very challenging over the years. Beginning the six-year plan early (and revisiting it at least twice each year in the AVID class) is an important activity. To help students stay focused and “on track,” continue to reinforce two ideas: it’s important that they achieve academic success, and that they understand how their individual courses relate to a course sequence.

Many AVID students need to attend summer school to complete all the coursework they need for college, especially if they choose to be involved in sports or music programs. Some will attend an extra class period during the regular school year, if that option is available. Additionally, high school students, especially juniors and seniors, may supplement their coursework by taking additional courses at a local community college.

The activities in this section are meant to start the process of the six-year plan. Involving your school counselors is crucial to these activities. Ideally, your middle school counselor can invite the high school counselor to be a guest speaker in the AVID classroom, and they can collaborate to teach these lessons to your AVID students. If you do not have counselors at your middle school, contact the counselors at your high school for assistance with the six-year plan as well as information about course offerings at the high school.

The six-year plan will be addressed at each grade level in this book, and it should be updated after final grades are posted for each grading period. Students should become responsible for keeping track of their own six-year plans and should become their own advocates for choosing courses they feel best meet their educational and career goals.

Lastly, an updated six-year plan should be a part of each student’s yearly portfolio. Portfolios are discussed in detail at the end of each grade level section.

Into

Time: 1 class period

- As part of the lesson on post-secondary options, the students will have already heard a counselor discuss courses needed to attend college; have students collaborate in small groups to recall this information and list it.
- Based on their research on post-secondary options, students should decide which college option they are pursuing and be familiar with the courses necessary to reach that goal.

Through

Time: 3 class periods

- Have the counselor(s) return to help students work through their six-year plans step-by-step. Use the Six-Year Plan Grid in this section (a generic example is included). Using examples helps students understand course sequences; for example, geometry in the ninth grade naturally progresses to AP Calculus by the 12th grade, or an Honors English class is important scaffolding to eventual enrollment in an AP English language or literature course. With the counselor(s), work with the students as a whole class and in small groups until they have their six-year grids filled in completely. Students will need to know about fulfilling graduation requirements for physical education or health in addition to core classes, and will have to be shown how to pursue a particular interest such as art or music or foreign language while still meeting all their other graduation and college requirements. It may be helpful to group students according to similar interests or goals for small-group work;
groups could then share how their six-year plans may differ from others’, according to their particular interests or goals.

- After the students have their initial six-year plans on paper, have them continue to work in their small groups to create large six-year plan grids on poster board. Tell them to write in the names of the courses on stickies and stick them to the poster board in the appropriate spaces. Then use the scenarios in Activity 1.14 to help them learn about the consequences of failing courses or how the six-year plan may be revised as their interests and goals shift over the years. Have a volunteer in each group read a scenario aloud, and let group members discuss how they think the six-year plan would change. Have students move, add, and remove stickies as necessary to reflect and project the changes in the coursework.

**Beyond**

*Time: 1–2 class periods*

- Ideally, the activities above are completed during the first semester or grading period of the school year; once final grades are available for the first grading period, have students review their six-year plans and make any adjustments based on their grades.

- If possible, have students meet with high school AVID students (or any high school students if there are no AVID high school students yet) and discuss their six-year plans. Students should brainstorm questions they would ask high school students about planning their coursework; have them think about advice that high school students may be able to provide. Perhaps several high school students (or college students) could visit your AVID classroom and work with the students in small groups. Process the visit as a whole class and have students reflect on what they learned from speaking with the older students.
## Six-Year Plan Grid

<table>
<thead>
<tr>
<th></th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
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<td>Science</td>
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<td>Math</td>
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<td>Social Studies</td>
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<td>Physical Education</td>
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<tr>
<td>Visual and Performing Arts</td>
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<tr>
<td>Foreign Language</td>
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<tr>
<td>Other</td>
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<tr>
<td>AVID</td>
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</tbody>
</table>
## Six-Year Plan Grid (Example)

<table>
<thead>
<tr>
<th></th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>7th Grade Language Arts</td>
<td>8th Grade Language Arts Honors</td>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>AP English Language</td>
<td>AP English Literature</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>7th Grade Science</td>
<td>8th Grade Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>AP Biology, Chemistry, or Physics</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Pre-Algebra</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Trigonometry</td>
<td>AP Calculus</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>7th Grade Social Studies</td>
<td>8th Grade Social Studies Honors</td>
<td>World History</td>
<td>U.S. History</td>
<td>Government and Economics</td>
<td></td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>(may need to take in summer or as an extra course to fit in AVID)</td>
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<tr>
<td><strong>Visual and Performing Arts</strong></td>
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<td>Art, Music, or Drama Course</td>
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<tr>
<td><strong>Foreign Language</strong></td>
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<td>Spanish 1</td>
<td>Spanish 2</td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
<td>Health and Computers</td>
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<tr>
<td><strong>AVID</strong></td>
<td>AVID 7</td>
<td>AVID 8</td>
<td>AVID 9</td>
<td>AVID 10</td>
<td>AVID 11</td>
<td>AVID Senior Seminar (college-prep elective)</td>
</tr>
</tbody>
</table>
Student Activity 1.14

Scenarios: Beyond Your Six-Year Plan

1. What would happen if you failed Algebra I in eighth grade?

2. What would happen if you didn’t take any Honors English/language arts courses by 10th grade?

3. What would happen if you decided that you wanted to take music classes all four years in high school?

4. What would happen if you received a “D” in your English class in 10th grade?

5. What would happen if you decided that you wanted to take more than two years of a foreign language?

6. What would happen if, in ninth grade, you failed both semesters of biology and your one-semester health class?

7. Your 10th grade Honors English teacher is also the journalism teacher. He tells you that he thinks you are a great writer and would really like you to join the school newspaper in 11th grade. You would like to give that a try, but you don’t want to give up AVID, either. How will your schedule change to keep AVID and add journalism?
College Plan Poster

This activity will help students realize that the choices they make now will affect their future course options. This activity will allow students to plan what steps they need to take to reach the goal of college.

Into

*Time: Less than 1 class period*

- Students can brainstorm in groups what they think they should do in middle school to prepare for college admission.

Through

*Time: 3–4 class periods*

- Students research high-school course requirements for getting into college. They may refer to their six-year plan or to handouts they’ve received about which classes to take in grades 6–12 to fulfill college requirements.
- Students create a plan of what they need to do each year to prepare for acceptance into college. Have them answer: What do I have to do as a sixth grader, seventh grader, eighth grader, ninth grader, etc.?
- Students take Cornell notes on the requirements and suggestions for each grade level.
- Students can answer the following in their plans:
  - What are the course requirements for each grade?
  - When should you start talking to a college counselor?
  - What optional classes should you take?
  - When should you take the PSAT, SAT I, SAT II?
  - When should you apply to colleges?
  - When should you prepare your college personal statement?
  - When should you take AP and Honors classes?
  - What extracurricular activities should you be involved in?
  - When is the financial aid deadline?
  - Indicate any other information you think is essential for your college plan.
- Students can do a rough draft version of their poster prior to doing the final copy.
- Students use an 11x14 inch piece of white construction paper. Then turn it vertically and divide it into five parts. (Students will need to use a ruler.)
- Students include their names as part of the poster title on the top line, e.g., Roger’s College Plan.
- Students, starting with their current grade levels, write what they need to do at each grade level to meet college requirements. For example, they may plan out their seventh, eighth, ninth, and 10th grade years.
- In the center of the poster, students illustrate the college of their choice or their career goal in a creative manner.
- Students should use the entire paper.
- Students use their writing and proofreading skills to make sure they are using proper grammar.
Beyond

*Time: 1–2 class periods and time outside of class*

- Have students present their college-plan posters in small groups and display them in the classroom.
- Have students write a reflection in a learning log about what they learned from putting together the college plan.
- Have students discuss their college plans with their parents/guardians and do a quickwrite the following day that summarizes their discussion.
College Banner Project

This activity will give students the chance to learn about a college and put together a banner to show the results of their research.

Into

*Time: 1 class period*

- Ask college tutors to talk about different aspects of college life at the schools they attended, e.g., dorm life, costs, academics, clubs, activities, work/study, etc. Have students take Cornell notes.

Through

*Time: 3–4 class periods*

- Students research a college of their choice. They can read about this college on the Internet or use any material they have received from the college.
- Students take Cornell notes on the information they read.
- Students may look up the following things about their college:
  - Is it public or private?
  - Is it a state university or private school?
  - What is the cost of tuition? Of room and board? Of books and other supplies?
  - What is the student body make-up of this school?
  - What are the admission requirements?
  - How many students apply each year? How many are accepted?
  - How selective is the school?
  - What type of financial aid do students receive?
  - What type of campus life does the school offer?
  - In what activities/clubs can students participate?
- Use an 11x14 inch piece of white construction paper. Have students trim the bottom of the paper so it comes to a point (see diagram).
- Students should use the colors of their college to decorate their banners. Students may input their information into the computer, print it, and then glue the page on the poster, or they may create the entire poster on their computer. If your school has a computer lab, consider scheduling time for the students to work in it.
- Students should make sure the college’s name is visible and stands out on the banner.

Beyond

*Time: 1–2 class periods and time outside of class*

- Have students present their college banners in small groups and display them in the classroom.
- Have students write a reflection in a learning log about what they learned from putting together the college banner.
- Have students discuss their findings with their parents/guardians and do a quickwrite the following day on what they told their parents/guardians.
College Quiz Board

Modeled after the “Jeopardy!” television game show, this is a fun way to familiarize middle level students with college preparation. Students will participate in producing answers and questions based on their college research.

Into

Time: 1 class period and time outside of class

• Have students watch “Jeopardy!” on television and take Cornell notes on some of the answers and questions.
• In preparation for playing a whole-class game, generate answers for categories such as “Deadlines,” “Subject Requirements,” “Test Requirements,” and “Types of Institutions.” Base these answers on information students have already learned about college requirements. In the game, students must devise questions that elicit those answers.

Through

Time: 4–5 class periods

• Students research course requirements, financial aid information, etc. for college. They may refer to the college requirements for university admittance, their six-year plans, college handbooks, or any handouts they have received in class. They may also use the Internet to gather additional information.
• Students take Cornell notes on their reading.
• Using their Cornell notes, students generate 20 answers/question pairs. Students classify their questions into five topic areas. Each topic area will have four answer/question pairs. (Have students aim for level-two or level-three questions from Costa’s levels, when possible.) Example: Answer—Algebra II; Question—If a student has taken Algebra I and Geometry, what is the next math class he or she should take?
• As students read, have them pay special attention to the following questions:
  — What are the course requirements for each subject?
  — When should you start talking to a college counselor?
  — When should you take the PSAT, the SAT Reasoning Test, and the SAT Subject Tests?
  — When should you apply to colleges?
  — When do you prepare your college personal statement?
  — When should you take AP and Honors classes?
  — When is the financial aid deadline?
• Students use an 11x14 inch piece of white construction paper and Activity 1.15, “College Quiz Board,” enlarged to 11x14 inches. Students write a topic at the top of each column, and then fill in the answers in the boxes below the topic. Students will need to cut the paper so the boxes lift to show the answers written on the construction paper underneath.
• Have students use their writing and proofreading skills to make sure they are using proper grammar.

Beyond

Time: 1 or more class periods

• Have students play “Jeopardy!” in small groups using each other’s boards.
Portfolio

Suggested items from this unit that students can add to their portfolios:

- “Declaration of My Identity” (Activity 1.6a)
- “I AM” poem (Activity 1.6b)
- “Education Pays” (Student Handout 1.1)
- “Six-Year Plan Grid” (Activity 1.13)
“… what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor but also offer personal support. AVID offers a blueprint for this scaffolding.”

Knowledge of Self

This unit focuses on helping students to research careers in more depth with careful consideration of their personality traits, working environments, and social preferences. A possible first step in this process is having students take the EXPLORE test published by ACT. This pre-college entrance test includes an assessment of four academic areas and high school readiness, an interest inventory, and a needs assessment. The content of the EXPLORE test is closely tied to that of the ACT assessment but is intended for eighth- and ninth-grade students. To obtain more information and to order the test, visit the ACT Web site at www.act.org. The fee for the test includes an analysis of the results as well as information about a student’s possible career choices based on his or her responses to the interest inventory. The test booklets are reusable.

If using the EXPLORE test is not an option, have students complete skills and interest inventories online. A sample list of current Web sites that contain career-related inventories and activities follows. For a more extensive list, consult the “Resources” section of this guide.

http://career.missouri.edu/
www.occareers.com/careers
www.coastcareers.com/coastcareers/
www.mapping-your-future.org
www.studenttransitions.com/studentpaths/
www.californiacareers.info
www.CaliforniaColleges.edu
www.virtualjobshowdown.com
www.myroad.com

Into
Time: Less than 1 class period
• Have students use Activity 2.1, “Changing Careers,” to quickwrite.
• Have students share their reasons for the change in careers; make a class list identifying the top 3–5 reasons.

Through
Time: 2 class periods
• Have students work in small groups of about four members. Assign each group to investigate a career-related Web site using Activity 2.2, “Web Site Investigator Form.”
• Have each group report to the class about the Web site they explored.
• Choose a Web site from the list above and become familiar with it; then have the students complete an interest survey on that site.

**Beyond**

*Time: 1 class period*

• Have students use Activity 2.3, “The Ideal Career,” to demonstrate the knowledge they have gained about their interests and skills.
Is there a difference between a job and a career? Sometimes people use these words interchangeably. However, “job” is typically defined as regular work done for payment, or the position in which one is employed. “Career” is defined as a chosen profession or occupation. Use the definition of “career” in answering the following questions.

Quickwrite

Do you think adults change careers? What might be some reasons for these career changes? Is changing careers a good idea?

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Web Site Investigator Form

Web Site: __________________________________________________________________________________

Answer the following questions with your group as you explore your Web site:

1. Did you find this Web site easy to navigate or not? Explain and give examples.

2. Is the information on this Web site well-organized or cluttered and overwhelming? What did you like about how things were organized? What would you change to make it better?

3. Summarize the most useful information that you learned from this Web site. Did anything surprise you? Explain.

4. On a scale of 1–5 (1 = “never go there” and 5 = “great site”), rate this Web site. Give reasons for your rating.

5. What additional links did this Web site list?
The Ideal Career  (1 of 2)

I. Written Reflection: Imagine creating a career that suits you: What would it be? Would you run your own business, or work for someone else? Would you work indoors or outdoors? Would you work with many co-workers, or with a small group, or by yourself as much as possible? What hours would you work? Would this career involve contact with the public? Would you work with a special population, such as children or animals? Would this career require you to live in a particular part of the world? Would it require travel? What education would you need? What salary would you anticipate? Is this career in a non-profit field (e.g., education, public service) or is it for-profit (e.g., sales, manufacturing)? Picture as much as you can about your ideal career and describe it below.

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The Ideal Career (2 of 2)

II. Activity: Pass your paper to two other students who are completing this activity. Have them to read your written reflection. Then ask them to list what they think are the three most important parts of your “ideal” career.

1. __________________________________________ 1. ______________________________________
2. __________________________________________ 2. ______________________________________
3. __________________________________________ 3. ______________________________________

Name ______________________________________ Name ______________________________________

Others have listed what they think are the most important aspects of your ideal career. Now list the three that are most important to you. For each selection, list at least one goal you will have to achieve to make that part of your career a reality. For example, let’s say you identified “travel” as an important part of your career. Being able to speak more than one language would help you achieve that goal, so you would write “learn foreign languages” on the line across from “travel.”

Most Important Parts of My Ideal Career What I Can Do to Achieve This

1. __________________________________________ 1. ______________________________________
2. __________________________________________ 2. ______________________________________
3. __________________________________________ 3. ______________________________________
Career Exploration Activity

In this unit, students will investigate a career of their choice and plan the appropriate paths to lead them to that career. For this project it is important that students talk with their counselor or have high school counselors talk to them about which classes to take in high school for college preparation.

Into

Time: See each activity for time needed

• Guest speakers representing various careers speak to students about their professions. One of these guest speakers can be the high school counselor. Have students take Cornell notes as they listen to each speaker (2 class periods).
• Students take the EXPLORE assessment by ACT to provide them with career options that match their interests and skills (about 3 hours, including preparation).
• Have students brainstorm careers in which they are interested (less than 1 class period).

Through

Time: 4 weeks (most of the project may be done outside of class)

• Based on their knowledge of themselves, students select a career to investigate. Students write a description of the field that interests them and list possible jobs within that field. Students will find answers to the following questions:
  1. What skills should people in this field have?
  2. Are there specialty areas within the field?
  3. How do people in this field work with people in other fields?
  4. What related careers are possible for someone trained in this field?
  5. Are there professional organizations that support people in this field?
  6. What salary and benefits can people in this career expect?
  7. What are some typical jobs that someone in this field might perform?
  8. Why is there a continuing need for this career?
• With approval from their AVID teacher and a parent/guardian, students interview at least two people who currently work in the occupation they are studying. Students develop interview questions that will help them:
  1. know what is involved in day-to-day activities on the job.
  2. decide if they might be interested in this line of work.
  3. think seriously about ways to prepare for this career.
They may conduct the interviews in person, over the telephone, by letter, or through e-mail. Students summarize the interviews in writing to offer insight and advice to other students who may be interested in that career.
• Students design a “map” that shows possible paths one might follow to get to this career. When working on this map, students might meet with the school counselor to learn the high school curriculum necessary for this career and to find out post-secondary requirements as well. Students should investigate at least one private col-
lege and one state college that will help them prepare for this career. They should also research internships, apprenticeships, or similar work-related experience that may be recommended or required for this career.

The first part of the map students create should include a path through the high school they will attend. They should identify each semester and list the courses needed for this career path.

Students can divide the second part of the map into two parts: One with a private college path and one with a state college path that will lead them to their career choice. Students include as much information as possible on the map including majors, courses needed, etc. Students end each path at a door that opens to the career they’ve chosen.

- Students create a brochure about the career they have studied. Students also present what they consider to be some of the most important facts and pieces of advice from their research.

**Beyond**

*Time: 2–3 class periods for presentations; time outside of class to prepare*

- Students creatively present their career findings. This may include dressing up as a professional, showing a video, or role-playing.
Student Activity 2.4

Career Selection

1. Brainstorm some of the fields in which you are interested, e.g., accounting, computers, education, law, medicine, music, science, etc. Come up with 5–10 choices.

2. Look at the career fields you have written in the box. List the three that interest you most.

☐ ____________________________________________________________________________

☐ ____________________________________________________________________________

☐ ____________________________________________________________________________

3. Choose one field to study for this project.

__________________________________________________________________________

4. As you do research, list specific careers that relate to the field you are studying.

a. ____________________________________________________________________________

b. ____________________________________________________________________________

c. ____________________________________________________________________________

d. ____________________________________________________________________________

Name: __________________________________________ Date: __________________ Period: __________
Student Responsibilities

1. Select a career field to explore and explain what someone in that field might do.

2. Identify two professionals in the career field, interview them, and write a summary of your interviews.

3. Meet with a career counselor or your teacher to determine a likely high school curriculum for students interested in this career field.

4. Select three colleges/universities that will help you prepare for your career choice.

5. Develop a “map” that shows possible paths from eighth grade to a job in this career.

6. Create a brochure of your career choice.

7. Present the finished project in a creative manner.

8. Demonstrate knowledge of the career by answering reasonable questions.
Student Responsibilities Checklist

Process:

☐ Chose an appropriate career to study.
☐ Applied interviewing skills.
☐ Applied letter-writing skills.
☐ Applied research skills to find information, and cited sources.
☐ Applied writing to express ideas.
☐ Expressed ideas visually.
☐ Demonstrated creative-thinking skills.
☐ Completed tasks in a timely manner.
☐ Solved problems independently.
☐ Presented information effectively.

Products:

☐ Composed an explanation of a career.
☐ Conducted at least two interviews.
☐ Wrote a summary of two interviews.
☐ Selected at least three colleges/universities (private, CSU, UC) for career preparation.
☐ Discussed high school courses with a counselor or teacher.
☐ Designed and produced a “career map.”
☐ Created a brochure about career choice.
☐ Designed a creative presentation.

Content:

☐ Described the form and function of a career.
☐ Analyzed educational and training requirements for a career.
☐ Identified possible paths to the career.
☐ Developed key questions for interviews and/or letters.
☐ Provided informed answers to questions.
Your AVID students were introduced to the six-year plan last year in seventh grade. (If you have students new to AVID this year, please refer to the initial six-year plan activities.) It is important that they review this plan at least once each semester in eighth grade. Again, involving your school counselor is critical. During the second semester, it would be ideal for the high school counselor to visit the AVID classroom as a transition activity to high school, bringing the forms used for planning students’ courses during high school.

Following are some activities to use in eighth grade to review, update, and reflect on the six-year plan.

Into

*Time: 1 class period*

- To keep students thinking about their GPA, use the GPA activities from the seventh grade chapter to have students calculate their total GPA from seventh grade. Have them analyze their grades and take notice of patterns. In which types of courses do they have strong grades? In which courses did they struggle?
- Use the discussion about grades and coursework as transition to reviewing their six-year plans.

Through

*Time: 1–2 class periods*

- Students should locate their six-year plans from their seventh-grade portfolios, compare their current class schedules to the six-year plans, and record any changes or adjustments.
- Students should evaluate whether their current classes are appropriate for reaching their goals for high school course enrollment.
- Should use Activity 2.6, “My Progress,” to analyze and evaluate the progress on their six-year plans and to anticipate possible changes or adjustments in the future.

Beyond

*Time: Varies*

- Students will use their six-year plans in the spring when they prepare their “High School: Year by Year” presentations for parents (this is explained in “Understanding and Transitioning to High School” later in this unit).
- Students can use their six-year plans when they meet with high school counselors in the spring to register for high school courses.
- Students may also use their six-year plans if they participate in transition activities such as shadowing a high school student. They could use the plan to discuss certain courses with high school students and to ask questions about the courses they are planning for.
1. Tell what you have done to follow your six-year plan since last year. If there have been changes to the coursework in your original plan, explain why those changes were made.

2. Explain how your current coursework will prepare you for the courses you need to take in high school next year. Decide if you need to make any changes or additions to your current class schedule to be prepared for high school and explain your decision.

3. Are you currently considering any other changes, either short-term or long-term, to the coursework in your six-year plan? Explain which courses you might change, and why, or explain why you intend to follow your current plan as it is now.
College Letter Activity

Students will learn how to write a business letter to obtain information about a college of their choice. This activity should be done early in the school year so there is time for students to receive information from the colleges they choose. Be advised that some students may not receive a response.

After students complete their written requests for college information, introduce them to the Web site www.CaliforniaColleges.edu. This site is a “one-stop” source for college planning for parents, students, educators, and counselors. It covers essential areas of the college admission process, including financial aid, finding that best college to meet a student’s interests, and career planning. The planner section will help students, once they are in high school, organize their courses to fit the University of California and California State University requirements.

Into

**Time: 10 minutes**

- Have students think about what kind of college they might like to attend: public or private, large or small, in-state or out-of-state, etc.

Through

**Time: 3 class periods**

- Using the Internet, a college handbook, or other resources, have students read about a college of their choice and use Activity 2.7, “College Letter,” to gather information about that college.
- Students should use a business letter format (see example) to write to this college. Use Activity 2.8, “College Letter—Rough Draft” for students to draft their letters and Activity 2.9, “College Letter—Envelope,” to practice addressing their envelopes.
- Be sure that students have someone proofread their letters and envelopes. Students should try to compose their letters on the computer. If possible, have them use the computer for their envelopes as well. Be sure that students use the correct postage before mailing the letters.

Beyond:

**Time: Varies**

- As students receive responses from their colleges, have them bring in the material they receive and share it with the class.
- Check to see that students have logged onto www.CaliforniaColleges.edu and created accounts for themselves.
Name: _____________________________________________ Date: ____________________________ Period: _____________

College Letter Activity

Use this page to record information about a college of your choice. Be sure that all of your answers for questions 1–13 are written in complete sentences.

Name of College ________________________________________________

State of College ________________________________________________

Address (including state and ZIP code) ________________________________________

Phone number ______________________________________________________

E-mail address _______________________________________________________

1. How many students out of every 100 are accepted to this college?

2. Based on your answer to #1, would you consider if easy or difficult to get accepted to this college? Support your answer with details.

3. What criteria does this college use for admissions decisions?

4. What degrees are offered by this college?

5. What majors could you study if you attend this college?

6. What academic programs are offered at this institution?
Student Activity 2.7 (2 of 2)

7. How do freshmen get admitted to this college?

8. In what activities or clubs could you participate if you were a student at this college?

9. In what sports could you participate if you were a student at this college?

10. What special services are offered to students?

11. What percentage of freshmen receive financial aid?

12. Whom would you contact if you were interested in arranging a campus tour?

13. Would you want to attend this college? Why or why not?

Using a business letter format, write a letter to this college requesting admissions information. You will need a legal-size envelope to mail this letter. Examples of such a letter and the proper format for addressing the envelope follow.
College Letter—Rough Draft

____________________________________  (your street or mailing address)
____________________________________  (your city, state, and ZIP code)
____________________________________  (today’s date)

____________________________________  (name and title of person you are writing)
____________________________________  (name of institution where person works)
____________________________________  (street or mailing address)
____________________________________  (city, state, and ZIP code)

Dear ____________________________:  (salutation)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

____________________________________,  (closing)

your signature

____________________________________  (your name typed)
College Letter—Rough Draft (Example)

12345 Education Avenue
University City, CA 90000
November 10, 2005

Susanna Flores, Director of Undergraduate Admission
University of California, Davis
175 Mark Hall
Davis, CA 95616

Dear Ms. Flores:

I am in eighth grade and enrolled in a college-prep program called AVID. I am interested in attending UC Davis to study aerospace engineering. I would like to receive information about admissions requirements, financial aid, student life at UC Davis, and anything else you could send me.

Receiving this information will help me to remain focused for the next few years so I can work toward fulfilling the admission requirements for UC Davis. Thank you for your time.

Sincerely,

John Smith

John Smith
Student Activity 2.9

Name: ____________________________________________

Date: ___________________________ Period: __________

College Letter—Envelope

Your Return Address

Name of Addressee
Name of University
1st line of address
2nd line of address

Now fill in the information for your envelope:

____________________ (name)
____________________ (street)
____________________ (city, state, ZIP)

First Class Postage

First Class Postage

First Class Postage

First Class Postage
College Current Events

Through this activity, students will become familiar with topics relating to college.

Into

*Time: 1–2 class periods*

- Select an article that is college-related from a current newspaper or magazine.
- Read the article in class and model for the students how they might mark the text to note important ideas, words they don’t know, or questions they have.
- Conduct a Philosophical Chairs or Socratic Seminar activity (see Strategies for Success) about this article.

Through

*Time: 2–3 class periods and time outside of class*

- Students select a college article from a current newspaper or magazine (no older than a month), or the Internet. This article can be about anything related to college (admissions, events, grades, testing, etc.).
- Students read the article and mark the text (highlight, circle words they don’t know, write questions in the margin, etc.).
- Students take Cornell notes on the article.
- Students use Activity 2.10, “College Current Events,” as a guide for writing up the article.
- Students create two trivia cards. For each trivia card, they must write a higher-level question and provide the answer.
- Students submit the article, Cornell notes, “College Current Events” write-up, and the trivia cards.

Beyond

*Time: 1–2 class periods*

- Students can sit in small groups (about six) and share their current events.
- Students may use their trivia cards to ask each other questions after they are done sharing.
- Have each group select the most interesting current events from their small group. Each group then shares that event with the entire class.
- Students can take part in a Philosophical Chairs and/or Socratic Seminar activity to express their thoughts orally on a current event that generated high interest.
In a paragraph (7–8 sentences), summarize this article. Do not retell everything that happened. Select the main points. Be sure to start with a main idea, provide supporting details, and end with a concluding sentence.

Explain why you think that this event or topic is noteworthy. Be sure to start your explanation with a main idea, provide supporting details, and end with a concluding sentence.
Write two higher-level questions (one on each trivia card) based on the article you read about college current events. Include the answers to your questions.
Understanding and Transitioning to High School

This section includes several end-of-the-year activities that help students and parents prepare for the transition to high school. The culminating activity, “High School: Year by Year,” features students’ presentations to parents explaining what they will be doing each year in high school. Ideally, this culminating activity could coincide with your school’s Open House in the spring, when other parents besides the AVID parents could attend and gain valuable information about their students’ educational paths and options. Think about having bilingual students present to parents in other languages as needed.

Into

Time: 2–3 class periods and possible day at the high school

• Students work in teams of three or four; assign each team a high school grade level to report on. You may have more than one team per grade level.

• Teams brainstorm and record their knowledge and questions using Activity 2.12, “Understanding High School.” Students should use information they have gained from AVID activities over the last two years including information contained in their portfolios.

• Students participate in a “Shadow Day” with AVID or non-AVID high school students, preferably in the 11th or 12th grade. Middle level students should be prepared with their questions and use the opportunity to get the answers they still need. Ideally they will attend one or more classes with the high school students. Additionally, you may have the students use Activity 2.13, “Finding My Way,” to prepare for the “Shadow Day” and to use on that day to record information.

• If students are unable to participate in a “Shadow Day,” try to arrange for guest speakers who can fill in any gaps in their knowledge. These guest speakers might be high school seniors, high school AVID coordinators or teachers, and high school counselors.

Through

Time: 3–4 class periods and time outside of class

• Students prepare “High School: Year by Year” presentation (5–10 minutes per grade level) that include for each grade level:

1. College entrance exams or state assessments taken at that grade level.

2. Typical courses and the number of credits that should be earned.

3. Clubs, activities, and sports available, and any requirements for participating in them.

4. The average amount of homework assigned each night, especially for Honors and Advanced Placement courses.

5. Educational opportunities such as internships, community service, and special programs.

• Students should be encouraged to use PowerPoint, visual aids, and handouts for these presentations. Presentations can be given to parents, other eighth-grade students, or any other appropriate audience.

Beyond

Time: Several class periods and/or time outside of class

• Students use the writing prompt in Activity 2.14 to write an essay as a culminating activity for their middle level AVID experience.
Name: ____________________________________________________________________
Date: ____________________________________________ Period: ________________

Understanding High School

Grade Level_____

Use the chart below to brainstorm with your group. Record what you already know about the grade level you have been assigned to report on and record questions you still have.

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Finding My Way (1 of 2)

I. **Written Reflection:** What part of the experience of being at a new school makes you the most nervous or scared? Write a paragraph that identifies your biggest concern about attending your new school. Describe the feelings that go along with this concern.

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Finding My Way (2 of 2)

II. Activity: You should have a map of your school and a copy of your schedule. As your teacher directed, you should have drawn the path you will walk from one period to another as well as to and from lunch.

This activity will require that you and a partner, preferably someone who knows his or her way around, “walk your schedule.” While you are walking, you must also find certain important places. It is important that your partner initial your worksheet to show that you have found these places.

Walk your schedule. Start at the location where you enter the school grounds. Have your partner initial your activity sheet when you arrive at each of the places listed below.

a. The school attendance office

b. The principal’s office

c. Your 1st class* of the day

d. Your 2nd class*

e. Your 3rd class*

f. Your 4th class*

g. Your 5th class*

h. Your 6th class*
i. Your 7th class*

j. The counselor’s office

k. The school nurse’s office

l. Your lunch area

m. The nearest restroom

n. Your library/media center

o. Your P.E. area

p. A drinking fountain close by

q. A telephone you can use

r. Your flagpole

*If you do not change classes this often, skip to “j.” Do you have a rotating schedule? Fill in the blanks for each day!
Student Activity 2.14

Transition to High School: Reflective Essay

Respond to the following prompt by writing a reflective essay that includes your experiences in middle school and specifically your experiences in AVID. This essay should illustrate the culmination of all you have gained from your middle school experience as you make the transition to high school.

Explain how middle school and AVID have prepared you for high school, how you will use what you have learned to achieve success in high school, and what you believe will define your success in high school.
Portfolio

Suggested items from this unit that students can add to their portfolios:

- EXPLORE results and analysis
- Copy of report cards
- Middle-level transcript
- Awards
Six-Year Plan

If your AVID students participated in AVID in sixth, seventh, and/or eighth grade, they will already be familiar with their six-year plans and should have saved their plans in their portfolios. If your AVID students are new to AVID in ninth grade, please use the activities from the first and second units to get them started on what will now be a four-year plan for their high school years. School counselors are crucial to this aspect of planning in AVID, so be sure to involve them immediately as guest speakers or team-teachers for these activities.

Listed below are some activities to continue this planning as students begin their high school careers.

Into

*Time: 1 class period*

- Have students brainstorm two lists: everything they can remember about requirements for high school graduation and requirements for university eligibility.
- Have students share their lists with a partner or small group and add to their lists as needed.
- Review requirements with them to ensure that all requirements have been listed.
- Now have them compare and contrast the requirements for high school graduation with the requirements for university eligibility. They may use a Venn diagram or other graphic organizer.

Through

*Time: 2–4 class periods*

- Have students write reflectively about how their coursework and efforts at the middle level prepared them for high school. Do they believe that they are ready for high school work? Would they have done something differently at the middle level if they could change it now? Discuss this topic and use it as a transition to their four-year plans for high school.
- If students completed a six-year plan in earlier grades, they will use that information from their portfolio and update it. If they did not, then they will need to start with a new planning grid (see Unit One, Activity 1.13, “Six-Year Plan Grid”).
- Have students, with a counselor’s assistance, use the grid to complete their four-year plans for high school.
- Consider using a goal-setting activity at this time. For example, if a goal is for all students to take an Honors or AP course by their junior year, what must they do in ninth and 10th grade to prepare for that? Which Honors or AP course are they most interested in taking? Invite the teachers of these 11th- and 12th-grade courses to be guest speakers in the ninth-grade AVID classroom. Include current Honors and AP students. Give the ninth-grade students a demonstration of what the Honors or AP courses are, and help them to understand the skill
development necessary for a successful experience in Honors or AP classes. Help them to “backwards map” to achieve these goals.

- Be sure to revisit the six-year/four-year plans during the second semester once students have final grades for first semester. Make adjustments and plan ahead for summer school if necessary. You may want to use the scenarios from Activity 1.14 to help students understand the impact of their grades on their plans. This revisiting will be especially helpful if students earned any D’s or F’s during the first semester.

**Beyond**

*Time: Varies*

- Students can use their six-year/four-year plans during parent workshops or parent nights to update their parents/guardians on their progress.
- If middle level students visit, students can use their plans to help the younger students understand the impact of their coursework on high school success.
- Students should use these plans when they meet with their school counselors to select courses for the following year.
College Admissions Testing Information

Most colleges require students to take one or more standardized tests as part of the admissions process. Test scores become part of the student’s application and are one factor that colleges use to predict success. This unit gives AVID students an overview of various college admissions tests they may take, and the preparation and practice that precede them. Students may get more information about these tests from their high school counselors.

AVID programs should consider administering the EXPLORE test to ninth graders if they did not take it as part of the eighth-grade program. The EXPLORE test allows students to prepare for the PLAN and ACT tests and gives excellent career and academic feedback to the student, parent, and teacher.

If you decide to have your AVID students take the PSAT in their ninth-grade year, skip ahead to the 10th-grade unit for some lessons on preparation. Differing philosophies exist about the advisability of students’ taking these exams in middle school and the early years of high school. Your site team should consider the different philosophies, consult with your school counselors and other experts, and then develop a plan for AVID students to follow during their high school years.

Into

*Time: 1–2 class periods*

- Use the information in this section to give students a short lecture about the basics of college admissions testing; students practice Cornell notes during the lecture.
- Students either complete Activity 3.2, “College Test Trivia,” comparing different information about college admissions tests, or use questions from their Cornell notes to develop their own questions and answers.

Through

*Time: 1–2 class periods*

- Obtain information from the counseling office about testing dates, locations, costs, sample problems, preparation strategies, etc.
- Place students in groups and have each group review information for a different test. Have the groups prepare brief reports for the rest of the class.
- As groups give their reports, students should complete the “College Entrance Test Plan and Record.”

Beyond

*Time: 1 class period and time outside of class*

- Have students share information and the template with their parents/guardians as a homework assignment.
- Students can also brainstorm ideas of how to prepare for each test and/or how to improve their scores.
- Students can share with the class the next day their ideas about preparation for college entrance testing.
- Students should keep in their portfolios a record of the tests they take and the scores they attain.
Preliminary Scholastic Aptitude Test (PSAT)

Overview

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is practice for the SAT Reasoning Test. Many students take the PSAT more than once, because scores tend to increase with repetition and because students generally become more comfortable with the test each time. During a student’s junior year, the PSAT is also used as a qualifying test for the National Merit Scholarship Program as well as other national scholarship programs.

While the PSAT includes a writing skills section, it does not include a written essay, which is part of the SAT Reasoning Test.

Test Duration

Total test time is two hours and 10 minutes. This includes two 25-minute sections of critical reading, two 25-minute sections of mathematics, and one 30-minute section of writing.

Test Dates

The PSAT is offered once a year in mid-October. Schools may choose to participate in the exam either on a school day (usually a Tuesday) or on a Saturday.

Skills Tested

The critical-reading section tests extended reasoning, literal comprehension, and vocabulary in context.

The mathematics section tests algebra and functions; geometry and measurement; and data analysis, statistics, and probability.

The writing section tests grammar, usage, and word choice.

Format/Questions

The critical reading sections use sentence completions and passage-based readings. There are approximately 50 questions in the two sections.

The mathematics section uses multiple-choice and student-produced responses. There are approximately 40 questions in the two sections.

The writing section uses multiple-choice questions that include improving sentences, identifying sentence errors, and improving paragraphs. There are approximately 40 questions in the section.

Additional Information

Like the SAT, the PSAT uses a negative scoring system in which a student loses a fraction of a point for each incorrect answer. Because students have been trained for years and years to answer every question on a test, the PSAT and SAT present a special challenge to many. Teaching them how to recognize questions they should skip is an imperative part of the preparation for this test.

For more information about the PSAT, visit the www.collegeboard.org Web site.
The SAT Reasoning Test

Overview

The Scholastic Aptitude Test (SAT) is widely used in college admissions to assess a student’s readiness for and potential for success in college. Scores from the SAT Reasoning Test are used by colleges to supplement students’ high school records. The SAT Reasoning Test measures a students’ abilities in critical reading, mathematics, and writing.

Test Duration

Total testing time is three hours and 45 minutes. This includes critical reading, two 25-minute sections and one 20-minute section; mathematics, two 25-minute sections and one 20-minute section; and writing, a 35-minute multiple-choice section and a 25-minute essay section.

Test Dates

The SAT Reasoning Test is offered several times throughout the traditional school year. Check with high school counselors or online for test dates.

Skills Tested

The critical reading section measures a student’s ability to identify genres, relationships among parts of a text, cause and effect, rhetorical devices, and comparative arguments. Reading passages are taken from different fields including the natural sciences, the humanities, the social sciences, and literary fiction.

The mathematics section measures a student’s ability in numbers and operations; Algebra I, II, and functions; geometry; and statistics, probability, and data analysis.

The multiple-choice writing section measures a student’s ability to recognize errors, improve sentences, and improve paragraphs within a written context. The essay section measures a student’s ability to develop and support a position on a topic. The student must first analyze a topic and consider his or her own viewpoint on it, and then support this position with reasoning and observations taken from the student’s own reading, studies, experiences, or observations.

Format/Questions

The critical reading sections include sentence completions and multiple-choice items based on reading passages.

The mathematics sections include multiple-choice items and student-produced responses.

The writing section includes multiple-choice items and an essay.

Additional Information

Be sure to read the notes about negative scoring in the PSAT section of this unit.

For more information about the SAT Reasoning Test, visit [www.collegeboard.org](http://www.collegeboard.org). Practice questions are available.
SAT Subject Tests

Overview

Some colleges require the SAT Subject Tests for admission. Additionally, some colleges use scores from the SAT Subject Tests for placement purposes and/or fulfillment of course requirements for admission. Students should check with the colleges in which they are interested to find out how each school uses these tests.

Students must take two subject tests selected from five different areas: science (biology E/M, chemistry, physics); history and social studies (United States history or world history); foreign language (Chinese, French, German, Modern Hebrew, Italian, Japanese, Korean, Latin, and Spanish); literature; and mathematics (math level 1 or 2).

Test Duration

Each subject test is one hour long.

Test Dates

The SAT Subject Tests are given several times throughout the traditional school year. Check with your school counselors or online for the current dates.

Skills Tested

Each test measures a student’s knowledge of a specific subject and his or her ability to apply that knowledge.

Format/Questions

The subject tests use primarily multiple-choice questions.

Additional Information

Students are advised to take the subject tests immediately upon completion of the courses for those tests. For example, if a student takes biology in 10th grade, then he or she should take that subject test in May or June of 10th grade instead of waiting until junior or senior year.

Native speakers of a foreign language are advised to take the language tests with listening sections. Non-native speakers, or speakers who have learned the language through course study, are advised to take the reading-only language tests.

Which two exams a student takes does not matter in general; however, if a student is certain of pursuing a specific course of study in college—physics, for example—then it is advisable that he or she take that specific subject exam. Again, students should check the requirements of each institution to which they plan to apply.

As on the SAT Reasoning Test, students lose a fraction of a point for each incorrect answer on the subject tests.

For more information about the SAT Subject Tests, visit www.collegeboard.org.
The PLAN Test

Overview

The PLAN is considered a pre-ACT test and is designed for 10th-grade students. Like the EXPLORE mentioned in the eighth-grade unit, this test has both academic assessment components and an interest inventory that helps students identify possible career paths.

Test Duration

Testing time for the achievement tests is one hour and 55 minutes. The PLAN has four sections: English, 30 minutes; mathematics, 40 minutes; reading, 20 minutes; and science, 25 minutes.

The UNIACT Interest Inventory, needs assessment, and high school course information sections require an additional 65 minutes.

Test Dates

The PLAN is administered by schools at their discretion. Schools may administer the test on any day they choose. ACT recommends that the test be administered sometime between September and December, but it may be given in the spring as well.

Skills Tested

The PLAN is a curriculum-based test that measures students’ grasp of skills and knowledge commonly taught in schools as well as their ability to apply that knowledge. Subject areas covered include English, mathematics, reading, and science. For more detailed information regarding each subject, see the section’s overview of the ACT.

Format/Questions

All questions are multiple-choice: 50 items for English, 40 items for mathematics, 25 items for reading, and 30 items for science.

Additional Information

The ACT provides free practice materials and resources on its Web site at www.act.org.

The PLAN is designed to be used as part of a system that includes the EXPLORE in eighth or ninth grade, the PLAN in 10th grade, and the ACT in 11th or 12th grade.
The ACT Assessment

Overview

The ACT is a standardized college entrance examination that measures students’ knowledge and skills in English, mathematics, reading, and science reasoning, and the application of these skills to future academic tasks.

Most colleges will use either ACT or SAT scores for admissions purposes. Students should check with the colleges in which they are interested to find out each school’s specific requirements or preferences.

The writing test on the ACT is optional, and students may choose whether or not to take it depending on the requirements of the colleges to which they are applying.

Test Duration

Total testing time without the writing portion is two hours and 55 minutes. This includes 45 minutes for English, 60 minutes for mathematics, 35 minutes for reading, and 35 minutes for science.

The writing test takes an additional 30 minutes.

Test Dates

The ACT is given several times throughout the traditional school year. Check online or with school counselors for dates.

Skills Tested

The English test covers standard written English including punctuation, grammar and usage, and sentence structure. Also covered are rhetorical skills including strategy, organization, and style.

The mathematics test measures skills students have typically acquired by the end of 11th grade. Students will need knowledge of basic formulas and computational skills, but are not required to know complex formulas or perform extensive computation.

The reading test requires that students show understanding of both direct and implied meaning. Students are asked to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; draw generalizations; analyze the author’s or narrator’s voice and method; and determine the meaning of context-dependent words, phrases, and meanings.

The science test assumes that students are in the process of taking the core science course of study (three years or more) and have completed a course in earth science and/or physical science and a course in biology. The test presents scientific information in the form of data representations (graphs, tables, etc.), research summaries, and conflicting viewpoints. Students are asked questions that require them to recognize and understand the basic features of, and concepts related to, the provided information; examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and generalize from given information and draw conclusions, gain new information, or make predictions.

The optional writing test consists of one writing prompt that will define an issue and describe two points of view on that issue. Students are asked to respond to a question about their position on the issue. They may take one of the viewpoints offered in the prompt or develop a different one.
Format/Questions

Except for the writing test, multiple-choice questions are used in all the sections.

Additional Information

The ACT provides a multitude of information and practice materials on the Web site www.act.org.

Unlike the SAT, the ACT does not use negative scoring.

Students may use certain types of calculators on the mathematics section, but they may not use them on the science section.
### Student Activity 3.1

**College Entrance Test Plan and Record**

<table>
<thead>
<tr>
<th></th>
<th>PSAT/NMSQT</th>
<th>PLAN</th>
<th>SAT Reasoning Test</th>
<th>SAT Subject Test</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested year in school for taking test</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Date (month, year) test offered</td>
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<td>Subject(s):</td>
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<tr>
<td>Registration deadline</td>
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<td>Test fee (or test fee waiver requested)</td>
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<tr>
<td>Preparation required</td>
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<tr>
<td>Date test taken</td>
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<td>Score</td>
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</tbody>
</table>
### College Test Trivia

**Directions:** For each item, find someone who can write in the correct information and then sign his or her name. Complete all items.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Name:________________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name two different tests you can take for college.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>2</td>
<td>Do you have to write an essay on the PSAT?</td>
<td></td>
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<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>3</td>
<td>What does NMSQT stand for?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>4</td>
<td>Can you use a calculator on the SAT Reasoning Test?</td>
<td></td>
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<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>5</td>
<td>How many multiple-choice answers do you choose from on the math portion of the SAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reasoning Test?</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>6</td>
<td>What are the lowest and highest scores you can attain on the SAT Reasoning Test?</td>
<td></td>
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<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>7</td>
<td>What is the highest score you can attain on the writing section of the SAT Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test?</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>8</td>
<td>From what five subject tests can you choose for the SAT Subject Test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>9</td>
<td>What is the duration of the SAT Subject Test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>10</td>
<td>Name four languages that can be tested on the SAT Subject Test?</td>
<td></td>
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<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>11</td>
<td>What unique information does the ACT offer?</td>
<td></td>
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<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>12</td>
<td>At what grade level(s) should you take the PSAT?</td>
<td></td>
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<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>13</td>
<td>What grade level is recommended for taking the PLAN?</td>
<td></td>
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<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>14</td>
<td>What test can you take to prepare for the ACT?</td>
<td></td>
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<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
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<tr>
<td>15</td>
<td>What test can you take to prepare for the SAT Reasoning Test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
<tr>
<td>16</td>
<td>What does “ACT” stand for?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer:</td>
<td>Name:________________________________________________________________________</td>
</tr>
</tbody>
</table>
**College Test Trivia (Answers)**

**Directions:** For each item, find someone who can write in the correct information and then sign his or her name. Complete all items.

1. **What does NMSQT stand for?**
   - Answer: National Merit Scholarship Qualifying Test

2. **Do you have to write an essay on the PSAT?**
   - Answer: no

3. **What are four languages that can be tested on the SAT Subject Test?**
   - Answer: Chinese, French, German, Italian, Japanese, Korean, Latin, Spanish, Modern Hebrew

4. **Can you use a calculator on the SAT Reasoning Test?**
   - Answer: Yes: four-function, scientific, or graphing

5. **What is the highest score you can receive on the writing section of the SAT Reasoning Test?**
   - Answer: six

6. **How many multiple-choice answers do you choose from on the SAT Reasoning Test?**
   - Answer: five

7. **What is the highest score you can receive on the math portion of the SAT Reasoning Test?**
   - Answer: 200-800

8. **From what five subject tests can you choose for the SAT Subject Test?**
   - Answer: English, math, history, science, and languages

9. **What is the duration of the SAT Subject Test?**
   - Answer: one hour

10. **At what grade level(s) should you take the PSAT?**
    - Answer: freshman, sophomore, or junior

11. **What unique information does the ACT offer?**
    - Answer: an interest inventory that provides career planning

12. **What grade levels is recommended for taking the PLAN?**
    - Answer: 10th grade

13. **What grade level is recommended for taking the ACT?**
    - Answer: 11th grade

14. **What test can you take to prepare for the SAT Reasoning Test?**
    - Answer: PSAT

15. **What test can you take to prepare for the ACT?**
    - Answer: PLAN
Knowledge of Self

The first step in getting students to select an appropriate college and career is to help them develop a good understanding of themselves. Activities in this section take your students through that process. Although they are only ninth graders and their interests and skills may change, these activities will allow them to take a closer look at themselves and use this knowledge to plan ahead. Students will begin by considering their values and interests, understanding their personalities, and identifying their skills. At the same time they will complete exercises for identifying the lifestyle they hope to have and projecting an estimated income. These activities have been designed with the understanding that students’ goals and wishes may change over time.

This section is divided into three parts. First, students inventory their values, personalities, interests, and skills. (If students took the EXPLORE test in the eighth grade, they may still have those results.) Second, students use the insights gained to consider what kind of lifestyle they would like. Finally, they incorporate this information into their exploration of career choices. Make sure students store the surveys and activities from this section in their AVID portfolios, because they may prove good resources when it comes time for students to write their personal statement essays for college applications.

Your school counselor has a wealth of knowledge about values inventories, interest surveys, personality tests, and skills inventories. He or she may be able to team-teach and/or help administer some surveys. Another possible resource during this unit is your local high school Career Center. The Internet is, of course, an extensive resource. For a list of helpful sites, see the “Resources” section in this guide. Students will also need access to a local newspaper to complete some of the activities in this section. Inviting a guest speaker from a local realty office to give students an overview of the current residential market can be useful during the housing activity.

Into

Time: 1–2 class periods

- As an introduction to this section students complete Activity 3.3, “Me, Personally” as best they can.
- Whole class brainstorms a list of their values. Then students form small groups.
- Have groups develop categories for this initial list. Have students further categorize values as intrinsic or extrinsic. (Share some examples to clarify the difference.)
- Within the groups, have each student try to identify his or her top three to five values, share them with group members, and look for overlapping or common values.

Through

Time: 4–6 class periods (time may vary depending on number and types of surveys administered)

- Explain to students that they will be taking a values inventory to further explore their values. The goal is to give students some clarity about their values, because they need to take their values into consideration while making choices for their futures.
- Administer the survey or have a counselor administer it.
- Review and discuss the results with students. Students compare the results to their initial three to five top values and note any changes they want to make to their initial lists.
• Students then complete Activity 3.4, “Career Values Inventory.” Have them share their three to five top career values in their groups. To extend this activity, you may re-group students based on their top career values and have them discuss why they chose these as the most important.

• Administer other surveys and inventories as time permits.

• After each survey, have students re-visit Activity 3.3, “Me, Personally,” to see if they can add or modify any of their original answers.

Beyond

Time: 2–4 class periods and/or time outside of class

• Students complete Activity 3.5, “My Ideal Self.”

• Students complete Activity 3.6, “My Individuality.”

• Students make pictorial representation of their values and include their career values.

• Using Activity 3.7, “Interview on Work-Related Values,” students interview family members, relatives, and other adults they know to inquire how much their job choice and job satisfaction relate to their values.
Me, Personally

Answer the following questions about yourself as completely as possible. You will refer to this information later when you are writing narrative essays or drafting your personal statement essay for your college application.

1. What are some of my strongest abilities?

2. What things interest me most?

3. What activities, people, places, or things make me feel really happy?

4. What issues, world problems, and current events concern me most?

5. What are my personal strengths? (For example, I get along with people, I’m not a quitter, I am a good friend, etc.)

6. How could I improve myself?

7. What challenges have I overcome?
Career Values Inventory

Because you will most likely work for 20–30 years, it is important to choose a career that will bring you satisfaction. Below is a list of values adults think are important factors in being happy at a job. As you read each item, put a check mark next to any that is important to you, or that you think might be important in a future job. After you finish going through the list once, go back and put a second check mark by the five items that are absolutely the most important to you.

**VALUE:** WHAT THIS VALUE MIGHT LOOK LIKE IN THE WORKPLACE:

**Access to technology:** utilizing computer skills on a daily basis

**Accomplishment:** learning and developing skills that lead to mastery and to promotion opportunities

**Adventure:** seeking new frontiers, either mentally or physically

**Challenge:** performing difficult or complex work, or meeting ever-more-difficult goals

**Collegiality:** being part of a group where you’re an equal and your opinion counts

**Competition:** comparing your accomplishments to those of others

**Creativity:** using your imagination; coming up with new ideas

**Entrepreneurship:** being self-employed

**High salary:** working in a field where high salaries are the norm rather than the exception

**Independence:** deciding for yourself what work to do, and how and when to do it

**Intellectual stimulation:** relying on thought and reasoning to complete tasks

**Leadership:** persuading others to see or do things your way

**Loyalty:** believing in what the organization does or promotes

**Outdoor workspace:** choosing a career that requires fieldwork, such as marine biology

**Physical work:** using your entire body to carry out your job (e.g., dance, acting, archaeology)

**Public contact:** dealing with the public on a daily basis (e.g., politics)

**Job security:** identifying work for which there will always be a demand (e.g., mortuary science)
Public service: working for another person’s benefit

Range of duties: working in a job that requires you to “wear many hats”

Travel: taking frequent trips, either locally, nationally, or internationally

Working with animals: caring for or training animals

Working with children: teaching or caring for children

Working with hands: working in a job in which you use your hands or hand tools

Working with machines or equipment: working in job in which you use machines or equipment

Working with numbers: working in a job that uses mathematics or statistics

Now look at the five values that you double-checked. Choose your top three values from those five. Write them in the spaces below in the order of their importance to you.

Work Value #1

Work Value #2

Work Value #3
Student Activity 3.5

My Ideal Self

Create a description of your ideal self.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What would you do if you had the power and resources to do what you wanted?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What activity would give you the most fulfillment?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Student Activity 3.6 (1 of 2)

My Individuality

Thinking about this now will help you get ready to write your admission essay.

In what way am I…

Unique

Friendly

Intelligent

Creative

Quiet

Thoughtful

Talented

Mischievous

Studious

Compassionate

What different qualities do I have that would enhance a college campus?

1.

2.

3.
Imagine you were placed suddenly in a very different culture. Describe the culture: __________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Describe how you might react in this culture: ______________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
**Interview on Work-Related Values**

Name of Interviewee________________________________________________________

Job/Career________________________________________________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What about your current job was most important to you when you applied?</td>
<td></td>
</tr>
<tr>
<td>2. What other attributes did you consider when looking for a job?</td>
<td></td>
</tr>
<tr>
<td>3. In the past, have you had jobs where you were unhappy or dissatisfied? If so, what did you do about it?</td>
<td></td>
</tr>
<tr>
<td>4. What do you value most about your job/career?</td>
<td></td>
</tr>
<tr>
<td>5. What are the strengths and/or skills that led you to your current position?</td>
<td></td>
</tr>
<tr>
<td>6. What part of your job brings you the most satisfaction?</td>
<td></td>
</tr>
<tr>
<td>7. What advice would you give someone trying to choose a career today?</td>
<td></td>
</tr>
</tbody>
</table>
Going Beyond the Classroom

This activity provides a format for students to record their extracurricular activities during their middle school and high school years. Being active in the school and the community is another requirement for college admission. Employers and colleges desire individuals who can work with others and can make a contribution to those around them.

Now that students have completed the activities in the Knowledge of Self section, they may want to explore new interests or challenges based on what they’ve learned about themselves.

Encourage students to continue recording their activities during high school and also to keep a record of adults for whom they work, in case they need to ask for a recommendation letter at a later time. These records may be kept in students’ portfolios.

Into

Time: Less than 1 class period

• Have students record school and extracurricular activities in which they participated in middle school.
• Invite the staff member in charge of student activities as a guest speaker. This person can give students an overview of all the clubs and activities available on campus.
• Have students quickwrite a response to these two questions: What does it mean to be committed to something? To which extracurricular activities do I want to commit?

Through

Time: 1 class period

• Have students fill out the “Extracurricular Activities Log.”

Beyond

Time: Varies

• Have students share in small groups the involvement in which they take the most pride.
• Have students call various social agencies, check the newspaper, and check the Internet to find out what opportunities are available for volunteer work. Have students report to the class on their findings; reward students who report the most unusual or creative volunteer work.
• Consider organizing a class volunteer project to get students interested in community service. Many students will become involved after they find out how gratifying volunteer work can be.
# My Extracurricular Activities Log

## School Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Indicate grade level(s) for each activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student government (including title of offices held)</td>
<td></td>
</tr>
<tr>
<td>Organizations (school clubs, etc.)</td>
<td></td>
</tr>
<tr>
<td>Creative and Practical Arts (photography, band, journalism, choir, drama, creative writing, publications, etc.)</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>School spirit (cheerleading, committees, etc.)</td>
<td></td>
</tr>
<tr>
<td>Academic recognition (awards, honors, Science Fair, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
**My Extracurricular Activities Log**  
*(2 of 2)*

Name: ____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Community Activities</th>
<th>Indicate grade level(s) for each activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 10 11 12</td>
<td></td>
</tr>
</tbody>
</table>

- Clubs and organizations (junior theater, church groups, Boy/Girl Scouts, etc.)
- Organized sports
- Volunteer work
- Awards, honors, and other achievements
- Special talents (playing a musical instrument, singing, dancing, photography, drawing, writing, etc.)

### Work Experience
(Note: job title, company, supervisor, hours worked/week, special skills acquired)
## My Extracurricular Activities Log EXAMPLE (1 of 2)

Name: **Sandra Martinez**

<table>
<thead>
<tr>
<th>School Activities</th>
<th>Indicate grade level(s) for each activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government (including office)</td>
<td></td>
</tr>
<tr>
<td>Freshman class secretary</td>
<td>9</td>
</tr>
<tr>
<td>Organizations (school clubs, etc.)</td>
<td></td>
</tr>
<tr>
<td>Math and science club</td>
<td>9</td>
</tr>
<tr>
<td>Drama club</td>
<td>9, 10</td>
</tr>
<tr>
<td>Creative and Practical Arts (photography, band, choir, drama, creative writing, publications, etc.)</td>
<td></td>
</tr>
<tr>
<td>School Newspaper</td>
<td>9, 10</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>9, 10</td>
</tr>
<tr>
<td>School spirit (cheerleading, committees, etc.)</td>
<td></td>
</tr>
<tr>
<td>Academic recognition (awards, honors, Science Fair, etc.)</td>
<td></td>
</tr>
<tr>
<td>Honor roll</td>
<td>9, 10</td>
</tr>
</tbody>
</table>
**My Extracurricular Activities Log EXAMPLE (2 of 2)**

Name: Sandra Martinez

<table>
<thead>
<tr>
<th>Community Activities</th>
<th>Indicate grade level(s) for each activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clubs and organizations (junior theater, church groups, Boy/Girl Scouts, etc.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organized sports</strong></td>
<td>9 10 11 12</td>
</tr>
<tr>
<td><em>All-city volleyball</em></td>
<td>9, 10</td>
</tr>
<tr>
<td><strong>Volunteer work</strong></td>
<td></td>
</tr>
<tr>
<td><em>Hospital volunteer</em></td>
<td>10</td>
</tr>
<tr>
<td><strong>Awards, honors, and other achievements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Special talents (playing a musical instrument, singing, dancing, photography, drawing, writing, etc.)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Violin</em></td>
<td>7</td>
</tr>
<tr>
<td><strong>Work Experience</strong></td>
<td></td>
</tr>
<tr>
<td><em>(Note: job title, company, supervisor, hours worked/week, special skills acquired)</em></td>
<td></td>
</tr>
</tbody>
</table>
Cost of Living

The purpose of this section is to start students thinking about the type of future they envision for themselves, including the lifestyle they wish to have. They may do some or all of these activities. For several, they will need access to local newspapers. Teachers may choose to have students complete these activities either in groups, by role-playing a family, or as individuals.

Into

Time: Less than 1 class period

- Set the stage by explaining to students that in this section they will acquire information to help them envision the lifestyle they might wish to have. They will use their imaginations to project 10–15 years ahead. Help them make connections between the lifestyle they choose and the opportunities a college education will provide.
- Students complete Part 1 of Activity 3.9, “Housing.”

Through

Time: 5 class periods (some parts may be done as homework instead of class time)

- Students look in the housing section of the local newspaper to find the costs of buying a home or condominium and renting a house or apartment. Students use the newspaper to look for car costs as well. Students complete Part 2 of Activity 3.9, “Housing” and all of Activity 3.10, “Transportation.”
- Students complete Activity 3.11, “Clothing,” Activity 3.12, “Food and Sundries,” and Activity 3.13, “Extras: Recreation and Entertainment.” They will need to get approximate expenditures from their family members.

Beyond

Time: 2–3 class periods (some activities may be done as homework)

- Invite a realtor to speak to students about the current local housing market and possible future trends.
- Students complete Activity 3.14, “Cost of Living,” and then refer to a chart of current annual income based on educational level so they can identify the level they need to sustain the lifestyle they desire. (See Student Handout 1.1 in Unit One for such a chart.)
- Students share their future lifestyles with class either individually or within their role-play family units.
- Students complete Activity 3.15, “Written Reflection—Lifestyle and Cost of Living.”

These activities are only the broadest introduction to this topic. You might wish to add activities that deal with the cost of home furnishings, appliances, tools, and pets, for example.

The classification of expenses is also broad. For example, some families might consider newspapers, books, and magazines part of a basic budget, not “extras.” Should the cost of cable TV access be considered a “utility” expense or an “extra?” What about the cost of Internet access? Discuss these and similar ideas with students.
Student Activity 3.9

Housing

Part 1
Where to you want to live?
City/Town, State ____________________________________________________________

Type of housing you prefer (check one)

Rent
☐ Government housing
☐ Apartment
☐ House
☐ A farm or ranch
☐ A luxury home or estate

How many bedrooms? _________ Bathrooms? _____________

Garage: ☐ Yes ☐ No What size? ________________

Other features you would like in your housing: ____________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Part 2
Check the housing section of your local newspaper to find approximate prices for the type of housing you are interested in. Fill in all the information below to make a comparison between owning and renting. You may need to discuss some of the items with parents, teachers, or other adults to find approximate costs. Discuss the advantages and disadvantages of buying versus renting.

<table>
<thead>
<tr>
<th>Expense</th>
<th>Owning Monthly Cost</th>
<th>Rent Expense</th>
<th>Renting Monthly Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mortgage</td>
<td></td>
<td>Rent</td>
<td></td>
</tr>
<tr>
<td>Property taxes</td>
<td></td>
<td>Property taxes</td>
<td>0</td>
</tr>
<tr>
<td>Homeowner’s insurance</td>
<td></td>
<td>Renter’s insurance (optional)</td>
<td></td>
</tr>
<tr>
<td>Utilities (specify)</td>
<td></td>
<td>Utilities (specify)</td>
<td></td>
</tr>
<tr>
<td>Fees (homeowners’ assoc., garbage collection, etc.)</td>
<td></td>
<td>Fees (homeowners’ assoc., garbage collection, etc.)</td>
<td>0</td>
</tr>
<tr>
<td>Maintenance and repair costs</td>
<td></td>
<td>Maintenance and repair costs</td>
<td>0</td>
</tr>
<tr>
<td>Total monthly costs</td>
<td></td>
<td>Total monthly costs</td>
<td></td>
</tr>
</tbody>
</table>
Transportation

Thinking about your first car is very exciting. However, owning a car can also be very expensive. Before you make a decision about your transportation budget, think about where you want to live and where you will work. After you have done some comparisons, you may find that you want to use public transportation. Also, if you are married and both you and your spouse work, will you need two cars or will you be able to share one?

How would you like to travel to and from work? (Check one.)

☐ Walk
☐ Bicycle
☐ Motorcycle
☐ Public transportation
☐ Car, previously owned
☐ Car, new every 7–8 years
☐ Car, new every 3–4 years
☐ Car, new every year

If you want to own your own car or motorcycle, indicate the:

Make __________________________________________________________
Model ________________________________________________________
Year __________________________________________________________

How many miles per month do you estimate you will drive? ______________

List approximate monthly amounts for each of the following costs associated with owning a car or motorcycle.

Loan payments $______________
Insurance $______________
Gasoline $______________
Maintenance $______________

Total estimated monthly transportation cost when owning a car/motorcycle: $______________

Estimated monthly cost for bus/train/other public transportation: $______________
Student Activity 3.11

Name: _________________________________

Date: _________________________________ Period: ______________

Clothing

Do you have a clothing budget now? Do you know how much you spend on clothing in a year? You might be surprised at the total when you add it all up.

Are you a person who wants to own just a few high-quality items of clothing? Or do you like to have many outfits from which to choose? Will your job require you to wear uniforms or a certain type of clothing? Do you live in a climate that requires both a summer and a winter wardrobe? Do you have hobbies or other activities that require special clothing? Are you willing to sew your own clothes, shop at discount stores, or shop the sales? Are you comfortable purchasing resale clothing? Or are you a person who doesn’t care about the cost when you see something you want?

The answers to these questions will affect how much you budget for clothing. Remember, your clothing budget includes shoes, hats, swimsuits, coats and jackets, boots, rain gear, underwear, belts, socks, bedclothes and other apparel you might not think of immediately.

For clothing, I plan to (check one or more):

☐ Sew my family’s clothing
☐ Buy resale clothing
☐ Buy from discount shops and catalogs
☐ Always buy clothes on sale
☐ Shop at department stores and boutiques
☐ Buy designer fashions
☐ Other (explain) ________________________________

Talk with other family members and see how much they spend on clothing. For each month of the year, make an itemized list of the clothes you might typically buy, and estimate the amount you would spend on each item. Total the costs for a year and then divide by 12 to arrive at an average monthly amount to be budgeted for clothing.

Total $______________ for clothing per year divided by 12 = $__________/month

If you are planning to have a family, take the total monthly amount above and multiply it by the number of people in your future family.

$______________/month x _____________ (number in family) = $__________/month for entire family
Student Activity 3.12

Food and Sundries

Do you like to eat out in restaurants, or do you prefer to cook at home? If you cook at home, do you use convenience foods, or do you make meals from “scratch”? Are you willing to watch for sales, to purchase fruits and vegetables in season, and to stock up on staples when they are priced right? Or would you prefer to simply buy what you need when you need it? Do you have any dietary restrictions? If so, please take them into account when you create your budget.

Sundries include personal items like soap, shampoo, deodorant, etc., as well as cleaning supplies, toilet paper, and paper towels. Include these items in your budget as well.

You will need to talk to your parents/guardians to develop a budget for food and sundries. These numbers do not have to be exact. You just need a general idea. If you don’t already accompany your parents when they shop for food and sundries, then go with them and take note of the items needed for a household. Note how prices vary among different brands of the same product; if possible, note how prices for the same item vary from store to store.

Through discussions with your classmates and family, come up with a dollar amount per month that you think you might spend on food and sundries for the size of family and the lifestyle you envision for yourself.

Number of people in my future family ____________________

Monthly amount needed for food $____________________

Monthly amount needed for sundries $____________________
Student Activity 3.13

Name: ______________________________________________________________

Date: ___________________________ Period: ________________________

**Extras: Recreation and Entertainment**

Although you don’t need the following budget items to survive, recreation and entertainment items make life more fun. You may find that at certain times in your life, you are able to spend more or less on these items. Think about your budget and what you will want to spend on the following areas. Don’t forget the costs of a television and DVD/VCR player, a stereo, or other items that you might want for your entertainment.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approximate Cost/Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining out</td>
<td>$</td>
</tr>
<tr>
<td>Movies, concerts, sporting events, theater, opera, lectures or workshops</td>
<td>$</td>
</tr>
<tr>
<td>Books, newspapers, magazines</td>
<td>$</td>
</tr>
<tr>
<td>CD’s, videos, DVD’s</td>
<td>$</td>
</tr>
<tr>
<td>Hobbies/lessons (e.g., flying, golf, tennis, singing, etc.)</td>
<td>$</td>
</tr>
<tr>
<td>Health club/gym memberships</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
</tr>
</tbody>
</table>

Estimated monthly total for recreation and entertainment $__________________________
Cost of Living

Use the monthly amounts from Activities 3.9–3.13 to fill in the chart below. Completing it will give you an idea of the salary you will need to achieve the lifestyle you desire. Remember that this chart does not include every expense you might have; it contains only some basic expenses. Not included, for example, is the cost of child care if you have children and must work. What other possible expenses can you think of that do not appear in this chart?

<table>
<thead>
<tr>
<th>Expense</th>
<th>Monthly Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>$</td>
</tr>
<tr>
<td>Transportation</td>
<td>$</td>
</tr>
<tr>
<td>Savings</td>
<td>$</td>
</tr>
<tr>
<td>Clothing</td>
<td>$</td>
</tr>
<tr>
<td>Food and Sundries</td>
<td>$</td>
</tr>
<tr>
<td>Recreation/Entertainment</td>
<td>$</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$</td>
</tr>
<tr>
<td>Taxes (add 30% to the subtotal)</td>
<td>$</td>
</tr>
<tr>
<td>Total Monthly Living Costs</td>
<td>$</td>
</tr>
</tbody>
</table>

Total monthly costs $_____ x 12 months = $__________________

(annual income needed for this lifestyle)

Educational level needed to generate this income ____________________________
Student Activity 3.15

Name: __________________________________________

Date: ___________________________ Period: ____________

Written Reflection—Lifestyle and Cost of Living

Think about the lifestyle you have envisioned for yourself. You have used the Average Income Data to determine the education level necessary to create the “earning power” needed to support your chosen lifestyle. How hard are you willing to work to achieve your goals? Will you need to make sacrifices? What do you think they might be? What will the benefits be if you put forth the effort to achieve your goals?

____________________________________________________________________________

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____________________________________________________________________________
Career Exploration Activity

Students have had a chance to examine the cost of living and to think about the lifestyles they would like. Additionally, they determined the level of education they would need to support those lifestyles. Students will now investigate a career of their choice and then plan the appropriate paths to lead them to it. This unit allows students to synthesize what they learned from the Knowledge of Self section with what they learned in the Cost of Living section.

While students work on this project, it is important that they talk with their counselors about which high school classes will prepare them for their career choice and for the college path leading to that career.

If students have the eighth-grade activity in their portfolios, they may want to revisit it and expand its content.

Into

Time: 2–3 class periods

• Invite guest speakers from various careers to speak to students about their professions. One of these guest speakers can be the high school counselor. Have students take Cornell notes as they listen to each speaker (two class periods).

• Have students use a web (or other organizer) to brainstorm careers in which they are interested. Be sure they have reviewed the results of their interest inventories and skills assessments before brainstorming.

Through

Time: 4 weeks (most of the project may be done outside of class)

• Based on their knowledge of themselves, students select a career to investigate. Students write a description of the field that interests them and list possible jobs within that field. Students will determine answers to the following questions:
  1. What skills should people in this field have?
  2. Are there specialty areas within the field?
  3. How do people in this field work with people in other fields?
  4. What related careers are possible for someone trained in this field?
  5. Are there professional organizations that support people in this field?
  6. What salary and benefits can people in this career expect?
  7. What are some typical jobs that someone in this field might perform?
  8. Why is there a continuing need for this career?

• With approval from their AVID teacher and a parent/guardian, students interview at least two people who currently work in the occupation they are studying. Students develop interview questions that will help them:
  1. know what is involved in day-to-day activities on the job.
  2. decide if they might be interested in this line of work.
  3. think seriously about ways to prepare for this career.

They may conduct the interviews in person, over the telephone, by letter, or through e-mail. Students summarize the interviews in writing to offer insight and advice to other students who may be interested in that career.
• Students design a “map” that shows possible paths one might follow to get to this career. When working on this map, students might meet with the school counselor to learn the high school curriculum necessary for this career and to find out post-secondary requirements as well. Students should investigate at least one private college and one state college that will help them prepare for this career. They should also research internships, apprenticeships, or similar work-related experience that may be recommended or required for this career.

The first part of the map students create should include a path through the high school they will attend. They should identify each semester and list the courses needed for this career path.

Students can divide the second part of the map into two parts: One with a private college path and one with a state college path that will lead them to their career choice. Students include as much information as possible on the map including majors, courses needed, etc. Students end each path at a door that opens to the career they’ve chosen.

• Students create a brochure about the career they have studied. Students also present what they consider to be some of the most important facts and pieces of advice from their research.

**Beyond**

*Time: 2–3 class periods for presentations; time outside of class to prepare*

• Students creatively present their career findings. This may include dressing up as a professional, showing a video, or role-playing.

• Utilize Activity 2.4, “Career Selection” and Activity 2.5, “Student Responsibilities/Checklist,” as appropriate in the section.
Early Planning for Financial Aid

Assisting students and their families with the financial aid process is another aspect of the AVID program and of college preparation. Early planning is important so that both parents and students can be prepared for the paperwork during the senior year. Early planning can also help to dispel myths about the expense of college. When parents and students truly understand that a college education is attainable with the help of financial aid, their motivation to achieve that goal can increase.

Work with the school counselors or the person on your campus in charge of the financial aid process during these activities.

Into

Time: 1–2 class periods

- Have students research the costs of colleges in which they are interested. Have them distinguish the various costs involved with higher education, including registration/tuition fees, books, living expenses, and travel costs. Have students note how these costs vary among different campuses.
- Give an overview of the types of financial aid available for college, including loans, scholarships, grants, and work/study plans.
- Teachers should go to www.act.org and download “Family Firsts” for distribution. This will give parents and students a further overview of college admissions for first-generation families.

Through

Time: 1–2 class periods and time outside of classes

- Plan a parent/guardian workshop on financial aid that includes presentations from students as well as guest speakers from colleges. Students can share some of the basics they have learned about financial aid. Representatives from colleges can provide more details including the importance of completing the Free Application for Federal Student Aid (FAFSA). Many colleges will send representatives, at no cost, to speak to parents/guardians and students. Work with your school counselor to arrange such a speaker.
- Other ideas for making this workshop effective: have parents/guardians of past graduates share, parent-to-parent, how they overcame fears and misconceptions about paying for college; have graduates from your high school who currently attend college tell how they are paying for it; have a financial planner help families understand how they can begin to save for college with just a few dollars a week.

Beyond

Time:

- Have students develop a plan indicating how they might pay for their college educations based on what they have learned about financial aid. Each student would choose a college, research its costs, calculate how much he or she might receive in federal and/or state grants, and then determine how much they would have to earn from scholarships or employment. This will also help them decide whether they will need to take out loans.
- Developing the above financial plan is a great “into” activity for the scholarship research addressed in the 11th grade unit. Students should therefore save this work in their portfolios for future reference.
Portfolio

Suggested items from this unit that students can add to their portfolios:

- Updated six-year plan
- “College Entrance Test Plan and Record” (Activity 3.1)
- PSAT results
- “Me, Personally” (Activity 3.3)
- “Career Values Inventory” (Activity 3.4)
- “My Ideal Self” (Activity 3.5)
- “My Individuality” (Activity 3.6)
- “My Extracurricular Activities Log” (Activity 3.8)
- “Cost of Living” (Activity 3.14)
- Career research project
- Financial aid plan
Updating the Six-Year Plan

Updating the six-year plan is a procedure that students should revisit at least twice each year. Utilize this checklist to help them update and adjust their plans:

☐ Obtain copies of students’ transcripts that show their ninth-grade year, including summer school. Arrange a visit from one of the school’s counselors to teach students how to read the information on their transcripts. Have the students use the transcripts to update their six-year/four-year plans.

☐ If students had any D’s or F’s in ninth grade that were not made up in summer school, assist them in making a plan to repeat those classes and raise the grades as soon as possible. Investigate the options available at your school site. Can students attend adult school? Does your school offer intersessions or extra periods during the day? May students take a course at a community college that might help fill in gaps in their college requirements?

☐ Have students evaluate their academic strengths and challenges in light of their grades. Do they need to adjust their plans based on what they have learned about themselves? How can they strike a balance between pursuing academic success while keeping up with family responsibilities, athletics, clubs, community service, and working part-time?

☐ Continue to have older students visit to share their experiences and provide encouragement and modeling for the younger students.

☐ Have your college tutors relate how particular high school courses, although challenging, really helped them prepare for college.

From now until graduation, the periodic six-year/four-year plan update will be a process of keeping students on track as well as helping them maintain their motivation. Be sure to balance activities that give students a “reality check” with activities that encourage them. Use or modify activities from previous units to assist your students with their academic plans, and always include your school counselors in the process.
**Knowledge of Self**

In this section, students will be evaluating what they accomplished in ninth grade, using their portfolios to look back and assess their progress and needs. As this section refers to activities from the ninth-grade unit, you may want to check with the ninth-grade teachers to see what they covered and if any activities from that unit were not used.

**Into**

*Time: 1 class period*

- Explain to students that the ability to reflect on one’s past experiences is a very good personal quality. Students need to be able to analyze what worked well and what did not. Going through this process allows them to identify what—if anything—they need to adjust to keep moving forward.
- Students share orally one positive and one negative academic experience from ninth grade.
- Students do a quickwrite about what they learned from both of those experiences.
- Students can use the same exercise to focus on the AVID elective.

**Through**

*Time: 2–3 class periods and time outside class*

Students may complete these activities individually or use an interview format to work with a partner.

- Students complete Activity 4.1, “Looking Back at Ninth Grade.”
- Students complete Activity 4.2, “My Accomplishments.”
- Students complete Activity 4.3, “Making Good Decisions about the Future.”

**Beyond**

*Time: 1–2 class periods and time outside class*

- Students share their reflections in small groups.
- Students make a new graphic representation, tied to goal-setting, about what they want to accomplish in the 10th grade and beyond.
Student Activity 4.1

Looking Back at Ninth Grade

Answer the following questions as you think back on your ninth-grade experiences. You may want to have your AVID portfolio available.

1. What academic skills (writing, notetaking, organization, public speaking, etc.) have you strengthened?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. What new interests did you develop in the ninth grade?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. What activities, groups, or clubs did you get involved in? What did you gain from these experiences?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

4. What personal strengths (being a loyal friend, becoming more dependable, growing more open-minded, becoming a better listener, showing better time management, etc.) have you improved upon? How did you accomplish this?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

5. Identify a personal or academic challenge you overcame in ninth grade. What impact do you think this will have on your 10th-grade year?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

6. What experience in ninth grade helped you think about a possible career choice?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Student Activity 4.2

My Accomplishments

Think about your accomplishments and list them below. Your accomplishments may be school-related or from your life outside of school.

1. List as many accomplishments as you can think of from ninth grade.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. List something you accomplished over the summer.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Identify the most important thing you accomplished in ninth grade.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Describe something you learned about yourself in ninth grade.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Based on your ninth-grade experiences, write about something you will do differently in 10th grade.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Based on your ninth-grade experiences, describe something you will continue to do without change in the 10th grade.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Name: ____________________________________________________
Date: ___________________________ Period: _________________
Because a college education is one of your goals, it is important that you continue to develop self-awareness so you can make the best decisions about that part of your future. Although you have thought about these questions before, take time to answer them again, given that you are older and wiser now!

1. What is important to you?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________

2. How are you unique?

__________________________________________________________________________________________
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3. What do you want out of life?

__________________________________________________________________________________________
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Unit 4: Grade 10
Beyond the Classroom

While ninth grade may have been a time for students to explore new opportunities, 10th grade is a time for them to refine their interests. Colleges do value a student’s participation in extracurricular activities, but it is important to understand that they also look for evidence of commitment. In other words, they consider regular participation in a few activities over a three- to four-year period more impressive than a greater number of short-term involvements.

The activities in this section are designed to help students refine their interests and pursue in greater depth the activities they most value.

Into

**Time: Less than 1 class period**

- Have students take their Extracurricular Activities Log from their portfolios. (They should have saved this activity from ninth grade.) Have them update their logs with anything from ninth grade or the summer that is not already listed.
- Have students quickwrite about which activities they enjoyed most, and which activities they do not want to continue.
- Have students first share their quickwrites with partners and then share and discuss them as a class.

Through

**Time: 2–3 class periods and time outside class**

- Tell students that in ninth grade they were encouraged to try new things, and that they should always keep their minds open to new and different activities. Let them also know that, at the same time, colleges are looking for a sense of commitment and leadership when they review students’ extracurricular activities. Therefore, we will be helping students understand the concepts of leadership and commitment, and how they are illustrated in their extracurricular activities.
- Have students write their own definitions of leadership, and include an example that illustrates the definition. Have them share their definitions with partners or in small groups. Lead a class discussion based on their responses.
- Find a short article about leadership and conduct Philosophical Chairs or a Socratic Seminar based on it to help students clarify their ideas about leadership and the qualities that define a leader.
- Have students name people they believe are leaders on campus, in the community, or at the state, national, and international levels. List all the names on the board. Then have students write about the differences between positive and negative leadership. Have them add to the list names of persons who display or have displayed negative leadership. Discuss whether everyone everywhere would agree with students’ classifications.
- Have the students determine how they might personally demonstrate leadership in the classroom, as a club officer, as captain of an athletic team. Using a goal-setting activity, have them set a goal of achieving a leadership position in some capacity no later than their junior year.
- Using similar strategies—definitions, examples, Socratic Seminars—have students explore the concept of commitment, and decide how they will show their commitment to a particular activity beyond their academic education.
Beyond

_Time: Varies_

- On field trips to colleges, be sure students make connections between the extracurricular activities in which they are involved and the activities available on the various campuses. Does a college offer organizations or activities in which they can continue at the college level? Are there new and interesting clubs or activities they can explore? What opportunities will they have to extend and enhance their leadership?

- When you invite guest speakers for your AVID students, encourage them to reinforce the concept of leadership and commitment to students.

- Have students periodically reflect on their progress toward their goals and update their Extracurricular Activities Logs as needed.
College and Careers

The 10th-grade year is the time to include two practice college entrance exams, the PSAT and the PLAN (overviews of each appear in the ninth-grade unit). Your AVID students may have taken the PSAT in ninth grade. If so, the activities below include using those results to prepare them for their second PSAT. Be sure to refer to the activities and overviews in the ninth-grade unit as you work through this section.

As you know, the PSAT is given only once a year, in October, so you need to devote some AVID class time early in the school year to prepare for it. The PLAN may be given any time throughout the year since you or the AVID Site Team order and administer it. One suggestion is to use the PLAN later in the year and, because the PLAN includes an interest inventory, connect it to the career research section later in this unit.

A plethora of preparation materials are available for these tests. The PSAT registration booklet includes descriptions and examples of every type of question as well as a full practice exam. In addition, there are many books and Web sites that provide test prep tips and practice questions/tests. Some of these are listed in the Resources section of this guide. Be sure to use them during this unit.

The PSAT

Into

Time: 1–2 class periods and time outside class

- Have students brainstorm in small groups everything they remember about the PSAT from last year’s experiences. Have groups share out and record the brainstorming on the board.

- The PSAT/NMSQT is a practice test for the SAT. It measures verbal, reading, math, and writing skills. It is also the qualifying test for the National Merit Scholarship Competition. High scorers are identified, using regional score cutoffs, and invited to participate in the scholarship competition. PSAT/NMSQT scores are also used for the National Achievement and National Hispanic Recognition programs.

- Have the students take Cornell notes as you give an overview of the basics of the PSAT. Refer to the ideas from their brainstorming and fill in any gaps. Be sure to cover: types of questions in the verbal section, types of questions in the math section, types of questions in the writing section, number of sections and questions per section, timing, how the test is scored (especially negative scoring where they lose points for incorrect answers), and how grid-in questions are to be answered (note that they do not lose points on the grid-ins for incorrect answers). Be sure students understand that this test, like the SAT, is designed so that the average student will not answer all questions correctly. Therefore, students must develop the skill of knowing when NOT to answer a question.

- If your students took the PSAT in ninth grade, have them review and analyze their results after the lecture. Make sure they notice on which types of questions they did well, which types of questions caused them difficulty, and how many points they lost by answering questions incorrectly.

- Have students write a paragraph or short essay analyzing their ninth-grade results and presenting ideas how they might improve their scores this year. (Consider using the goal-setting activities from the Strategies for Success guide.)
Through

Time: Several class periods and/or significant time outside class

- In the weeks prior to the PSAT, you might want to use one or two practice questions each day as a warm-up in the AVID class. Be sure that you always identify the type of question for the students (e.g., sentence completion, math word problem, etc.).
- Have practice PSAT problems available during tutorials to fill gaps during tutorial time.
- Consider devoting one or more tutorial days to the practice of PSAT problems.
- Use practice PSAT problems as AVID homework, focusing on a different type of question each time.
- Spend time in class reviewing basic test-taking strategies such as using the process of elimination, deciding when to take a guess, focusing on context clues or key words in reading passages, etc.
- Devote at least one lesson to examining the directions for each type of question. Ensuring that students are already familiar with the directions will help them avoid mistakes and save time on the test day.
- Consider giving a practice exam on a Saturday prior to the actual PSAT. Have students hand-score their exams so they can see the effect of the negative scoring.

Beyond

Time: 2–3 class periods and time outside class

- Results from the PSAT usually arrive in schools during December. Because of the timing, you may want to save the activities in this section until after the winter holiday break.
- Have a lesson that guides students through reading their score reports. If a counselor or other staff member on campus specializes in this area, invite him or her to lead the lesson. You may want to group students with similar scores, as students tend to do a lot of comparing during such activities. Be sure this lesson helps them analyze their areas of success as well as their areas of greatest challenge. Be sure they keep a copy of their results in their portfolios.
- Consider having students prepare presentations for their parents/guardians about the PSAT. Students could form groups, with each group covering a different topic, including: an overview of the test including its purpose, various sections, and amount of time; examples of each type of verbal question; examples of each type of math question; examples of each type of writing question; how the test is scored, and how to read the score report. After the presentations, parents/guardians sit with their children while students review their results with their parents, including their goals for improvement in the 11th grade. Teachers and counselors can roam through the room and help answer questions.

The PLAN Test

Into

Time: 2–3 class periods

- Just as in the process used for the PSAT, have students take Cornell notes as you give an overview of this test, including the types of questions, the number of sections, the scoring method, etc.
• Have students compare and contrast the format of this test with the PSAT. It is important that they understand that different tests require different strategies (see “Test-Taking Tips” in the Strategies for Success guide). For example, on the PLAN, students do not lose points for incorrect answers, so they can replace the strategy of knowing when NOT to answer with a strategy for educated guessing.

• If your students took the EXPLORE assessment by ACT in eighth or ninth grade, have them review and analyze their results before taking the PLAN. The EXPLORE and PLAN are designed to work together as scaffolding for the ACT assessment.

Through

Time: Several class periods and/or significant time outside class

• As during PSAT practice, use practice questions for warm-ups, during tutorials, and for homework. You may want to place more emphasis on the types of questions NOT included on the PSAT—the science reasoning, for example.

• Determine if you will give the test in sections over the course of a week, or if you will have a block of time in which to give it all at once. If you can, schedule time on a Saturday or during a block of time during a regular school day to simulate the actual test using practice materials. Being able to focus intensely and perform well for a concentrated period of time are skills in and of themselves, and some students need to practice this as much as possible. (See “Test-Taking Tips” and “Learning Styles” in the Strategies for Success guide for more information.)

• Create a testing environment as close as possible to that of an actual ACT sitting, and administer the test.

Beyond

Time: 2–3 class periods and time outside class

• Follow the same procedures for analyzing the results that you used for the PSAT. You will usually receive the PLAN results much more quickly than the PSAT, so making connections for and giving feedback to the students will be easier.

• If you use the interest inventory results to promote career research, have students include this step in any career presentations they make to parents/guardians or other students. They can share how the PLAN results helped guide their thinking as they explore career interests in pursuit of employment they will find satisfying and rewarding.
Career Research

By now, your AVID students have had many opportunities to think about careers that might be a good fit for them. In this unit, they will take all that thinking to begin to identify possible college majors.

Be sure that students have access to the contents of their portfolios, including career research projects from past years, the cost-of-living section, and their interest inventory results from the EXPLORE and the PLAN assessments.

Into

*Time: 1 class period and time outside class*

- Have students spend some time reviewing the various assessments, inventories, and assignments they have accumulated in their portfolios.
- Have students take notes about themselves using Activity 4.4, “All about Me.”
- When they are finished with their notes, have them write reflectively about all the information they have gathered in Activity 4.4. Have them share their lists and writing with a partner in class and/or their parents as a homework assignment.

Through

*Time: 1 class period and possible time outside class*

- Using the information from Activity 4.4, “All about Me,” have the students complete Activity 4.5, “Possible Careers and College Majors.” To assist students in thinking of college majors to match their career ideas, be sure you have lists of possible majors from various sources including your state universities, various private colleges, and possibly published resource guides.

Beyond

*Time: Varies*

- When guest speakers come to speak about careers, be sure they share different college majors that would lead to that career.
- When students visit colleges and have a chance to speak to college students and professors, be sure they ask about careers related to college majors they are considering.
- As students continue to develop new areas of interest or strength, have them think about college majors that might be connected.
**Student Activity 4.4**

Name: ____________________________________________

Date: ____________________________________________ Period: ____________

### All about Me

**Directions:** List information about yourself based on the contents of your AVID portfolio. Be sure to review your EXPLORE, PLAN, and PSAT results, along with any other tests or assessments you have taken. Review your current transcript, your activities from the cost-of-living section in ninth grade, your career values inventory, and other assignments that required you to think about your unique characteristics and personality.

<table>
<thead>
<tr>
<th>My interests</th>
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<tr>
<th>My values</th>
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<th>My academic strengths</th>
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<th>My academic challenges</th>
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<th>My strongest personality traits</th>
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<th>My special talents and skills</th>
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<tr>
<th>What I would enjoy in a job</th>
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<tr>
<th>What I want to avoid in a job</th>
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Possible Careers and College Majors

**Directions:** In the left column, list possible career choices that seem to fit you. You may list a specific career like “pediatrician,” or you may list a general career area like “medicine.” In the right column, list possible college majors that would prepare you for that career.

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<thead>
<tr>
<th>Possible Career Choices</th>
<th>Possible College Majors Leading to This Career</th>
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College Research

Your students have had opportunities since middle school to investigate different colleges. They are now starting to consider possible college majors. Their college research focus should now narrow to colleges that are a “fit” for them.

The goal is for students to compile a list of 7–10 colleges to which they want to apply by the end of their 11th grade year. The activities in this section will help them to begin to refine their college research to reach that goal.

Into

Time: Less than 1 class period

• Have students quickwrite on the following question, “If you were to choose a college today, which one would you choose, and why?”
• Have students share their quickwrites and record on the board their names, colleges of choice, and reasons for their choices.
• Despite the AVID program’s numerous activities regarding college, you may still find that students choose colleges based on reasons that are not the best. Use their above responses to lead a discussion about the criteria for choosing a college that is right for them. Let them know that they need to start narrowing their list of possible colleges as they prepare to meet admission requirements and submit applications within the next year or two.

Through

Time: 1–2 class periods and time outside class

• Have students answer the questions in Activity 4.6, “Thinking about the Best College.” You may have them work through the questions in groups. Have them take turns sharing their thinking out loud. Hearing others’ answers sometimes helps students clarify their own.
• After the students have finished answering these questions, lead a class discussion to help them understand how their responses may translate into choosing a college campus that fits their personalities.
• Have students use their answers from Activity 4.6 to complete Activity 4.7, “The Ideal College.”
• Now have students quickwrite to answer this question: Would you still choose the same college you did in the first quickwrite? If so, explain how this college fits your personality and goals. If not, tell why this college does not fit you.

Beyond

Time: Several class periods and/or time outside class

• Using the information they have gathered from the activities in this section, students should now conduct college research with a focus. Many Web sites, including www.collegeboard.org and www.petersons.com, allow them to conduct searches for colleges based on selected criteria. See the “Resources” for additional Web sites. Activity 4.8, “Finding Colleges That Fit,” is an example you and your AVID site team may wish to follow in writing your own guided Internet lessons to assist students in these searches.
• This is an excellent opportunity to introduce the Web site www.CaliforniaColleges.edu. If any student did not create an account at the end of eighth grade, he or she should do so now. This site allows students to research colleges and requirements. By inputting their information into the planner section, students will be kept informed of their progress in meeting University of California and California State University entrance requirements. Financial aid information and tips for college selection are also included.
**Teacher Tips**

- Explain to students that there are many different types of colleges from which to choose; it is best to become informed now—by high school, students are capable of making wise choices.
- Have students interview each other with the questions in this exercise.
- Invite college students, or high school seniors who are actively seeking admission to colleges, as guest speakers.
- After they complete these questions, have students write a brief description of a college that might suit their needs.
Thinking about the Best College

1. What extracurricular activities do you enjoy most? Do you enjoy meeting new people? Helping people? Learning new skills? What gives you the greatest sense of accomplishment?

______________________________________________________________________________________
______________________________________________________________________________________

2. What school subjects interest you the most? Least?

______________________________________________________________________________________
______________________________________________________________________________________

3. How would your teachers describe you? What might they say are your strengths and weaknesses?

______________________________________________________________________________________
______________________________________________________________________________________

4. Do you enjoy being in new situations with new people, or do you prefer the familiar?

______________________________________________________________________________________
______________________________________________________________________________________

5. What do you have to offer a college?

______________________________________________________________________________________
______________________________________________________________________________________

6. What do you think college will do for you?

______________________________________________________________________________________
______________________________________________________________________________________

7. Do you like individual attention from your teachers? Counselors? Or do you like to be one of many, seeking help when you feel you need it?

______________________________________________________________________________________
______________________________________________________________________________________

8. Do you prefer like small groups and getting to know people well? Or do you enjoy being in large throngs of people, and meeting lots of new people?

______________________________________________________________________________________
9. Do you enjoy familiarity and routine in your environment? Would you prefer an environment where there are always unexpected events and new places to explore?

______________________________________________________________________________________
______________________________________________________________________________________

10. Would you enjoy the fast pace of a large city, or would you consider it charged with tension and pressure? Would you find the pace of a smaller college town relaxing or boring?

______________________________________________________________________________________
______________________________________________________________________________________

11. Are you ready to “move out?” Do you want to stay close enough to home for an occasional weekend visit? Do you want to use college as a means to explore an area of the country?

______________________________________________________________________________________
______________________________________________________________________________________

12. Do you prefer the chance to take long bike rides through the country or to spend afternoons in a city coffeehouse?

______________________________________________________________________________________
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13. Are you a type A personality (needing to be always “on the go” all the time, to be involved in competitive events)? Or do you move at a slower pace?

______________________________________________________________________________________
______________________________________________________________________________________

14. Do you enjoy independent academic achievement or do you like to work in groups?

______________________________________________________________________________________
______________________________________________________________________________________
The Ideal College

**Directions:** Choosing one answer for each item will help you begin to narrow your search for colleges to research. Be sure to give reasons for your answers.

1. I would prefer that my college be
   - ☐ In a large city
   - ☐ In a suburban area
   - ☐ In a small town
   - ☐ In a rural area
   because ____________________________________________________.

2. I would prefer that my college have an enrollment that is
   - ☐ Small (fewer than 3,000 students)
   - ☐ Medium (3,000–10,000 students)
   - ☐ Large (10,000 or more students)
   because ____________________________________________________.

3. I would prefer that my college be located
   - ☐ Close enough for me to live at home
   - ☐ Close enough for me to visit my family on weekends
   - ☐ Close enough to visit occasionally
   - ☐ Far enough away that I come home only for major holidays and summer vacation
   because ____________________________________________________.

4. I would prefer that my college be
   - ☐ In state
   - ☐ Out of state
   because ____________________________________________________.

5. I would prefer that my college be
   - ☐ Public
   - ☐ Private, non-sectarian
   - ☐ Private, church- or religious-affiliated
   because ____________________________________________________.
6. I would prefer that the student body at my college consist of
   □ A diverse population of students
   □ Many students who are like me
   □ Doesn’t matter
   because ____________________________________________________________.

Write a paragraph in which you describe your ideal college. Draw on your answers above as well as other factors such as the subject major you are considering and clubs, activities, and sports in which you are interested.

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Student Activity 4.8

Finding Colleges That Fit

A Guided Internet Lesson

(based on the www.princetonreview.com, November 2004)

Follow these step-by-step directions. As you do so, your interest may be caught by items on this Web site that are not part of this lesson. Note them and plan to revisit the Web site another time. For now, focus on completing the activities in this lesson. If you are interested only in California colleges, go to the Web site www.CaliforniaColleges.edu and begin with step 6 below.

1. Enter www.princetonreview.com in the URL locator box.
2. At the top of this home page, find the words “Explore Schools” in red letters. Click on those letters.
3. Near the middle of the page under “Research Tools,” find in blue “Advanced School Search.” Use the drop-down menu to select “College/Undergraduate,” and then click on the “GO” button to the right.
4. You will now answer a series of questions about yourself and your preferences regarding colleges. Near the top of the screen you can see topics ranging from 1) Academics to 8) Activities. Answer each question as best you can. You have already spent time thinking about some of them in previous AVID classes. If you are unsure how to answer a question, just answer with the best information you have; if “no preference” is a choice, use that option. The idea is to narrow the list of hundreds of colleges to ones that are the best matches for you.
5. List below the colleges from your search results. If you didn’t get any matches, then your search is too narrow, and you will need to change some of your answers to create more possibilities. If your search yielded more than 25 colleges, you may want to change answers to narrow your search.

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6. Your next step is to gather information from the Web sites of these colleges. Use Activity 4.9, “College Research Worksheet,” to record this information.
Student Activity 4.9

College Research Worksheet

Use this worksheet to record information about each college in which you are interested. Keep these worksheets in your AVID portfolio: you will use them in the future as you begin to narrow your college choices.

Name of College ________________________________________________________________
Application deadline ____________________________________________________________
Location ___________________________ Type of college (public or private)______________
Enrollment ________________________ Student demographics (ethnicity, gender) ____________
On-campus housing? _______________ Percent of students living on campus? ______________
Campus calendar (quarter, semester)_______________________________________________
Tests required for admission _________________________________________________
Percent of applicants accepted _________________________________________________
Minimum requirements for admission: Test scores _________________________________
GPA ________________________ Courses _____________________________________________
Estimated yearly costs ________________________ Percent of students who receive financial aid
Majors I’m interested in __________________________________________________________

Student-faculty ratio _____________________________________________________________
Student support services _________________________________________________________
Campus life (clubs, activities, etc.) _______________________________________________
Things I like ___________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Questions I still have __________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Name: ______________________________________________________________________
Date: ____________________________ Period: __________________

Unit 4: Grade 10
Sample Application for State College or University

Practice this, practice that! AVID students probably wonder why they’ve asked to practice everything over and over again. The answer is that the more opportunities they have to build their awareness and abilities through practice, the greater their chances for success.

Therefore, just as they’ve been asked to practice for college entrance exams, they need to practice filling out college applications long before they need to submit the actual applications. This activity is designed to increase their awareness of what college applications ask for as well as to increase or maintain their motivation to reach their goal of acceptance at a four-year college.

While this activity uses the University of California’s application, be sure to obtain a copy of an application for your state’s college or university system. Check www.ucop.edu/pathways/ for current prompts for the personal statement essay. Students will have a chance in 11th grade to practice applications for private schools.

Into

Time: Less than 1 class period
• Have students brainstorm in small groups what information they think a college application will request.
• Have groups share and list all answers on the board.

Through

Time: 2–3 class periods
• Give each student a paper copy of an application for your state college or university system. Be sure students understand that most colleges today offer or require online applications. Let students know they will have the chance to practice online applications later; for this lesson, they will use paper copies.
• Guide students step-by-step through the items on the application. Be sure you have reviewed the application prior to this lesson and are prepared to answer possible questions. For example, a request for a Social Security number often leads to questions from students who do not have one. Sometimes these students may be undocumented, and their situations will lead to questions that you may not be able to answer during class. Another application item about family background can generate questions, especially if a student lives with one parent, not both.
• You will want to have the students’ current transcripts available so they can fill in classes and grades that are final.
• Decide ahead of time if you want students to write in classes they will take in the future, projecting their grades OR if you want them to leave those places blank and work only with information that is present and real.
• For some parts of the application you may want to keep the class together; on other sections, you can let them work at their own pace.
• Have students’ portfolios available, as they will need access to transcripts, Extracurricular Activities Logs, and other information.
• Once students have completed the sample application, have them reflect in writing about the experience. What did they expect the application to ask? What parts of the application surprised them? What questions or concerns do they have now that they have completed this sample application?
Beyond

**Time: 3–4 class periods and time outside class**

- Have students obtain sample applications from other colleges in which they are interested. Compare and contrast the applications to the state college or university application. What are common elements? What are some differences?
- If the state college/university application includes an essay or personal statement, have the students write at least a paragraph in response to the prompt(s).
- Use the information on the sample application to begin an online portfolio, if this is available in your state. For example, [www.csumentor.edu](http://www.csumentor.edu) is the Web site for the California State University system. On that site, students may create an account and begin keeping track of their information as early as ninth grade. When it is time to complete their applications in senior year, they simply transfer the information from their account to the online application.
- If students have concerns about documentation they may need to complete their applications as seniors, help them and their families get connected to the resources they need to remedy their situation.
UNIVERSITY OF CALIFORNIA

Application for Undergraduate
Admission & Scholarships
2005–2006

Application Checklist

DO NOT SEND THIS CHECKLIST WITH YOUR APPLICATION.
It is provided for your information only.

HAVE YOU...

☐ Read the application information booklet, which provides instructions for completing
the application form?

☐ Completed your application form and signed it?

☐ Enclosed a check or money order for the appropriate application fees?

☐ Written your name and Social Security Number on your check or money order?

☐ Enclosed your personal statement with your name, date of birth and the words
“Personal Statement” printed in the top right-hand corner of each page?

☐ Affixed adequate postage to your envelope? If mailing in the United States,
use at least 80¢ in postage to mail the completed application form; if mailing from
outside of the United States, use air mail with correct amount of air mail postage.
DO NOT use certified or registered mail or an overnight express
delivery service to send your application. This will delay processing of
your application.

YOU SHOULD...

☐ Send your application to: University of California Undergraduate Application Processing
Service, P.O. Box 4010, Concord, CA 94524-4010.

☐ Mail only the original application form, fees and personal statement to the processing service
address. Do not include letters of recommendation, transcripts, test score reports or other
supporting documentation such as awards, photographs, poetry, etc., in your envelope. They
will not be forwarded, returned or retained.
### APPLICATION INFORMATION — ALL APPLICANTS

1. **APPLICATION TERM** Check one box only. Winter/Spring applicants: Check with the campus Admissions Office to ensure applications are being accepted.

   - □ FALL QUARTER — September 2005 or FALL SEMESTER — August 2005
   - □ WINTER QUARTER — January 2006
   - □ SPRING QUARTER — March 2006 (all campuses except Berkeley and Merced)

2. **APPLICANT CATEGORY — EXPECTED LEVEL AT TIME OF ENROLLMENT AT UC** Check one box only.

   - □ FRESHMAN
   - □ SOPHOMORE TRANSFER Fewer than 60 semester (90 quarter) units completed
   - □ JUNIOR TRANSFER 60–89 semester (90–124 quarter) units completed
   - □ SENIOR TRANSFER 90 or more semester (135 or more quarter) units completed
   - □ SECOND BACCALAUREATE
   - □ LIMITED STATUS

### I. STUDENT INFORMATION — ALL APPLICANTS

1. **FULL LEGAL NAME** Insert a comma after your last and first names.

   - FIRST NAME
   - MIDDLE NAME
   - LAST NAME

2. **NAME ON PREVIOUS ACADEMIC RECORDS, IF DIFFERENT FROM ABOVE** Insert a comma after your last and first names.

   - FIRST NAME
   - MIDDLE NAME
   - LAST NAME

3. **E-MAIL ADDRESS** Campuses increasingly use e-mail to send critical, time-sensitive correspondence to applicants. If you list an e-mail address, provide one that you check regularly and plan to keep until you enroll in college.

4. **PERMANENT MAILING ADDRESS — NUMBER, STREET, APT. NO., OR POST OFFICE BOX (OR HOME COUNTRY ADDRESS FOR INTERNATIONAL APPLICANTS)**

   - CITY
   - STATE
   - ZIP CODE
   - U.S. TELEPHONE (Area Code/Number)
   - UC USE ONLY
   - COUNTRY (if not U.S.A.)
   - INTERNATIONAL POSTAL CODE

5. **CURRENT MAILING ADDRESS — NUMBER, STREET, APT. NO., OR POST OFFICE BOX Enter only if different from your permanent address.**

   - CITY
   - STATE
   - ZIP CODE
   - U.S. TELEPHONE (Area Code/Number)
   - UC USE ONLY
   - COUNTRY (if not U.S.A.)
   - INTERNATIONAL POSTAL CODE

6. **VETERAN STATUS** Enter different from Item 7. COUNTRY (if not U.S.A.)

   - □ CHECK THE BOX IF YOU ARE A VETERAN OF U.S. MILITARY SERVICE OR ARE CURRENTLY ACTIVE.

7. **HAVE YOU LIVED IN CALIFORNIA AT LEAST ONE YEAR?**

   - (1) YES
   - (2) NO

8. **IS YOUR CURRENT/MOST RECENT SCHOOL A CALIFORNIA HIGH SCHOOL OR COLLEGE, OR HAVE YOU ATTENDED A CALIFORNIA HIGH SCHOOL FOR TWO OR MORE YEARS?**

   - (1) YES
   - (2) NO

9. **YOUR PLACE OF BIRTH**

   - CITY
   - STATE
   - COUNTRY (if not U.S.A.)

10. **DATE OF BIRTH**

    - MONTH
    - DAY
    - YEAR

11. **ARE YOU A U.S. CITIZEN?**

    - (1) YES
    - (2) NO

12. **COUNTRY OF CITIZENSHIP**

    - UC USE ONLY

13. **COUNTRY OF PERMANENT RESIDENCE**

    - UC USE ONLY

14. **INDICATE YOUR CURRENT IMMIGRATION STATUS AS OF THE DATE YOU SUBMIT THIS APPLICATION.**

    - (1) IMMIGRANT/US PERMANENT RESIDENT
    - (2) REFUGEE
    - (3) NONIMMIGRANT Complete Item 17

15. **NONIMMIGRANT VISA** If applicable, fill in both (1) and (2) below; otherwise, respond only to (2).

    - (1) VISA CODE
    - VISA DESCRIPTION
    - FOR YOUR STUDIES AT THE UNIVERSITY, TYPE OF VISA YOU HOLD.
    
    - (2) VISA CODE
    - VISA DESCRIPTION
    - FOR WHICH YOU HAVE APPLIED OR PLAN TO APPLY.

16. **LANGUAGE(S) YOU LEARNED TO SPEAK FIRST**

    - (1) ENGLISH ONLY
    - (2) ENGLISH AND ANOTHER LANGUAGE PLEASE SPECIFY
    - (3) ANOTHER LANGUAGE PLEASE SPECIFY

---

*Unit 4: Grade 10* 143
# Sample Application (3 of 9)

## II. FAMILY INFORMATION — ALL APPLICANTS

9 STATE OF LEGAL RESIDENCE OF YOUR PARENT, SPOUSE OR LEGAL GUARDIAN

Answer only if your parent, spouse or legal guardian is a legal resident of U.S. citizen.

<table>
<thead>
<tr>
<th>STATE</th>
<th>SINCE</th>
<th>MONTH</th>
<th>DAY</th>
<th>YEAR</th>
</tr>
</thead>
</table>

20 IF YOU ARE UNDER AGE 18, DOES YOUR PARENT OR LEGAL GUARDIAN LIVE IN CALIFORNIA?

(1) ☐ YES (2) ☐ NO

<table>
<thead>
<tr>
<th>ΑRENTS' GROSS ANNUAL INCOME*</th>
</tr>
</thead>
</table>
| Estimate for 2004 if necessary.

<table>
<thead>
<tr>
<th>DATES</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$_____</td>
</tr>
<tr>
<td>2003</td>
<td>$_____</td>
</tr>
</tbody>
</table>

21 

<table>
<thead>
<tr>
<th>STUDENTS' GROSS ANNUAL INCOME*</th>
</tr>
</thead>
</table>
| Include your spouse's income, if married. Estimate for 2004 if necessary.

<table>
<thead>
<tr>
<th>DATES</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$_____</td>
</tr>
<tr>
<td>2003</td>
<td>$_____</td>
</tr>
</tbody>
</table>

22 

<table>
<thead>
<tr>
<th>FAMILY SIZE*</th>
</tr>
</thead>
</table>
| Dependent students only include yourself, parents and other dependents.

| DATES | | |
|-------| | |
| 2004 | | |
| 2003 | | |

23 

<table>
<thead>
<tr>
<th>INDEPENDENT STUDENTS ONLY</th>
</tr>
</thead>
</table>
| Include yourself, spouse and other dependents.

| DATES | | |
|-------| | |
| 2004 | | |
| 2003 | | |

24 

<table>
<thead>
<tr>
<th>PARENTS' HIGHEST LEVEL OF FORMAL EDUCATION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check one for each parent.</td>
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</table>

<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
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</thead>
<tbody>
<tr>
<td>(1) NO HIGH SCHOOL</td>
<td>(1) NO HIGH SCHOOL</td>
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<tr>
<td>(2) SOME HIGH SCHOOL</td>
<td>(2) SOME HIGH SCHOOL</td>
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<tr>
<td>(3) HIGH SCHOOL GRADUATE</td>
<td>(3) HIGH SCHOOL GRADUATE</td>
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<tr>
<td>(4) SOME COLLEGE/UNIVERSITY</td>
<td>(4) SOME COLLEGE/UNIVERSITY</td>
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<tr>
<td>(5) TWO-YEAR COLLEGE GRADUATE</td>
<td>(5) TWO-YEAR COLLEGE GRADUATE</td>
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<tr>
<td>(6) FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE</td>
<td>(6) FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE</td>
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<tr>
<td>(7) POSTGRADUATE STUDY</td>
<td>(7) POSTGRADUATE STUDY</td>
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25 

<table>
<thead>
<tr>
<th>PARENTS' CURRENT AND PRIOR OCCUPATIONS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>See page 13 of booklet for occupational codes.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FATHER CURRENT OCCUPATION</th>
<th>MOTHER CURRENT OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
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<td>(d)</td>
<td>(h)</td>
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26 

<table>
<thead>
<tr>
<th>CHECK THE BOX IF YOUR PARENT, LEGAL GUARDIAN OR SPouse IS AN EMPLOYEE OF THE UNIVERSITY OF CALIFORNIA.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFY CAMPUS OR FACILITY</td>
</tr>
</tbody>
</table>

## V. EDUCATIONAL HISTORY — ALL APPLICANTS

N ITEMS 34–43 LIST ALL SCHOOLS AND COLLEGES YOU HAVE ATTENDED OR WILL ATTEND BEFORE ENROLLING AT THE UNIVERSITY.

BEGIN WITH THE SCHOOL YOU ATTENDED FOR THE NINTH GRADE AND CONTINUE IN CHRONOLOGICAL ORDER, ENDING WITH THE INSTITUTION WHERE YOU ARE CURRENTLY ENROLLED OR, IF YOU ARE NOT IN SCHOOL, WHERE YOU LAST ENROLLED. LIST ALL SCHOOLS AND COLLEGES YOU HAVE ATTENDED, INCLUDING UNIVERSITY OF CALIFORNIA CAMPUSES AND OTHER SCHOOLS REQUIRED TO ATTEND. BE SURE TO LIST ALL INSTITUTIONS YOU ATTENDED REGARDLESS OF THE LENGTH OF ATTENDANCE, WHETHER COURSES WERE COMPLETED OR WHETHER YOU BELIEVE THE CREDITS YOU EARNED WILL BE APPLIED TOWARDS THE UNIVERSITY OR YOUR TRANSFER CREDITS. IF YOU PROVIDE INCOMPLETE OR INCORRECT INFORMATION, YOUR APPLICATION MAY BE JUDGED IMPERFECT.

<table>
<thead>
<tr>
<th>COLLEGE BOARD CODE</th>
<th>CURRENT/MOST RECENT SCHOOL</th>
<th>NAME OF SCHOOL, COLLEGE, UNIVERSITY</th>
<th>CITY</th>
<th>STATE</th>
<th>BEGIN</th>
<th>END</th>
<th>HIGH SCHOOL OF GRADUATION</th>
<th>DIPLOMA/DEGREE/CERTIFICATE AND DATE</th>
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14 TYPE OF SCHOOL WHERE YOU ARE CURRENTLY ENROLLED OR WERE LAST ENROLLED

Check one box only.

- PUBLIC HIGH SCHOOL (Secondary School)
- PRIVATE HIGH SCHOOL (Secondary School)
- CALIFORNIA COMMUNITY TWO-YEAR COLLEGE
- CALIFORNIA FOUR-YEAR COLLEGE/UNIVERSITY
- OUT OF STATE TWO- OR FOUR-YEAR COLLEGE/UNIVERSITY
- UC CAMPUSS

15 EDUCATION OUTSIDE THE UNITED STATES

Check box (1) if you attended high school/secondary school outside of the United States.

Check box (2) if you attended post-secondary/university outside of the United States.

16 IF YOU ATTENDED SCHOOL OUTSIDE THE UNITED STATES, INDICATE THE LANGUAGE OF INSTRUCTION USED IN YOUR SCHOOL FOR GRADES 6-8 AND 9-12.

- GRADERS 6-8
- GRADES 9-12
### V. EXTRACURRICULAR INFORMATION — ALL APPLICANTS

List and describe briefly the most significant honors and awards you have received, extracurricular activities you have participated in, volunteer work you have performed, educational preparation programs you have completed or plan to take, and any paid employment you have had since ninth grade for freshmen applicants or within the past four years for transfer applicants. See page 13-14 of booklet.

<table>
<thead>
<tr>
<th>HONOR OR AWARD</th>
<th>DESCRIPTION OF HONOR OR AWARD</th>
<th>HONOR OR AWARD TYPE</th>
<th>DATE RECEIVED</th>
<th>MO/HR</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Academic</td>
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<td>Other</td>
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</table>

### 48. EXTRACURRICULAR ACTIVITIES

**Activity**

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY (Note any leadership positions.)</th>
<th>YEAR(S) OF INVOLVEMENT</th>
<th>HOURS PER WEEK</th>
<th>WEEKS PER YEAR</th>
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</table>

### 19. VOLUNTEER WORK AND COMMUNITY SERVICE

**Organization**

<table>
<thead>
<tr>
<th>DESCRIPTION OF SERVICE OR WORK (Note any leadership positions and your years of involvement.)</th>
<th>YEAR(S) OF INVOLVEMENT</th>
<th>HOURS PER WEEK</th>
<th>WEEKS PER YEAR</th>
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### 50. EDUCATIONAL PREPARATION PROGRAMS

List your participation in educational or academic preparation programs that are designed to help students prepare for university study.

These programs may include, but are not limited to, academic enrichment programs sponsored by colleges/universities, research programs and study abroad programs to name a few. Refer to page 14 for instructions and codes. You may also describe your involvement in educational preparation programs in high school or after within your personal statement.

<table>
<thead>
<tr>
<th>PROGRAM CODE</th>
<th>PROGRAM NAME</th>
<th>DESCRIPTION OF PROGRAM</th>
<th>YEAR(S) OF INVOLVEMENT</th>
<th>HOURS PER WEEK</th>
<th>WEEKS PER YEAR</th>
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### 51. EMPLOYMENT (paid)

**Position**

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
<th>BEGIN MO/yr</th>
<th>END MO/yr</th>
<th>HOURS PER WEEK</th>
<th>YEAR(S) OF INVOLVEMENT</th>
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</table>

* What use have you or will you put your earnings!*

### VI. TEST INFORMATION — ALL APPLICANTS

2. TOEFL, IELTS, and APIEL

If not applicable, go to item 53.

Check the appropriate box to indicate that you have taken or plan to take exam. (1) TOEFL (2) IELTS (3) APIEL

### 53. TOEFL, IELTS OR APIEL TEST DATE

**Date of Test:**

<table>
<thead>
<tr>
<th>EXAM NAME</th>
<th>TEST DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>61</td>
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<td></td>
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<td>62</td>
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<td>65</td>
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<td>66</td>
</tr>
</tbody>
</table>

4. INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS

List the name, corresponding one-digit code and test date of any College Board Advanced Placement examination you have completed or plan to take. List scores for completed exams. See page 14 for codes.

### ADVANCED PLACEMENT EXAMINATIONS

**IB Examination Name**

<table>
<thead>
<tr>
<th>IB EXAMINATION NAME</th>
<th>TEST DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>67</td>
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<td>70</td>
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<td>71</td>
</tr>
</tbody>
</table>

* Check the box if you have completed or plan to complete the International Baccalaureate diploma.

---

Unit 4: Grade 10
**ACADEMIC SUBJECTS**

**“A-G” Requirements**

Enter ninth grade courses and your grades. Grades reported for ninth grade will not be used in calculating your GPA for admissions purposes.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>FIRST SEMESTER GRADE</th>
<th>SECOND SEMESTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;a&quot; History/Social Science</td>
<td>(01)</td>
<td></td>
</tr>
<tr>
<td>U.S. History, Chicoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History, Cultures and Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;b&quot; English (Language of Instruction)</td>
<td>(04)</td>
<td></td>
</tr>
<tr>
<td>Composition, Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American, English, World, etc.</td>
<td></td>
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</tr>
<tr>
<td>&quot;c&quot; Mathematics</td>
<td>(07)</td>
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</tr>
<tr>
<td>Algebra, Geometry, Advanced Algebra, Trigonometry, Pre-Calculus, Integrated Math, Calculus, Statistics, Math Analysis (Do not include arithmetic and pre-algebra)</td>
<td></td>
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<tr>
<td>&quot;d&quot; Laboratory Science</td>
<td>(10)</td>
<td></td>
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<tr>
<td>Biology, Chemistry, Physics, Integrated Science with Labs</td>
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<tr>
<td>Marine Biology</td>
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<tr>
<td>Physiology, Anatomy, etc.</td>
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<tr>
<td>&quot;e&quot; Language Other Than English (Second Language)</td>
<td>(13)</td>
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<tr>
<td>French, German, Spanish, Latin, Mandarin Chinese, Japanese, etc.</td>
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<tr>
<td>&quot;f&quot; Visual and Performing Arts</td>
<td>(16)</td>
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<tr>
<td>Dance, Drama/Theater, Music, Visual Arts</td>
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<tr>
<td>&quot;g&quot; College Preparatory (Academic Electives)</td>
<td>(18)</td>
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<tr>
<td>List only UC-approved college preparatory electives, such as social science (anthropology, economics, psychology, sociology, etc.), computer science and ninth grade laboratory science. (Do not list courses such as PE, typing, drivers education, health and pup squad)</td>
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</tbody>
</table>

**TOTAL NUMBER OF SEMESTER COURSES**

- 9TH GRADE COURSE TOTALS: Enter the total number of courses listed above for each semester of ninth grade:
  - 1st SEM.
  - 2nd SEM.

- 10TH GRADE COURSE TOTALS: Enter the total number of courses listed above for each semester of 10th grade:
  - 1st SEM.
  - 2nd SEM.

**TEST SCORES AND DATES** — Required of All Freshman Applicants

Enter your SAT I, ACT and SAT II test dates and highest scores earned, if available. Also list any planned test dates if you have taken an exam more than once; record your highest score. For SAT use your best total score; verbal and mathematics scores must be from the same sitting. Provide information about a third SAT II test (items 103-106).

<table>
<thead>
<tr>
<th>SAT I REASONING TEST</th>
<th>VERBAL SCORE</th>
<th>MATH SCORE</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST DATE: MO YR</td>
<td>846</td>
<td>877</td>
<td>888</td>
</tr>
<tr>
<td>SAT II SUBJECT TESTS</td>
<td>WRITING (or English Composition)</td>
<td>TEST DATE: MO YR</td>
<td>SCORE</td>
</tr>
<tr>
<td>TEST DATE: MO YR</td>
<td>94</td>
<td></td>
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</tr>
<tr>
<td>ACT</td>
<td>SUBSCORES</td>
<td>COMPOSITE SCORE</td>
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<tr>
<td>TEST DATE: MO YR</td>
<td>91</td>
<td>92</td>
<td></td>
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<tr>
<td>SAT II SUBJECT TESTS</td>
<td>MATHEMATICS — Level I or IC</td>
<td>TEST DATE: MO YR</td>
<td>SCORE</td>
</tr>
<tr>
<td>TEST DATE: MO YR</td>
<td>97</td>
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</tr>
<tr>
<td>THIRD TEST</td>
<td>Enter in Item 104 the SAT II code that corresponds to your third SAT II test. See page 19 for codes.</td>
<td>TEST DATE: MO YR</td>
<td></td>
</tr>
</tbody>
</table>

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# Sample Application (6 of 9)

Object courses and UC-approved honors/AP/IB courses, refer to the UC-approved certified course list for your school (California high schools only). These are available online at [www.ucop.edu/doorways](http://www.ucop.edu/doorways). If your academic record changes after you submit your application, you must notify the Admissions Office at each campus where you have applied. **DO NOT ATTACH YOUR TRANSCRIPT.**

### 11th Grade

If your junior year courses and your grades, include courses completed during the fall following 10th and 11th grades if a course is a UC-approved honors course, a two-letter code to indicate the type of honors: AP for Advanced Placement, IB for UC-designated International Baccalaureate, HL for honors, or CL for transferable college course. For a transferable college course, list the course name after the course title.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>UC-APPROVED HONORS COURSE STATUS</th>
<th>FIRST SEMESTER GRADE</th>
<th>SECOND SEMESTER GRADE</th>
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<tbody>
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### 12th Grade

Enter the courses you are now taking and that you plan to take if a course is a UC-approved honors course, enter one appropriate two-letter code to indicate the type of honors: AP for Advanced Placement, IB for UC-designated International Baccalaureate, HL for honors, or CL for transferable college course. For a transferable college course, list the course name after the course title. If you completed any course, write the grade(s) earned in parentheses after the title.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>UC-APPROVED HONORS COURSE STATUS</th>
<th>COURSES IN PROGRESS FIRST SEMESTER</th>
<th>COURSES PLANNED SECOND SEMESTER</th>
<th>UC-APPROVED HONORS COURSE STATUS</th>
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</table>

### Grades 9-12 Semester Courses Total

Enter the total number of semester courses listed. Each semester coursework counts as one course.

<table>
<thead>
<tr>
<th>GRADES 9-12 SEMESTER COURSE TOTAL</th>
<th>1ST SEM</th>
<th>2ND SEM</th>
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</tbody>
</table>

### 11th Grade Course Total

Enter the total number of courses listed above for each semester of 11th grade.

<table>
<thead>
<tr>
<th>11th GRADE COURSE TOTAL</th>
<th>1ST SEM</th>
<th>2ND SEM</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>(22)</td>
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<td>(23)</td>
<td>(24)</td>
</tr>
</tbody>
</table>

### Grade 7 and 8 Mathematics Coursework

Enter the number of terms of algebra, geometry or more advanced mathematics you completed during grade 7 and/or 8 with a grade of C or better. Do not include arithmetic or pre-algebra.

Each semester counts as one term.

### Grade 7 and 8 Language Other Than English Coursework

Enter the number of terms of language other than English (such as French, Spanish, Chinese, Japanese, etc.) you completed during grade 7 and/or 8 with a grade of C or better. Only list courses equivalent to those in your high school’s UC-certified course list.

### Term System

Select the term type(s) used by the school you attended for grade 10 and/or 11. If the term types are unfamiliar, list the number of grades you received for a year long course as your guide. If you are on the block system, check off the appropriate box that corresponds to the number of final grades you received per course. You may select more than one box.

- [ ] SEMESTER (two final grades per year)
- [ ] QUARTER (four final grades per year)
- [ ] TRIMESTER (three final grades per year)
- [ ] FULL (one final grade per year)

### Specialized Curriculum

Check the box(es) if you participated in a magnet, career pathway/academy or other specialized curriculum program in high school. To provide admissions evaluators with more information about your involvement in this program, you may discuss your participation in your personal statement.

- [ ] MAGNET
- [ ] CAREER PATHWAY/ ACADEMY
- [ ] OTHER, SPECIFY CURRICULUM PROGRAM

### Grading System

Check the box if any school you attended for grades 10 and 11 used a grading system other than A-B-C-D-F. If your school uses the A-B-C-D-F grading system and you received "Pass/Fail," "Credit/No Credit," "Incomplete" or "Withdrawal," do not check this box.

- [ ] CHECK THE BOX IF ANY SCHOOL YOU ATTENDED FOR GRADES 10 AND 11 USED A GRADING SYSTEM OTHER THAN A-B-C-D-F

If you have attended a high school on a year-round schedule, check the "Year-Round System" box and specify your track (Track A/B/C, etc.). If your year-round schedule changed, also indicate what grade level(s) you were in for each track. Example: "Track A (11th, 12th), Track B (9th, 10th)."

- [ ] YEAR-ROUND SYSTEM

### Unit 4: Grade 10

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### VIII. Transfer Self-Reported Academic Record — Transfer and Intercampus Applicants Only

**Before You Complete This Section:** Read pages 21–22 of the booklet and refer to the sample Transfer Self-Reported Academic Record on page 23. Use your official college/university transcripts to complete this section. If your academic record changes after you submit your application, you must notify in writing the Admissions Office at each campus where you have applied.

#### 112 OVERALL GPA FOR ALL COLLEGE COURSES COMPLETED/ATTEMPTED TO DATE
See page 21 of booklet on how to calculate your GPA.

<table>
<thead>
<tr>
<th>GPA</th>
</tr>
</thead>
</table>

#### 113 QUARTER/SEMESTER UNITS YOU WILL COMPLETE PRIOR TO TRANSFER
Your response should include all units completed (with grades of A, B, C, D, Pass or Credit), in progress and planned.

<table>
<thead>
<tr>
<th>APPLICANTS TO CAMPUSES EXCEPT BERKELEY AND MERCED</th>
<th>APPLICANTS TO BERKELEY AND MERCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Units (Semester Units = 1.5 x Quarter Units)</td>
<td>Semester Units (Semester Units = 1.5 x Quarter Units)</td>
</tr>
</tbody>
</table>

#### 115 NUMBER OF QUARTER/SEMESTER UNITS FROM ABOVE THAT ARE FROM A CALIFORNIA COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>APPLICANTS TO CAMPUSES EXCEPT BERKELEY AND MERCED</th>
<th>APPLICANTS TO BERKELEY AND MERCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Units (Semester Units = 1.5 x Quarter Units)</td>
<td>Semester Units (Semester Units = 1.5 x Quarter Units)</td>
</tr>
</tbody>
</table>

#### 117 IGETC CERTIFICATION
Check the box if, prior to transfer, you will be certified for completion of the Intersegmental General Education Transfer Curriculum.

#### 118 TRANSFER ADMISSION PROGRAMS
Indicate your participation in a UC transfer admission preparation program(s) by entering the appropriate code(s) below. See page 21–22 for instructions and codes.

#### 119 GAPs IN EDUCATION
Check this box if, following high school graduation, you were not enrolled in a college/university for one or more terms during any academic year. Use the space below to list the dates and briefly describe your activities during the period(s) you were not attending college.

#### 20 TRANSFERABLE COURSES IN ENGLISH COMPOSITION
Prior to transfer, will you complete two transferable college courses in English composition?

1. [ ] Already completed with grade of C or better
2. [ ] In progress
3. [ ] Planned
4. [ ] None planned

#### 121 TRANSFERABLE COURSE IN MATHEMATICS AND QUANTITATIVE REASONING
Prior to transfer, will you complete one transferable college course in mathematical concepts and quantitative reasoning?

1. [ ] Already completed with grade of C or better
2. [ ] In progress
3. [ ] Planned
4. [ ] None planned

#### 122 OTHER TRANSFERABLE COLLEGE COURSES
Prior to transfer, will you complete four transferable college courses in at least two of the following subject areas: arts and humanities, social and behavioral sciences, and physical and biological sciences?

1. [ ] Already completed with grade of C or better
2. [ ] In progress
3. [ ] Planned
4. [ ] None planned

#### 123 COURSES COMPLETED OR ATTEMPTED
List in chronological order all college and university courses (including summer session and extension courses) for all terms you have attempted or completed (including courses you repeated or in which you earned an F, I for incomplete, or W for withdrawal), regardless of grade, length of attendance or whether you think the courses will yield transfer credit. The Admissions Office will determine the transferability of courses. If you need more space, use additional pages and be sure to write your name on each one. Do not attach transcripts to your application.

<table>
<thead>
<tr>
<th>Term</th>
<th>Year</th>
<th>Semester</th>
<th>College/University Name</th>
<th>Quarter</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Grade</th>
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**Total Units**

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<th>Year</th>
<th>Semester</th>
<th>College/University Name</th>
<th>Quarter</th>
<th>Course</th>
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**Total Units**

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<th>Semester</th>
<th>College/University Name</th>
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**Total Units**

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<th>College/University Name</th>
<th>Quarter</th>
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**Total Units**
### Sample Application (8 of 9)

#### COURSES COMPLETED OR ATTEMPTED

<table>
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<th>TERM</th>
<th>YEAR</th>
<th>SEMESTER</th>
<th>QUARTER</th>
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<th>COURSE TITLE</th>
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**TOTAL UNITS**

### COURSES IN PROGRESS AND COURSES PLANNED

List the courses you are now taking in the Courses in Progress section, and the courses you plan to complete before transferring, including summer session and extension courses, in the Courses Planned sections. Check the appropriate box if you have no courses planned and/or in progress if you need more space, use additional pages and be sure to write your name on each one.

#### COURSES IN PROGRESS

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<tr>
<th>TERM</th>
<th>YEAR</th>
<th>SEMESTER</th>
<th>QUARTER</th>
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<th>COURSE TITLE</th>
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**TOTAL UNITS**

#### COURSES PLANNED

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<th>TERM</th>
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<th>QUARTER</th>
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**TOTAL UNITS**

Unit 4: Grade 10

149
X. ADMISSION AND SCHOLARSHIP CHOICES — ALL APPLICANTS

Check the boxes of the campuses where you wish to apply and enter a major code and name. Indicate an alternate major code and name where appropriate. Be sure to use the correct codes for each campus. See page 18 of booklet for instructions.

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>MAJOR CODE</th>
<th>MAJOR NAME</th>
<th>ALTERNATE MAJOR CODE</th>
<th>ALTERNATE MAJOR NAME</th>
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</thead>
<tbody>
<tr>
<td>BERKELEY</td>
<td></td>
<td></td>
<td>NOT AVAILABLE AT UC</td>
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<tr>
<td>DAVIS</td>
<td></td>
<td></td>
<td>NOT AVAILABLE AT UC</td>
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<tr>
<td>IRVINE</td>
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<td>NOT AVAILABLE AT UC</td>
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<tr>
<td>LOS ANGELES</td>
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<td>NOT AVAILABLE AT UC</td>
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<td>MERCED</td>
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<td>NOT AVAILABLE AT UC</td>
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<tr>
<td>RIVERSIDE</td>
<td></td>
<td></td>
<td>NOT AVAILABLE AT UC</td>
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<tr>
<td>SAN DIEGO</td>
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<td></td>
<td>NOT AVAILABLE AT UC</td>
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<tr>
<td>SANTA BARBARA</td>
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<td>NOT AVAILABLE AT UC</td>
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<tr>
<td>SANTA CRUZ</td>
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<td></td>
<td>NOT AVAILABLE AT UC</td>
<td></td>
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</tbody>
</table>

126 SAN DIEGO COLLEGE RANKING (see page 15)
Rank colleges in order of preference from 1 to 6.

127 SCHOLARSHIPS*
Be sure to read pages 34–43 of the booklet for information on qualifying and applying for various scholarships. Additionally, be considered for "restricted" scholarships, enter the appropriate codes below. See pages 44–45 of the booklet for codes. Some scholarships are available only to U.S. citizens and permanent residents.

128 EDUCATIONAL OPPORTUNITY PROGRAM*
Check the box to apply to the Educational Opportunity Program. The program is for students from disadvantaged backgrounds.

129 ELIGIBILITY IN THE LOCAL CONTEXT (ELC)
If you received an ELC ID number, enter it here.

X. PERSONAL STATEMENT — ALL APPLICANTS
You must respond to three short-answer questions using a total of no more than 1,000 words. Two of your answers must be limited to approximately 200 words each. A third question should be given an extended answer of at least 600 words. You may choose which question to answer at more length. Review application and instructions on page 16 before beginning your essay.

The personal statement is required of all applicants. Use 8.5" x 11" white paper, writing on one side of each sheet. See page 16 of the application booklet for complete instructions.

1. RELEASE AUTHORIZATION — ALL APPLICANTS

130 I authorize the University of California to release application information, including copies of my application and test scores, to any UC campus for admission or scholarship consideration.

131 I authorize the University of California to release application information, including copies of my application and test scores, to outside agencies that award scholarships.*

132 I authorize the University of California to release to my parents, legal guardian or spouse information regarding my application, including test scores, transcripts and other supporting documents, as they relate to my admission and scholarship status.*

133 I authorize the University of California to release biographical information from my application to recognized UC student organizations and alumni groups that may wish to contact me.*

134 I authorize the University of California to release biographical information from my application to UC student organizations and alumni groups that may wish to contact me.*

XII. STATISTICAL INFORMATION — ALL APPLICANTS*

Information in Section XII will be used for purposes of statistical analysis only; it is not used in the admissions process and will have no bearing on your admission status. Providing this information is voluntary.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>ETHNIC IDENTITY</th>
<th>OTHER ASIAN (Not including Middle Eastern)</th>
<th>OTHER SPANISH-AMERICAN/LATINO (includes Cubans, Puerto Ricans, Central American, South American)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) FEMALE</td>
<td>(01) AFRICAN-AMERICAN/BLACK</td>
<td>(12) OTHER ASIAN (Not including Middle Eastern)</td>
<td>(13) OTHER SPANISH-AMERICAN/LATINO (includes Cubans, Puerto Ricans, Central American, South American)</td>
</tr>
<tr>
<td>(2) MALE</td>
<td>(02) AMERICAN INDIAN/ALASKA NATIVE</td>
<td>(07) KOREAN/KOREAN-AMERICAN</td>
<td>(14) OTHER SPANISH-AMERICAN/LATINO (includes Cubans, Puerto Ricans, Central American, South American)</td>
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<td></td>
<td>(03) CHINESE/CHINESE-AMERICAN</td>
<td>(08) MEXICAN/MEXICAN-AMERICAN/CHICANO</td>
<td>PLEASE SPECIFY</td>
</tr>
<tr>
<td></td>
<td>(04) EAST INDIAN/PAKISTANI</td>
<td>(09) PACIFIC ISLANDER (Includes Micronesians/Palauans, other Pacific Islanders)</td>
<td>PLEASE SPECIFY</td>
</tr>
<tr>
<td></td>
<td>(05) FILIPINO/FILIPINO-AMERICAN</td>
<td>(10) VIETNAMESE/VIETNAMESE-AMERICAN</td>
<td>PLEASE SPECIFY</td>
</tr>
<tr>
<td></td>
<td>(11) WHITE/CAUCASIAN (Includes Middle Eastern)</td>
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</tbody>
</table>

III. SIGNATURE AND SOCIAL SECURITY — ALL APPLICANTS

YOUR SIGNATURE IS REQUIRED BELOW. Without your signature, your application is not complete and cannot be processed.

I certify that all the information provided in this application, all supporting documentation and subsequent communications are complete and accurate. I also certify that I am the author of the attached personal statement. I understand that the University of California may verify any information I have provided in my application, including my personal statement, and may deny me admission or enrollment if any information is found to be incomplete or inaccurate.

Social Security Number

Signature of Applicant (in Ink)

Date of Application
Portfolio

Suggested items from this unit that students can add to their portfolios:

- Updated six-year plan
- Current transcript
- Updated extracurricular activities log
- PSAT results
- PLAN results
- “All about Me” (Activity 4.4)
- “Possible Careers and College Majors” (Activity 4.5)
- College research activities/results
- Sample college application
"If districts are serious about getting kids up to speed academically, they should greatly expand their AVID class offerings. The wildly successful program has been helping at-risk students make the most of their academic potential for more than two decades...the very students whom most school districts are trying without much success to bolster. Success is standard procedure for AVID graduates... The program is so solid that AVID students in California have been 'knocking the socks off' their counterparts on the exit exam..."

—San Diego Union-Tribune Editorial, March 16, 2004
Introduction

In some senses, the 11th grade year is the most crucial in the college-bound student’s process. In this year, students receive grades in critical college prep courses, take the SAT and the ACT for the first time, and plan their final steps to become eligible for the colleges and universities to which they wish to apply.

Teachers should use Activity 5.1, “The 11th Grade Checklist,” as a means for students to plan and keep track of their college-preparatory activities this year.

If students do not already have e-mail addresses, teachers should make getting them an immediate concern. Almost everything related to the college admissions process is now done via the Internet. If students do not have Internet access at home, teachers should help them set up a mailbox on one of the various free e-mail services available online.
### The 11th Grade Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Notes</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish e-mail address</td>
<td>Before school starts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check class schedule</td>
<td>Before school starts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update six-year plan</td>
<td>First week of school year</td>
<td></td>
<td></td>
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<tr>
<td>Create a “crate”</td>
<td>First week of school year</td>
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<tr>
<td>Register for PSAT</td>
<td>mid-September</td>
<td></td>
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</tr>
<tr>
<td>Register for ACT, SAT Reasoning, and/or SAT Subject Tests (if necessary)</td>
<td>mid-January (register online for all tests and note them on calendar)</td>
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<td></td>
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<tr>
<td>Prepare for tests as needed</td>
<td>4–6 weeks prior to tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft personal statements</td>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register for FAFSA PIN</td>
<td>May</td>
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<tr>
<td>Begin to finalize the research for 7–10 colleges in which you’re interested</td>
<td>May</td>
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</tr>
<tr>
<td>Create list of admissions criteria and application deadlines for all colleges on list</td>
<td>June</td>
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</tbody>
</table>
PSAT/SAT Reasoning Test Preparation

Ninth and 10th grade PSAT preparation focused on students’ learning about the format of the test and becoming comfortable with that format. The 11th grade year is a time to focus on specific skills that are tested on the PSAT and the SAT Reasoning Test. AVID teachers and site teams must analyze students’ ninth and/or 10th grade PSAT results to identify common areas of challenge that can be addressed in the AVID classroom by the AVID teacher and in content area classrooms by site team members. The chart below lists some of the skill areas that may be targeted, depending on students’ needs.

While this unit refers to the PSAT and SAT Reasoning Test, teachers should note that the same strategies apply to preparing for the ACT. Teachers should consider both tests for students, as different types of learners sometimes perform differently on these two exams. Teachers should review the information given in the ninth grade unit about the various exams; they should also check the appropriate Web sites for the most updated information and practice materials.

It may not be realistic to address every skill deficit for every student. Identifying a few common areas of challenge and helping students achieve mastery in those specific skills may be more effective in helping them raise their scores.

Because a multitude of test preparation materials exist for the PSAT and SAT, this guide does not include any. Teachers are encouraged to make use of the many resources available. The suggestions in this unit are intended to supplement those resource materials and to target specific skills that students may yet need to master to score well on these exams.

It is important to distinguish between long-term skill development and test preparation (“test prep”). (See “Test-Taking Tips” in Strategies for Success for more information). For example, one student might consistently miss word problems in the math section. This student may have difficulty reading the problem and determining what is really being asked. To foster long-term skill development, the teacher would assist the student in reading math problems more correctly. If the student did not improve, then a test-prep strategy for scoring better on the SAT might be to advise him or her to skip word problems in math.

The following section offers approaches for working on long-term preparation of students’ for the SAT Reasoning Test. When the actual test date is within 1–2 months, teachers should help students analyze their results to determine their individual test-taking strategies. Again, there are many resources available for both long-term skill development and more immediate test prep.

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing Skills</th>
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<tbody>
<tr>
<td>Vocabulary in context</td>
<td>Ratios</td>
<td>Subject/verb agreement</td>
</tr>
<tr>
<td>Main idea</td>
<td>Proportions</td>
<td>Correct use of tense</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>X/y coordinate graphs</td>
<td>Misplaced modifiers</td>
</tr>
<tr>
<td>Identifying genre</td>
<td>Fractions</td>
<td>Pronouns</td>
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<tr>
<td>Use of rhetorical devices</td>
<td>Percentages</td>
<td>Prepositions</td>
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<tr>
<td>Comparative arguments</td>
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<td>Parallelism</td>
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<td></td>
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<td>Redundancy</td>
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<td>Ambiguity</td>
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</table>
Teachers should consult with their AVID site team, especially those who teach English and math, as well as other site experts, as they work to develop the exercises for this section.

Into

*Time: 1–2 class periods*

- Use a series of short quizzes to assess students’ strengths and weaknesses in the skills listed on the chart. If you do not have such resources, obtain them from your site’s math and English teachers.
- Score the quizzes and determine which skills are most difficult for students.

Through

*Time: Several class periods and time outside of class*

- Based on the results of the quizzes, develop a series of short skill-builder lessons. Have each lesson focus on one skill only—percentages, for example. Use the lessons during the AVID class and assign more practice for homework.
- After students have practiced the various skills on which you have chosen to focus, review a practice PSAT or SAT exam with them. Do not have them answer the questions; instead, identify together what the questions are asking and what skills students need to answer them. Let students recognize that they can now identify what these questions are asking because they have worked on these skills.
- Continue to focus on the selected skills, using questions from practice PSAT and SAT exams as warm-ups. Be sure to identify with students the skills involved in answering the questions. Consider giving students only the question to work with, instead of including the answer choices.

Beyond

*Time: 1–2 periods and/or time outside of class*

- Have students keep a record of skills they utilize in all their classes. For example, they might notice that in social studies they must read for the main idea, or that in science they must analyze cause and effect. Have them bring in examples from their other classes. Discuss the examples in terms of skill development and mastery, so that students can recognize how this class is helping them prepare not only for the SAT, but also for other exams they will be asked to take in high school.
Additional Tips for the SAT Written Essay

At the time of publication, the written exam asks students to take a position on a topic and then support that position.

When preparing students for this essay, teachers might find it necessary to distinguish between what standards are the norm for students’ classroom assignments and what they need to know to get a good score on this particular exam. The two may not have everything in common. Readers of these essays must read and score them in a very short amount of time; these suggestions are based on that premise. Teachers should be advised that the ideas shared below are more about test prep than good writing.

• Bring in opinion pieces from a newspaper’s editorial section and have students practice summarizing each paragraph in 10 or fewer words.
• Stress the importance of a good solid introduction. Have students practice writing a lot of introductions!
• Have students practice both locating topic sentences in an essay’s body paragraphs and finding the conclusion.
• Give students opportunities to practice writing timed essays of 25 minutes. If you cannot dedicate class time to this, have students time themselves while they write the essays at home.
• Emphasize repeatedly the importance of writing strong introductory and concluding paragraphs, along with a clear topic sentence in each body paragraph. These will be the key to a good score!!
College Research

Students should continue researching colleges throughout the year, using the “College Research Worksheet” from the 10th grade unit to keep track of their information. This section offers some suggestions for keeping students actively involved in college research and for helping them compile a list of their top choices by the end of 11th grade.

Into

Time: Less than 1 class period

- As early as possible in the school year, have students review the 10th-grade college research they saved in their portfolios. Let students know that this year it’s very important that they investigate as many colleges as possible.
- Create a “crate” (Activity 5.2).

Through

Time: Several class periods and/or significant time outside of class

- If your students have Internet access at home, have them continue their college research independently. Require that they investigate at least two colleges per month, each time completing Activity 4.6, “College Research Worksheet,” and adding it to their portfolios.
- If students do not have Internet access on their own, then schedule time for them in your school’s computer lab each month and have them complete the college research during class.
- You may want to establish some parameters for their research. For example, you may want to stipulate the one month they research private, out-of-state colleges, while the next month they focus on a different category of school.
- If possible, provide students with guided Internet lessons to assist their research (see Activity 4.8, “Finding Colleges That Fit,” in the 10th grade unit). There are several excellent Web sites for conducting college research (see the “Resources” section in this guide).
- If students have regular Internet access, they may also use one of the available online portfolios to store their college research.

Beyond

Time: Varies

- Whenever possible, assist students’ research by providing them with opportunities to visit the colleges in which they are interested, or to meet with representatives from those colleges. Many colleges will assist out-of-state students in visiting their campuses. If a student is sincerely interested in an out-of-state college, call the school and ask what assistance it can provide. The school may be able to arrange a visit for the student and possibly the student’s parents/guardians as well.
- At least 1–2 months before the year ends, have students gather all their college research and use Activity 5.3, “What I Want in a College,” to determine which colleges will meet their top criteria. They should then complete Activity 5.4, “Pros and Cons List,” for each college they are considering.
- Once students have completed Activity 5.3 and have analyzed all colleges using Activity 5.4, have them complete Activity 5.5, “My List of Colleges.” This will be the list that guides students’ college-planning activities for the remainder of this year, the summer, and senior year.
- Be sure that students include copies of Activity 5.3, Activity 5.4, and Activity 5.5 in their portfolios.
A “Crate” Idea

Here is a “crate” idea to help you organize for the college exploration process you will be involved in during the next 12–15 months.

Find a plastic crate designed to hold hanging file folders. If you don’t have one around the house, they are available at office supply and discount stores. To begin, set up the following folders:

- Career Planning
- Standardized Tests
- College Planning
- Activities Résumé
- Campus Visits
- PIN
- Interview
- Personal Statement/Essay
- Scholarships
- Financial Aid (if applicable)
- Military/ROTC (if applicable)
- NCAA (if applicable)

Reserve another 10–15 folders to label for each college on your “long list.” Include a copy of the “Pros and Cons List” (Activity 5.4) in each folder. As you begin to receive information from your colleges, you can set up a file for each school. As you weigh each college choice, you’ll be moving the college files around, arranging them in order of preference at that particular time.

As you move through the college selection process, you will want to have more folders available. We will add material and make changes in your files to get you ready for “orientation” and “breaking away” and on to your freshman year in college.

It’s a challenging time and an exciting process. It will flow more smoothly if you get organized before you begin!

(A special thank-you to Nancy Caine, Director of College Counseling, St. Augustine High School, San Diego, CA, for this “crate” idea. Special thanks to Evelyn Yeagle for the documentation of this “crate” idea!)
What I Want in a College

Directions: Recall all the activities you have done in your AVID classes through the years: personality profiles, career interest inventories, and many others designed to help you know yourself well. Using all that self-knowledge, list the five factors most important to your choice of a college. Also list five things that do not matter in your choice of a college.

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<thead>
<tr>
<th>The Five Most Important Factors</th>
<th>The Five Least Important Factors</th>
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</table>
**Pros and Cons List**

**Directions:** Complete this worksheet for each college you are considering. As you weigh the pros and cons of each school, be sure to refer to the criteria you listed in Activity 5.3.

<table>
<thead>
<tr>
<th>Name of College or University:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pros</strong></td>
<td><strong>Cons</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I will/will not (circle one) apply to this school because...
## My List of Colleges

**Directions:** List all the schools to which you will apply next year. Be sure to complete all of the information, because you will use this worksheet to plan activities for the remainder of this year and for the summer.

<table>
<thead>
<tr>
<th>School name</th>
<th>Application deadline</th>
<th>Apply online?</th>
<th>Essay required?</th>
<th>Tests required?</th>
<th>Application fee (waiver info)</th>
<th>What do I still need to meet eligibility?</th>
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<td>Yes</td>
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<td>□ Yes □ No</td>
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</table>

Name: ____________________________________________
Date: ____________________________________________
Period: ____________________________________________
Sample Application for a Private College or University

Your students had a chance in 10th grade to practice filling out a mock application for a state university or college. This year they will practice filling out a different application, one for a private school. For this activity, they will use the Common Application that is accepted by more than 200 colleges and universities throughout the country. The Web site www.commonapp.org provides a detailed list of schools that accept this application.

To complete this activity with your students, refer to the “Into/Through/Beyond” activities outlined in “Sample Application for State College or University” in the 10th grade unit.

An additional “Beyond” activity for this sample application is to have students visit the Web sites of schools in which they are interested to find out if the institution requires any supplemental materials in addition to the application.
Sample Common Application

WHY USE THE COMMON APPLICATION?
For more than 25 years the Common Application has been a time-saving advantage for students and counselors. The colleges and universities listed above have worked together to develop and distribute the forms. Many of the colleges use the Common Application exclusively. All members fully support its use, and all give equal consideration to the Common Application and the college’s own form.

APPLICANT INSTRUCTIONS
If you are applying to one of the member colleges as an Early Decision or Early Action candidate, check with the individual college for their policy and deadline. Notify the college of your intent by completing the Optional Declaration of ED/EA on page 1 of the Common Application, AND attaching a letter or the college’s ED/EA form to your application, if required.

HOW IT WORKS
The Application for Undergraduate Admission must be completed only once. Photocopies may be sent to any number of participating colleges. The same is true of the School Report, Midyear Report, and Teacher Evaluation forms. This procedure simplifies the college application process by saving time and eliminating unnecessary duplication of effort.

WHY IT WORKS
Member colleges annually sign an agreement to give full and equal consideration to the Common Application. Members also must adhere to the National Association for College Admission Counseling’s Statement of Principles of Good Practice, including the following: “College and university members will not discriminate in the admission selection process against applicants based on the particular application form that an applicant uses, provided that the college or university has agreed explicitly, as in common application membership, or implicitly, as in online or other computer-based technology, to accept the particular version of the application.”

COUNSELOR INSTRUCTIONS
☐ For a student using these forms, complete a School Report and photocopy the report for each of the colleges to which the student is applying.
☐ Mail a signed copy of the School Report, attaching a legible official copy of the student’s transcript or grade record, transcript legend, and school profile.
☐ Many colleges also require a Midyear Report. Consult the Requirements Grid in the back of this booklet.

TEACHER INSTRUCTIONS
☐ Complete a Teacher Evaluation and mail a signed photocopy to each of the colleges to which the student is applying.
☐ The Teacher Evaluation form can be downloaded at www.commonapp.org.

INSIDE THIS BOOKLET

College Contact List A complete listing of member institutions and their mailing addresses, phone and fax numbers, email addresses, and websites.
Application Forms All forms for students, counselors, and teachers are in the middle of this booklet.
Requirements Grid In the back of the booklet is a helpful comparison grid of application requirements for each member college. Compare deadlines, fees, required tests, forms, and online availability.

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Printed and distributed on behalf of the participating colleges by the National Association of Secondary School Principals, 1916 Association Drive, Herndon, Va. 20170; phone 1-800-255-7746.
Student Activity 5.6 (3 of 5)

EDUCATIONAL DATA
High school you now attend (or from which you graduated) ________________________________ Date of entry ________________
Address ________________________________ City or State ________________________________ Zip Code or Postal Code ________________________________
Date of secondary graduation ________________ Type of school □ public □ private □ parochial □ home school
Guidance counselor's name ________________________________ Position ________________________________
Counselor’s phone ( _______ ) ________________ Counselor's Fax ( _______ ) ________________

List all other secondary schools, including summer schools and programs you have attended beginning with ninth grade.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location (City, State, Zip, County)</th>
<th>Dates Attended</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

List all colleges/universities which you have taken courses for credit; list names of courses taken and grades earned. Please have an official transcript sent from each institution as soon as possible.

<table>
<thead>
<tr>
<th>Name of College/University</th>
<th>Location (City, State, Zip, County)</th>
<th>Degree Candidate?</th>
<th>Dates Attended</th>
</tr>
</thead>
<tbody>
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If not currently attending school, please check here □ Describe in detail your activities since last enrolled.

TEST INFORMATION
Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please list your test plans below.

ACT

<table>
<thead>
<tr>
<th>Date Taken</th>
<th>Math Score</th>
<th>Reading Score</th>
<th>Science Score</th>
<th>Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Taken</td>
<td>Math Score</td>
<td>Reading Score</td>
<td>Science Score</td>
<td>Composite Score</td>
</tr>
</tbody>
</table>

SAT

<table>
<thead>
<tr>
<th>Date Taken</th>
<th>Math Score</th>
<th>Reading Score</th>
<th>Science Score</th>
<th>Composite Score</th>
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</table>

SAT II Subject Tests

<table>
<thead>
<tr>
<th>Date Taken</th>
<th>Subject Score</th>
<th>Date Taken</th>
<th>Subject Score</th>
<th>Date Taken</th>
<th>Subject Score</th>
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Test of English as a second language (TOEFL or other exam)

<table>
<thead>
<tr>
<th>Test</th>
<th>Date Taken</th>
<th>Score</th>
<th>Test</th>
<th>Date Taken</th>
<th>Score</th>
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</thead>
</table>

APP-2 Common App Online 2004-2005
**FAMILY**

Parent 1

<table>
<thead>
<tr>
<th>Last/First</th>
<th>M</th>
<th>M</th>
<th>S</th>
<th>Date of Birth</th>
</tr>
</thead>
</table>

Living? ☐ Yes ☐ No (Date deceased __________)

Home address if different from yours

________________________

Occupation

________________________

Name of business or organization

________________________

College (if any)

________________________

Degree __________ Year __________

Professional or graduate school (if any)

________________________

Degree __________ Year __________

If not with both parents, with whom do you make your permanent home?

________________________

Legal guardian’s name/address

________________________

Please check if parents are ☐ married ☐ separated ☐ divorced (date __________) ☐ never married ☐ other __________

Please give names and ages of your brothers or sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates.

**EXTRACURRICULAR, PERSONAL, AND VOLUNTEER ACTIVITIES (including summer)**

Please list your principal extracurricular, community, and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Check (✓) in the right column those activities you hope to pursue in college. To allow us to focus on the highlights of your activities, please complete this section even if you plan to send a résumé.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade level or post-secondary (PS)</th>
<th>Approximate time spent</th>
<th>Positions held, honors won, or letters earned</th>
<th>Do you plan to participate in college?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>9 10 11 12 PS</td>
<td>Hours per week</td>
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**ACADEMIC HONORS**

Briefly list or describe any scholastic distinctions or honors you have won beginning with ninth grade.
**Student Activity 5.6 (5 of 5)**

**WORK EXPERIENCE**
List any job (including summer employment) you have held during the past three years.

<table>
<thead>
<tr>
<th>Specific nature of work</th>
<th>Employer</th>
<th>Approximate dates of employment</th>
<th>Approximate no. of hours spent per week</th>
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<tbody>
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</table>

**SHORT ANSWER**
Please describe which of your activities (extracurricular and personal activities or work experience) has been most meaningful and why.

**PERSONAL STATEMENT**
This personal statement helps us become acquainted with you in ways different from courses, grades, test scores, and other objective data. It will demonstrate your ability to organize thoughts and express yourself. We are looking for an essay that will help us know you better as a person and as a student. Please write an essay (250–500 words) on a topic of your choice or on one of the options listed below. Please indicate your topic by checking the appropriate box below:

- [ ] 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- [ ] 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- [ ] 3 Indicate a person who has had a significant influence on you, and describe that influence.
- [ ] 4 Describe a character in fiction, an historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- [ ] 5 A range of academic interests, personal perspectives, and life experiences add much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- [ ] 6 Topic of your choice.

**APPLICATION FEE PAYMENT**
☐ Check/money order  ☐ Counselor-approved Fee Waiver

**REQUIRED SIGNATURE**
Your typed “signature” is required whether you are an ED, EA, or regular decision candidate.

*I certify that all information in my application, including my Personal Statement, is my own work, factually true, and honestly presented.*

Signature __________________________________________ Date ____________

**IF APPLYING VIA EARLY DECISION OR EARLY ACTION**
(1) Complete the Optional ED/EA Declaration for your early application only. (2) Submit the college’s required ED/EA form, if any. (3) Understand that it is your responsibility to report any changes in your schedule to the colleges to which you are applying.

These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or gender. The admission process at private undergraduate institutions is exempt from the federal regulations implementing Title IX of the Education Amendments of 1972.

Common App Online 2004-2005
Personal Statement Essays

Some colleges and universities require a personal statement essay as part of the application process. This essay is an important part of the application and can often be the determining factor whether or not a student is accepted. This is the student’s chance to tell the college admissions staff information that goes beyond grades and test scores, that says something personal, meaningful, and unique.

The activities below will help students get a start on their personal statement essays. Students will continue to refine their essays until they finalize them early in senior year.

Into

Time: 1 class period

• Let students know they are going to begin working on their personal statements. Explain that this essay is part of some college applications.
• Ask students to name what parts of applications they noticed when completing the sample applications.
• Explain that the purpose of the personal statement essay is to give the admissions staff information about a student that is NOT revealed in the rest of the application.
• Ask students to brainstorm what kind of information might be important to share in a personal statement essay.
• Now ask students to brainstorm why colleges want this additional information. Discuss this as a group.

Through

Time: Several class periods and time outside of class

• Introduce the personal statement essay topics included in this section. Be sure that students understand that for the University of California, they must respond to all three questions.
• Place students in groups of 3–4 and assign a different question to each group. Have groups discuss their questions and list ideas for answering them.
• Have each group share its thinking while the rest of the class takes notes.
• Support students with other prewriting activities as needed.
• Decide whether you want students to respond to all the questions with essays, or just some of them. You may have them start with a paragraph of response for each, and then develop one or more of the paragraphs into a full essay. Students who intend to apply to the University of California should answer all three questions with essays.
• Proceed with the writing process and have students complete all the essays necessary to fulfill their admission goals. Put copies of the essays in their portfolios.

Beyond

Time: Varies

• Have students check the Web sites or other admission materials of the schools they listed on Activity 5.4 to find if they must respond to specific essay questions. If none of the essays from this assignment can be revised to fit these questions, be sure students write a draft of the essay required.
• Students should spend time in the summer reflecting on their personal statement essays and refining them as needed.
Topics for Personal Statement Essays

Listed below are two sets of topics personal statement essays. One set appears on application to the University of California. The other set appears on the Common Application.

**The University of California**

Question #1 How have you taken advantage of the educational opportunities you have had to prepare for college?

Question #2 Tell us about a talent, experience, contribution, or personal quality you will bring to the University of California.

Question #3 Is there anything you would like us to know about you or your academic record that you have not had the opportunity to describe elsewhere in this application?

**The Common Application**

Question #1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.

Question #2 Discuss some issue of personal, local, national, or international concern and its importance to you.

Question #3 Indicate a person who has had a significant influence on you, and describe that influence.

Question #4 Describe a character in fiction, an historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.

Question #5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.

Question #6 Write on a topic of your choice.

Currently the University of California requires that students answer all three questions within a total of 1,000 words. Two essays should each be 200 words in length; the third essay should total a maximum of 600 words. Students can choose which one of the three questions they wish to answer with the longer essay.

On the Common Application, students choose which of six questions to answer in one essay. Be sure that students understand the difference between the two.
University of California Personal Statement Essay (Example)

**Question #1**

How have you taken advantage of the educational opportunities you have had to prepare for college?

**Question #2**

Tell us about a talent, experience, contribution, or personal quality you will bring to the University of California.

**Question #3**

Is there anything you would like us to know about you or your academic record that you have not had the opportunity to describe elsewhere in this application?

Two, 200 words; one 600 words

**Question #1.**

For every grading period since first quarter of my junior year, I’ve walked onstage at our quarterly Honors Assembly to accept a First Honors ribbon. Recipients of First and Second honors proudly pin their ribbons to their uniform jackets for the next few days.

During freshman and sophomore years, when I maintained barely a C+ average, I watched enviously as others claimed their awards.

What effected this change? I took to heart the advice Estelle Quinlan gave me while riding home on the bus one afternoon toward the end of sophomore year: “Just do your homework, Darlene. Just do your homework.” (Estelle, by the way, will probably be our valedictorian.)

Do homework? What a concept! I’d always avoided it, or done it at the last minute.

But Estelle was right.

With my higher grades, college became a possibility. My father, a small business owner, always insisted I focus on “business” courses like typing and shorthand. To meet entrance requirements, therefore, this past summer I took chemistry (five hours of class each day, plus homework!) instead of playing shortstop. I don’t know how the team won the championship without me, but I feel I’ve won an academic championship of my own. (200 words)

**Question #2.**

My parents tell me that I learned to sing before I learned to talk. This may be parental pride speaking, or it may be accurate reporting. At any rate, it was clear from very early in my life that singing played a most important part.

Perhaps one reason my parents noted my early music-making is that our lives are filled with music. As a child, my father sang with his seven siblings in their home: Irish folk songs that their parents taught them, American standards, popular tunes on the radio. As a parent, he’s made that part of his children’s lives. And with nine of us, we provide serious competition for the Trapp Family Singers!

What I love especially is that he’s taught us to sing in harmony. I remember how accomplished I felt when, at age 9, I mastered my first “harmony” part: the baritone for “Love’s Old Sweet Song.” Although I was singing in my high youthful range, it was still a thrill to hear my voice sweep and dip around the melody and other harmonic parts; to hear that yes, I was truly making a difference by carrying my own part!
Just as music was always present in our house, musical growth seemed expected, and was encouraged. The money we had to come up with on our own, but taking up a new instrument, filling the air with noisy practice, and proudly giving impromptu “recitals” at any family gathering—all this seemed part and parcel of a “normal,” regular childhood.

So when as a high school sophomore I decided to learn guitar and form a folk-singing group, my family took it as a matter of course.

It’s been, however, much more than that.

First, it changed my relationship with the school administration. I’m the fourth daughter to attend Whispering Pines Academy. My older sisters, daughters #2 and #3, unfortunately left behind many unpleasant memories. As soon as I walked in the door freshman year, I found myself tarred with their feathers. My own immaturity that year didn’t help any, of course! But with the creation of a retro folk-singing group that sang well, that gave good performances, suddenly I had something of value to offer the school.

Would “The Lady Folk” sing for the mother/daughter fashion show? The Dads’ Club poker night fund-raiser? At the Open House for incoming freshmen? At this point we receive at least two such requests a month. We’ve always said yes, and we usually sing for free.

This has allowed the administration to see me in a much different light than simply “another one of those Connelly girls.”

But our audience is much broader than just the students and families of Whispering Pines Academy. The Lady Folk have sung for private parties, community events, and public concerts—and most definitely not for free! Three times we’ve guested on “The Hugh Hills Talent Show,” which is broadcast over the northern part of the state. In fulfilling these professional obligations, we’ve shown up on time, adapted to a variety of audiences, and survived a little bit of politics at the local entertainment level.

As manager of “The Lady Folk,” I’ve handled scheduling, distributed money, maintained peace amongst us, and always kept us growing musically.

Graduation will bring an end to The Lady Folk, as we set off on our own paths. I won’t attempt to replicate that experience in college; I have a sense it’s time for something new. But I do know that whatever my future brings, in the next four years or in the longer term, I’m going to be singing. (600 words)

**Question #3.**

In the musical “Carnival,” which the Pinewood Little Theatre produced last year, the main character, Lili, sings of her longing to find a place where everyone knows her name.

It sounds sad and touching. But believe me, I’ve been there, and done that, and there’s another side to the story.

It’s this Connelly family thing, you see. My father and his three brothers own “Connelly’s Sporting Goods.” For years—decades, actually—until the superstores arrived, it was the place on this side of town to buy sporting goods.

Connelly’s was “high profile.” We sponsored all kinds of teams. We donated equipment and door prizes.

We were visible. My father and uncles are tall, red-haired, green-eyed, and look more like quadruplets than brothers.

So the next generation, my cousins and I, have those same characteristics. We all look alike, too—more like siblings than cousins. It’s common for any of us to be asked, when shopping or dining or sitting at a sporting event, “Hey, you’re a Connelly, aren’t you?”

In truth, everyone on the south side of Pinewood does seem to know our name. I can’t wait until I’m on the campus of a big school where nobody knows me. (200 words)
Whitwell, Tennessee lies surrounded by a range of mountains, which holds out the time and change of the surrounding world. Its citizens still live simple, rural lives, go to church every Sunday, and listen to bluegrass on their antique radios.

Three weeks after we had formed a rock band, three other guys and I found a job in Whitwell playing for its only high school’s Christmas dance for the slim pickings of $150. Minus $20 for gas and $40 for rented equipment, we netted about 20 bucks apiece. But money wasn’t a big thing; we were in it for the aesthetic pleasure of it.

Upon arrival, we were cordially welcomed by the school custodian, who led us to a tin can of a gym where we were to play. Despite the frightening acoustics of the gym, I was jittery and eager to play in front of people for the first time, and as I watched the students filing into the gym, I returned the other guys’ nervous smiles.

I soon began to notice that the students, rather than staying on the gym floor to dance, were piling onto the bleachers as if they were about to watch a basketball game. Even worse, we were on the opposite side of the gym; a good 30 yards of the empty gym floor separated us from the students. While I was noticing this, I felt a nudge on my shoulder. I turned and was faced with a tall, brown-haired boy in overalls.

“D’yall know any Flatt and Scruggs?” he asked.

“Flatt and who?”

“Yore in big trubble.” He smiled a twisted tobacco smile and wandered away.

We started our set with “Help!” by the Beatles. Not one person in that gym applauded. Then we went into some Stones, which didn’t fare any better. By the end of our fifth song, some of the students were leaving. These were the polite ones, the others remained to antagonize and jeer at us.

We were really beginning to sweat it now. We started digging through our repertoire but couldn’t come up with even one song that resembled country. And the jeers were getting louder. The teachers did nothing to stop it; they were probably jeering as well. And then, at the brink of utter chaos, I exploded.

“Alright!” I screamed into the microphone. “Yee want a leetle Kuntry? I’ll give yee Kuntry!” And then we went into the hardest, punkiest song we knew. About this time the principle rushed up to me, handed me $150 and asked us to leave. I obliged, but only after leading the guys through one more screamer.

Back in Chattanooga, we sat around the drummer’s house, divvying up the booty. A few more songs and who knows how much more they would have paid us to leave. I asked Clay to put on some of his father’s bluegrass. Everyone laughed, but I persisted. I wanted to know exactly what it was those people like. Clay put on some Norman Blake, “Whiskey Before Breakfast,” and to my amazement, I loved it. Bluegrass had soul!

I sat in the bedroom listening to the whole album twice while everyone else watched television. The guitar riffs and runs were intricate and every bit as soulful as the blues. There were fast-paced dance tunes with incredible scales. In my ignorance, I had insulted something that I thought plebian and culturally narrow—when it was really me who had been narrow.

My tastes have really opened up since that night. Art comes in many different packages; and only someone with the clairvoyance to see this can ever really appreciate it. My album collection is a study in contradictions. You can find Bach, Muddy Waters and Doc Watson side by side, harmonious with one another.

Scholarship and Financial Aid Research

Students who plan to apply for scholarships must start early on the research. The activities below will help them get going. Teachers should work with school counselors to learn about local scholarships that are typically awarded to students from their school.

Teachers should plan to conduct these activities in the spring of students’ 11th-grade year.

Into

Time: 1 class period

• Invite an expert to speak to students about the elements of financial aid, giving a clear explanation of how grants, loans, work-study programs, and scholarships fit into the financial aid picture.

• Be sure that students and their parents/guardians understand the meaning of Expected Family Contribution (EFC). If possible, have an expert help families estimate their EFC, so that students can understand fully how scholarships may or may not affect their financial aid packages.

Through

Time: 2 class periods

• Plan a day in the computer lab to have your students register on www.fastweb.com. This is a legitimate, free service that matches students with scholarships for which they may be eligible. While this service is free, the site does include advertisements. Be sure to prepare students for how this Web site operates, and caution them against answering the ads. You are strongly advised to visit the Web site and register yourself before taking students through the registration process.

• Have the school counselor or campus scholarship advisor speak to students about scholarship search scams. There are many “services” that promise students scholarships but charge for their efforts. Take time to warn students and their parents/guardians about these scams.

• Students should obtain a FAFSA PIN and encourage their parents to obtain one, also.

Beyond

Time: Varies

• Have students bring in their results from FastWeb to share with the class.

• Because students may not be able to apply for most scholarships until senior year, have them devise systems for keeping track of potential scholarships: the requirements for each, the dates.

• Become familiar with, and make students aware of, these resources.
Finances

Completing the financial aid process is one of the most daunting tasks in the college-application process; it absolutely requires parent involvement. The entire financial aid process revolves around the Free Application for Federal Student Aid (FAFSA). Almost all sources of financial aid for college, including federal and state grants, scholarships, loans, and work-study, are based on the FAFSA. The FAFSA is available online at www.fafsa.ed.gov in both English and Spanish. It should be available in a paper format at your school by November; however, the online application is preferred and more efficient.

Although some students may think they do not qualify for need-based financial aid, many colleges use the FAFSA to award their private dollars. Verify that students and parents both have their PIN, and then have them work together to complete the FAFSA application checklist in readiness for the January submission of the FAFSA. (The FAFSA cannot be submitted until January 1.)

Completing the FAFSA also qualifies students for Cal Grants, as long as a verified GPA is submitted. Many schools are now submitting Cal Grant GPAs electronically: check with their counseling department to see if this method is used by your school.

Often independent colleges require additional forms, such as the College Board’s CSS/PROFILE or the college’s own supplemental form(s). Have students register for the PROFILE, if necessary, and any other required forms. Students should check directly with each college’s financial aid office to find out what is required.

Students will also want to compare expenses at the different colleges. It’s important for them to continue to apply for scholarships, including college-based special scholarships (merit, ethnic, leadership, etc.). ROTC scholarship applications should be completed by October. Encourage students and parents to attend financial aid events offered in the fall in order to learn more about the assistance available.

Timeline

September–January: Continue to apply for scholarships.

October: Verify FAFSA PIN and register for PROFILE, if needed.

October–January: Attend financial aid events.

December–January: Submit Cal Grant GPA verification.

January: Complete FAFSA application worksheet.

Activities/Materials

Student Activity 5.8 “Important Dates” A list of key dates for financial aid planning during the senior year.

Teacher Information: Use this list of dates from the Fund Your Future Counselor Guide to plan financial aid activities in the classroom. Remind students well in advance of key deadlines, many of which occur during the second semester of the senior year.

Student Activity 5.9 “Resources for Your Classroom”: A list of materials that will help students learn about the financial aid process.

Teacher Information: All of the resources on the list are available at no charge. The college cash box includes a sample lesson plan and counselor guide that will prove helpful. The “Fund Your Future” workbook is a valuable tool for AVID students, as are many of the other items available. These materials are updated yearly; ordering information can be found at the bottom of the page.
Student Activity 5.10 “On the Web”: This handout lists Web sites that provide information on planning and paying for college.

Teacher Information: These Web sites from the Fund Your Future Counselor Guide cover all aspects of financial aid. Have your students each research a Web site, and then share their results with the class.

Student Activity 5.11 “Checklist”: List steps to take now to plan and pay for college.

Teacher Information: This checklist—from the Fund Your Future Counselor Guide—presents steps your students will want to pursue to learn about financing their college education.
Student Activity 5.8

**IMPORTANT dates**

**SEPTEMBER-OCTOBER**

Attend one of the fall financial aid workshops presented by the California Student Aid Commission, EdFund and the California Association of Student Financial Aid Administrators for high school counselors, new financial aid administrators or mid-level administrators.


Order copies of the Fund Your Future Financial Aid Workbook for Students and Fund Your Future brochure by using the publications order form inside, going to www.edfund.org or calling 877.2EdFund.

Plan your financial aid workshop for students and parents.

**OCTOBER-NOVEMBER**

Have your students apply for a PIN at www.pin.ed.gov so they will be able to e-sign the online FAFSA.

Remind students to complete and submit their college admissions applications. Many applications are available online. If they are applying under an early decision or other special admissions program, remind them to ask about deadlines for financial aid applications such as the PROFILE.

Help your students research private grants and scholarships provided by local community organizations, businesses and foundations.

Order additional copies of the paper FAFSA if you need them from the U.S. Department of Education by calling 800.394.7084 or going to www.edpubs/ml.

**JANUARY 1**

Encourage students to submit their completed FAFSA online at www.fafsa.ed.gov (or on paper) as soon as possible starting January 1.

Remind students to attend a Cash for College workshop to get free, line-by-line help completing the FAFSA. For dates and locations, go to www.californiacashforcollege.org.

**FEBRUARY-MARCH**

Be sure students carefully review their Student Aid Report for accuracy and return it immediately if they have corrections.

**MARCH 2**

The Cal Grant A, B and C deadline. The FAFSA must be postmarked no later than March 2. In addition, a verified GPA must be sent to the California Student Aid Commission by March 2. (Once the school certifies the GPA, the student or the school may submit it.)

**APRIL**

Encourage your students to evaluate their financial aid offers carefully.

Also, keep in mind that Cal Grant award notifications and notifications of financial eligibility for renewal Cal Grants are sent in the spring. Students should contact the California Student Aid Commission if they have not received any communications regarding their Cal Grant status by April 30.

**MAY**

Help students prepare a spending plan for college using EwWise at www.edwise.org. EwWise can also help students determine how much they can afford to borrow for college.

**MAY 15**

The deadline for returning the Cal Grant C Supplement for students who are competing for a Cal Grant C award.

**SEPTEMBER 2**

The "second-chance" deadline for Cal Grant A or B Competitive awards for students who are planning to attend a California Community College in the fall. Students must submit the FAFSA and the September 2 GPA Verification Form.
Student Activity 5.9

RESOURCES FOR YOUR CLASSROOM

College Cash Box
Everything you need to help students apply for financial aid can be found in the College Cash Box, including a lesson plan, sample application forms and tip sheets. The box, created by the California Student Aid Commission, also contains the English and Spanish language versions of the “Ready, Set, Financial Aid!” video and the “It All Starts Here” FAFSA video. One kit is mailed to the head counselor at every high school in late October. Additional kits are available by calling 916.526.8920 or toll free 888.294.0153.

Fund Your Future Workbook and Brochure
You will want to order this guide’s companion pieces, the Fund Your Future Financial Aid Workbook for Students and Fund Your Future brochure, which are also published by the California Student Aid Commission and EnFund. Geared toward high school juniors and seniors, the 36-page workbook covers the entire financial aid process and summarizes the major state and federal programs. It features a month-by-month checklist and worksheets for financial planning and evaluating offers. The brochure is a slim, 20-page guide to the basics of state and federal financial aid. Both publications are available in English and Spanish.

The FAFSA and The Student Guide
To order large quantities of the paper FAFSA and the U.S. Department of Education’s The Student Guide, go to www.edpubs.org/ml. You will need your school code, or ML number, from the mailing label of your U.S. Department of Education mailings, found at the upper left corner. For customer service, call 800.394.7084.

“Ready, Set, Financial Aid!” Video
This five-minute video, produced by the Commission, provides parents and students with the information they need to get ready to apply for financial aid, including important tips on the application process and critical deadlines. It is ideal for financial aid or college nights and is available in English and Spanish.

FAFSA Video
The “FAFSA for Parents” video provides step-by-step instructions for completing the FAFSA and submitting a verified GPA. The 30-minute video is available in English and Spanish from the Commission.

Cal Grant March 2 Poster
The Commissioner’s Cal Grant poster promotes the March 2 Cal Grant application deadline.

Cal Grant GPA Verification Forms
The California Student Aid Commission sends bulk quantities of the GPA Verification Form for Cal Grants A, B and C (form G-4) to schools in the fall in the same quantity your school received the previous year. If your school does not receive forms by the end of November or if you would like additional copies, please contact the Commission. The September 2 GPA Verification Form (G-4.1) must be ordered from the Commission each summer.

Life 101
In Life 101, a free newspaper available once a year in December (publication no. L-49), high school seniors can read about the major sources of state and federal financial assistance. The eight-page, full-color publication also contains useful tips on personal finance and stories that tout the value of a higher education.

“The Power of Education” and “College: Making It Happen” Videos
“The Power of Education,” a 26-minute video, showcases individuals, including a state senator and a police chief, who were the first in their families to attend college. “College Making It Happen,” a 30-minute video hosted by Edward James Olmos, captures the stories of several people whose success in college was planted in education.

Other Tools
You can get additional publications, videos and posters covering college planning, early outreach, financial aid, personal finance and loan management from the California Student Aid Commission and EnFund. A number of them are described on page 27 or listed on the order forms in the back of this guide.

Materials produced by the California Student Aid Commission may be ordered by using the Commission’s publications order form in the back of this guide or by going to www.csac.ca.gov, e-mailing publications@csac.ca.gov, calling 888.294.0153 or writing to the California Student Aid Commission, P.O. Box 419045, Rancho Cordova, CA 95741-9045. Materials produced by EnFund may be ordered by using the EnFund order form in the back of this guide or by going to www.edfund.org, e-mailing publications@edfund.org, calling 877.EdFund, writing to the EnFund Office, P.O. Box 419045, Rancho Cordova, CA 95741-9045 or calling 916.526.7321 for personal service. All materials are free as a service of the California Student Aid Commission and EnFund.

TIP
You will find slide presentations for your financial aid workshops at http://fsa4schools.ed.gov/counselors and www.nasfaa.org (click on "Financial Aid Night" to the left).

KEEP UP ONLINE
Why wait for the mail? By signing up for the Commission’s List-Services, EnFund-Link™ and News You Can Use, you will receive the latest news from us at your desktop as soon as it is posted.

CSAC List-Services
You can keep connected to the California Student Aid Commission by signing up on one of the Commission’s list servs available to counselors and financial aid professionals. To subscribe, simply log on to www.csac.ca.gov and select the Links option. The lists are secured with a generic ID and password available through the Commission’s Help Desk at 916.526.8989 or toll free 888.294.0148.

EnFund-Link
When you sign up for EnFund-Link’s “High Schools” list, you will receive information and training opportunities of interest to high school counselors, helpful reminders of upcoming deadlines and other financial aid news. Subscribers to the “Schools” list will receive additional bulletins pertaining to the implementation and administration of state aid programs, new services and training workshops for college financial aid administrators. You also have the option of receiving Dear Partner (Colleague) Letters and Direct Loan bulletins as they are released by the U.S. Department of Education.

Subscribing is easy, whether by e-mail or on the Internet. By e-mail, write to edlink@edfund.org and ask to be a subscriber. Be sure to indicate the list you are subscribing to. Or go to www.edfund.org, select “Quick Links” and then “EnFund-Link.” You can also mail your request to EnFund, Training and Policy Unit, P.O. Box 419045, Rancho Cordova, CA 95741-9045. If you have questions, please e-mail them to edlink@edfund.org or call 916.526.7321.

News You Can Use
News You Can Use at www.edfund.org features original news stories and digests, plus links to key sources of higher education and financial aid news throughout the country. While there, sign up to receive the weekly EnFund e-News, a summary of the week’s news story and a direct link to the News You Can Use page.
On the Web

Here is a sampling of Web sites that cover planning and paying for college. (This listing is for convenience only and is not an endorsement of any site.) In addition, most colleges have their own Web site and many feature virtual tours of their campuses and the opportunity to chat with current students.

When using the free sites listed here, you or your students may be asked to give personal information. Before doing so, be sure you read and understand the privacy policy posted on each site.

**ABCs of Early Awareness: A Resource Guide and Toolkit for Helping Students Achieve a Higher Education**
www.nasfaa.org/subhomes/abc/index.html
This Web site, sponsored by the National Association of Student Financial Aid Administrators, is designed to help counselors get younger students thinking about and preparing for college.

**ACT**
www.act.org
Students can register here to take the ACT or have their scores sent to colleges.

**American Indian Education Programs**
www.olep.bia.edu
www.collegefund.org
Browse these sites to learn more about scholarships and other education programs for Native Americans.

**AmeriCorps**
www.america.gov
You will find information on the AmeriCorps programs here, including online applications.

**Association of Independent California Colleges and Universities**
www.wiccc.edu
www.wiccc.edu
Check out the online student guide, including admissions applications for 76 independent colleges.

**California Association of Student Financial Aid Administrators**
www.casfaa.org
This site is a good destination for college financial aid administrators.

**California Colleges**
www.californiacolleges.edu
Students and their families can find information on planning and preparing for college in California; for middle school students on up. Includes links to all the state's colleges.

**California Community Colleges**
www.cccco.edu
Learn about all the community colleges and their programs and services.

**California Private Career Colleges**
www.cappsonline.org
At the California Association of Private Postsecondary Schools' Web site, you will find links to colleges and more.

**California Postsecondary Education Commission**
www.cpec.ca.gov
Provides an overview of postsecondary education in California, plus links to colleges statewide.

**California State University**
www.calstate.edu
www.csumentor.edu
Check out all the CSU campuses, including programs and services.

**California Student Aid Commission**
www.csac.ca.gov
Here you can learn more about the Cal Grant Entitlement and Competitive programs, other state aid, outreach and training opportunities, and other services.

**California Virtual High School**
www.cahs.org
Students will find the tools they need to prepare for the SAT and ACT, including tutorials, practice sessions and a vocabulary builder.

**Cash for College**
www.californiacashforcollege.org
Find the dates and locations for events, held each year in January and February, at which students and parents can get in-person help with the FAFSA.

**College Board and SAT**
www.collegeboard.com
Students can register for the SAT or have their score sent to schools from this site. There's also information on planning and paying for college and links to colleges nationwide.

**College Board Online Scholarship Search**
http://apps.collegeboard.org/cbscholarships/scholarshipSearch.jsp
Students can search this database of more than 2,000 programs that provide funding for undergraduate study from non-college sources.

**College is Possible**
www.collegeispossible.org
Browse this guide for parents, students and educators.

**College Opportunities Online**
www.ncs.ed.gov/ipeds/cool
Students can plug in their major, interests and geographic area, and this U.S. Department of Education site will fetch likely matches from profiles of more than 7,000 colleges and career schools.

**College Sports and Athletic Scholarships**
www.ncaa.org
Here the National Collegiate Athletic Association (1,200 colleges, athletic conferences and sports organizations) provides information for students who would like to participate in college sports and learn about athletic scholarships.

**Cooperative Education**
www.co-op.edu
www.ca-co-op.edu
Learn more about cooperative education, a work-learn program, at this site.

**EdFund**
www.edfund.org
Here students, parents and educators will find information on planning for college and a career, applying for financial aid and managing student loans; includes free classroom resources.

**EdWise**
www.edwise.org
EdWise is an online financial planning tool developed by EdFund and the University of California, Los Angeles, to help students take charge of their financial future.
Employment Trends
www.bls.gov/emp
www.calmis.ca.gov
Take a look at where the jobs are now and where they will be tomorrow.

FAFSA on the Web
www.fafsa.ed.gov
Here students can complete and file the FAFSA, and find links to the federal financial programs and PIN registration.

FastAid
www.fastaid.com
Students can browse this free online database of thousands of scholarships.

FastWeb
www.fastweb.monster.com
This destination is among the largest and best known online database of private sector sources of financial aid.

Federal Tax Benefits
www.irs.gov/individuals/article/0,,id=96341,00.html
Direct students and parents to this IRS site for information on federal tax credits and deductions for college.

FinAid! The SmartStudent’s Guide
www.finaid.org
This site pulls together information on financial aid and how to apply for it, and has calculators to estimate expected family contribution.

Financial Aid for Health Professionals
www.bhp.hrsa.gov
www.hhs.gov
www.usph.gov
Information on federal financial aid for undergraduate and graduate students in the health professions can be found here.

Foster Youth
www.chafee.csac.ca.gov
www.ncrcys.ou.edu/NRCYD/state_home.htm
Learn about financial aid for current and former foster youth.

Gates Millennium Scholarships
www.gmsp.org
These scholarships, funded by the Bill and Melinda Gates Foundation and administered by the United Negro College Fund, are for outstanding Pell Grant-eligible students who are African Americans, American Indians, Alaskan Natives, Hispanic Americans or Asian-Pacific Islanders.

Help Completing the FAFSA
www.fafsa.ed.gov
www.studentaid.ed.gov/completefafsa
Students will find free online help for completing the FAFSA.

Hispanic Scholarship Fund
www.hsf.net
Explore scholarships offered by the Hispanic Scholarship Fund.

Internal Revenue Service
www.irs.gov/individuals/article/0,,id=15554,00.html
The IRS's Web site offers a tax toolkit to help teachers integrate lessons about taxes in the classroom.

Job Search
www.studentjobs.gov
www.coolworks.com
www.idealist.com
Steer your students to these sites for hundreds of paid and volunteer jobs in government, state and national parks, and nonprofit organizations.

Mapping Your Future
www.mapping-your-future.org
This destination offers steps toward college and a career for middle and high school students, college students, borrowers, nontraditional students and parents.

Military Scholarships and Financial Aid
www.todaysmilitary.com
Provides information on financial aid for college provided by the military.

National Association of Student Financial Aid Administrators
www.nasfaa.org
This Web site offers a wealth of information for high school counselors and financial aid administrators, and even more for members.

National Student Loan Data System
www.nslds.ed.gov
Using their PIN, students can get their current federal financial aid history from the government’s central database.

Occupational Outlook Handbook
www.bls.gov/oco
Students can look up job prospects and how much they can expect to earn in their future career.

Peace Corps
www.peacecorps.gov
Stop here to find out how Peace Corps volunteers may incorporate their service into a master's degree program and may receive financial aid.

Personal Identification Numbers
www.pnil.ed.gov
Here students and parents can register for PINs to e-sign the FAFSA.

Scholarship Scams
www.ftc.gov/scholarshipscams
www.studentaid.ed.gov/lsa
Learn how to avoid scholarship scams at these sites.

Social Security Administration
www.ssa.gov
Students can go to this site to apply for a Social Security number if they do not already have one or to find the location of the nearest Social Security office.

Student Debt Help
www.studentdebthelp.org
Here students can determine how much they can afford to borrow and more.

The Student Guide to Financial Aid
www.studentaid.ed.gov/guide
The U.S. Department of Education's Student Guide, a comprehensive resource for Title IV programs, can be accessed here.

Students.gov
www.students.gov
This one-stop portal can help students plan and pay for college, choose a career and more.

Students with Disabilities
www.health.gwu.edu
Check out the online resource guide, Creating Options, which provides helpful college financial aid information for students with disabilities.

University of California
www.universityofcalifornia.edu
Here you will find information on all the UC campuses and their programs.

U.S. Selective Service
www.sss.gov
Students can go here to register for the U.S. Selective Service, if they are required to do so.

Veteran Education Benefits
www.gibill.va.gov
Check out the financial aid programs for veterans and their dependents.

Yes I Can
www.yesican.gov
www.yosipiud.go.gov
This federal bilingual site offers students and parents tools to make college a reality.
Student Activity 5.11

Checklist

Here are steps you can take now to plan and pay for college:

☐ Go to www.fafsa.ed.gov in November and complete the Pre-Application Worksheet for the 2005-2006 FAFSA on the Web.

☐ Make sure you have a Social Security number. You need to have one to apply for federal and state aid (except for the California Chafee Grant). You can apply for a SSN at your local post office or Social Security office. To learn more, go to www.ssa.gov.

☐ Apply for a PIN at www.pin.ed.gov so that you’ll be able to electronically sign the online FAFSA in January. Your parents should get a PIN too. (You can also print, sign, and mail in the FAFSA signature page or submit the online FAFSA without e-signing it—you’ll simply receive an incomplete Student Aid Report that must be signed and returned. Just be sure to give yourself enough time.)

☐ Learn more about Cal Grants and other California student aid by going to www.calgrants.org and www.csac.ca.gov or calling toll free 888.224.7268. To view or download the 36-page Fund Your Future Financial Aid Workbook for Students, go to www.csac.ca.gov/doc.asp?id=40. You may also request a workbook by calling toll free 888.294.0153 or e-mailing publications@csac.ca.gov.

☐ Browse www.studentaid.ed.gov or call toll free 800.433.3243 to learn more about federal Pell Grants and other federal student aid.

☐ Consider a federal student loan if you need to borrow. For details, go to www.edfund.org and www.studentaid.ed.gov.


☐ Explore colleges on the Web. Start at www.california-colleges.edu or go to www.cccco.edu (California Community Colleges), www.calstate.edu, www.universityofcalifornia.edu, www.aidmentor.org (California’s independent colleges and universities) or www.cappsonline.org (private career colleges). For links to more than 7,000 colleges nationwide, go to www.nces.ed.gov/ipeds/coed.

☐ Plan to attend a Cash for College workshop held each year in January and February for step-by-step, hands-on assistance filling out your financial aid forms. Click on www.californiacashforcollege.org for dates and locations.
Summer Plan

The summer before students’ all-important senior year provides a last chance for them to firm up their records for college applications.

Schedule the following activities no later than March, as deadlines for summer programs come early.

**Into**

*Time: 1 class period*

- Have students review their portfolios, giving special attention to their mock applications and their final lists of colleges to which they wish to apply. Have them decide which areas of their applications are strengths and which might present a challenge.

**Through**

*Time: 1–2 class periods and time outside of class*

- Have students use Activity 5.12, “Summer Priorities,” to decide how to most effectively use their time this summer.
- Once students have determined their priorities for the summer, have them work collaboratively with partners or in small groups with similar priorities to complete Activity 5.13, “My Summer Action Plan.” While each will have a different plan, they can share ideas while using this activity to plan the details of their summer goals.
- Be sure that students put copies of both activities in their portfolios so they will be available for review at the beginning of senior year.

**Beyond**

*Time: 1–2 class periods and time outside of class*

- Hold a pre-summer parent/guardian meeting at which students first present an overview of how they might spend their summer to prepare for college. After this general presentation, students can share their individual plans with their parents/guardians. Teachers and counselors should be available to answer questions.
**Student Activity 5.12**

**Summer Priorities (in order of importance)**

**Directions:** This activity singles out seven parts of the college application process. As you review your portfolio, decide which parts will require most of your attention this summer, and which will require the least. Then rank them from 1–7, using 1 to designate the part requiring the most attention and 7, the least.

<table>
<thead>
<tr>
<th>Order of Importance</th>
<th>Part of Application Process</th>
<th>Additional Information</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coursework</td>
<td>What is your GPA? Do you have any past D’s or F’s that would make you ineligible to apply to college? Will you complete all necessary courses during senior year to meet the eligibility requirements of the colleges you’ve chosen?</td>
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<td></td>
<td>Test Scores</td>
<td>What are your SAT and ACT scores? Are they high enough to get you into your first-choice colleges? Can test preparation help you raise your scores?</td>
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<td></td>
<td>Extracurricular Activities</td>
<td>Review your extracurricular activities log. Have you pursued all the activities in which you’re interested? How can you extend your current activities or interests this summer? Are there internships or jobs available in these areas?</td>
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<tr>
<td></td>
<td>College Research</td>
<td>Have you finalized your list of schools, or do you still feel uncertain about where to apply? What else do you need to know before you can finalize your list?</td>
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<tr>
<td></td>
<td>Campus Visits</td>
<td>How many of the schools on your list have you visited? It’s important to visit a school before you make your final decision senior year. Is it possible this summer to visit some of the schools you are considering?</td>
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<td></td>
<td>Personal Statement Essays</td>
<td>Do your personal statements need more work? How important are they to the schools on your list? Do they accurately present what you want a school to know about you? Will they help an admissions officer know you as a person?</td>
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<td></td>
<td>Scholarship Research</td>
<td>What is your financial outlook for college? Will scholarships help shape your final choice of school? For what kinds of scholarships are you eligible?</td>
<td></td>
</tr>
</tbody>
</table>
**My Summer Action Plan**

**Directions:** Referring to Activity 5.12, “Summer Priorities,” list your top three priorities for this summer in the first column. In the next, write the specific goal you want to reach in relation to that priority. For example, one of your priority areas might be Test Scores. Your goal might be to raise one score 25 points. Action steps to reach that goal might include taking a test prep class, forming a study group, etc.

<table>
<thead>
<tr>
<th>Priority #1 (list area)</th>
<th>Describe goal below:</th>
<th>List action steps:</th>
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<th>Priority #2 (list area)</th>
<th>Describe goal below:</th>
<th>List action steps:</th>
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<th>Priority #3 (list area)</th>
<th>Describe goal below:</th>
<th>List action steps:</th>
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<td>4.</td>
</tr>
</tbody>
</table>
Portfolio

Suggested items from this unit that students can add to their portfolios:

- Updated six-year plan
- Updated “Extracurricular Activities Log” (Activity 3.8)
- PSAT results
- SAT Reasoning Test results
- SAT Subject Test results
- ACT results
- “College Research Worksheet” (Activity 4.9)
- “A ‘Crate’ Idea” (Activity 5.2)
- “What I Want in a College” (Activity 5.3)
- “Pros and Cons List” (Activity 5.4)
- “My List of Colleges and Universities” (Activity 5.5)
- “Sample Common Application” (Activity 5.6)
- Personal statement essays
- “Summer Priorities” (Activity 5.12)
- “My Summer Action Plan” (Activity 5.13)
“AVID is not just an academic program, but provides experiences in real life situations. AVID rejuvenates students who may not be the smartest kids, but who want to learn. The program has also rejuvenated me as a teacher and a person because I have seen their success stories.”

—Wayne Dickey, Sam Houston High School, San Antonio Independent School District
Introduction

In the ideal AVID experience, every AVID student would start senior year with everything in place to begin the college application process. In the real world, however, even with the support of the AVID program, a teacher’s seniors may all be in very different places and in need of customized support. While this unit, therefore, is intended as an extension of previous activities, teachers may find that some seniors will need to revisit activities from earlier units to help navigate the many tasks that lie ahead. Some students might need to intensify their test preparation to improve SAT and/or ACT scores, while others may feel very uncertain about their choice of schools. Others may know in which schools they are interested, but may have no idea what majors to select. Even the most focused of students may begin to experience doubts and indecision as this multi-year process begins to culminate in actual applications and acceptances. Their AVID teachers this year will walk a fine line between continuing to support them while also pushing them to develop the independence they will need to survive, and to succeed, in college.

While the activities in this unit are meant to guide AVID teachers and students, they are not the sum total of everything will be needed to assist students through the year. Teachers will also have to incorporate the use of other resources such as Web sites, resource guides, and experts at school sites, especially school counselors.

This unit does not include materials on college entrance testing or test preparation. Teachers should refer to previous units for those materials, but urge students to register early for their needed tests. Also, the timelines in this unit do not refer to or include “Early Decision/Early Action” information. While typical AVID students are not in a position to pursue such options, some may possess stellar academic records and/or test scores and have their hearts set on a particular college or university. In this case, a teacher should consult the school counselor for assistance with the “Early Decision/Early Action” process.

Teachers should use the following section during the first week of school. They should be advised that the activities are based on a traditional September–June academic calendar. Teachers with different calendars will have to adjust their schedules accordingly.

Into

*Time: 1–2 class periods*

- Have students review Activity 5.13, “My Summer Action Plan,” and write reflectively about their goals for the past summer. Did they accomplish their goals? Are they satisfied with what they achieved over the summer? Did they leave anything undone?
- Have students share their reflections with partners or in small groups, then and then move into a class discussion. Chart students’ accomplishments as well as their unfinished tasks.
• Next, have students update their six-year plans, and then compare them to their current class schedules to ensure that they are enrolled in the courses necessary to complete their graduation and college admission requirements.

• Finally, have students review Activity 5.5, “My List of Colleges,” to determine if their lists are still the same. Do they want to make changes based on their summer activities, on new knowledge they’ve gained, or on any change of circumstance in their lives?

Through

Time: 2 class periods and some time outside of class

• Set aside at least one class period to assist students in creating calendars that contain their deadlines and events for the entire year. To complete this activity they will need: their calendars/planners; Activity 5.5, “My List of Colleges”; SAT and ACT registration bulletins; a school calendar with dates for events such as Homecoming and the prom; other senior activities; holidays and vacations; AP exams; and Activity 6.1, “My Senior Year Checklist.”

• Once students have completed their calendars, teachers might want to reinforce some of the time-management strategies developed in earlier grades (see the Strategies for Success guide).

• Do a MailSwap activity at least once a week. Have students bring in some of their college mail, and share a few of their brochures with the class. Ask if anyone else in the class would be interested in any of the colleges presented. If so, ask the presenter to “swap” mail. This activity generally takes only 5–10 minutes.

Beyond

Time: Time outside of class

• Schedule a parent/guardian meeting early in the school year during which students present the timeline of activities from “My Senior Year Checklist” and then share their individual calendars with their parents/guardians. It is important that parents/guardians realize the time commitment required by the college application process so they can give students the support they need to accomplish their goals.
# My Senior Year Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Inserted on Calendar (ck)</th>
<th>Date Completed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for SAT or ACT exams</td>
<td>Early September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep for exams (as needed)</td>
<td>4–6 weeks prior to exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Download or request college applications</td>
<td>Early September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete rough drafts of applications</td>
<td>Mid-September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize list of colleges</td>
<td>Mid-September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and revise personal statements</td>
<td>Mid-October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for letters of recommendation (if needed)</td>
<td>End of October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request letters of recommendation</td>
<td>End of October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine possible college major(s)</td>
<td>End of October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete all applications</td>
<td>(varies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register online for FAFSA PIN</td>
<td>End of Nov.</td>
<td></td>
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<tr>
<td>Attend financial aid workshops with parents/guardians</td>
<td>Late December and early January</td>
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<tr>
<td>Request and complete scholarship applications</td>
<td>(varies)</td>
<td></td>
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<tr>
<td>Submit FAFSA online along with any supplemental forms required by the state or by schools</td>
<td>March 2 (earlier, if possible)</td>
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<td></td>
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<tr>
<td>Respond to requests from colleges for additional information</td>
<td>(varies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide which school to attend and file letter of intent</td>
<td>Usually May 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register for and take any required placement exams</td>
<td>(varies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to respond to correspondence from various college offices (e.g. financial aid, housing, etc.)</td>
<td>(varies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify support services and extracurricular activities at intended college</td>
<td>June/end of school year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request that final transcript be sent to college of choice</td>
<td>June/end of school year</td>
<td></td>
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</tbody>
</table>
Completing College Applications

The practice in completing mock applications in 10th and 11th grade should prove helpful as students begin to complete their actual applications this year. Students may need these items from their portfolios:

- Current transcript
- Updated extracurricular activities logs
- Personal statement essays
- SAT and ACT scores and dates
- Sample applications

In addition, most applications require some family background information. Teachers should ensure that students have talked with their parents/guardians to obtain this information.

Into

*Time: 1 class period and time outside of class*

- Have students retrieve their mock applications from their portfolios and review them in small groups. Each group should list any questions that arise. Address these questions in a class discussion.
- Have students obtain copies of all the applications they need so that they can complete rough drafts of them. Many college applications can be accessed online; students can download and print a paper copy to use for a rough draft. If an application is provided only as hard copy, be sure students make a copy on which to practice before attempting the official application.
- Have students rank their college choices as either “Dream,” “Reach,” or “Safe.” Be sure they are applying to schools in each category.

Through

*Time: Several class periods and time outside of class*

- Devote time during AVID class to complete and review the applications. You may also use tutorial time for this activity, having students work in groups based on the colleges to which they are applying. Garner the assistance of tutors and AVID site team members to ensure that all students receive the individual attention they need to complete the applications properly. Involve counselors, and invite college and university representatives assigned to your school to help as well.
- Set intermediate deadlines before the final ones to ensure the timely filing of all applications. Have students turn in copies of their applications as an AVID assignment. Consider requiring students to submit applications for a variety of schools—i.e., state universities, in-state private schools, and out-of-state private schools.
- Students should review the personal statement essays they wrote in junior year to determine whether they are satisfactory or require revision. Some may wish to draft new essays. Be sure that students ask a variety of people to read and respond to their essays. (Unit Five contains a detailed section dealing with personal statement essays.)
Students should be encouraged to attend presentations made by college representatives on campus. Better yet, invite presenters to AVID classrooms to discuss their campuses and share tips about, and insights into, the application process.

**Beyond**

**Time: Some time outside of class**

- As students complete each of their applications, have them write a short reflective paragraph about applying to that particular college or university. They might reflect on their chances of acceptance, their possible feelings upon being accepted, and the likelihood of their attending this school.
- Strongly encourage students to visit college campuses, and take the tours.
Choosing a Major

For some students, deciding on a major is often the most stressful part of applying to college. Many colleges do not require that students declare a major at the time of application, but every situation is different. This section provides some activities that may help students select a major as well as some general advice for the many students who are undecided.

For students who have absolutely no idea about a major, the first step is to find out whether each college they have selected will let them apply as “undeclared.” If so, students should next determine if applying as “undeclared” would affect their chances of being accepted; they should also find out the process for declaring a major once they pick one. Each school handles this situation differently, so careful and accurate research is a must. For example, a well-known, private California university actually encourages students to apply as “undeclared.” Then, in their first two years, students take core classes while receiving individual guidance to help them determine a major. At the end of their second year, they declare a major and then pursue that course of study for the remaining two years.

Students unsure of a major who have the option of attending the school or university of their choice as “undeclared” should be encouraged to exercise this option. After all, expecting all students to know exactly what they want to do with their lives at age 18 is not necessarily reasonable. Students should be reassured that college is an excellent time to further investigate their interests and abilities.

Students who have some idea about possible majors, or who are applying to schools that prefer that applicants declare a major, can use the activities in this section to narrow their choices. The bottom line: They should major in something they love! An interest in or passion for a course of study should always be the top factor in choosing a major, especially if students are uncertain of career goals.

Students who are absolutely certain of their majors may appear to need no further attention. AVID teachers should, however, be sure of two things: that these students can articulate clearly their reasons for choosing these majors, and that they are not basing their choices on inaccurate information or unrealistic goals. These students can use some of the activities in this section to analyze their choices and ensure they are embarking on an appropriate course of study.

Teachers should never encourage students to apply under one major with the intention of switching to another once accepted. This tactic is sometimes attempted in situations when admissions—to a particular school, or within a specific major at a school—are extremely competitive. This tactic is not an advisable one; it often leads to disappointment and frustration for both students and colleges. A student who has his or her heart set on a highly competitive school or major should investigate all avenues toward achieving that goal and choose the paths that will legitimately lead there, rather than employing tricks or applying under false pretenses.

AVID students should have completed career research in ninth and 10th grade. In 10th grade, they had the opportunity to begin thinking about college majors that could lead to careers they might enjoy.

Into

Time: 1–2 class periods and/or some time outside of class

- Have students review their portfolio/crate contents carefully, paying special attention to the Knowledge of Self activities from grades 6–10, their extracurricular activities logs, and the career research activities. As students review their portfolios, have them take Cornell notes about what they find.
- Review their PSAT and PLAN results regarding their intended career interests.
• Have students analyze a current transcript. In which courses have they consistently done well? Which courses have they most enjoyed? Have them list the courses that answer these questions and then determine any overlap between the two lists.

• Have students use writing to think about possible college majors based on information from these two activities.

**Through**

**Time: 1–2 class periods and time outside of class**

• Have students conduct further research to determine if these majors might actually fit them. Provide students with access to such resources as *The College Board Book of Majors* and various Web sites with information about college majors (see the “Resources” section of this guide).

• Other resources will be career-related Web sites, such as [www.uncwil.edu/stuaff/career/majors](http://www.uncwil.edu/stuaff/career/majors). On this site, students can simply click on a college major to gain a wealth of information about that area of study, including possible careers/jobs, skills required and developed, and related organizations.

• Have students interview college graduates to ask what their majors were, how they decided on a major, and what opportunities that course of study opened for them.

**Beyond**

**Time: Varies**

• If possible, have students meet or otherwise communicate with faculty at the schools to which they are applying, preferably faculty within the major students are considering.

• If this is not possible, have students research the faculty and their interests using the schools’ Web sites. Most colleges and universities provide profiles of faculty members that note their areas of interest.

**Activities/Materials**

**Student Activity 6.2 “Helpful Hints for a Campus Visit”:** Provides information to help students prepare for—and conduct—a campus visit.

**Teacher Information:** Visiting college campuses is an important step in the selection process. Sometimes a student can tell just by walking on campus if this is an environment where he/she will want to live for the next four years. This handout will prepare students for a campus visit.

**Student Activity 6.3 “College Visit Questionnaire”:** Provides a list of questions for students to ask when visiting a college campus; topics include facilities, dorm life, and recreation.

**Teacher Information:** Students will need one copy of this handout for each college they plan to visit. Go over questions with class to help students determine which ones will be most important to ask when visiting a college.
Student Activity 6.2 (1 of 2)

HELPFUL HINTS FOR A CAMPUS VISIT

A campus visit is highly recommended. Before you visit the campus, consider some of the options below. It is also important to develop a list of questions and plan specific activities in order to accomplish your goals.

- Schedule an interview in the Admission Office.
- Inquire about admission requirements (tests, high school grades, etc.)
- Discuss your chances for success.
- Learn about the college environment.
- Determine the placement record for graduates in your field of study.
- Talk with students
- Meet with faculty.
- Investigate your academic program.
- Consider attending a class - witness class size, teaching style, academic atmosphere.
- Check the student residence halls and dining facilities.
- Ask about financial aid opportunities (deadlines, forms required, etc.)
- Obtain a school calendar and fee schedule.
- Take a campus tour.
- Identify career planning services for undergraduates.
- Visit the Library.
- Ask about the amount and kind of study necessary for success.
- Investigate transportation options.
- Find out how students use their out-of-classroom time.
- Become aware of student activities (clubs, organizations, intramurals, etc.).
- Inquire about campus life in terms of dating and social activities.
Checklist For A Campus Visit

- Meet with an Admission Counselor
- Verify admission requirements
- Determine actual college costs
- Ask about financial aid opportunities
- Take a campus tour
- Investigate your academic program(s)
- Attend a class
- Talk with students and faculty
- Discuss your chances for success:
  ...admission
  ...graduation
  ...placement
Student Activity 6.3 (1 of 2)

Name ___________________________ Grade ___________________________
Date ___________________________ Period ___________________________

(COLLEGE VISIT QUESTIONNAIRE)

College Name: ___________________________
Address: ___________________________

General Information

How many students in your freshman class? ___________________________
How many students in your largest lecture? ___________________________
How many classes are taught by television? ___________________________
Do you have graduate assistants teaching classes? ___________________________
Do you have full-time professors teaching freshman classes? ___________________________
Do your professors have regular office hours? ___________________________
Are students involved in evaluation of instructors? ___________________________
What is the ratio of students to faculty? ___________________________
How long does it take for a freshman to register for classes? ___________________________
What percentage of freshmen are unable to register for their first choice due to close outs? ___________________________
What are the library hours? Open on weekends? ___________________________
What are the facilities in my major area of interest? ___________________________
Is there a student exchange program? ___________________________
Is there a Student Union? ___________ What services/activities does it provide? ___________________________
How many students live on campus? ___________________________
How many students commute? ___________________________
What is the general atmosphere of the campus? ___________________________

Human Development Services

What financial aid/scholarship services are available? ___________________________
Is there a career planning and placement center? ___________________________
Do you have counseling services available to students? ___________________________
Are they trained, professional counselors? ___________________________
Are there any interaction groups available? ___________________________
Is there a fee? ___________________________ How Much? ___________________________
Dorm Life

What percentage of students live in dorms? ____________________________

How many students to a room? _______________________________________

Do students have dorm options? ___________________ Coed? ______________

Same sex? __________ Quiet dorm? ______ Noisy dorm? ________________

Do you have curfews? Men? ______________ Women? ___________________

Do you have high-rise dorms? _______ Apartments? _______ Do you have suites? ______

How many to a suite? ______________________ What facilities are provided in the dorms? ______

What are the food services on campus? __________________________________

How are roommates selected? _________________________________________

How can they be changed? ____________________________________________

Is liquor allowed on campus? ______ In the dorms? _______________________

Recreation

How far is the nearest movie theater? _________________________________

Are there museums, concert halls, etc. in the area? _____________________

Weekend facilities on campus: Movies? __________ How many shown each year__

Concerts? ______ How often? _______________________________________

Who were some of the people who gave concerts last year? ______________

Is there a museum and/or art gallery on campus? ______________________

Do you have dances? ____________________________ How often? _____

Are your gym facilities open for recreational use? ________________________

Do you have a student recreation center? ________________________________

What activities does it offer? _________________________________________

Do you have a student craft/art center? ________ What activities are available? ______

Sports

Are there athletic scholarships available for women? ______________________

Are there competitive athletic activities for both men and women? __________

At what levels? _____________________________________________________

What activities are available on or near campus? _________________________

Letters of Recommendation

The process of obtaining letters of recommendation is one in which teachers will need to guide not only AVID students, but possibly their colleagues as well. It is important that students understand the purpose of letters of recommendation; it is even more important that the teachers and counselors who write them understand what colleges are looking for. It is imperative that all involved understand that colleges absolutely do read letters of recommendation and consider them an important part of the application for admission.

In general, private schools require letters of recommendation, while state schools do not. Additionally, students applying for scholarships are often required to provide one or more letters of recommendation. Some of the activities in this section may be modified for purpose of scholarship application, but they are intended mainly to provide assistance to students who need letters of recommendation as part of their college applications.

Into

Time: 1 class period

• Review with students Activity 6.4, “What Colleges Want in a Letter of Recommendation.” Discuss each item and have students list teachers or other appropriate adults who would have something positive to say about them in relation to a particular topic. (Share this list with teachers on your staff as well.)

• Have students review each of their college applications and determine what letters of recommendation, if any, are needed. Will one letter work for all applications, or are different letters needed for different colleges?

• Have students decide from whom they will request letters of recommendation for each application. Help them think through the possibilities. They need to understand that sometimes a favorite teacher might not be the most appropriate source for a letter. Students must be both objective and subjective as they determine which teachers can provide them with the best letters of recommendation. Ideally, students should choose teachers from their junior year, preferably those who taught academic (college prep) courses. The best choice, however, is always the teacher who can speak most accurately about the student’s best classroom contributions.

Through

Time: 1 class period and time outside of class

• Students should utilize Activity 6.5, “Request for a Letter of Recommendation,” when they prepare their requests. They may use it “as-is,” or as a guide for drafting their own letters of request. Model an example in class, and then have students complete their work outside of class.

• Direct students to include with each request both a photocopy of the official form for the letter of recommendation, which can be used for a rough draft, and the official form itself.

Beyond

Time: Time outside of class

• Have students use Activity 6.6, “My References,” to compile a list of possible references for future use. They should keep the original in their portfolios and make a copy of it to place in their personal files.
What Colleges Want in a Letter of Recommendation

Directions: List the names of persons who might be able to write about you in relation to the topic in the left-hand column. Review this list with your AVID teacher. Remember that colleges are most interested in the first three topics. Use the others only if necessary.

**Information to Be Conveyed in a Letter of Recommendation (in order of importance)**

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Specifications</th>
<th>Possible Letter Writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom contributions</td>
<td>Your ability to ask good questions, your accomplishments on special projects,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and/or how your contributions help others in the classroom</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Interest in learning</td>
<td>Your passion for particular subject areas and/or your general love of learning</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Academic achievement</td>
<td>Your academic abilities (not necessarily just your grades) as well as how you</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>compare to other students the letter writer has taught</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Personal challenges or</td>
<td>Circumstances in your life that may have made your educational pursuits more</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hardships</td>
<td>difficult</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Personal anecdote</td>
<td>A particular anecdote that illustrates something meaningful about your</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>character</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Impact on school</td>
<td>The various ways you have contributed to the school community through your</td>
<td></td>
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<td></td>
<td></td>
<td>activities</td>
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<tr>
<td>7</td>
<td>Leadership ability</td>
<td>Your leadership within a specific activity (e.g., student government, clubs,</td>
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<tr>
<td></td>
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<td>publications, etc.)</td>
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<tr>
<td>8</td>
<td>Interests outside school</td>
<td>The importance of your activities outside school (e.g., community service,</td>
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<td></td>
<td></td>
<td>church, part-time work, etc.)</td>
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</tbody>
</table>
Request for a Letter of Recommendation

Directions: Use this template as a guide to requesting a letter of recommendation. Be sure to attach to your request both the official form the letter writer must use and a copy the writer can use to write a rough draft.

Date _________________________

Dear __________________________________________________________________________________

I am writing to ask you for a letter of recommendation as part of my application to (name of school)______________________. I believe you are one of the teachers who has great insight regarding my contributions in the classroom.

In this letter, I would like you to focus on the following abilities or aspects of my character as a student in your classroom:

1. __________________________________________________________________________________
2. __________________________________________________________________________________
3. __________________________________________________________________________________

If you feel you are not the best person to write this letter for me, please advise me immediately.

This letter must be completed (and/or mailed) by _____________________ so I can meet my application deadline.

If I can provide any other information or assistance, please let me know as soon as possible.

Sincerely,

[signature]

[name]
**Student Activity 6.6**

**My References**

**Directions:** Use this template to compile a list of people whom you might use as references for scholarships, jobs, or other opportunities. Keep a copy in your personal files and in your AVID portfolio. Be sure you take this list with you when you go to college.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address (number/street/city/state/ZIP)</th>
<th>Phone # (including area code) where the person can be reached.</th>
<th>E-mail Address</th>
<th>Personal qualities to which this person can attest (e.g., leadership, responsibility, etc.)</th>
</tr>
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The Financial Aid Process

Applying for financial aid can be one of the most daunting tasks in the college application process. It is the one task that absolutely requires parent/guardian involvement. Most high schools have a person on campus, sometimes a counselor, who coordinates the financial aid application process, including the holding of parent/guardian workshops and the provision of individual assistance. Teachers should be sure to collaborate with that person as they guide students through the process of applying for financial aid.

The entire process revolves around the Free Application for Federal Student Aid (FAFSA). Almost all sources of financial assistance for college, including federal and state grants, scholarships, loans, and work/study programs, are based on the FAFSA.

The activities in this section are designed to assist teachers and students with the financial aid application process, but teachers will need to supplement them with resources at the school site and in the local area. Many colleges provide personnel to assist students in completing the FAFSA.

Into

Time: Time outside of class

• Be sure that your students understand that the official FAFSA Web site is www.fafsa.ed.gov and NOT www.fafsa.com. The latter site is a service that charges to complete the FAFSA. Be sure that students and their parents/guardians understand the difference between the two sites.

• No later than December, hold a financial aid workshop for students and their parents/guardians in your school’s computer lab. Guide them to www.fafsa.ed.gov and help them, step-by-step, through the list on the left-hand side, “Before Beginning a FAFSA.” Be especially sure they have: registered for a PIN, printed the list of documents they will need to complete the FAFSA, and printed the worksheets. Ask them to complete these documents during the holiday break and to bring their questions to the next financial aid workshop in January.

• Ensure that students and parents/guardians know that FAFSA forms cannot be filed until after January 1. Explain that you want them to participate in the workshops so they can avoid making mistakes on their FAFSA forms.

Through

Time: 1–2 periods in class and time outside of class

• In January, hold the second financial aid workshop for parents/guardians and students. Have them complete the forms online. This is the preferred method, and it results in a faster process with fewer errors. Enlist the help of all persons available for this task, including counselors and college representatives. Most families will have questions and need individual assistance to complete the forms. Be sure they know that the “priority” deadline is March 2. Families can still file a FAFSA after March 2, but they will not be given first priority for the financial aid available.

• Inform the families about the next steps after the FAFSA is completed. Explain how they can correct errors or update information on the completed FAFSA, and describe the process involved with the Student Aid Report (SAR).
• Be sure the families know one or more contact whom they can call with questions after this workshop or for help with any subsequent steps of the process. Use the resources available on the Web site to guide them in locating these contacts.

• Once students begin to receive college acceptances in March and April, they will also begin to hear from the financial aid offices regarding financial aid packages. This information usually comes in the form of an award letter. Be sure that students know what to look for, and advise them to bring in these letters for guidance before they reply.

• Review a sample award letter (without names or other personal information) with students as a class. Discuss the financial aid being offered and distinguish between types of aid that are “free” and loans that must be repaid. Have students analyze various financial aid packages from different colleges. Be sure they consider all factors, e.g., whether the student will live at home, on-campus, or off-campus. Always ask, “Are the loans necessary to attend this college?” Ask students to think about the implications of accepting loan money they don’t need. Be sure they understand that they have the right to accept and/or decline any part of the package offered. For example, they can accept the grants but decline the loans or work/study program.

• As students receive their own financial aid award letters, be sure they analyze the pros and cons of each, as financial aid will be one factor involved in their final decision about which college to attend. Students should always ask a college two questions about the financial aid package being offered: “Is this financial aid package renewable each year?” and “If so, what must I do to remain eligible for this financial aid award?” This is critical information, as some schools have the practice of offering students more grants and scholarships in their early college years and then more loans in their later years.

• Students should continue to apply for scholarships as they become available. The scholarships “season” is usually heavier in the spring, but deadlines can range from fall to summer. Be sure students understand that scholarships can affect their financial aid packages; they have an ethical duty to report to the college they attend any scholarships they’ve been awarded.

**Beyond**

*Time: Time outside of class*

• Students should keep copies of all financial aid documents in a file that they keep with them for college. They may need these to update their FAFSA’s in the coming years.
Choosing a College to Attend

Many of your students will receive acceptances to more than one college. Some will already have a first-choice college, so their decisions may not be difficult. Others, however, may struggle with their choices. The activities in this section may be used to help students make that final choice.

Into

Time: Less than 1 class period

• Have students work in groups to brainstorm the different criteria that they might use to decide on a college. Some examples to get started are financial aid packages offered, the reputation or prestige of a school, its location, and the student life/activities available. Have students think of as many factors as possible and make a class list on the board. (It may help students to review Activity 5.3, “What I Want in a College,” from the previous year.)

Through

Time: 1 class period and time outside of class

• Once students have brainstormed all the possible factors that may influence their choice of a college, have each use Activity 6.7, “Factors in Choosing a College,” to categorize the criteria.

• After they categorize these criteria, have them focus on those they listed as “Very Important.” Have them rank those criteria in order of importance, marking the most important as number one.

• Now have students transfer their “Very Important” list to the first column of Activity 6.8, “Comparing My College Choices.” They should list the colleges to which they’ve been accepted, and then places those college names in the appropriate boxes.

• Students now have their information organized. Encourage them to have discuss and analyze these data with important people in their lives. Help them determine who will support their decisions instead of trying to sway them to another point of view. Suggest that students consider talking to parents and other family members, close friends, church leaders, mentors, teachers, counselors, and employers. The purpose of these conversations is to add to the thinking of the student. The final decision should be the student’s.

• Teachers should be sure that a student has visited a school’s campus before making a final decision. This is imperative in any college selection. If a desired school is out-of-state, teachers should do as much as possible to assist the student in visiting that campus. Many colleges will provide assistance so students and their families can visit.

• A student who remains undecided after these activities should be assisted in contacting personnel at the colleges for clarification of any remaining questions.

Beyond

Time: Varies; outside of class

• Make sure students have made a final decision and submitted their intent-to-register with any required deposit before May 1, which is the national deadline. Students can declare an intent-to-register for only one college. At this time they should also notify any school whose acceptance they are declining.

• Have students register for placement exams if necessary.

• Be sure they continue to follow up with paperwork for financial aid, housing, etc.
**Factors in Choosing a College**

**Directions:** You and your classmates have brainstormed all possible factors that can affect the choice of a college. To clarify how important each factor is to you, enter each in one of the columns below. Then rank the factors you placed in the first column, marking the most important with #1, the next with #2, and so on until you have ranked each one.

<table>
<thead>
<tr>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Comparing My College Choices

**Directions:** List in the first column below the top six factors you ranked as “Very Important” in Activity 6.5. Next, at the bottom of this page list the colleges to which you have been accepted. Then enter the school names in second, third, and fourth columns, based on how well you think each school meets the factor you selected as “very important.”

<table>
<thead>
<tr>
<th>Rank</th>
<th>A “Very Important” Factor</th>
<th>Colleges that definitely meet this criterion</th>
<th>Colleges that somewhat meet this criterion</th>
<th>Colleges that do not meet this criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td></td>
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</tr>
<tr>
<td>#5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Schools to which I’ve been accepted: __________________________________________________________
Planning for the Transition

Students have chosen their colleges!! It is a time of great excitement and nostalgia. But many AVID students will continue to need individualized attention and assistance as they pursue their college dreams. Teachers should use the following activities to help students create the support they will need.

Into

Time: 1 class period

• Have students use their extracurricular activities logs to write about which activities they have enjoyed most in high school and would like to continue at the college level. This may include athletics, clubs, or community-service projects.

• Have student quickwrite about the kind of support they have received in AVID over the years. Which parts of AVID helped them the most? What support do they think they will still need when they get to college?

• Have students share their quickwrites with partners or in small groups. Move to a class discussion and list on the board the different types of support students think they might need in college.

Through

Time: 1–2 class periods and/or time outside of class

• Have each student complete Activity 6.9, “Things I Need to Know about My College.” If more than one student will be attending the same college, have them research the answers together. Students should be able to find most of this information online. If they cannot, have them call the school to get the answers.

Beyond

Time: Time outside of class

• Have students find out if they can talk to a current student or recent graduate of the school they will attend. They can use the questions from Activity 6.9 or devise their own questions. If they cannot speak to someone in person, the school may be able to set up an e-mail conversation.

• Remind students that their “Crates” go to college with them, too!
## Things I Need to Know about My College

Use this form to record all information. Bring it with you to college orientation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes</th>
<th>Contact Information (names, phone numbers, and e-mail addresses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of tutoring services are available?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a writing assistance center? If so, how can I access the services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will I be assigned an academic advisor? If not, how can I get assistance planning my college courses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What health services are available on campus? Do they charge any fees?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What counseling or mental health services are available?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What clubs or organizations do I want to join? What are the procedures for joining?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For what athletic teams do I want to try out? What are the procedures for try-outs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In what community projects or service organizations do I want to participate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In what special programs am I interested (e.g., studying abroad)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Culminating Project

AVID graduating seniors are sure to rejoice that, with the help of AVID, they have navigated a very challenging process. It is a time to celebrate, but also a time to share. Most schools with AVID programs have many students who need support and motivation to pursue their college dreams. Here are some ways AVID seniors can share their college knowledge and give back to the program before they go away.

- Have AVID seniors, supervised by their AVID teachers and counselors, develop presentations in which they share graduation and college knowledge with younger students, perhaps those in ninth grade or middle school.
- Have AVID seniors spend time with AVID freshmen, sophomores, and juniors, reviewing their (by now massive) portfolios, letting the younger students know what activities proved really helpful when they became seniors.
- Use AVID seniors to work with parents of younger AVID students, letting them know how they can continue to support their children’s goals.
- Have AVID seniors write a letter to every person who contributed to their college goal, thanking them and letting them know they made a difference. Ideally such letters motivate the recipients to continue to help other students. Encourage seniors to keep the addresses of these special people so they can send them a postcard, short note, or e-mail throughout their college years. This personal contact makes a difference!!
- If students are going away to school, schedule them to be guest speakers during their first holiday break.
- If they are attending a local school, have them processed to become AVID tutors at the middle level!
“The first and most critical goal is to raise expectations for all students and provide support for students to reach them. High schools should be encouraged and assisted to expand successful programs like Advanced Placement, AVID…. In addition, we should require every high school student to complete ‘A–G’ requirements—the standard, minimum course load required for admission to our four-year universities.”

—State Superintendent of Public Instruction

Jack O’Connell
State of California Education Address
College Research

Books/Guides

*Black Excel African American Student’s College Guide: Your One-Stop Resource for Choosing the Right College, Getting In and Paying the Bill.* Isaac Black. (paperback)


*The College Board Book of Majors, First Edition.* The College Board. (paperback)

*The College Board College Handbook 2005.* The College Board. (paperback)

*The College Finder, Revised Edition.* Steven R. Antonoff, Ph.D. (paperback)

*Colleges That Change Lives: 40 Schools You Should Know About Even If You’re Not a Straight-A Student.* Loren Pope. (paperback)


*The Latino Student’s Guide to College Success.* Leonard A. Valverde, editor. (hardcover and paperback)


*Rugg’s Recommendations on the Colleges, 21st Edition.* Frederick E. Rugg. (paperback)


*College Admission Essays for Dummies.* Geraldine Woods. (paperback)

*How to Write a Winning College Application Essay, Revised Fourth Edition.* Michael James Mason. (paperback)

*On Writing the College Application Essay.* Harry Bauld. (paperback)

Web Sites

*ACT,* www.act.org/ Contains information on all tests and products produced by ACT, as well as great college information.

*Campus Tours,* www.CampusTours.com/ Provides virtual tours of hundreds of colleges and universities nationwide.

*CollegeBoard,* www.collegeboard.org/ Provides information on all tests and products by the CollegeBoard and great college information.

*College Net,* www.collegenet.com/ Identifies schools based on criteria such as location, size, degree programs, etc. Provides links to individual college Web sites.
College View, www.collegeview.com/ Provides college, career, and financial aid information, as well as virtual college tours.


Yahoo! Education, education.yahoo.com/ Includes college search engine, test preparation, college survival information, and college news.

Hispanic Association of Colleges and Universities (HACU), www.hacu.net/ Represents more than 390 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain.

Historically Black College and Universities, www.hbcu-central.com/ Provides information about black colleges and universities across the nation.

Jewish Student Life, www.hillel.org/ Provides extensive resources for Jewish students.

FastWeb, www.fastweb.monster.com/ Provides a college search service.

Association of Independent California Colleges and Universities (AICCU), www.aiccu.edu Represents 76 California independent colleges and universities; includes online applications.

California State University Mentor (CSU Mentor), www.csumentor.org/ A comprehensive site on the California State University system; includes online applications.

California Colleges, www.CaliforniaColleges.edu/ A powerful, open-ended site for finding and applying to a school in California.

University of California, www.universityofcalifornia.edu/ A comprehensive site for the University of California system.

University of California Pathways, www.ucop.edu/pathways/ The University of California’s undergraduate admission information and application network.

Xap Corporation Student Center, www.xap.com/ Guides students through the stages of preparing for college: comparison, selection, application, responding to admission, and managing financial aid.

Career Research and Information

Books/Guides


Web Sites

America’s Career Info Net, www.acinet.org/ Provides wage and employment trends, occupational requirements, state-by-state labor market conditions, millions of employer contacts nationwide, and the most extensive career resource library online.

What Can I Do with a Major in...?, www.uncwil.edu/stuaff/career/majors/ A wonderful site by the University of North Carolina at Wilmington that answers the question.
Test Preparation/Information

Books/Guides

Barron’s How to Prepare for the ACT: American College Testing Assessment. George Ehrenhaft, et al. (paperback; also available with CD-ROM)

Barron’s How to Prepare for the SAT II: Writing. George Ehrenhaft. (paperback)

Barron’s How to prepare for the AP Spanish Advanced Placement Examination. Alice G. Springer, Ph. D. (paperback and compact discs)

Barron’s Math Workbook for the new SAT (Barron’s Math Workbook for the SAT I). Lawrence S. Leff. (paperback)

Cracking the NEW SAT with Sample Tests on CD-ROM, 2005 Edition (Cracking the SAT With Sample Tests on CD-Rom). Adam Robinson, et al. (paperback)

Crash Course for the ACT, 2nd Edition (Crash Course for the ACT Series). Shawn Michael Domzalski. (paperback)

Getting into the ACT: Official Guide to the ACT Assessment, Second Edition. ACT staff. (paperback)


The Official SAT Study Guide: For the New SAT. The College Board. (paperback)

Real SAT II Subject Tests, Second Edition. The College Board. (paperback)

Math Shortcuts to Ace the SAT*1 (New SAT*) and the New PSAT/NMSQT. Kurt Trenkmann. (paperback)

SAT Preparation for Critical Reading. The Touchstones Method. (paperback)

Tooth and Nail: A Novel Approach to the New SAT. Charles Harrington Elster, Joseph Elliot. (paperback)

Web Sites

www.Kaplan.com

www.powerprep.com

www.testprep.com

www.princetonreview.com/

www.peterson.com

Financial Aid

Books/Guides


Dinero Para La Universidad: Una Guia Para Padres*—Companero para Cash for College. Cynthia Ruiz McKee, Phillip C. McKee, Jr. (paperback)

*Money for the University: A Guide for Parents—Supplement to Cash for College.
Get Free Cash for College: Secrets to Winning Scholarships. Gen S. Tanabe, Kelly Y. Tanabe (paperback)
Scholarships for African-American Students. Petersons. (paperback)
Scholarships for Hispanic Students. Petersons. (paperback)

Web Sites

FAFSA (Free Application for Federal Student Aid), www.fafsa.ed.gov/ The place to apply for financial aid online.

Fed Money, www.fedmoney.org/ A free, comprehensive full-text online resource on all U.S. federal government student financial aid programs. Detailed and up-to-date information about who can apply, how to apply, full contact info, and much more... for over 130 government loans, and grants.


STRATEGIES FOR SUCCESS

TEACHER GUIDE

Grades 6 Through 12

Developed by
Regina Risi
Paolina Schiro
Carmen Serret-Lopez

AVID
Decades of College Dreams
“(AVID) will help us realize the ‘American Dream’—
that through persistent effort and self-determination, all
of our dreams can in fact become a reality.”

—Jesus Medrano, AVID class of 2002, Massachusetts
Institute of Technology
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“… what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor but also offer personal support. AVID offers a blueprint for this scaffolding.”

—Richard Rothstein, New York Times
Overview

This Strategies for Success guide was revised from separate guides for middle level and high school to one guide for grades 6–12. The intention, as with the Colleges and Careers guide, is to encourage an articulated AVID program. While certain strategies and skills are common to AVID at every grade level, the importance of differentiating activities and skill development from grade level to grade level cannot be overstated.

This guide is designed to cover the essential components common to every AVID classroom and program. Each unit focuses on one particular strategy or activity. Each unit begins with a general overview which includes ideas for grade level differentiation when appropriate. Activity sheets are also included within each unit.

The lessons and activities in this guide are intended to provide a foundation or framework for your AVID classrooms. Each unit contains the materials you will need to get started, but you will most certainly supplement these materials with other resources as well as ideas you gain from networking with other AVID teachers. It’s the AVID way!

How To Use This Guide

The key to the successful implementation of these strategies is to collaborate with AVID teachers at your site and within your district to design an articulated plan for the introduction, development, and mastery of the skills promoted in this guide. Because tutorials take two days a week in AVID, only about 60 percent of class time remains for the curriculum which includes pieces from the Writing, Colleges and Careers, and Strategies for Success guides. Careful planning with your fellow AVID teachers will ensure that the strategies and skills you endeavor to teach your students are introduced and then developed, as opposed to repeated, as students continue in the program from year to year.

This guide contains many skills that must be addressed in AVID classrooms. All are key to the pursuit of a college education and success in the college environment. Your team of elective teachers must decide which skills are the highest priorities for your AVID students, in which order they will be introduced, and to what degree they will be emphasized.

Acknowledgements

The writers of this guide would like to thank our colleagues at AVID Los Angeles County and the many AVID teachers we work with in Los Angeles County, all of whom have inspired the thinking in this guide. In particular, we thank Chad Soleo, AVID Coordinator at Locke High School, for his contributions to the units on Public Speaking and Portfolios.
Resources

We have attempted in the Resources section of this guide to provide books and web sites that may be useful as your team works to further develop the skills and strategies introduced in this guide. The information provided is current at the writing of this guide.
Overview

Students are selected into the AVID program after completing an application and an interview process. The selection process ensures that you, the AVID teacher, will be starting with a group of willing students who have a goal of going to college. The AVID contract is the next step for students to show they are committed to participating in AVID for at least a year and agree to take personal responsibility for their academic success.

In this section there are several examples of AVID contracts. Contracts may be adjusted to suit particular grade levels. The examples included here illustrate both general contracts and more specific agreements.

Also included in this section are sample probationary contracts. When students receive any grade lower than a “C,” they should be placed on a probationary contract that clearly stipulates what the student will do to improve his/her grade. These steps need to be measurable and specific. The probationary contract must also be signed by the parent and could be part of a parent/student/teacher/counselor conference process.
Sample Middle Level Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student __________________________________________________ Enrollment date _____________

AVID is an elective college preparatory program that prepares students to attend a four-year college upon high school graduation.

Student Goals:
1. Academic success in college preparatory courses.
2. Successful completion of college eligibility requirements.
3. Enrollment in college prep-courses throughout high school to ensure enrollment in a four-year college or university after high school.

Student Responsibilities:
1. Maintain at least a 2.0 in achievement and satisfactory citizenship and attendance in all classes.
2. Maintain enrollment in college preparatory classes.
3. Maintain an AVID three-ring binder with a calendar/agenda, Cornell notes, assignments in all classes, and tutorial sheets.
4. Take Cornell notes and/or learning logs in all academic classes.
5. Complete all homework assignments and commit to at least two hours of homework every night.
6. Participate in AVID tutorials at least twice a week.
7. Participate in AVID field trips and activities.

Student Agreement:
I agree to accept enrollment into the AVID elective class, which will offer me academic support. I want to succeed, and I understand that I must take individual responsibility for my own success. I agree to remain in the AVID elective class for at least one school year. I will be allowed to remain in AVID only if I meet the student responsibilities listed above.

Student Signature __________________________________________________________________________

We agree to support the efforts of the student in meeting these goals.

________________________________________________________________________
Parent’s/Guardian’s Signature                                                  AVID Coordinator’s/Teacher’s Signature

________________________________________________________________________
AVID Counselor’s Signature                                                   AVID Administrator’s Signature

Strategies for Success
Sample High School Student AVID Agreement

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Name of Student __________________________________________________ Enrollment date _____________

As an AVID student who wishes to be competitively eligible for four-year college enrollment upon graduation, I agree to the following:

Student Goals:
1. Academic success in college preparatory courses.
2. Successful completion of college eligibility requirements.
3. Enrollment in four-year college or university after high school graduation.

Student Responsibilities:
1. I will take responsibility for my own learning and maintain satisfactory citizenship and attendance in all my classes.
2. I will maintain a minimum 2.0 overall GPA or will be placed on a probationary contract.
3. I will maintain enrollment in all college-prep courses, including honors and Advanced Placement.
4. I will attend summer school as needed to take additional coursework and/or raise grades to maintain my college eligibility.
5. I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes, and be an active participant in all activities.
6. I will come prepared for tutorial sessions by bringing higher level questions, my AVID binder with Cornell notes, and my textbooks. I will also ask questions to help my peers, and participate with my classmates and tutors to find the answers to my questions.
7. I will pursue participation in extracurricular activities and community service.
8. I will prepare for and take college entrance exams such as the PSAT, PLAN, SAT, and ACT.

Student Signature __________________________________________________________________________

We agree to support the efforts of the student in meeting these goals.

________________________________________ ______________________________________________
Parent’s/Guardian’s Signature AVID Coordinator’s/Teacher’s Signature

________________________________________ ______________________________________________
AVID Counselor’s Signature AVID Administrator’s Signature
I __________________________, acknowledge that I have not fulfilled the AVID Agreement I originally signed. Therefore, I accept this probationary status for a period of ________________ weeks. My progress will be re-evaluated on _____________________.

In order to remain in the AVID program and reach my college goal, I agree to the following action steps:

1. I will complete all homework for my ____________________________class(es) on time.
2. I will attend mandatory after school tutoring _____________________days per week.
3. I will bring tutorial questions regarding this subject twice per week.
4. I will have a progress report completed weekly for the class(es) in which I have a grade lower than a “C.”

If at the time of my re-evaluation I have not fulfilled this agreement, I will exit the AVID program with the understanding that I may re-enter after at least one semester and a positive report from my teachers. I also understand that if I leave the AVID program, I may not be able to change the other classes in which I am currently enrolled.

Student’s Signature ______________________________________________________________

Parent’s/Guardian’s Signature ______________________________________________________

AVID Teacher’s Signature _________________________________________________________

Content Area Teacher’s Signature ___________________________________________________
Sample Probationary Contract

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Class: ___________________________________________ Teacher: _________________________________

Grade: ____________ Citizenship: _____________

Specific reasons that I EARNED this grade are:
A. ________________________________________________________________________________________
   ________________________________________________________________________________________
B. ________________________________________________________________________________________
   ________________________________________________________________________________________
C. ________________________________________________________________________________________
   ________________________________________________________________________________________

My plan for improving my grade (must be specific and measurable):
A. ________________________________________________________________________________________
   ________________________________________________________________________________________
B. ________________________________________________________________________________________
   ________________________________________________________________________________________
C. ________________________________________________________________________________________
   ________________________________________________________________________________________

Student’s Signature: ___________________________________________ Date: __________________

Parent’s/Guardian’s Signature: ___________________________________________ Date: ______________

AVID Teacher’s Signature: ___________________________________________ Date: ______________

Content Teacher’s Signature: ___________________________________________ Date: ______________
Sample Probation Contract

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

Student’s Name ___________________________________________ Date ________________________

Probation Period Starts ___________ Ends ______________

Dear AVID Student,

In order to remain in the AVID program, you must maintain satisfactory attendance and grades, make satisfactory academic progress, and behave in a responsible and cooperative manner. You are being placed on probation for the following reasons:

1. ________________________________________________________________________________________
2. ________________________________________________________________________________________
3. ________________________________________________________________________________________

By the end of this probation period, you must:

1. ________________________________________________________________________________________
2. ________________________________________________________________________________________
3. ________________________________________________________________________________________

If you do not fulfill the requirements of this probation contract by the end of the probation period, you may be removed from the AVID program.

________________________________________ ______________________________________________
Student’s Signature Parent’s Signature

________________________________________ ______________________________________________
AVID Teacher’s Signature Counselor’s Signature
Introduction

The AVID binder is a requirement for every AVID student. It becomes one of the tools for student academic success. AVID students learn the importance of keeping a neat, complete, and organized binder. The AVID binder is one of the first ways that teachers will be able to identify AVID students. The AVID binder should be good quality, two-inch to three-inch binder. The reason students need to carry a larger binder is so that they always have their notes and assignments with them to make good use of any free time during school. Students will also need to bring their notes to tutorials twice a week. In some cases, teachers want students to have a binder with four to five dividers just for their class. Subsequently, many students end up with several binders. If students have rotating block schedules and/or even/odd periods days, they may want to have one binder for even days and another for odd days. It is important that your school faculty understands the AVID binder requirement and what a large component of the AVID program it is. In many AVID classes, the binder may be up to 50 percent of the AVID grade. On-going communication will be necessary with teachers to problem-solve how AVID students will be able to meet the binder requirement.

The following section will contain several examples of binder check forms and an outline of how to introduce the AVID binder. Tutors typically grade the binders. A challenge AVID elective teachers must think through is how to check the binders weekly if you don’t have tutors in place. This may often be the case at the beginning of the school year. If you do have tutors, how will they be involved in checking the binders? For this process to be effective, AVID teachers must have clear communication with the students and the tutors about how the binders will be checked and what will be checked every week. As part of this process, establish procedures for how a student may conference with you, the teacher, if he/she doesn’t agree with the grade the tutor assigned.

Listed below are some suggestions for differentiating the expectations for AVID binders at the different grade levels. While the basic requirements are the same, the number of pages of notes required may vary. Other variations may include how school agendas are completed and/or the frequency of how often the binder is graded.

There is also an example of an “Assignment Log” (see Activity 2.6). This form was created before the use of school planners/agendas was popular. Students were expected to have an Assignment Log for each class. With the common use of school planners/agendas, you may want to make the Assignment Log optional.

Parents must be made aware of the AVID binder requirements and what a large percentage of the students’ grades in AVID is dependent on the consistent upkeep of the binder. This may be done in writing or you may use an activity to review the AVID binder at the first AVID parent night. An effective way to do this is to have students and parents attend together and as you explain the binder check process to parents, they can view their students’ binders. This allows the AVID teacher to explain to parents how they can help their students become more organized and what things to check for specifically.

If time allows, send home a letter listing exactly what school supplies students will need, where parents can buy them, and (if possible) approximate costs. Supplies should be provided for students when they cannot obtain
them themselves. AVID students will be expected to spend some time every week as part of their homework preparing for their weekly binder check.

**General Binder Requirements**

**6th/7th Grade**

- Two-three pages of notes per week for each academic classes (weekly total: 8–12 pages).
- Agenda/calendar completed each day with daily assignments recorded for all classes (parent signature may be required).
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, and extra paper.
- Binder checked weekly.

**8th Grade**

- One page of notes or a learning log per day for each academic class (weekly total: 20 pages).
- Agenda/calendar completed each day with daily assignments recorded for all classes, plus extracurricular activities (different colors of highlighters may be used to differentiate between assignments and tests).
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, and extra paper.
- Binder checked weekly.

**9th/10th Grade**

- One page of notes or a learning log per day for each academic class (weekly total: 20 pages).
- Agenda/calendar completed each day with daily assignments recorded for all classes plus extracurricular activities, chores and/or other home responsibilities (effective use of different colors of highlighters required).
- Weekly and/or monthly goals may be included in agenda.
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, and extra paper.
- Binder checked weekly.

**11th/12th Grade**

- Two pages of notes and/or learning logs per academic class every day (weekly total: 40 pages).
- Agenda/calendar completed for every class plus extracurricular activities, chores and/or home responsibilities, part-time job, community service, AP study group times, etc. (effective use of different colors of highlighters required).
- All college tests and application deadlines must be recorded in agenda.
- Handouts and returned work/tests are in appropriate sections.
- Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, dictionary/thesaurus, and extra paper.
- Binder checked every two weeks for 11th graders and monthly or randomly for 12th graders.
- 11th and 12th graders may be paired up with freshmen and serve as binder mentors if necessary.
AVID Binder Unit Plan

This unit plan is a suggested guideline for introducing the AVID binder. Teachers will make their own decisions as to how to make this work for their students at their school sites. The plan that follows is for AVID students just starting the program.

Day 1

If previously not done, send a letter home explaining the AVID binder requirement and its importance. Especially for middle level students, consider having them have two dividers per subject, one titled “English” followed by “English Notes” and so on for each subject. This makes binder checks easier. The first binder check should be on the same day of the week that you will use for regular binder check days.

Classroom Activities

• Distribute Student Activity 2.1, “Binder Contents Check-off Sheet,” which gives students a list of supplies needed and the deadline for students to obtain supplies. The deadline should be one day prior to the first binder check because you will want to walk your students through the set-up of their binders in class.
• If possible have examples of all the supplies requested.
• Discuss the purpose of the binder and its use.
• Discuss how teachers perceive students who have all their materials and always come prepared.
• Discuss what other students may say to them because of having to carry a larger binder and how they may respond.
• Brainstorm the benefits of having one binder versus several smaller binders.
• Let students know that their first binder check will be Friday or Monday.

Homework

• Students check-off what they will need to purchase.
• Students will enter deadline in their planners.

Day 2

The forms used for the first week or two are different from what you will use once binder checks become routine. In the first two weeks, you are just checking for materials and organization using Student Activity 2.2, “AVID Binder Check—Weeks 1 and 2.” Students typically won’t have Cornell notes yet because they are still in process of learning how to take notes. After the first two weeks, you will switch to another form. See Student Activity 2.3, “AVID Binder Check,” for examples to use or adapt.

Classroom Activities

• Survey class to see if some students were able to obtain their supplies and/or if they encountered any difficulty.
• Let students know that if they think it will be a financial burden to let you know and you will help them problem-solve the situation.
• Distribute Student Activity 2.2, “AVID Binder Check—Weeks 1 and 2.”
• Ask students to double-check with a classmate when the due date is for everyone to bring their supplies to class.
Day 3

*Classroom Activities*
- Survey class on progress.
- Remind students to bring all of their supplies to class the next day.

Day 4

If you think you will be without tutors for some time at the beginning of the year, we recommend that all students organize their binders in the same order, e.g., AVID, language arts, math, science, social science, other electives.

*You may want to have these resources available:*
- 3-hole punch;
- file folders that can be cut and used as temporary dividers; and
- heavy duty plastic bags that can be used as pencil/pen holders.

*Classroom Activities*
- Have students set up and organize their binders step-by-step with you guiding each step.
- For the AVID section, give students sample copies of the forms and the order you want them in.
- Have students sort through any papers they have in their backpacks and put them in the appropriate binder section. Teach students that all returned homework, tests, and handouts must be kept in the right content section. Papers should be organized by date with the most recent on top.
- Remind students that from now on there should not be any loose papers in their backpacks.

*Homework*
- Students make sure that if they have any school papers at home, they insert them in the appropriate subject sections.

Day 5

If tutors are doing the binder checks, you will be conducting a lesson for small groups consisting of one tutor and several students. If not, allow for at least half a period to do a teacher-directed binder check.

*Classroom Activities*
- Review with students the procedure for the binder check. If tutors are available, tell students how to get their binders to the tutors.
- If tutors are not available, you may have students exchange binders and guide the class through the binder check with the binder check form displayed on an overhead.
- Advise students of any changes you will be making to next week’s binder check.
- Have students record the following in their planners as part of their homework: check binder organization, empty backpack of papers the day before binder checks.

Day 6

*Classroom Activities*
- After students have had their binders checked once or twice, distribute Student Activity 2.4, “AVID Student Binder Response Form.”
- This form allows students to set goals regarding how they will improve their binder grade.
- Student Activity 2.5, “Binder Alert!!!,” can be used when tutors are checking the binders and they want to communicate with the AVID teacher.
Student Activity 2.1

Binder Contents Check-off Sheet

Needed Binder Contents:
_____ Good quality 3-ring binder, 2”, 2/½” or 3” rings with pocket inserts
_____ Five to six colored tab subject dividers to separate each academic class, including AVID
_____ Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
_____ Two or more pens
_____ Two or more pencils
_____ Filler paper (some notebook paper is now available in Cornell note style)
_____ Assignment calendar for each academic class/or school agenda book
_____ Tutorial logs
_____ Learning logs

Suggested Binder Contents:
_____ One or two trapper pouches (for paper with no holes punched in it)
_____ One or more colored highlighter pens
_____ Notebook dictionary and/or thesaurus
_____ Calculator
_____ Six-inch ruler
_____ Tips on notetaking and test-taking skills, tutorial guidelines, or other AVID strategy sheets
_____ Sample of notetaking in specific subjects

Your Binder Should be Organized in the Following Manner:
_____ Binder front cover
_____ Plastic supply holder
_____ Binder grade sheet

Each Subsequent Section in Your Binder Should Have These Parts in This Order:
_____ Divider
_____ Calendar/assignment log
_____ Notes
_____ Tutorial/learning logs
_____ Handouts
_____ Tests
_____ Blank paper

Name: ___________________________________________ Grade: ________________
Date: ____________________________________________ Period: ________________
**AVID Binder Check—Weeks 1 and 2**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2” or 3” 3-ring binder</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or more pens</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or more pencils</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or more erasers</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 zipper pouch</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or more highlighters</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zipper pouch in front</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily planner/calendar</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject dividers for class handouts and homework</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject dividers for notes (optional) with extra paper</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AVID Section</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divider with binder grade sheet followed by tutorials request form</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divider for AVID notes with notes and extra paper</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extra Credit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionary/Thesaurus</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculator</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6” ruler</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80 (plus 15 for extra credit)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This example has been created with the expectation that for every content area class divider there will also be a divider for notes. This system is helpful particularly for middle school students but also recommended for first-time freshmen taking AVID. This form also takes into account that typically during the first week or two students are not taking Cornell notes outside of the AVID elective because they are still learning how to take notes in their AVID class. This example is intended for use only in the first week or two of school. Once students begin taking notes regularly in other classes, a different binder check sheet should be used. See the examples included in this section under Student Activity 2.3, “AVID Binder Checks.”
Student Activity 2.3 (1 of 4)

Notebook Grade Check

COMMENT CODES

Notes
A Use Cornell Format
B Need full Heading/Dates
C Mission Summaries
D Summaries Lacking Depth

Binder
E Organize Loose Papers
F Incomplete Assignment Logs
H No Parent Signature

Planner
G Goals Missing
J Homework Assignments Missing

DATE | CATEGORY | POINTS | TUTOR’S INITIALS
--- | --- | --- | ---
 | Neatness of assignments/notes (10) | | 
 | Overall organization (10) | | 
 | Assignment Logs filled out & up to date (10) | | 
 | AVID Planner complete & up to date (20) | | 
 | Cornell notes in all classes (30) | | 
 | Weekly goals (10) | | 
 | Name, date & period on all papers (10) | | 
 | **Total** 100 points possible | | 

Parent’s Signature: ____________________________

Goal for next notebook check:

DATE | CATEGORY | POINTS | TUTOR’S INITIALS
--- | --- | --- | ---
 | Neatness of assignments/notes (10) | | 
 | Overall organization (10) | | 
 | Assignment Logs filled out & up to date (10) | | 
 | AVID Planner complete & up to date (20) | | 
 | Cornell notes in all classes (30) | | 
 | Weekly goals (10) | | 
 | Name, date & period on all papers (10) | | 
 | **Total** 100 points possible | | 

Parent’s Signature: ____________________________

Goal for next notebook check:
### AVID Binder Grade Sheet

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Planner:</th>
<th>Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Planner:</th>
<th>Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Planner:</th>
<th>Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Planner:</th>
<th>Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Planner:</th>
<th>Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ___________________________________________ Grade: 
Date: ___________________________________________ Period: 

**Student Activity 2.3 (2 of 4)**
Student Activity 2.3  (3 of 4)

AVID Binder Grade Sheet

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calendars</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonus</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150 (+10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tutor’s Signature

Date

Tutor’s Signature

Date
**Student Activity 2.3 (4 of 4)**

Binder Checklist for:

Month of: __________

<table>
<thead>
<tr>
<th>Week #1</th>
<th>Week #2</th>
<th>Week #3</th>
<th>Week #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

- √ Pencil pouch and necessary materials (as listed in class rules)
- √ Assignment/Grade Log is up to date for all subjects
- √ Homework Calendar is up to date
- √ Weekly Learning Log (checked on Mondays)
- Only school related material is located on/folder (all others will be confiscated until the end of the semester)
- √ Two pages of Cornell Notes for each subject (checked weekly)
- √ Tutoring forms (2 per week)

**Stamp of approval**

**Total Points**

I can improve my notebook for next time by:

Week #1

Week #2

Week #3

Week #4

---

Name: __________________________ Quarter: __________

Begin Date: _____________________ Period: __________
**Student Activity 2.4**

**AVID Student Binder Response Form**

This form is to be completed each week after the binder has been graded in preparation for the following week.

**Week of:**
This week I have focused on the following improvements:

Additionally, please notice:

Student’s Signature:

**Week of:**
This week I have focused on the following improvements:

Additionally, please notice:

Student’s Signature:

**Week of:**
This week I have focused on the following improvements:

Additionally, please notice:

Student’s Signature:
Date ______________________________

Dear AVID Teacher:

Today ______________________________________________ received a score of ___________ on his/her binder. The main reason(s) for this included:

□ No notes
□ Few notes
□ No labeled dividers
□ Poor organization
□ No calendar/agenda
□ Calendar/agenda not complete
□ Missing papers/forms
□ Appearance/neatness
□ Lack of supplies

Additional Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Tutor/Binder Evaluator ____________________________________________

Name: ___________________________________________ Quarter: ________________
Begin Date: _______________________________ Period: _____________________
# Student Activity 2.6

## Assignment Log

<table>
<thead>
<tr>
<th>Assign. Number</th>
<th>Description of Assignment</th>
<th>Date Assigned</th>
<th>Date Due</th>
<th>Turned In</th>
<th>Points Possible</th>
<th>My Score</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Name: ___________________________________________ Quarter: ________________
Begin Date: _______________________________________ Period: __________________
“The first and most critical goal is to raise expectations for all students and provide support for students to reach them. High schools should be encouraged and assisted to expand successful programs like Advanced Placement, AVID…. In addition, we should require every high school student to complete ‘A–G’ requirements—the standard, minimum course load required for admission to our four-year universities.”

—State Superintendent of Public Instruction
Jack O’Connell
State of California Education Address
Introduction

One of the cornerstones of AVID in terms of strategies for success is Cornell notes. Cornell notes indeed originated at Cornell University. This notetaking system was adopted by AVID because it was originally created to help students be successful in college. The Cornell notetaking system is based on research done in the area of memory and learning theory. It is a very valuable system because it takes students through the cycle of learning. It is much more than just a way to record information. Teaching Cornell notes will take time, but what we have learned in AVID is that by the time students leave high school and get into college, it is one of the most valued skills they take with them. In AVID, notetaking is considered a skill and therefore will improve with time and practice. In addition, the Cornell notetaking system incorporates what students do with their notes once they have taken them. By using Cornell notes consistently, students learn to see writing as a tool for learning.

This section includes a plan to introduce the teaching of Cornell notes to a new AVID class as well as some suggestions for continuing to develop those skills. If you are teaching a class of experienced AVID students, a quick review is recommended. This plan is not intended to be an exhaustive list, but a general guide.

As Cornell notes are being introduced it is a good idea to share with the rest of the faculty what AVID students will be held accountable for. Some teachers have their own way of having students take notes, and there may be misunderstandings between what AVID students are required to do for AVID and what content teachers are asking students to do in class. Communication will be essential. AVID teachers must decide what is the best way to share with their faculty. AVID students need to understand that whatever their content area teachers may require can be written in the right-hand column for notes. The student will do the additional follow-up necessary with the Cornell note process independently, as instructed by the AVID teacher. For example, if a teacher wants students to use an outline, a graphic organizer, or a mind map, all that can be written on the right-hand side. The AVID teacher is the one who teaches the AVID student what to do with the other parts of the Cornell notes, including the left-hand column for questions and the bottom section for a summary. If teachers have an understanding that AVID is not trying to change what they do, but rather, to enhance the learning process, less resistance will be encountered.

In the section on “Learning Logs,” you will learn what to have AVID students do when taking notes is truly not appropriate. For example, if students are conducting a lab in science or engaged in an activity that requires physical participation, taking notes will not work. For those occasions in class, AVID students learn to use learning logs.

The AVID Site Team and grade-level AVID teachers need to discuss how they will differentiate between the grade levels in terms of expectations for the quantity of notes to be taken each week.
Cornell Notes Unit Plan

Although the initial introduction of Cornell notes can be done in a couple of days, it will take much longer for AVID students to be able to use this skill effectively. There are many “micro” skills involved in taking good notes, and these skills need to be continuously addressed. The practice of taking notes will need to be reinforced throughout the year. Some time will be spent problem-solving situations that the students encounter regarding the use of this system in their content classes. Although the following unit is broken down into days, that does not mean that they are consecutive days. It is very possible that the whole first quarter will involve several mini-lessons on Cornell notes.

Day 1

Classroom Activities

• Ask students if anyone has formally taught them how to take notes.
• Ask students if anyone has taught them what to do with their notes once they have taken them.
• Brainstorm with students why taking notes might be a good skill to learn.
• In pairs or group have students list some effective ways to use notes.
• Explain to students that there are several skills needed to become an effective note taker, for example:
  1. Know what to write down.
  2. Be able to listen to what the teacher says and write it down at the same time.
  3. Learn how to use abbreviations.
  4. Use symbols and/or indentations on the note page to organize notes while writing.
  5. Know what to do with notes after taking them. (See Student Activity 3.1, “Taking Notes—Some Tips.”)

Homework

• Observe and record where each of their teachers stands in the classroom when giving information or lecturing.
• Record in their planner by period.

Day 2

Classroom Activities

• Use Student Activity 3.2, “Cornell Notes Format,” to teach students how to set up their paper for Cornell notes and identify the five parts of the format (heading, topic, notes, questions, summary).
• Using the information in Student Activity 3.3, “The Cornell Notetaking System,” give a 7–10 minute lecture.
• Have students take notes on the right hand side of their paper.
• Have students pair-share their notes with a partner and encourage them to add to their notes if they missed any information. Train students to use a different color of ink when they add to their notes so that they can see what they missed.
• Survey the class to see if anyone used abbreviations and share those with the whole class. The AVID teacher can distribute a list of commonly used abbreviations to students, but students can also begin to create their own list of abbreviations. Asking how students use abbreviations in “instant messaging” may help them to understand this concept.
• Have students highlight the main idea(s) and key words.
• Teach students how to use the questioning column. Students generate questions that can be answered with their notes on the right, and may be possible test or quiz questions.
• Students write one to three questions.
• Have some students share their questions with the whole class. (There should be duplication and/or overlap). As students become familiar with Bloom’s or Costa’s higher levels of questioning, you may require that they include the higher-level questions in their notes. Initially students will most likely write level one or two questions (see section on “Inquiry” for more information).
• Teacher shares his/her summary to model for students. Teacher describes how the summary provides a “big picture” and ties the main ideas together to reflect learning.
• Students work in pairs or individually to write their summaries.
• Students share their summaries with the whole class. As they do this take time to point out which parts are the most effective. Teaching students effective summarizing will take time, but ultimately this skill will improve their writing overall.

Homework
• Based on what they learned in class students re-write their summary.

Day 3
Classroom Activities
• Teacher picks a short “high interest” lecture (use Internet resources or college articles to lecture on topics like the making of ice cream, the history of skate boarding, how to get free money for college, the different college systems, etc.).
• Teacher has a student volunteer review the proper format and set up of the paper before beginning the lecture. This time the teacher may write the main ideas on the board and then have students fill in the details.
• Students should again share their notes with a partner. Students add to their notes in a different color ink.
• Students highlight main ideas and/or key words.
• Ask students to share any use of abbreviations.
• Have students work individually to generate two or three questions for the left-hand side.
• Students share their questions. Survey the class for common questions.
• Model the summary for students.

Homework
• Students write their own summaries at home.

Day 4
Classroom Activities
• Have students share their summaries from their homework and highlight effective examples. Continue to reinforce the difference between re-telling of the information versus connecting the main ideas to show new learning.
• Introduce Student Activity 3.4, “Textbook Notes.” Have students focus on the section about taking notes while reading.
• Repeat the notetaking practice, but this time have students read a short article or a section of a text and take notes.

• The main point of this lesson is to work on paraphrasing skills. The teacher may read a paragraph out loud and as a group come up with the main idea(s) in an edited, paraphrased form to write in the notes section.

• Have students generate questions for the left-hand column.

• Have students share questions. If students have learned about the different levels of questioning, Bloom’s or Costa’s, have them generate one or two higher level questions.

• Teacher models summary (optional).

**Homework**

• Students write summary for homework.

**Day 5**

**Classroom Activities**

• Teacher models taking notes from watching part of an educational video. The video may have to be paused to effectively edit and paraphrase notes.

• Students also take notes.

• Students share notes and add to their notes.

**Homework**

• Students write questions and summary at home.

• Students practice taking notes from watching 30 minutes of the Discovery channel, local or national news, or any other educational program.

**Day 6**

**Classroom Activities**

• Have students share some of their summaries from their notes in class the day before and from the TV program they took notes on.

**Day 7**

**Classroom Activities**

• Introduce Student Handout 3.5, “Cornell Notes Rubric,” and review each of the descriptors.

• Distribute rubric to students.

• Have students grade a partner’s notes.

• Survey class to see how students scored. Discuss how taking notes is a skill and the expectation is that students will improve with time.

• Lecture one more time from a high-interest article and have students take Cornell notes. Tell students that you will be collecting these notes and grading them.

**Homework**

• Have students highlight main ideas, generate questions, and write a summary.
Day 8

*Classroom Activities*
- Collect their notes and grade them using the rubric previously introduced.

Day 9–12

*Classroom Activities*
- If possible, have different content area teachers come in and present a 10–15 minute lecture in their core content area. Use this opportunity to talk about the way to best take notes in different classes.

*Homework*
- Students highlight, develop questions, and write summaries.

Day 13

*Classroom Activities*
- Assign students to start taking daily notes in two content area classes. Ultimately students will be taking notes in all of their content area classes.

*Homework*
- Students take notes and complete the questions and summaries at home each day.

**Follow-up**

*Classroom Activities*
- Review and problem-solve difficult notetaking situations.
- Discuss the use of Learning Log when notes do not seem appropriate.
- Hold students accountable for all of the steps they need to do on their own outside of class to get the most use of their notes. Use Student Activity 3.6, “STAR Notetaking Strategy,” and Student Activity 3.7, “Tips for Studying with Notes.”
- Allow students to add to their notes during tutorials if time permits.
- Insist that students bring notes to tutorials that relate to the questions they are asking.
- Have students take Cornell notes when you have guest speakers. (You may choose to collect those and grade them.)
- Distribute Student Activity 3.8, “Discussion Notes: Some Tips.”
- Have students practice taking notes during discussions in AVID.
- Share different content examples (included at the end of this section).
- Share Student Activity 3.9, “Taking Notes on Literature and Poetry.”
**Student Activity 3.1**

**Taking Notes: Some Tips**

| Use the speaker’s style to identify important points | Become familiar with the speaker’s style.  
Listen for important points that might be emphasized when the speaker:  
• pauses or slows down  
• repeats a point  
• modulates the volume of her/his voice  
• uses introductory phrases (e.g., “The four main points are” or “Note the relationship”)  
• writes on the board  
• gestures or uses visual aids |
| Keep up with the speaker | Write only the important ideas such as names, places, dates, events, examples, terms, definitions, causes, effects, evaluations, cross references: make it brief, but clear.  
**Example:**  
Speaker says: “Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the island of Cos in 460 B.C.”  
Notes say: “Hippocrates (Gr.) Father of Med. B. Cos 460 B.C.”  
Use abbreviations for familiar words.  
**Example:**  
Speaker says: “George Washington was not, in a sense, America’s first president.”  
| Be alert to the speaker’s stance | Some lecturers attempt to persuade, as well as inform, listeners; when applicable, note ideas/references/opinions that provide insight into the speaker’s point of view. |
| Review notes shortly after a lecture | Develop study questions and identify main ideas.  
Fill in details for clarity.  
Look up and add the definitions of new words/terminology.  
Identify information that is unclear and/or questions that need to be answered; write and mark questions in the text of notes or at the end where they will be easily found; get answers to the questions from other students and/or the speaker.  
Add symbols to highlight important ideas and key words.  
Delete irrelevant information.  
Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity, as needed.  
Write a summary of the significant ideas. |
### Cornell Notes Format

<table>
<thead>
<tr>
<th>Topic: ____________________</th>
<th>Name: ________________________________________________</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Class: _______________________________________________</td>
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<td>Period: _______________________________________________</td>
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<td>Date: _________________________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes:</th>
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</table>

**Summary:**

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*Unit 3: Cornell Notes*
## Student Activity 3.2 (1 of 2)

### Cornell Notes Format

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Part 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions/Main Ideas</strong></td>
<td><strong>Name:</strong> ____________________________</td>
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<tr>
<td></td>
<td><strong>Class:</strong> ____________________________</td>
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<td><strong>Period:</strong> ____________________________</td>
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<td><strong>Date:</strong> ____________________________</td>
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<tr>
<td><strong>Notes:</strong></td>
<td><strong>Name:</strong> ____________________________</td>
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<tr>
<td></td>
<td><strong>Class:</strong> ____________________________</td>
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<td></td>
<td><strong>Period:</strong> ____________________________</td>
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<td></td>
<td><strong>Date:</strong> ____________________________</td>
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</tbody>
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### Summary:

**Part 4**

**Part 5**

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*Strategies for Success*
The Cornell Notetaking System

What are the advantages?

Three Advantages:

1. It is a method for mastering information, not just recording facts.
2. It is efficient.
3. Each step prepares the way for the next part of the learning process.

What materials are needed?

Materials:

1. Loose-leaf paper to be kept in binder.
2. 2½ inch column drawn at left-hand edge of each paper to be used for questions.
3. 3–4 lines left at the bottom of page for summary section.

How should notes be recorded?

During class, record notes on the right-hand side of the paper:

1. Record notes in paragraphs, skipping lines to separate information logically.
2. Don’t force an outlining system, but do use any obvious numbering.
3. Strive to get main ideas down. Facts, details, and examples are important, but they’re meaningful only with concepts.
4. Use abbreviations for extra writing and listening time.
5. Use graphic organizers or pictures when they are helpful.

How should notes be refined?

After class, refine notes:

1. Write questions in the left column about the information on the right.
2. Check or correct incomplete items:
   • Loose dates, terms, names.
   • Notes that are too brief for recall months later.
3. Read the notes and underline key words and phrases.
4. Read underlined words and write in recall cues in the left-hand column (key works and very brief phrases that will trigger ideas/facts on the right). These are in addition to the questions.
The Cornell Notetaking System

5. Write a reflective paragraph about the notes at the bottom of the page.
6. If possible, compare notes with a study buddy.

What are the ways to recite notes?

Recite notes three ways:

1. Cover up right side of page. Read the questions. Recite information as fully as possible. Uncover the sheet and verify information frequently (single, most powerful learning tool!)

2. Reflect on the organization of all the lectures. Overlap notes and read recall cues from the left side. Study the progression of the information. This will stimulate categories, relationships, inferences, personal opinions/experiences. Record all of these insights! REFLECTION = KEY TO MEMORY!!

3. Review by reciting, reflecting, and reading insights.

What are the six steps of this system?

This system in brief:

1. Record lectures in the main column.
2. Within 8 hours, read over notes to fill in gaps and to make notes more legible.
3. Identify main ideas and write questions in left-hand column based on main ideas.
4. Recite by covering main column and expanding on recall cues. Then verify.
5. Write a summary at the bottom of page.
6. Review your notes regularly. Short, fast, frequent reviews will produce better understanding and recall.
Student Activity 3.4

Be An Active Reader

Think About the Reading
• Consider how the parts relate to the whole; how the text relates to previous ideas
• Create questions about new words/terms, why emphasized points are important
• Examine what you have learned from visuals
• Consider how the parts relate to the whole; how the text relates to previous ideas
• Create questions about new words/terms, why emphasized points are important
• Examine what you have learned from visuals

Be Aware of Textbook Organization
• Look for the pattern in elements like chapter/subsection headings, summary points, graphics
• Know where to find the index and glossary

Use the Text Style to Identify Important Points
• Become familiar with the font, symbols, borders, graphics, colors, and layout that highlight main ideas or terms
• Be alert to the writer’s goal: highlight ideas/references/opinions that seem significant to writer’s point of view

Take Notes While Reading
• Include headings, key terms, & graphics
• Take down only the important ideas:
  — Brief, but clear
• Summarize in your own words
• Use symbols to highlight for review
• Use textbook review questions to develop study questions

Review Textbook Notes
• Identify main ideas
• Fill in details for better understanding
• Identify unclear information and/or questions
  — Collaborate for answers
• Delete unnecessary information
• Review note organization; add symbols or rewrite
• Write a summary
<table>
<thead>
<tr>
<th>Page set-up</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All parts (name, date, class, and topic) are clearly labeled in the correct place.</td>
<td>• All parts but one (name, date, class, and topic) are clearly labeled in the correct place.</td>
<td>• Some parts (name, date, class, and topic) are labeled in the correct place.</td>
<td>• Missing 2 parts (name, date, class, and topic) but are correctly labeled.</td>
<td>• Missing 3 or more parts (name, date, class, and topic) and may not be in the proper location.</td>
<td></td>
</tr>
<tr>
<td>Legibility</td>
<td>• Neat and completely legible</td>
<td>• Completely legible</td>
<td>• Mostly legible</td>
<td>• Mostly non-legible</td>
<td>• Not legible</td>
</tr>
<tr>
<td>Notes</td>
<td>• Notes are selectively and accurately paraphrased.</td>
<td>• Notes are selectively and accurately paraphrased.</td>
<td>• Notes may/may not be accurate, information not always paraphrased.</td>
<td>• Notes are incomplete.</td>
<td>• Notes do not reflect Cornell Note format</td>
</tr>
<tr>
<td>Questions</td>
<td>• Questions check for understanding, and directly reflect notes (see Bloom’s level 1 &amp; 2 or Costa’s level 1).</td>
<td>• Questions check for understanding, and directly reflect notes (see Bloom’s level 1 &amp; 2 or Costa’s level 1).</td>
<td>• Questions are basic and may reflect notes (see Bloom’s level 1 &amp; 2 or Costa’s level 1).</td>
<td>• Questions are limited and do not accurately reflect notes.</td>
<td>• Questions are missing.</td>
</tr>
<tr>
<td>Summary</td>
<td>• Shows learning by effectively identifying all main ideas.</td>
<td>• Shows learning by effectively identifying some main ideas.</td>
<td>• Summary is re-stating of notes but is connected to some learning.</td>
<td>• Summary is a re-stating of the notes and is not connected to learning.</td>
<td>• No summary</td>
</tr>
</tbody>
</table>
Student Activity 3.6

STAR Notetaking Strategy

S = Set Up Paper
1. Put name, period, class, and date in upper right-hand corner
2. Give your notes a title
3. Draw a vertical line down the paper to divide it into sections of about one-third and two-thirds

T = Take Notes
1. PARAPHRASE the text or lecturer in the right-hand column
2. Listen to decide which parts of the information are most important. Notice if the lecturer seems to stray from the topic.
3. Use whatever it takes to cue your own memory system. For example, use capital printing, underlining, arrows, or even pictures.
4. Don’t get hung up on spelling. If you know what you mean, that is what counts. If you use this information later for another assignment or an essay, check for proper spelling then.
5. Use abbreviations that work for you. Develop your own shorthand.

A = After Class
1. Within five minutes of class, or as soon as humanly possible, edit your notes. Reread them looking for places to make additions, deletions, or clarifications.
2. Work with a partner to review your notes whenever possible.
3. Use a highlighter or underlining to emphasize important points.
4. Note any points that need to be clarified with the lecturer in the next session.
5. Finally, fill in the left-hand column with questions, icons, symbols, pictures, and memory keys.

R = Review Notes
1. Review notes regularly, after class, at least once a week.
2. Cover the right-hand column with blank paper. Read aloud or rewrite the right-hand column by using the cues in the left-hand column.
3. Paraphrase the answers.
4. Reflect by summarizing the notes, relating the subject to yourself, or relating the subject to personal experiences.
### Student Activity 3.7

**Tips for Studying with Notes**

**Make Use of the Format**

- Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand section as an answer key.
- Engage in an oral quiz with others using study questions from the left-hand column.
- Cover the right-hand column with blank paper; write out answers to the left-hand study questions and explanations of main ideas.

**Write**

- Write summaries of the most important material in the summary/reflection section.
- Write a quiz for others using the notes; exchange and correct.
- Write anticipated test questions beyond those already in the left-hand column and write answers to the questions.

**Review**

- Look over notes frequently to keep information and questions still unanswered fresh in mind.
- Recite information from notes.

**Study With a Group**

- Exchange notes with others to flesh out information and understanding.
- Use notes in study groups to provide a common ground of material for reference and review. Rewrite notes if necessary.
Student Activity 3.8

Discussion Notes: Some Tips

• Use the topics and questions introduced by discussion leaders to organize your notes.
• Use symbols to indicate questions/ideas that seem to carry weight or importance and consider the discussion leader’s purpose in emphasizing them.
• Include your own responses in notes; consider and react to the various responses during review of notes.
• Develop questions to include in the discussion or review later with other students, tutors and/or teachers.
• Add references to lecture/textbook and other material as they come to mind.
Taking Notes on Literature and Poetry

The following elements, when incorporated into your notes on literature, can greatly enhance your appreciation of the meaning of a work, the devices authors use to achieve meaning and the world which may have shaped the author’s work. This kind of information, integrated with your own ideas about a work and cross referenced with lecture, discussion, and research notes can serve as an excellent foundation for study of the work. When you read a short story, novel or essay, consider including the following items in your notes as applicable. Include page number references for later review as needed.

title of work Speculate about the meaning of the title: why might the writer have chosen that particular title? Look for references to the title elsewhere in the work.

publication date What world events are associated with the time of publication? Is there a correlation between the time of publication and the work itself?

author information Note what you know about the author including biographical information, familiar themes in her/his work, specific intent for the work you are reading.

setting Speculate about the significance of the time and/or place in which the work is set.

characters List or summarize such things as the qualities, mannerisms, personalities and appearances that define each significant character; speculate on motivations of characters; note whether characterization appears to be direct or indirect (include passages as examples); keep track of changes in characters; speculate on the author’s intent for characterizing as s/he does.

point of view Note who is telling the story; speculate about the reason for and/or effect of that.

plot Note events that seem significant; identify rising action, climax, resolution.

conflict(s) Identify the conflict(s) that are central to the work.

theme Work toward developing general ideas about the author’s intended meaning and/or specific statements of the author’s central ideas.

symbols Keep track of symbols that seem to represent larger ideas.

images Note images that appear significant or carefully crafted, or that stand out to you.

repetitions Keep track of such things as repeated words, images, ideas, names that may be important to the meaning of the work.

allusions Be alert for references to other literary works, cultural ideas, biblical or mythological figures.

diction Note specific words which seem significant or that are unfamiliar and need to be defined.

quotes/passages Include portions of the text which seem important, interesting and/or confusing.
Student Activity 3.9 (2 of 3)

Taking notes on poetry can provide intimate contact with this often difficult-to-master form of expression. The following elements, when incorporated into your notes about a poem, can greatly enhance your appreciation of the meaning of a work, the devices the poet uses to achieve meaning and the word which may have shaped the poet’s work. Cross references to lecture, discussion and research notes may amplify your understanding of a piece. Include line numbers as references for future use.

**diction**
Note words that seem significant, are repeated or need to be defined: since poetry is marked by conciseness, the meaning of even a single word can unlock whole dimensions of meaning; note multiple definitions of words that might intensify meaning.

**speaker**
Identify the speaker of the poem and note everything you know about her/him from the poem.

**paraphrase**
Rewrite specific lines of the poem in your own words to clarify what is happening in the poem.

**dramatic situation**
Summarize what is happening in the poem.

**images**
Note the images that are prominent in the poem; speculate about their significance.

**figures of speech**
Keep track of such devices as similes, metaphors, and personification; speculate about how each of these amplified meaning.

**repetitions**
Note repeated words, images, ideas.

**allusions**
Be alert for references to other literary works, cultural ideas, biblical, or mythological figures.

**tone**
Identify the mood of the poem and/or the attitude of the author toward her/his subject. Tone shifts frequently in poetry: note the shifts and list the words and images that signal them.

**theme**
Identify the broad central ideas of the poem and/or develop formal statements of theme to capture the poem’s meaning.

**title of work**
Speculate about the meaning of the title: why might the writer have chosen that particular title? Look for references to the title elsewhere in the work.

**publication date**
What world events are associated with the time of publication? Is there a correlation between the time of publication and the work itself?

**author information**
Note what you know about the author, including biographical information, familiar themes in her/his work, specific intent for the work you are reading.
Student Activity 3.9 (3 of 3)

Sample Notes on Poetry

Beauty crowds me till I die
Beauty have mercy on me
But if I expire today
Let it be in sight of thee -

—Emily Dickinson

What is meant by “beauty?” Beauty might be prettiness, or nature.

“Beauty crowds me...” Poet feels trapped, hemmed in by beauty; does she mean in an uncomfortable way (“crowds”) or in an awe-inspiring way (“in sight of thee”)?

ideas repeated Repetition of “beauty,” lines 1 and 2.

Repetition of the idea of the writer dying, lines 1 and 3.

expire? Die? Run out of something? Run out of beauty?
**Chapter 1 Cry, the Beloved Country**

<table>
<thead>
<tr>
<th>Where does the story take place?</th>
<th>South Africa</th>
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</thead>
</table>
| How is the land contrasted in the first chapter? | — Rich, matted grass and hills  
— Wet  
— Streams  
— Well-tended  
— Not too many cattle feeding  
— Not too many fires  
— Stand barefoot—safe  
— “Ground is holy.”  
— Keep it; guard it—guards & protects men.  
vs.  
— Rich green hills break down in the valleys  
— Red and bare  
— Dry  
— Too many cattle feeding  
— Too many fires have burned  
— Coarse and sharp. Wear shoes—not safe for bare feet  
— Not kept or guarded—no longer keeps men. |

Prediction: Why did the book start with this contrast?  
This book is going to contrast the lives of different people and different places. It will be about destruction.

Significant passage (page 34): “They are valleys of old men and old women, of mothers and children. The men are away, the young men and the girls are away. The soil cannot keep them any more.”

This passage is important because it suggests something about the relationship between the land and the people. It shows how people have abandoned the land or have been driven from the land—how it can’t sustain them anymore.

**Summary**

This first chapter is short and has a lot of description. It makes me want to draw a picture of it and to create a map to show the geography. No specific characters are introduced in this chapter—very weird!
“AVID sends 77 percent of its graduating seniors on to four-year colleges, roughly three times the statewide rate. As hard as it may be to believe, this state-funded program only survived this year’s budget gauntlet by a fingernail. This latest evidence suggests it ought not to be fighting for survival, but for expansion.”

—Sacramento Bee Editorial, Oct. 16, 2003
Introduction

The learning log is a technique to help students focus on what they are learning in their classes by writing their thoughts, reactions, and responses to class lectures, videos, or discussions. A learning log is a written reflection of the student’s perceptions of what is being learned and how they are learning. It also provides a record of students’ growth over time. Writing a learning log is an excellent way to help use writing as a process of discovery and to clarify ideas. The use of the learning log in AVID is part of the philosophy of using writing as a tool of learning. This is the origin of the common AVID saying, “How do I know what I think until I see what I write?”

As part of the binder check, students may occasionally substitute a learning log for Cornell notes, particularly if they were engaged in an activity that was not conducive to notetaking.

The goals of the learning log include the following:

• to increase students’ awareness of their own learning processes.
• to identify gaps in students’ learning.
• to explore relationships between prior knowledge and present learning.
• to promote student writing.
• to provide a way for students to reflect on their own learning.

A learning log entry is different from a journal entry in that it is related to the subject being studied. In journals, students are usually asked to write about what is happening in their lives. They might write an account of how they missed the bus or hit a homerun in a baseball game. In a learning log, students are asked either to take what they have been learning in class and reflect on it or relate something out of class to what they have been learning in class. When they make personal connections with the subject matter, meaningful learning will occur.

The format and procedures for learning logs remain the same in each grade level. This section includes several example forms that may be used to assist students in writing their learning logs. Use the form that best fits your students’ experience and abilities. They may need more structure when they first begin their learning logs. As students become accustomed to writing reflectively in learning logs, decrease the structure you give them and increase the independence of their thinking.

Be sure to model when you begin learning logs and dedicate class time in AVID to share learning logs. Post excellent examples of learning logs in the classroom as models for students.
Learning Log Questions

This activity includes general learning log questions as well as questions by subject area. Work with your students to add to the lists below. It may be helpful to keep these learning log questions posted in the AVID classroom and/or for students to keep a copy of this activity in their binders.

Basic Learning Log Questions

Review your notes from class and complete the following questions:

- What did you do in class today?
- What did you learn?
- What did you find interesting?
- What questions do you have about what you learned?

Writing About Mathematics

Write a letter to another student in the tutorial group explaining, in detail, how to do a math problem that you are studying. Writing about math will force you to slow down and think carefully about the process that you go through in learning a math concept or solving a math problem. You must use very precise language in your explanation or the person who receives your letter might not understand what you are explaining.

Writing About Social Studies

“You are there” scenes:

Place yourself in an historical period or event that you are studying and write about it from the point of view of someone who is there. In your response, focus on the questions of “What,” “Who,” “Why,” “How,” and “What if.” Share and discuss your responses with other members of class or in your tutorial group.

Dialogues:

Write a dialogue between yourself and a person in history, or between two characters in a story or novel that you are studying. Again, focus on the questions of “What,” “Who,” “Why,” “How,” and “What if” in your responses.

Focused Writing

Write nonstop for five to ten minutes on a specific topic that you are studying (for example, a scientific process, a play, or an historical event). The purpose of focused writing is for you to find out what you know about the topic, to explore new ideas, and to find out what you still need to learn about the topic.
“Showing” Vocabulary

Memorized vocabulary lists are too soon forgotten. New words that you use on your own are not. This learning log entry is an excellent way to help build your vocabulary.

• As you read, copy down an unfamiliar (but not too obscure) word. Copy down the sentence in which you found the word, too.

• Look up the word in the dictionary. After reading the dictionary definition of your word, if you are still unsure of the word’s meaning or how to use it, ask a teacher, a tutor, or a friend to help you. Write down the definition.

• Write a paragraph that shows the meaning of the word without telling the definition.

Writing About the News

Part of what makes one literate is being aware of what is happening in the world. Choose an event that is unfolding in the media to explore in your learning log. The event might have to do with local or national politics, a sensational trial, sports, the environment, or a school-related issue.

• Describe the event in detail. Answer the basic questions of who, what, where, when, and why in your description.

• What are your personal feelings about this event?

• Why does this event interest you?

• What do you predict the outcome of this event will be? Why?

Follow your event’s progress in the news for a few weeks. Keep a running log of how your event unfolds in the news over time. Note any significant changes in the story. If you decide to change your prediction, tell your new prediction and explain why you changed your mind.

Analyzing a New Idea

Write about a new idea you learned in class today. Answer the following questions:

• What were the main ideas?

• What did you understand best?

• What questions do you still have about this information?

• How will you find more information (research in the library, ask another student, check the textbook, talk to the teacher, etc.)?

• How does this idea relate to what you have already learned in class?

Creative Solutions

Be creative. Take a “real-world” problem that relates to what is being studied in class (for example, air pollution, global warming, trash) and come up with creative solutions for this problem. Allow your solutions to be outlandish and unrealistic. Real solutions have often arisen from activities such as this one.
Student Activity 4.2

**Learning Log**

**Directions:** Please fill out this learning log based on what you learned in class today.

<table>
<thead>
<tr>
<th>WHAT I DID</th>
<th>HOW I WORKED AND HOW I LEARNED</th>
<th>WHAT I LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Name: ________________________ Grade: __________________

Date: ________________________ Period: __________________
Student Activity 4.3

Weekly Learning Log

Week of __________________ to __________________

English/Language Arts:

Mathematics:

Social Studies:

Science:

AVID:
### Student Activity 4.4

#### Weekly Learning Log

Week of ____________________________ to ____________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>My favorite activity:</td>
<td></td>
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<tr>
<td>Mathematics:</td>
<td>An area of improvement:</td>
<td></td>
</tr>
<tr>
<td>Social Studies:</td>
<td>My greatest accomplishment:</td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td>Something I need help on:</td>
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<tr>
<td>AVID:</td>
<td>Something I want to share:</td>
<td></td>
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</tbody>
</table>

Name: ___________________________________________ Grade: __________________

Date: ____________________________________________ Period: __________________
**Student Activity 4.5**

**Learning Log**

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you learn today?</td>
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<tr>
<th>What did you find interesting in what you learned?</th>
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<th>What questions do you still have about what you learned?</th>
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Name: ___________________________________________ Grade: __________________

Date: ____________________________________________ Period: _______________
# Student Activity 4.6

## Learning Log

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>What were the main ideas in today’s lesson?</td>
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<td>What did you understand best?</td>
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<td>How do these ideas relate to what You have already learned?</td>
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Student Activity 4.7

Learning Log

Apply the concepts you learned in class today to your life. How do they affect your everyday living? How would your life be different if the concepts you learned about today suddenly changed or ceased to exist? (Some examples might be gravity, democracy, a written language, multiplication, or the calculator.)

Name: ___________________________ Quarter: ____________

Begin Date: ________________________ Period: ____________
“Today (AVID) is widely regarded as one of the most effective educational reforms ever created by a classroom teacher. The results have been extraordinary.”

—Andrew Goldstein, *Time Magazine*
Introduction

This section will be divided into two main parts, building a safe classroom environment and exploring ways students can take responsibility in all classrooms to engage and be more successful. Part of what students in AVID learn is how to maximize their interactions with peers and teachers in and out of the AVID class. The activities in this section are most effective if used at the beginning of the school year and/or semester.

This section begins with activities that involve students in establishing classroom rules and identifying their own personal “pet peeves.” As their classroom teacher you might want to share what your “pet peeves” are. The intention here is to take time to be aware of things that really bother others so that the atmosphere in the AVID classroom becomes one of mutual respect. Next, students will move towards doing some personal assessments of how they personally manage controversial situations and conflict as well as becoming aware of their arguing style.

The second part of this section provides students with some simple tools to engage more effectively in all classes. It begins with teaching students how their choice of seat, their non-verbal body language, and how they communicate with their other teachers all have an impact on how those teachers perceive them. Also included are forms to help them establish “study buddies.” It is important to teach AVID students that they should have peers they can contact for each class in case they have a question about a homework assignment or need to ask a clarifying question. Another resource included is a simple group project contact sheet. You will be encouraging your AVID students to take a leadership role when working on group projects to ensure that everyone is following up with their assigned task. Finally, there is an activity to have students assess how they have participated in group discussions. Some of your AVID students will have no problem participating in group discussions, but for those shy students, it is important to take a look at their level of participation and to see if they can set goals for themselves moving towards increased participation. We want all AVID students to develop the self-confidence that allows them to participate in class discussions, especially since our goal is that they eventually enroll in honors and AP or IB classes where class discussions are common practice. These resources are only a starting point. You should seek supplemental materials you feel your students will benefit from.

Twelfth-grade AVID students are encouraged to read books and articles about how to make a successful transition to college. See the Resources section for a sampling of these books. Many college Web sites have sections addressing this particular information. One place to start is with the College Board Web site www.collegeboard.com.
As you look around the room, notice that everyone is different. We all have different backgrounds, families, traditions, likes, and dislikes. We can learn to work together better if we take some time to identify these likes and dislikes. The things we share in common will help us to bond together more easily. More important than knowing what we share in common, however, is understanding and respecting what really bothers each of us. This knowledge will allow us to show respect and understanding for one another’s feelings. In this activity you will be paired up with a partner. A suggestion when all the partners are finished is to make a class list of all the “pet peeves” and keep it posted to remind everyone of what to avoid.

You might be thinking, what is a “pet peeve?” A “pet peeve” is something that someone does that really, really irritates you! It might be easier to think about a family member’s actions, but for this activity we want you to think of things either your classmates have done or maybe even something teachers do that really bothers you. Keep in mind that usually the person that is doing the action does not realize that it is bothering or annoying someone else. It can be a simple thing like tapping a pencil, or talking too loudly, or talking too softly, etc.

I. Activity: Choose a partner, preferably someone you don’t know very well, and answer the following questions together.

In what ways are we alike?

1. _______________________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________

What are your top three “pet peeves?”

1. _______________________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________

Partner’s Name: _________________________________
What It Takes to Make Me Feel Comfortable Here

I. Written Reflection: Have you ever been in a group situation where someone did or said something that made someone else in the group sad, mad or hurt? How did the group react? Could something like that make other people not want to be a part of the group? Write out your answers in a few sentences.

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What It Takes to Make Me Feel Comfortable Here

II. Activity: List some things you think need to be in place as classroom rules so that you, your rights and your freedoms are respected and you can feel comfortable. Example: “I need to know that when I am asked to speak in front of the class no one will laugh at me or make fun of me.”

1. I need…

________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. I need…

________________________________________________________________________________
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3. I need…

________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4. I need…

________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

5. I need…

________________________________________________________________________________
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__________________________________________________________________________________________

III. Activity: With your group, as directed in the “For Discussion” section of the student guide, decide on a list of needs that you feel should be rules for the AVID class. Write them on the back.
Student Activity 5.3 (1 of 2)

Conflict Management

I. Describe a conflict you had with someone recently. What did you do to resolve the conflict?

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II. Activity: People manage conflicts in different ways. Here are some different ways of handling conflicts and strategies for behaving during conflicts. Circle the frequency with which you use each of the strategies.

1. Avoid the person. frequently occasionally rarely
2. Change the subject. frequently occasionally rarely
3. Threaten the other person. frequently occasionally rarely
4. Fight it out physically. frequently occasionally rarely
5. Whine and complain, until you get your way. frequently occasionally rarely
6. Try to turn a conflict into a joke. frequently occasionally rarely
7. Admit that you are wrong, even if you do not believe you are. frequently occasionally rarely
8. Give in. frequently occasionally rarely
9. Apologize. frequently occasionally rarely
10. Pretend to agree. frequently occasionally rarely
Student Activity 5.3 (2 of 2)

Conflict Management

11. Play the martyr; give in, but let the other person know how much you are suffering.
   frequently  occasionally  rarely

12. Try to understand the other person’s point of view.
   frequently  occasionally  rarely

13. Try to reach a compromise.
   frequently  occasionally  rarely

14. Get another person to decide who is right.
   frequently  occasionally  rarely

III. Written Reflection: Look over your responses to the survey. What do your responses suggest to you about strategies in which you are already strong and others that need to be modified?

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Student Activity 5.4 (1 of 3)

Understanding My Behavior in Controversial Situations

I. Activity: Here is a list of thirty behaviors having to do with controversial or conflict situations...when you and another person have a serious disagreement. In front of each statement is a blank space.

Put a 5 in the space if you ALWAYS behave that way.
Put a 4 in the space if you FREQUENTLY behave that way.
Put a 3 in the space if you OCCASIONALLY behave that way.
Put a 2 in the space if you SELDOM behave that way.
Put a 1 in the space if you NEVER behave that way.

1. When I disagree with other group members, I insist that they change their opinions to match mine.
2. If someone disagrees with my ideas and opinions, I feel hurt and rejected.
3. I often hint that people who disagree with me are incompetent and ignorant.
4. When others disagree with me, I try to view the issue from all points of view.
5. I try to avoid individuals who disagree or argue with me.
6. When others disagree with me, I view it as an interesting opportunity to learn and to improve the quality of my ideas and reasoning.
7. When I get involved in an argument with others, I become more certain that I am correct and argue more and more strongly for my own point of view.
8. When others disagree with my ideas, I get hostile and angry at them.
9. When I disagree with others, I am careful to communicate respect for them as people while I criticize their ideas.
10. I am careful to paraphrase the thoughts and feelings of others when they present ideas and opinions that are different from mine.
11. When others disagree with me, I generally keep my ideas and opinions to myself.
12. When others disagree with me, I encourage them to express their ideas and opinions fully, and seek to clarify the differences between their position and perspective and my own.
13. I view my disagreements with others as opportunities to see who “wins” and who “loses.”
14. When I disagree with others, I also let them know that I appreciate their ability to present a challenging and thought-provoking position.
Student Activity 5.4 (2 of 3)

15. When another person and I disagree, I carefully communicate, “I appreciate you, I am interested in your ideas, but I disagree with your current position.”

16. When others disagree with me, I keep thinking of my ideas and opinions so that I do not forget them or get confused.

17. I am careful not to share my ideas and opinions when I think others may disagree with them.

18. When I disagree with others, I listen carefully to their ideas and opinions, and change my mind when doing so is warranted by their information and reasoning.

19. When I disagree with others, I try to overpower them with my facts and reasoning.

20. I tend to dislike those who disagree with my ideas and opinions.

21. When I disagree with others’ ideas and opinions, I still let them know that I like them as people.

22. When involved in a disagreement about ideas and opinions, I try to view the situation and issue from my opponent’s shoes.

23. I refuse to get into an argument with anyone.

24. When others disagree with me, I try to clarify the differences among our ideas and opinions, clarify the points of agreement, and seek a creative integration of all our ideas.

25. When others and I disagree, I have to convince them that I am right and they are wrong.

26. When others disagree with my ideas and opinions, it means that they are angry at me and dislike me.

27. I insult those who criticize my ideas and opinions.

28. When I am involved in an argument, I re-state and summarize the opposing positions.

29. When others disagree with me, I stay very quiet and try to avoid them in the future.

30. When I am involved in an argument, I never forget that we are trying to make the best possible solution, by combining the best of all of our facts and reasoning.

II. Written Reflection: Score your survey using the third page of the Activity Sheet. Then, think about what the survey reveals about your behavior in controversial situations. Are there any strategies you should use more or less? When would you need to do differently? Are there strategies that are helpful in conflict situations? Are you already strong in them or do you need to do more to improve? Explain below.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
### Student Activity 5.4 (3 of 3)

**Scoring**

Write your answer for each question in the space provided and total your answers for each controversy-managing strategy. The higher the total, the more frequently you tend to use that strategy; the lower the total, the less frequently you tend to use that strategy.

**Scoring Note:** Reverse the number totals for questions 2 and 16. If you scored the question a 5, change it to a 1. Change a score of 4 to a 2, a score of 3 stays a 3, a score of 2 becomes a 4 and a score of 1 becomes a 5.

<table>
<thead>
<tr>
<th>Win-Lose Strategy</th>
<th>Rejection Strategy</th>
<th>Confirmation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____</td>
<td>2. _____</td>
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<thead>
<tr>
<th>Perspective-Taking Strategy</th>
<th>Avoidance Strategy</th>
<th>Problem-Solving Strategy</th>
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Student Activity 5.5

Successful Classroom Interaction

Describe a time when you have successfully enhanced one of your classroom environments.

Sit in the Front

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Lean Forward

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Ask Questions

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Nod Your Head

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Talk to the Teacher

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Study Buddy Contract

In each one of your classes you should find two other students that you can contact when you miss class and need to get that day’s assignments. Be sure to pick people you think are reliable and will take good notes or pick up any handouts for you. Having a couple of Study Buddies in each class will make it easier to stay on top of your make-up work in the event you cannot be in class.

Fill in the information below for each one of your classes, then put this card in your binder in a place where it is easily found.

<table>
<thead>
<tr>
<th>Class Title/Teacher</th>
<th>Name of Study Buddy</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Use the second page sheet to list the names of the students involved in your group when you are assigned a group project. Encourage the other members of your group to do the same thing. This will make it easier for you and your group to stay in contact with each other.
# Student Activity 5.7

## Group Projects and Contacts

<table>
<thead>
<tr>
<th>Class Title/Teacher</th>
<th>Name of Group Member</th>
<th>Phone Number</th>
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</thead>
<tbody>
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</table>
Student Activity 5.8 (1 of 2)

Group Discussion Self-Evaluation

Points to Ponder

• Did I say anything in front of the group during today’s discussion?
• Was it the first time in that class?
• When I spoke in class today did my participation include:
  — bringing the group back to the topic when it drifted?
  — intervention, negotiation, or mediation when discussion became personally confrontational?
  — adding details, personal examples, or other evidence to clarify or emphasize an idea?
  — restating good points which some students seem not to have understood?
  — pointing out logical conclusions from the evidence of the discussion?
  — asking questions for clarification or to encourage the development of an idea?
  — encouraging more participation by asking questions of students not yet involved as speakers?

• What kinds of participation did I observe other students using from the list above? ______________________
  __________________________________________________________________________________________
  __________________________________________________________________________________________
  __________________________________________________________________________________________

• What kinds of reactions emerged? ______________________
  __________________________________________________________________________________________
  __________________________________________________________________________________________

• How did the group reactions seem to affect the other students’ participation? ______________________
  __________________________________________________________________________________________
  __________________________________________________________________________________________

• Did anyone dominate the group? ______________________
  __________________________________________________________________________________________
  __________________________________________________________________________________________
Student Activity 5.8 (2 of 2)

- What kinds of participation did the “dominator” use from the list above? __________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- How did the group react? __________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- On a scale from one to ten (ten high) how relatively easy or difficult was it for me to participate today? How nervous was I? __________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- What made it easier to speak? ______________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- What made it harder? ______________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- How did the group react after I spoke? ______________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- How did the reaction affect the discussion? _________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- How did the reaction affect me personally? _________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
Introduction

Team building is an important component of the AVID elective class and ultimately of the whole program. Team building activities help to build the safe environment critical to AVID classrooms. Team building creates a climate for open communication, it fosters creativity, it provides an avenue to appreciate individual differences, it promotes trust and finally, it supports an active learning environment. Unfortunately, it is also a component that teachers often let go of because they are pressured to fit so many other things into the curriculum. Team-building activities are more critical at the beginning of the year and may become less frequent as the year progresses. At the beginning of the year you may wish to do a team building activity once a week, then maybe once every other week and then monthly.

Initially, team-building activities start in the AVID elective class, but as programs grow, these activities can be expanded across grade levels, so that AVID students feel comfortable interacting with other AVID students in all grade levels. One way to do this is by establishing an AVID club at your site. Some schools have used their AVID clubs to promote community service activities and team build at the same time. Field trips also have the potential to incorporate team-building activities.

This section includes several examples of team building activities. Team building is very teacher-dependent and can involve a lot of creativity. Most schools have a Student Body Advisor or Activities Director who can share ideas about how to infuse team building into your classroom. Physical Education teachers may also be a resource for you. (Please see the “Resources” section of this guide for additional ideas on team building.) If you are a high school AVID teacher, you may want to poll your students and see what types of team-building activities they did in their middle school AVID program. If you have a mixed class, with some returning AVID students and some new students, invite the returning students to share with you or the whole class some of their favorite team-building activities.

At the heart of team building in AVID is the idea that students will create a “family environment” that will hold them accountable at school, not just at home. AVID students have the responsibility to help each other academically, emotionally, and socially. Of course, creating this environment takes time, but eventually you will see your class form bonds that are unique to the AVID experience. In time, AVID students tend to choose other AVID students as some of their closest friends and/or recruit their closest friends to join AVID.

The following activities are categorized into four stages to allow for different levels of comfort and risk. Stage one is considered low risk/high comfort, stage two is moderate risk/moderate comfort, stage three is high risk/low comfort and stage four is very high risk/low to no comfort. Your students will be at different levels in the beginning, but eventually just about all AVID students become more outgoing and certainly more self-confident.

Stage one typically involves little conversation. Examples are “People Hunts” or “People Bingo” in which students have a variety of questions and they search around the room to have someone sign their sheet in the appropri-
Strategies for Success

ate blank or box. This is very safe because although they do get know a little about each other it does not require much conversation or personal sharing. Many name games also fall under this category.

Stage two moves from random whole group to some type of pair-share. In this stage students are paired up with one other person and have a conversation around predetermined questions or a topic set by the teacher. For example, share the “funniest story” or “scariest story” that happened to you or someone you knew in elementary school or middle school.

Stage three moves from a pair-share to a small group in which students share with at least three other people. The teacher initially predetermines the content. The reason this can be considered high-risk is because typically students are sharing something personal about themselves with more than one other person. The time frame may be longer and they may have to speak more. One example is to share the history of one’s name. Questions might include, “Where did your name come from? Were you named for someone in your family? Do you like your name? If you don’t, what do you wish your name could be changed to? Do you have a family nickname? If so, how did you get your nickname?” This example involves sharing personal information and therefore, involves more risk than other team building activities in which students may work in groups to complete a task or puzzle.

In stage four, students share something personal as individuals with the whole class. An example might be a public speaking assignment in which students share family background or personal opinions.

What determines how a group progresses through these stages is the teacher’s knowledge of the students’ comfort level. It is possible to spend very little time at stage one or two activities and move quickly to stage three and four.

Team building is a component that is a part of the AVID elective each year. The need for explicit team building may decrease in the later grades predicated on the assumption that these students have bonded over the years together in their AVID elective class. When new students are integrated into an existing elective class, the class may need to go back to level one team building but will usually move through the four levels at an accelerated pace. A key to successful team building is to monitor the students’ responses and not force progress through the levels.

While this section does not contain specific suggestions for grade level differentiation, a general guideline is that you will probably use more activities in stages one and two in the middle school grades and early in the high school years and more in-depth activities at stages three and four for the upper grade levels.

Stage One Team Building Ideas—Weeks 1–3

- **Student Activity 6.1, “People Bingo”**: Set a time limit and give prizes to students
- **Student Activity 6.2, “Party Mixer”**: Follow the same guidelines as the People Bingo
- **Student Activity 6.3, “Getting to Know You”**: This activity is designed to encourage students to introduce themselves to others and to find out interesting information about others in the class. Students will move around the room, ask questions and find people who match the descriptions. Call out “MOVE!” every 1–2 minutes, so students need to move on to talk to another person. At the end of the activity you may ask students to share the names of those who matched the descriptions.

Stage Two Team Building Ideas—Weeks 4–6

- **Student Activity 6.4, “Partner Interview Notes”**: After students complete this activity, you can add a public speaking activity in which they introduce their partners to the class using the information from the interview.
- **Student Activity 6.5, “Partners”**: Use this activity to help students find common ground and appreciate one another’s individuality.
• **Student Activity 6.6, “One-One-Two Minute Partner Share”:** Partners will choose to be “A” or “B.” When the teacher gives the signal, partner “A” will share for one minute non-stop anything they want to share about themselves. For example, they may share things like birthday, favorite color, favorite food, number of siblings, hobbies, or what they like to do for fun. Partner “B” only listens. They may not ask any questions or interrupt in any way. As they listen carefully they try to remember everything their partner said. When one minute is up, partner “B” repeats or lists back as many things as they can remember hearing partner “A” say. Then they switch roles. When both partners have listened and shared, they get two minutes to ask each other any questions about what they heard the other partner share. You may choose to repeat this sequence with other partners, or they may ask partners to introduce each other in a group of four.

**Stage Three Team Building Ideas—Weeks 7–9**

• **Student Activity 6.7, “Tower Building”**

• **Activity 6.8, “Team Huddle”:** Use this activity and the one that follows to energize your AVID classroom.

• **Activity 6.9, “Team Similarities”**

*Ideas for Team Huddle and Team Similarities are re-printed with permission from Rene Sheldon and Penny Holder.*

**Stage Four Team Building Ideas—Monthly**

• **Philosophical Chairs** (See unit in this guide.)

• **Socratic Seminar Section** (See unit in this guide.)
**Student Activity 6.1**

**People Bingo**

**Directions:** Find a person who matches the description in the box. Write their name in the box and be sure to spell the name correctly. You may not use a person for more than one box.

<table>
<thead>
<tr>
<th>Born in the United States</th>
<th>Likes to read</th>
<th>Speaks another language</th>
<th>Has a sister</th>
<th>Has a pet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows how to ride a skateboard</td>
<td>Talked on the phone for more than one hour yesterday</td>
<td>Was born in another country</td>
<td>Favorite food is pizza</td>
<td>Has more than 5 cousins</td>
</tr>
<tr>
<td>Brown eyes</td>
<td>Loves to go to the movies</td>
<td>FREE</td>
<td>Likes math</td>
<td>Favorite subject is English</td>
</tr>
<tr>
<td>Has a brother</td>
<td>Had broken a bone</td>
<td>Has lived in another state</td>
<td>Grandparents are still living</td>
<td>Has to do chores around the house</td>
</tr>
<tr>
<td>Is very good with computers</td>
<td>Plays on an athletic team</td>
<td>Has been to the snow</td>
<td>Loves chocolate</td>
<td>Is good at surfing the Web</td>
</tr>
</tbody>
</table>
Student Activity 6.2 (1 of 2)

Party Mixer

Directions: Find people who fit these descriptions. Ask them to sign next to something that describes them. No one may sign for more than one item.

Someone who...

1. was born outside the United States?

2. likes math

3. can name the last three presidents

4. know where the last Olympics took place

5. likes to try new foods

6. has traveled outside of our state

7. loves animals

8. is afraid of spiders

9. can name three colleges

10. can name three Mexican dishes

11. can name the last academy award winning movie

12. has seen all the Harry Potter movies and/or has read the books

13. knows the principal’s first name

14. has seen Napoleon Dynamite

Name: ____________________________ Grade: __________

Date: ___________________________ Period: __________
Student Activity 6.2 (2 of 2)

15. knows who Jennifer Lopez’ latest husband is

16. loves Snickers bars

17. loves chocolate ice cream

18. plays a sport

19. plays an instrument

20. has a computer at home

21. has more than one sibling

22. knows what the PSAT is

23. likes history

24. is taking or has taken algebra

25. gets a ride to school

26. speaks more than one language

27. has had a brother or sister in AVID

28. rides a bus to school

29. wants to go to college but isn’t sure what it is going to take

30. wears Vans

31. listens to hip hop

32. knows how to design a Web page

33. knows how to draw
Student Activity 6.3

Getting to Know You

Directions: Find another person and spend some time talking with that person. Find out how many of the items below fit that person. You may write down a person’s names as many times as possible. Listen for the teacher to say, “Move!” and then move on to a new partner and start again.

Find someone who...
1. Has the same teacher as you for math
2. Has a brother or sister that goes to our school
3. Has a first, middle, or last initial that is the same as yours
4. Has a brother or sister in high school
5. Has a pet
6. Plays a musical instrument
7. Loves to eat pizza
8. Enjoys reading
9. Hates math
10. Plays a team sport
11. Has no brothers or sisters
12. Lives with their grandparents
13. Thinks they know what college they want to go to
14. Likes to talk a lot
15. Doesn’t like to talk very much
16. Has a hobby

Name: ___________________________ Quarter: ________________
Begin Date: ______________________ Period: ________________
Student Activity 6.4

Partner Interview Notes

Directions: Interview your partner and record the answers here.

Partner’s name ____________________________________________________________

Do you have a nickname you want to be called? ________________________________________

Place of birth ________________________________________________________________

Have you always lived in this area? If not, then where else have you lived? ________________

Previous school ______________________________________________________________

What did you like the most about your old school? ______________________________________

What did you like the least? ______________________________________________________

What is your favorite academic class? ______________________________________________

What is your least favorite class and why? ____________________________________________

What possible careers are you interested in? __________________________________________

Which colleges are you interested in attending? _________________________________________

Who in your family has gone to college? _____________________________________________

What word or phrase would each of these people probably use to describe you:

A parent _____________________________________________________________

A favorite teacher _______________________________________________________

A good friend ____________________________________________________________

Yourself ________________________________________________________________
Student Activity 6.5

Partners

Written reflection: Imagine that you were alone somewhere and you didn’t want to be alone. What would you do? Take 5 minutes to write any ideas that come to mind.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Activity: Choose a partner and answer the following questions together.

In what ways are we alike?
1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

In what ways are we different?
1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

Partner’s Name: ____________________________________________
**Student Activity 6.6**

**One-One-Two Minute Partner Share**

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

<table>
<thead>
<tr>
<th>First One-Minute</th>
<th>Partner A</th>
<th>Partner B</th>
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<tbody>
<tr>
<td></td>
<td>shares as many things about him- or herself as possible</td>
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</tr>
<tr>
<td></td>
<td>listens carefully without interrupting or asking questions</td>
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</table>

<table>
<thead>
<tr>
<th>Second One-Minute</th>
<th>Partner B</th>
<th>Partner A</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>repeats back everything he or she can remember Partner “A” sharing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listens without interrupting or correcting</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third One-Minute</th>
<th>Partner B</th>
<th>Partner A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>shares as many things about him- or herself as possible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listens carefully without interrupting or asking questions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth One-Minute</th>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>repeats back everything he or she can remember Partner “B” sharing</td>
<td></td>
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<tr>
<td></td>
<td>listens without interrupting or correcting</td>
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<table>
<thead>
<tr>
<th>Two Minutes</th>
<th>Both Partners</th>
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<tbody>
<tr>
<td></td>
<td>engage in a conversation about what they shared with one another; partners may ask questions, clarify what they heard, or share additional items of interest</td>
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</table>
Unit 6: Team Building

Student Activity 6.7

Tower Building

Observer Record Sheet

I. Introduction: The purpose of this activity is for a group of people to work together to accomplish a task building a newspaper tower. The group needs everybody in order to be successful. Some people will try to take over the group and build the tower alone, others will try to offer suggestions and will be ignored, others will sit and watch whoever decides to try to build it and others, because they are afraid to try—or afraid to fail—will play around while a few people work. The most effective groups will be the ones in which everyone has some say in the project, everyone is able to use some talent or skill and everyone’s opinions and feelings are valued and respected. You are to observe your group and then give them some “feedback” based on your observations.

II. Activity:

1. Does the group talk about what their task is or discuss the problem? Explain.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. Does everyone in the group work together to build the tower? Explain.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. What were this group’s strengths? Examples would be good listening, good leadership, lots of on-task discussion, cooperation.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. What did this group need to improve upon? Examples would be better listening, more discussion, better leadership, more cooperation.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Activity 6.8

Team Huddle

Materials needed: Lively Music

Directions: Instruct all players to move around the room when they hear music playing, and then start the music. (If the AVID room is not conducive to this activity, consider going outside.) When you turn off the music, call out, “Huddle” and a number. For example, if you call out, “Huddle Four,” then students huddle in groups of four. Any extra players should form their own huddle.

Once players are in huddles, call out an action and a low-risk topic to share. For example, have students high-five each other and share their favorite music or musical group.

Turn the music back on and continue calling out huddle groups of different numbers and giving them actions and topics. You may choose to end with a final huddle for the whole group by calling, “Huddle Everyone!”
Activity 6.9

Team Similarities

Materials needed: Lively Music

Directions: Turn on the music and have all players wander around the room. Call out “Get Together!” with some category at the end such as, “Get Together With Everyone Who Likes the Same Type of Candy Bar as You!” Players quickly try to identify fellow teammates who like the same type of candy bar and make a group (the “Snickers,” the “Baby Ruths,” the “Twix,” and so on). Then have group members share something such as their favorite time of the year, and why; favorite holiday, and why; favorite movie, and why.

Continue to use a wide variety of low-risk categories such as ice cream flavors, favorite colors, soft drink flavors, etc. As the students becomes more comfortable with each other, the topics on which they share in the groups may be higher risk. For example, they could describe their most frustrating moment in school, proudest moment so far, scariest moment, most embarrassing moment, best teacher, worst teacher, etc.
“We have learned how thin the evidence base is, that is to say, how many decisions are being made on the basis of anecdote or impressions or sales pitch or, in a more positive way, professional judgment of good people … the programs that can show, not just say, but show that they can produce—those are the programs that should be funded. And AVID is one of those programs.”

—John Yochelson
Executive Director, BEST (Building Engineering and Science Talent)
Overview

Time management is one of the first skills you will want to help your students develop. Developing time management skills requires that students analyze how they spend their time, decide what their priorities are, and start to plan ahead. Over time, many AVID students become very involved in school including rigorous coursework, extracurricular activities, and sports. AVID students often work part-time and participate in community service as well. Developing a time management system will be crucial to their success.

Developing organizational skills is part of time management, so you may want to simultaneously have students work on their binder organization while they work on time management.

The table below offers a plan to introduce time management in 7th grade AVID and then to continue to develop and refine those skills throughout middle school and high school. It is important to note the various activities at each grade level to ensure an articulated AVID curriculum. References are made to the activity sheets in this section throughout the following table.

Activities

6th/7th Grade

- Follow day-by-day time-management unit as outlined on the following pages.
- Review themes in this unit as needed throughout the year (at the end of grading periods, for example).
- Have students reflect at least once a month in a learning log about the growth and development of their time-management skills.
- Work with students to transfer knowledge and skills learned to the use of their school planners (ongoing throughout the year).
- Introduce the effective use of highlighters with planners (e.g., the color green signifies that an assignment was turned in, or the color pink signifies a test in a class).

8th Grade

- If your AVID students are new to AVID, use the 7th grade activities.
- Begin the year by having students reflect in writing on their successes and challenges in developing their time-management skills in 7th grade; have students share their writing in small groups; process as a class and identify three to five successful strategies for time management; post these in the classroom.
- Review the themes/skills developed in this unit as needed.
- Provide time monthly for students to reflect on and discuss time-management issues.
- Consider pairing up a student who is still struggling with time-management skills with a student experiencing success.
9th Grade

- Survey your AVID students to determine their prior experience in AVID and specifically their level of skill with time management.
- If your students are new to AVID, refer to the activities for 7th and 8th grades and adjust as needed.
- If your students have had middle school AVID, you may want to review the unit on the following pages from a high school perspective (students may become involved in new activities, clubs, sports, etc.).
- Ensure that all students have the school planner (if available at your school).
- To support your students in refining their time-management skills, have them interview two adults (see sample interview form in this unit); have students share the results of their interviews in small groups; process as a class to identify common strategies used by successful adults.
- Support your students in the development of their time-management skills by providing time at least once a month to reflect and/or process.

10th Grade

- Assess students’ skills at beginning of the year; use activities from 7th, 8th, and 9th grade as needed to further develop skills.
- Ensure that all students have the school planner (if available at your school).
- Introduce backwards mapping concept; use the Backwards Mapping Template in this unit to assist students in backwards-mapping a large research project; use sample provided to discuss concept first; have students calendar pertinent backwards-mapping dates.
- Have guest speakers such as college students/tutors or seniors taking multiple Advanced Placement courses share the impact of their time-management skills on their lives.
- Provide opportunities at least quarterly for students to assess their strengths and challenges with time management; consider using goal-setting strategies to improve time-management challenges.

11th Grade

- Time-management skills should be well-developed; use previous activities to support students on an individual basis.
- Support/allow students to customize their own calendaring system (e.g., school planners, personal calendars, electronic organizers, etc.).
- In the spring, use Backwards Mapping Template to assist students in planning for the college application process (including test-taking, applications, financial aid, etc.).

12th Grade

- At the beginning of the year, calendar all deadlines, senior activities, etc., as a group.
- Continue to support students as they customize their calendaring system.
- Continue to provide individual support as needed using activities/strategies from prior grade levels.
- If necessary, provide monthly opportunities for students to reflect on the successes and challenges of their time-management systems.
**Time Management Unit Plan**

This unit can be completed in about two weeks in the AVID classroom taking into consideration days for tutorials. This unit is designed to introduce the time management concepts of tracking how time is spent, deciding on priorities, and learning to plan ahead. These concepts will need to be reinforced often for students to develop time-management habits.

<table>
<thead>
<tr>
<th>Day</th>
<th>Classroom Activities</th>
<th>Homework</th>
</tr>
</thead>
</table>
| Day 1 (start on a Monday) | • Use short article/essay on time management to introduce topic; have group discussion based on students’ reading of article  
• Explain to students that they will be completing several activities over the next two weeks to help them think about and development their time management skills  
• Give them the “Time Log” and explain that they will record all their activities for the entire week; model filling out the grid on an overhead  
• Students fill in “Time Log” throughout the week | • Students fill in “Time Log” throughout the week |
| Days 2–5             | • Remind students each day to complete their “Time Log”; spot check to make sure they are keeping up                                                                                                                   | • Students continue to complete “Time Log” each day |
| Day 6                | • Students should have completed the “Time Log” for an entire week; they use the data they collected to complete the “Time Log Reflection” worksheet  
• Have students share in small groups their findings from completing the “Time Log Reflection”                                                                                               | • Students complete the “Time Management Questionnaire” |
| Day 7                | • Have students write reflectively using the “Barriers and Solutions to Using Time Effectively” worksheet  
• Have them share out in small groups, then process as a class  
• Now use the “Get Ready, Get Set…Plan!” worksheet; have the students get in small groups to answer and discuss these questions orally in their groups  
• Prep the students for their homework by having a class discussion that synthesizes what they have learned so far about time management and planning  
• Use the example of a completed “Calendar for the Week/Month of ___” to model for students how they will complete their own (examples are included for grades 8 and 9) | • Use the “Calendar for the Week/Month of ___”; templates are provided for grade levels 7/8 and 9–12; have students plan for the upcoming week including the weekend |
| Day 8                | • Start by having students share with a partner their completed plan for the upcoming week; partners should ask each other questions to help make sure that everything was planned for (Example: Do you have any tests next week? Is anyone in your family having a birthday?)  
• Process as a whole group how it felt to plan out the week ahead of time; use this discussion to transition to planning on a larger scale; give students the “Calendar for the Week/Month of ___” handout; as a class begin to plan for the next month by filling in holidays, school events, field trips, etc. You may want to keep a master monthly calendar in the AVID classroom to model monthly planning. (Note: you may want to save the monthly planning until after students have lived out the week that they planned.) | • Have the students write reflectively about how it felt to plan ahead, how that makes them feel about the time they have and what they need to accomplish |
| Follow-up            | • Over time, use the activities in this unit to transition the students to using their school planners effectively; they need to transfer the skills they’ve learned into using their school planners or personal calendars as an effective time-management tool; this will be ongoing throughout the year and all their years in AVID; see the grade-level grid for additional ideas and activities to support this skill development |
**Student Activity 7.1 (1 of 2)**

**Time Log:** My Week from ____________ to ____________

Name: ___________________________________________ Grade: __________________

Date: ____________________________________________ Period: __________________

**Directions:** Use the table below to log your activities hour by hour for the next week. Update the log during the day, at the end of the day, or the following morning. Keep this neat, because you will be using it in class later.

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</table>

Try to use codes to fill in your boxes. For example: **HW** = homework; **C** = in class; **P** = talking on the phone; **TV** = watching television.
Time Log Reflection

Directions: Answer the following questions once you have finished your Time Log.

• What was the total amount of time you spent watching TV during the week?
• On average, how much time was spent watching TV each day?
• How much time was spent doing volunteer work or community service?
• Did you spend time studying? How much?
• If you have a job, how many hours were spent working?
• Can you find any quiet time that you had during the week? Or time where you were alone and did some planning or reflective thinking?
• How much sleep did you get during the week? Total? Average per night?
• How much time was spent traveling from place to place in a car or bus?
• How much time was there that you could not account for?
• During what time of day did you do most of your studying?
• Was there anything that you needed or wanted to do, but just couldn’t find the time for?

Look At Your Plans

Once you have analyzed your week, you will be able to stick to a new schedule that you make out after you have categorized and prioritized your activities. You will have more control over your time.

Categorize

Make a list of the different activities that you spent time doing during the week. Once you have made this list, come up with some general categories for these activities. Example: Baseball practice, running, biking, and playing basketball might all fall under the category of “Exercise,” while reading, typing, and computer research could all be put under the category of “Schoolwork.”

Prioritize

Once you have categorized your activities, look at your lists and circle those activities that you see as most important to you and your future. As you prioritize, keep your goals and your future in mind. Remember, as an AVID student, you have made a commitment to higher education. You have said, “Yes, I want to attend a four-year college or university.” Do the activities you see as “high priority” have a positive or negative effect on your goals?

Reflect

Take some time to reflect on what you have learned in your Time Log. Be sure to answer the following questions in your entry: What have you discovered about your time? What do you like about your schedule? What do you need to change? Are you “on track” considering your goals?
Student Activity 7.2

Time Management Questionnaire

1. I spend _________ minutes a day getting ready for school/work.

2. I spend _________ minutes a day reading.

3. I spend _________ minutes/hours at school/work.

4. I spend _________ minutes a day in trying to organize my day.

5. I spend _________ minutes a day eating.

6. I spend _________ minutes a day exercising.

7. I spend _________ minutes/hours a day watching television.

8. I spend _________ minutes/hours a day talking with friends in person or on the telephone.

9. I spend _________ minutes a day on unnecessary interruptions or wasting time.

10. I spend _________ minutes/hours a day on school/work related tasks outside my school/work day.

11. I spend _________ minutes a day daydreaming.
# Student Activity 7.3

## Barriers and Solutions to Using Time Effectively

<table>
<thead>
<tr>
<th>What prevents me from using my time effectively?</th>
<th>What could I do to use my time more effectively?</th>
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</table>
Get Ready, Get Set... Plan!

With last week’s Time Log and Time Log Reflection nearby, you are ready to plan the upcoming week.

What kind of a person am I?
You know when you are most productive and when you need down-time. Decide if you are a morning or evening person, and plan accordingly. (For example, if you are a morning person, don’t plan to get started on your homework at 10:00 p.m. Get up early and do it in the morning!)

What are my goals?
Keep your activities in line with your goals while you are planning your week. Do you have a major project due? Are you playing three away games this week? How will you get your homework done?

How much rest do I need, and when is dinnertime?
Most people need between six and 10 hours of sleep each night to function at their optimum during the day. Be sure to include some time for meals and rest. You will be much more productive and alert when you are eating right and getting enough rest.

What if I don’t finish everything I’ve planned to do?
You should build “catch-up time” into your schedule. This is time set aside for you to finish items in your schedule that are taking more time than you expected. Also allow for time between back-to-back meetings or appointments for travel and overtime.

When is playtime?
You need a balance between work and fun. Too much work and you will “burn out” and become less productive. Too much fun and nothing will get done.
### Student Activity 7.5 (1 of 2)

**Calendar for the Week of ____________________**

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<th>Monday</th>
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Name: ____________________ Date: ____________________ Period: ___________ Grade: ___________

AVID
Decades of College Dreams

Unit 7: Time Management
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<th>Thursday</th>
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<tr>
<td><strong>Homework:</strong></td>
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**Calendar for the Week of ________________________**

**Homework:**
1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________

**Activities:**
1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

**Other Activities:**
1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
**Student Activity 7.5 (1 of 2)**

**Calendar for the Week of 9/13–9/17 (Example)**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td><strong>Homework:</strong></td>
<td><strong>Homework:</strong></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td>1. Algebra 1 - pg. 25  #1–30</td>
<td>1. Algebra 1 - pg. 30  #2–40 even</td>
<td>1. pg. 33  #1–41 odd</td>
</tr>
<tr>
<td>2. English - write autobiography</td>
<td>2. No hmwk</td>
<td>2. Study for vocab. quiz</td>
</tr>
<tr>
<td>5. AVID - Write 2 tutorial questions</td>
<td>5. No hmwk</td>
<td>5. Write 2 tutorial questions</td>
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<tr>
<td><strong>Activities:</strong></td>
<td><strong>Activities:</strong></td>
<td><strong>Activities:</strong></td>
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<tr>
<td>1. Soccer Practice 3–5pm</td>
<td>1. Soccer Practice 3–5pm</td>
<td>1. Practice 3–5pm</td>
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<tr>
<td>3. Read - 30 min.</td>
<td>3. Read - 30 min.</td>
<td>3. Read - 30 min.</td>
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<tr>
<td><strong>Other Activities:</strong></td>
<td><strong>Other Activities:</strong></td>
<td><strong>Other Activities:</strong></td>
</tr>
<tr>
<td>1. Buy PE lock and folder for Science</td>
<td>1. Babysit 6–8pm</td>
<td>1. Study w/Jose for vocab. quiz</td>
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**Name:** Robert  
**Date:** 9/13  
**Period:** 5  
**Grade:** 8
### Calendar for the Week of 9/13–9/17 (Example)

<table>
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<tr>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday/Sunday</th>
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<tr>
<td><strong>Homework:</strong></td>
<td><strong>Homework:</strong></td>
<td><strong>Homework:</strong></td>
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<tr>
<td>1. pg. 36 #2–30 even</td>
<td>1. pg. 40 #1–39 odd</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. No hmwk</td>
<td>2. Rewrite 1st draft of autobiography</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. Review lab instructions</td>
<td>3. No hmwk</td>
<td>3. __________________________</td>
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<tr>
<td>5. Make sure binder is in order for check</td>
<td>5. No hmwk</td>
<td>5. __________________________</td>
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<tr>
<td>6. No hmwk</td>
<td>6. Take PE clothes home</td>
<td>6. __________________________</td>
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<tr>
<td><strong>Activities:</strong></td>
<td><strong>Activities:</strong></td>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>1. Practice 3–5pm</td>
<td>1. Video games club 3–4pm</td>
<td>1. Read 30 min, fill out reading list</td>
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<tr>
<td>2. __________________________</td>
<td>2. Soccer game 9:00am/Family outing</td>
<td>2. __________________________</td>
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<tr>
<td>3. Read - 30 min.</td>
<td>3. __________________________</td>
<td>3. cousin’s birthday</td>
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<td>1. __________________________</td>
<td>1. Go to Jose’s house</td>
<td>1. Clean room</td>
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<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
<td>2. Go to movies</td>
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<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
<td>3. Organize backpack</td>
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<tr>
<td>4. __________________________</td>
<td>4. __________________________</td>
<td>4. __________________________</td>
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</tbody>
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Name: Robert
Date: 9/13
Period: 5
Grade: 8

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Strategies for Success
## Calendar for the Week of ____________________________

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>• Geometry p. 15, odd #’s</td>
<td>• Geometry p. 22, odd #’s</td>
<td>• Geometry p. 27, odd #’s</td>
<td>• Study for Geometry quiz</td>
<td>• Read ch. 4 in novel for</td>
<td>• See Friday list</td>
</tr>
<tr>
<td>• Read novel for English Ch. 1</td>
<td>• Read Ch. 2 of novel for English</td>
<td>• English - dialectic journal for ch. 2</td>
<td>• Read novel for English, ch. 3</td>
<td>• AVID - think of 3 people to interview for time management</td>
<td></td>
</tr>
<tr>
<td>• Biology - definitions</td>
<td>• World History - start reading ch. 2</td>
<td>• World History - keep reading and use PQ5R</td>
<td>• World History - finish ch. 2</td>
<td>• World History - ch. 2 review on p. 51</td>
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<tr>
<td>• AVID - notes and</td>
<td>• AVID - notes</td>
<td>• make dinner</td>
<td>• AVID - get binder ready for grading</td>
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<td>Activities:</td>
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<tr>
<td>tutorial questions</td>
<td>Activities:</td>
<td>(mom works late)</td>
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<td></td>
<td>• Volleyball practice</td>
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<td>Activities:</td>
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<tr>
<td>• Volleyball practice</td>
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<td>• Volleyball tournament all day on Saturday</td>
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<td>Other Activities:</td>
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<td></td>
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<td>• Make dinner</td>
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<td>• Grandma’s house on Sunday for lunch</td>
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<td></td>
<td>(mom works late)</td>
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<td>Other Activities:</td>
</tr>
</tbody>
</table>

**Calendar for the Week of 9/20–9/24 (Example)**
Calendar for the Month of ____________________

Name: _________________________________________ Course: ____________________
Teacher: ________________________________________ Period: ____________________

Student Activity 7.7

<table>
<thead>
<tr>
<th>Monday</th>
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Unit 7: Time Management
Name of person interviewed

Interview Questions

1. What strategies do you use to organize your time?

2. Explain what you do when you prioritize your work for a day versus a week or a month.

3. Describe a time when your time-management system failed.

4. Based on your experience, what is your best advice for maintaining an effective time-management system?
List or brainstorm the components of this project.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Action Step</th>
<th>Time Needed</th>
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</tbody>
</table>
**Student Activity 7.9 (2 of 2)**

**Backwards Mapping Template**

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

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Component/Item</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

List below any materials or resources you will need to complete this project.
List or brainstorm the components of this project.

**Backwards Mapping Template** (Example)

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

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

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

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

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

- Career Center
- Internet
- Computer Lab
- PowerPoint
Additional Resources

Books


*How to Read a Book* by Mortimer J. Adler, Charles Van Doren; paperback

*What Smart Students Know: Maximum Grades, Optimum Learning, Minimum Time* by Adam Robinson; paperback

*The 7 Habits of Effective Teens: The Ultimate Teenage Success Guide* by Sean Covey; paperback

*Becoming a Master Student: Tools, Techniques, Hints, Ideas, Illustrations, Examples, Methods, Procedures, Process, Skills, Resources, and Suggestions for Success, Ninth Edition* by Dave Ellis; paperback

*Essential Study Strategies* by Walter Pauk; paperback

*How to Study in College* by Walter Pauk; paperback

*Been There, Should’ve Done That II* by Suzette Taylor; paperback

*Confessions of a College Freshman: A Survival Guide for Dorm Life, Biology Lab, the Cafeteria, and Other First-Year Adventures* by Zach Arrington; paperback

*Black College Student’s Survival Guide* by Jawanza Kunjufu; paperback

*A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian; paperback

*MLA Handbook for Writers of Research Papers (6th ed.)* by Joseph Gibaldi; paperback

*Writers Inc: A Student Handbook for Writing and Learning* by Patrick Sabranek, Dave Kemper, Verne Meyer; paperback

Web Sites

http://www.valdosta.edu/ (Once at this Web site, enter “Bloom’s Taxonomy” under “search.”)

http://www.umuc.edu/ewp/bloomtax.html (additional information on Bloom’s)
“AVID is not just an academic program, but provides experiences in real life situations. AVID rejuvenates students who may not be the smartest kids, but who want to learn. The program has also rejuvenated me as a teacher and a person because I have seen their success stories.”

—Wayne Dickey, Sam Houston High School, San Antonio Independent School District
Overview

AVID tutorials are a cornerstone of the program. If you don’t have tutors and tutorials, you don’t have AVID. If you recruited AVID students based on the established guidelines, then your AVID students will need the support of the tutorials in the AVID classroom to achieve success in their other courses. AVID students have potential, but must also be pushed to realize that potential. They often have the desire and motivation to succeed in rigorous coursework, but may lack the skills and knowledge necessary to achieve that success. It is the purpose of the AVID program, and specifically of the AVID tutorials, to fill in those gaps in skills, so that AVID students may perform at the necessary level. It is taking on this challenge that prepares them for the rigors of college.

This unit contains ideas for creating and maintaining effective tutorials. Tutorials should take place twice a week with certified AVID college tutors. The tutor/student ratio should be 1:7 in the AVID elective class. While many of the following activities can be conducted with or without tutors, having college tutors will provide students with the greatest advantage. Maintaining a program with tutors is necessary to meet the guidelines for AVID certification. Furthermore, your AVID tutors should participate in tutor training and certification in order to provide the maximum benefits for your students. Check with your regional coordinator or district director for information about tutor training.

Several informational handouts are included in this unit. Be sure to review them thoroughly yourself and share them with your AVID tutors before attempting to begin tutorials in your AVID classroom. They include:

- Outline and Description of the AVID Tutorial Process
- The Principles of Tutoring
- Tutor Guidelines
- Role of the AVID Teacher During Tutorials
- Communication and Collaboration Between Tutor and Teacher
- Setting Up Tutorials
- Inquiry In Tutorials
- AVID Tutorial Responsibilities
- The Tutorial Continuum
- The Tutorial Learning Process

Students need to be familiar with the levels of questioning in order to make the best use of tutorial time. As students become practiced at the tutorial process, they are encouraged to bring higher-level questions and discouraged from bringing knowledge-level questions to tutorials. You may want to teach the unit on inquiry prior to or simulta-
neously with the development of your tutorial process. The unit plan that follows in this section assumes that students are familiar with the skill of writing higher-level questions.

Developing and maintaining effective tutorials is challenging work. You will need to teach the students a variety of skills and constantly model the expectation. Some of the component skills of tutorials include writing good questions, using inquiry to drive the tutorials with questioning rather than giving answers, using notetaking to record the thinking and stay focused, and learning to write a summary that reflects the learning that took place. These are skills that will develop and improve over time. It takes hard work and constant reinforcement by the AVID teacher to create quality tutorials.

As students continue in the AVID program from year to year, you will want to raise the expectations in tutorials. The following offers some suggestions for increasing the rigor and expectations for tutorials by grade level. This unit also includes some sample Tutorial Worksheets. You may want to discuss with your AVID Site Team or fellow AVID teachers how you can increase the rigor of tutorials each year through the use of different Tutorial Worksheets.

**6th/7th/8th Grade**
- Use the tutorial unit in this section to get tutorials started.
- Focus on the process and the components of good tutorials.
- Model and share examples of good questions during every tutorial session during the first month and then less frequently as the year goes on, but continue to share good examples throughout the year for reinforcement.
- Use oral sharing at the end of each tutorial session before having students write their summaries; this will help many of the students to put their learning into words on paper. Decrease the use of this strategy over time.
- Accept knowledge-level questions when you first begin tutorials but begin to discourage them by second semester; model for students how to turn a knowledge-level question into a higher-level question.
- Tutors may do more of the questioning in the beginning of the year, but use strategies to get the students to take on more of the questioning as the year goes on.

**9th/10th Grade**
- If your students are new to AVID, use the tutorial unit plan to get started and note the suggestions for 6th/7th/8th grade.
- For students continuing in AVID, no longer allow knowledge-level questions for tutorials. Students should lose points or have to re-write the questions before they can participate.
- Use strategies to ensure that group members are asking at least half of the questions of the student presenter by the end of the 9th grade year (with the tutor and/or teacher asking the rest of the questions) and at least 75 percent of the questions by the end of 10th grade.
- Require a longer summary/reflection and/or more Cornell notes.

**11th/12th Grade**
- Students should now be able to organize themselves into tutorial groups. Groups may begin to function more like college study groups with students taking most of the responsibility for the learning.
- Some students may begin to function as peer tutors in groups.
- Students should be required to focus on higher levels of questions, take 2–3 pages of notes during tutorials, and write short paragraphs for their summaries.
Tutorials “Getting Started” Unit

Day 1

Classroom Activities

- Model for the students how to fill out the Tutorial Worksheet with two questions. Ask students to indicate the level of question they are asking.
- Explain how the form should be filled out. This varies from form to form. Explain each part of the form.
- Students should also know that they need to bring Cornell note paper to the tutorial to take notes during the tutorial. Many AVID teachers will copy a page of Cornell note paper on the back of the Tutorial Worksheet.

Homework

- Have students complete a Tutorial Worksheet.

Days 2 and 3

Classroom Activities

- Lead the students in a fishbowl activity to demonstrate tutorials. You will play the role of the tutor. If you have tutors, they should observe you modeling this role as part of their training.
- Choose five or six students to take part in the demonstration. The rest of the class will observe. The students participating in the fishbowl should sit arranged in a “U” shape facing a white board.
- Before you begin the fishbowl, review the Tutorial Learning Process graphic with the class. This graphic represents the inquiry process that is used in AVID tutorials.
- Next review the Tutorial Continuum. Take the time to note each of the four roles in tutorials as well as what tutorials look like on the continuum from “Not AVID” to “Collaborative.”
- Have students (and tutors in training) compare the two documents side-by-side. Have them note who might be asking the questions in the different stages of inquiry represented on the Tutorial Learning Process.
- Proceed with the fishbowl by having the first student come to the board and write down his/her question. Group members should take notes as this student presenter is at the board.
- Model the questioning represented on the Tutorial Learning Process graphic and take the lead in the questioning at the beginning of the demonstration.
- As you continue with the demonstration, coach the group members to ask the student presenters questions. Model and coach, model and coach, model and coach...
- Demonstrate how the role of the tutor is to encourage and promote the collaboration and the inquiry used in the AVID tutorial process.
- Group members continue to take notes throughout the demonstration and they participate in the questioning as much as possible.
- Student presenters recite to finish up their question by reflecting on the process used to arrive at the solution.
- At the end of the demonstration, all group members use the space on the Tutorial Worksheet to reflect on the learning from the session.
• End the fishbowl demonstration by having a class discussion based on the Tutorial Continuum. Discuss the roles and responsibilities of each person in the group.

**Homework**

• Have students complete a learning log based on their observations of the tutorial.

**Day 4**

**Classroom Activities**

• Review the tutorial process and reflect on the one or two fishbowl demonstrations from the previous days. Have some students share their learning logs that they did as homework to prompt a discussion.

• Organize the students into small groups of 5–6. If you do not have tutors yet, select a group leader for each group to monitor the group’s process.

• Have the students follow the same process they saw in the fishbowl. Remind them to use questions to help the student presenter think about his/her question. Remind them that we do not give answers in AVID tutorials.

• In your role as the teacher, move from group to group modeling good questioning and coaching the tutors and/or students with their collaboration and inquiry skills.

• Stop the groups at least 10 minutes before the period ends. Have one person from each group briefly share with the class some learning that took place in that group.

• Now have all students write their reflective summaries showing the learning from the tutorial.

**Days 5 and 6**

**Classroom Activities**

• Continue to conduct tutorials on the appropriate days for at least one or two more sessions.

• Each time, be sure to leave time at the end of the period to reflect aloud and in writing.

**Day 7**

**Classroom Activities**

• On a non-tutorial day, use the Tutorial Continuum to have the class evaluate the tutorials. Where do they think they are on the continuum? What is the evidence? What can the class do to continue to move to the right on the continuum and develop highly collaborative tutorials?

• Continue to use the Tutorial Continuum to evaluate tutorials bi-weekly in the beginning and as needed throughout the year to stay on track.
Outline and Description of the AVID Tutorial Process

1. For homework the night before tutorials, students write two questions from their classwork or homework in a subject they need help with. They record these questions on the Tutorial Worksheet (see examples in this section). This form includes space for questions, tutorial notes, and a summary/reflection.

2. The teacher or tutors collect tutorial worksheets as the students enter room. Students without questions cannot participate in tutorials or they may lose points for not being prepared.

3. The teacher or tutors form tutorial groups based on the content of the questions. These groups have four to seven students. The seating configuration is a semi-circle that facilitates communication among all students and faces a board on which the student presenter can illustrate the problem for the seated students.

4. The tutor is positioned behind the seated students and facilitates the process of selecting a student presenter.

5. The student presenter writes his/her question on the board and explains to the seated students the difficulty he/she is having. He/she expects the seated students to ask questions that clarify their own understanding of the question/problem, questions that check for understanding, and questions that probe deeper into possible approaches to solving the problem. When the presenter understands with greater clarity the problem, he/she then communicates to the group this understanding.

6. The seated students are responsible for helping the presenter think about the problem by asking questions. They are not responsible for finding the solution or necessarily leading the presenter to a solution. They ask questions to clarify their understanding and to push the thinking of the presenter.

7. The tutor facilitates the inquiry aspect of this tutorial process by guiding the seated students with questions and modeling questions that they might ask the presenter. The tutor reminds the seated students to focus on the presenter’s thinking, not the solution to the problem.

8. Near the end of the tutorial session, all students write a summary/reflection of their learning (content and/or process). They can share these short writings with each other if time permits.
History records that Socrates was the “first tutor” because he taught by asking his students questions. He refused to make authoritative statements, encouraging his students to discover truths through their own thinking processes.

**Principle #1**

*Establish and maintain rapport with the students.*

The effective tutor must exhibit “realness.” The tutor must be able to accept the learner as a separate person of worth in his or her own right and understand emphatically, from the inside, the student’s reactions. The tutor must focus on academic discussions first before allowing personal conversation to take precedence over schoolwork.

**Principle #2**

*The students do the work.*

Students always do the work. The tutor monitors and guides. The goal of the tutor is to get the students to participate actively in the learning process.

**Principle #3**

*Order learning priorities.*

The goal in AVID is to improve students’ performance within reasonable time limits. The tutor must deal first with the most critical problems. Time must be spent where it will yield the greatest improvement.

**Principle #4**

*Tutors do not have to be experts.*

College students have the ability to help high school and/or middle school students in almost all subject areas, not only in the tutor’s major field of study. The tutor’s task is to help students improve; improvement, not perfection, is the goal. The best tutors are those who have been trained to follow an organized tutoring model.
Tutor Guidelines

Your job as an AVID tutor is to be the guide on the side, and through your use of inquiry, enable students to solve problems and answer questions that they bring to the tutorial. As you work with your students, remember that each person is unique. A teaching technique that is effective with one person may be ineffective with another. One person may learn best visually while another is an auditory learner. As a tutor, you will want to vary your presentation to give each person the greatest possible chance to learn. The following guidelines will be of help.

1. Allow students adequate time to work. As a tutor you may feel you must talk throughout the session. The student, however, must have time to think, work, and respond. Avoid the temptation to talk all the time. When you are talking, the students are not internalizing what they have learned.

2. Place the burden of work on the student, not on yourself. Rather than saying, “You need a comma here,” say, “You left out a punctuation mark between here and here; can you find it?” Rather than saying, “The author was trying to say...,” say, “What do you think the author meant when he said...?” Rather than saying, “I’ll look up the information between now and our next session,” say, “You research that between now and our next session. I’ll be ready to check what you have found.”

3. Be sure students understand what they need to accomplish between tutoring sessions. Some tutors have found it helpful to make a “homework contract” with students, outlining their responsibilities each week.

4. Be flexible! There is usually more than one way to do things. Students don’t have to do their work the same way you do. You may study most effectively with background music, but they might need total silence. Create options for them and let them choose what they find most effective. Share with them how you learn, then allow them to explore and personalize their own style.

5. Be patient. Students don’t have to do things right the first time they try. Give them the time and the encouragement.

6. In a classroom situation, you should organize students in study groups and while that group is busy, circulate around the room, and ask students how they are progressing. You should not always wait for students to ask for assistance. One effective technique that tutors can employ as they circulate is to ask how the student performed on the last assignment. This approach usually elicits a response, which often leads to a discussion of the difficulty that the student is presently encountering.

7. As a tutor, you should never try to bluff a student. Whenever a student asks a question to which you do not know the answer, the student should be guided to the appropriate resource or teacher for assistance.

8. Your absences from the classroom should be kept to a minimum because you are a vital part of the learning environment. Tardiness and frequent absences are a bad example, prevent efficient operation of the class, and deny students the full benefits of this type of instruction.

9. You must demonstrate sufficient flexibility to be able to adjust to unexpected changes and still work effectively with students, both in groups and individually.

10. You must be able to accept and to act on suggestions from the AVID Coordinator and AVID elective teachers.
11. You need to show that you are mentally and emotionally capable of interacting with students. Mutual trust and understanding are important facets of the effective teaching process. Once you have gained the students’ trust, never abuse or take advantage of it. You are, in the best of circumstances, the teacher’s eyes and ears concerning the progress of each student. You must report to the teacher on a regular basis.

12. One of your most important responsibilities as a tutor is to see that you get the training or education that you need in order to perform your job effectively. No one can judge your abilities better than you can.
Role of Teacher During Tutorials

The AVID Coordinator/Teacher has an active role during tutorial sessions. Usually the AVID Coordinator/Teacher will engage students in a quick warm-up activity while the tutors are organizing the tutorial worksheets and the teacher is taking attendance. Once all of the students have moved into their tutorial groups, the teacher uses this time for a variety of very important activities.

1. The teacher may walk around from group to group monitoring students and modeling higher-level questions.
2. The teacher may observe one or more tutors to provide feedback on tutorial sessions.
3. The teacher may call one or more students and possibly another teacher for private conferences regarding some aspect of student work in a class.
4. The teacher may work with one or more students on a specific concept or skill.
5. The teacher and a student may make a parent contact.
6. The teacher may run a tutorial group.
7. The teacher may not leave the class or use this time for additional preparation time.

The AVID teacher or coordinator plays several important roles in ensuring the success of AVID tutorials. Coordinators must:

1. Become familiar with what a well-functioning AVID tutorial group looks and feels like.
2. Model such a group for the students and tutors.
3. Establish clear guidelines on how the groups will be formed, what the purpose is, and how time will be used during AVID tutorials (e.g., time devoted to a common thought problem or issue; collaborative homework help; editorial or rewrite sessions of students’ essays; or learning logs and reflection).
4. Circulate among the tutors’ groups to encourage, solve problems, or model techniques.
5. Meet regularly with tutors to problem-solve and assess progress towards meeting tutorial goals by occasionally soliciting student input regarding the tutoring process.
6. Recognize and reward tutors for their good work and, if necessary, dismiss those whose work is unsatisfactory.
Communication and Collaboration Between Tutor and Teacher

Teachers and other school staff count on tutors to be resources and colleagues, complements to the faculty rather than additions to the student body. While teachers may want to supplement your tutor training with specifics related to the workings of their individual classrooms or other tutorial settings, it is incumbent upon tutors to enter the classroom prepared to act as a supplement to the teacher, knowledgeable about the expectations teachers have for tutors.

Classroom teachers expect that tutors will:

1. Be positive and professional at all times.
2. Be on time and prepared at all times.
3. Act as role models in behavior and appropriate attire at all times.
4. Communicate with teachers in advance of absences or deviations from the tutorial schedule.
5. Become familiar with the specific routines and expectations of teachers’ classrooms.
6. Underscore the importance of learning and achieving academic success.
7. Take an active part in developing the academic strength and personal pride of students.
8. Demonstrate the commitment tutors make to students.

In particular, you will learn much confidential information about the students in your AVID class and the teachers at your school. Your job is to handle this information in a professional manner, communicating with your AVID Coordinator/Teacher to create proactive change for your students. For example, students may tell you personal information that they may not wish to share with their teachers. If this information has the potential to affect their education, you should share it with the AVID Coordinator/Teacher and make a decision together on how to handle the information.

Sometimes you will be asked to visit a class to better understand how to help students during tutorials or because a student has misbehaved. When you are in another teacher’s class, remember that you are a visitor. Do not distract the class, but act as a role model, taking notes, paying attention, and perhaps sitting close to the student you are shadowing. You may share with your AVID Coordinator/Teacher what went on in the class in order to devise appropriate strategies to help students, but never to criticize another teacher’s methods. Do not discuss what happens in other teacher’s classes with anyone but your AVID Coordinator/Teacher and tutors. If you build a trusting relationship with teachers on your campus, they will soon be inviting you to visit their classes when they could use an extra set of hands, eyes, and ears.

On rare occasions, a student may divulge information to you that you, as a school employee, are required by law to report. For example, if a student informs you that she/he is sexually active, is being abused, or is using illegal substances, tell your AVID Coordinator/Teacher immediately. Your AVID Coordinator/Teacher will know your school district’s policies for disclosure of such information. Do not try to handle this type of situation on your own.

Remember your value as an AVID Tutor. If tutorials are the heart of the AVID class, you are the reason for their power to produce independent learners. You are providing much more than academic support in rigorous classes. You are a role model and an inspiration to students who may be the first in their family to attend college. Be proud and take your role seriously—you will make a difference.
Setting Up Tutorials

Forming Groups

Students become accustomed to taking directions from the teacher. Often, when they first encounter AVID tutorials, they must learn strategies to develop their independence as learners. They will take important cues from you, their AVID tutor. The tone you set for the importance of the tutorial, the value of spending time wisely, and the benefit gained from organizing for quick and efficient transitions to tutorial sessions will be contagious to students. Emphasize the “need for speed” in getting tutorials going.

Once students begin to write deep and thoughtful questions, engage in collaborative discussions which deepen their understandings of course content, and realize the value of the time spent in tutorial sessions, they will become your allies in the “need for speed” effort. When AVID students are asked what part of the AVID class helped them most, tutorials are often named. Their deepened understanding of course content results in success in difficult courses, preparing them for the rigors of college.

The following suggestions have proven effective to set up tutorials with a minimum of disruption and time:

1. Tutors collect Tutorial Worksheets from students at the door, allowing students to enter the classroom if the questions are complete and of acceptable quality. If students need to rewrite a question, they may do so before the bell rings to earn the privilege to engage in the tutorial session and/or receive full credit for the tutorial session.

2. Subjects may be written in columns on a board or overhead transparency. As students enter the classroom, they enter their names on the list for the appropriate subject area in which they need help. In this way, tutors and the AVID Coordinator/Teacher can quickly assess group sizes and determine subject areas in which more than one group may be needed.

3. After students sign in by subject area, they may sit in assigned seats while the teacher begins the class with a warm-up and takes attendance. This gives the tutors a few minutes to arrange groups so that similar questions and problems are placed together. Tutors then call the names of students in their tutor groups, and students move to the appropriate group to begin the tutorial sessions.

4. If students are very experienced at tutorials, they may go straight to the appropriate tutorial group after signing in by subject area. They may begin the tutorial immediately. The teacher takes attendance as groups are in progress. This works best if there is a consistent spot, which may be marked with a sign or known by the students, for each subject-area tutorial.

5. As one of the classroom’s rotating job assignments, assign “tutorial monitors” to place appropriate supplies (textbooks, resource books, tutorial supply boxes) in the pre-designated place for tutorials. If rolling white boards or chalkboards are necessary, assign teams of students to move them into position. This should be done with as little disruption as possible as students are entering the classroom.
Seating Arrangements During Tutorials

The purpose of AVID tutorial sessions is for students to solve problems collaboratively. Tutors use inquiry methods to allow students to help each other and develop independence in solving academic problems. To this end, it is important that students be able to make eye contact with, listen to, and hear each other during tutorials. Think of the following as you plan the seating arrangements during tutorials:

1. For subjects that require board work, arrange students in a half circle next to the board. If your classroom has tables, students can arrange themselves around the tables so that everyone can see each other as well as the board.

2. If students are preparing for a test, quizzing each other, or engaging in a discussion about a text or course concept, arrange students in a circle facing each other. The tutor can sit in the circle or move around outside the circle, standing behind the person who is talking. If students have individual desks, they can have their notes and text out on their desks. If they are sitting in chairs, it is more difficult for them to write notes and keep track of their materials. If they are sitting at tables, move enough tables together so that all students can make eye contact with one another.
Inquiry in Tutorials

For students in collaborative learning groups, the text for inquiry may come from ideas/notes in their learning logs or materials from their math class. Thus, students should be expected to come to their tutorial groups with questions already formulated. Guided by the teacher/tutor, students exchange responses and collaborate in a search for understanding. The strength of the group process rests on the belief that the group can arrive together at some understanding that would not be arrived at independently.

The following is a list of general questions that can be asked of students to help guide them to their own learning:

Understanding the Problem

• What is this problem about?
• What can you tell me about it?
• Can you explain the problem in your own words?
• What do you know about this part?
• Is there something that can be eliminated or that is missing?
• What assumptions do you have to make?
• How would you explain what you know right now?

Strategies: Thinking It Through

• What have you tried? What steps did you take?
• Do you have a system or strategy?
• What information do you have?
• How did you organize the information?
• What didn’t work?
• Have you tried... (guess and check, list, diagrams, etc.)?
• Where could we find out more information about that?
• Let’s look at your notes.
• Let’s see if we can break it down. What would the parts be?
• Have you tried making a guess?
• Can you think of an easier but similar problem?
• What do you think comes next?
• What do you need to do next?

Checking the Solution

• Is your solution reasonable?
• How could you check your answer?
• Is that the only possible answer?
• Is there another way to do this problem?
• How do you know you have completed the problem?

Presenting the Solution
• Is your explanation clear and concise?
• Is there a general rule?
• Did you include charts, graphs, or diagrams in your explanation?
• Can anyone explain it in a different way?
• Is there a real-life situation where this could be used?
• Could your method of solving the problem work for the other problems?
• What were some things you learned from this problem?

The ideal situation is for students to learn how to ask these questions themselves. When working through problems, they may need to pull themselves through various stages of the problems by thinking about what questions a teacher or tutor would ask them.

When students “don’t get it,” they need to start by asking themselves questions to make sure they UNDERSTAND THE PROBLEM.

Once they understand the problem, they need to think about how to approach the problem by asking themselves questions about STRATEGIES that will help them THINK IT THROUGH.

Once a solution is reached, the student needs to reflect on the process and results by asking questions that will help to CHECK THE SOLUTION.

Once the solution seems reasonable, the students must make sure they have justified their answer in PRESENTING THE SOLUTION.
AVID Tutorial Responsibilities

The **student-presenter** is responsible for
- presenting a question or problem to the group,
- interacting with questions from the group, and
- making an effort to pursue an answer or solution.

The **seated students** are responsible for
- listening to and understanding the presenter’s question/problem
- asking questions that clarify & help the presenter think deeper about an answer or solution, and
- discussing with each other strategies to move the presenter’s thinking when it gets stuck.

The **tutor** is responsible for
- helping the students to collaborate with each other,
- encouraging all students to be engaged, and
- evaluating the participation of students.
## The Tutorial Continuum

### Tutorial Learning Process
- The presenter is responsible for presenting a question or problem to the group, interacting with questions from the group, and making an effort to pursue an answer or solution.
- The group of students is responsible for helping the presenter understand his/her question/problem in greater depth through the use of inquiry and collaboration.
- The tutor is responsible for facilitating the inquiry and collaboration of the student group.
- The teacher is responsible for monitoring the groups and coaching the tutors.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Not AVID</th>
<th>Tutor Centered</th>
<th>Student/Group Centered</th>
<th>Collaborative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td>Working one on one with a student for entire period.</td>
<td>Observes tutorials.</td>
<td>Monitors tutorials.</td>
<td>Monitors tutorials to coach the process.</td>
</tr>
<tr>
<td></td>
<td>Conducting one on one homework help sessions.</td>
<td>Handles discipline</td>
<td>Handles discipline</td>
<td>Handles discipline</td>
</tr>
<tr>
<td></td>
<td>Xeroring, busy work for teacher.</td>
<td>May pull a student off to work one on one.</td>
<td>May pull a student off to work one on one.</td>
<td>Models high level questioning.</td>
</tr>
<tr>
<td></td>
<td>No Tutors</td>
<td>Working with presenter at board, partially focused or not focused on group.</td>
<td>Working at white/chalkboard one on one with tutor.</td>
<td>At board or with group discussing possible solutions.</td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td>Working on homework independently or one on one with tutor.</td>
<td>Stands at head of group and teaches the solution.</td>
<td>Presents problem on board then sits with group as tutor teaches the solution to the group.</td>
<td>At board presenting problem to group.</td>
</tr>
<tr>
<td></td>
<td>Seated, focused on own work.</td>
<td>Working at whiteboard one on one.</td>
<td>Focused on conversation between tutor and presenter at board. Maybe taking notes.</td>
<td>Pushed by group to think deeply about solutions.</td>
</tr>
<tr>
<td></td>
<td>Doesn’t share problem with entire group.</td>
<td>Working at white/chalkboard one on one with tutor.</td>
<td>Listens and possibly takes notes as tutor teaches the solution.</td>
<td>Recording own and group thinking.</td>
</tr>
<tr>
<td></td>
<td>Working on own homework independently or in pairs, with or without the tutor.</td>
<td>Presents problem on board then sits with group as tutor teaches the solution to the group.</td>
<td>Discuss problem presented trying to figure out the best solution.</td>
<td>Engaged with group.</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Group not seated to promote collaboration.</td>
<td>Focused on conversation between tutor and presenter at board. Maybe taking notes.</td>
<td>Seated to promote discussion.</td>
<td>Take responsibility for pushing the thinking of the presenter through questioning and collaboration.</td>
</tr>
<tr>
<td><strong>Presenter</strong></td>
<td>Not focused on others problems.</td>
<td>Listens and possibly takes notes as tutor teaches the solution.</td>
<td>Taking notes.</td>
<td>Take notes.</td>
</tr>
<tr>
<td></td>
<td>Not present.</td>
<td>Some may be disengaged.</td>
<td>Some may be disengaged.</td>
<td>Engage each other and the presenter.</td>
</tr>
<tr>
<td></td>
<td>Grading</td>
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</table>
Taking Tutorials to the Next Level

1. Think about how tutorials are structured in your AVID class. How are groups arranged? Where do tutors stand/sit? What kind of questions do students typically bring? What is the communication dynamic between students and tutor? Between students and other students? Are tutorials focused on homework help or deepening understanding of concepts? What strategies are used to engage all students? Do all participants (students and tutors) clearly understand their role in the tutorial process?

2. Based on this thinking, where would you place your tutorials on the above continuum? Indicate this on the continuum with an X.

3. What specific characteristics (about your tutorials) can you identify that would support this placement?

4. In small groups, brainstorm specific strategies that, if implemented in your AVID class, would move tutorials to the right on the continuum.
Tutorial Learning Process

Identify the Problem:
What is your question?

Key Comprehension Questions:
What have you already tried?
What is the relationship of ___ and ___?
Is there another way to look at it?
How would you graphically illustrate your process?
Where can you go for more information?

What do they know?
What can you tell me about it?

Check for Understanding:
What does ___ mean?

Clearly Understands
What would happen if you changed ___?

More Inquiry
What have we overlooked?

Confused??
What questions do you still have?

Recite!!
How would you teach this to a friend?

What would happen if you changed ___?

What have we overlooked?

Reflect...
What did you learn?

What would happen if you changed ___?

Created By Manuel Colón
Student Activity 8.1  (1 of 2)

Tutorial Worksheet

**Question #1:**

Subject: ___________________________ Teacher: __________________________________________

*Question Level:* Knowledge Comprehension Application
Analysis Synthesis Evaluation

**Question #2:**

Subject: ___________________________ Teacher: __________________________________________

*Question Level:* Knowledge Comprehension Application
Analysis Synthesis Evaluation

**Summary/Reflection:**

Write about what you learned or understood more clearly through today’s tutorial session.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Questions Participation Notes Summary/Reflection TOTAL

<p>| | | | | | |</p>
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<td>10</td>
<td>5</td>
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</table>

Unit 8: Tutorials
Student Activity 8.1 (2 of 2)

Tutorial Worksheet

<table>
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<tr>
<th>Source</th>
<th>Level 3 Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+1</td>
<td>Priority Request (circle)</td>
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<tr>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td></td>
<td>+1</td>
<td>Priority Request (circle)</td>
</tr>
<tr>
<td>+1</td>
<td>+1</td>
<td>+1</td>
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</table>

Reflection:
• +4 (Two complete paragraphs required: +2 per paragraph)

Use the back side of the worksheet for Cornell notes.
**Student Activity 8.2**

**Tutorial Request Form (TRF)**

**Questions:** Must meet all 3 of the following criteria for credit (40 points):

- Level 3 or higher (applying, analyzing, synthesizing, evaluating)
- Based on academic or collegiate subject matter
- Be labeled with level of question # and class subject

1. Level of question: ______ & Class subject: ____________________________________________________
2. Level of question: ______ & Class subject: ____________________________________________________

**Notes:** Must meet the following criteria for credit (Points to be given with Friday Binder Check):

- Be written in Cornell notes style (header, @ least 2 questions, @ least 20 written lines [four or more words is the equivalent of one line], & 4–5 sentence summary).

**Evaluation:** Must meet the following criteria for credit (60 points):

- Write a 10-sentence learning log about what you learned during the tutorial. (*Do Not List What You Did, But Explain What You Learned.* You may use the phrase, “I learned...” only once).

__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________

- I hereby verify that the aforementioned questions are true and legitimate. If any are found to be non-academic or non-collegiate, I accept full responsibility and the consequences that follow.

Student Signature:______________________________________________________________________________

(If not signed, “0” for tutorial score)

**Grading:**

Questions: _____/40 Evaluation (*neatness counts*): _____/60
Participation: _____/20 Time Management: _____/20
Attitude: _____/10 Total Points: _____/150 Graded by: __________________

Name: ___________________________________________ Grade: __________________
Date: ____________________________________________ Period: __________________
Tutor Name: ______________________________________ RB#: ____________________

*Unit 8: Tutorials*
**Student Activity 8.3**

**Tutorial Worksheet**

Must be completed for homework and turned in before the bell! (5 points)

<table>
<thead>
<tr>
<th>Group Members</th>
<th>On Time</th>
<th>Questions</th>
<th>Participation</th>
<th>Notes</th>
<th>Summary</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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**Focus:** Write TWO different types of questions that relate to two different subjects you are currently studying in school (10 points)

**9th Grade:** Level 1 Questions = 3 pts.; Level 2 Questions = 5 pts.; Level 3 Questions = 6 pts.

**10th–12th grade:** Level 2 & 3 Questions only; Level 1 = 0 pts.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Question</th>
<th>Level of Question</th>
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</table>

Tutor: Participation Grade (10 points):

(Student leader +5 pts. ec) Notes & Book present for full credit

Tutor/Teacher Comments: Number of questions completed by this group:__________

End of Tutorial Summary/Reflection (10 points)

- Take Cornell notes on the back of this form or attach a sheet of notebook paper. (15 points)
Student Activity 8.4

AVID Tutorial Day!

Questions must be handed in at beginning of class for full credit.

Question 1

________________________________________________________________________________________

________________________________________________________________________________________

Question 2

________________________________________________________________________________________

________________________________________________________________________________________

During today’s tutorial, the AVID student

• took notes. (1)
• helped another. (1)
• asked a question. (1)
• participated fully. (2)

Points (5)_____

AVID student’s paragraph of reflection (what I learned and how I learned it)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Points (5)_____

Total (15)_____

Tutor’s comments

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Tutor __________________________

Name: ___________________________________________ Grade: __________

Date: ____________________________________________ Period: __________
Student Activity 8.5

Tutorial Notes

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
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</table>

Summary
Introduction

Successful people have dreams and plans to reach those dreams. Teaching goal-setting to AVID students will be an ongoing process throughout the years they participate in AVID. The purpose of a major goal in life is to have a destination for the distant future. Having a major goal is like having a “life guard” walking beside us. If we stumble and/or fall off the road, our “life guard” throws us a rope to hang on to until we can get back on solid ground and continue on the right path to our destination. Not having a goal on life’s journey means we don’t know which path we should be on. We won’t know the final destination. We may take wrong turns on the journey. We may even end up on dead-end streets. Some students know what they want their destination to be. Some students accept the destination someone else has set for them. Others do not set their goals until much later in life, and consequently might take longer to achieve them.

Students who join AVID have thought about college as being part of their major life goals. In addition, AVID students will have many opportunities to develop their career goals. Having a college goal is a great start, but what AVID students need to learn is that in order to achieve those major goals, they must have many minor goals to help them reach their destination. Students will need to understand the difference between long-range goals, intermediate goals, and short-range goals. Over time, AVID students will see that what they choose to do every day does make a difference. For example, winning a basketball game might be goal. Each shot by itself is not so important, but in the end the total number of shots made is what makes the difference. Every time the team makes a shot, they become energized and keep trying to work even harder. This does not mean that the team never misses a shot, but rather that the sum of their continued efforts results in the achievement of the goal.

Wanting to go to college is a common goal AVID students share. The next step is to help them develop a plan to get there. It is understood that some goals may change as students grow and develop. For example, the location and/or type of college a student may choose is subject to change, but the ultimate goal of going to college remains the same. Students will learn that all goals need an action plan. In this section, we will introduce a new meaning to GPA (adapted from How to Study in College, Walter Pauk, 1997).

The GPA of Success

GOAL—what you want to accomplish (something significant and ambitious)

PLAN—the path you will take to reach your goal (must include specific details)

ACTION—the outline of actual steps you will take to make your plan a reality

This section includes a unit plan to introduce goal setting to AVID students. If your students are not familiar with goal-setting, use this unit to get started. Once the initial unit has been completed, use the following list of ideas at each grade level to continue the practice of goal-setting.
6th/7th Grade

- Read short biographies of athletes, presidents, and other significant people in history. Have students identify the GPAs these people had must have had to achieve their goals.
- Interview adults about how they reached one of their goals.
- Write a reflection about something they have accomplished and outline what their GPAs were.
- Complete some kind of visualization activity about their college goal.
- Sketch out the GPAs for a long-range goal of going to college.
- Practice setting intermediate goals and short-range goals with GPAs.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals around binder checks and tutorials for AVID.

8th Grade

- Re-affirm their college goal by adding more description on their visualization activities.
- Revisit their six-year plan.
- Formulate questions for guest speakers based on the elements of the GPAs.
- Pick an honors course in high school and write the GPA that would be needed to enroll in that course.
- Outline the GPAs to achieve a personal, physical, or social goal they want to achieve.
- Continue to set intermediate and short-range goals.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals regarding Cornell notes.

9th Grade

- Revisit their now four-year plan and readjust their goals.
- Set proactive goals to achieve certain grades in classes they anticipate may be a struggle. Have students share their goals with the particular teacher within the first week or two of school.
- Set short-range goals around projects and/or books they need to read.
- Set specific goals around binder checks and tutorials for AVID.
- Set goals around their community service endeavors.

10th Grade

- Revisit their three-year plan and readjust or expand their academic goals.
- Set additional goals around extracurricular activities.
- Set an intermediate goal around preparing for the PSAT/PLAN.
- Set a goal about the High School Exit Exam.
- Revisit their community service goals and adjust as necessary.

11th Grade

- Revisit their two-year plan.
• Set GPAs specific to succeeding in their AP/IB classes. Students should share their goals with their AP/IB teachers and ask them to give the students suggestions they will include in their specific action steps section.
• Set an intermediate goal around preparing for the PSAT.
• Set goals around taking the SAT Reasoning Test/ACT.
• Set goals around taking the necessary AP exams.
• Set goals about pursuing classes at a community college during the summer.

12th Grade
• Set GPAs specific to succeeding in their AP/IB classes. Students should share their goals with their AP/IB teachers and ask their teachers to give them suggestions they will include in their specific action steps section.
• Set GPAs around the college application process.
• Set leadership goals around their extracurricular participation.
• Re-visit their community service involvement.
• Set goals around their scholarship searches/applications and completion of the FAFSA.

Goal-Setting Unit Plan

This unit provides a sample of activities that can be used to introduce students to goal-setting. Included are samples of short-range, mid-range, and long-range goals. Students should be able to use the “Goal, Plan, Action Steps” process for all types of goals. Goal-setting may be introduced early in the year but should be revisited often. This unit plan is designed to be flexible and to integrate goal-setting into your lesson plans in short segments over several weeks.

One way to revisit goals is to build in recognition for accomplishment of students’ short-range goals. Building in time and/or creating traditions to celebrate even the smallest of accomplishments will help to create and sustain the motivation AVID students need to keep moving forward. As AVID students bond together as a class, setting whole-class goals might also be considered. Building in some friendly competition can be healthy.

Week 1
Classroom Activities
• Discuss the difference between goals and wishes.
• Distinguish among the three types of goals: long-range, mid-range, and short-range.
• Share examples of all three types of goals for yourself.
• Brainstorm additional examples of the three types of goals.
• Individually write down two to five goals for each type of goal category.
• Pair-share their lists of goals.

Homework
• Students share their goals lists with someone at home.
Week 2

Classroom Activities

- Use Student Activity 9.1, “Goal-Setting Outline,” to introduce the GPA acronym and explain its use in accomplishing goals. Review the example included in Activity 9.1 to illustrate how to use the GPA outline.
- Explain that from now on in AVID, students will use the GPA outline for writing long-range, mid-range, and short-range goals.
- Model using the GPA outline for a short-range goal and a mid-range goal.
- Use Student Activity 9.2, “A GPA for My College Road Map,” and work together as a class to outline the long-range goal of getting into a four-year college. Lead the students through the process and have them record the information on their College Road Map activity sheet. (You may want to combine this activity with the creation of the six-year plan activity in the Colleges and Careers guide.)

Homework

- Have students share their “GPA for My College Road Map” with their parents and have parents initial the plans.

Week 3

Classroom Activities

- Introduce the concept of visualizing goals. (See Positive Imaging: The Powerful Way to Change Your Life by Norman Vincent Peale). Share that many professional athletes use this concept effectively to pursue and achieve their goals. They visualize themselves in the athletic setting going through the specific actions one-by-one that they will complete to make their goals happen.
- Share with students that the better they become at seeing themselves accomplishing their goals, the more obtainable their goals will become.
- Have students make a visual representation of their journey to college. Make sure they include an image of themselves graduating from college.
- Brainstorm possible images, symbols, artwork they may use. They may start a sketch on notepaper and then transfer it to a larger poster.
- When posters are complete, have students share with whole class.
- Display the posters around the classroom, and/or have students post their posters at home where they will be able to see them daily.
- Students may also use the power of visualization for mid-range and short-range goals. Use Student Activity 9.3, “Visualizing Your Goal,” to have students write about themselves completing their goals.

Homework

- Students work on completing their college visual poster.

Week 4

Classroom Activities

- Introduce the concept that one of the most common bad habits that keeps people from reaching their goals is procrastination.
• Share personal experiences when they have engaged in procrastination and the outcomes.
• Brainstorm possible reasons people procrastinate.
• Complete the Student Activity 9.4, “Confronting Procrastination.” Before they begin, go over the examples at the top of the page. This may be done in pairs or small groups.

**Homework**

• Students may complete Student Activity 9.4 at home.

**Week 5**

**Classroom Activities**

• Introduce the idea that besides procrastination, another reason people don’t reach their long-range goals is because they failed to set mid-range and short-range goals related to the long-range goal. If you haven’t already, be sure to lead a class discussion defining the amount of time for a goal to be considered long-range, mid-range, or short-range. You may want to give guidelines based on the grade level of your students.
• Use Student Activity 9.5, “Examples of Academic Goals,” to illustrate for students the difference between the three types of goals and how short-range and mid-range goals can help one achieve a long-range goal.
• Set a long-range academic goal and then develop mid-range and short-range goals to support the long-range goal.

**Homework**

• Students complete their GPA for their academic goals.

**Week 6**

**Classroom Activities**

• Start a traditional recognition celebration activity. Remember to celebrate small accomplishments as well as large ones.
• Start an Accomplishment Bulletin Board.
• Share successes orally during “Success Friday.”
• Make phone calls home to share successes with parents.
• Send home “AVID Good News” to acknowledge achievements.
• Post Binder “Super Stars” chart recognizing students who have received an “A” on their binder checks.
• Students who achieved their semester grade point average goal get treated to lunch by the principal and other administrators.
• Brainstorm with AVID Site Team additional recognition activities.
• If students miss their mark on a goal, have them re-evaluate their action steps and re-write them.
**Goal-Setting Outline**

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

<table>
<thead>
<tr>
<th>Use the space below to describe your goal.</th>
<th>Specify the time frame of your goal below.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ short-range</td>
</tr>
<tr>
<td></td>
<td>□ mid-range</td>
</tr>
<tr>
<td></td>
<td>□ long-range</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use the space below to briefly explain your plan.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Use the space below to list the action steps needed to achieve your goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
</tr>
</tbody>
</table>
**Goal-Setting Outline (Example)**

<table>
<thead>
<tr>
<th>Use the space below to describe your goal.</th>
<th>Specify the time frame of your goal below.</th>
</tr>
</thead>
</table>
| **G**

Over the next five years, increase the number of AVID sections offered to students so that there are two sections offered at grade levels 9–12. |

- □ short-range
- □ mid-range
- \( \checkmark \) long-range

<table>
<thead>
<tr>
<th>Use the space below to briefly explain your plan.</th>
</tr>
</thead>
</table>
| **P**

Increase recruitment effort in order to create an additional class for 9th and 10th grade. Ensure that students currently in the 9th grade program continue. Recruit two additional teachers every year to be AVID elective teachers. Showcase success of program to garner support for expansion.

<table>
<thead>
<tr>
<th>Use the space below to list the action steps needed to achieve your goal.</th>
</tr>
</thead>
</table>
| **A**

1. Keep a waiting list of students who show interest in the program.

2. Make sure faculty know the AVID qualifications and can help identify potential students for the new 10th grade class.

3. Make sure all counselors are familiar with the AVID program and the student qualifications.

4. Outline a recruitment plan and timeline working with counselors on visiting feeder middle schools to recruit two 9th grade classes.

5. Review recruitment plan with Site Team and modify if necessary based on their input.

6. Invite teachers to volunteer to be AVID elective teachers. Make sure they will be able to attend the training necessary in the summer.

7. Ensure that tutors will also be available to cover the additional AVID classes.

8. Recruit students.
**My College Roadmap**

<table>
<thead>
<tr>
<th>Use the space below to describe your goal.</th>
<th>Specify the time frame of your goal below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be competitively eligible to attend the four-year college or university of my choice upon graduating from high school.</td>
<td>□ short-range</td>
</tr>
<tr>
<td></td>
<td>□ mid-range</td>
</tr>
<tr>
<td></td>
<td>X long-range</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use the space below to briefly explain your plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To take advantage of and be successful in the classes during middle school and high school, which will make sure that I will be competitively eligible to go to the four-year college or university of my choice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use the space below to list the action steps needed to achieve your goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
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<tr>
<td>10.</td>
</tr>
</tbody>
</table>

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Parent’s/Guardian’s Signature

Date

132

*Strategies for Success*
Student Activity 9.3

Visualizing Your Goal

Part 1
Think of one of the goals you have set this month. Imagine telling your parents or other loved ones about reaching your monthly goal. Visualize where you would be and what they would be doing. Write down the exact words that you’ll say when you tell them you have reached your goal.

__________________________________________________________________________________________
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__________________________________________________________________________________________

Part 2
Imagine what an “AVID Good News” note might say from the teacher in the class where you reached your monthly goal. Fill in the “AVID Good News” slip below as you imagine it.

AVID Good News!

Name of Student: ________________________________
Class: ________________________________________
Teacher: ________________________________________ Period: __________
Comments: ____________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Name: ________________________________ Quarter: ________________
Begin Date: ________________________________ Period: ________________
# Confronting Procrastination

**Directions:** Review the examples first, then fill in the blanks below in each chart.

<table>
<thead>
<tr>
<th>Negative Excuses</th>
<th>Positive Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I try, I might fail anyway.</td>
<td>I might not get it perfect, but if I start early enough, I know I can get extra help.</td>
</tr>
<tr>
<td>There is a good show on TV tonight.</td>
<td>I can get at least half of my assignment done before the show starts, and then finish it after I watch the show.</td>
</tr>
<tr>
<td>I haven’t understood the chapter, so why should I bother to study for the test?</td>
<td>I can use SQ5R to understand the chapter, then use my SQ5R notes to study for the test.</td>
</tr>
</tbody>
</table>

Read each of the excuses to procrastinate in the chart below, then write down a positive message that helps to counteract the urge to procrastinate.

<table>
<thead>
<tr>
<th>Negative Excuses</th>
<th>Positive Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I call my friend first, and then I’ll start my homework.</td>
<td></td>
</tr>
<tr>
<td>I forgot my math book at school, so I guess I can’t do my homework.</td>
<td></td>
</tr>
<tr>
<td>I don’t really understand the assignment from my English class. I’ll just figure it out tomorrow at school.</td>
<td></td>
</tr>
</tbody>
</table>

Now use this chart to fill in excuses you usually use yourself and some positive messages you can tell yourself to help break the bad habit of procrastination.

<table>
<thead>
<tr>
<th>Excuses I Use to Put Off My Work</th>
<th>Positive Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of Academic Goals

Directions: Read the following examples of academic goals that were set using the GPA outline, and then develop your own academic goals. Be sure to set your long-range goal first; then decide on mid-range and short-range goals that will help you achieve your long-range goal.

<table>
<thead>
<tr>
<th>Long-range Goal</th>
<th>I will have a 3.0 grade point average by the end of the year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Plan</td>
<td>I will make sure that I don’t get anything lower than a “C” in my most difficult class, that I get at least one “A,” and that I get four “B’s.”</td>
</tr>
<tr>
<td>Action Steps</td>
<td>1. Understand how each of my teachers will be calculating grades in my classes. 2. Decide which classes I’m going for an “A,” a “B,” or a “C.” 3. Complete all assignments. Write everything down in my planner/calendar. 4. Take Cornell notes in all of my classes. 5. Ask my teachers in each class what the best way to study for their tests. 6. Get a grade check if I’m not sure what my grade is in a particular class. 7. Talk to my teachers if I am unclear about an assignment or project. 8. Make sure I get help during tutorials with the class I’m struggling the most with. 9. Go to after-school tutoring if I still feel like I need additional help in a certain class, or go get help from the teacher in the class where I’m struggling. 10. Make sure I have a “study buddy” for each of my academic classes. 11. Make sure I’m in class every day, but if I’m absent make absolutely sure I do the make-up work.</td>
</tr>
</tbody>
</table>
### Student Activity 9.5 (2 of 2)

<table>
<thead>
<tr>
<th>Mid-range Goal</th>
<th>I will have an “A” in my AVID elective class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Plan</td>
<td>I will follow through on all the requirements for my AVID class.</td>
</tr>
</tbody>
</table>
| **Action Steps** | 1. Make sure that I get an “A” on every binder check by checking my binder the night before to make sure everything is in perfect order.  
2. Keep up with my notetaking every day, and complete all my questions and summaries every night for homework.  
3. Bring good questions to tutorials and participate fully to get the most out of tutorials.  
4. Complete all my assignments for AVID. |
| Short-range Goal | I will get an “A” on my AVID binder check. |
| The Plan       | I will set aside time to make sure my binder is in order and review ahead of time with my AVID teacher to make sure I know what I need for the binder check. |
| **Action Steps** | 1. Be sure that I have the right size binder.  
2. Make sure that I have dividers for each of my classes and all my labels set up correctly.  
3. Make sure I have put all my handouts and papers in the proper sections in my binders.  
4. Make sure all my notes have a proper heading in ink.  
5. Check my planner to be sure I recorded all my assignments and activities.  
6. Make sure my calendar is up-to-date.  
7. Review everything the night before the binder check. |
A major goal of the AVID program is to empower students with both the knowledge and the skills to take charge of their own educations. We teach students how to advocate for themselves and how to problem-solve difficult situations. Understanding themselves as learners is one part of the journey to becoming self-directed learners.

This unit is designed to introduce the concept of learning styles to students. The outcomes for this unit include the ability to identify various learning styles, to determine if one has a dominant learning style, to identify common classroom activities and how they relate to different learning styles, and to develop strategies to compensate when one’s learning style is not being addressed in a classroom situation.

It is important throughout this unit to distinguish between the idea that teachers should consider different learning styles when writing lesson plans and that students are responsible for their own learning. In other words, knowledge of learning styles should not result in your AVID students blaming their teachers for not using teaching strategies that consider different learning styles, but rather should result in students’ being able to cope, compensate, and excel regardless of the strategies used in their classrooms.

This short unit can be completed in about one to two weeks in the AVID classroom, taking into consideration tutorials. Once these initial activities have been completed, the ongoing work is to revisit the concept at regular intervals and to continue to develop strategies to enhance learning situations in which one’s learning style may not be addressed.

Work with your fellow AVID elective teachers to decide when the introduction of learning styles fits best into your curriculum design. Keep these initial activities as part of the student’s portfolio, and revisit the concept each year in each grade level to reinforce the concepts.

### Activities

**Day 1**

- Quickwrite on the following questions: What does it mean to “learn how to learn?” What skills help us to become better learners? What must we learn about ourselves to help ourselves become better learners?
- Use the quickwrites as a springboard into a discussion about learning. Brainstorm as a class about what makes learning difficult or easy. Students give examples of what makes learning easier for them. Transition the discussion to the concept of learning styles, and let the students know that they will be taking a survey today to help them determine their learning styles.
• Have students complete Student Activity 10.1, “Learning Style Survey.” Follow the directions given on the activity sheet. Students will determine if they have a dominant style in three different categories: receptive, social, and expressive.

• Once they have completed the survey, the scoring, and the bar graphs, discuss the significance of the results. For example, what type of learner is a student whose visual score is 40, auditory score is 40, and tactile score is 30? How significant of a difference should there be in a score to determine if one learning style is dominant?

• End the lesson with a learning log, having the students write about their new knowledge of learning styles in general and of their own results from the survey. (You may also use the learning log as homework.)

Day 2
• Begin today’s lesson with students sharing their learning logs with a partner, then as a whole class.

• Conduct a brief lecture or discussion about the definitions and meaning behind each learning style in each category. Students take Cornell notes.

• Students form groups based on similar receptive learning styles. For example, one group would be all students who scored highest on the survey for the tactile style. Have each group collaborate and brainstorm to answer the following questions: What strategies can teachers use to help us as visual/auditory/tactile learners? What learning situations do we find particularly challenging or difficult because of our learning style (e.g., auditory learners taking a test silently)? What strategies (that our teachers would agree are acceptable) can we use as visual/auditory/tactile learners when we are in these situations to help ourselves and take responsibility for our own learning?

• Groups share their ideas and chart their answers on the board. You may have students take notes on the discussion.

• Use Student Activity 10.2, “Learning Styles Classroom Observation,” for a homework assignment.

Day 3
• Use the example from Student Activity 10.2 to lead a discussion about classroom activities, which types of activities might be challenging for which types of learners, and how those learners might compensate in that situation. This is important modeling for the students to continue this type of discussion in their groups.

• Students get into the same groups as the previous lesson with their completed homework assignments. Each student should share the observations from their classes. As a group, they should choose one activity to focus on that is a challenge for their particular learning style and brainstorm at least three strategies to compensate for that situation.

• Each group creates a poster or chart that describes the classroom activity, explains why it is a challenge for their learning style, and explains strategies they think they could use to overcome that challenge.

Follow-up
• Repeat Student Activity 10.2 once a month to reinforce the concepts.
• Students write at least one learning log a week addressing learning styles, learning challenges, and how they are overcoming the challenges.

• Pose various learning style challenges as warm-ups or quickwrites and have students problem-solve the situation.

• Create conversations with teachers and students about learning styles. This may help students better understand how teachers are trying to meet the needs of many types of learners and help teachers better understand the learning struggles of some students.
Learning Style Survey

**Directions:** Read each statement below and circle “yes” if it describes you. Circle “no” if it does not describe you. There is no right or wrong answer, but only the way you feel about the statement. If both answers are true, mark the one which seems true most of the time. Respond to every statement.

**Example:** I would rather do work in the afternoon than in the morning.

A “yes” response means that you prefer to work in the afternoon. A “no” response means you prefer to work in the morning.

1. Making things for my studies helps me to learn. Yes No
2. I can write about most things I know better than I can tell about them. Yes No
3. When I really want to understand what I have read, I read it softly to myself. Yes No
4. I get more done when I work alone. Yes No
5. I remember what I have read better than what I have heard. Yes No
6. When I do math problems in my head, I say the numbers to myself. Yes No
7. When I answer questions, I can say the answer better than I can write it. Yes No
8. I enjoy joining in on class discussions. Yes No
9. I understand a math problem that is written down better than one I hear. Yes No
10. I do better when I can write the answer instead of having to say it. Yes No
11. I understand spoken directions better than written ones. Yes No
12. I like to work by myself. Yes No
13. I would rather tell about how a thing works than write about how it works. Yes No
14. I would rather read a story than listen to one. Yes No
15. If someone tells me three numbers to add, I can usually get the right answer without writing it down. Yes No
16. I prefer to work with a group when there is work to be done. Yes No
17. Seeing a graph or chart with numbers is easier for me to understand than hearing the number said. Yes No
18. Writing a spelling word several times helps me to remember it better. Yes No
Student Activity 10.1 (2 of 4)

19. I learn better if someone reads a book to me than if I read it silently to myself.  Yes  No
20. I learn best when I study alone.  Yes  No
21. I would rather tell a story than write one.  Yes  No
22. When I have a choice between reading and listening, I usually read.  Yes  No
23. Saying the multiplication tables over and over helps me to remember them better than writing them over and over.  Yes  No
24. I do my best work in a group.  Yes  No
25. I understand a math problem that is written down better than one I hear.  Yes  No
26. In a group project, I would rather make a chart or poster than get the information that goes in the chart or poster.  Yes  No
27. Written assignments are easy for me to follow.  Yes  No
28. I remember more of what I learn if I learn it alone.  Yes  No
29. I do well in classes where most of the information has to be read.  Yes  No
30. I would enjoy giving an oral report to the class.  Yes  No
31. I learn math better from spoken explanations than from written ones.  Yes  No
32. If I have to decide something, I ask other people for their opinion.  Yes  No
33. Written math problems are easier for me than oral ones.  Yes  No
34. I like to make things with my hands.  Yes  No
35. I don’t mind doing written assignments.  Yes  No
36. I remember things I hear better than things I read.  Yes  No
37. I learn better by reading than I do by listening.  Yes  No
38. It is easy for me to tell about things that I know.  Yes  No
39. It makes it easier for me when I say numbers of a problem to myself as I work it out.  Yes  No
40. If I understand a problem, I like to help someone else to understand it, too.  Yes  No
41. Seeing a number makes more sense to me than hearing a number.  Yes  No
42. I understand what I have learned better when I am involved in making something for the project.  Yes  No
43. The things I write on paper sound better when I say them.  Yes  No
44. I find it easier to remember what I have heard than what I have read.  Yes  No
45. It is fun to learn with classmates, but it is hard to study with them.  Yes  No

Unit 10: Learning Styles  141
Learning Style Survey (Continued)

In the columns below, put an “X” by the number if you answered “yes” to that question in the survey. If you answered “no” to a question, do not make a mark for that number. If you did not answer a question, it is important that you go back and answer it now.

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<th>Visual</th>
<th>Auditory</th>
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Now count the number of times you marked an “X” in each column and fill in the totals for each column in the appropriate space below. Then complete the calculations.

Visual  \[ \quad \text{________} \times 5 = \quad \text{________} \]
Auditory \[ \quad \text{________} \times 5 = \quad \text{________} \]
Tactile \[ \quad \text{________} \times 10 = \quad \text{________} \]
Individual  \[ \quad \text{________} \times 10 = \quad \text{________} \]
Group  \[ \quad \text{________} \times 10 = \quad \text{________} \]
Oral  \[ \quad \text{________} \times 10 = \quad \text{________} \]
Written  \[ \quad \text{________} \times 10 = \quad \text{________} \]
# Student Activity 10.1 (4 of 4)

## Learning Style Survey (Continued)

Using the totals on the right-hand side, shade in the bar graphs below.

### Receptive Style

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### Social Style

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### Expressive Style

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<td>Written</td>
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Learning Style Classroom Observation

Directions: In your classes today and tomorrow, make notes about the types of activities that your teachers ask you to do. Record the name of the class, and then tell which learning styles you think the activity would work well for and which learning styles might be challenged by that activity. Be prepared to give your reasons in AVID during our group discussion. Include in your chart the receptive, social, and expressive learning styles. Prepare at least five different examples.

<table>
<thead>
<tr>
<th>Describe Activity</th>
<th>Name of Class</th>
<th>Learning Styles This Would Work For</th>
<th>Learning Styles That Might Find This Challenging</th>
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Learning Style Classroom Observation (Example)

Directions: In your classes today and tomorrow, make notes about the types of activities that your teachers ask you to do. Record the name of the class, and then tell which learning styles you think the activity would work well for and which learning styles might be challenged by that activity. Be prepared to give your reasons in AVID during our group discussion. Include in your chart the receptive, social, and expressive learning styles. Prepare at least five different examples.

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<th>Learning Styles This Would Work For</th>
<th>Learning Styles That Might Find This Challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral drills practicing new vocabulary out loud; students repeat teacher</td>
<td>Spanish</td>
<td>Auditory Group Oral</td>
<td>Visual Tactile Individual Written</td>
</tr>
<tr>
<td>Watching a video and taking notes</td>
<td>World History</td>
<td>Visual Auditory Tactile Individual Written</td>
<td>Group Oral</td>
</tr>
<tr>
<td>Taking a test individually; essay and multiple choice</td>
<td>English</td>
<td>Visual Tactile Individual Written</td>
<td>Auditory Group Oral</td>
</tr>
<tr>
<td>Painting with water colors</td>
<td>Art 1</td>
<td>Visual Tactile Individual</td>
<td>Auditory Group Written Oral</td>
</tr>
<tr>
<td>Working out proofs in small groups</td>
<td>Geometry</td>
<td>Visual Auditory Tactile Group Written Oral</td>
<td>Individual</td>
</tr>
</tbody>
</table>
"If districts are serious about getting kids up to speed academically, they should greatly expand their AVID class offerings. The wildly successful program has been helping at-risk students make the most of their academic potential for more than two decades…the very students whom most school districts are trying without much success to bolster. Success is standard procedure for AVID graduates… The program is so solid that AVID students in California have been 'knocking the socks off' their counterparts on the exit exam…"

—San Diego Union-Tribune Editorial, March 16, 2004
Introduction

Philosophical Chairs is a format for classroom discussion and an activity that can be used each year in the AVID elective. While this activity uses a format similar to debate, it is dialogue that we value in AVID classrooms. The benefits of this discussion activity include the development of students’ abilities to give careful attention to other students’ comments and to engage in dialogue with one another to gain a greater understanding of the topic presented.

Like Socratic Seminar, Philosophical Chairs exemplifies the use of WIC-R strategies in lesson planning. Inquiry and collaboration are inherent in Philosophical Chairs, and writing and reading are easily incorporated into a plan that results in the integration of the four components of WIC-R. Additionally, this activity makes a great pre-writing activity as it allows students to gain and develop a variety of ideas about a topic.

Philosophical Chairs differs from Socratic Seminar in that it is not dependent on a text, but the reading of some text before engaging in the activity can only enhance the process. Philosophical Chairs focuses on a central statement or topic that is controversial. A list of possible topics is included in this unit, but you should also develop statements that are relevant to both your students’ lives and grade levels. Current events make great Philosophical Chairs topics.

Because the basic format for Philosophical Chairs remains the same from grade level to grade level, no explicit differentiations are included here. You will differentiate from grade level to grade level by choosing central statements or topics with increased complexity and by decreasing the level of teacher involvement in the process. In the middle school years, the teacher will almost always provide the topic and facilitate the discussion. By the junior and senior years in high school, students should be responsible for developing the central statement and for facilitating the discussions. Included in this unit are three activity sheets that may be used as part of the Philosophical Chairs activity. They provide varying degrees of structure. For middle level, you may want to provide more structure to the reflection after the activity. As students become more practiced at Philosophical Chairs and/or are in high school, you may use the activity sheets that are less structured.

Step-by-step guidelines for Philosophical Chairs and additional ideas for successful implementation of this activity in your classroom follow.

Guidelines for Philosophical Chairs

Classroom Setup

Chairs/desks are set up facing each other with about half facing one way and half facing the opposite way.
Directions

1. A statement is presented to the students. This statement might be based on a reading or might be a stand-alone statement. Either way, the statement should be one that will divide the class into those who agree with the statement and those who disagree with the statement. Be sure that the statement is written on the board for reference during the activity. (Note: Allowing for a group of students who are undecided is addressed later in these guidelines.)

2. Those who agree with the central statement sit on one side and those who disagree sit on the other side.

3. A mediator who will remain neutral and call on sides to speak is positioned between the two sides. (This role is usually filled by the teacher in the beginning or middle school years. Eventually, students should take on this role.) In addition to facilitating the discussion, the mediator may at times paraphrase the arguments made by each side for clarification. It is important that the mediator always remains neutral.

4. The mediator recognizes someone from the side of the classroom that agrees with the central statement to begin the discussion with an argument in favor of the position stated. Next, the mediator will recognize someone from the other side to respond to the argument. This continues throughout the activity, and part of the job of the mediator is to ensure participation by as many students as possible and to keep just a few students from dominating the discussion. The mediator may also put a time limit on how long each side addresses the issue on each turn.

5. In addition to speaking in the discussion, students may express their opinions by moving from one side to other. Anyone may change seats at any time. Changing seats does not necessarily mean that a person’s mind is changed, but rather that argument made is compelling enough to sway the opinions. Students may move back and forth throughout the discussion.

6. The discussion and movement go on for a designated period of time—usually one class period. The mediator may bring the discussion to a close at any time. Each side may be given an opportunity to make a final statement on the issue. If time allows, each participant states his/her final opinion and may also tell which arguments he/she found most convincing.

7. An additional piece to this activity can be to have a few students observe the process and take notes instead of participating. These students will debrief their observations to the class at the end of the activity. You may have students who were absent or unprepared to participate fulfill this role.

Evaluation

Leave time at the end of the period for students to reflect on the activity. Use one of the activities included in this unit. Students may begin the reflection in class and finish it for homework.

Modifications

It is recommended that you begin this activity with just two sides. If students have difficulty choosing a side to begin, encourage them to sit on the side that they agree with the most even if they do not completely agree. Once students are accustomed to this format, you may choose to add this additional component: You may add a third section of seats with a few chairs for students who are undecided. This section is placed between the two opposing sides. During the discussion, you may allow students from the undecided section to participate or you may require that they take a position before participating. Students may move from the sides that agree or disagree with the statement to the undecided section if they wish. Before you end the discussion, require that all students still seating in the undecided zone move to one side or the other depending on which they believe made the most compelling arguments.
Philosophical Chairs
Rules of Engagement

1. Be sure you understand the central statement or topic before the discussion begins. Decide which section you will sit in.

2. Listen carefully when others speak and seek to understand their arguments even if you don’t agree.

3. Wait for the mediator to recognize you before you speak; only one person speaks at a time.

4. You must first summarize briefly the previous speaker’s argument before you make your response.

5. If you have spoken for your side, you must wait until three other people on your side speak before you speak again.

6. Be sure that when you speak, you address the ideas, not the person stating them.

7. Keep an open mind and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed.

8. Support the mediator by maintaining order and helping the discussion to progress.
Philosophical Chairs Topics

1. Tobacco should be illegal for purchase or use.
2. Interracial relationships are acceptable.
3. Everyone would be a lot better off without television.
4. Discussions about religion should be allowed in school.
5. Students should be able to ban a teacher if he/she does not teach well.
6. We should be able to enforce the death penalty for murderers and rapists.
7. Students should be able to work without parental consent at age 16.
8. Students should be able to choose which high school they attend.
9. When a course is taught by more than one teacher, students should be able to choose their teacher.
10. If a student and teacher have problems getting along, either one should be able to request a change in teachers.
11. Parents should have to pay a fine when their kids skip school.
12. Girls should be able to participate in full-contact sports with boys.
13. Prayer in school should remain illegal.
14. The right to die should become a fundamental right.
15. Teachers should be able to make their students stay after class.
16. People with multiple life sentences should be freed at age 80.
17. Teaching about religion should be allowed in public schools outside the regular school day.
18. War is unavoidable.
19. Everything we do is done mainly for ourselves, and this is true for everyone.
20. Our nation should have many nuclear weapons.
21. Men can care for children as well as women.
22. The voting age should be lowered to 16.
23. Adopted children should be given information about their natural parents before the age of 18.
24. Recipients of heart, lung, and liver transplants should be told about the donors of the organs.
25. Most people on welfare are lazy and don’t really want to work.
26. Offshore drilling should be discontinued.
27. Greater penalties should be given to oil companies for oil spills.
28. Computer crimes should receive stiffer penalties.
29. All employers should conduct drug testing before hiring any employee.
30. School-age children with AIDS should be permitted to attend public schools.
31. Some books should be banned.
32. Schools should have mandatory drug testing for athletes.
33. Euthanasia (mercy killing) should be legalized.
34. Schools should have courses on death and dying.

35. The number of appeals before capital punishment is carried out should be limited to three.

36. A sentence of capital punishment should be imposed within a one-year time period.

37. Criminals should not be allowed to plea-bargain to reduce their sentences.

38. The state government should provide shelter for the homeless.

39. Refugees from Central and South American countries should be permitted to legally immigrate to the United States.

40. The income tax should be abandoned as a source of federal and state revenue.

41. The graduated income tax (higher for wealthy people) should be replaced by a flat tax for everyone.

42. All chemicals which cause damage to the ozone layer should be prohibited from use or sale.

43. Pesticides should be outlawed for all food crops.

44. Children who went to school in the United States but whose parents are undocumented should be able to apply for financial aid.

45. If you have high SAT scores and an “A” average, you should be able to go to any college you choose.

46. Tax credits should be given for those who choose to use solar energy.

47. The parents of student-age vandals should be held liable for damages caused by their children.

48. Teenage vandals should be tried in courts as adults.

49. Police should arrest and detain runaway teenagers.

50. Stricter school dress codes would result in better behavior and academic performance by students in inner-city schools.

51. A driver’s license should not be permitted for high school dropouts.

52. People should wait until the age of 21 to get married.

53. Drug traffickers in the United States should receive capital punishment, as they do in Asian countries.

54. Most people care enough about the environment to make personal sacrifices to save it.

55. The United States should not sell arms to any foreign countries.

56. Students should be able to select their own teachers.

57. Children should never be physically punished.

58. Unclaimed animals in the pound should be used for medical research.

59. It was easier to grow up when my parents were kids than it is for me now.

60. Legalization of drugs would result in less crime.

61. Chewing gum should be allowed in classes because it gives you energy to study.
Student Activity 11.1

Philosophical Chairs Report

Central Statement/Topic:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

My original position: Pro Con Undecided

How many times did I change my seat? ________

My ending position: Pro Con Undecided

How open-minded was I as I listened to other people talk?
☐ Mostly open-minded
☐ Partially open-minded
☐ Not very open-minded

Use the space below to explain why your position did or did not change and the reasons for your thinking.
__________________________________________________________________________________________
__________________________________________________________________________________________
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Student Activity 11.2

Philosophical Chairs Written Evaluation Sheet

Directions: Answer each of the following questions about today’s Philosophical Chairs activity in a few sentences.

1. What was the most frustrating part of today’s discussion?

2. What was the most successful part?

3. What statements led you to change your seat or to remain sitting in your original position?

4. What conclusions can you draw about how you form your beliefs based on today’s discussion?

5. What would you change about your participation in today’s activity? Do you wish you had said something that you did not? Did you think about changing seats but didn’t? Explain.
Student Activity 11.3

Philosophical Chairs Reflection

**Directions:** Provide a written reflection of the philosophical discussion you heard in class. Be sure you include the following in your reflection points in your reflection:

- the statement that was discussed
- the arguments for the statement
- the arguments against the statement
- your position and the reasons for this position
- whether or not you changed your mind during the discussion, which arguments swayed your thinking, and why.

________________________________________________________________________________________

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Introduction

Socrates believed that enabling students to think for themselves was more important than filling their heads with “right answers.” In a Socratic Seminar, participants seek deeper understanding of complex ideas through rigorously thoughtful dialogue. A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. The skills that students develop through participation in Socratic Seminars are crucial for college success.

This unit includes step-by-step guidelines for implementing Socratic Seminars in your AVID classroom including several pages of information to help you prepare yourself and your students to engage in meaningful and productive Socratic Seminars. Successful Socratic Seminars are dependent upon groups of students developing skills together over time. Your first attempts may not be entirely satisfactory to you or your students, and it is important that you leave time at the end of each seminar to debrief and reflect on the process itself and the skills that the group is developing. The group may set goals for the next seminar. Activity sheets to support this process are included.

It is imperative that students understand several concepts before you attempt a Socratic Seminar. These include:

- the difference between dialogue and debate
- the four elements of Socratic Seminar
- the role of the seminar leader
- the role and responsibilities of the participants
- the guidelines for seminar behavior

Be sure that you use the information in this unit to adequately prepare your students for the Socratic Seminar before you begin. Many AVID teachers use Philosophical Chairs as a skill-building activity in preparation for Socratic Seminar. This is an excellent strategy, but it is also important to distinguish for students the differences between the two activities.

Socratic Seminar is a necessary element in every AVID program, and successful seminars have been implemented in AVID classrooms at every grade level. Your team of AVID elective teachers should decide when the implementation of this strategy fits best into your articulated curriculum. The following are suggestions for grade level expectations and differentiation.

6th/7th/8th Grade

- Use Philosophical Chairs to develop students’ skills before beginning Socratic Seminar.
- Select a text that is short, no more than one to two pages.
- Read aloud the text in class; then have students read it again silenty.
• Use an overhead transparency to model how one marks or “prepares” the text for Socratic Seminar; allow time in class for students to develop this skill and collaborate with you and other students; this may include identifying words they do not know, underlining or highlighting phrases they believe are important, summarizing important ideas or arguments in the margins, and writing questions in the margins.

• After completing the reading and “preparing the text,” have students practice together writing opening questions for the Socratic Seminar. Provide modeling and share questions in class. Be sure that the questions are higher-level questions.

• If possible, have students observe a Socratic Seminar being conducted with older and/or experienced students.

9th/10th Grade

• Depending on the skill level and experience of your students, you may still use Philosophical Chairs to maintain or reinforce discussion skills and foster fluency in speaking.

• Begin to use longer texts of three to five pages.

• Continue to model the marking of the text in class, but only model one or two paragraphs as opposed to the entire text.

• Decrease the amount of time you allow in class to read the text together or silently. By the end of 10th grade, students should be expected to read and mark the text independently as homework.

• Continue to model and discuss as a class opening questions for seminars before you actually begin the seminar.

11th/12th Grade

• While the text selections may still include shorter pieces, begin to increase the length to texts up to 10 pages. You may ask students to select texts for the seminars.

• Introduce the concept of a Socratic Seminar based on a work of art such as a painting, sculpture, or piece of music.

• Students should always read and mark the text independently outside of class time.

• Begin to coach students to take on the role of the leader.

• By the last semester of the 12th grade year, Socratic Seminars should be completely independent of teacher support. Students should be able to select the texts, prepare independently outside of class, and run their seminars without your participation.
Socratic Seminar Lesson Outline

These step-by-step guidelines are intended to help you implement your first few Socratic Seminars. Over time, these steps will become second nature and the skills involved will continue to develop and grow. The steps listed here may take two to three class periods to finish.

1. Introduce the concept of Socratic Seminar to students. If they are familiar with Philosophical Chairs, use that as a springboard to discuss what is the same and what is different. Use the page on Dialogue versus Debate to help them understand the purpose of Socratic Seminar.

2. Now use the page on The Elements of Socratic Seminar to further define this activity. Read and discuss each element together. Focus on the element of the text.

3. Give students a copy of a short text you have selected for their first seminar. If possible, provide a copy that has wide margins. It is imperative that they have a copy that they can write on. Socratic Seminars cannot be conducted effectively unless the students can mark the text (an acceptable alternative is to have students use post-it notes within their books).

4. Read the text aloud to the students as they follow along.

5. Have the students read the text again silently to themselves.

6. Now use an overhead transparency of the text to model marking the text. Read the text again one section at a time. Discuss with students which ideas seem important. Model how they might circle words they do not know, underline or highlight sentences or phrases that seem important, summarize ideas in the margins, and write questions in the margins. Be sure that the students follow your example and mark their own papers.

7. Next, review the element of questions in Socratic Seminars. Explain that getting a seminar off to a good start means having a good opening question. Review the concept that a good opening question will lead to discussion and more questions. Share one or two examples of opening questions that you have formulated (be sure they are higher-level questions). Have the students work in small groups to write two or three possible opening questions. Share and discuss these questions.

8. Now use the information about The Role of the Leader and The Role and Responsibilities of the Participants to deepen the understanding of the students. Be sure students understand how you will function as the leader to facilitate the dialogue and to push their thinking. Emphasize that they will be reminded constantly to refer to the text.

9. Depending on the size of your class, you will have to decide whether all students will participate in the seminar or you will use the inner circle/outer circle method. Socratic Seminars can usually remain effective with up to 20 participants. If your class is much larger than this, you may want to use the inner circle/outer circle method. Be sure to review and explain the differing roles as well as the use of the “hot seat” if you choose to include that component. Students in the outer circle can use one of the observation activity sheets included later in this unit.

10. Conduct the seminar. For the first few seminars, set a time limit for discussion of about 15–20 minutes. Be sure that as the leader you have developed plenty of questions to keep the dialogue going. You will need them!!

11. Debrief and evaluate the process. If students were in an outer circle, have them share their observations first, then discuss as a class which parts of the process were successful and which parts still need improvement. Use the activity sheets included in this unit to debrief and evaluate. Set specific goals for the group’s next seminar.

Unit 12: Socratic Seminar
For example, a goal might be that every participant speaks without being asked by the leader or that participants speak to each other instead of the leader. Guide your students to set reasonable goals that will improve and develop their skills.

**Inner Circle/Outer Circle Method**

When your AVID class is large (more than 25 students), consider using the inner circle/outer circle method of Socratic Seminar. With this method, about 15–20 students will take on the role of seminar participants, and the rest of the students will act as observers. It is important that the observers are given specific tasks and that they must provide feedback during the debriefing process. The observer role is crucial to the group’s development of their skills and should not be seen as a way to get out of participating, but as serving a different purpose in the process.

Students should be seated as follows: Desks are arranged in two circles, one outside the other. Seminar participants sit in the inner circle. Observers sit in the outer circle, but should be positioned so that they can see and hear the student or students they are assigned to observe. Activity sheets are included in this unit for observers to use and make notes.

You may choose as the leader to include a “hot seat” in the inner circle. This is a chair that remains empty at the beginning of the seminar. If at some time during the seminar an observer in the outer circle feels a strong need to participate, that student may move to the hot seat, contribute to the dialogue, and then move back to the outer circle. The “hot seat” is not essential to the process, but can be used effectively to stimulate participation.

If your AVID class is small enough, you will probably have all students participate in the seminar. Having a few students function as observers can help immensely in the debriefing process as they are able to notice things that participants may not notice. It can also be helpful to have tutors or other teachers function as observers and give feedback after the seminar.
Crucial to successful Socratic Seminars is an understanding of the difference between dialogue and debate. Both the leader and the participants must be able to make this distinction. More importantly, students must understand why we value the dialogue that we seek through Socratic Seminars. The purpose of the seminar is to expand our ideas and deepen our thinking, not to come to a particular conclusion or any conclusion at all. Use the table below to lead a discussion of the difference between these two concepts.

<table>
<thead>
<tr>
<th>Dialogue is...</th>
<th>Debate is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>collaborative</td>
<td>oppositional</td>
</tr>
<tr>
<td>about understanding</td>
<td>about proving others wrong</td>
</tr>
<tr>
<td>listening for deeper meaning</td>
<td>listening for flaws</td>
</tr>
<tr>
<td>re-evaluating assumptions</td>
<td>defending assumptions</td>
</tr>
<tr>
<td>keeping an open mind</td>
<td>close-minded</td>
</tr>
<tr>
<td>about temporarily suspending beliefs</td>
<td>about defending beliefs</td>
</tr>
<tr>
<td>searching for strength or validity in all ideas</td>
<td>searching for weaknesses in ideas</td>
</tr>
<tr>
<td>about respecting all participants</td>
<td>about belittling or demeaning others</td>
</tr>
<tr>
<td>exploring different possibilities</td>
<td>having one right answer</td>
</tr>
<tr>
<td>open-ended</td>
<td>demands a conclusion</td>
</tr>
</tbody>
</table>
The Elements of Socratic Seminars

A good seminar consists of four interdependent elements: (1) the text, (2) the questions raised, (3) the seminar leader, and (4) the participants. A closer look at each of these elements helps explain the unique character of a Socratic Seminar.

The Text

Socratic Seminar texts are chosen for their richness in ideas, issues, and values, and their ability to stimulate extended, thoughtful dialogue. A seminar text can be drawn from readings in literature, history, science, math, health, and philosophy or from works of art or music. A good text raises important questions in the participants’ minds, questions for which there are no right or wrong answers. At the end of a successful Socratic Seminar participants often leave with more questions than they brought with them.

The Question

A Socratic Seminar opens with a question either posed by the leader or solicited from participants as they acquire more experience in seminars. An opening question has no right answer; instead, it reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question generate new questions from the leader and participants, leading to new responses. In this way, the line of inquiry in a Socratic Seminar evolves on the spot rather than being pre-determined by the leader.

The Leader

In a Socratic Seminar, the leader plays a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers.

As a seminar participant, the leader actively engages in the group’s exploration of the text. To do this effectively, the leader must know the text well enough to anticipate varied interpretations and recognize important possibilities in each. The leader must also be patient enough to allow participants’ understandings to evolve and be willing to help participants explore non-traditional insights and unexpected interpretations.

Assuming this dual role of leader and participant is easier if the opening question is one which truly interests the leader as well as the participants.

The Participants

In Socratic Seminar, participants share with the leader the responsibility for the quality of the seminar. Good seminars occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas.

Participants acquire good seminar behaviors through participating in seminars and reflecting on them afterward. After each seminar, the leader and participants discuss the experience and identify ways of improving the next seminar. Before each new seminar, the leader also offers coaching and practice in specific habits of mind that improve reading, thinking, and discussing. Eventually, when participants realize that the leader is not looking for the “right” answers but instead is encouraging them to think out loud and to openly exchange ideas, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants, eager to examine ideas in a rigorous, thoughtful manner.
The Role of the Leader

- Know the text well before you begin.
- Have a series of questions about the text ready to help define the discussion and give it direction (see templates and guidelines for opening, core, and closing questions)
- Have NO predetermined agenda to get the RIGHT answer; instead, think of the seminar as a joint search.
- Be an active listener.
- Have respect for each participant.
- Help participants work cooperatively, not competitively.
- Involve reluctant participants while restraining more vocal members.
- Facilitate discussion among participants rather than with you, the leader.
- Examine and query responses by participants, trying to draw out reasons and implications in the thinking.
- Help participants rephrase questions and answers for clarity if necessary.
- Encourage participants to USE THE TEXT to support their responses.
- Be patient enough to allow each participants’ understanding to evolve.
The Role and Responsibilities of the Seminar Participant

Before the Seminar
- Read the text carefully and for understanding.
- Use highlighters to mark crucial text and make notes in margins.
- Look for places where the author is stating his views, arguing for them, or raising questions.
- Make connections between parts of the text by using your marginal notes.
- Think about what you have read and how you understand it.
- Make connections between the ideas in the text and what you know in your life and the lives of the others.

During the Seminar
- Be prepared to participate; the quality of the seminar diminishes when participants speak without preparation.
- Refer to the text often and when needed; a seminar is not a test of memory.
- Ask good questions and ask for clarification when confused.
- Take turns speaking instead of raising hands.
- Listen carefully and actively to your fellow participants.
- Speak so that all can hear you.
- Address your fellow participants, not just the leader.
- Discuss the ideas of the text, not each other’s opinions.
- Show respect for differing ideas, thoughts, and values.
- Give evidence and examples to support your responses.
- Help fellow participants clarify questions and responses.
- Keep your mind open to new ideas and possibilities.

After the Seminar
- Be reflective about the process of the seminar.
- Discuss with your group parts of the seminar you think went well and which skills you and your fellow participants still need to improve.
- Use writing to think about both the process and the content of the seminar.
- Reflect on both yourself as an individual and the group as a whole.
- Be prepared to help set goals for improvement in the next seminar.
Socratic Seminar Group Guidelines

Listen
No one can speak while someone else is speaking.

Build
Speakers must try to build on what others say, not debate their views.

Refer to the Text
Speakers must refer directly to the section of the text from which their ideas come rather than making general comments or observations.
Guidelines for Developing Questions

The learning in Socratic Seminars occurs as a result of the questions asked. Keep these guidelines in mind as you develop seminar questions.

- Be sure that your questions are void of judgment and derived from the text.
- Ask questions that raise questions.
- Avoid asking yes/no questions.
- Ask hypothetical and complex questions.
- Ask questions to which there are no right or wrong answers.
- Continue to ask “why” or to probe the responses of the participants with further questioning.
- Allow yourself to guide the discussion with your questioning but to go with the discussion as well.

Listed below are examples of the types of questions you may want to develop and have ready as the leader of a Socratic Seminar. Use this page to assist you as you examine the text in preparation for the seminar.

1. By what reasoning did you come to that conclusion?
2. What would change your mind?
3. What are the assumptions, explicit or underlying, of this text?
4. Can you identify ideas in the text that seem to contradict one another?
5. What if _____________________________ happened (or were true) instead of _____________________________?
6. What might be some other good titles for this text?
7. What does the text say about the human race (or love, beauty, progress, etc.)? What do you think about it? What might other people say about it?
8. Do the ideas stated in this text seem to agree with or contradict this statement: _____________________________
9. If _____________________________ were writing (composing, painting, etc.) today, what might be different about this work?
10. In recent times, what well-known people are (were) like _____________________________ in the text?
11. What does the term _____________________________ mean in this text?
12. In what way would _____________ change, if _____________________________ happened differently?
13. How do you think something from the text was (would be) viewed by _____________________________?
14. In what ways are _____________ and _____________ alike (or different)?
15. What part of this work provokes the most discussion? Least discussion? Why? What in the text supports that opinion?
16. What important conclusions can we draw from the text?
17. What does the writer/artist assume? What are you assuming?
## Developing Opening, Core, and Closing Questions

Use this page to guide you as you develop questions in the categories of opening, core, and closing. Opening questions should get the seminar off to a start, core questions should help participants examine deeper meanings in the text, and closing questions should help the group bring the seminar to a close, though not necessarily a conclusion. Use the template on the following page to record your questions as you prepare to lead the seminar.

### Opening Questions
- Stem from context
- Direct participants into text
- Elicit more than one-word responses
- Are generally concrete questions

**Examples**
- What is the theme of the reading?
- What significance is this to ______?
- What are the assumptions of this text?
- Could the two main characters have switched places? Why or why not?
- What might be some other good titles?
- Is it better to be ______ or __________?  
- In recent times, what well-known people are like ______?  

### Core Questions
- Are content-specific
- May ask for the interpretation of a specific line or passage; often “how” or “why” questions
- Generally move the discussion into the abstract

**Examples**
- Why does the main character think ______?
- How do you support that position from the text?
- How does this idea connect to ______?
- If ______ is true, then ____________?
- Can you define what you mean by ______?

### Closing Questions
- Establish relevance
- Connect to the real world
- Relate to the lives of the participants
- Are generally abstract

**Examples**
- If you were writing this work, what would the ending be?
- How does this idea connect to ______?
- Explain the consequences of the ideas in the text.
- Predict/justify future developments.
<table>
<thead>
<tr>
<th>Questions Planning Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Questions</strong></td>
</tr>
<tr>
<td><strong>Core Questions</strong></td>
</tr>
<tr>
<td><strong>Closing Questions</strong></td>
</tr>
</tbody>
</table>
Critiquing or Debriefing the Seminar

Spending some time after the seminar to critique, debrief, and evaluate the process is critical. This reflection allows for the growth of the skills necessary to achieve quality seminars and high levels of thinking. The following questions may be asked of both participants and observers in the outer circle to help evaluate the seminar process.

Did the participants...

• speak loudly and clearly?
• cite reasons and evidence for their statements?
• use the text to find support?
• listen to others respectfully?
• stick to the subject?
• talk to each other, and not just the leader?
• paraphrase accurately?
• ask for help to clear up confusion?
• support each other?
• avoid hostile exchanges?
• question each other in a civil manner?
• seem prepared?

Did the leader...

• engage participants early? How?
• make sure that the questions were understood?
• ask questions that led to further questions?
• use answers as the basis for follow-up questions?
• allow for discussion of disagreements?
• listen carefully to participants’ statements?
• accept participants’ answers without judgment?
• keep attention on ideas in the text being discussed?
• correct misreadings of the text?
• allow time (pauses) for thinking?
• draw out reasons and implications?
• draw in all participants?

In the course of the seminar...

• what was the most interesting question?
• what was the most interesting idea to come from a participant?
• what was the best thing that you observed?
• what was the most troubling thing that you observed?
• what do you think should be done differently in the next seminar?
The questions on the previous page focus more on the process. These questions are designed to help participants and observers reflect on the content of the seminar dialogue. They may be used in discussion only, or students may write their answers first and then engage in a discussion.

1. What was the best point made during the seminar?

2. What ideas did you agree with?

3. What ideas did you disagree with?

4. What questions were left unanswered?

5. What did you contribute to the discussion?

6. What do you wish you had said in the discussion?

7. Who were the top three contributors to the discussion?

8. What is your overall evaluation of the seminar?
# Socratic Seminar Rubric

This rubric can be used by students to self-evaluate their participation in a seminar or by observers to evaluate a particular participant. This rubric breaks down the some of the skills involved in seminars. This may help participants to identify particular areas of strength and areas for improvement.

<table>
<thead>
<tr>
<th>Questioning</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has prepared several high level questions based on the text</td>
<td>• Has prepared questions, mostly lower level</td>
<td>• Has very few questions, if any</td>
<td>• Has not prepared questions</td>
<td>• Does not ask questions</td>
</tr>
<tr>
<td>• Asks several higher level questions during seminar</td>
<td>• Asks some questions during seminar</td>
<td>• Asks very few questions, if any</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>• Moves the conversation forward</td>
<td>• Comments often, but does not lead others</td>
<td>• Emphasizes only own ideas</td>
<td>• Disruptive, argumentative</td>
</tr>
<tr>
<td>• Speaks to all participants</td>
<td>• Speaks to all participants</td>
<td>• Addresses only the teacher</td>
<td>• Addresses only the teacher</td>
<td>• Mumbles or is silent</td>
</tr>
<tr>
<td>• Thinks before answering</td>
<td>• Thinks before answering</td>
<td>• Refers to text, but not to subtle points</td>
<td>• Tends toward debate, not dialogue</td>
<td>• No connection to previous comment</td>
</tr>
<tr>
<td>• Refers directly to the text</td>
<td>• Refers directly to the text</td>
<td>• Responds to questions</td>
<td>• Ideas do not always connect</td>
<td></td>
</tr>
<tr>
<td>• Make connections to other speakers</td>
<td>• Make connections to other speakers</td>
<td>• Considers some opinions</td>
<td>• Comments neglect details of text</td>
<td></td>
</tr>
<tr>
<td>• Considers all opinions</td>
<td>• Considers all opinions</td>
<td>• Offers insightful contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Offers insightful contributions</td>
<td>• Offers insightful contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>• Demonstrates effective listening skills (eye contact, nods, takes notes)</td>
<td>• May have some eye contact with speaker</td>
<td>• Rarely demonstrates effective listening skills (eye contact, nods, takes notes)</td>
<td>• No effective listening skills demonstrated</td>
</tr>
<tr>
<td>• Writes down thoughts and questions</td>
<td>• Writes down thoughts and questions</td>
<td>• Takes some notes</td>
<td>• Loses track of conversation</td>
<td>• Attempts to dominate</td>
</tr>
<tr>
<td>• Builds on others’ comments</td>
<td>• Builds on others’ comments</td>
<td>• Ignores others’ comments</td>
<td>• Judges others’ ideas</td>
<td>• Interrupts speakers in middle of sentence</td>
</tr>
<tr>
<td>• Asks for clarification when needed</td>
<td>• Asks for clarification when needed</td>
<td></td>
<td></td>
<td>• Repeats same ideas</td>
</tr>
<tr>
<td>Reading</td>
<td>• Identifies/highlights key words and phrases</td>
<td>• Identifies/highlights some key words and phrases</td>
<td>• No highlighting</td>
<td>• Unprepared, unfamiliar with text</td>
</tr>
<tr>
<td>• Has notes of main ideas</td>
<td>• Has notes of main ideas</td>
<td>• Skims the text</td>
<td>• Unprepared, unfamiliar with text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Very few notes, if any.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Socratic Seminar Rubric

This rubric gives a holistic assessment of a participant’s behavior in a seminar. It can be used by observers or a teacher to give individual feedback to students.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Commanding</th>
<th>Competent</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates patience with others’ opinions</td>
<td>• Comments often</td>
<td>• Emphasizes only own ideas</td>
<td>• Leans toward debate, not dialogue</td>
<td>• Is not participating</td>
</tr>
<tr>
<td>• Moves the conversation forward</td>
<td>• Responds to questions</td>
<td>• Ideas not always connected</td>
<td>• Disruptive or argumentative</td>
<td>• May be lost or overwhelmed with seminar</td>
</tr>
<tr>
<td>• Speaks to all participants</td>
<td>• Refers to the text</td>
<td>• Refers to text</td>
<td>• Mumbles or is silent</td>
<td></td>
</tr>
<tr>
<td>• Thinks before answering</td>
<td>• Offers interesting ideas</td>
<td>• Loses track of the conversation</td>
<td>• Repeats some ideas</td>
<td></td>
</tr>
<tr>
<td>• Refers directly to the text</td>
<td>• Pays attention</td>
<td>• Judges others’ ideas</td>
<td>• Does not ask questions</td>
<td></td>
</tr>
<tr>
<td>• Makes connections to other speakers</td>
<td>• Asks a few questions</td>
<td>• May ask questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Considers all opinions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Builds on others’ comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asks for clarification when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies key words/phrases/details in the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions - Choose three participants in the inner circle to observe during the seminar. Take careful notes and pay close attention to the dialogue, individual behaviors, and the group’s dynamics. Your grade is based on this observation/notetaking sheet. (50 pts.)

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>New Idea</th>
<th>Asked a ?</th>
<th>Referred to Text</th>
<th>Positive Comment</th>
<th>Negative Behavior</th>
<th>Other Notes/Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Observation Form

**Inner-Outer Discussion Circle**

**Directions:** Each time your partner does one of the following, put a check in the box.

Your name ___________________ Partner ___________________

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Box 1</th>
<th>Box 2</th>
<th>Box 3</th>
<th>Box 4</th>
<th>Box 5</th>
<th>Box 6</th>
<th>Box 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks in the discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks at person who is speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers to the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks a question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to another speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrupts another speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in side conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AFTER DISCUSSION:** What is the most interesting thing your partner said?

**AFTER DISCUSSION:** What would you like to have said in the discussion?
UNIT THIRTEEN:
TEST-TAKING

Introduction

AVID students are rarely test-savvy when they enter the AVID program. Some AVID students, even when well-prepared, have difficulty performing well on tests because they lack test taking skills. This unit is designed to provide some guidelines for you as an AVID teacher to help your AVID students develop proactive test-taking habits and skills. The activities in this unit can be applied to the classroom situations that your students encounter daily as well as to the standardized tests that they will take for college admissions.

Test-taking skills can be divided into three broad areas—before the test, during the test, and after the test. Use the activities in this unit as you see fit to help your students develop stronger test-taking skills. If you have used the lesson on learning styles, then have them apply their knowledge of their learning styles to different testing situations, developing strategies to overcome any testing obstacles that their learning styles create.

The following outlines some basic principles to follow when discussing test-taking skills and developing strategies.

Before the test

• **Know the test**—determine the types of questions that will be asked, how much time will be allowed, and how the test will be scored. (Students may use Student Activity 13.2, “Pre-Test Checklist,” to record this information.)

• **Verify information**—determine what information you will be given on the test during the test and what materials you will have at your disposal. For example, for classroom tests you may be able to use notes or books. For standardized tests such as the SAT, you may use calculators and are provided with the formulas you will need so you don’t have to memorize them. If possible, know the directions ahead of time, so that you don’t waste time reading them during the test.

• **Study effectively**—once you know what the test will be about, use study strategies appropriate for that type of test (see the section “Test-Taking Tips” for more information). Also, be sure to study a bit each day instead of trying to cram everything in the night before. Use your Cornell notes daily to review material and bring possible test questions and topics to tutorials.

• **Develop a plan**—decide how you will pace yourself during the test and what strategies you may need to use for your learning style to help yourself do better on the test.

During the test

• **Scan and review**—once you receive the test, quickly scan and review each section and the directions to be sure that the test is what you were expecting.

• **Pace yourself**—set yourself up to follow your plan; keep a watch on your desk if you cannot easily see a clock.
• **Use strategies**—remember to use the strategies you have developed to help yourself. For example, auditory learners may need to mouth questions silently to themselves to better understand. Strategies such as the process of elimination with multiple-choice questions may need to be employed.

• **Follow your plan**—self-monitor so that you follow the plan you developed to complete your test with the best possible outcomes.

**After the test**

• **Reflect on your experience**—after a test but before you get your results, write reflectively in a learning log about the test. Think about what you did well, what seemed difficult, if you think you prepared appropriately, and speculate about your score.

• **Analyze your results**—once you receive your test results, look for patterns, identify strengths and challenges, develop strategies to improve areas of weakness or skill deficit, and focus study efforts on those areas if taking the test again.

• **Consult with teachers**—when appropriate, follow up with your teachers to help you analyze your performance. If you didn’t do as well as you had hoped, your teachers may be able to offer insights on how you can improve the next time. (Students may use Student Activity 13.1, “Test-Taking Problems,” to reflect, analyze, and discuss with teachers.)
Test-Taking Tips (1 of 10)

TAKING OBJECTIVE TESTS

True/False Questions/Statements:

These are the easiest questions to complete because you have a 50% chance of getting the answer correct. But this kind of test question is often tricky.

a. A SINGLE WORD can make a true sentence false. If you read too quickly you may miss the word that changes the statement.

EXAMPLE: The novel "Hamlet" was written by William Shakespeare. ("Hamlet" is a play. The word "novel" is a false detail, making the whole sentence false.)

b. Some true/false questions make broad, general statements that may OFTEN be true or seem true, but are not ALWAYS true.

EXAMPLE: Teenagers are always loud. Teenagers are sometimes loud. (Watch out for words like ALL, ONLY, ALWAYS, NEVER, and NONE. They turn general statements into limiting statements, often making them false.)

c. In true/false questions, if even one exception can be found, the statement is false. On the other hand, words such as OFTEN, USUALLY, RARELY, or SOMETIMES may indicate a true answer.

On true/false tests, a false sentence often looks like a true one. HUNT FOR THE WORD OR DETAIL THAT CAN MAKE A STATEMENT FALSE.

WORDS USED in true/false statements are as important as the facts stated. You might know the fact, but it could be written in a tricky way to mislead you. UNLESS YOU READ CAREFULLY, you could answer the question incorrectly because of one little word!
Test-Taking Tips (2 of 10)

MATCHING TESTS

Some tests or portions of a test will ask you to match items in one list to items in another list. Even if you don't know every item, you may be able to figure them out.

1. Count to see which list has fewer items—EVERY ITEM in the shorter list will have a matching item in the longer list, with a few extra ones left over.

2. Answer items you know first—mark off each item as you use it so you won't mistakenly use it again.

3. Make intelligent guesses for items you aren't sure of, using clue words to help you.
   a. If you are asked to match "French general who fought in American Revolution," look for a "foreign" name that sounds French.
   b. If you are asked to match "Famous scientific research team," look for an answer that has more than one name.
   c. If you are asked to match "Early leader of women's rights movement," look over all the women's names, eliminating all the answers you know are not correct. You may be lucky and find there is only one woman's name on the list!

Knowing the facts is the very best way to match up items, but FINDING CLUES in the items can help you figure out answers you don't know or are unsure of. REMEMBER: You can use your KNOWLEDGE IN ONE AREA to figure out an answer in another area.
Test-Taking Tips (3 of 10)

FILL-IN-THE-BLANK-QUESTIONS

This kind of question usually requires an exact answer where you complete the sentence with a correct word or phrase. Sometimes you are given a list of words to use in filling in the blanks, making the test similar to a matching test so you can use the same strategies. Most of the time you will have to think up the words to fill in the blanks.

1. Read the sentences carefully, using the information in them to figure out the missing words or phrases.

2. Watch out for tricky words like those used in true/false questions/statements.

3. Be sure your answer fits grammatically into the sentence.

EXAMPLE: "________________ is the capital of California" would be filled in with a proper noun; using an adjective like "avocados" shows that you did not read the statement clearly.

4. Pay attention to the number and length of the blank spaces in the sentences—although length of space can sometimes be misleading, most of the time the space provided gives you a clue about the answer.

5. If you are unsure of the answer, fill in the blank with the most likely answer—you may get partial credit.
MULTIPLE-CHOICE QUESTIONS

It's important to remember to READ THE ANSWERS FIRST when answering multiple-choice questions. This kind of question is usually used in STANDARDIZED TESTS—tests that are used all over the country or throughout our state and have been written by test experts and graded by computer.

1. Answer all the questions you know first; read all of the choices for each question and choose the one that answers the question smoothly and seems right on its own.

2. Go back and look over the questions you didn't know or were unsure of and make an intelligent guess—remember, ONLY ONE ANSWER IS CORRECT.

3. Read the questions carefully, looking for trick words.

EXAMPLE: "All of the following are correct, except . . . ." The word "except" tells you that you should select the one choice that IS NOT correct.

4. Sometimes one of the answer choices may be "all of the above" or "none of the above." Use your common sense:
   a. If you know at least one incorrect choice, then "all of the above" can't be right.
   b. On the other hand, if you know that at least one of the other choices is right, "none of the above" can't be correct.

5. Be sure to answer every question and check to make sure that you marked each answer in the correct space.

STANDARDIZED MULTIPLE CHOICE TESTS often have very specific parts to them:
Test-Taking Tips (5 of 10)

VOCABULARY TESTS

These tests ask you about the meanings of words, often directing you to pick out the word that is "the same as" a given word.

EXAMPLE: MULTITUDE

A) multiplication
B) magnification
C) many
D) altitude
E) all of the above

The correct answer is "C" because the word "many" is the same as the given word, "multitude."

1. First try to come up with a quick, short definition for the given word so that you know the meaning before looking at the choices.

2. Eliminate choices you know are wrong.

3. If you are finding a word that is "the same as": Think of a sentence using the given word, then replace that word in the sentence with each of your choices. If the sentence doesn't make sense, the word choice is not the answer.

4. If you are finding the word that is "the opposite of": Again, think of a sentence with the given word in it. This time, look for the word choice that gives your sentence the OPPOSITE meaning.

5. Sometimes you can look at the parts of a word to help you figure out its meaning.

EXAMPLE: TELEPATHY—You know other words that begin with "tele," such as television, telegram, and telephone. From this you can guess that it has something to do with communication or sending messages over distances. The last part of the word, "pathy" is also the last part of sympathy so you can guess that it has to do with feelings. Putting the two parts together, you might come up with "sending messages through feelings" so you would look for a choice that fits this meaning.
Test-Taking Tips (6 of 10)

6. READ CAREFULLY—Sometimes there are words among the answer choices that may trick you:

a. A question may ask for the opposite of a given word, but a word that means the same might be mixed in with the answer choices to fool you.

b. Sometimes words that sound alike or are spelled very similarly to the given word are put among the answer choices and may confuse you.
Test-Taking Tips (7 of 10)

TAKING ESSAY TESTS

READ ALL YOUR ESSAY QUESTIONS CAREFULLY. Look carefully at all the words in a question—does it ask you to compare/contrast, to describe, to discuss, or to solve a problem? BE SURE TO DO WHAT THE QUESTION ASKS.

1. If all the essay questions are equal in point value, give equal time and attention to each of them. BE SURE TO KEEP TRACK OF YOUR TIME.

2. If some essay questions are worth more points than others, spend more time answering the higher point questions. More is expected from you in the higher point questions.

3. If you are given a choice of essay questions, choose the questions that are higher in point value whenever possible. READ THE DIRECTIONS! Do not mistakenly answer all the essay questions when, for example, you only had to answer 3 out of 5.

4. If you must select essay questions that total a certain number of points, MAKE SURE the questions you choose to answer TOTAL that number of points or more. Be aware of your time limitations. Choosing to answer two questions may be a better use of your time than answering five questions equaling the same amount of points.

5. As you read the essay questions, look for KEY words that give you clues to what you must write about:

   a. Some key words tell you how to APPROACH THE SUBJECT: analyze, comment, compare, define, describe, discuss, explain, prove, and respond. Some of these words ask your OPINION, some ask you to PRESENT INFORMATION, some ask you to FOCUS ON ONE IDEA, while others ask you to DEAL WITH
Test-Taking Tips (8 of 10)

SEVERAL IDEAS OR DETAILS. KNOW WHAT APPROACH a question asks for.

b. Some key words tell you WHAT KINDS OF FACTS TO INCLUDE. "Who?" asks for names; "When?" asks for dates; "Why?" asks for reasons; and "How?" asks for cause. Sometimes NUMBERS or ADJECTIVES are used with these words, like FIVE dates or SUPPORTING details. Be sure you have the number of items asked for or the details that support your main idea.

c. Some key words such as development, relation, significance, cause, and effects all LIMIT THE SUBJECT for you. You need to learn what they mean so that you can focus on what you have to write about in your essay answer.

6. Make sure you read ALL THE WAY THROUGH an essay question. Many essay questions have several parts that you are expected to respond to. You don’t want to skip them, because they are worth points too.

7. If you are allowed to write on the test, you should underline the key words as you find them to help you focus on your writing.

8. Start your thinking/planning with a cluster, outline, or some quick notes, using phrases, single words, or even abbreviations.

   a. If a question asks for facts, make a quick list of facts that apply to the subject or question.

   b. If you’re asked for an opinion, cluster ideas and feelings that come to mind.

   c. Put your thoughts in order. Think of main points in the answer, then add all the supporting information and details you can think of. This doesn’t have to be a formal outline. You can change the order as you write, but it helps to organize your ideas.

   d. Looking back at key words in the question may help you choose an order for your
ideas, and decide which point you should cover first. This is also the time to show CONNECTIONS between your thoughts. If you’re asked to compare and contrast two items, look at your notes for all the details that show they are alike, then match up the details that show how they are different.

e. Allowing a little planning time first can make a big difference in the quality of your essay.

9. As you write your answer, keep your teacher in mind because this is the person who is asking you the question. A simple format for answering essay questions is to INTRODUCE YOUR TOPIC; GIVE BACKGROUND FACTS/INFORMATION/DETAILS; STATE MAIN POINTS AND ARGUMENTS; and DRAW CONCLUSIONS and SUMMARIZE.

a. Introduce your topic by rephrasing the question as the first sentence in your answer. You might even repeat words from the question in this first sentence.

b. Explain each point you are making completely before going on to the next one. If you skip around a lot, your answer will seem confusing and incomplete.

c. Support your general statements with details, examples, and facts. Use specific people and events to show that you know your subject and help your teacher follow your line of thinking/reasoning.

d. When you finish making a point, make it clear you are moving on to another point by using introductory words for each new point such as another, besides, in addition, next, however, and although.

e. When you feel you’ve covered everything, conclude in a sentence or two, but DON’T simply repeat your opening sentence. Use
Test-Taking Tips (10 of 10)

...some of the main ideas you brought up in your essay.

10. Reread your answer when you have completed it. Check for COMPLETE IDEAS, CLEAR THOUGHTS, and DETAILS/EXPLANATIONS. Make sure you have answered the question and HAVE NOT STRAYED OFF THE TOPIC.

11. NEATNESS CAN MAKE A DIFFERENCE. Make your paper easy to read so that your ideas will stand out clearly.
   a. Look for words you may have left out while writing quickly, also checking for wrong numbers in a fact or date. These simple omissions or errors could change the whole meaning of your answer.
   b. Catch any misspelled or hard-to-read words and rewrite them.
   c. The more you know about a topic, the more you can include in your essay answer, but remember TO STICK TO THE SUBJECT.
   d. Don't be afraid to "think on paper." Some of your best ideas may DEVELOP WHILE YOU WRITE. You may even understand your topic better after the test than you did before!

The best answer to any essay question is not always a long one. What counts is to:
1. Answer the question directly.
2. Stick to the point.
3. Cover all the "angles."
Student Activity 13.1

Test-Taking Problems

Directions: Put a check in the box if you have experienced that particular problem in preparing for or taking tests. After you have checked all the boxes that apply to you, write about these experiences. Give examples and explanations from recent test-taking experiences.

☐ Spending too much time on difficult questions
☐ Not finishing the test or answering all the questions
☐ Not being able to concentrate
☐ Skipping too many questions
☐ Not understanding directions
☐ Not listening to instructions
☐ Being nervous and anxious
☐ Not checking my work
☐ Not studying enough
☐ Not studying the correct material
☐ Studying only the night before the test

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**Student Activity 13.2**

Directions: Fill in the information in the chart below to help you to prepare and study for any test.

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Number of Questions</th>
<th>Points Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Choice</td>
<td></td>
<td></td>
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<tr>
<td>Fill in the Blank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Answer</td>
<td></td>
<td></td>
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<tr>
<td>Essay</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount of Time for Test</th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Information That Will Be Provided</th>
<th>Information That Needs To Be Memorized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Materials That Will Be Provided</th>
<th>Materials That I Will Need to Bring</th>
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<td></td>
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<td></td>
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</table>
Introduction

Speaking before people, whether classmates or the House of Representatives, requires many skills. Developing these skills is important and imperative work. Empowering students to use their voices and challenging them to realize the power behind those voices prepares them for a pathway of success.

Confidence in public speaking has to be grown within students. First, students must become proficient in the practice of individual elements of public speaking. Next, they must have and take opportunities to practice. This unit suggests activities to sharpen component skills of public speaking and build confidence speaking in front of others, but the real learning will occur through practice. Public speaking and presentation opportunities should be routinely incorporated into AVID unit planning.

Speaking in front of peers and more complex audiences will develop over time, especially if AVID classroom planning includes such methodologies as Socratic Seminar, Philosophical Chairs, and four-corners debating. The following offers ideas for differentiating public-speaking activities by grade level.

6th Grade
• Use suggested unit plan and modify materials according to student need.
• Modify rubrics by using the English/Language Arts standards for the 6th grade.

7th Grade
• Use suggested unit plan and modify materials according to student need.
• Modify rubrics by using the English/Language Arts standards for the 7th grade.

8th Grade
• Use suggested unit plan and modify materials according to student need.
• Modify rubrics by using the English/Language Arts standards for the 8th grade.

9th Grade
• Use suggested unit plan and modify materials according to student need.
• Modify rubrics by using the English/Language Arts standards for the 9th grade.
• Student presentations should be accompanied by poster board prepared as visual aid.
• Students will present to selected 6th–8th grade AVID classrooms.

10th Grade

Presentations for 10th and 11th grades should focus on topics related to college research, as they should be used in the school site recruitment/articulation plans.

• Student presentations should be accompanied by tri-fold presentation board prepared as visual aid.
• Students may use a publishing program to create a flyer, covering the highlights of the presentation.
• Students will present to selected 6th–9th grade AVID classrooms and/or other classes in school, including Life Skills students, contributing to the creation of school-wide college culture.

11th Grade

Presentations for 10th and 11th grades should focus on topics related to college research, as they should be utilized in the school site recruitment/articulation plans.

• Student presentations should be accompanied by PowerPoint slides and given in a “professional” setting, perhaps a conference room before panelists including teachers, counselors, school administrators, district administrators, AVID regional coaches, community members, and or business owners seeking summer interns.
• Students should send formal letters requesting the presence of such invitees.
• Students should dress professionally and memorize their presentations.
• PowerPoint slides, as opposed to cue cards, will prompt student through presentations.

12th Grade

• Students may present a completed AVID portfolio, narrating their growth experience through the AVID program, utilizing student work and portfolio items to document progress toward their college goal. Students will highlight areas of marked improvement, areas of clear strengths, and areas of continued focus for improvement.
• Students may use any combination of visual media to accompany presentations, including tri-fold boards, flyers, PowerPoint, or video.
• Presentations should be delivered in a “professional” setting, perhaps a conference room before panelists including teachers, counselors, school administrators, district administrators, AVID regional coaches, community members, and/or Board of Education members.
• Students should send formal letters requesting the presence of such invitees.
• Students should dress professionally and memorize presentations.
Public Speaking Unit Plan

This unit can be completed in about three weeks in the AVID classroom, taking tutorial time into consideration. The unit is meant to allow students opportunities to speak in front of their peers and practice specific public presentation skills, culminating with student speeches.

Day 1

- Ask students to define “public speaking.” Use inquiry to challenge students to consider the broader implications of speaking in public: Is “public speaking” more than just talking in front of people? Can a deaf student who signs “speak” publicly? What skills are important for speakers or presenters to build?
- Ask students to consider occupations that interest them. Have them create an inventory of careers they’d like to research for themselves. Challenge students to generate a list of professions that are dependent upon public speaking. Create a list of professions that involve NO public speaking. Compare these lists to that of their career interest inventory. Is public speaking necessary for any of the occupations within their inventory? Are there many professions that students aspire to that do not require public speaking to some extent?
- Introduce Student Handout 14.1, “Public Speaking Terminology.”

Day 2

- Individually or in pairs, ask your students to consider what “listening” looks like, then share. Make and post a list of “Things That Show I’m Listening.” Your list will probably include: facing the speaker, making eye contact, nodding, notetaking when appropriate, remaining quiet and respectful, and applauding when the speaker finishes. This list will be your audience standard when students are presenting.
- Set up Student Activity 14.2, “Fish Bowl Speeches,” with class. Give a sample speech on something silly, and ask the students how you did. Create a rubric together and ask them to evaluate your sample speech. Ask a student to be daring and pick a topic to speak on today just like you did. This student can choose the next speaker from those who volunteer. After a few speakers, establish the expectation that two students will give “Fish Bowl Speeches” at the start of each class for the next several days. Set the expectation that everyone should do it before the unit is through. Emphasize that no one will be perfect and everyone will support our speakers. “Our classroom is like having home court advantage. Everyone cheers for you and encourages you to do your best. We’ll be a team that gets better at this together.”

Day 3

- Warm up with “Fish Bowl Speeches.”

Day 4

- Warm up with “Fish Bowl Speeches.”
- Use Student Activity 14.4, “Take a Different Tone,” to practice intonation.

Days 5–10

- Warm up: “Fish Bowl Speeches.”
- Ask students to write one of three different types of speeches (examples follow):
  1. Narrative: Tell your audience a personal story from beginning to end.
— A Day I’d Like to Forget from Sunrise to Sunset
— My Favorite Field Trip
— My Most Memorable Day at School
— How I Decided Which College Is Best for Me

2. Informative: Do research and present information on your topic to your audience.
— The University of Arizona in a Nutshell
— The Differences Between a Public University and a Private University
— Graduation Requirements vs. College Entrance Requirements

3. Persuasive: Assert your opinion and convince your audience to agree and/or act with you.
— AVID Will Help You Reach and Succeed in College
— Rocks Make Better Pets Than Rabbits
— Boston is the Best College Town
— Our campus needs a Community Service Club

• Use AVID writing materials to guide students through the complete writing process, including prewriting, drafting, revising, and peer review. Use or modify Student Activity 14.5, “Basic Writing Rubric,” to establish a clear expectation for the assignment and ask students to use it to evaluate one another’s work in the peer review process.

Days 11–12
• Warm up with “Fish Bowl Speeches.”
• Students transfer their written or typed speeches to index cards, and ask them to begin to memorize the speeches to present them to the class or to an arranged audience of other students, teachers, school administrators, and/or parents and community members.
• Present students with a grade-level-appropriate sample speech and ask them either individually or in groups to decide how the speech should be spoken or presented. How should it be paced? Where should the speaker slow down? Speed up? Pause? What words should be emphasized? When and where should the speaker move and/or gesture? What word(s) will trigger such movement or gesticulation? Where in the speech will the tone shift? Are there any words that will require a specific intonation?
• Suggest symbols and methods for marking the speech to help the speaker present. On an overhead, share with the class how you would mark the speech. Refer to Student Activity 14.6, “Antony’s Eulogy,” as an example. Ask students to mark their own speeches similarly.

Day 13
• Warm up with “Fish Bowl Speeches.”
• Give students Student Activity 14.7, “Presentation Rubric,” and review it with class. Advise students to prepare for their presentations. Give students the opportunity to practice with peers and evaluate one another with the rubric.

Days 14–15
• Students present speeches.
Public Speaking Terminology

**Fluency/Continuity:** moving with ease; polished. A fluent speaker rarely stumbles through a presentation. Fluency comes from preparation and practice.

**Volume:** the degree of loudness of sound. A speaker must be heard clearly. Additionally, adjusting one’s volume is an excellent way to emphasize and de-emphasize words.

**Eye Contact:** making a visual connection with individuals in audience. Speakers cannot read from papers or cards continually. The audience doesn’t feel that the speaker spoke to them. Looking at individuals garners attention and makes the presentation personal.

**Pacing:** the degree of quickness with which one delivers a speech. We often speak too quickly when we’re nervously speaking to a group. Be aware of pacing and take moments to pause and allow the audience to absorb points.

**Movement:** changing physical position. Sometimes, like when speaking from a podium, movement is limited. Other times, like when speaking from a stage, the audience will expect the speaker to move within the space. Be careful. Too much movement is distracting.

**Gesticulation:** act of making gestures or moving one’s body parts, usually arms, hands, legs, as a means of expression. Gesturing should be planned and practiced. It’s hard to gesture when holding papers or cards. Usually a speaker memorizes first.

**Facial Expression:** communicating ideas and emotions nonverbally by contorting one’s face. Sounds strange, but you can communicate that something smells bad by crinkling up your nose. Using gesture and facial expression emphasizes those points that you’re making in your speech.

**Enunciation:** clearly saying the sounds and syllables in words. It is important to speak clearly and not slur or mumble words or parts of words. Being nervous or moving at a quick pace often makes us fail to enunciate the latter parts of words or phrases.

**Pronunciation:** speaking words as they are meant to be spoken. This is the tomato (tuh-may-toe), tomato (tuh-mah-toe) issue. Pronouncing words incorrectly reflects poorly on the speaker. Using colloquial pronunciation creates a specific affect. Preparation prevents errors in pronunciation.
**Student Activity 14.1 (2 of 2)**

**Audience:** the people who are listening and/or viewing a presentation or speaker. Pay attention to the audience. Know the audience and adjust the speech or presentation accordingly.

**Tone:** the expression in one’s voice generated by altering pitch (highness and lowness). Think about an angry voice versus a happy voice. Changing tone keeps the audience engaged and suggests the speaker’s attitude toward the topic.

**Diction:** word choice. Choose vocabulary that is appropriate and understandable for the audience.

**Impromptu/Extemporaneous:** speaking or presenting with little or no preparation.

**Visual Aids:** any visible props or components of one’s presentation. Posters, charts, graphs, demonstrations, Power Point presentations, media clips, and overhead projections are all effective visual aids.
Student Activity 14.2

Fish Bowl Speeches

Ask students to consider what topics they’d like to hear classmates present spontaneous mini-speeches on. Students write topics on slips of paper to be placed in the fishbowl.

Sample Class Generated Topics:
- Day at the Zoo
- Pets with Gas
- The Cola Wars
- The Ideal Game Show
- Fairy Tales
- Green Jell-O
- Just Say “No!”
- The Color Blue
- Friendship
- The Best Kind of Homework Is No Homework!
- College
- Peas Belong After O’s and Before Q’s – Not on My Plate!
- If I Had a Million Dollars…
- Why Did the Chicken Cross the Road?
- Education Can Happen Outside the Classroom Too!
- My Favorite Cartoon
- I Am Most Thankful for...
- “Oldies But Goodies”…Says Who?
- When I’m Really Old (Like 30), I’ll Be...
- If I Could Have Dinner With Anyone, Anywhere...
- The Best Book/Story I’ve Read or Someone Read to Me
- If I Was a Superhero, My Super Power Would Be...
- Eye for an Eye – The World Goes Blind
- The Best Invention Ever

Presentation:
- As a daily warm-up, set the expectation that two students will choose topics upon entering class.
- They will have four minutes to prepare - to gather thoughts, and two minutes to deliver an impromptu speech on the topic drawn from the fishbowl.
- Today’s speakers select tomorrow’s speakers.
- Use student input to establish expectations of the audience and speaker. For example, the speaker must speak on the topic chosen, and speak for the full two minutes. Audience must listen attentively and cannot interrupt the speaker.
- Ask the students to consider what “listening” looks like and to practice these attributes of listening.
- After each mini-speech, speaker must evaluate him/herself and, classmates should have opportunity to evaluate speaker too.

Class Rubric:
- Ask the class what’s important to consider when evaluating a speaker.
- Create a rubric based upon their input.
- Have students evaluate one another, using their rubric.

<table>
<thead>
<tr>
<th>We’re paying attention to...</th>
<th>because it’s important...</th>
<th>(3) Outstanding</th>
<th>(2) Good</th>
<th>(1) Work on it</th>
</tr>
</thead>
<tbody>
<tr>
<td>eye contact</td>
<td>To look at the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>continuity</td>
<td>To keep going, even when nervous.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>volume</td>
<td>To be heard by the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enunciation</td>
<td>To pronounce words clearly to be understood.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>captivation</td>
<td>To engage the audience so they keep listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Out of 15 possible points, my total is...
Student Activity 14.3

Tongue Twister Stations

Set up stations in the classroom where students practice reciting tongue twisters, focusing on enunciation. Having a tape recorder at each station, allowing students to tape, listen to, and evaluate the clarity of each other’s enunciation would be ideal.

Begin with short and simple tongue twisters, and then move on to the longer, more complex twisters. Challenge students to memorize and recite them for the class.

Examples:

Short and Sweet

- Sally sells seashells by the seashore.
- Seven silver swans swam silently seaward.
- Peter Piper picked a peck of pickled peppers.
- Which wristwatches are Swiss wristwatches?

More Challenging

- Once upon a barren moor
  There dwelt a bear, also a boar.
  The bear could not bear the boar.
  The boar thought the bear a bore.
  At last the bear could bear no more
  Of that boar that bored him on the moor;
  And so one morn he bored the boar--
  That boar will bore the bear no more.

- A tree toad loved a she-toad
  Who lived up in a tree.
  He was a two-toed tree toad
  But a three-toed toad was she.
  The two-toed tree toad tried to win
  The three-toed she-toad’s heart,
  For the two-toed tree toad loved the ground
  That the three-toed tree toad trod.
  But the two-toed tree toad tried in vain.
  He couldn’t please her whim.
  From her tree toad hower
  With her three-toed power
  The she-toad vetoed him.

- We surely shall see the sun shine soon.
- Give papa a cup of proper coffee in a copper coffee cup.
- Gabriel’s great-grandma grew aghast at Gabby’s grammar.
- Pick a partner and practice passing,
  for if you pass proficiently,
  perhaps you’ll play professionally.
- Betty bought a bit of bitter butter
  and made a better batter;
  So Betty bought a bit of better butter
  and made a better batter.
- I am the very model of a modern Major-General,
  I’ve information vegetable, animal, and mineral,
  I know the kings of England,
  and I quote the fights historical
  From Marathon to Waterloo, in order categorical;
  I’m very well acquainted, too,
  with matters mathematical,
  I understand equations,
  both the simple and quadratical,
  About binomial theorem
  I’m teeming with a lot o’ news,
  With many cheerful facts about
  the square of the hypotenuse.
Student Activity 14.4

Taking a Different Tone

Use only the phrase on the left to convey the different messages on the right. How can you say one thing and mean another? You’ll have to adjust your tone, and/or your facial expression.

Hello: I’d like to get to know you better.
 Leave me alone.
 Can you hear me?

I’m sorry: I genuinely apologize. I was wrong.
 I’m only saying “I’m sorry” because my mom is making me.

I love you: Can I borrow twenty dollars?
 Good-bye.
 You’re the most important person in my life.

Excuse me: Pardon my interruption.
 What did you just say?
 I completely disagree with you and am disgusted you feel that way.

This tastes great: Another bite of this will make me sick.
 Thank you.
 This is the most delicious food I’ve ever eaten.
<table>
<thead>
<tr>
<th>Structure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay uses introduction, body, and conclusion.</td>
<td>Essay shows planning, use of introduction, body, and conclusion, and appropriate style for audience.</td>
<td>Essay shows depth of thought, sophisticated use of introduction, body, and conclusion, and appropriate style for audience.</td>
<td>Score</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Frequent deviation from standard, grammar, punctuation, and spelling.</td>
<td>No more than four spelling/punctuation/grammatical errors; is legible.</td>
<td>No more than two spelling/punctuation/grammatical errors; neatly written or word-processed, and follows correct formatting.</td>
<td>Score</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Diction is incorrect or inappropriate; frequent errors in sentence structure.</td>
<td>Work uses basic vocabulary correctly and has limited fragment and run-on sentences; work includes some sensory details.</td>
<td>Work utilizes appropriate vocabulary and complete sentences; work also uses active voice, precise language, sensory details, and appropriate modifiers.</td>
<td>Score</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Essay is difficult to follow. Sentences/paragraphs lack coherence.</td>
<td>A little difficult to read. Sentences are cohesive, leading to clear and complete paragraphs; transitions used; unifying idea basically maintained throughout essay.</td>
<td>Easy to read. Sentences are cohesive, leading to clear and logical paragraphs; transitions used correctly to maintain unity; unifying idea carried throughout essay.</td>
<td>Score</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Basic Thesis</td>
<td>A unifying idea is present, and supported by details.</td>
<td>A unifying idea is clearly stated, supported with relevant details.</td>
<td>An original, unifying idea is clearly stated, supported with concrete, substantial, relevant details.</td>
<td>Score</td>
<td>Score</td>
</tr>
</tbody>
</table>

Total

Strategies for Success
Student Activity 14.6

An Example of Marking a Speech: Antony's Eulogy

Shakespeare’s *Julius Caesar*, Act III Scene ii


The evil that men do lives after them; [P]
The good is oft interred with their bones; [P]
So let it be with Caesar. [!] The noble Brutus Hath told you Caesar was ambitious:
If it were so, it was a grievous fault, And grievously hath Caesar answer'd it. [P]
Here, under leave of Brutus and the rest—
For Brutus is an honorable man:—
So are they all, all honorable men—
Come I to speak in Caesar's funeral.

He was my friend [P] faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honorable man.
He hath brought many captives home to Rome[P]
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, [P] Caesar hath wept:
Ambition should be made of sternest stuff:
Yet Brutus says he was ambitious,
And Brutus is an honorable man.

You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honorable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withheld you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.
# Student Activity 14.7

## Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
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<tr>
<td>Student was absent for too many parts of the preparation process; practice is not evident.</td>
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<tr>
<td>Student was absent for parts of the preparation process, but some preparation is evident.</td>
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<tr>
<td>Speech reflects an adequate amount of practice and student participated in the process. Speech was memorized.</td>
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<tr>
<td>Speech presentation was polished and student participated in the process. Speech was memorized.</td>
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</tr>
<tr>
<td><strong>Presentation</strong></td>
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<tr>
<td>Student rarely, if ever, made eye contact. Speech was not clear, and in parts, could not be heard well.</td>
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<tr>
<td>Student tried to make eye contact, but read mostly from cards/paper. Volume and clarity could improve with practice.</td>
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<tr>
<td>Student made adequate eye contact, but relied briefly on cards/paper to present. Volume was appropriate and speech was clear.</td>
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<tr>
<td>Student made frequent eye contact, and didn’t depend upon cards/paper to present. Volume was appropriate and speech was clear and purposeful.</td>
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<tr>
<td><strong>Engagement</strong></td>
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<tr>
<td>Speech wasn’t relevant and engaging to audience. Speech was monotonous.</td>
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<tr>
<td>Speech was interesting to audience. Variation in volume and tone was attempted.</td>
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<tr>
<td>Speech kept audience attention most of the time. Topic was appropriate and interesting to audience. Variation in volume and intonation added to speech’s impact.</td>
<td></td>
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<tr>
<td>Speech kept audience attention. Topic was appropriate, relevant, and interesting to audience. Variation in volume and intonation added to speech’s meaning and impact.</td>
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<tr>
<td><strong>Movement/Gesture &amp; Expression</strong></td>
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<tr>
<td>Movement, gesticulation and expression were distracting or confusing, or there was not enough movement to captivate audience.</td>
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<tr>
<td>Movement, gesticulation, and expression were purposeful and not distracting much of the time, or there was not enough movement to captivate audience.</td>
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<tr>
<td>Movement, gesticulation and expression added to meaning within the speech. Movement, gesticulation and expression were purposeful, and not distracting.</td>
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<tr>
<td>Movement, gesticulation, and expression added to or emphasized meaning within the speech. Movement, gesticulation, and expression were purposeful, but seemingly natural and not distracting.</td>
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<tr>
<td><strong>Language</strong>&lt;br&gt;</td>
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<tr>
<td>Language choices seemed not to consider audience. Vocabulary was simplistic. There were too many deviations from standard English conventions.</td>
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<tr>
<td>Language choices seemed not to consider audience. Vocabulary was simplistic. Deviation from standard English conventions distracted from meaning sometimes.</td>
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<tr>
<td>Language choices were reasonably purposeful and appropriate for audience. Vocabulary was mostly accessible, but simplistic. Deviation from standard English conventions didn’t distract from meaning.</td>
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<tr>
<td>Language choices were purposeful and appropriate for audience. Vocabulary was accessible, but varied.</td>
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<tr>
<td><strong>Continuity</strong></td>
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<tr>
<td>Speech was not finished.</td>
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<tr>
<td>Speech was not continuous, but speaker rebounded and finished.</td>
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<tr>
<td>Speech was fairly continuous and well paced.</td>
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<tr>
<td>Speech was continuous and paced well. Pauses were intentional and didn’t distract from meaning.</td>
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<tr>
<td><strong>Visual Aids</strong>&lt;br&gt;(BONUS)</td>
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<tr>
<td>Visual aids/ Technology distracted from the quality of the speech.</td>
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<tr>
<td>No visual aid(s).</td>
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<tr>
<td>Visual aids/ Technology added to the quality of the speech, but presenter could have been more familiar with materials/ technology.</td>
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<tr>
<td>Visual aids/ Technology added to the engaging quality of the speech.</td>
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</tbody>
</table>
UNIT FIFTEEN: GUEST SPEAKERS

Introduction

In addition to field trips, another way to broaden AVID students’ horizons is by inviting guest speakers to your AVID classroom. The main criterion is that the speakers are successful college graduates, and the main purpose is to expose students to the myriad careers available. Here are some ideas to help you get started:

• Poll your students to determine the types of careers they are currently interested in.
• Begin by inviting your personal friends to share their college journeys. Having the first speaker be a friend is a good idea because, like anything else in AVID, “practice makes perfect.” Students need to practice how to be an attentive, engaged, and appreciative audience.
• Invite staff members who are college graduates to come and speak. For example, your principal could come and speak not as “the principal,” but as a college graduate who can share his or her college journey.
• AVID teachers sometimes feel overwhelmed about having to recruit all of the guest speakers. A recommended strategy is to have your AVID Site Team members take turns recruiting speakers. If each site team member recruits one or two guest speakers, you would probably have enough guest speakers for the year.
• Keep a list of all your guest speakers and their contact information. Many people are very willing to come back the following year. Also, you may ask your speakers if they know of other people who may enjoy speaking to your AVID class.
• Additional resources you can use to find guest speakers may include local service clubs (Kiwanas, Rotary, etc.), Chamber of Commerce, District Office, school board members, and local legislatures.

Teacher and Student Preparation

Use the following steps to prepare for your guest speakers:

1. Contact guest speaker (see example contact form).
2. Have a Guest Speaker Guide that you can share by fax or mail ahead of time (see example).
3. Include a description of the AVID program and some information about your class.
4. Invite speakers to bring visuals or artifacts about their profession to share.
5. Get approval for guest speakers from the main office and have someone watching out for their arrival. If possible, send a student to escort guest speakers to class.

A few days before the speaker is to arrive, review with your students the appropriate types of questions they may ask. A suggested activity is to brainstorm with your students what types of questions they might ask. Every student should have at least one question ready before the speaker arrives. While other questions may arise based
on what the speaker shares, you want to ensure that the students will have some questions to ask during and/or at
the end of the presentation.

Invariably students will want to ask how much a person earns. That question needs to be addressed appropriately. For example, “What is the salary range for your position?” is an appropriate way to inquire about salary. After one or two guest speakers, you may notice other questions that your students will need assistance with to phrase appropriately. You may also need to remind your students about using SLANT (sit up, lean forward, ask questions, nod your head, take notes) with guest speakers. Teach your students that taking notes is very important for a number of reasons. First, the speakers will not be around to check with later about what they said. Second, students will be using their notes to write a “thank you” letter at a later date. Third, taking notes shows the speakers that students are interested in what they are sharing. You may share with your students that although the speakers are only in class about 45–50 minutes, they may have invested travel time, had to find parking, may have lost income for that time period if they are self-employed, and generally gave up doing something else to come and be guest speakers. Showing appreciation is an important skill students will learn through this process. Afterwards, you can teach your students a business letter format that they will use to draft their “thank you” letters.

Be sure that on the day of the visit, you have water available for your guest speaker and that you take notes along with your students. You may also want to keep track of which students are asking questions during the presentation.

**Student Follow-up**

Have students follow the steps below to prepare a “thank you” letter for all guest speakers. If possible, schedule time in the computer lab to have students compose their final drafts. The more professional the letters sound and look, the better the impression you will be creating of your students, the AVID program, and your school. Guest speakers should be so impressed with these letters that they will want to return and will share the letters with others.

1. Review notes and fill in gaps by checking with a partner.

2. Write a first draft of the “thank you” letter. Use your notes, and include two or three specific things you learned during the guest speaker’s presentation.

3. Have your first draft peer-edited and checked for proper English conventions.

4. Revise your first draft, and then write your final draft.
### Guest Speaker Contact Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career:</td>
<td>___________________________</td>
</tr>
<tr>
<td>College(s) attended:</td>
<td>___________________________</td>
</tr>
<tr>
<td>Phone:</td>
<td>___________________________</td>
</tr>
<tr>
<td>Best time to call:</td>
<td>___________________________</td>
</tr>
<tr>
<td>FAX:</td>
<td>___________________________</td>
</tr>
<tr>
<td>E-mail:</td>
<td>___________________________</td>
</tr>
<tr>
<td>Address:</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

(Find out if they would like the thank-you letters sent to their place of work or home).

| Date for presentation: | ___________________________ |
| Alternate date: | ___________________________ |
| Arrival time: | ___________________________ |
Student Activity 15.2

Guest Speaker Guide

Thank you for agreeing to be a guest speaker for our AVID students. Please use the enclosed guiding questions at your discretion as you prepare for your presentation to our AVID class.

1. Which colleges/universities did you attend?
2. How did you choose the college that you attended and why?
3. What, if any, were some of the obstacles/challenges you faced in preparing for college? During college?
4. Who or what inspired you to make the decision to go to college?
5. What skills did you find were a must to get through college?
6. What would you have liked to know or have been able to do before getting to college?
7. How did your family emotionally support your college journey?
8. How important were communication skills, especially writing and speaking, in getting through college?
9. What skills from college have transferred to and added to your current professional success?
10. What advice would you give a young student beginning their path to college today?

In addition, please share any aspect of your career that you feel is pertinent for our students and bring any artifacts or visuals that will show students what is entailed in your career.
Introduction

Part of being in the AVID elective is exposure to post-secondary options. AVID students will visit college campuses every year they participate in AVID. This section includes ideas on how to organize a field trip as well as how to prepare students to get the most out of their visits.

AVID students say they are interested in going to college, but many have never been on a college campus. Visiting colleges is a critical component of being in AVID. If your school is in a remote area or a long distance from colleges, take advantage of the virtual tours available online, or write to colleges and request videotapes/DVD’s. These are alternatives, but the best way for students to determine if a college is a good fit is to visit the campus. Brainstorm with your AVID Site Team to develop a plan for providing as many college visits as you can for students while they are in AVID. Be sure to include a variety of colleges, including state universities and small private colleges. Experiencing a variety of college settings will help students to make good decisions about which colleges will be right for them.

Inviting parents on field trips is a great way to allow parents to see the real options that lie ahead for their children. Some parents have not had the chance to visit college campuses either. An AVID Parent Volunteer Form is included in this section to assist you in recruiting parents to chaperone, and possibly even help you arrange, field trips.

AVID teachers have also been able to expand their students’ horizons with cultural field trips to museums, plays, art exhibits, etc. These enrichment field trips are often planned later in the AVID experience. Combining these events with a rigorous writing assignment in 11th and 12th grade is great preparation for Advanced Placement tests and college coursework.

The question “Who pays for these field trips?” often arises. There isn’t any one answer. School site practices and allocation of funding vary greatly. Some AVID programs receive a small budget at their site that may be used to support field trips. Often, students participate in fundraising to pay for the trips. Some AVID teachers have been successful in contacting local legislators to get the cost of the bus donated. Local business service organizations can also be of support. For any overnight or multiple-day trip, students will almost always have to fundraise. A few established AVID programs have had their students start fundraising in their freshman year to take a week-long trip during spring break of their junior year. At the high school level, established programs have formed AVID parent booster clubs that have raised money for that school’s college trips. The more creative you and your students become, the more options you will have.

For middle school programs, field trips may include a day for transitioning to the high school. Setting up a “shadow day” has proven to be a very successful experience for both the middle school AVID students and their high school counterparts. This may be a half-day visit with a team-building/bonding activity for the incoming ninth graders. The opportunity to sit in on an AP or IB class is another great activity for a shadow day. Some schools have found it beneficial to have their ninth graders sit in on all of the AP classes offered on a campus and report
back to the whole class what they saw and found interesting. Typically, students go in pairs to the AP courses, and of course, the AVID teacher makes all the arrangements beforehand with the AP teachers involved. Every pair must report back to the class what the AP/IB class was like and what the recommended courses are prior to taking that particular class.

An idea for graduating seniors is to visit a professional school, an engineering lab, or a large corporate office to give them an opportunity to see what lies beyond college. Another idea is to incorporate sitting in on college classes as part of a college visit. Ideally, students may sit in on classes within a major they are considering.

This section includes general field trip procedures (including overnight field trips), sample itineraries, a college visit questionnaire, a college comparison activity sheet, and a sample scavenger hunt and answer key.

It is important to vary the college visit and field trip experiences each year. Work with your AVID Site Team to develop a differentiated grade level plan that will help keep your field trips motivational for students. The following are some grade level suggestions that may assist you in your planning.

**6th/7th Grade**
- Arrange at least one or two college visits.
- Feeder High School—include activity to become familiar with key people.
- Feeder Elementary School—develop a service learning project or activity.

**8th Grade**
- Arrange at least one or two college visits; be sure to choose colleges different from the 6th/7th grade year(s).
- Feeder High School—include a shadow day activity that allows students to visit an AP or IB class.
- Consider a trip that focuses on careers.

**9th Grade**
- Arrange at least two college visits.
- Feeder middle school—have students go back to their middle schools as guest speakers or some other service activity/project.

**10th Grade**
- Arrange at least two college visits and use a scavenger hunt activity.
- Include a field trip that has a career focus.

**11th Grade**
- Arrange as many college visits as possible this year; include activities in which students may sit in on college classes or attend a cultural event on campus.
- Include service projects/activities.

**12th Grade**
- Arrange for college visits early in the year; include a speaker from admissions who can focus on tips for the college application.
- Arrange a cultural event trip for the second half of the year (the theater, a play, or a museum visit) and include a written assignment.
- Include service projects/activities.
Guidelines for Field Trips

Developing a Plan

The first step to a successful field trip is to gather all your information and develop a plan. Listed below are some ideas to assist you in this preliminary phase of field trip planning.

1. Use college Web sites to gather information and get ideas for the college visits.
2. Consult your school’s master calendar to determine some possible dates for the visits. Avoid conflicts with testing and other major school events. Consider late afternoon and Saturday trips to avoid costs for substitutes.
3. Contact potential field trip sites to tentatively schedule your visit. Most college visits are arranged through the Admissions Office, but you may want to make contact with other organizations on campus such as clubs, outreach, and academic services.
4. Get any information you may need from the site sent to you or download it from the Web site. This may include general information, a campus map, and food services information if you plan to eat a meal on campus.
5. Gather information about transportation including costs, time schedules, and any insurance that may be required.
6. Develop an organized plan to present to your administrators. Be sure to include a rationale, costs, lesson plans related to the college visit, supervision, and how you will involve parents.

Presenting Your Plan for Approval

Be sure that you seek the approval of your administration and, if necessary, your district well before your trip. Some districts require school board approval when a field trip is outside of the county. Use the following ideas as needed to ensure approval for your trip.

1. Make an appointment with the appropriate administrator to present your plan.
2. If your administrator requests additional information, follow up within one or two days with that information.
3. Consider taking students and/or parents with you to present the plan.
4. Be sure that you have considered all issues that may be of concern to administrators (supervision, students, safety, liability, etc.) and be prepared with answers and information.

Finalizing Arrangements

Once you have approval, work on finalizing all the details for your trip. The following are some of the items you may need to consider.

1. Arrange for transportation including a time schedule, purchase orders, and any insurance or liability waivers.
2. Confirm your appointment and agenda for the visit with the college.
3. Arrange for substitute coverage if needed.
4. Prepare parent permission forms and distribute to students at least one week before the trip. Be sure to include a number at which parents may contact you before the trip and on the day of the trip.
5. If students must gain permission from other teachers to be absent from class, prepare and distribute those forms at least one week prior to the trip.
6. Be sure that students have information regarding food. Do they need to pack a lunch or bring money? When and where will they have the opportunity to eat?

7. If the field trip involves any costs, collect the money well ahead of time.

8. Recruit parent volunteers to help chaperone.

9. Design a schedule for the day and distribute it to all adults involved with the trip.

10. Design an activity or lesson that prepares the students for the college visit. Be sure they have some basic information about the college and have developed some questions to be answered on the day of the trip.

11. Confirm your appointment with the college...again!

**On the Day of the Trip**

The following are some tips that may help you to have a successful college visit and prevent any mishaps.

1. Select a time and place for students to find the group in the event that someone gets lost or separated.
2. Consider breaking the group into smaller groups and assigning 10–15 students per chaperone.
3. Be sure that each student has a “buddy” in addition to the small groups.
4. Be sure that the school and parents have the cell phone number of one or more of the adults on the trip.
5. Confirm details of drop-off and pick-up with your bus driver.
6. Give chaperones a written list of expectations and duties for the day as well as the detailed schedule.

**After the Trip**

When you return, these are some ideas you may use to reinforce the value of college visits to all concerned.

1. Send a thank-you letter to the appropriate offices or persons at the college.
2. Have students reflect or “debrief” the visit. You might give them an assignment in which they write a letter to the principal or board members sharing what they valued about the opportunity to visit that particular college.
3. Develop a lesson or activity in which the students share with their parents what they learned or experienced.

**Some Tips for Overnight Trips**

Field trips are wonderful, but can also create anxiety. Overnight trips create ten times the anxiety. Here are some issues to consider if you are planning an overnight trip.

1. If you are staying at a hotel/motel, be sure that you or another adult is familiar with the site and any issues of safety that could arise.
2. Bring as many adult chaperones as possible, especially parents. Having at least one adult for every eight to ten students is standard. While your college tutors may be helpful on an overnight trip, do not consider them substitutes for parents and/or other school staff members.
3. Have a special meeting to review procedures, rules and responsibilities, and consequences for poor decisions. Be sure that both parents and students attend this meeting.
4. Give students a “packing list” of what to bring and what not to bring.
5. If there will be costs for students, inform parents of this at least three to four months ahead of time. One effective strategy is to collect a deposit early, if not the entire amount, to avoid last-minute cancellations.
6. Consider all of the former suggestions in addition to this list.

**Sample Itineraries**

The following are some possible itineraries for full-day, part-day, and overnight college visits.

**Full-day Schedule**

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30</td>
<td>Students meet in designated area (AVID classroom or front of school)</td>
</tr>
<tr>
<td>7:45</td>
<td>Load bus and take head count</td>
</tr>
<tr>
<td>8:00</td>
<td>Depart for college campus</td>
</tr>
<tr>
<td>9:00</td>
<td>Arrive at college campus</td>
</tr>
<tr>
<td>9:30</td>
<td>Attend presentation by admissions, outreach, or financial aid office</td>
</tr>
<tr>
<td>10:00</td>
<td>Campus tour</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch on campus</td>
</tr>
<tr>
<td>12:30</td>
<td>Panel of college students speak and answer questions</td>
</tr>
<tr>
<td>1:30</td>
<td>Visit campus bookstore</td>
</tr>
<tr>
<td>2:00</td>
<td>Depart from college campus</td>
</tr>
<tr>
<td>3:00</td>
<td>Arrive back at school</td>
</tr>
</tbody>
</table>

**Afternoon Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Depart for college campus</td>
</tr>
<tr>
<td>3:00</td>
<td>Arrive at college campus</td>
</tr>
<tr>
<td>3:30</td>
<td>Attend presentation by admissions, outreach, or financial aid office</td>
</tr>
<tr>
<td>4:00</td>
<td>Campus tour</td>
</tr>
<tr>
<td>5:00</td>
<td>Dinner on campus</td>
</tr>
<tr>
<td>6:00</td>
<td>Panel of college students speak and answer questions</td>
</tr>
<tr>
<td>7:00</td>
<td>Depart from college campus, or you may stay later for students to attend a campus event such as a theater performance or a sporting event.</td>
</tr>
<tr>
<td>8:00–10:00</td>
<td>Arrive back at school</td>
</tr>
</tbody>
</table>

**Sample Northern California Visit (from Los Angeles area)**

**Thursday**

6:00 Meet at school and load bus
6:30  Depart for Northern California
4:00  Arrive at hotel and check in
5:00  Dinner and evening activity

**Friday**
8:00  Breakfast
9:00  Tour Santa Clara University
11:30 Tour University of California, Santa Cruz, including lunch
3:30  Tour Sonoma State University
5:30  Dinner and evening activity
9:00  Return to hotel

**Saturday**
8:00  Breakfast
9:00  Tour University of San Francisco
12:00 Tour San Francisco State University, including lunch
4:00  Dinner and evening activity at Pier 39
9:00  Return to hotel

**Sunday**
8:00  Breakfast
9:00  Check out of hotel
9:30  Depart for Los Angeles
6:00  Arrive in Los Angeles
AVID Parent Volunteer Form

Parent’s Name ______________________________________________________________________________

Student’s Name ____________________________________________________________________________

Home Phone ________________________________ Cell Phone ______________________________________

Best time to call ____________________________________________________________________________

I would like to help in the following way(s):

☐ chaperone a college field trip
☐ arrange a college field trip
☐ arrange for a guest speaker(s)
☐ organize fundraisers for the AVID field trips
☐ be a member of the AVID Site Team (Meetings are after school once a month.)
☐ help with transportation of AVID students for field trips

☐ other _____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
College Visit Questionnaire (1 of 2)

College Name:_________________________________________________________________
Address:_______________________________________________________________________

General Information
How many students in your freshman class?_________________________________________
How many students in your largest lecture?_________________________________________
How many classes are taught by television?_________________________________________
Do you have graduate assistants teaching classes?___________________________________
Do you have full-time professors teaching freshman classes?__________________________
Do your professors have regular office hours?_______________________________________
Are students involved in evaluation of instructors?___________________________________
What is the ratio of students to faculty?_____________________________________________
How long does it take for a freshman to register for classes?__________________________
What percentage of freshmen are unable to register for their first choice due to close outs?______________________________________________________________
What are the library hours? Open on weekends?_____________________________________
What are the facilities in my major area of interest?________________________________
Is there a student exchange program?_____________________________________________
Is there a Student Union?______What services/activities does it provide?____________
How many students live on campus?_______________________________________________
How many students commute?_____________________________________________________
What is the general atmosphere of the campus?______________________________________

Human Development Services
What financial aid/scholarship services are available?_______________________________
Is there a career planning and placement center?____________________________________
Do you have counseling services available to students?_______________________________
Are they trained, professional counselors?_________________________________________
Are there any interaction groups available?_________________________________________
Is there a fee?_______________________________________________________________How Much?_________________________
College Visit Questionnaire  (2 of 2)

Dorm Life
What percentage of students live in dorms?  
How many students to a room?  
Do students have dorm options? Coed?  
Same sex? Quiet dorm? Noisy dorm?  
Do you have curfews? Men? Women?  
Do you have high-rise dorms? Apartments? Do you have suites?  
How many to a suite? What facilities are provided in the dorms?  
What are the food services on campus?  
How are roommates selected?  
How can they be changed?  
Is liquor allowed on campus? In the dorms?  

Recreation
How far is the nearest movie theater?  
Are there museums, concert halls, etc. in the area?  
Weekend facilities on campus: Movies? How many shown each year?  
Concerts? How often?  
Who were some of the people who gave concerts last year?  
Is there a museum and/or art gallery on campus?  
Do you have dances? How often?  
Are your gym facilities open for recreational use?  
Do you have a student recreation center?  
What activities does it offer?  
Do you have a student craft/art center? What activities are available?  

Sports
Are there athletic scholarships available for women?  
Are there competitive athletic activities for both men and women?  
At what levels?  
What activities are available on or near campus?  

College Scavenger Hunt: University of California, Los Angeles

Directions: Locate the following campus features and record the information requested.

1. “The Bruin” was presented to the campus by _______________________ on _________________.
   Location Hint: Between Wooden and J.D. Morgan Centers.

2. 1984 Olympic Dedication plaque—Which Olympic sports were held on the UCLA campus during the 1984 Los Angeles Olympic games?

   Location Hint: Just a “triple jump” from The Bruin.

3. J.D. Morgan Center—Copy John Wooden’s Pyramid of Success on the back of this paper.
   Location Hint: If you’re at the bear, you’re there.

4. UCLA Student Store (textbook store)—Find a chemistry book that costs more than $100.00. Write down the title and author of the book.

   Location Hint: Upstairs!

5. Copy the first five course abbreviations off the charts at the end of each bookshelf.
   Location Hint: Food is close by.

6. Ackerman Union Video Arcade—What do you find inside just to the left of the entrance?
   Location Hint: Food is close by.

7. Janz Steps—How many steps are there? _____________ Who has given a speech at Janz Steps?
   Location Hint: Center of campus.

8. The original UCLA campus—Name the four buildings __________________________________________
   Location Hint: You’ll find them at the top of Janz steps.

9. Franklin D. Murphy Sculpture Gardens—What is the name of the sculpture at the eastern-most entrance to the gardens?
   Location Hint: Next to the entrance to the Public Policy Building.

10. The Inverted Fountain—What is the famous scientific equation seen on the wall of Knudsen Hall near the roof?
    Location Hint: You can hear the music nearby.

Thanks to Paul Bullock, AVID Los Angeles County, for contributing this activity.
College Scavenger Hunt: University of California, Los Angeles (Answer Key)

1. The Alumni Association on September 30, 1984
2. Gymnastics and tennis
3. (Students complete sketch or drawing)
4. (Teacher must visit store to determine possible answers)
5. (Teacher must visit store to determine possible answers)
6. A pool table
7. 87 steps; Bobby Kennedy and Martin Luther King, Jr.
8. Powell Library, Royce Hall, Haines Hall, Kinsey Hall
9. Why
10. $E = mc^2$
“I don’t know any single person in the country who has done more for our school children than AVID founder Mary Catherine Swanson.”
—Jay Mathews, columnist for The Washington Post and author of Class Struggle: What’s Wrong (and Right) with America’s Best Public High Schools
The AVID portfolio is a tool that provides students an ongoing opportunity to evaluate progress toward the ultimate goal of success in college. The portfolio must be more than a collection of student work and records amassed during one’s academic career. Students should be encouraged to use the portfolio to reflect, at least yearly, upon the journey of learning that has brought them that much closer to graduation and their plans beyond. The portfolio, used as an authentic assessment in the AVID class, allows students to evaluate achievement relative to earlier performance, recognize patterns in work, pinpoint areas of improvement, and target areas of challenge for future focus. The portfolio should be an integral tool in goal setting, measuring progress, and modifying pathways. Ultimately, the portfolio will document growth and aid students in becoming self-directed learners.

At the end of each academic year, students should be encouraged to use the “Portfolio Guiding Questions” to help them evaluate the work in their portfolios. Each student should write a cover letter addressing the guiding questions, thereby drawing conclusions about the quality of his or her work and the progress made in the course of that school year. The letter should acknowledge improvements and developing strengths. It should indicate target areas for future improvement. It should report on achievement with respect to prior goals and introduce new goals for the ensuing year. The writer should reference specific pieces of work, and compare work early in the year to more recent pieces in the portfolio. While the process should be qualitative and authentic for the student, the teacher may wish to create a rubric to establish the expectation of the letter’s content. Beyond the written evaluation, the teacher may wish to establish a format for presentation either to the class, the student’s parents, or school administrators.

In addition to the “Portfolio Guiding Questions,” scaffold the portfolio evaluation process by adjusting the focus from year to year. Students address a given prompt at the end of each grade-level. The following are some suggestions for prompts by grade level.

6th Grade

What parts of AVID do I find most useful and exciting? How is this reflected in my work?

7th Grade

What can I do in my last year of middle school to best prepare me for a college pathway?

8th Grade

How have I been prepared for high school? How does my plan for high school success take advantage of my areas of strength and account for my areas of challenge?
9th Grade

What electives will I seek out in the next three years? Why? How do they align with my goals and interests? What service organizations and/or clubs can I commit to through high school? How do these commitments fit into my plan to reach college? How are they aligned with my goals and interests? What academic areas will I seek out tutoring for? What academic areas might I be able to help my peers in?

10th Grade

How has my course of study lead me to select Advanced Placement courses for my junior year?

11th Grade

What career goals do I have that embrace my interests and strengths? What colleges will I seek admission to, based upon these areas of interest and strength, and my college research thus far? What goals do I have for my senior year?

12th Grade

Student presents a completed AVID portfolio, narrating a growth experience through the AVID program, utilizing student work and portfolio items to document progress toward the college goal. Student will highlight areas of marked improvement, areas of clear strengths, and areas of continued focus for improvement.

How has my AVID experience prepared me for college? What academic areas am I considering for future focus in a major, minor or pre-professional course of college study? How does my plan for college success take advantage of my areas of strength and account for my areas of challenge?
Portfolio Guiding Questions

- What is your favorite piece of work in the portfolio? Why? What does it say about you?
- Looking at a piece of your written work from the beginning of the year and one from the end of the year, where do you notice improvement? What have you improved in your writing?
- At what have you improved in general? Is there any work that demonstrates this?
- What areas would you like to improve in? Why?
- What seems to be your greatest strength as indicated by your work? Is it a specific skill? For instance, are you a strong writer or presenter? Is it a subject area? For instance, is your highest graded work always in science?
- Have your academic interests or goals shifted in any way since the start of the year?
- Has any of the work in the portfolio been the result of collaboration? Did you work with other students to produce it? What did you learn about yourself in that process?
- How does the completion of this work bring you closer to your graduation goals and your college goals?
- What were the highlight learning experiences of your year? Why?
- What projects or units of study were your least favorite? Why? What could you do in the future to have more success with such projects or tasks?
- What have you learned about yourself this year?
- If you had to increase the time you studied next year by an hour a day, what skill or subject area would you spend that time on? Why? What piece(s) in your portfolio demonstrates a need for such focus?
- How has AVID contributed to your growth as a student? Is there any work that demonstrates this?
“The AVID program provides students with powerful instruction and support networks to help them be successful. Within our district we’ve found that students who participate in the AVID program are eager and prepared to enter rigorous coursework while in high school.”

—Dr. Eric J. Smith, Superintendent of Maryland’s Anne Arundel County Public Schools
UNIT EIGHTEEN: RESOURCES

Study Skills

Books


How to Read a Book by Mortimer J. Adler, Charles Van Doren; paperback

What Smart Students Know: Maximum Grades, Optimum Learning, Minimum Time by Adam Robinson; paperback

The 7 Habits of Effective Teens: The Ultimate Teenage Success Guide by Sean Covey; paperback

Becoming a Master Student: Tools, Techniques, Hints, Ideas, Illustrations, Examples, Methods, Procedures, Process, Skills, Resources, and Suggestions for Success, Ninth Edition by Dave Ellis; paperback

Essential Study Strategies by Walter Pauk; paperback

How to Study in College by Walter Pauk; paperback

Been There, Should’ve Done That II by Suzette Taylor; paperback

Confessions of a College Freshman: A Survival Guide for Dorm Life, Biology Lab, the Cafeteria, and Other First-Year Adventures by Zach Arrington; paperback

Black College Student’s Survival Guide by Jawanza Kunjufu; paperback

A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian; paperback

MLA Handbook for Writers of Research Papers (6th ed.) by Joseph Gibaldi; paperback

Writers Inc: A Student Handbook for Writing and Learning by Patrick Sabranek, Dave Kemper, Verne Meyer; paperback

Team Building

The Big Book of Team Building Games: Trust Building Activities, Team Spirit Exercises, and Other Fun Things To Do by John W. Newstrom; paperback

Team-Building Activities for Every Group by Alanna Jones; paperback

Public Speaking

Speak Up with Confidence: A Step-by-Step Guide for Speakers and Leaders by Carol Kent; paperback

Speak Up with Confidence: How to Prepare, Learn, and Deliver Effective Speeches by Jack Valenti; paperback

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Effective Teaching Strategies

*Strategic Teaching & Learning: Standards-Based Instruction to Promote Content Literacy in Grades Four Through Twelve* by California Department of Education, Sacramento 2000

*Words, Words, Words: Teaching Vocabulary in Grades 4–12* by Janet Allen; paperback

**Inquiry**

**Books**


**Web Sites**

http://www.valdosta.edu/ (Once at this Web site, enter “Bloom’s Taxonomy” under “search.”)

http://www.umuc.edu/ewp/bloomtax.html (additional information on Bloom’s)
Over 100 teachers and AVID regional directors and coordinators responded to our initial survey and contributed their comments and suggestions to the revision of this book. Additionally, the following people took time out of their busy schedules to read and give feedback on various drafts as it evolved: Kathy Deering, Julia Knoff, Connie O’Connor, Heidi Shipp, Ann Spohnhauer, and Donna Vehar. Also Kym McKinzie was instrumental in developing the annotated bibliography for the “Writing Resources” section and Jeff Dobra developed many of the timed writing (quotation response) activities. Revising this material to meet the needs of so many AVID coordinators and teachers has been a challenge, but it was certainly made easier through the collaborative efforts of these dedicated professionals. Thank you!

—Michelle Mullen and Sandy Boldway, Co-Writers/Revisers
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Why Writing in the AVID Class?

Teachers can have students write to discover, create and explore their thinking, to dig up prior knowledge, to cultivate intellectual independence, to conjecture about possibilities, to struggle with difficult concepts, and to engage the imagination as an ally in learning. (National Writing Project quoting Tom Romano, 28)

According to The National Assessment of Educational Progress (NAEP) for 2002, more than 80% of U.S. students in grades 4 and 8 score at or above the basic level of writing. In grade 12, 75% of students score at or above the basic level of writing. Only 22% of 12th graders achieve at the proficient level, however, and only two in 100 are rated as advanced (National Center for Education Statistics). Based on NAEP data, The National Commission on Writing concludes, “Students can ‘write.’ The difficulty is that they cannot systematically produce writing at the high levels of skill, maturity, and sophistication required in a complex, modern economy” (Scherer 7).

Clearly, our AVID students will be better served if we can provide them with more writing practice as well as opportunities to learn the sophisticated skills alluded to by the National Commission on Writing. Since the goal of AVID is to prepare students for the rigorous demands of college and for full participation in our democratic society, it stands to reason that writing should be integral to our instruction. While we are teaching writing, we are also teaching thinking and reasoning. We are helping students discover what they think and then how to communicate that thinking. According to the National Writing Project, “Research found that writing could develop higher-order thinking skills: analyzing, synthesizing, evaluating, and interpreting. The very difficulty of writing is its virtue: it requires that students move beyond rote learning and simply reproducing information, facts, dates, and formulae” (22). This has implications for how we teach writing in our AVID classes: our writing lessons must be rigorous, flexible, and stimulating, and they must help students become aware of their thinking processes and writing practices.

The AVID writing lessons provide practice with many different kinds of writing that require students to analyze, evaluate, synthesize, and argue. In addition, they provide students with repeated opportunities to use and internalize various steps of the writing process that are essential to producing effective writing. Students who understand how they work as writers tend to produce writing that is more developed and sophisticated; in other words, they become successful at harnessing their thinking and using writing as a means of communicating that thinking. The 1992 and 1998 NAEP data show that students who received instruction in the process of writing and who used some of these processes in the testing situation generally received higher test scores. “Two-thirds of 8th and 12th graders who used prewriting for at least one of the two test prompts had higher average writing scores than those who did not.” And “students in grades 8 and 12 who reported that their teachers ‘always’ asked them to write multiple drafts and plan their writing achieved comparatively higher scores” (Unger 90). According to the NAEP data, the writing practices associated with higher scores included: “planning the writing; making a formal outline before drafting; defining the purpose and audience; using resources other than the textbook; and writing more than one draft of a paper” (Unger 90–91). AVID teachers can support the ongoing development of their stu-
students’ writing skills by focusing both on the “product” (the writing assignment) and on the “process” (how students write). The lessons in this book are designed to support both.

Our AVID students may need frequent reminders that writing, like any vigorous exercise, is hard work. In the AVID class, students have the opportunity to practice and talk about how they feel as they engage in this hard work, and, as a result, they gain confidence as writers and thinkers; AVID teachers and tutors assume a critical role in that development. As students come to understand that writing is a powerful tool for thinking, learning, and participating in the broad culture of a society, they begin to push themselves to meet the high expectations of this rigorous work, and, on a more pragmatic and immediate level for students, they qualify themselves for college entry, college success, and post-college academic and career opportunities.

**Works Cited**


This book is designed to be used in the AVID elective class to augment the writing instruction AVID students receive in their content-area classes. As a key component of the AVID curriculum, writing is a fundamental skill that AVID students must master in order to feel confident about their preparation for college. It is not within the scope of this book to discuss all types of writing or to teach all aspects of writing (grammar, punctuation, etc.). It does, however, attempt to provide direction with respect to using writing as a means of self-discovery and communication (for example, autobiography, biography, career research), as well as direction for using writing in more academic ways (for example, character analysis, problem-solution essay, argument). Additionally, this book offers suggestions for helping students improve their basic writing skills such as using a varied vocabulary, developing an effective thesis, proofreading their work, and appropriately using common punctuation. The actual writing lessons contained within the various sections of this book are labeled as either foundational, intermediate, or advanced. A foundational lesson is designed to build background knowledge and skills. An intermediate lesson is designed for students who have some background knowledge/skill and are ready for more challenging work. The advanced lesson is designed for those students who are ready for college-level work and have a rich background of knowledge and skills. All of the lessons use AVID methodology—writing, inquiry, collaboration, and reading—to help students become more confident and independent as writers on their way to becoming college students.

As we revised this book, we kept in mind the comments and suggestions collected from over 100 AVID coordinators and teachers. Using their feedback, we have kept some elements of the old writing curriculum (with updates) and developed new materials to meet the wide range of needs presented by our AVID students. The section of the book titled “Overview of the Writing Process” is especially useful for AVID teachers who are not English teachers. It provides foundational information about the writing process and offers suggestions for how to teach various skills associated with the process. The section titled “Writing to Learn” is especially useful for new AVID teachers who are looking for ways to help students write about their experiences/learning in their content-area classes. If you are a veteran teacher of writing or AVID, you might skim these first three sections and focus more specifically on sections 4–8, where you’ll find focus lessons, essay lessons, and timed writing activities.

If your AVID students are also ELL (English Language Learner) students, it would be very useful for you to use the focus lessons and to start with some of the foundational lessons to help build their English language skills. It is critical, however, that ELL students have the same opportunities to practice college-level work as all other AVID students. ELL students will need more support using an “academic” vocabulary and the conventions of Standard English, but that doesn’t mean they are not ready for the intellectual rigor presented in the intermediate and advanced lessons. Please refer to The Write Path: English Language Development as another resource for supporting your ELL students.

For those teachers wanting more staff development in the area of writing, look for training opportunities through AVID Center and your regions.
Writing Lessons: Suggested Grade Levels

Sections 5–7 of this guide contain writing lessons that are organized by their focus or by their particular writing demands. Within each section, the lessons are identified as foundational, intermediate, or advanced to facilitate differentiated instruction within the classroom (adapting lessons to meet the needs of students). The goal is for AVID teachers to select the particular writing types that best match the needs of their students—in focus or in rigor—as they plan their year-long curriculum. However, we know that teachers sometimes appreciate suggestions about which particular writing lessons might be most appropriate for specific grade levels. Given the general demands of the writing tasks within each lesson and considering the requirements of the California Language Arts Content Standards, the following suggestions are offered. This is not meant to be a sequential plan for writing instruction; rather, it simply outlines which lessons might be well-suited for each grade level.

In a multi-grade AVID class, the teacher might choose to do one writing type with the whole class, offering more support for those less-experienced students who need it, or the teacher might choose to have different groups of students writing to different assignments, using tutors as facilitators in the groups.

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NOTE: Given the time constraints of a school year, not all writing lessons would necessarily be taught at each grade level.
Each writing lesson offers a suggested number of hours needed to complete all the steps included in the lesson. Given the reality of AVID class times, it may not be feasible for the AVID teacher to devote the full number of hours to completing all lesson steps. The steps are included, however, so AVID teachers have a range of skills and activities from which to choose. The AVID teacher may choose to shorten the timeline by doing some of the following:

- Read through the lesson, highlighting the specific steps that are most relevant for the students in that teacher’s AVID class. Complete only those steps.

- Choose those steps of the lesson that reinforce specific skills students need and leave out the other steps. For example, the teacher might only complete the prewriting and drafting steps of a lesson because she/he wants to reinforce the skills for generating writing. In this case, it might not be necessary to take the paper through multiple drafts (although it could be an option for students later).

- Divide students into small groups based on writing needs and experience. Choose and implement only those lesson steps that are relevant for each group. Trained AVID tutors can facilitate the small writing groups to help free up the teacher to work with those in most need or to circulate to help all the groups. This flexible grouping allows some groups to continue with the writing lesson longer than others, giving students who need extra time and practice the opportunity to have them.

- Coordinate some writing assignments with other subject area classes. If students are already working on a biography in another class, for example, use some of the steps in the biography lesson to support the development of the paper in the AVID class. The paper then becomes a “joint” assignment for both classes. At some sites, this might be a coordinated effort between content area teachers, AVID tutors, and the AVID teacher.
## Quick Reference

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This guide is designed to augment the language arts instruction that AVID students receive in their general education English courses. The goal is to increase students’ mastery of writing as they pursue rigorous curriculum in preparation for college. The strategies and lessons indicated below will support students as they work to master the identified California English-Language Arts Content Standards.

### Grades 9 and 10

P= Partially aligned, F= fully aligned

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| **1.0 Listening and Speaking Strategies**  
Organization and Delivery of Oral Communication 1.4 | Writing lesson 6.4 (if speech element is added)  
|                                                  | Writing lesson 7.2 (if speech element is added)  |

| **2.0 Speaking Applications**  
Deliver expository presentations 2.2 | Writing lesson 6.4 (if speech element is added)  
|                                                  | Writing lesson 7.3 (if speech element is added)  |

| Apply appropriate interviewing techniques 2.3 | Writing lesson 6.2  |

| Deliver oral responses to literature 2.4 | Writing lesson 7.1 (if speech element is added)  |

| Deliver persuasive arguments 2.5 | Writing lesson 7.2 (if speech element is added)  |

| Deliver descriptive presentations 2.6 | Writing lesson 6.3 (if speech element is added)  |
# Grades 11 and 12

## ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

<table>
<thead>
<tr>
<th>1.0 Writing Strategies</th>
<th>AVID High School Writing Guide</th>
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*Introduction*
### 2.0 Writing Applications

**Fictional/Autobiographical/Biographical 2.1**

- 2.1a
- 2.1c
- 2.1e

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**Reflective Compositions 2.3**

- Writing lesson 5.1
- Writing lesson 5.2
- Writing lesson 5.3
- Writing lesson 5.4

**Historical Investigation Reports 2.4**

- Writing lesson 7.3

**Job Applications and Resumes 2.5**

- Writing lesson 6.1 (if letter chosen)

### 1.0 Written and Oral English Language Conventions

**Conventions 1.1**

- Focus lesson 4.5
- Focus lesson 4.8
- Focus lesson 4.9
- Focus lesson 4.12
- Writing lesson 5.3
- Writing lesson 5.4
- Writing lesson 6.1
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- Writing lesson 7.2
- Writing lesson 7.3

**Conventions 1.2**

- Focus lesson 4.7
- Writing lesson 5.3
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- Writing lesson 6.4
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**Conventions 1.3**

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“I don’t know any single person in the country who has done more for our school children than AVID founder Mary Catherine Swanson.”

Author, Class Struggle: What’s Wrong (and Right) with American’s Best Public High Schools
Overview

Writing to learn is writing that helps students record and make sense of their learning. Examples include taking notes, reflecting via a learning log, and annotating a text. While all writing is technically writing to learn, in that it helps us clarify and document our thinking, the types of writing strategies included here differ from more formal types of assignments. These types of writing tend to be exploratory in nature and are not intended for a specific audience.

Strategies/Student Materials

1.1 Learning Logs
Student Handout 1.1: Using Learning Logs

1.2 Taking Cornell Notes
Student Handout 1.2a: The Cornell Notetaking System
Student Handout 1.2b: Advice for Using the Cornell System

1.3 Storyboard (Nonfiction and Fiction)
Student Handout 1.3a: Nonfiction Storyboard
Student Handout 1.3b: Fiction Storyboard

1.4 Annotating a Text

AVID Resources with Related Material

The Student Success Path: A Study Skills Program for High School Students.
The Write Path II: College Level Rigor for High School Students—History/Social Science, Grades 9–12.
The Write Path II: An Advanced College Preparatory Reading and Writing Program for High Schools—Life and Physical Science, Grades 9–12

NOTE: See “9: Writing Resources” for additional ideas for teaching these topics.
1.1 Learning Logs

Rationale

In a learning log, students respond to a prompt that helps them articulate what they’ve learned and discover what they don’t understand. Finding these gaps in knowledge is critical for students as they seek to take responsibility for their learning by asking questions about—and seeking help for—areas of confusion. Since some subject area teachers may not teach the use of learning logs, you, the AVID teacher, can support students by introducing this strategy in the elective class. By practicing learning logs in the AVID classroom, students can discover the challenges of this type of writing before attempting it on their own in subject area classes. In some instances, a learning log might be a better tool for documenting learning than Cornell notes, so learning logs might serve as an option to notetaking.

Teacher Instructions

1. Show students a few learning log models (teacher-created or from past students). Have students analyze the learning logs: “What kind of thinking is evident? What did the author include in the writing?” If the writing prompt isn’t evident from the example, have students infer what it was.

   Give students a learning log prompt that relates to something done recently in the AVID class (an activity, reading, or tutorial). As a class, create a group response to the prompt, using the overhead (or a projected computer screen) to record the ideas.

   Distribute Student Handout 1.1, “Using Learning Logs.” Show students the prompt they just responded to, discuss the value of learning logs as a tool for self-guided learning, and explain the many purposes for and angles that learning logs may take.

   Over the next few class meetings, model (with student input) different ways to approach learning logs to get the full benefit from them, using different focus questions from the student handout each time. For easy viewing, use the overhead projector or a projected computer screen to record thoughts.

2. After students have had several opportunities to practice as a class and have seen responses modeled several times, have them complete a learning log on their own. At the end of an AVID class activity or near the end of the period, give them a prompt appropriate for what they’ve been learning that day. Use a prompt from the student handout or a “generic” prompt, such as: “What 2–3 things do you now understand about ______ that you didn’t understand at the beginning of the period?” or “What questions do you have about ______ that you would need to answer before you could explain it to someone else?”

   Allow 5–10 minutes for students to write their responses, and then have them share their writing with a partner to compare their work. Instruct partners to identify the most important points from each learning log and to develop some key questions that would help them explore their learning further.

   As a class, identify some points of learning or questions. Validate thoughtful responses; record students’ ideas on the board. Ask probing questions to encourage deeper thinking about their learning; for example, “What do you mean by...?” “How could you phrase that question to make it more specific?”
If time permits, use the questions to clarify the topic so that students see how their questions can enhance their learning. **NOTE:** If no time is left in class, collect the learning logs and then recap significant questions for re-teaching during the next class period. Listing the questions on a transparency with students’ names identified will validate their work. (Students feel important when their work is “published.”)

3. As a class, discuss what is challenging about this type of writing and what is useful. Be sure students understand how a learning log can help in their subject area classes, even though their subject area teachers may not assign one. Review the prompts on the student handout again and discuss when it would be appropriate to use various ones from the list. Emphasize how this writing can help students better understand their subject area material as they won’t inherently believe it has value. Provide examples for when to do a learning log:
   
a. after taking notes, add a learning log page to figure out what you actually do and don’t understand about the topic;
   
b. do a learning log during a regular nightly study session to solidify your grasp of the content;
   
c. do a learning log to prepare for a tutorial so you can help others and seek help for yourself;
   
d. do a learning log in preparation for a subject area class so you know what questions to ask your teacher;
   
e. do a learning log to prepare for a test, practice explaining steps, etc. (a kind of “rehearsal”).

4. Extend this strategy by having students develop other ways of showing their learning in response to a prompt. For example, model a graphic organizer, ideally one that you have created by translating the ideas from a learning log to a graphic organizer. Discuss the difference between writing a response and using a graphic organizer (or pictures) to show learning. Discuss the value of having multiple ways of recording one’s learning.

   In groups of 3–4, have students look at the student handout (“Using Learning Logs”) and find some prompts that might be especially suited for using a graphic organizer or pictures as a response.

   Have groups share their findings with the whole class; list the prompts students have selected on the board. Assign one prompt to each group and have group members work together to design a graphic organizer template (a blank organizer) that could help another student develop a response to that prompt. Circulate in the room and guide students as they create their templates to ensure that they are useful.

   Have groups share their templates and get feedback from their peers about how to improve them. Once the class has approved some of the blank templates, have several students finalize them by entering them on a computer or by using Inspiration.com. Once printed, you can photocopy the blank templates and keep them in labeled files, readily available for student use. Throughout the term, encourage students to come up with new handouts for the benefit of all. They will discover unique ways to organize learning logs for different content areas.

5. After students have practiced doing a variety of learning logs in the AVID class, have them try doing a learning log for a particular subject area class. **(NOTE:** They may need some guidance on how to select learning log material—not every activity, topic, etc. warrants a learning log!) Give students a minute to target a class and to choose a focus for their logs. Have a student toss out his/her choice and explain to the class why this is a good
selection for a log. (By this time, it is hoped, students will be targeting one of the purposes on the handout and/or discussed in class.) Ask the student to predict the useful outcome of his/her writing or what he/she hopes to gain from the log. Repeat this step with several more students. By the time this is done, all students will usually be ready to go. Sending them off with a focus helps ensure they will all return with a log! Tell students to bring their logs to the next AVID class for discussion.

Have students share their learning logs with partners or in triads. They should share what they’ve written and how this helped them to better understand a topic or discover what they didn’t know about it. Peers can help target points of confusion in the learning log, e.g., an area that still needs clarification.

As a class, discuss what students found challenging or perceived as “useless.” Elicit suggestions on how people might have tackled the response differently to make it useful rather than “useless.” Discuss what students should do with their learning log next: File it for a future study session? Take it to a tutorial? Add to it? Take it to a study session outside of AVID? Use it to generate a thesis topic for a paper? Use it to generate more questions for the teacher? Have partners/triads help one another decide what happens with each learning log in their group.

6. Some students might benefit from a role-playing session in which they use their learning log in a mock tutorial/mock class discussion with a content teacher/study group, etc. Vary roles according to student comfort levels. (For example, those feeling confident with the content could play the role of teacher/explainer; an AVID tutor might actually run a content tutorial, or a student might play the part of the tutor.) This activity can be especially helpful for quiet, less vocal students who are not used to speaking out in class, engaging in academic talk, and/or asking academic questions. Not only does this activity help make the learning log a vital document for learning, but it also trains students in basic communication skills.

7. Periodically allot AVID class time to highlight and review student learning logs, especially those from classes that may present a challenge for this type of writing—math, art, etc. It is useful to make an overhead transparency and a class set of each selected student log to facilitate a whole class discussion. Using some of the probing questions found in step 5 above, review how to use learning logs to explore the depth of learning rather than just staying on the surface.

8. Periodically, model how to use learning logs to “unpack” tests, group activities, or discussions; post these examples on a bulletin board to remind students of their options.

- **Modeling how to use learning logs to “unpack” tests.**

  *Example:* After a math test, have students write about the questions they found most difficult, and why; also, have students generate questions to ask the teacher and/or list problems to revisit in the textbook.

- **Modeling how to use learning logs to understand group activities.**

  *Example:* After a group activity, have students write about what they understand about the topic OR write about the frustrations they had working with a particular group member; also, have students generate ideas for talking to the teacher or the student.
• Modeling how to use learning logs to understand discussion dynamics.

Example: After a discussion, have students write about how they participated in the discussion and what they want to do next time to be a stronger participant OR write about what they could do to encourage other students’ participation.
Using Learning Logs

To get the most out of your classes, you should write about what you did, what you learned, and what questions you still have about the topic. This type of writing is an excellent way to prepare for exams and papers because you use writing to discover and clarify ideas, and you “uncover” what you don’t know as you try to articulate your learning.

For classes where you can’t take notes easily, complete a learning log as soon as possible after class. This will help you document what you got from class and how you are making sense of what you did in class.

Focusing Your Learning Log—Selecting A Purpose

After a class activity, lecture, or event, make conscious decisions about the focus of your learning log. It is possible that you will need to select several focus areas to thoroughly write about a given class. Be sure to organize and label your log in a way that makes it an effective learning tool.

If you want to recap your learning, try these prompts:

- What did I learn in class today? How did I learn it?
- What was especially interesting about class today? Why?
- What do I now know about this topic that I didn’t know before class?
- An important activity I was involved in today was... and it affected my learning by...
- By taking today’s test, I learned...

If you are feeling confident with the content, try these prompts:

- What questions did I have that were answered today?
- How would I explain to someone else how to do what I learned to do today?
- What steps would I use to teach what I learned to a group of my peers?
- In what other ways can I demonstrate my understanding of this topic (pictures, diagrams, etc.)?
- What do I wonder about this topic now that I understand it better? How could I find out the answers?

If you are feeling confused or need clarification, try these prompts:

- What confuses me about this topic?
- What questions do I have about this topic? How will I find answers?
- Something I’m still confused about is... because...
- One thing I’d like to know (or think) more about is... because...
- I think my teacher had us do... because...
If you are feeling **inspired** or want to **validate** your learning, try these prompts:

- What surprised me about this material? Why?
- Why is it important that I know this information? How can I use it?
- What I learned today will help me because...
- The most important idea I got from the discussion was... and I can use it to...
- Today’s learning changed my belief that... I now understand...
- Today’s learning clarified my misconception that... My new knowledge reveals that...

If you want to **extend or apply your learning**, try these prompts:

- What do I want to learn more about? How will I do this?
- How does this material connect to ideas or information I already know?
- I can relate what I learned today and what I learned in another class by...
- The video I watched related to the course in the following way...

If you want to **examine group and discussion interaction**, try these prompts:

- In what ways did I participate in the discussion today? How can I improve for the next discussion?
- How can I encourage other students to participate more in our next discussion?
- How did I work with my group today? How can I improve next time?
- What was challenging about working in my group today? How can I deal with this challenge?
1.2 Taking Cornell Notes

Rationale

To retain information from a lecture, video, or discussion, students need to efficiently record and interact with the ideas presented. Too often, students record random ideas and then let these notes languish in the bottom of their backpacks, or they attempt to record everything presented, making no distinctions between major and unimportant ideas. Students need to learn methods for discerning and efficiently recording important ideas as they are presented, as well as to learn methods for interacting with their notes once they have made them. Cornell notetaking offers an efficient framework for accomplishing both.

NOTE: Before students attempt to take Cornell notes in their subject area classes, provide them with opportunities to practice their notetaking skills in the AVID class.

Teacher Instructions

1. Teach students the basic format for Cornell notes: how to prepare their paper, where to write the heading and title, what to record on the left and right sides of the page. Distribute Student Handout 1.2a. Model the Cornell notetaking format while presenting this information, instructing students to copy what they see you writing on the board or transparency.

Example

| Name |
| Class |
| Date |

**Topic: Format for Cornell Notes**

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<th>How do I set up my paper?</th>
<th>Make a fold or draw a line 1/3 of the way from the left side of the paper.</th>
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<tbody>
<tr>
<td>What goes in the heading and where do I write it?</td>
<td>Name, class, and date. Upper-left or right-hand-corner, depending on what the teacher requests.</td>
</tr>
<tr>
<td>Where do I write the title?</td>
<td>At the top of the page.</td>
</tr>
<tr>
<td>What do I write on the right side of the paper?</td>
<td>The major ideas and details about the topic, including any organizational schemes (outline, etc.)</td>
</tr>
<tr>
<td>What do I write on the left side of the paper?</td>
<td>Questions or summary statements related to the information on the right side.</td>
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</table>
2. As a class, have students discuss how this method differs from what they usually do when they take notes. Discuss how this format might be useful for them and also how it might be challenging.

3. Distribute Student Handout 1.2b. Review with students how to listen for main ideas and organizational schemes. Model how to abbreviate and use symbols to capture ideas quickly.

Using a subject students find engaging, do a short practice lecture (about 10 minutes), providing information both verbally and visually (on the board or overhead). Write some of the main ideas that students might record on the right side of their notes. Have students practice using the Cornell notes format, listening for main ideas and organization, and abbreviating and writing *only key words*. Tell them to record details of the lecture on the right side of the page as you give information.

Once the lecture is completed, have students work with partners to compare the details they have on the right side of their papers, adding or changing their notes as needed. Then have the partners generate questions or summary statements from the details and record these on the left side of their papers. Make sure they know that each question/statement on the left should correspond with the information directly to its right.

Have students share some of their questions/statements with the class; record their examples on the board. Have students offer abbreviations and main ideas for the right side of their notes; add these to the board. Discuss the thinking students engaged in to determine the main idea, the way to abbreviate it, the question to use on the left side, etc. (It’s important that students understand these processes so they can replicate the thinking on their own.)

Discuss with the class what might be included in the summary section at the end of the notes; practice writing a group summary.

**NOTE:** It’s important that students recognize the difference between copying their notes and summarizing them. The summary should be a synthesis of the main ideas in the students’ own words. In the process of creating the summary, some students will realize they don’t have as strong an understanding of the material as they thought they did. This is a good time for them to write questions for the tutorial or for the teacher.

4. On a different day, do another practice lecture with a topic students find engaging. This time, do not provide any visual support for the lecture—give all information verbally. Have students take Cornell notes as you talk.

Again, have students work with partners to compare their notes and generate corresponding questions/statements. After this has been done, have students work individually to develop a summary section for their notes. Next, have partners compare their summaries with one another and revise as needed.

Discuss with students the challenge of taking notes when the material is only presented verbally. Have students share their strategies for keeping track of the main ideas and staying focused on the speaker.

5. Have each student pick a subject area class in which to practice taking Cornell notes. Ask them to take notes the following day and to bring them to the next AVID class for discussion. **(NOTE:** Examples of Cornell notes for a math class, an English class, and a Spanish class are included at the end of this strategy.)
Have students work together in small groups to compare their subject-area notes (right and left sides) and revise them. Provide suggestions for revising (look for ways to abbreviate and use symbols, reorganize to clarify what is a main idea and what is a supporting idea, etc.).

Provide a few minutes for students to individually write/revise their summary sections. Conclude by having them compare their work in small groups.

Have a class discussion on student progress: what was easy and challenging; what they need more help with, etc. Offer suggestions and support.

6. Discuss with students how they might use their notes to study for tests, prepare for projects or papers, etc. Elicit ideas on how they are already doing this and then make suggestions, as needed. Consider having students role play, in small groups (with tutors facilitating), how to use their notes in a study group. (NOTE: Advise tutors that students should also use their class notes during regular AVID tutorial sessions.)

7. Give specific examples on how to take notes in classes that may present a challenge, e.g., math. (See Student Handout 1.2b for an example.)

8. Regularly review students’ notes as they continue to practice Cornell notetaking in their subject area classes. Use the AVID class to re-teach and practice specific skills, as needed. It is often useful to have tutors or upper grade AVID students work in small groups with less experienced students, offering support and guidance for improving their notetaking skills.
## The Cornell Notetaking System

<table>
<thead>
<tr>
<th>What are the advantages?</th>
<th>Three Advantages:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. It is a method for mastering information, not just recording facts.</td>
</tr>
<tr>
<td></td>
<td>2. It is efficient.</td>
</tr>
<tr>
<td></td>
<td>3. Each step prepares the way for the next part of the learning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What materials are needed?</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Loose-leaf paper to be kept in a binder.</td>
</tr>
<tr>
<td></td>
<td>2. 2/1(\text{inch}) column drawn at left side of each page to be used for questions or summary statements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How should notes be recorded?</th>
<th>During class, record notes on the right side of the paper:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Record notes in paragraphs, skipping lines to separate information logically.</td>
</tr>
<tr>
<td></td>
<td>2. Don’t force an outlining system, but do use any obvious numbering.</td>
</tr>
<tr>
<td></td>
<td>3. Strive to get main ideas down. Facts, details, and examples are important, but they’re meaningful only with concepts.</td>
</tr>
<tr>
<td></td>
<td>4. Use abbreviations for extra writing and listening time.</td>
</tr>
<tr>
<td></td>
<td>5. Use graphic organizers or pictures when they are helpful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How should notes be refined?</th>
<th>After class, refine notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Write questions in the left column about the information on the right.</td>
</tr>
<tr>
<td></td>
<td>2. Check or correct incomplete items such as loose dates, terms, and names; add details to notes that are too brief for recall months later.</td>
</tr>
<tr>
<td></td>
<td>3. Read the notes and underline key words and phrases.</td>
</tr>
<tr>
<td></td>
<td>4. Read the underlined words. In the left-hand column, write recall cues (key words and very brief phrases that will trigger ideas/facts on the right). These are in addition to the questions.</td>
</tr>
<tr>
<td></td>
<td>5. At the bottom of the page, write a reflective paragraph or summary of the notes.</td>
</tr>
<tr>
<td></td>
<td>6. If possible, compare notes with a study buddy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the ways to recite notes?</th>
<th>Recite notes three ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Cover up the right side of page. Read the questions. Recite information as fully as possible. Uncover the sheet and verify information frequently. <em>(This is the single, most powerful learning tool!)</em>.</td>
</tr>
<tr>
<td></td>
<td>2. Reflect on the organization of all the lectures. Overlap notes and read recall cues from the left side. Study the progression of the information. This will stimulate categories, relationships, inferences, personal opinions/experiences. Record all of these insights!</td>
</tr>
<tr>
<td></td>
<td><strong>REFLECTION = KEY TO MEMORY!!</strong></td>
</tr>
<tr>
<td></td>
<td>3. <strong>Review</strong> by reciting, reflecting, and reading insights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the five steps of this system?</th>
<th>In this system, you:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. <em>Record</em> lectures in the main column.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Refine</em> lectures with questions, corrections, underlining, recall cues, graphics and pictures.</td>
</tr>
<tr>
<td></td>
<td>3. <em>Recite</em> notes by covering main column and expanding on recall cues; then, verify.</td>
</tr>
<tr>
<td></td>
<td>4. <em>Reflect</em> on the organization of lectures by studying all cues.</td>
</tr>
</tbody>
</table>
## Advice for Using the Cornell System

<table>
<thead>
<tr>
<th>Format for notes</th>
<th>Write the date, class, topic of notes, source of notes (e.g., lecture, book, film) and page number (for each page of notes) at the top of a piece of lined paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark a wide left margin (approx. 1/3 of page).</td>
</tr>
<tr>
<td></td>
<td>Consider the right column the place for specific information. While taking notes, write in this column.</td>
</tr>
<tr>
<td></td>
<td>Consider the left column the place for study questions and main ideas.</td>
</tr>
<tr>
<td></td>
<td>Use abbreviations.</td>
</tr>
<tr>
<td></td>
<td>Paraphrase (put in your own words) to capture content but simplify writing.</td>
</tr>
<tr>
<td></td>
<td>Use symbols (arrows, circles, underlining) or highlight important information, ideas/words that are unclear, relationships between ideas/information.</td>
</tr>
<tr>
<td></td>
<td>Include graphics (e.g., diagrams, charts) when relevant.</td>
</tr>
<tr>
<td></td>
<td>Skip a line between ideas.</td>
</tr>
<tr>
<td></td>
<td>Within 24 hours of taking notes, develop your study questions and identify the main ideas for details recorded in the right column; write your study questions/main ideas in the left column. Write a summary at the end of the notes.</td>
</tr>
</tbody>
</table>

### Taking Notes: Some Tips

<table>
<thead>
<tr>
<th>Be an active listener</th>
<th>Think about what is being said.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think about how what is being said relates to other points in the lecture and ideas from discussion/reading/other subjects.</td>
</tr>
<tr>
<td></td>
<td>Ask questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be aware of lecturer/speaker organization</th>
<th>Listen for the speaker to forecast organization of the lecture (e.g., phrases like “Today I want to talk about,” or “By the end of this lecture, you should be convinced that…”)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Look for lecture outlines on the board or on handouts. If the speaker uses an outline, record it on the right side of the notes.</td>
</tr>
<tr>
<td></td>
<td>Use arrows/lines/circles/numbers to connect related ideas.</td>
</tr>
</tbody>
</table>
| Use the speaker’s style to identify important points | Become familiar with the speaker’s style.  
Listen for important points that might be emphasized when the speaker:  
• pauses or slows down  
• repeats a point  
• modulates the volume of her/his voice  
• uses introductory phrases (e.g., “The four main points are” or “Note the relationship”)  
• writes on the board  
• gestures or uses visual aids |
| Keep up with the speaker | Write only the important ideas such as names, places, dates, events, examples, terms, definitions, causes, effects, evaluations, cross references; make it brief, but clear.  
**Example:**  
Speaker says: “Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the island of Cos in 460 B.C.”  
Notes say: “Hippocrates (Gr.) Father of Med. B. Cos 460 B.C.”  
Use abbreviations for familiar words.  
**Example:**  
Speaker says: “George Washington was not, in a sense, America’s first president.”  
Notes say: “G. Wash. Not Am’s 1st Pres.?” |
| Be alert to the speaker’s stance | Some lecturers attempt to persuade, as well as inform, listeners; when applicable, note ideas/references/opinions that provide insight into the speaker’s point of view. |
| Review notes shortly after a lecture | Develop study questions and identify main ideas.  
Fill in details for clarity.  
Look up and add the definitions of new words/terminology.  
Identify information that is unclear and/or questions that need to be answered; write and mark questions in the text of notes or at the end where they will be easily found; get answers to the questions from other students and/or the speaker.  
Add symbols to highlight important ideas and key words.  
Delete irrelevant information.  
Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity, as needed.  
Write a summary of the significant ideas. |
| Make use of the format | Spread out or hold notes so that the right side of the page is covered; review ideas and answer study questions from the left column; use specifics on the right side as an answer key.  
**Important step**—this is your single most powerful learning tool!  
Engage in an oral quiz with others, using study questions from the left column.  
Cover the specifics on the right side with blank paper; write answers to the study questions and explanations of the main ideas. |
<table>
<thead>
<tr>
<th>Write</th>
<th>Review</th>
</tr>
</thead>
</table>
| Write summaries of the most important material in the notes.  
Write questions you want to ask your teacher.  
Write anticipated test questions beyond those already in the left column; write answers to these questions. | Frequently review notes to keep information and unanswered questions fresh in your mind.  
Recite information from notes.  
Exchange notes with others to flesh out information and understanding.  
Use notes in study groups to provide a common ground of material for reference and review. |
**Cornell Notes**  
**(Math Class)**

**Domain**  
What is the domain of  
\( f(x) = 2x - 6 \)?

**Diagram:**

**Question:** What would happen if we used an \( x \) that was smaller than 3?

**Summary**  
In an algebraic function (equation), I solve for \( x \) and that gives me the domain.
# Cornell Notes (English Class)

## Reading a Novel

**JQ Student**  
**English 12**  
**January 3, 200X**

**Chapter 1 Cry, the Beloved Country**

<table>
<thead>
<tr>
<th>Where does the story take place?</th>
<th>South Africa</th>
</tr>
</thead>
</table>
| How is the land contrasted in the first chapter? | — Rich, matted grass and hills  
— Wet  
— Streams  
— Well-tended  
— Not too many cattle feeding  
— Not too many fires  
— Stand barefoot—safe  
— “Ground is holy.”  
— Keep it; guard it—guards & protects men.  
vs.  
— Rich green hills break down in the valleys  
— Red and bare  
— Dry  
— Too many cattle feeding  
— Too many fires have burned  
— Coarse and sharp. Wear shoes—not safe for bare feet  
— Not kept or guarded—no longer keeps men. |

**Prediction:** Why did the book start with this contrast?

<table>
<thead>
<tr>
<th>Prediction</th>
<th>This book is going to contrast the lives of different people and different places. It will be about destruction.</th>
</tr>
</thead>
</table>

**Significant passage (page 34):** “They are valleys of old men and old women, of mothers and children. The men are away, the young men and the girls are away. The soil cannot keep them any more.”

<table>
<thead>
<tr>
<th>Significant passage</th>
<th>This passage is important because it suggests something about the relationship between the land and the people. It shows how people have abandoned the land or have been driven from the land—how it can’t sustain them anymore.</th>
</tr>
</thead>
</table>

**Summary**

This first chapter is short and has a lot of description. It makes me want to draw a picture of it and create a map to show the geography. No specific characters are introduced in this chapter—very weird!
**Ser and Estar Lecture**

<table>
<thead>
<tr>
<th>What two verbs mean “to be” in Spanish?</th>
<th>Ser and Estar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How are they conjugated?</strong></td>
<td>Ser:</td>
</tr>
<tr>
<td></td>
<td>soy</td>
</tr>
<tr>
<td></td>
<td>somos</td>
</tr>
<tr>
<td></td>
<td>eres</td>
</tr>
<tr>
<td></td>
<td>es</td>
</tr>
<tr>
<td></td>
<td>son</td>
</tr>
<tr>
<td></td>
<td>Estar:</td>
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<td></td>
<td>estoy</td>
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<tr>
<td></td>
<td>estamos</td>
</tr>
<tr>
<td></td>
<td>estát</td>
</tr>
<tr>
<td></td>
<td>están</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does SER mean? When do I use it?</th>
<th>“To be” used to show:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• nationality</td>
</tr>
<tr>
<td></td>
<td>• profession</td>
</tr>
<tr>
<td></td>
<td>• status</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does ESTAR mean? When do I use it?</th>
<th>“To be” used to show:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• current condition</td>
</tr>
<tr>
<td></td>
<td>• location</td>
</tr>
</tbody>
</table>

| Example sentences: | Ser: Yo soy mexicano. Marta es divorciada. |

**Summary**

Ser is used to talk about who people are and estar is used to talk about the way people feel or where they are located. This is confusing.
1.3 Storyboard (Nonfiction and Fiction)

**Rationale**

Students need multiple methods for processing their reading in order to make sense of the information and to question it. Creating a storyboard while reading a nonfiction text allows students to use words and pictures to express their understanding in an organized way and to generate questions for discussion. Creating a storyboard while reading a fictional text allows students to use words and pictures to chronicle the plot or the sequence of the developing story.

**NOTE:** In the activities described below, students will be making marks on copies of teacher-selected text (fiction and nonfiction). Discuss with students what they would do if they were not allowed to write on the material they are reading (e.g., a library book). Ideas might include: use self-adhesive notes (sticking them directly on the corresponding page) or write notes on a separate paper and use page number references.

**Teacher Instructions (Nonfiction Storyboard)**

1. Choose a very short nonfiction text (e.g., newspaper article or short essay) on a topic that will engage students. Make and distribute copies of the text to students and display the same text on the overhead projector. Continue the lesson as follows:
   - Do a class read-aloud of the text, identifying key information (especially the *who, what, where, when, why,* and *how* elements) and writing questions in the margins as the text is read. Identify the main sections of the text by paying attention to where main ideas begin and end. (They do not necessarily correspond with paragraph breaks.) Draw lines to separate the sections.
   - Distribute blank sheets of paper to students. Place a blank transparency on the overhead projector and divide it into picture frames, creating the same number of boxes/frames as the number of sections identified in the text. (*NOTE:* If there are more than six sections, a second transparency will probably be needed). Have students set up their blank sheets of paper in the same way.
   - In the first storyboard frame, write a summary of the corresponding section of the text; next, create an illustration and a question for that section. (See the student sample on page 2 of Student Handout 1.3a.) Indicate the text page(s) the frame covers.
   - Do the first few frames together as a class; have students write/draw on their papers as you fill the frames on the transparency.
   - Have students work with partners to complete the remaining frames. Then have them share with the class what they did for each section.
   - Ask students how the storyboard helps them understand the text. (If they’ve already done a fiction storyboard, talk about how this nonfiction storyboard is alike or different.) Elicit responses; offer explanations as needed to help students recognize the need for close reading, slowing down to recognize main ideas, and not rushing through a text.

2. On a different day, give students a short nonfiction text and have them read it with a partner, making margin notes as described above. (*NOTE:* Divide the text into sections/paragraphs before distributing so students will know how many frames to create on their storyboards. You might also want to distribute Student Handout 1.3a
at this time, for student reference.) Continue the lesson as follows:

- Have students divide a blank sheet of paper into the appropriate number of frames to match the assigned text. After reading each paragraph or segment, have them work with their partners to write a short summary, create an illustration, and write a question. Remind them to add text page numbers for each frame.

- After completing all frames, have students share in small groups and/or with the entire class. Clarify, elicit depth, etc.

- Ask students what else they might include in each frame to help them better understand and remember their reading, e.g., add key words or phrases to each frame. Other suggestions include writing a caption for the illustration or writing a headline instead of a summary. Practice a few new ideas/examples on the storyboards that students just created.

Teacher Instructions (Fiction Storyboard)

1. Choose a very short fictional text in which the plot develops in a fairly straightforward manner (no flashbacks, etc.). Distribute copies of the text to students and display the same text on the overhead projector. Continue the lesson as follows:

- Do a class read-aloud of the text, identifying key information for works of fiction (plot, conflict, character, setting, theme, style, tone, etc.). Make notes in the margins as the text is read.

  **NOTE:** You may wish to limit the scope of the marginal notes by focusing in on just one or two literary elements—those elements that the piece best demonstrates. At any time, you can go back and repeat the lesson to focus on other elements, or select different texts which demonstrate desired elements.

- As a whole class, review the text and identify the main sections. Draw lines to separate the sections.

  **NOTE:** Explain that to properly divide a fiction text we need to be aware of the many different elements of a text. Not only do we need to look for places where main plot threads begin and end, we need to note the places where:
  - conflict is introduced.
  - new characters are introduced.
  - the settings/time changes.
  - messages or themes are highlighted.
  - the author’s style stands out as important.
  - the tone is established or where it changes.

  Explain that in working with fiction, the number of frames needed will vary—the number will be relative to whatever it is we are trying to capture.

- Distribute blank sheets of paper to students. Place a blank transparency on the overhead projector and divide it into picture frames, creating the same number of boxes/frames as the number of sections identified in the text. **(NOTE:** If there are more than six sections, a second transparency will probably be needed.) Have students set up their blank sheets of paper in the same way.

- Make a decision about which element(s) this storyboard will focus upon, and announce it to the class. Keeping the selected focus in mind, create the frames of the storyboard. After reviewing the first segment,
develop a thought-provoking question, select a significant quotation, and/or choose several key words, and write them in the first frame. Next, draw an illustration or diagram that helps depict the significant plot event, character, message/theme, etc., indicated in the writing. Finally, record the page(s) the frame covers.

- Do the first few frames together as a class; have students write/draw on their papers as you fill the frames on the transparency.

**NOTE:** You may want to begin with plot and conflict to give students an opportunity to gain a clear understanding of the story. Once that is accomplished, try creating a class storyboard for the other elements to show students how different elements result in different storyboard frames. If you don’t want to spend too much time on one story, model different elements using different stories. It is a good idea to model each element before asking the students to create storyboards on their own.

- Have students work with partners to complete the remaining frames, and then have them share with the class what they did for each section.
- Ask students how the storyboard helps them understand the text. (If they’ve already done a nonfiction storyboard, talk about how this fiction storyboard is alike or different.) Elicit responses, and offer explanations, as needed, to help students recognize the need for close reading, slowing down to recognize main messages, themes, character development, plot development, author’s writing style, etc. Ask students to identify what they would include in a storyboard if they were focusing on different elements—plot, conflict, character, setting, theme, style, tone, etc. How would these storyboards differ? Help them to see that fiction storyboards can vary significantly, depending on the focus.

2. On a different day, give students a short fictional text and have them read it with a partner, making margin notes as described above. (**NOTE:** Divide the text into sections/chunks before distributing, or make students responsible for creating the division. You might also want to distribute Student Handout 1.3b at this time for student reference.) Continue the lesson as follows:

- Assign a storyboard focus or have students determine their own (plot, character, setting, theme, style, tone, etc.).
- Have students divide a blank sheet of paper into the appropriate number of picture frames. (If the text is pre-marked, this is a quick step. If students are to divide the text, then they’ll need to read it with a focus in mind, and divide it into sections.)
- Have students work with a partner to accomplish the following:
  - Read each section. Develop a thought-provoking question, select a significant quotation, and/or choose several key words, and write them in the appropriate frame.
  - Draw an illustration or diagram in each frame that helps depict/clarify/explain what you have indicated in writing.
  - Record the page(s) the frame covers.
- After students have completed all frames, have them share in small groups and/or with the entire class. Clarify, elicit depth, etc.
- Ask students what else they might include in each frame to help them better understand and remember their reading, e.g., add key words or phrases to each frame. Other suggestions include writing a caption for the illustration or a headline for each frame. Help students see that what they include in their frames...
depends upon the focus of the storyboard (plot, character development, etc.).

- Practice a few of the new ideas/examples on the storyboards students just created.

**Teacher Instructions (Storyboard Variations)**

**Variation 1: JIGSAW STORYBOARD**

Working alone, with a partner, or in triads, have students read an assigned segment from a text and complete one storyboard frame. (In this activity, each student/group reads a different section of the text.) When all are finished, have students/groups attach their frames in the correct order on the board or a piece of butcher paper, and explain the part they read.

**NOTE:** In foundational lessons, the entire class should read each text segment before the group shares. This enables the class to offer feedback regarding the effectiveness of the frames presented. By the time all have shared, the entire piece will be quite clear, as will the process for creating effective frames. This, of course, prepares the entire class for additional activities.

Doing a jigsaw as an early lesson in storyboarding can help you closely monitor your students’ thinking and work, allowing for discussion and teaching as the class moves along.

**Variation 2: FOCUS STORYBOARDS**

- Select a fiction text that embodies all of the literary elements, OR select a nonfiction text that is dense and warrants close scrutiny; distribute a copy to each student. (This may be a text that AVID students need to wrestle with in another class, or one that the AVID teacher selects to enhance rigor.)
- Arrange students in groups of three or four, making sure to create the same number of groups as literary elements or analysis concepts you wish the class to explore.
- Assign each group a specific focus for the selected text (plot, conflict, character, setting, theme, style, tone, etc. for fiction; chronology of events, main ideas, conflicts/issues, points of view, style, etc. for nonfiction).
- Write the following directions on the board for the groups:
  — Read the text and make margin notes according to the group’s focus.
  — Divide the text into sections.
  — Create a butcher paper storyboard capturing the assigned focus. (Clearly label your focus.)
  — Share the final product with the class.
- Host a discussion about the value of this activity. Ask the class to consider how they might use these storyboards as springboards for writing assignments about literature and other texts. Plant the seed that a study group could divide and conquer a difficult text using this technique.

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*I: Writing to Learn*
Nonfiction Storyboard

To understand a nonfiction text (newspaper article, essay, etc.), it is often valuable to “break down” the elements of the text to see them more clearly and to “capture” the main ideas. A good way to do this is through a storyboard. A storyboard is a series of frames arranged in order from the beginning of the text to the end. Each frame contains a recap of main ideas from a specific section of the text you’ve read. Here’s how to set it up:

1. As you read the assigned text, identify key information (especially the **who**, **what**, **where**, **when**, **why**, and **how** elements) and then write questions in the margins. Identify the main sections of the text by paying attention to where main ideas begin and end. (These do not always correspond with paragraph breaks.) Draw lines to separate the sections.

2. Divide a blank sheet of paper into picture frames, creating the same number of boxes/frames as the number of sections you identified in the text. (If there are more than six sections, you’ll probably need a second piece of paper.)

3. In each storyboard frame, write a summary of the corresponding section of the text; next, create an illustration and a question for the same section. (See the example on the next page.) Finally, indicate the text page(s) the frame covers.

4. If you are reading the same text as another student, share and compare your storyboards to see what you might add or revise.

*An example of a nonfiction storyboard follows.*
Student Sample

Nonfiction Storyboard

Summary: The Tennis Court Oath, determined that France would no longer be ruled by a monarchy; thus illustrating that the ideals of liberty and freedom for all—a democratic society, had finally taken hold in France.

Question: Whatever happened to a little common courtesy and respect among people in general?

Summary: The class divisions in France, the Three Estates (clergy, nobility, bourgeoisie), were inherently unequal in their design, and were a reflection of the archaic feudal system.

Question: Why was change so difficult to accomplish in France?

Summary: The fall of the Bastille in 1789 is the symbol for the necessity of freedom of France. It demonstrated that the people would stop at nothing to gain their freedoms and that the monarchy was weakening.

Question: What were the king's views of this “reform”?

Summary: Robespierre’s reign of terror may be viewed as an extreme act, which although horrible, did provoke the French people to claim their voice in government.

Question: Why did Robespierre think it was necessary to kill so many people in his attempt to preserve the Republic?
Nonfiction Storyboard

Instructions

After completing a section of reading, write a short summary, create an illustration, and write a question. Divide paper into the same number of frames as sections, paragraphs, or chapters you will be reading.

Summary:

Illustration:

Question:

Page(s):
To understand a fictional text (short story, novel, etc.), it is often valuable to slow down your reading and “break down” the elements of the text. Among other things, this will help you identify plot elements and sequence, notice the development of characters, acknowledge the significance of setting, recognize prevalent themes, appreciate stylistic techniques, and establish underlying tones. A good tool for breaking down these elements is a storyboard—a series of frames arranged in order from the beginning of the text to the end, with each frame containing a recap of main ideas from a specific section of the text you’ve read. Here’s how to set it up:

1. As you read the assigned text (a short story or a chapter or two from a novel), identify key information for works of fiction (plot, conflict, character, setting, theme, style, tone, etc.), and make notes about them in the margins.

2. Identify sections/chunks of the text by paying close attention to places where main plot threads begin and end, where new conflicts or characters are introduced, where setting or time changes, and where messages, themes, style, and tone are highlighted. Draw lines to separate the sections.

   **NOTE:** Don’t try to create one storyboard for a very long text (like a whole novel) or for every literary element. You’ll either have too many frames or your frames will be so general that they won’t be very effective. When reading a novel, narrow your focus to one, two, or three chapters, depending on their length; when planning your storyboard, determine its focus.

3. Divide a blank sheet of paper into picture frames, creating the same number of boxes/frames as the number of sections identified in the text. (If there are more than six sections, you’ll probably need a second piece of paper.)

4. For each section of the storyboard, develop a thought-provoking question, select a significant quotation, and/or choose several key words, and write them in the frame. Next, draw an illustration or diagram that helps depict/clarify/explain what you have indicated in writing. Finally, record the page(s) the frame covers. What you include in your frames will depend upon your focus. For example:
   - If you are trying to show the plot sequence, then each frame will show one major event that happens in the story.
   - If you are trying to show the development of a theme, then each frame will include a significant quotation and key words, phrases, and/or an illustration that show evidence of this theme.
   - If you are trying to show the development of a character, then each frame will include a significant quotation, key words, phrases, and/or an illustration to show what you know about the character from that particular section of the text (what the character said or did or what other characters said about him/her).

   **Be sure you are clear about your focus or the teacher’s assignment before you establish your storyboard frames.**

5. If you are reading the same text as another student, share and compare your storyboards to see what each of you might add or revise.

   *An example of a fiction storyboard follows.*
Student Sample

Fiction Storyboard

Focus: Plot

Nine squares

Chato's kitchen

Gary Soto

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1.4 Annotating a Text

Rationale

Effective readers interact with the text when they read. They pay attention to what is new, what is confusing, what is interesting, and what relates to them personally. This attention increases their comprehension and retention of the reading. By learning how to annotate a text, students gain a tool for recording their interactions and holding onto their thinking.

**NOTE:** In the activities described below, students will be writing directly on copies of a teacher-selected text. Discuss with students what they would do if they were annotating a text they weren’t allowed to write on (for example, a library book). Ideas might include: use self-adhesive notes (sticking them directly on the corresponding page) or write notes on a separate paper and use page number references.

Teacher Instructions

1. Start with a short, engaging text, such as a controversial newspaper article. Make a class set of the article and an overhead transparency for modeling the strategy. Continue the activity as follows:

   • Give each student a copy of the text, two different colored highlighters, and a pen or pencil. Before they begin to read, ask them if they’ve ever used a highlighter while reading. If they have, ask them how they knew what to highlight. Brainstorm ideas on the board.

   • Talk about what most inexperienced students do with highlighters—color the page!! These students are usually unable to discern what is important in the text when they come back to it later. Explain to students that they will learn how to use highlighters strategically to help them interact with—and make sense of—a text.

   • Read the title of the article together; have students make predictions about the article’s topic. Have them write their predictions in an abbreviated form next to the article’s title. Model this, using a copy of the article as an overhead transparency.

   • Read the first paragraph or two together and identify the main ideas related to the **who**, **what**, **where**, **when**, **why**, and **how** elements. Have students highlight the information related to these in one color of highlighter. Then have them write the **who**, **what**, **where**, **when**, **why**, and **how** labels in the margin to identify each highlighted phrase. Again, model this on the overhead.

   • Ask students if there were any confusing parts (unfamiliar words or phrases, confusing references, etc.) in the first several paragraphs. If so, have them highlight those sections with the other color of highlighter. (One color will be for main ideas, the other for confusing parts.) Have students write a question in the margin that—when answered—would help clear up their confusion. Model on the overhead.

   • Ask students what other questions they have about the first several paragraphs. Brainstorm with students to come up with answers. Have students write their individual questions in the margin of the article next to the part of the text that provoked the question. Model on the overhead.
• Ask students if there are any parts in the first several paragraphs that they can relate to personally (a part that reminds them of something in their own lives). If so, have them mark the part with a star in the margin. Model on the overhead.

2. **Review.** Have students recall all the ways they marked their text and record these methods on the board. Explain to them that all are examples of how to annotate a text. Brainstorm additional ways in which readers might annotate a text. Ideas might include: making connections to other texts, movies, or photographs; writing statements that start with “I wonder....,” using symbols like ? or ! to indicate questions, areas of agreement/disagreement, statements of opinion, etc. Make the connection to what experienced students do: they mark up a text with their thinking and use methods for keeping track of the main ideas so they can use the information later.

3. Have students work with a partner to finish reading the article. Tell them to continue to annotate the text with any of the methods listed on the board (or in new ways if needed). Model on the overhead while students work together or circulate to monitor how students are doing. As they continue to read the text, have partners share with each other what they are marking and writing.

After students have finished the article, ask them to share some of their annotations with the whole class. Look for commonalities among students. Ask students what they might do next with their annotated texts if their goal was to really understand the article. What do the annotations prepare them to do next? Ideas might include: discuss with others, ask someone for clarification, look up words or references, read background information related to the article, etc.

4. Next, have students practice annotating different kinds of texts; discuss how their annotations change with the different types of reading material. Stress the importance of understanding the purpose of reading a text in order to decide what kinds of markings to make. If you do not specify a purpose for their reading, students will have to predict/anticipate the purpose on their own. Use a poem, novel excerpt, etc. to give students practice in identifying the purpose for reading prior to annotating the text. Continue to have students discuss how and why they annotated the way they did.

5. Have students focus on transferring these text-annotating skills to their reading assignments in subject-area classes. Choose a day (or several days) for students to bring examples from their other classes; have them discuss what’s working and what’s challenging and ways to work through the challenges.

**NOTE:** As you work with students, remind them that the ultimate goal is to be able to independently use strategies to understand and interact with a variety of texts.
Some common misconceptions about writing are that writing is an innate talent and that good writers put pen to paper and—presto!—out flows perfect, well-developed, well-reasoned, and well-organized prose, and on the first try, no less! Learning that writing is a process of discovering and revising ideas, and that good writers learn strategies for composing writing, helps students overcome the fear of not having the talent to write well. Students gain confidence and control as thinkers and writers when they are encouraged to develop their own strategies for writing.

This section presents an overview of the stages of the writing process (described rather “linearly,” even though we understand that the process in not linear), along with some specific teaching suggestions for supporting students through each stage of a writing project. The information and ideas presented here can be used across a variety of writing assignments.

**Student Materials**

- Student Handout 2.1: Stages of the Writing Process
- Student Handout/Overhead 2.2: Choosing Your Audience, Purpose, and Form for Writing
- Student Handout/Overhead 2.3: Using Clustering and Quickwriting to Get Started
- Student Handout/Overhead 2.4: Verbal Response: Guidelines for Reading Aloud and Listening to Writing
- Student Handout 2.5: Guidelines for Verbal Response (Partner)
- Student Handout 2.6: Guidelines for Verbal Response (Small Group)
- Student Handout 2.7: Guidelines for Written Response (Peer)
- Student Handout 2.8: Questions for Guiding Reader Response I (General Writing Assignments)
- Student Handout 2.9: Questions for Guiding Reader Response II (Thesis Papers)
- Student Handout 2.10: Common Editing Marks
- Student Handout 2.11: Reflection and Self-Evaluation Questions
- Student Handout 2.12: Responding to Student Writing As a Reader, Not a Critic
- Student Handout 2.13: Writing Process Rubric

Distribute **Student Handout 2.1** as you introduce the writing process and the remaining materials during the appropriate stage. (See student handout masters at the end of this section.)

**AVID Resources With Related Material**

*The Write Path: A College-Preparatory Reading and Writing Program—English Language Arts, Grades 6–12, History-Social Science, Science, Grades 9–12, Mathematics, Grades 6–12, and English Language Development.*
Listed below are suggestions for teaching skills associated with the various stages of the writing process. Although the stages are presented here in a linear and sequential manner (for clarity), the act of writing is seldom this organized. For example, a student may prewrite, draft, and then abandon a piece of writing, only to start over again at the prewriting stage. This recursive process is more aligned with the way we think—back and forth across ideas. It is important to help students recognize their own processes for chronicling their thinking in writing, rather than impose a lock-step method that gets in their way. Be flexible as a writing teacher!

NOTE: Prior to using the strategies outlined below, distribute Student Handout 2.1 to provide students with an overview of the writing process.

Stage 1: Prewriting (Individual and Collaborative)

The ten strategies in this section are listed in alphabetical order. Select which ones to use—and in which order—based on the demands of the specific writing task upon which your students are working. (It would be unusual to use all ten strategies for one writing assignment.) Strategies marked with an * are essential for formal writing assignments.

*Choosing an Audience, Purpose, and Form

Providing opportunities for students to write for different audiences and purposes greatly enhances the legitimacy of the writing process. Students should identify their audience, purpose, and form prior to or during their prewriting. All too often, students are lulled into the single-audience/single-purpose mindset that governs their writing: teacher–grade. By providing students with flexibility and choice in audience, purpose, and form, writing takes on the dimension of a real-world venture, and the decision-making process necessitated by such variety produces energetic revision and refreshing writing. Discussions that address audience, purpose, and form remind students of the importance of the choices they make as writers. (See Student Handout/Overhead 2.2.)

Audience: Other students, college admissions officers, family members, other teachers, the general public, etc.

Purpose: To persuade, to inform, to pass along family stories, to demonstrate understanding, to entertain, etc.

Form: Essay, letter, story, poem, diary, article, etc.

Clustering

Clustering is based on the premise that working with the natural rhythms of the brain to create writing produces work that is rich in meaning. It is a nonlinear brainstorming process which helps writers discover the ideas and patterns of organization that characterize strong writing. Clustering often produces material that is abundant in memories, metaphor, and wholeness, making it an exciting technique for prompting creative writing. Its application to analytical writing or test review is equally impressive.

To introduce students to the clustering process, choose a broad idea accessible to all students, write it on the board and draw a circle around it. (You might also want to distribute Student Handout/Overhead 2.3 at this time.) Good first-time nucleus words include: “Childhood,” “Time,” “Fear,” “Happiness,” and even “School.”

Next, direct students to do the following:

1. Write the nucleus word in the center of the page and draw a circle around it. (This gives the brain a visual pattern of what it will be doing with ideas.)

2. Record what comes to mind when you think of the word in the circle. Write down all of the words and
phrases that you associate with the nucleus word or with the other words that you add. Circle each one and connect it to the nucleus or the part of the cluster that prompted it. Don’t censor yourself! Write down everything that comes to mind, even if it seems random and unconnected to the nucleus.

3. Generate as many associations as you can.

4. At some point during your cluster, you may feel a sense of direction emerging. When you feel that shift from free association toward direction, you’re ready to write. If you don’t feel a sense of direction, re-visit your completed cluster and highlight the ideas that seem most important to you at the moment.

5. Doing a quickwrite is a good next step. Write for 5–10 minutes about the highlighted ideas or emerging thoughts. Use words/ideas from the cluster that seem related and relevant.

Have students share their cluster writing and quickwrites with a partner, group, or the entire class. This follow-up exposes students to the variety of ideas and range of possibilities that clustering produces.

It is at step 4 that tidy timelines often go awry. Not all students will be ready for the quickwrite at the same time, so flexibility is needed. As some students move ahead with the quickwrite, you may need to work with others who are stuck in the idea-generation stage.

Use technology! Students enjoy using the Inspiration program to generate clusters and outlines. (See www.inspiration.com.) They also love to do quickwrites on the computer.

For an in-depth guide to clustering, see Writing the Natural Way, by Gabriele Rico (Los Angeles: St. Martin’s Press, 1983).

**Example**

**Cluster (for nucleus word “green”)**

**Quickwrite**

To be “green” at something means to be new at it and sometimes not very good at it. It reminds me of my first kiss. Lowell Peacock came over almost every day in the summer when I was seven years old. He always brought his collection of old pennies—copper-green pennies. Lowell looked like a homeless person, wearing faded clothes and an old army helmet from his uncle. He hated to take off the helmet because it covered his wild hair and big ears. One day I was hunting for bugs and Lowell was searching for pennies. He kept talking about how important it was to be kissed—how we needed “experience.” Before I knew what hit me, Lowell jumped at me and planted his cracked drooling lips on my face. He was definitely green—he almost missed my lips entirely. I was shocked and mad. I stomped on his foot, threw my long black braid in his face, and huffed into the house. So much drama for such a short kiss!
Discussion

Students who have frequent opportunities to talk about their thinking are more likely to generate rich, more creatively written work. Discussion can be used at any point to help students clarify, explain, and expand their thinking and writing. Struggling writers really benefit from discussion as it helps them to generate and “try out” ideas before they commit them to paper. Discussion suggestions include the following:

• Have students create a cluster and a quickwrite for their initial ideas and then move into groups of three to share and compare their work. After the discussion, have students add to their quickwrites to capture any new ideas.

• Have students meet in small groups to determine the audience, purpose, and form for their papers. Later, students with a common audience can meet in groups to discuss how they are drafting their papers to address that audience.

• Have students meet in groups to discuss the research they are collecting for their papers and to share sources/compare notes. They might also discuss how to incorporate their research into their writing, when to paraphrase, when to quote, etc.

• Have students meet to discuss drawings or quickwrites from a visualization activity and help each other figure out what is most important in each of the drawings/quickwrites.

• Have students meet to discuss options for organizing their papers.

Guided Critiques

Allowing students to share with each other the various stages of the prewriting process helps them see the range of ideas prompted by a topic, develop greater insight into the requirements of a topic, and identify strengths and weaknesses in one another’s work that can shape additional writing. The following are two effective approaches to critiquing:

• Have the writer “tell the paper” from his/her prewriting notes. The listener(s) responds orally, stating what is clear or unclear, what is especially good, and what can be improved. The listener(s) should be as specific as possible in formulating responses. It can be very helpful to tape listener’s comments and/or have a recorder write down ideas for the writer.

• Have students respond in writing to each other’s prewriting, guided by specific questions you have prepared. Suggested questions: “What patterns do you see in the prewriting that seem important?” “What main idea(s) seem to come from this prewriting?” “If you were to outline the main and supporting ideas from this prewriting (knowing that you won’t use everything in the prewriting), what would the outline look like?” “What questions can you ask the writer to prompt him/her to add more to his/her prewriting?”

Guided Visualization

Use specific questions to prompt your students to explore their ideas and evaluate their approach to a topic. All-purpose questions like “What more do I need to know about this topic?” may help students find direction in their approach to writing. Questions more specific to particular topics may provide students with possible approaches they have not yet considered. (See examples below.) It is often helpful to have students relax and close their eyes while listening to—and thinking about—your questions. At the end of the guided visualization, they can open their eyes and quickwrite their thoughts.

A few examples:

• Writing topic: biography. (NOTE: Students should have paper and pencil on their desks and be ready to write.) Ask students to relax and close their eyes. Remind them of the writing assignment and tell them to pic-
ture the person they’ve chosen for their biography. Ask a series of questions to help your students visualize their person more clearly, e.g., “What does your person look like?” “What does he or she ‘sound’ like—can you hear his/her voice?” “What makes this person special?” Ask students to open their eyes and—without talking—draw or write all the ideas they can remember from their visualization.

• Writing topic: argument. (NOTE: Students should have paper or a graphic organizer handout and pencil ready on their desks.) Ask students to relax and close their eyes. Remind them of the writing assignment and tell them to picture themselves explaining their position on their topic to an audience. Ask a series of questions to help your students clarify their position and anticipate how others might disagree with their ideas. Examples: “What are the two major points in your argument that you are trying to explain to your audience?” “What do you look like as you explain these points?” “Are you passionate, sad, angry, happy?” “Why?” “What is your audience saying to you as they disagree?” “Why do they disagree with you?” Ask students to open their eyes and—without talking—draw, write, or complete a graphic organizer of all the ideas they can remember from their visualization.

• Variation: Some students get lost if the teacher asks too many questions during the visualization. To accommodate these students, try the following variation:

  Ask students to close their eyes and relax. Ask one question and give students a few seconds to think/visualize; then have students write or draw in response to the question. Continue with several more questions.

**Listing and Grouping**

The purpose of listing is to generate and organize ideas in a nonjudgmental, exploratory manner. Listing also helps students recall what they already know about a topic and discover what they may need to find out about it. Listing alone sometimes suffices as a prewriting activity. There may be other occasions when students use their lists to group items. Grouping items under headings such as “Order of Importance,” “Chronology,” and “Topic/Subtopic” may be useful to students as they consider how to organize their information.

For example, students who are writing a biography might be asked to generate a list of the person’s traits. The list might look like this:

- Male
- Brown hair
- Brown eyes
- Tall
- Always wears tennis shoes and white socks
- Loves his sister
- Drives a blue Honda Civic with a smashed front bumper
- Laughs a lot
- Caring
- Likes to read magazines
- 17 years old
- Hates spaghetti
- Loves tacos
Wants to be an electrical engineer
Wants to go to college out of state
Has tons of CD’s

Using this list, the student can then come up with categories for grouping similar ideas:

**Example**

**Physical traits:** male, brown hair, brown eyes, tall, tennis shoes/white socks, 17 years old

**Likes/dislikes:** magazines, spaghetti, tacos

**Emotional traits:** loves his sister, caring, laughs a lot

**Goals:** college, engineer

**Things he owns:** Honda Civic, CD’s

Using these categories, the student can determine a possible organizational scheme and decide what to include or exclude.

*Models*

Models of the type of writing in which students are engaged are enormously powerful tools that provide students with ideas about how to approach, structure, and enrich a piece of writing. Published works, student papers from previous classes, and teacher writing are fine sources for models. Good published works can be found in almost any anthology of essays. In addition to samples collected from your own students, other works can be found in student publications such as *Merlyn’s Pen* and online at [http://english.unitecnology.ac.nz/](http://english.unitecnology.ac.nz/). Guided reading of models and follow-up discussions enhance what students derive from reviewing the works of others.

The following approaches work well:

- Give each student a copy of the model to review as you project the model as an overhead transparency. Have students look at various attributes of the writing, focusing on those areas you want to highlight for instruction. Underline or highlight the attributes on the overhead transparency and have students mark their models. For example, if the goal is to show students how to write a descriptive biography, then read a biography model with students, highlighting the descriptive attributes of the work as you go.

Other possible features to highlight include:

- How the piece is organized
- How the writer introduces the piece and/or concludes it
- Where the thesis is located and how it is written
- Wording that is especially effective
- How the writer transitions from paragraph to paragraph
- How quotations are embedded in the paper
- How the writer interprets each quotation and uses it as evidence
- Where topic sentences are located in the paper and how they are worded
- How the writer uses a variety of sentence lengths and styles

- Give each student a copy of the model and a copy of the writing assignment rubric. Review the criteria on the rubric to be sure students understand them all. Have students work in small groups of 3–4 to examine
the model, looking for examples of the criteria on the rubric. For example, if the rubric identifies a strong thesis statement as an element of an effective paper, then students would look for the model’s thesis statement and evaluate its strengths and weaknesses. This process allows students to see real examples of the rubric criteria before they start writing their own papers. It also gives them an opportunity to internalize the expectations for the writing assignment.

**NOTE:** Models can be used effectively not only during the prewriting stage, but also during the revising stage to highlight focus areas for student revision.

*Planning*

Planning will help students develop a logical order for presenting their ideas. Prior to drafting, students should review their prewriting and—keeping in mind their audience, purpose, and form—determine an organizational scheme. Their work could be organized by chronology, importance, or some other scheme. Strategies like outlining, listing, and grouping, as well as individual conferences with classmates and teachers, can help students determine the best organizational scheme for their papers.

Activities to help students understand how to organize include the following:

- Share and discuss different organizational schemes with students. What does it mean to organize by chronology (time sequence), by order of importance, by main idea and sub-ideas, or by different characteristics? Demonstrate, or develop with students, a variety of graphic organizers that show these organizational schemes in a writing assignment.

- Have the whole class create several possible organizational schemes for the same topic. This practice helps students see that writing on the same topic can be organized in many different ways; it also helps them practice manipulating their ideas into different organizational patterns.

- Give small groups of students a particular organizational scheme into which they must fit their topic. Have students discuss their results, struggles, and logic in their groups and then share with the class. This collaboration will help them determine which organizational scheme seems most useful, given a particular writing assignment.

- Have students work individually to develop several organizational ideas for their own papers. Then encourage them to select the organizational scheme that seems most logical and justify why. Have them share this information in small groups or with the class.

- Have students work together in small groups or with partners on the same topic/assignment. Instruct them to collaboratively develop an organizational plan for their specific topic/writing focus. This activity is beneficial for reluctant/struggling writers and will give you time to work with small groups or individuals, as needed.

Students benefit greatly from activities which afford them the opportunity to dabble with different organizational schemes for the same topic and/or different organizational schemes for different topics. They are generally amazed when they discover that several options exist; they are equally amazed when one or two of those schemes make the most sense!

*Quickwriting*

Quickwriting is essentially timed freewriting on a specific topic. Given a prompt, students write nonstop for approximately 5–10 minutes. Their pens should not leave the paper. If students run out of ideas, encourage them to
rewrite the last word or phrase until a new idea weaves its way into their work. Quickwriting allows students to explore ideas without fear of criticism and without the early editing that can inhibit expression.

Writing encourages writing. Because it reduces anxiety about writing, quickwriting is an excellent tool for prompting the thought and focus central to the entire writing process. Create quickwrite prompts to fit the specific needs of your students’ writing assignment. (See examples below.)

**Examples**

<table>
<thead>
<tr>
<th>Writing Task:</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quickwrite Prompt:</td>
<td>(Use after a guided visualization where students have closed their eyes and imagined the person about whom they are writing.) Write down all the traits you can think of about your person and explain why this person is important to you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Task:</th>
<th>Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quickwrite Prompt:</td>
<td>(Use after students have identified their position on a topic.) Imagine that you are someone who does NOT agree with the position you’ve just identified. Why do you not agree with it? What makes you disagree? What experiences have you had that make you disagree?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Task:</th>
<th>Autobiography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quickwrite Prompt:</td>
<td>How would your parents or other family members describe you to another person? Why would they give these descriptions?</td>
</tr>
</tbody>
</table>

**Reading and Research**

Often a writing task is related to a reading or research task with the reading or research serving as a springboard for the writing. For example, a literary analysis paper is rooted in a novel, short story, poem, etc. A controversial issue paper would have to take into account multiple perspectives on an issue and would require some research. The research and reading processes must be fully supported with time and instruction in order for students to be able to ultimately use their experiences for writing. Students should know what the writing task is before they embark on their reading or research. They must also learn how to read closely for details they might use in their writing and how to research effectively to generate appropriate material for their writing. These experiences are best done in collaboration with other students so they have the opportunity to share processes and ideas and support one another’s developing understanding of the text or a topic. Depending on the writing task, reading and research can take a significant amount of time.

**Stage 2: Drafting (Individual and Collaborative)**

Drafting involves producing a cohesive piece of writing that is ready for response and revision. Whether individual or collaborative, the drafting stage of the writing process focuses on content, logic of presentation, audience, purpose, and form, and allows for experimentation. Students who are accustomed to thinking of writing as a one-draft experience often need coaching to help them let go of concerns about mechanics and evaluation at this stage. Drafting is about preliminary blueprints, rather than finished skyscrapers. Students should be provided sufficient time to create more than one blueprint and share their various ideas with peers to arrive at the best design for the purpose.

Once students have completed significant prewriting and have a plan for organization, you might use one of the following processes to help them develop a first draft.
Whole Class Draft

As a class, choose a topic and organizational scheme and develop a draft together. (This can be done on an overhead transparency or projected computer screen.) As you model how to write a draft, elicit ideas from the students, asking questions such as:

- How should we begin?
- (If appropriate) What’s our thesis statement? Where does our thesis belong in the introduction?
- How should we transition to the next paragraph?
- What’s our main idea in this paragraph?
- How should we word our idea?
- What evidence do we have?
- How should we explain our evidence?

Continue until the class has a significant piece of the draft completed. Debrief with students by asking them to recap what they did to write this draft collaboratively—how they started, what they did when they got stuck, etc. Have students follow this same process to work on their individual drafts, collaborating with one another, as needed. Circulate in the room; as you see students using particularly useful strategies for drafting, stop and show the class.

Small Group Draft

Arrange students in groups of 3–4, with each group working on a different topic and/or organizational plan. Have students work together to develop a rough draft on a large sheet of butcher paper. Be prepared; this process is noisy as students discuss and negotiate how to articulate their ideas on paper. Noise is a necessary part of the thinking process, however, so try to manage it rather than quell it. Circulate in the room; as you see students using particularly useful strategies for drafting, stop and show the class.

Pass the Draft

As a class, focus on one topic and organizational plan. Arrange students in groups of 4–6 and provide each group with a blank sheet of paper. Have one student in each group generate a sentence or two of the rough draft and write it on the paper. The paper is then passed to the next student who adds one or two sentences. This process continues until the introduction is complete. Have one student read the introduction aloud; group members can then discuss what to change, add, or delete. Once these changes have been made, the group develops a transition sentence. The paper is then passed to a student who adds the next sentence or two. This process continues until a body paragraph is completed, and, once again, this is shared and reviewed by the group. This “pass-the-draft” activity can continue for as long as you want groups to work. Since the student groups have all focused on the same topic, it works well to collect the group drafts, and then copy and share them with the whole class. Students will have an opportunity to discuss similarities and differences and look at how different groups approached the drafting process.

Stage 3: Reader Response (Individual and Group)

Sharing one’s writing—no matter how terrifying—legitimizes writing as a process and, put simply, completes its purpose. Having students respond to each other’s work helps them develop a sense of audience. They begin to think of themselves as writers whose work must communicate ideas to others. As students read each other’s writing and analyze strengths and weaknesses, they develop critical abilities that can be transferred to their own work.
Initially, students may be reluctant to criticize another’s writing, fearful that they will hurt feelings, appear arrogant, or have nothing helpful to contribute. But, if they are taught the characteristics of good writing and are convinced that their comments will be met with appreciation—and often with tangible results in the evaluation stage—they will gain the courage to contribute to the successful writing of others.

In addition to learning the hallmarks of good writing that lead to useful commentary, students will need to learn the semantics and form for responding to writing. Familiar formats and routines will help students feel comfortable and successful at this stage of the writing process.

Listed below are possible formats for eliciting responses. It is often useful to offer one kind of feedback (verbal or written) for the first draft and a different kind of feedback for a subsequent draft. It is also helpful to provide a scoring guide or rubric that specifies the criteria for a writing task. This will help students give specific feedback about their peers’ work (what’s present and what’s missing) according to the rubric’s criteria.

**Verbal Response (Partner)**

1. Prior to having students do oral feedback activities, always review how to read aloud and how to be prepared to be a good listener who can give useful feedback. (Use Student Handout/Overhead 2.4.)

2. Distribute Student Handout 2.5 and arrange students into partners appropriate for the writing assignment (strong writer with one who needs more assistance; two people writing about similar topics; two people with different writing topics, etc.). Choose partners based on what will yield the best results for the writers in terms of useful feedback.

3. Have one student in each pair read his/her introduction aloud while the listening student takes notes (what about the introduction drew him/her in; what was ineffective; what he/she expects the rest of the paper to be about based on the introduction). The listening student then shares his/her reactions and expectations with the writer. The writer determines whether or not the introduction was effective for establishing the main point or tone of the paper as he/she intended and, with assistance from the partner, takes notes on the rough draft about what needs to be added, changed, or deleted. Partners might revisit prior knowledge or resources that address effective introductions to determine how the writer could make the introduction more engaging.

4. Have the writer read the first body paragraph aloud while the listener writes down the main idea, ideas/words/sentences that stand out as strong, questions they have, and areas of confusion. One way to organize notes for quick jotting is to create three columns labeled:

   - Main idea
   - +
   - ?

   Instruct the listener to write his/her ideas in the appropriate column as he/she listens. The listener should also record key words that will remind him/her of a passage for commentary. The listener shares his/her notes with the writer, and the writer determines whether or not the paragraph is effectively communicating his/her intentions. Partners discuss the questions, and the writer takes notes on the rough draft about what needs to be added, changed, or deleted.

5. Have the writer read the next body paragraph and follow the same steps as in #4 above. Repeat this process for each body paragraph.
6. Before reading the conclusion, the writer should ask the listener what he/she expects to hear in the conclusion, based on the paper so far. This will help the writer determine whether or not he/she has led the listener to the appropriate conclusion or state of mind. Instruct the writer to take notes on what the listener says.

7. Have the writer read the conclusion aloud while the listener takes notes on strong words, sentences, ideas and questions. The listener should also pay attention to whether the conclusion simply repeats the introduction or if it restates/wraps up the paper in an interesting and thought-provoking way. The listener shares his/her notes and reactions with the writer, and the writer takes notes on the rough draft about what needs to be added, changed, or deleted. The partners might re-visit prior knowledge or resources that address effective conclusions to determine how the writer could make the conclusion more engaging.

8. Have partners share any last comments/ideas about the paper, and then switch roles and repeat steps 3–8 with the other partner’s paper.

Verbal Response (Small Group)

1. Distribute Student Handout 2.6 and arrange students into groups of five (or fewer). Then proceed as follows:
   • Review the guidelines for reading aloud and listening to a writer (Student Handout/Overhead 2.4). Remind students that as writers they should not make apologies for their work (“This is just a first draft” or “My baby brother kept me up until four this morning, so this paper isn’t very good”). Response groups should be safe places for even the most unpolished writing to be shared.
   • Remind students that when it’s time to receive feedback from listeners, there are two rules: The writer remains silent (does not defend his/her paper), and he/she makes a list of comments from the group, coding each one as the responders coded theirs.

2. Have students distribute a copy of their paper to other group members. Have one student introduce his/her paper by telling the group the audience, purpose, and form for the writing and then read her/his paper aloud from beginning to end. Group members listen, getting a sense of the paper as a whole.

3. Have the same student read her/his paper aloud again. During this second reading, the other group members jot down comments, using symbols like + for words/phrases/ideas that strike the listener favorably, – for those that seem less effective, and ? for those that are unclear. A three-column approach could also be used for notetaking (see #4, “Verbal Response [Partner]”).

4. After the second reading, have students share their comments with the writer, beginning with a comment such as, “I really liked…” and continuing with phrases such as: “I wasn’t sure what you meant by…” “It doesn’t seem effective when…” “I wanted more information about…” Responders may also ask the writer to reread particular passages to help them reframe their commentary. Comments such as “It’s good” or “It just seems like it’s missing something” need to be sharpened to identify specific words or elements of the writing that show why it’s good or what might be missing. During the sharing of feedback, there are two rules for the writer: he/she is silent (and does not defend his/her paper), and he/she makes a list of comments from the group, coding each one as the responders coded theirs. Members of the response group should be encouraged to read everything from their notes, even if the comment has been stated previously. Writers should note everything, even repeat comments, indicating repetitions with check marks. At the end of the feedback session, the writer may ask for clarification of any of the comments.

5. Have each response group continue with the reading of another writer’s work.

6. This entire process is generally repeated several times during the revising stage.
**Written Response (Peer)**

Written feedback can be provided in addition to—or instead of—the verbal feedback described above.

1. Ask students to think about 2–3 questions or areas of concern they have about their papers. Then have them write these questions/concerns—as well as the purpose, form, and audience for the paper—at the top of their rough drafts.

2. Distribute Student Handout 2.7 and have students swap papers with another student in the class. They should read the questions/concerns posed by the writer and then read the paper TWO times, the first time without making comments so that they can get a feel for the whole piece and what the writer is trying to say.

3. On the second reading, students should write their thoughts/ideas in the margins of the rough draft (or on a separate paper as they go along). Comments should be honest and detailed and begin with words such as, “I really liked…” or “I wasn’t sure what you meant by…” or “It doesn’t seem effective when…” or “I wanted more information about…”. Comments such as “This is good” or “Don’t change a thing” or “You’re all done” are not effective for helping the writer to revise. See Student Handout 2.12 for comment ideas.

4. Using selected questions/directions from Student Handouts 2.8/2.9, have students give additional written feedback. They should focus on the most appropriate questions for the writing assignment or on specific questions you have assigned. They can write their ideas directly on the rough draft or on a separate paper (whichever you and/or the writer prefers).

5. Have students respond to peer’s questions/concerns by recording their thoughts/ideas on the rough draft or on a separate paper. Students should be encouraged to frame comments similar to those expressed in verbal response groups.

6. Using selected questions/directions from Student Handouts 2.8/2.9, have students give additional written feedback. They can write their ideas on the handout or directly on the rough draft (whichever you and/or the writer prefers).

7. Have students review the writers’ questions/concerns written at the top of the draft and write a response to them.

8. Have students return papers to their owners. Provide time for students to discuss the written comments and talk about what they’ll do next for revision. Another suggestion is to have students develop a revision plan together so that they’ll have a list of priorities when they revise.

**Stage 4: Revising**

To revise literally means to *re-see* (see again) a piece of writing and the writer’s intentions. As students revise, they need to revisit the critical areas of audience, purpose, and form. They also need to review the components of writing pertinent to the type of writing they are producing. The revising stage is often the “teachable moment.” At this point, direct instruction on effective introductions, transitions, or conclusions can provide powerful motivation and direction for improving one’s writing.

Listed below are some suggested steps for supporting students during the revising stage:

1. **GIVE EXAMPLES.** If possible, use drafts from previous students to model a first-draft paragraph and a later-draft paragraph (after revision). Give students printed examples of these drafts and have them work with a partner or in a small group to discuss what differences exist between the two. What did the writer do to revise?
Display the samples on the overhead projector and have students share their conclusions. Use this as a jumping-off point for students to make decisions about their own revisions.

2. REVIEW. Review the audience, purpose, and form of the assignment and the scoring guide. Refresh everyone’s minds about what the paper should include and the criteria for evaluation. Using this information, model how to look at a paper to discern whether or not it appropriately addresses the audience and purpose in the correct form and whether or not it meets the designated criteria for effective writing. This activity generates lots of questions and discussion as students grapple with interpreting the scoring guide. It also sets the stage for focusing on particular criteria for focus lessons (for example, developing an effective thesis statement).

3. MODEL. Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead projector. (It is often helpful for you, the teacher, to use one of your own pieces of writing as a model for revising; this reinforces that revising is necessary and useful for all writers and allows you to take some “risks” with the students.) Make an overhead transparency of the draft to use during the revision activity. Using the transparency and colored overhead markers, model some examples of what revising entails. Looking at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or reworded. Get student input for these decisions and explain the thinking behind the changes so students understand the decision-making that occurs with revision. This process also works very well with a projected computer screen, using different colored fonts to show changes.

   NOTE: Revising is one of the most difficult stages of writing for most students. It is important to slow down and take the necessary time to model the thinking and writing strategies critical to revision. Students do not just magically know how to revise—they need lots of demonstrations and practice.

4. INSTRUCTION. Conduct focus lessons on areas of need (sentence combining, thesis statements, introductions, etc.). After each focus lesson, have students directly apply the concept to their papers (individually or in groups). Some students will need extra attention to succeed in this area; work with these students in a small group while the rest of the class works independently or in small tutor or peer groups. The goal is for students to use their drafts to practice and fine-tune their understanding of effective sentence structure, thesis statements, etc.

5. PLAN. Have students look at all the feedback they’ve received from their peers, teacher, and others, and then have them list their revision priorities (what they will address first, second, etc.). This step provides an opportunity to process all the feedback and direct it into a plan of action, which can make writing a much less daunting task.

6. REVISE. Using the feedback, the direct instruction you have provided, and the revision plan they’ve developed, have students revise their drafts. It is helpful for students to have “check-in” buddies (or accessible tutors) they can go to as they re-work a sentence or paragraph, someone who will listen to a new version and give immediate feedback. Establish a timeframe for completing the paper (students can then determine how many drafts they will have time for before the paper is due) OR establish a “floating” deadline, allowing student progress to shape when the papers will be turned in. If the goal is to really help students improve their writing, they will need time and guidance for writing multiple drafts. They’ll also need practice determining when they are “done”—when it’s time to stop revising.
7. **REVISIT PEERS.** Before students do their final editing, they (or a classmate) should read their revisions aloud to students who are familiar with earlier drafts and others who have not heard the piece before to receive final commentary. Students should save all drafts for later submission.

**Stage 5: Editing (Individual and Collaborative)**

Final editing for writing conventions familiarizes students with standard mechanics and guides them toward submitting writing that is free from distractions. Collaborative groups are ideal for editing for such things as grammar, usage, spelling, punctuation, and sentence structure. Using a common set of editing abbreviations or marks will make it easier for students to edit papers efficiently and will provide consistency in the editing process. Common instructions to students might include those listed on Student Handout 2.10. Students who are struggling with writing mechanics may need extra time with a peer, tutor, or teacher to receive additional direct instruction or to practice specific skills. The activities listed below provide practice in editing:

**Focus Lesson (Small Group)**

Conduct a whole class focus lesson on a target skill (for example, using semi-colons). Collect student papers that are at the editing stage and redistribute them randomly. Arrange students into small groups of 3–4 and have them work collaboratively to edit each paper they’ve brought to the group, looking solely for the correct use of semi-colons (or whatever area you have covered in the focus lesson).

**Pass the Paper (Small Group)**

Arrange students in small groups of 3–4, and have them pass their papers to the person on the right. Distribute a handout showing common errors you’ve noticed in students’ recent writing; discuss. Have students read the paper they’ve been given, looking for and marking the specific errors listed on the handout. Students should then pass the paper to the person on the right, who looks for and marks errors from the handout. This continues until students get their own papers back. Discuss with students the mistakes they found; offer guidance for correcting errors that are confusing.

**Editing Journals**

Have each student start an editing journal to keep track of the common mistakes he or she is making and to record how to correct them. Students can gather information for this journal from teacher- or tutor-conducted focus lessons, from one-on-one instruction from teacher or tutors, from peer feedback, and from printed resources (grammar texts, etc.). When it is time for editing, have each student first review the common errors listed in the journal and then look over his/her paper to correct those specific mistakes. This journal can also be a place to set specific goals for editing and to note progress.

**Expert Group Editing**

Set up several “expert” groups (3–4 people), each responsible for checking for one type of error (spelling, capitalization, punctuation, verb tense/agreement, etc.). Students in each group should receive specific instruction in their focus area and/or be chosen because they have shown mastery in this area in their own writing already. When it is time for editing, have students turn their papers over to an expert group to be checked only for one specific error (the spelling group checks only for spelling mistakes, etc.). Papers go through some or all of the groups, depending on the writer’s proficiency.
Stage 6: Final Draft/Publishing

Students who learn to write to a distinct audience develop a sense of themselves as real writers. When they have an opportunity to “publish” their writing, their level of ownership increases. “Publication” can be as simple as reading a piece aloud to a partner or more formal such as having one’s work printed in a magazine. Some possibilities include:

- Create a class publication (comb-bind/staple together or use brads or yarn).
- Post the writing in a public place at school (library, display boards, etc.).
- Share the writing with a younger audience. (Try presenting to a class at an elementary or middle school.)
- Share the writing with an older audience. (Try presenting to senior citizens in a convalescent hospital or retirement facility.)
- Contribute to a schoolwide publication, such as the campus newspaper or literary magazine.
- Submit to a local newspaper. (Letters to the editor are especially appropriate.)
- Send reviews/evaluations of a movie, restaurant, etc. directly to the establishment.
- Submit work to local, state, or national contests. (Local organizations sponsor a variety of essay, short story, and poetry contests.)
- Contribute to a publication dedicated to student writing. (Merlyn’s Pen is a popular magazine and can be reached at 800-247-2027 or www.merlynspen.com. Chicken Soup for the Teenage Soul also accepts student writing. Consult the student version of Writer’s Market for other ideas.)
- Submit the writing to an online publisher, such as English Online: http://english.unitecnology.ac.nz/

Stage 7: Self-Evaluation/Metacognition/Reflection

Teaching writing as a process includes a commitment to helping students recognize the value of the process to their own scholastic—and personal—development. Crafted prompts that ask students to evaluate in writing how they performed during different phases of the process, as well as informal discussions or conferences aimed at the same evaluation, give students an opportunity to reflect on the experience of each writing assignment and demonstrate their full involvement in their own writing. Having students respond to specific questions (no more than five) will help them articulate their writing experience and make goals for future writing. These reflections reveal what students think they need to learn next, and they become a great resource for helping the teacher figure out which focus lessons to use or which writing tasks to assign next. (See Student Handout 2.11 for prompts.) Suggested reflection activities include:

Response to Target Questions

On the day papers are due, select 3–5 specific questions for students to answer, and provide time in class for them to respond to each question. Circulate in the room, offering advice on how they can take their thinking deeper in their responses. The key is to move students away from “stock” or superficial answers. The value of the reflection and self-evaluation stage is that it helps students realize something new about how they learn, write, and think.

Portfolio Reflection

If students are keeping an AVID portfolio, have them write a reflection on the paper they just wrote. The reflection should explain their writing process, what they learned, how the writing shows progress toward a specific goal, and/or what skills the paper reveals.
Rubric Scoring

A rubric is a scoring guide. It shows a range of scores (often 6 to 1 or 4 to 1) or descriptors (“excellent,” “needs improvement,” etc.) indicating excellent writing to poor writing. Next to each score on the rubric is a list of criteria that must be met to receive that rating. Different writing types will have different criteria for defining excellence. Rubrics guide readers toward evaluating writing as a whole, acknowledging how the features of a piece weave together to produce its effect. Crafting meaningful rubrics is a challenge. Rubric writers must determine what qualities define the best writing, given a particular writing type, and then specify the criteria for each score.

Rubric use can be helpful at various stages of the writing process. While some teachers might introduce the rubric before prewriting, others might not consider the rubric until the drafting or peer-response stage. Regardless of where they are positioned in the writing process, rubrics provide a refreshing and precise alternative to standard (and often seemingly arbitrary) letter grades. Students should have the opportunity to evaluate their own papers according to the rubric, circling or highlighting the criteria they believe best describes their work. When this self-evaluation is submitted with the final paper, it becomes another way in which the teacher can dialogue with the student about his/her writing progress. If the teacher’s evaluation and the student’s are drastically different, the disparity suggests that the student has not internalized the same expectations as the teacher. This discovery can help guide future instruction.

Once students are familiar with rubrics, having them develop their own can be a valuable assignment. Creating rubrics WITH your students will provide a prime opportunity to help them internalize the expectations of a given writing type. Rubrics for the writing assignments in this book are embedded in the lessons. One Web site that can be useful for creating and customizing rubrics is rubistar.4teachers.org.

Responding to Student Writing

Using a rubric provides a way to efficiently assess the quality of students’ writing against specific criteria. As you read a paper, simply check off the criteria on the rubric as you find evidence of it in the writing. This rubric rating should be augmented with notes and commentary on specifics of the paper. (Note: It is helpful to use pencil when writing comments directly on a paper so as not to overpower the student’s writing.) Students benefit from feedback (from both peers and teachers) that is specific and honest and that respects the goal of writing—communication. Therefore, it is important for the reader to communicate as clearly as possible the experience he/she is having with the paper (where he/she is confused, engaged, bored, etc.). Questions that surface in your mind as you read should be noted on the paper so that the student knows what was triggered by his/her writing. The key is to pose questions that you (the reader) do not have answers to. Rather, pose questions that prompt the writer to consider ideas and think about how to address them. Asking a question such as “Why did you choose to put this example here?” is much more thought-provoking and genuine than “Do you need a thesis statement here?” (To which we already know the answer—yes!). If a paper is hard reading for lack of a thesis statement, say so: “I’m feeling lost without a clear thesis statement.” (See Student Handout 2.12 for more examples of how to respond to student writing.)

It is also helpful to write a summary statement at the end of the paper to recap main ideas. Start by addressing the student by name, then highlight the main strengths of the paper as you experienced it; finally, itemize a few priority areas upon which the student should focus. Sign your name at the end of your comments. (This format mir-
rors a short letter.) Your summary will give balance to the feedback, since both positive attributes and areas of need are identified.

NOTE: If both teacher and students use the same guidelines for responding to writing, a common set of expectations will be reinforced. This will make it easier for students to interpret feedback and to do something constructive with it.

In addition to responding to students’ writing (the “product”), teachers must also be willing to assess and comment on students’ processes for developing a piece of writing. When students turn in a paper, it is helpful to have them turn in all the work that led up to the final product. This includes prewriting work, reader-response comments, all rough drafts, editing, etc. This “package” can then be reviewed by you (or tutors) and assessed using the “Writing Process Rubric” (Student Handout 2.13). It is often useful to have students use the rubric to assess their own process first, so you have an idea how they view their work. Having students do a self-assessment also serves an instructional purpose: it helps them recognize and internalize the expectations teachers hold for the development of a piece of writing. Assessing the writing process also validates the evolutionary nature of writing. Effective writing is seldom written in one sitting; it develops over time with feedback and reflection guiding revision.

Guidelines for Commenting on Student Writing

1. Skim the entire paper before writing anything.
2. Personalize the final comments—address the student by name and sign your name as in a letter.
3. Be supportive in tone—focus on instruction not evaluation.
4. Begin by specifically stating the strength(s) of the paper and pinpointing the nature of the major weakness(es).
5. Don’t overwhelm the student; focus on the most vital elements and ignore (for now) less important problems.
6. Acknowledge effort as well as achievement.
7. Respond to the ideas; use content-specific responses.
8. Use “I” statements—give reader’s response, not judge’s evaluation. (See Student Handout 2.12.)
9. Focus on ways students can solve their own problems.
10. Start and end with encouraging remarks based on specific strengths.
11. Be honest.
12. Rather than mark all the mechanical errors in the paper, focus on just a few of the major, recurring problems—look for patterns. Model the correct usages in your comments and make notes on common problems that need to be addressed in small groups or with the whole class.
13. Treat suspected plagiarism sensitively; it might be evidence of lack of confidence and/or the student’s idea of how to use scholarly works.
# Stages of the Writing Process

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Prewrite:</strong></td>
<td>You start the writing process by generating ideas about a topic and figuring out what and how you think. You can <strong>cluster, brainstorm, debate, freewrite, fantasize, visualize, draw, read, talk, research, etc.</strong> The idea is to have a pool of information from which to draw to begin your piece.</td>
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<tr>
<td><strong>Draft:</strong></td>
<td>This is where you allow your ideas to take shape. During this stage, you form a <strong>coherent, organized</strong> rough draft that starts to express your point. Keeping your audience (teacher, other students, college admissions officers, etc.) in mind, this is where you figure out what you really want to say and begin to organize your ideas. Remember that your first draft may change substantially as you make revisions.</td>
</tr>
<tr>
<td><strong>Reader Response:</strong></td>
<td>This is where you share your work with others for the purpose of getting feedback on the content of the piece. The focus is on the <strong>ideas</strong> communicated in your writing, not necessarily on grammar, spelling, punctuation, etc. (Sometimes, however, your ideas may be confusing to the reader because of mistakes in spelling, grammar, or punctuation; in this case, the reader should give you feedback about these kinds of errors.) Your reader becomes your audience and he/she will give you ideas, comments, and responses so that you can better revise your piece. It is your responsibility to get strong, useful feedback from your reader—ask for it!</td>
</tr>
<tr>
<td><strong>Revise:</strong></td>
<td>This is where you <strong>re-see or re-think</strong> your writing. You look at your work again for the purpose of improving and clarifying. You use your reader’s feedback to help make decisions about changes. The idea is to finish with a clear and complete piece that truly expresses your ideas in the best possible manner. You may need to revise several times.</td>
</tr>
<tr>
<td><strong>Edit:</strong></td>
<td>After you have made your revisions and are close to a final draft, your paper must be checked again for mechanical correctness. Editing is where others read your paper for the purpose of finding errors in grammar, spelling, and punctuation. Your editor will use some kind of abbreviations (see your teacher for ideas) to show you where mistakes are contained in your piece. These must be corrected before you make your final draft.</td>
</tr>
<tr>
<td><strong>Final Draft/Publish:</strong></td>
<td>This is where you take your final piece “public” by presenting it to an audience. This is your time to shine.</td>
</tr>
<tr>
<td><strong>Self-Evaluate/Reflect:</strong></td>
<td>This is where you think and write about your creative process, documenting what you’ve learned about yourself and writing. This is also where you set future goals and/or determine your next steps or needs as a writer.</td>
</tr>
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Choosing Your Audience, Purpose, and Form for Writing

As you think about your writing assignment, it is important to consider to whom you are writing (audience), why you are writing (purpose), and the form of your writing (essay, etc.). These decisions will impact how you draft your paper. Below are listed some suggestions to consider. Add your own ideas to the list.

**Audience**
- other students
- college admissions officers
- family members
- other teachers
- the general public
- a scholarship committee
- the school board or city council
- other: ____________________________

**Purpose**
- to persuade
- to inform
- to pass along family stories
- to demonstrate understanding
- to entertain
- to explain
- other: ____________________________

**Form**
- essay
- letter
- story
- poem
- diary
- article
- other: ____________________________
Using Clustering and Quickwriting to Get Started

1. Write a nucleus word or idea in the center of the page. Draw a circle around it. This gives the brain a visual pattern of what it will be doing with ideas.

2. Record what comes to mind when you think of the word in the circle. Write down all of the words and phrases that you associate with the nucleus word or with the other words you add. Circle each word/phrase and connect it to the nucleus or the part of the cluster that prompted it. Don’t censor yourself! Write down everything that comes to mind even if it seems random and unconnected to the nucleus.

3. Generate as many associations as you can.

4. At some point during your cluster, you may feel a sense of direction. When you feel that shift from free association toward direction, you’re ready to do a quickwrite (see next step). If you don’t feel a sense of direction, revisit your completed cluster and highlight the ideas that seem most important to you at the moment. Then, move on to the quickwrite.

5. Write for 5–10 minutes about the highlighted ideas or your emerging thoughts, using words/ideas from the cluster that seem related and relevant.

6. Working with a partner, in groups, or with the entire class, share your cluster and quickwrite.
Verbal Response: Guidelines for Reading Aloud and Listening to Writing

In order for your reader response session to be effective, it is important that you remember how to be a good reader and a good listener. Please follow these guidelines:

Reader:

• Read slowly, but with a natural rhythm.
• Face the listener and speak in his/her direction, not down at the paper.
• Don’t offer apologies or add comments about the writing; just read what’s on the page.

Listener:

• Have pen/pencil and paper ready to take notes.
• Face the writer and be attentive so that he/she knows you’re interested in listening and giving feedback.
• Don’t interrupt while the writer is reading aloud. Write your questions in your notes to ask later.
• Use abbreviations and short words as you take notes. Don’t get bogged down trying to write complete sentences.
Guidelines for Verbal Response (Partner)

1. Explain to your partner your paper’s audience, purpose, and form. Then, read your introduction aloud while your partner takes notes (what about the introduction drew him/her in, what was ineffective, what he/she expects the rest of the paper to be about based on the introduction). Your partner should then share his/her reactions and expectations with you. Based on this feedback, determine whether or not the introduction was effective for establishing the main point or tone of the paper as you intended and, with help from your partner, take notes on the rough draft about what needs to be added, changed, or deleted.

2. Read your first body paragraph aloud while your partner records the main idea, ideas/words/sentences that stand out as strong, and questions/areas of confusion. One way to organize notes for quick jotting is to create three columns labeled:

   Main Idea + ?

   Your partner should write his/her ideas in the appropriate column while listening to your paper and also record key words that will remind him/her of a passage for later discussion. After your partner responds to your writing, determine whether the paragraph is effectively communicating what you intended. Discuss your partner’s questions and take notes on the rough draft about what needs to be added, changed, or deleted.

3. Read your next body paragraph and follow the same steps as in #2 above. Repeat this process for each body paragraph.

4. Before you read your conclusion, ask your partner what he/she expects to hear based on the paper so far. (You are trying to find out whether or not you have led the listener [“reader”] to the appropriate conclusion or state of mind.) Take notes on what your partner says.

5. Read the conclusion aloud while your partner takes notes on strong words, sentences, or ideas/questions. Your partner should also pay attention to whether the conclusion simply repeats the introduction or restates/wraps up the paper in an interesting and thought-provoking way. As your partner shares his/her notes and reactions with you, take notes on the rough draft about what needs to be added, changed, or deleted.

6. Share any last comments/ideas about the paper with your partner, and then switch roles and repeat steps 1–5 with your partner’s paper.
Guidelines for Verbal Response (Small Group)

1. Distribute a copy of your paper to the other group members. Explain your paper’s purpose, form, and audience. Then, read your paper aloud from beginning to end. Group members should listen (no notetaking) to get a sense of your paper as a whole. As you read, do not make apologies such as, “This is just a first draft” or “My baby brother kept me up until four this morning, so this paper isn’t very good.” Response groups should be safe places for writing to be shared.

2. Read your paper aloud again (yes, a second time!). During this second reading, group members should jot down comments, using symbols like + for words, phrases, or ideas that strike the listener favorably, - for those that seem less effective, and ? for those that are unclear. A three-column approach, such as shown below, can be used for notetaking.

   + │ - │ ?

   Listeners write their ideas in the appropriate column as they listen. As they takes notes, they should also record key words that will remind them of a passage for later discussion.

3. After the second reading, group members should share their comments with you (“I really liked...” “I wasn’t sure what you meant by...” “It doesn’t seem effective when...” “I wanted more information about...”). Listeners may also ask you to reread particular passages to help them reframe their commentary. Comments such as “It’s good” or “It just seems like it’s missing something” need to be reworded to identify specific words or elements of the writing that show why it’s good or what might be missing. Ask your group members for specific details—it is your responsibility to get quality feedback.

   While group members are sharing their comments with you, do two things:
   1. Remain silent (do not defend your paper); and
   2. Make a list of comments from the group, coding each one as the responders coded theirs (+, -, ?).

   Encourage your response group members to read everything from their notes, even if the comment has already been made. You should note everything, including repeat comments. (Indicate repetitions with check marks.) At the end of the feedback session, ask for clarification of any of the comments.

4. Your group then continues with the reading of another student’s work, following steps 1–3.
Guidelines for Written Response (Peer)

1. Think about 2–3 questions or areas of concern you have about your paper. Write these questions/concerns at the top of your rough draft; also write your paper’s audience, purpose, and form.

2. Swap papers with another student in class. Read the questions/concerns posed by him/her and then read the paper TWO times. It is helpful to read the paper once without making any comments so that you can get a feel for the whole piece and what the writer is trying to say.

3. On the second reading, write your thoughts/ideas in the margins of the rough draft (or on a separate paper) as you go along. Your comments should be honest and detailed. Start with phrases such as “I really liked...” or “I wasn’t sure what you meant by...” or “It doesn’t seem effective when...” or “I wanted more information about....” Do NOT write comments such as “This is good,” “Don’t change a thing,” or “You’re all done.” These comments are not effective for helping the writer revise. See Student Handout 2.12 for more ideas.

4. Using questions/directions from Student Handouts 2.8/2.9, give additional written feedback. Focus on the most appropriate questions for the writing assignment or on the questions assigned by your teacher. Write your ideas directly on the rough draft or on a separate paper (whichever the teacher and/or writer prefers).

5. Review the writers’ questions/concerns written at the top of the draft. Write a response to them.

6. Return the paper to its owner, and, if time permits, discuss your feedback with him/her.
Questions for Guiding Reader Response I

(General Writing Assignments)

After listening to or reading a paper, respond on a separate sheet of paper to the appropriate questions below (or the questions your teacher has identified for you). Remember that not every question will apply to every paper you read—sometimes the paper’s style or focus will dictate the kinds of questions upon which to focus. As you read the paper, feel free to add other feedback beyond these questions and to make comments in the margins.

1. Identify three words, phrases, or images in the paper that are especially strong, and explain why.
2. List any ideas, images, or words that need clarification, and explain why.
3. Indicate the parts of the paper that hold your interest and those that don’t. Explain why.
4. What is the main idea of this paper? Could you tell that easily, or did you have to work at figuring it out?
5. Identify the parts of the topic that are most clearly addressed in the paper and any parts of the topic that have not been addressed.
6. Indicate any portions of the paper that need additional details, description, emphasis, or development. Explain why.
7. Identify any generalizations or clichés that need revision.
8. Identify any portions of the paper that you think should be deleted, and explain why.
9. Identify places where you wanted more variety in the sentences or more variety in word choice.
10. Explain any suggestions you have for reorganizing the paper to make it more effective.
12. List any questions that the paper does not answer. What are you left wondering?
13. Considering the writer’s chosen audience, what else does this paper need?
14. If you were going to revise this paper for its content (not for correction of grammar, punctuation, or spelling), what three things would you do first? List these for the writer.
Questions for Guiding Reader Response II

(Thesis Papers)

After listening to or reading a paper, respond on a separate sheet of paper to the appropriate questions below (or the questions your teacher has identified for you). Remember that not every question will apply to every paper you read—sometimes the paper’s style or focus will dictate the kinds of questions upon which to focus. As you read the paper, feel free to add other feedback beyond these questions and to make comments in the margins.

1. How effective is the introduction? In what ways did it arouse your interest? How well does it establish a context for the thesis?

2. What is the thesis or main focus of this paper? Rewrite it in your own words. Is the thesis specific and clear?

3. How effectively does the body connect to the thesis/main focus? Where is this done especially well? Where is the connection shaky? Why?

4. How effective are the transitions between paragraphs? Between ideas within a paragraph? Before and after quotations?

5. Does each paragraph have a clear topic sentence or guiding idea that focuses the paragraph? Where does it not? Which are especially effective?

6. Is there adequate support for the thesis? Is there support from all required sources? (If it is a piece about a text, there should be textual examples; if it is a piece about one’s life, there should be specific examples that reveal the writer’s experiences.) Where might support be added?

7. Is each example analyzed fully? Are there at least two sentences explaining each quotation—one on its meaning and another on how that meaning relates to the main focus of the paper (the thesis)? If not, where is more analysis needed?

8. Is the paper a cohesive unit? Which parts need to be connected more fully?

9. How logical and convincing is the overall argument? If not entirely, why not?

10. List any questions that the paper does not answer. What are you left wondering?

11. Considering the writer’s chosen audience, what else does this paper need?

12. Are there parts of the text (novel, story, poem, essay) that run counter to the writer’s interpretation but are ignored in the paper? If so, explain.

13. If using critical articles, are they used intelligently? How well do they relate to the writer’s own ideas? Has the writer expanded on the articles, rather than just endorsing their ideas? If not, where might he/she expand?

14. If you were going to revise this paper for its content (not for correction of grammar, punctuation, or spelling), what three things would you do first? List these for the writer.
As you read another student’s paper, look especially for mistakes that distract you and take you away from the writer’s message, for example, errors in grammar, punctuation, spelling, capitalization, and sentence construction. (These are called writing conventions). Using Standard English conventions correctly is critical for students who want their ideas to be taken seriously. Giving your full attention to the paper you edit will ensure that the writer gets useful feedback from you, and it will help you strengthen your own writing skills as well.

It’s okay if you are not an expert at writing conventions. If you think something is incorrect in the paper, use the editing marks described below. It is up to the writer to determine if something is actually wrong.

**As you read, do the following:**

- Circle words you think are misspelled.
- Circle words you think should/should not be capitalized.
- Circle punctuation errors; add missing punctuation as needed.
- Circle verbs you think are in the wrong tense.
- Circle verbs and subjects that do not agree.
- Insert commas and quotation marks as needed when dialogue is used.
- Put parentheses ( ) around awkward phrases or sentences that are difficult to understand on the first reading (awkward, unbalanced, or puzzling for some reason).
- Use a caret ^ to insert a word or punctuation mark.
- Write RO to indicate a run-on sentence.
- Write FRAG to indicate a sentence fragment.
- Write TRANS if a transition is needed.
- Write PAR if a new paragraph is needed or NO PAR if one is not needed.
Reflection and Self-Evaluation Questions

Re-read the first draft and final draft of your paper. Then choose 4–5 of the most appropriate questions below to answer about your paper (or answer the specific questions assigned to you by your teacher). Write your responses on a separate sheet of paper.

1. What is the writing prompt you responded to? If you chose the prompt, explain why.

2. Who is your audience? What is the message you are trying to communicate to your audience? How effectively do you think you conveyed this message? Why?

3. What are you most proud of in this paper? How were you able accomplish this?

4. What problems do you see in your piece? What are you least happy with? Why?

5. What did you learn about writing from completing this paper that you can apply to future assignments? Discuss the specific things you want to work on in your next paper.

6. What reader response feedback did you not take? Why?

7. Describe the specific changes you made from your first draft to your final draft and how these changes improved your paper. Be as detailed and specific as possible. Refer to specific pages, paragraphs, and passages so your teacher can easily find the parts you’re describing.

8. Describe what you like about your revision. Brag a little. Be specific in referring to pages, paragraphs, passages—even words or phrases—that you particularly like. Explain why you are pleased with these changes.

9. What was helpful to you as you wrote this piece? What contributed to your success?

10. What part of the writing process was most difficult for you? Why? What questions do you have?

11. Describe and discuss the problems you were unable to solve in your final draft (what you still don’t like about it or what you are still uncertain about). Be specific, telling where, what, and why you feel as you do.

12. Finish the following statement and then explain it:
   “As a writer, this paper shows that I...”

13. What goals do you have that this piece of writing works toward meeting? How?

14. What other question(s) would you like to answer?

15. Compare your final draft with the rubric and rate your paper. Explain your rating.
Responding to Student Writing
As a Reader, Not a Critic

Goal: Focus on your response to the piece of writing!

Read through the piece, paying careful attention to how you are responding as you read. Mark the paper in three ways: (1) draw a wiggly line under words, phrases, or sentences that you especially like or to which you have a strong positive response; (2) draw a straight line under parts that are confusing or cause you to have a negative response because of wording, organization, etc.; (3) put a ✔ at the end of any line that contains a mechanical error (or errors).

Using “I” statements or open-ended questions in the margins, make comments about your responses to specific sections. Your comments should communicate how you felt as you started to read (intrigued, confused, bored, enlightened, skeptical, frustrated, engaged, curious, etc.), how you felt at various points during your reading experience, and how you felt when you finished reading. Be sure to explain why you felt each emotion. Remember that you are not just talking about the writing; you are reporting on your experience of it. It is the writer’s responsibility to make revision decisions based on your responses.

<table>
<thead>
<tr>
<th>Helpful Things to Say</th>
<th>Things Not to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I wanted to hear more about...”</td>
<td>“I think you should change...”</td>
</tr>
<tr>
<td>“I wasn’t interested until the part when...”</td>
<td>“I felt you did a good job with...”</td>
</tr>
<tr>
<td>“I didn’t understand why... happened.”</td>
<td>“I believe that you should...”</td>
</tr>
<tr>
<td>“I was excited, scared, confused, engaged, etc. when...”</td>
<td>“I thought the paper was pretty good.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Helpful Things to Say</th>
<th>Things Not to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What made you think that the narrator is a little boy?”</td>
<td>“Don’t you think it would be good to...?”</td>
</tr>
<tr>
<td>“How does this example relate to your main point?”</td>
<td>“Wouldn’t it be better if you...?”</td>
</tr>
<tr>
<td>“When did the car break down? I missed that part.”</td>
<td>“Why not cut the part about...?”</td>
</tr>
</tbody>
</table>

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## Writing Process Rubric

The following rubric can be used by the teacher and/or students to evaluate the writing process in which students engaged as they developed their paper.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of significant prewriting; it is clear the writer used the prewriting process to formulate ideas and a plan for writing</td>
<td>• Evidence of prewriting; it is clear the writer used prewriting to generate ideas</td>
<td>• Some evidence of prewriting, but it is unclear whether the student used the prewriting process to prepare for drafting</td>
<td>• No evidence of prewriting</td>
</tr>
<tr>
<td>• Writer generated multiple drafts, using reader responses to guide the revision process; it is clear that the writer is taking charge of the drafting and revising processes</td>
<td>• Writer generated at least two drafts using reader responses to guide revision</td>
<td>• Writer generated one or more drafts, but it is unclear whether reader responses were used to develop the draft(s)</td>
<td>• Writer generated one draft with little or no meaningful revision</td>
</tr>
<tr>
<td>• Writer received very productive reader response—quality and quantity are high; the feedback was very useful for revision</td>
<td>• Writer received adequate reader response; the feedback was useful for revision</td>
<td>• Writer received some reader response, but the feedback was too general, or not substantive enough, to be useful for significant revision</td>
<td>• No evidence of reader response</td>
</tr>
<tr>
<td>• Writer received productive editing feedback; feedback was used to make corrections in the paper; it is clear that the writer sought out multiple opportunities to develop an error-free paper</td>
<td>• Writer received adequate editing feedback; feedback was used to make significant corrections in the paper; it is clear that errors were minimized</td>
<td>• Writer received some editing feedback, but not enough for significant corrections</td>
<td>• No evidence of editing</td>
</tr>
<tr>
<td>• Writer published the final draft to meet the specific demands of the chosen audience</td>
<td>• Writer published the final draft to meet the specific demands of the chosen audience</td>
<td>• Writer published a final draft, but it did not adequately meet the demands of the chosen audience</td>
<td>• Writer didn’t publish a final draft or the final draft does not address the chosen audience</td>
</tr>
<tr>
<td>• Writer thoughtfully self-evaluated/reflected upon his/her process and/or learning, and established specific goals, steps, and/or needs for future writing</td>
<td>• Writer self-evaluated/reflected upon his/her process and/or learning, and established goals, steps, and/or needs for future writing</td>
<td>• Writer attempted self-evaluation/reflection, but did not adequately focus upon his/her process or learning; goals, steps, and/or needs for future writing are too general or vague to be useful</td>
<td>• No evidence of self-evaluation/reflection; no evidence of goals, steps, and/or needs for future writing</td>
</tr>
</tbody>
</table>
Overview

The purpose of this section is to provide an overview of the major components of an essay. While not all of the AVID writing lessons lend themselves to the detailed three-part essay structure, this section can offer significant support to teachers and students when they do encounter the thesis-driven assignment (in AVID or other academic classes). The fundamental purpose of most academic writing is to inform and persuade; the three-part essay structure lends itself well to these types of writing. When the writer tries to inform or persuade, he/she tells the reader about a given subject, defines his/her stance toward that subject, and persuades the reader that his/her interpretation of an event, experiment, or story is well-founded and well-reasoned.

While structure, tone, and approach may vary with subject matter and audience, there seems to be a fair amount of agreement within academic communities about the fundamental components readers expect to find in essays. Providing students with an in-depth examination of essay components (as presented in this section) should enhance the persuasiveness of their writing in this format.

Student Materials

- Student Handout/Overhead 3.1: Overview of the Three-Part Essay
- Student Handout 3.2: Three-Part Essay Structure
- Student Handout 3.3: Three-Part Essay Organizer
- Student Handout 3.4: Identifying the Components of an Essay

NOTE: Use Student Handouts 3.1–3.4 as appropriate to reinforce the essentials of essay writing as illustrated in this discussion of the parts of an essay (Introduction, Body, Conclusion).

Student Handout 3.4 provides an activity where students read an essay and identify and label its components. This activity could be used prior to instruction to find out what students already know about essay development (instruction can then be adjusted accordingly), AND/OR it could be used after instruction to determine what students have learned about the components of an essay before they write their own.

AVID Resources With Related Material

The Write Path: A College Preparatory Reading and Writing Program—English Language Arts, Grades 6–12, History-Social Science, Science, Grades 6–12, Mathematics, Grades 6–12, and English Language Development.

NOTE: See “9: Writing Resources” for additional ideas for teaching these topics.
Parts of an Essay

I: Introduction

Whether a single paragraph, as some audiences will request, or more, an introduction has many purposes. It should:

• Capture the reader’s attention and keep it through the use of interesting, unique, or creative words and ideas.
• Set a tone and communicate information that will help the reader understand the purpose of the paper.
• Provide general background information the reader may need in order to understand the thesis.
• Assert a thesis which provides focus and direction for readers.
• Indicate what is to follow in the body of the essay.

Opening Sentences

Ideally, the opening sentences of an essay set a tone appropriate to the topic and audience and communicate information that can guide readers toward the purpose of the essay. Sometimes writers begin with an introduction to the general topic and then narrow the ideas to the more precise topic.

Examples

• An essay about the effects of a lightning-induced brush fire on a particular stretch of land might be introduced with the broad observation that nature produces cycles of destruction that lead to renewal.
• An essay about the effects of Caesar Chavez’s hunger strikes on the unionizing efforts of the United Farm Workers might open with a statement about the power of individual actions to shape social change.
• An essay exploring the strategies used by nations to ensure safe containment of nuclear weapons might open with a quote from Albert Einstein about his fears for the world in light of the nuclear bomb (that his own scientific theories helped to create), followed by a sentence from the writer linking the quote to the topic.

What is critical is that the introduction provide the readers with a reason to keep reading, a reason to care about what it is that the writer has to say in the next two or four or twenty pages. Because of that, the writer should avoid clichés and generalizations that are not significantly related to a topic. Essays that begin with phrases like, “Throughout history, there have been conflicts” or “Science helps us understand the world” don’t get much mileage toward developing a topic or capturing the reader’s interest. The challenge of opening sentences is finding fitting and meaningful ideas to invite readers into an essay.

In addition to engaging reader interest, opening sentences may contain background information about the subject of the essay that serves as a foundation for what is to follow. For an essay discussing the theme of a particular work, background might include reference to the title and author of the work to be examined, as well as mention of the characters relevant to the topic. Background for an essay exploring the roots of the civil rights movement in the United States might include mention of significant individuals, places, or events. As opening sentences lead toward the thesis, a common understanding starts to emerge between the writer and reader because of the strong foundation set forth in the introduction.

Thesis

A thesis is a clearly worded answer to a question and/or a clearly worded declaration of the view(s)/ideas a writer will substantiate, assert, or prove in a paper. A thesis forecasts and focuses the essay that follows.
Beyond simply defining the topic of a paper, the thesis—and by extension, the essay—should articulate an insight or position valuable enough to write about. Rather than simply setting up an essay that reiterates information already familiar to the writer and readers, a strong thesis captures an insight or an approach to a topic that is unique and that is persuasively supported by the evidence and analysis that follow. This philosophical premise permeates the entire paper.

A single-sentence thesis will require precise word choice to communicate a complex idea. Sometimes a thesis statement will need to be expanded to two or more sentences to clearly state what the essay sets out to prove. While a specific audience may determine the length of a thesis statement and its placement in the introduction of

**Example 1**

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

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

**Commentary:** *The question of how Scout changes—exactly what the changes are—is not addressed by the thesis. While the statement does acknowledge that Scout changes, no indication of precisely how she changes is included. The thesis is overly general—“safe,” but not yet “strong.”*

**Stronger Thesis:** In Harper Lee’s *To Kill a Mockingbird*, Scout develops from a naive girl dependent upon the ideas of others to shape her view of the world to an independent thinking individual with convictions of her own.

**Example 2**

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

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

**Commentary:** *While the thesis does identify a precise example of the conflict between economics and environmentalism as requested by the question, the thesis is not yet complete. Either the writer’s stance toward the conflict or the writer’s proposed solution must be included in the thesis to fully answer the question and to capture the claim that the essay needs to advance.*

**Stronger Thesis:** The preservation of the spotted owl pits environmentalists against loggers, serving as a microcosm of the ongoing conflict between individuals rightly committed to preserving the existence of the species which balance the ecosystem and individuals interested only in the economic and employment development of a small region of the country.
an essay, readers expect a thesis statement to be a clear synopsis of the argument the writer plans to advance in the essay.

**Forecast**

A forecast delineates the subtopics/subdivisions of support that will follow in the essay and does so in the order in which they appear. While not all essays include forecasts, an orderly forecast can assist writers in planning the direction of their proof and aid readers in anticipating the direction an essay will take. An essay proving the claim of Scout’s development in *To Kill a Mockingbird*, as mentioned earlier, might follow the thesis with a forecast something like “Scout’s encounters with Tom Robinson and Boo Radley and her ongoing conversations with her father allow her to exchange curiosity for conviction.” Forecasts need not be overly detailed or cumbersome. They should simply notify readers of what lies ahead in a concise and manageable statement. The forecast is especially valuable in early drafts of a paper when the writer is still feeling his/her way along in the organizational scheme. Students can always remove this statement later if they determine it is not needed.

**II: Body**

The paragraphs in the body of an essay develop a convincing case to prove the claim advanced in the thesis. The body of an essay explores the ideas relevant to the thesis; evidence is presented in a logical fashion and is interpreted in ways that clearly support the thesis. In addition, the body of an essay must continuously remind readers of the thesis and solidify/intensify the insight/philosophical premise set forth without simply repeating it. Strong body paragraphs contain the elements listed below.

**Topic Sentence**

The topic sentence of each paragraph of the body of an essay introduces some element of the thesis that will become the subject of the paragraph. Topic sentences can draw on the thesis and/or the forecast ideas and wording to keep the central argument of the paper actively in play for readers. Rather than simply repeating the thesis or forecast, strong topic sentences develop an aspect of the thesis or forecast that will be further expanded in the para-
A topic sentence that might follow the *To Kill a Mockingbird* thesis and forecast mentioned earlier might be: “Because she is a child, it is not surprising that Scout is naive about the world and depends upon the ideas of others to shape her views about people and events.” This topic sentence addresses the first portion of the thesis—Scout’s naivety and dependence on the ideas of others—and sets up a paragraph of foundation, one intended to establish Scout’s character before she begins to change. Other topic sentences for this particular paper might introduce the change prompted by her encounters with Tom Robinson, the growth in Scout that results from her encounters with Boo Radley, and her growth as apparent through her conversations with her father. Whatever the topic of the essay, readers depend upon topic sentences to keep the argument active and developing.

**Analysis**

The analysis that follows a topic sentence extends the idea and gives readers the time to absorb the idea before shifting into the specific evidence that will be used to prove it. Analysis also develops the large, abstract concepts that underlie much academic writing. The more complex the topic, the more necessary the analysis is to guide readers toward an understanding of the ideas.

Even fairly straightforward essays are enhanced by topic sentence analysis. Analysis of the topic sentence, as occurs in the underlined sentence of the following paragraph, might lead to the fuller development of the paragraph as shown:

> Because she is a child, it is not surprising that Scout is naive about the world and depends upon the ideas of others to shape her views about people and events. Children are often sheltered from the world by their parents and tend to see events through their parents’ eyes. Scout’s early knowledge of people in the small town of Maycomb comes from her father, Atticus. When she naively assumes that Walter Cunningham will be unable to pay his fee for Atticus’ legal counsel, Atticus assures her that Mr. Cunningham will not disregard his obligation. The firewood, hickory nuts, and holly that are routinely left on the Finches’ back porch by Cunningham prove Atticus’ assurance to be true and leads Scout to agree with Atticus that “Mr. Cunningham had more than paid him.” As a child, Scout depends upon Atticus’ wisdom to help her make sense of the actions of others.

When analysis of a topic sentence idea is missing, it creates what is often referred to as an “analytic gap.” Analytic gaps frequently occur when a writer assumes that the reader is following his/her logic automatically or already has sufficient knowledge to connect ideas. Analytic gaps also occur when a writer fails to anticipate the questions that his/her analysis may raise, is eager to shift into evidence, or places analysis other than where the reader expects it. When an analytic gap occurs, a reader is left with incomplete information and one or more questions which, left unanswered, may damage the coherence of an essay.

**Example 1 (With Topic Sentence in Italics)**

**Paragraph With Analytic Gap:** *It is clear that contemporary American society views human nature as the Puritans did.* Our Puritan founding is apparent in our approach to human nature. We have laws to control people, we practice censorship because we believe that certain materials are bad influences, and we frequently attempt to restrict the activities of the American people.

**Commentary:** A question is clearly raised after the topic sentence: “What is the Puritan view of human nature that we presumably share?” This is where the analytic gap occurs. The writer has rushed into giving specific examples of contemporary America before explaining the Puritan view of human nature.
The best way to prevent an analytic gap is to encourage the writer to examine each topic sentence to evaluate what questions it might raise and to keep firmly in mind the large concepts that are the underpinning of most essays.

**Evidence/Interpretation of Evidence**

Like the evidence presented in a legal case, the evidence presented in an essay should be persuasive; it should persuade readers that the writer’s point of view is worth considering. Every bit of evidence in an essay should point toward the validity of the thesis. And, like the evidence presented in a legal case, all evidence must be interpreted and linked to the point being proven. In an essay, it is the responsibility of the writer to provide this interpretation for readers. Readers should not be expected to interpret the evidence presented or required to make the link between evidence and the thesis. Each body paragraph of an essay should contain evidence and interpretation of that evidence to develop some aspect of the thesis.

While the evidence used in an essay is most often dictated by the subject, topic, and/or audience, the types of evidence that can be used to prove a writer’s point of view are limitless. Some of the types of evidence available to writers include:

- documented facts
- quotations from texts
- details from texts related to plot, character, setting, style
• information from reference materials
• ideas from critical sources
• first-hand observations of procedures, events, results of an experiment
• references to a work of art, music, or performance
• references to familiar elements of culture, politics

The importance of interpreting evidence—or failing to interpret evidence—is demonstrated in the paragraphs below. Assume that the writer is investigating the regrowth of an area burned by a brush fire. The writer’s claim, as expressed in the thesis, is that after an area is burned by fire, the soil becomes rich with organic materials, prompting rapid regrowth of the mushrooms and grasses that thrive in such an environment.

**Paragraph Lacking Evidence Interpretation:** As of October 25, the remnants of tree branches and brush burned by the soil had almost completely decomposed. This decomposition would have contributed organic elements to the soil, enriching it and readying it for regrowth. In fact, Clitopilus mushrooms had begun to grow beside the burned stump of an oak tree.

**Paragraph with Evidence and Interpretation:** As of October 25, the remnants of tree branches and brush burned by the soil had almost completely decomposed. This decomposition would have contributed organic elements to the soil, enriching it and readying it for regrowth. In fact, Clitopilus mushrooms had begun to grow beside the burned stump of an oak tree. Because the Clitopilus mushroom is one of many that thrive on soil that is especially rich in organic material, there appears to be a direct correlation between the decay of the burned matter close to the tree stump and the growth of the mushrooms there.

**Anchor**

The final component of body paragraphs of essays, the anchor, does as its name suggests—it *anchors* the evidence and interpretation presented in the body paragraph to the overall claim of the paper and reminds readers of the overall purpose of the paper. In addition, the anchor of a body paragraph allows for a clear connection between paragraphs. The challenge of writing strong anchors is refraining from allowing them to become repetitive by simply repeating the thesis or topic sentence. The following is an example of a strong anchor for a body paragraph.

**Example**

Assume that the essay is working to prove that the main character of Mark Twain’s *The Adventures of Huckleberry Finn* develops from an individual who easily adopts the beliefs of others into an independent moral thinker.

**Paragraph With Strong Anchor:** Huck’s change into an independent, moral thinker begins when he realizes that he sometimes defines “right” and “wrong” differently from his society. While he has been schooled in the moral distinctions of St. Petersburg society and often agrees with them, his experiences have vaulted him into situations in which acting as society would dictate does not seem right to him. When approached by the slave traders and asked about the identity of the man on his raft, Huck realizes that the “right” action, according to his society, would be to reveal Jim’s identity as an escaped slave. But instead, seemingly instinctively, Huck hints that the man on board has smallpox, which is an effective deterrent to the men’s curiosity. Although Huck is not completely convinced of the correctness of his own actions—he decides that when it comes to matters of right and wrong he will do “whichever come handiest at the time”—he is at least cognizant of the differences of belief that separate him from his society. With this cognizance, Huck takes a step toward developing into a moral thinker whose ideas may be different from those of his society.
III. Conclusion

The conclusion of an essay should bring the writer and readers back into accord about what the essay set out to prove and reemphasize the value of the argument. Whether in one or more paragraphs, readers often anticipate the following elements in a conclusion.

Summary

Without simply repeating the thesis, the conclusion should contain a reminder of the primary claim of the paper. In addition, without simply listing evidence, the conclusion should refer to the significant points offered as proof of the thesis. Part of a conclusion that does this for the *To Kill a Mockingbird* essay might be:

Because she grows from her experiences, Scout develops convictions that establish her as an independent thinking individual. The trial of Tom Robinson, the emergence of Boo Radley, and her close relationship with Atticus all teach her the value of making up her own mind about the character and motivations of the people around her.

It is best to avoid such formulaic phrases as “In conclusion” and “In summary” which may encourage repetition of previous statements rather than development of fresh ways to revisit the material.

Intensified Insight

In addition to reviewing the essence of an essay, the conclusion should provide insight that deepens or intensifies the significance of the claim stated in the thesis. This means that the writer should avoid clichés and generalizations which tend to oversimplify the significance of the essay. The challenge is to phrase an insight that intensifies the claim, but does not introduce a new argument that requires additional proof. While readers may look for broader or deeper meaning in a conclusion, they are not inclined to accept assertions that are not supported by the essay itself. An intensified insight for the *To Kill a Mockingbird* essay might read:

As Scout herself demonstrates, independent thought is the only counterbalance to the unfortunate tendency of individuals to prejudge others.

At its best, an intensified insight reminds readers of the value of the essay and leaves the reader pondering additional thoughts.
Overview of the Three-Part Essay

Introduction
(one or more paragraphs)
Includes:
• opening sentences
• thesis
• forecast

Body
(several paragraphs)
Each paragraph includes:
• topic sentence
• analysis
• evidence and interpretation of evidence
• anchor

Conclusion
(one or more paragraphs)
Includes:
• summary
• intensified insight
Three-Part Essay Structure

I. INTRODUCTION: The introduction (one or more paragraphs) contains the following:

- **opening sentences**: capture your reader’s attention (use a “hook”); introduce general topic and then narrow to subject of paper; provide background information on topic and/or materials to be considered (e.g., title/author of book(s), time period of study, experiment conducted)

- **thesis**: answer to the question asked/statement of point to be proven (usually a single sentence); focuses essay that follows; offers insight/premise

- **forecast**: a sentence or sentences indicating the subtopics or subdivisions of support that will follow, in the order in which they will appear

II. BODY: Each supporting paragraph of the body should contain the following:

- **topic sentence**: identifies subject of paragraph and relates it to thesis and essay; develops thesis

- **analysis of topic sentence**: aspect of thesis introduced in topic sentence is developed further

- **evidence/interpretation of evidence**: evidence that supports thesis and topic sentence; interpretation/analysis or commentary of evidence follows immediately

- **anchor**: final sentence of paragraph that connects evidence and interpretation of evidence to thesis/topic sentence; refreshes reader’s mind about purpose/value of paper without becoming repetitive; allows for clear connection between anchor and next body paragraph or conclusion

III. CONCLUSION: The conclusion (one or more paragraphs) contains the following:

- **summary/intensified insight**: brief restatement of thesis that does not simply repeat it; brief reminder of points used to prove thesis; intensified insight statement that deepens the idea of the thesis without introducing new topic(s) that require additional proof and leaving the reader with “food for thought”
Three-Part Essay Organizer

Topic: ____________________________________________________________________________________
                                                                                         ____________________________________________________________________________________
                                                                                         ____________________________________________________________________________________
                                                                                         ____________________________________________________________________________________
                                                                                         ____________________________________________________________________________________

INTRODUCTION (one or more paragraphs)

Opening Sentences: _______________________________________________________________________________________________________________________
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                                                                                         _______________________________________________________________________________________________________________________
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                                                                                         _______________________________________________________________________________________________________________________
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Thesis: __________________________________________________________________________________
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Forecast: __________________________________________________________________________________
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                                                                                         ____________________________________________________________________________________
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BODY (several paragraphs)

Topic Sentence: _______________________________________________________________________________________________________________________
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Analysis: __________________________________________________________________________________
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Evidence/Interpretation of Evidence: ____________________________________________________________
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Anchor: ____________________________________________________________________________________
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Topic Sentence: ____________________________________________________________________________
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Analysis: __________________________________________________________________________________
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Evidence/Interpretation of Evidence: ____________________________________________________________
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CONCLUSION (one or more paragraphs)

Summary: __________________________________________________________________________________
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Intensified Insight: __________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________
Identifying the Components of an Essay

Read the essay below and highlight and label the following components:

- **Introduction**
  - Opening sentences (what kind of opening did the writer use?)
  - Thesis
  - Forecast

- **Body Paragraphs**
  - Topic sentence
  - Analysis/development of topic sentence
  - Evidence
  - Interpretation of evidence
  - Anchor

- **Conclusion**
  - Summary
  - Intensified insight

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**Snow Falling on Cedars and the Idea that Justice will Triumph**

_By Rebecca Gunnill (with additions by editor)_

A major part of today’s society feels that what is right or good will prevail in any circumstances. The American Dream, the belief that in the United States anything is possible, is a manifestation of this philosophy, as is the fact that in times of crisis, such as after floods or earthquakes, people donate millions of dollars to aid those whose lives have been devastated, trying to repair the damage that has been done in order to make the victims’ lives better. In _Snow Falling on Cedars_, David Guterson suggests that no matter what the present is like, justice and happiness will eventually triumph over misfortune. He shows this by chronicling the lives of Fujiko Shibayama and Susan Marie, demonstrating their good fortune through marriage, and by showing the eventual justice that occurs for imprisoned Japanese-Americans and for wrongly-accused Kabuo Miyamoto.

In _Snow Falling on Cedars_, Guterson implies that good fortune will conquer unhappiness. Even the most unfortunate of occurrences will become felicitous if given time to develop. In the early 1900s, Fujiko Shibayama was sent to the U.S. as a picture bride. When she met her husband, she found that “He had nothing” (85) and had little chance of improving his lot in life. Although she was miserable and hated him for a number of months, she came to love him, and they moved out of the slums and onto an island where they had their own house. With time
and effort, Fujiko’s situation improved immensely. Another of Guterson’s characters, Susan Marie, spent her childhood as a daughter of a poor farmer and toiled in his fields to earn money to buy food. When she was twenty, she married Carl Heine, a prosperous fisherman, and lived with him happily. Over time, her unsatisfactory life becomes pleasant good fortune conquering her earlier hardship. While hardships might be overcome through time and hard work, injustices might also be overcome in the same way.

Guterson intimates that what is right will win out over that which is not. Though it may take a long time, justice will be served in every case. At the beginning of World War II, many Japanese-Americans were forced to move to “relocation camps,” their constitutional rights completely ignored. Guterson uses one family to represent the injustice suffered by a whole populace as they are stripped of their belongings and their freedom. Several years later, as World War II fears wind down, Japanese-Americans were freed, justice finally triumphing over wartime paranoia. While Guterson reveals the personal suffering experienced by Japanese-Americans, he also reveals the personal suffering of one man, Kabua Miyamoto, who is wrongly accused of and tried for the murder of Carl Heine. While Miyamoto’s suffering is evident, there is a hint that the injustice is noticed and might even be reconciled. During his hearing, Hatsue voices her opinion to Ishmael Chambers. She says, “My husband’s trial is unfair” (426). Hatsue’s words become prophetic as evidence disproving Miyamoto’s guilt is found, and all charges are dropped, fairness prevailing over prejudice. Ishmael Chambers finds the evidence that helps prove Miyamoto’s innocence, but is not sure if he wishes to turn it in. After a day, he shows it to Hatsue, and they give it to the police; justice the victor again.

Throughout *Snow Falling on Cedars*, David Guterson repeats the message that though it may seem unlikely, that which is right and just will prevail in any set of circumstances. This optimistic message is good to keep in mind in today’s world, which is filled with so much violence and despair. Perhaps if everyone, instead of just a portion of the populace, believed that truth and happiness will triumph, they really would.
Identifying the Components of an Essay
(with Labels)

Snow Falling on Cedars and the Idea that Justice will Triumph

By Rebecca Gunnill (with additions by editor)

OPENING SENTENCES: A major part of today’s society feels that what is right or good will prevail in any circumstances. The American Dream, the belief that in the United States anything is possible, is a manifestation of this philosophy, as is the fact that in times of crisis, such as after floods or earthquakes, people donate millions of dollars to aid those whose lives have been devastated, trying to repair the damage that has been done in order to make the victims’ lives better. THESIS: In Snow Falling on Cedars, David Guterson suggests that no matter what the present is like, justice and happiness will eventually triumph over misfortune. FORECAST: He shows this by chronicling the lives of Fujiko Shibayama and Susan Marie, demonstrating their good fortune through marriage, and by showing the eventual justice that occurs for imprisoned Japanese-Americans and for wrongly-accused Kabuo Miyamoto.

TOPIC SENTENCE: In Snow Falling on Cedars, Guterson implies that good fortune will conquer unhappiness. DEVELOPMENT OF TOPIC SENTENCE: Even the most unfortunate of occurrences will become felicitous if given time to develop. EVIDENCE: In the early 1900s, Fujiko Shibayama was sent to the U.S. as a picture bride. When she met her husband, she found that “He had nothing” (85) and had little chance of improving his lot in life. Although she was miserable and hated him for a number of months, she came to love him, and they moved out of the slums and onto an island where they had their own house. INTERPRETATION OF EVIDENCE: With time and effort, Fujiko’s situation improved immensely. EVIDENCE: Another of Guterson’s characters, Susan Marie, spent her childhood as a daughter of a poor farmer and toiled in his fields to earn money to buy food. When she was twenty, she married Carl Heine, a prosperous fisherman, and lived with him happily. INTERPRETATION OF EVIDENCE: Over time, her unsatisfactory life becomes pleasant good fortune conquering her earlier hardship. ANCHOR: While hardships might be overcome through time and hard work, injustices might also be overcome in the same way.

TOPIC SENTENCE: Guterson intimates that what is right will win out over that which is not. DEVELOPMENT OF TOPIC SENTENCE: Though it may take a long time, justice will be served in every case. EVIDENCE: At the beginning of World War II, many Japanese-Americans were forced to move to “relocation camps,” their constitutional rights completely ignored. Guterson uses one family to represent the injustice suffered by a whole populace as they are stripped of their belongings and their freedom. Several years later, as World War II fears wind down, Japanese-Americans were freed, INTERPRETATION OF EVIDENCE: justice finally triumphing over wartime paranoia. EVIDENCE: While Guterson reveals the personal suffering experienced by Japanese-Americans, he also reveals the personal suffering of one man, Kabuo Miyamoto, who is wrongly accused of and tried for the murder of Carl Heine. While Miyamoto’s suffering is evident, there is a hint that the injustice is noticed and might even be reconciled. During his hearing, Hatsue voices her opinion to Ishmael Chambers. She
says, “My husband’s trial is unfair” (426). **INTERPRETATION OF EVIDENCE:** Hatsue’s words become prophetic as evidence disproving Miyamoto’s guilt is found, and all charges are dropped, fairness prevailing over prejudice. Ishmael Chambers finds the evidence that helps prove Miyamoto’s innocence, but is not sure if he wishes to turn it in. After a day, he shows it to Hatsue, and they give it to the police; **INTERPRETATION OF EVIDENCE:** justice the victor again.

**SUMMARY:** Throughout *Snow Falling on Cedars*, David Guterson repeats the message that though it may seem unlikely, that which is right and just will prevail in any set of circumstances. This optimistic message is good to keep in mind in today’s world, which is filled with so much violence and despair. **INTENSIFIED INSIGHT:** Perhaps if everyone, instead of just a portion of the populace, believed that truth and happiness will triumph, they really would.
Overview

This section provides teachers a variety of short lessons that address some common writing needs of students, from vocabulary development to punctuation usage to the development of more complex sentences. While it is not possible to address every student writing need within the AVID class, it is important that AVID teachers provide some instruction and feedback in areas that can improve the caliber of student writing. After all, our goal is to have college-ready students when they leave us at the end of their senior year.

These lessons are designed to be implemented over short periods of time and are best done within the context of an actual writing assignment, when students have a writing piece in progress. These focus lessons (and any extensions/adaptations) most likely will be used more than once in order to help students achieve mastery of a skill. Students are more likely to reach content standards when lessons are revisited and retaught over time and with a variety of different writing tasks.

The lessons are identified as foundational (for students with little background knowledge or experience with writing or the lesson topic), intermediate (for students with some background knowledge or experience), or advanced (for students with significant background knowledge and experience with writing and who are ready to pursue college-level work).

As lessons increase in their challenge, they offer less scaffolding for the basic writing process and more depth and complexity in terms of exploring a topic and thinking critically. The lessons are laid out in a step-by-step format aligned with the stages of the writing process; however, teachers should feel free to move outside of this linear presentation. (We all know that sometimes students need to go “out of order” as they develop a piece of writing). The sequencing has been established for ease of organization, not as a prescription for how writing must progress. Teachers are encouraged to adapt the lessons as needed for their students and for their style of teaching.

Strategies/Student Materials

4.1 Diagnostic Writing Survey
   Student Handout 4.1: AVID Diagnostic Writing Survey

4.2 Vocabulary Cards and Word Wall
   Teacher Reference Sheet 4.2: Sample Vocabulary Card

4.3 Vocabulary/Concept Mapping
   Student Handout 4.3: Vocabulary/Concept Map
   Teacher Reference Sheet 4.3: Sample: Vocabulary/Concept Map

4.4 Vocabulary (Self-Collected)
4.5 Upgrading Vocabulary
   Student Handout 4.5: Sample Passage
   Overhead Transparency 4.5a: Sample Passage
   Overhead Transparency 4.5b: Sample Passage (Comparing Vocabulary Choices)
   Overhead Transparency 4.5c: Sample Passage (With Upgraded Vocabulary Choices)

4.6 Using “Showing” Writing
   Student Handout 4.6: Practicing “Showing” Writing

4.7 Comma Usage
   Student Handout 4.7a: Making Sense With Commas
   Overhead Transparency 4.7a: Sample Passage (Without Commas)
   Student Handout/Overhead 4.7b: Sample Passage (With Commas)
   Student Handout 4.7c: A Quick Guide to Comma Usage

4.8 Three-Column Sentence Analysis
   Teacher Reference Sheet 4.8: Sample: Three-Column Organization

4.9 Conventions of English Grammar and Punctuation

4.10 Developing a Thesis Statement
   Student Handout 4.10 What Is a Thesis Statement?

4.11 Developing An Introduction:
   Student Handout 4.11a: Opening Sentence Techniques: Capturing a Reader’s Attention
   Student Handout 4.11b: What Is an Introduction?

4.12 Using Transitions
   Student Handout 4.12a: Common Transitional Words and Phrases
   Student Handout 4.12b: Transition Worksheet

4.13 Integrating Quotations
   Student Handout 4.13a: Alternatives to “Says”
   Student Handout 4.13b: How to Integrate Quotations

4.14 Developing a Conclusion
   Student Handout 4.14a: What Is a Conclusion?
   Student Handout 4.14b: Closing Sentence Techniques: Leaving a Reader Fulfilled
   Student Handout 4.14c: Sample Conclusions

4.15 Using MLA Format to Document Research Sources
   Student Handout 4.15a: Options for Tracking Sources and Taking Notes
   Student Handout 4.15b: Crediting Sources Within Your Text
   Student Handout 4.15c: Guidelines on Creating a “Works Cited” Page
   Teacher Reference Sheet 4.15: Student Sample: Works Cited
4.16 Active and Passive Voice
Teacher Reference Sheet 4.16a: Active/Passive Cards
Student Handout 4.16a: Student Challenge: Converting Passive to Active Voice
Student Handout 4.16b: Active/Passive Voice Game
Teacher Reference Sheet 4.16b: Game Cards
Overhead Transparency 4.16a: Model Sentences from Game Cards
Student Handout 4.16c: Active and Passive Voice—Guidelines and Activities

4.17 Sentence Combining/Revision
Student Handout/Overhead 4.17a: Sample Passage 1: Simple Sentences
Overhead Transparency 4.17b: Sample Passage 2: Simple Sentences Combined to Form Compound Sentences
Overhead Transparency 4.17c: Sample Passage 3: Simple Sentences Combined to Form Complex Sentences
Overhead Transparency 4.17d: Sample Passage 4: Varied Sentences, Revised Wording, Upgraded Vocabulary, and Expanded Meaning
Student Handout 4.17b: A Quick Guide to Sentence Structure
Extension Activity 4.17: Combining Sentence Kernels
Review Packet 4.17

**AVID Resources with Related Material**

*The Write Path: English Language Development*

*The Write Path: English Language Arts, Grades 6–12*

*The Write Path II: History/Social Science, Grades 9–12*

**NOTE:** See “9: Writing Resources” for additional ideas for teaching these topics.
4.1 Diagnostic Writing Survey

**Level:** Foundational

**Rationale:** This diagnostic writing survey reveals students’ prior experiences and current skills with writing so that instruction can be planned based on the results. Knowing ahead of time that half of the students in your class hate writing or one-third of the students have strong writing backgrounds can impact how you structure writing experiences for your students.

**Suggested Timeline:** 45–60 minutes for students to complete the survey; 90 minutes to read the surveys and categorize the findings (see “How to Use This Book” for additional guidelines).

**Materials:**
- Student Handout 4.1 (“AVID Diagnostic Writing Survey”)
- pens or pencils

**AVID Methodologies Used (WIC-R):** Writing

**California Standards Addressed:**

N/A

**Steps**

1. Distribute Student Handout 4.1. Explain to students that you need their help to determine how to plan the writing curriculum for the year and that they can assist you by completing the writing survey honestly and accurately.

2. Go over the questions on the handout with the class, answering any student questions.

3. Provide time for students to complete the survey; monitor and assist as needed.

4. Collect the surveys and spend a few minutes discussing the survey experience as a class. Ask questions such as: “Were there questions that seemed challenging? Questions that seemed useless? What did the survey make you think about? What didn’t I ask that you think is important for me to know?”

5. After class, review the surveys and tally the “Attitudes” and “Experiences” responses that can be quantified to get a sense of what percentage of the class: enjoys writing, does not enjoy writing, seems to understand the relationship between learning to write in high school and preparation for college, has a realistic view of college writing, has had a lot of experience with academic papers, etc.

6. Create a list of the skills students need based on their past experiences and the answers they listed under the “Skills” section of the handout. It’s often helpful to identify a skill—for example, writing thesis statements—and put a check mark after that skill each time a student mentions it. This allows you to quantify the information (e.g., 13 people need work with thesis statements; 55% of the class needs work with thesis statements) to share with students.

7. Identify several focus lessons and writing assignments you believe will help address the issues you’ve identified from the surveys. It’s very possible that you will have clusters of students with similar needs, but that the clusters will run the whole range of need, from basic instruction to advanced instruction. To meet these differing needs, plan to have groups of students work on different writing assignments, using tutors to help facilitate the small-group work. Alternatively, stronger students could facilitate the work of a small group of students who need additional basic instruction with writing.
AVID Diagnostic Writing Survey

Please respond to each of the questions or prompts below on a separate sheet of paper. Since I’ll be using this information to plan our writing curriculum for the year, please be honest and complete in your responses. I appreciate your help and time.

Attitudes
1. Do you like to write? If so, WHAT do you like to write? If not, WHY don’t you like to write?
2. How do you think writing in high school affects your preparation for college?
3. How do you think writing is used in college?
4. What do you think about giving feedback or receiving feedback on writing assignments?

Experiences
(An alternative to answering these questions would be to give me some recent writing samples that actually show what you can do as a writer. If you do this, please identify which paper you especially liked or felt good about and why.)
1. Have you ever written anything you’ve especially liked or felt was really good? If so, what was it?
2. What experiences have you had writing academic papers (analysis essay, research paper, argument or position essay, in-class test essay, etc.)?
3. What do you think you need to become a stronger writer of academic papers?
4. What experiences have you had writing personal papers (autobiography, biography, interview, etc.)?
5. What do you think you need to become a stronger writer of personal papers?

Skills
1. What methods do you use to start a piece of writing (prewriting)?
2. What methods do you use to revise a piece of writing?
3. What is a thesis statement?
4. The two sentences below have no capitalization or punctuation. Please rewrite the sentences, using the appropriate capitalization and punctuation.

   according to forbes magazine donald trump is one of the richest men in the world having assets that far exceed those of the common individual

   i’m certain that ucsd will admit many qualified students from our campus however i know that admissions will be tough for everyone in the next few years.

5. Combine the following three sentences into one sentence. Change the punctuation, word order, word endings, etc. as necessary to accomplish this task.

   My sister is the first person in my family to attend college.
   She is majoring in psychology.
   She is attending Humboldt State University.

6. In 1–2 well-organized paragraphs, respond to this question: Why do you want to attend college?
7. What else do you want to tell me about yourself as a writer OR about what you think you need to improve your writing this year?
4.2 Vocabulary Cards and Word Wall

Level: Foundational

Rationale: Students retain more vocabulary/concepts when they engage with the new terms in multiple ways. This lesson allows students to interact with—and discuss—target words while creating visual, linguistic, and oral representations. The word wall provides a place for the ongoing display of target vocabulary, giving students multiple opportunities to review the words and giving teachers an easy reference point for using the vocabulary in class.

Suggested Timeline: 30–45 minutes for vocabulary card development; 5 minutes per partnership for presentation (see “How to Use This Book” for additional guidelines).

Materials:
- blank 8-1/2 x 11 paper
- assorted colored markers
- dictionaries
- Teacher Reference Sheet 4.2 (“Sample Vocabulary Card”), selected vocabulary words

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration

California Standards Addressed:
Grades 9/10

English Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development: 1.1

Steps
1. Select a few key words/concepts that are significant for class study. These words could be related to a reading the class is doing OR they could be SAT words, other high frequency college-level words OR words associated with students’ high school courses (science, math, etc.).

2. Pair up students and assign 1–2 words to each partnership. Distribute dictionaries, paper, and colored markers.

3. Have students fold a sheet of paper in half, write a target word on the front flap, and then draw a picture or cartoon that depicts the word. Explain that creativity and color are key to this activity. Next, have partners lift the flap and write the definition inside (in their own words and simplified for their peers) and add an example of the word in a sentence. NOTE: Words and pictures should be large enough to be read from a distance as these will be displayed on the wall.

4. Have partners figure out a way to creatively present their word to the class.

5. Have partners present a few words at a time over the course of several days. As they present, the rest of the class should record the words, definitions, and examples in a vocabulary log that they keep in their own notebooks. This log could be formatted in “Cornell Notes” style or have students use the following columns: Word—Definition—Example—Memory Cue (picture). Students will need guidance in establishing a format that works well as a study tool.

Assessment Options
- Observation of partner work
- Partner presentations
- Completed vocabulary cards
- Application of words in daily life, reading, or writing activities
6. After all partners have presented, display the vocabulary cards on a designated word wall. Consider devising some sort of credit/reward system for students who correctly use the posted vocabulary in class or who bring in outside examples of the words (from articles, cartoons, examples from conversations, etc.). Possibilities include: developing creative assignments for students to share their findings, offering class rewards when a certain number of words have been brought in, or giving extra-credit to boost vocabulary grades.

7. Do periodic writing assignments or oral activities that require students to use the words on the word wall. For example, an opening quickwrite might be to use eight words from the wall to describe something that happened over the weekend—exaggeration is encouraged! If time permits, students can share their pieces in small groups and select some “winners” to be read to the entire class.
gregarious

Definitions: To be outgoing; to be noticed because of actions and willingness to speak out

Example: To be an effective salesperson, one should be gregarious with potential clients but not so assertive that a possible sale becomes impossible.
4.3 Vocabulary/Concept Mapping

Level: Intermediate

Rationale: In this strategy, students graphically map a word/concept with teacher guidance, creating a “guidepost” for future reading/studying. Concept mapping can enhance students’ comprehension and help to establish prior knowledge. Vocabulary mapping moves study away from memorizing words, focusing instead on understanding the concepts that words denote.

Suggested Timeline: 45 minutes or longer, depending on how many words students select to map (see “How to Use This Book” for additional guidelines).

Materials:
- Student Handout 4.3 (“Vocabulary/Concept Map”) or blank paper for students to create their own organizer
- Teacher Reference Sheet 4.3 (“Sample: Vocabulary/Concept Map”)
- assorted colored markers

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration

California Standards Addressed:

*English Language Arts*

Word Analysis, Fluency, and Systematic Vocabulary Development: 1.1

Steps

1. Select a few key words/concepts that are significant to the reading of a text or for class study. For example, apartheid might be a word to introduce prior to reading a newspaper article about South African unrest.

2. Distribute Student Handout 4.3, and have students begin a graphic organizer that analyzes each key word/concept. (To guide students, project the worksheet as an overhead; also, see the example on Teacher Reference Sheet 4.3.) This assignment should be done with teacher guidance and small-group or whole-class discussion. Areas to focus on: what the word/concept means, what it can be compared to, what it can be contrasted with, examples of the word/concept used in a sentence, pictures that demonstrate it. This can be done as a class project or students can work in small groups (creating posters of their graphic organizers) or with partners.

   Mapping done PRIOR to reading/studying might include predictions of the word’s definition and comparisons/contrasts. Mapping done DURING or AFTER reading/studying might include examples and pictures.

3. Have students share completed organizers and compare examples, definitions, etc. Make corrections and offer clarification, as needed; post graphic organizers for ongoing reference.

   The key to lasting understanding of the word/concept is repeated contact with it. If the concept is important enough to highlight within a particular text, see what other connections can also be made to it (additional texts, current events, students’ lives, etc.). Share these connections frequently and make them explicit.

Assessment Options

- Observation of group/class as students work
- Completed graphic organizers
Sample: Vocabulary/Concept Map

**suppress**

**Definition or prediction of definition:**
To put down using force or authority; to keep from being

**Compare to (synonyms):**
- Put down
- Keep down
- Stifle
- Hide

**Contrast with (antonyms):**
- Make known
- Help up
- Uncover
- Reveal

**Examples:**
She suppressed her anger, so others wouldn’t know she was mad.

They had to suppress their laughter, so they wouldn’t interrupt the presenter.
4.4 Vocabulary (Self-Collected)

**Level:** Foundational to Advanced (depending on the words selected and the type of study done)

**Rationale:** Students who have the opportunity to select words about which they are curious are often more motivated to explore the meanings and uses of these words and thus have better retention. This lesson is meant to be used as an ongoing strategy for engaging students in word study as the class maintains a class vocabulary list. It could be done over the course of a quarter, semester, or whole year.

**Suggested Timeline:** Timing for word selection is variable as this occurs while students are engaged in a reading/learning activity; 30–60 minutes for in-class word study and discussion, depending on the number of words being studied (see “How to Use This Book” for additional guidelines).

**Materials:**
- Designated reading or learning materials from which vocabulary might be selected

**AVID Methodologies Used (WIC-R):** Writing, Inquiry, Collaboration, Reading

**California Standards Addressed:**
*Grades 9/10*

*English Language Arts*

Word Analysis, Fluency, and Systematic Vocabulary Development: 1.1

**Steps**

1. After small-group or whole-class reading (or other learning activity), ask student groups to select a word/term from the reading that they would like to study or learn more about. Next, have groups:
   a. Identify the sentence where the word is found.
   b. Identify the page number or other source information.
   c. Predict what they think the word means.
   d. Record the above information on an index card or piece of paper.

2. Have groups each submit their word and the information about it.

3. Review the words, looking for duplicates or inappropriate words to eliminate. Make a summary list to present to the class.

4. Show the list to the class; have groups share their words and predictions. As a class, refine definitions for words as needed.

5. Direct students to record the list of words and definitions (as developed in class discussion) in vocabulary journals, on vocabulary cards for a word wall, etc.

6. Have students do additional activities with the selected words for reinforcement (do vocabulary mapping; draw illustrations to accompany the words; do vocabulary cards, vocabulary skits, etc.).

7. Incorporate selected words into class lessons/writings/discussions, so students can practice using them.

This lesson can be modified by having individual students collect interesting words from their daily experiences and place their words and the information about them (Step 1 above) into a box or other container. Periodically select words from the container to focus on as a class; add these words to the list.

*Inspired by Martha Rapp Ruddell’s VSS process.*
4.5 Upgrading Vocabulary

Level: Foundational to Intermediate (depending on the passages used)

Rationale: One of the major stumbling blocks for students as they attempt to write increasingly more complex or sophisticated text for a variety of different audiences is the need to use more academic or sophisticated vocabulary. Students often use colloquial language in papers that should have a definite academic tone, and are too casual when the audience is professional. This lesson helps students understand how to simplify or upgrade their word choices in order to enhance their writing and address the expectations of different audiences.

Suggested Timeline: 45 minutes to complete the initial lesson; 30 minutes to apply to current writing; additional time for optional extension activities (see “How to Use This Book” for additional guidelines).

Materials:
- teacher-selected passage with powerful, vivid, upgraded vocabulary.
- Student Handout 4.5 (“Sample Passage”)
- Overhead Transparency 4.5a (“Sample Passage”)
- Overhead Transparency 4.5b (“Sample Passage [Comparing Vocabulary Choices]”)
- Overhead Transparency 4.5c (“Sample Passage [With Upgraded Vocabulary Choices]”)
- overhead markers
- current writing sample
- dictionaries, thesauruses, vocabulary lists, etc.

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts:
Word Analysis, Fluency, and Systematic Vocabulary Development: 1.1, 1.2
Written and Oral English Language Conventions: 1.3

Grades 11/12

English Language Arts:
Written and Oral English Language Conventions: 1.1

Steps
1. Prior to the lesson, select a passage with powerful, vivid, upgraded, or academic vocabulary. (Try to find a passage from a source that students are reading in one of their academic classes.)

2. Say to the class: “I am going to read you a passage. As I do so, I would like you to close your eyes and concentrate on the words that you hear. When I am finished, I will ask you to share some of the words that captured your attention, and I will ask you to consider how the vocabulary adds to/detracts from the overall passage.”
3. Read the selected passage. (Consider reading it more than once, especially if it is an extremely rich, dense text.)

4. Have students share words from the reading that caught their attention. (Write these words on the board.) Discuss the following: What makes these words powerful and effective? What makes them challenging to understand? What do they add to the passage? What would the passage lose if the vocabulary was simplified?

5. Looking at the words on the board, ask students to identify some simpler words that are synonyms for the ones listed. Discuss why a writer might use the more academic words versus the simple words. Discuss how readers perceive the writer based on the words that he/she uses in his/her writing.

6. Tell students they will be working in trios to upgrade the vocabulary in a sample passage and then do the same on their own papers.

7. Arrange the class in triads, and give each student a copy of Student Handout 4.5.

   **NOTE:** Make sure students have access to dictionaries and thesauruses, but caution them not to use these resources arbitrarily. The goal is to maintain clear writing and enhance meaning, not to stuff the passage with as many hard words as they can find.

8. Have triads work to upgrade the underlined vocabulary in the sample passage.

9. Have student triads share their ideas. Discuss as a class; come to a quick consensus as to substitutions. Write the class choices on the overhead while students jot ideas on their papers.

10. Have a volunteer read the class version with the upgrades, and then discuss the effectiveness of the changes. What does the upgraded vocabulary accomplish? Is there any place that it deepens or clarifies meaning? Is there any place where it seems to be too much—too stuffy?

11. Have a volunteer read “Sample Passage (Comparing Vocabulary Choices)” from Overhead/Transparency 4.5b. Have the class compare their upgraded vocabulary with the upgrades of the author; discuss how vocabulary choice intensifies meaning, mood, intent, etc.

12. Instruct students to take out a piece of current writing. Working either with their own papers, or trading with a peer, have students consider the paper’s audience and then highlight vocabulary words that could be upgraded to meet the expectations of that audience. They may focus on one paragraph, several paragraphs, or the entire document, but they should highlight enough words to make the activity worthwhile. (If only one or two words/phrases are changed, then the upgrading will have little or no impact on the overall meaning, mood, intent, etc. of the piece.)

13. In collaboration with others, have students upgrade target words, paying close attention to intended meaning, mood, intent, etc. (Students should use dictionaries, thesauruses, vocabulary lists, word walls, etc. as they make vocabulary upgrades.)

14. Have selected students share both original and upgraded versions; discuss.

15. Repeat this type of activity for many pieces of writing. It can be repeated with the entire class, selected students in small groups, or individuals.

16. **Optional Extension 1:** Allow time for students to play with changing the words for different audiences. What words would they choose if the passage was to be read by their: best friend, grandma, dad, little brother or sister, employer, debate coach, college professor, congressman, etc.? This type of activity serves as an introduc-
tion to the idea that upgrading or downgrading vocabulary develops fluency and flexibility in writing; this process adjusts the “voice” to fit the audience.

17. **Optional Extension 2:** This activity works nicely in small groups. Assign each group a different audience upon which to focus; then have students upgrade or downgrade the vocabulary for their given audience. Have groups share the fruits of their labor with the entire class and discuss observations, insights, etc.

18. **Optional Extension 3:** Consider revisiting this activity throughout the year. Periodically select passages from student papers or published pieces of writing; ask students to upgrade or downgrade the vocabulary, as needed, to suit the audience(s) they are targeting in their current writing assignments. Once they have had some practice changing the vocabulary in selected passages, allow them time to apply their discoveries to their personal pieces.
Sample Passage

Directions: Working in triads, upgrade the underlined vocabulary in the passage below. You may use dictionaries, thesauruses, and words from the word wall, but remember that your goal is to maintain clear writing and enhance or intensify meaning, mood, intent, etc., not to “stuff” the passage with as many “hard” words as possible.

Sadly, Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear, but her conscious knowledge of that truth did nothing to help her make a decision. The fact that she knew, intellectually, that she had just two choices, both of which held danger, maybe even death, served only to increase the frozen state of indecision caused by her own fear. For a long time, she stood, still, unable, no unwilling, to move either mind or body. Then, calling upon a will that lay deep in her center, a will saved for a soul in crisis, Isabella found a flicker of her old courage, a part of herself that, with recent events, had been driven deep inside, and she used its warmth to melt the icy fear that, for some time, had left her lifeless, unable to function as she had once functioned. Slowly, Isabella awakened her courage to face the fear that consumed her, choose a path, and continue her journey. She willed the numbness to pass through her, and she willed the warmth to comfort her. She willed life back into her consciousness, her mind, and her limbs. Then, Isabella made her choice, and she took a first step toward an unclear future.
Sample Passage

Sadly, Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear, but her conscious knowledge of that truth did nothing to help her make a decision. The fact that she knew, intellectually, that she had just two choices, both of which held danger, maybe even death, served only to increase the frozen state of indecision caused by her own fear. For a long time, she stood, still, unable, no unwilling, to move either mind or body. Then, calling upon a will that lay deep in her center, a will saved for a soul in crisis, Isabella found a flicker of her old courage, a part of herself that, with recent events, had been driven deep inside, and she used its warmth to melt the icy fear that, for some time, had left her lifeless, unable to function as she had once functioned. Slowly, Isabella awakened her courage to face the fear that consumed her, choose a path, and continue her journey. She willed the numbness to pass through her, and she willed the warmth to comfort her. She willed life back into her consciousness, her mind, and her limbs. Then, Isabella made her choice, and she took a first step toward an unclear future.
Sample Passage
(Comparing Vocabulary Choices)

Sadly/Unfortunately, Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear/evident, but her conscious knowledge of that truth did nothing to help her make a decision/guide her decision. The fact that she knew, intellectually, that she had just two choices/options, both of which held danger/posed certain danger, maybe/possibly even death, served only to increase/heighten the frozen state of indecision caused by her own fear/perpetuated by her own apprehension. For a long time/while, she stood, still/motionless, unable, no unwilling, to move/stir either mind or body. Then, calling upon a will that lay deep in her center, a will saved/reserved for a soul in crisis, Isabella found/summoned a flicker of her old courage, a part of herself that, with recent events, had been driven deep inside, and she used its warmth to melt the icy fear that, for some time, had left/rendered her lifeless, unable to function as she had once functioned. Slowly, Isabella awakened her courage to face the fear/resolve to confront the dread that consumed her, choose a path, and continue her journey. She willed the numbness to pass through her, and she willed the warmth to comfort her. She willed life back into her consciousness, her mind, and her limbs. Then, Isabella made her choice/decision, and she took a first step toward an unclear/uncertain future.
Sample Passage
(With Upgraded Vocabulary Choices)

Unfortunately, Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was evident, but her conscious knowledge of that truth did nothing to guide her decision. The fact that she knew, intellectually, that she had just two options, both of which posed certain danger, possibly even death, served only to heighten the frozen state of indecision perpetuated by her own apprehension. For a long while, she stood, motionless, unable, no unwilling, to stir either mind or body. Then, calling upon a will that lay deep in her center, a will reserved for a soul in crisis, Isabella summoned a flicker of her old courage, a part of herself that, with recent events, had been driven deep inside, and she used its warmth to melt the icy fear that, for some time, had rendered her lifeless, unable to function as she had once functioned.

Slowly, Isabella awakened her resolve to confront the dread that consumed her, choose a path, and continue her journey. She willed the numbness to pass through her, and she willed the warmth to comfort her. She willed life back into her consciousness, her mind, and her limbs. Then, Isabella made her decision, and she took a first step toward an uncertain future.
4.6 Using “Showing” Writing

Level: Foundational

Rationale: Students often hear that they should not be “wordy” in their writing. They often take this to mean that they should write in very few words, without paying attention to the effect of those words. As students learn that powerful writing is made up of carefully chosen words that convey just the right image, the right attitude, or the right feeling, they begin to infuse life into their writing by using descriptive and active words. This lesson gives students a chance to practice choosing words that create vivid images and an active voice.

Suggested Timeline: 60–90 minutes, depending on how much practice is allowed (see “How to Use This Book” for additional guidelines).

Materials:
- samples of powerful descriptions (teacher-selected)
- Student Handout 4.6 (“Practicing ‘Showing’ Writing”)
- paper
- pens or pencils

Web Sites for Additional Ideas:
- www2.soesd.k12.or.us/it/sows/handouts/showing_rubric.html
- jerz.setonhill.edu/writing/creative/showing.htm
- www.rachelsimon.com/wg_showtell.htm#top

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts

Writing Strategies: 1.2; Writing Applications: 2.1c, 2.1e

Grades 11/12

English Language Arts

Writing Applications: 2.1c, 2.1e

Steps

1. Have students quickwrite or share in small groups what they already know about “showing” writing. (Some will have been taught this as “Show, Don’t Tell.”) When they are ready to share aloud as a class, facilitate a discussion on the definition of this type of writing; record students’ ideas on the board. Label these notes: “Definition of ‘Showing’ Writing.”

2. Distribute copies of short, vivid, paragraphs that do an excellent job of “showing.” (You may want to give each group of students a different paragraph.) Have students read their paragraphs in their groups and underline or highlight examples of “showing” writing.

3. Create a new heading on the board (“Advice for ‘Showing’ Writing”), and have students prepare to take notes. Have each group present its ideas by reading its paragraph aloud to the rest of the class and identifying the elements of “showing” writing contained within it. As the groups share, have someone write on the board ideas (advice) that can be gleaned from each sample passage. Advice might include things like:

Assessment Options

- Students’ notes
- Reflective quickwrites
- “Showing” writing practice exercise(s)
- Application of concepts in future writing
• Use active verbs (shuffled, tightened, throbbed, flashed, erupted, tapped, escaped, etc.) to describe something/someone doing an action.

• Avoid overuse of “to be” forms (be, is, are, was, were, am, been, being)

• Avoid overuse of “to have” forms (have, has, had)

• Use adjectives to make nouns more specific (but don’t OVERUSE them)

• Use adverbs to make verbs more specific (but don’t OVERUSE them)

• Focus on creating images related to the senses (what something looks like, smells like, feels like, sounds like, tastes like)

4. Write some sample “telling” sentences on the board. Examples:

• She was sad when her puppy died.

• The room is dark.

• I am cold and tired.

• Jennifer left the theater happy.

• My cat is playful.

5. Ask students to explain why these are “telling” sentences. They should identify the LACK of elements described for “showing” writing. (This step acts as a review.)

6. Select one of the “telling” sentences and have students work together as a class to convert it to “showing” writing. Write the ideas on the board for all to see. Refer back to the “Advice” notes as the class determines what to do next.

7. Distribute Student Handout 4.6 (“Practicing ‘Showing’ Writing”). Review a few of the examples as a class, and then have students work with a partner to do one or more of the practice activities.

8. Have partners share some examples with the class. Discuss what is challenging about “showing” writing and how to work through these challenges.

9. Have students do a reflective quickwrite on a topic such as:

• What’s important to you about “showing” writing?

• What do you see as the benefits of “showing” writing?

• When might you most want to be sure to include “showing” writing in your own paper?

• Are there times that writers should NOT use “showing” writing? If so, when and why?

These quickwrites can be the basis for additional instruction, as needed, or for class discussion.

10. Students should be given the opportunity to immediately apply these “showing” writing skills in their own writing. Using a current piece of their own writing, have students highlight some “telling” sentences. Working alone or with others, have students convert their “telling” sentences into “showing” sentences. Have students share some original and revised examples in small groups or with the entire class.
Practicing “Showing” Writing

Examples

1. **Telling:** She was mad.
   
   **Showing:** Her jaw tightened and the veins in her temples throbbed. Her eyes flashed darts at me. The words erupted from her mouth: “Stay after class to speak to me, young man.” The final hiss in her voice sent shivers down my spine.

2. **Telling:** He was anxious about the test.
   
   **Showing:** He held his head in both hands and stared down at the paper. One hand tentatively reached for a pencil. But, when the pencil neared the paper, instead of writing, it nervously tapped against the desk. He let go of the pencil and banged his fist against the desk as a muffled groan escaped his lips.

3. **Telling:** The pizza was good.
   
   **Showing:** My mouth watered as the fragrant steam rose off the cheese. The rich blend of yeast, tomatoes, and spices tantalized my nostrils. I gasped with pleasure as I took my first bite into the moist crust, my teeth sinking into the succulent blend of cheese and tomato sauce.

4. **Telling:** His room was really messy.
   
   **Showing:** Clothes were draped over the chair and the desk; books and magazines were scattered across the floor.
   
   **Showing:** I pushed and pushed, but the door opened only a crack. Inching the broom stick through the crack, I poked at the pile of clothes blocking the door. With a great shove, I toppled the heap and pushed the clothes away from the door. I eased the door open wide enough for me to squeeze through only to find my brother sound asleep on his bed in the middle of another pile of clothes.

5. **Telling:** The garden was colorful.
   
   **Showing:** Red geraniums burst from terra cotta pots. Yellow daisies ranged along the fence, and the deep blue morning glories cascaded down the bank.

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

Take one of the following statements that explains or tells about a person’s feelings or behavior and demonstrate (SHOW) that feeling or behavior using action; work to make your writing as specific as possible. Choose especially revealing actions or statements that show the given meaning. Remember to use active verbs, strong adjectives and adverbs (but not too many), and sensory images.

1. He seemed to be extremely shy and lonely.
2. She is beautiful.
3. The others looked at her as though she was from another planet.
4. The class is boring.
5. She was thrilled about finally getting the thing she had dreamed of for years.
6. The puppy was excited.
7. She had the flu.
8. Then the man realized how unhappy he was.
9. I am nervous.
10. He thought his father was the most wonderful man in the world.
4.7 Comma Usage

Level: Foundational

Rationale: Comma usage often has more to do with student awareness and focus than lack of knowledge. When students are led to discover the need for commas and the guidelines behind their use, they tend to retain the information for longer periods of time and to transfer that knowledge to their own writing. “A Comma Guidelines Chart,” created by the class, in conjunction with Student Handout 4.7a (“Making Sense with Commas”) act as reminders and provide easy points of reference for ongoing application.

Suggested Timeline: 60 minutes to complete the initial lesson, longer if students struggle to identify guidelines for comma usage; 30–60 minutes to apply guidelines to current writing (see “How to Use This Book” for additional guidelines).

Materials:
- Student Handout 4.7a (“Making Sense with Commas”)
- Overhead Transparency 4.7a (“Sample Passage [Without Commas]”)
- Student Handout/Overhead 4.7b (“Sample Passage [With Commas]”)
- Student Handout 4.7c (“A Quick Guide to Comma Usage”)
- large sheet of chart paper
- markers, colored pens/pencils
- current writing sample
- optional: other sample passages

Assessment Options
- Observation of partner work
- Observation of group work
- Application to current writing
- Accuracy in future review lessons and writing

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

*Grades 9/10*

*English Language Arts*

Written and Oral English Language Conventions: 1.1

*Grades 11/12*

*English Language Arts*

Written and Oral English Language Conventions: 1.2

Steps
1. Organize the class in pairs. Distribute Student Handout 4.7a (“Making Sense with Commas”).
2. Have students complete steps 1–3 on the handout.
3. Conduct a brief class discussion about the difficulties students encountered and why commas are important. (Write students’ ideas on the board.)
4. Have partners work through the passage, placing commas where needed. (Step 4)
5. Project Overhead Transparency 4.7a; come to a consensus as to the correct placement of commas. (Mark the overhead for the class.)

6. Have groups of four collaborate to create a list of guidelines for comma placement. (Step 5) Circulate in the room to assist students in formulating guidelines. (The level of assistance needed will vary for different groups.)

7. Write the class guidelines for comma usage on a large piece of chart paper. Record only those that emerge from the passage, disregarding any inaccurate ideas.

8. Distribute Student Handout/Overhead 4.7b. Allow time for students to compare the original with the class version on the overhead.

9. Project Student Handout/Overhead 4.7b. Read it orally to the class, demonstrating the effectiveness of comma placement. Discuss briefly; add any guidelines that emerge from new discoveries. (NOTE: At this point, every comma in the passage should have a corresponding guideline written on the wall chart.)

10. Distribute Student Handout 4.7c (“A Quick Guide to Comma Usage”). As a class, highlight the items on the handout that correspond with those on the class guideline chart. Answer questions that arise; take some time to look over those items that are not highlighted.

    NOTE 1: Use a single guideline from Student Handout 4.7c to develop a focus lesson. For example:

    Guideline: “We use commas when creating a compound sentence from two simple sentences.”

    • Have students take out a piece of current writing and highlight all the simple sentences they can find. (A simple sentence contains a single independent clause.)

    • Tell students to look at the simple sentences to see if any are closely related.

    • Have students combine simple sentences into compound sentences, using a comma with a conjunction to join some, and a semicolon to join others.

    Variation: Have students trade papers and work on each other’s papers.

    NOTE 2: Students will develop stronger overall sentencing skills as they work with the last seven guidelines on Student Handout 4.7c. Remind them that these exercises will help them develop many skills above and beyond the proper placement of commas.

11. Have students take out a current piece of writing and apply what they have discovered to it. Students may want to read parts of their papers aloud to a partner and collaborate to determine comma placement. (Inevitably, they will begin to discover and correct other problems as well.)

12. Optional Extension: Select passages from novels, stories, texts, and/or student writing. (Try to find passages that apply to usage guidelines not yet covered and/or usage guidelines that are problematic and require reteaching.) Remove the commas and assign students to work together to put them back in. During each session, revisit the guidelines already on the class chart, adding new ones that emerge and highlighting new discoveries on “A Quick Guide to Comma Usage.” Whenever possible, allow students time to apply new discoveries to their own writing. (NOTE: This type of activity works well as a daily warm-up. The length of the passage will determine the amount of time needed.)
Making Sense with Commas

Working with a partner, follow these steps:

1. One person reads the passage on the next page (Sample Passage [Without Commas]) while the other person follows along. The reader should try his/her best to read through the passage fluently, pausing only for existing punctuation. He/she should not stop to reread parts of the passage in order to make sense of it.

2. Switch roles. This time the person reading the passage is allowed to pause and reread parts of the passage in order to make better sense of it. The reader should do his/her best to find the places that seem to require a pause.

3. Partners discuss how the two different reading strategies helped or hindered their ability to read and understand the passage. Next, they discuss the difficulties encountered due to the lack of commas and why commas are important. (Be prepared to share your ideas with the entire class.)

After the class discussion:

4. Partners work through the passage, stopping to discuss correct comma placement and adding those they agree on. (Be prepared to share your ideas with the entire class.)

After arriving at a class consensus as to comma placement:

5. Groups of four study each comma and determine a guideline for its placement. Guidelines are written down to share with the class.
Sample Passage (Without Commas)

Sadly Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear but her conscious knowledge of that truth did nothing to help her make a decision. The fact that she knew intellectually that she had just two choices both of which held danger maybe even death served only to increase the frozen state of indecision caused by her own fear. For a long time she stood still unable no unwilling to move either mind or body. Then calling upon a will that lay deep in her center a will saved for a soul in crisis Isabella found a flicker of her old courage a part of herself that with recent events had been driven deep inside and she used its warmth to melt the icy fear that for some time had left her lifeless unable to function as she had once functioned. Slowly Isabella awakened her courage to face the fear that consumed her choose a path and continue her journey. She willed the numbness to pass through her and she willed the warmth to comfort her. She willed life back into her consciousness her mind and her limbs. Then Isabella made her choice and she took a first step toward an unclear future.
Sample Passage (Without Commas)

Sadly Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear but her conscious knowledge of that truth did nothing to help her make a decision. The fact that she knew intellectually that she had just two choices both of which held danger maybe even death served only to increase the frozen state of indecision caused by her own fear. For a long time she stood still unable no unwilling to move either mind or body. Then calling upon a will that lay deep in her center a will saved for a soul in crisis Isabella found a flicker of her old courage a part of herself that with recent events had been driven deep inside and she used its warmth to melt the icy fear that for some time had left her lifeless unable to function as she had once functioned. Slowly Isabella awakened her courage to face the fear that consumed her choose a path and continue her journey. She willed the numbness to pass through her and she willed the warmth to comfort her. She willed life back into her consciousness her mind and her limbs. Then Isabella made her choice and she took a first step toward an unclear future.
Sample Passage (With Commas)

Sadly, Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear, but her conscious knowledge of that truth did nothing to help her make a decision. The fact that she knew, intellectually, that she had just two choices, both of which held danger, maybe even death, served only to increase the frozen state of indecision caused by her own fear. For a long time, she stood, still, unable, no unwilling, to move either mind or body. Then, calling upon a will that lay deep in her center, a will saved for a soul in crisis, Isabella found a flicker of her old courage, a part of herself that, with recent events, had been driven deep inside, and she used its warmth to melt the icy fear that, for some time, had left her lifeless, unable to function as she had once functioned. Slowly, Isabella awakened her courage to face the fear that consumed her, choose a path, and continue her journey. She willed the numbness to pass through her, and she willed the warmth to comfort her. She willed life back into her consciousness, her mind, and her limbs. Then, Isabella made her choice, and she took a first step toward an unclear future.
## A Quick Guide to Comma Usage

<table>
<thead>
<tr>
<th>We use commas when:</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| Writing, to eliminate confusion and increase clarity     | *INCORRECT:* Before AVID Maria had little hope of attending college but after enrolling in the class she realized that her dream could one day become a reality.  
**CORRECT:** Before AVID, Maria had little hope of attending college, but after enrolling in the class, she realized that her dream could, one day, become a reality. |
| Writing numbers                                          | Maria will need about $18,500 for her first year of college.              |
| Writing days and dates                                   | The essay deadline is Wednesday, December 8, 2004.                       |
| Writing addresses                                        | Maria will mail her essay to University of Washington, Office of Admissions, 1410 NE Campus Parkway, Box 355852, Seattle, Washington 98195-5852. |
| Indicating a person’s title                              | She hopes to one day become Maria Gonzales, D.V.M., and establish her own veterinary clinic. |
| Listing three or more facts in a series                  | Maria planned her essay, created an initial draft, and asked several peers for feedback. |
| Using introductory words                                 | Quickly, Maria wrote her initial ideas on paper.                         |
| Using introductory clauses and phrases                   | During the first feedback session, Maria thought of several new ideas to include in her paper. |
| Writing dialogue                                          | “You must finish your second draft by Friday,” said Maria’s teacher. Maria raised her hand and asked, “If I have mine by tomorrow, will you look it over?”  
“I’d be happy to give you some quick feedback,” smiled Mrs. Nelson. |
| Citing quotations                                         | With wisdom, Lord Rutherford states, “We haven’t the money, so we’ve got to think.”  
“I wish to preach, not the doctrine of ignoble ease,” declared President Theodore Roosevelt, “but the doctrine of the strenuous life.” |
| Creating a compound sentence from two simple sentences    | *Sentence 1:* Maria thought about her essay topic.  
*Sentence 2:* She considered many ideas before writing a draft.  
*Compound Sentence:* Maria thought about her essay topic, and she considered many ideas before writing a draft.  
*Compound Sentence:* Maria thought about her essay topic; she considered many ideas before writing a draft. |
<table>
<thead>
<tr>
<th>Creating complex sentences</th>
<th>Student Handout 4.7c (2 of 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A complex sentence contains one independent clause and one or more dependent clauses.</em></td>
<td><em>Complex Sentence:</em> Although Maria had always dreamed of attending the University of Washington, she ultimately decided to attend Washington State University. <em>Complex Sentence:</em> Since she couldn’t seem to make a final choice about which college to attend, Maria discussed her options with her AVID teacher, who guided her through a valuable decision-making process.</td>
</tr>
<tr>
<td>Creating compound/complex sentences</td>
<td>As she toured the campus, Maria discovered that Washington State University ranked among the top ten in her area of interest, so she began rethinking her life-long dream of attending the rival school across the state.</td>
</tr>
<tr>
<td><em>A compound/complex sentence contains two or more independent clauses and one or more dependent clauses.</em></td>
<td>Showing contrast within sentences</td>
</tr>
<tr>
<td>As she thought about selecting Washington State University, Maria was uncertain in the beginning, confident at the end.</td>
<td></td>
</tr>
<tr>
<td>Adding commentary to sentences</td>
<td>The town of Pullman, although not a metropolis, was larger than Maria expected. Maria’s AVID friends, incidentally, were instrumental in her decision-making process.</td>
</tr>
<tr>
<td>Creating transitions in sentences</td>
<td>Some of Maria’s family members, however, were not supportive of her moving so far away from home. Maria was, nevertheless, satisfied that her final choice was the right choice.</td>
</tr>
<tr>
<td>Adding additional details to sentences that do not change the basic meaning of the sentence.</td>
<td>Maria, who would be the first in her family to graduate from high school, dreamed of attending college. Maria wrote an exemplary essay, which she sent to several universities. Maria, determined to overcome the financial hurdle standing between her and college, began preparing scholarship letters.</td>
</tr>
</tbody>
</table>

**NOTE:** In English class, a phrase that adds detail but does not change the basic meaning of the sentence is called nonrestrictive. It earns this label because it does not restrict the meaning of the sentence; it simply adds interesting detail. Example: “Maria dreamed of attending college.” Stating that Maria would be the first in her family to graduate from high school adds detail, but does not restrict the meaning of the basic sentence. Without the phrase, the reader still knows Maria’s dream. It sometimes helps to think of commas as hooks that can lift the phrase right out of the sentence. Once the phrase is out of the sentence, ask, “Does the sentence still mean the same thing?” If the answer is “yes,” then keep the commas; if the answer is “no” (indicating that the phrase is needed to help the sentence keep its intended meaning), then remove the commas.
4.8 Three-Column Sentence Analysis

Level: Intermediate to advanced (depending on the conventions chosen for the columns)

Rationale: It is important to teach students the conventions of standard written English; however, teaching skills in isolation results in little transference to students’ writing. An inquiry-based method that asks students to observe their writing, to look for patterns, and to consider the implications of those patterns helps students to arrive at valuable conclusions that stay with them.

Suggested Timeline: 45 minutes, depending on length of draft and whether or not revision takes place during this lesson (see “How to Use This Book” for additional guidelines).

Materials:
- Teacher Reference Sheet 4.8 (“Sample: Three-Column Organization”)
- blank paper
- pens/pencils
- revised draft of a paper

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration

California Standards Addressed:

Grades 9/10

English Language Arts

Written and Oral English Language Conventions: 1.1, 1.2, 1.3 (depending on the chosen focus for each column)

Grades 11/12

English Language Arts

Written and Oral English Language Conventions: 1.1

Steps

1. As students reach the editing phase of a writing project (after drafting, receiving feedback, and revising), identify three particular areas of need (based on assessing students’ previous writing). This strategy works especially well for improving sentence structure and variety.

2. On a blank sheet of paper, have students draw three columns, one for each of the conventions to be focused on. Example: first word of each sentence; verb in each sentence; number of words in each sentence. (NOTE: This is a perfect time to conduct a focus lesson on any of the conventions you want students to consider.)

3. Have students look at their own drafts, or swap papers with a partner, and identify and record the appropriate information in each column.

4. When they are finished, have students compare notes with a partner and discuss the patterns discovered in one another’s papers.

5. Instruct students to do quickwrites on the back of their notes, summarizing the patterns they discovered and contemplating the implications of these patterns in relation to the overall piece of writing. (Examples: What

Assessment Options

- Observation of partner work
- Quickwrite and notes
- Final draft—looking for accuracy in usage
- Transference of learning to future writing assignment
does it mean if almost every sentence starts with “I”? What does it mean if almost every sentence has eleven words?)

6. After several students have shared their quickwrites with the class, discuss how to edit/revise to create more sentence variety, to use more active verbs, etc.

7. If time permits, allow students to collaborate on revisions at this point. They will have built some momentum through the discussion and will have a lot of ammunition for productive revision.
## Sample: Three-Column Organization

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

Observations/Patterns I noticed:
4.9 Conventions of English Grammar and Punctuation

Level: Intermediate to advanced (depending on the focus)

Rationale: It is important to teach students the conventions of standard written English; however, teaching these skills in isolation results in little transference to students’ writing. Teaching conventions while students are engaged in the process of writing and editing has proven to be a more effective method.

Suggested Timeline: 30 minutes (see “How to Use This Book” for additional guidelines).

Materials:
• pens/pencils
• revised draft of a paper

AVID Methodologies Used (WIC-R): Writing, Collaboration, Reading

California Standards Addressed:

Grades 9/10

*English Language Arts*

Written and Oral English Language Conventions: 1.1, 1.2, 1.3 (depending on the chosen focus for each column)

Grades 11/12

*English Language Arts*

Written and Oral English Language Conventions: 1.1

Steps

1. Identify a particular area of need (based on assessing students’ previous writing), such as the correct use of semi-colons or verb/noun agreement.
2. As students reach the editing phase of a writing project (after drafting, receiving feedback, and revising), teach a focus lesson on this area of need.
3. Show students examples of correct and incorrect usage. (An overhead transparency of real student work is valuable for this.) Explain how the particular punctuation, etc. works in a sentence, how it clarifies the writer’s ideas, etc. Instruct students to take notes on the concepts presented.
   
   **NOTE:** Having students keep a “Conventions” journal works well for chronicling a variety of focus lessons over time. Establish a regular format for the journal (e.g., Cornell notes) so it is easy to refer students back to particular lessons.

4. Using an overhead of a draft from a previous class or assignment, model how to offer feedback to the writer about the convention(s) just taught.
5. Have students swap drafts with a partner. Instruct each partner to read the other’s paper, looking specifically for use of the convention(s) just taught. The partner should mark any areas of concern and offer suggestions for improving the designated conventions.

Assessment Options

• Observation of partner work
• Editing comments on rough drafts (students can sign one another’s drafts so the teacher will know who worked on each paper)
• Final draft—looking for accuracy in usage
• Transference of learning to future writing assignments
6. If several focus lessons have been covered prior to this assignment, have partners look for appropriate use of both the new and old conventions already taught.

   **NOTE:** Some students work best when their plates are not too full. Experienced writers will be able to retain information from multiple focus lessons before applying the skills to their writing projects; less experienced writers tend to work better if they are engaged in just one focus lesson and have a chance to immediately apply the designated skills to their writing. The “Conventions” journal becomes essential for teachers who plan to teach several focus lessons before having students apply them.

7. If time permits, engage the class in a discussion about what they found, what questions they have, etc. after editing one another’s papers.

8. It’s also a good idea to allow students to collaborate on revisions at this point. They will have built some momentum through the discussion and will have a lot of ammunition for productive revision.

9. This lesson can be done multiple times, focusing on a different convention (or set of conventions) each time. However, it is more useful to highlight the particular areas where students are making frequent errors, rather than moving down a whole “laundry list” of conventions.
4.10 Developing a Thesis Statement

Level: Foundational

Rationale: A student who can write a cogent thesis statement has a much better chance of developing a coherent paper. This lesson helps students to understand the elements of a thesis statement and gives them practice in developing their own.

Suggested Timeline: Approximately 60 minutes; additional time for optional extension activities and for students to apply to their own writing (see “How to Use This Book” for additional guidelines).

Materials:
- signs (strongly agree, agree, strongly disagree, disagree)
- paper
- pens/pencils
- portable whiteboards or butcher paper
- whiteboard or regular markers
- students’ own drafts of writing in progress

For extension activities:
- copies of sample introductions
- highlighters
- students’ own drafts of introductions
- Student Handout 4.10 (“What Is a Thesis Statement?”)

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration

California Standards Addressed:

Grades 9/10

English Language Arts
Writing Strategies: 1.1

Steps
1. Prior to the lesson, make and place the following signs at various locations around the room: STRONGLY AGREE, AGREE, STRONGLY DISAGREE, DISAGREE. There should be enough distance between signs to allow several students to gather around one without crowding another group.

2. Write a question on the board or overhead that is both controversial and interesting to students. (Questions related to local controversial issues are often very thought-provoking and encourage students to become better informed about their own communities.) Sample questions might include:
   - Should there be a curfew for teenagers in the community? Why or why not?
   - Should our school have a dress code? Why or why not?
   - Should the city council allow more housing developments to be built in the community? Why or why not?
   - Should it be illegal to download music from the Internet? Why or why not?
• Should the legal driving age be 18? Why or why not?
• Is it appropriate for people to use cell phones in public places? Why or why not?
• Should cell phones be allowed on campus? Why or why not?

3. Have students respond to the question by writing their opinions on paper. Then tell them to take their paper and stand by the sign that best represents their opinion: STRONGLY AGREE, AGREE, STRONGLY DISAGREE, DISAGREE.

4. Once in groups, have students discuss their reasons for their opinions. Tell students that if they discover their opinions are changing as they talk, they should switch to the more appropriate group and join that conversation.

5. After a few minutes of discussion, have students move and sit together in opinion groups of five or fewer. Large groups can be split into 2–3 smaller groups.

6. Write the words “Thesis Statement” on the board or on an overhead. Ask students for a definition of thesis statement and write their ideas under the words. Add ideas if clarity is needed to arrive at a definition similar to the following: A thesis statement is a clearly worded answer to a question and/or a clearly worded declaration of the view(s)/ideas a writer will substantiate, assert, or prove. It is a sentence with a subject and an opinion. It is NOT a restatement of an idea that is already generally accepted as true.

7. Supply each group with markers and a portable whiteboard or a piece of butcher paper. Tell students they will be generating a group thesis statement. In their groups, have students work together to write a thesis statement representing their answer to the question posed earlier.

8. Ask one group to volunteer its thesis statement for the class to work on together. Post the thesis statement. Have students study it carefully and compare it to the definition on the board. How well does the statement express the opinion? How clear is it? How can the thesis statement be reworded to make it clearer or more convincing? Rewrite the thesis as new ideas are expressed.

9. Have groups revisit their own thesis statements (based on the work the class just did) and revise them to make them stronger. (NOTE: Members of the group whose thesis was revised by the class should spread out among the other groups.)

10. Have groups share and discuss their revisions.

11. Optional Extension 1 (prepares students for “Introduction” focus lesson): Gather and copy several sample introductions from different types of essays (or from one type of essay if students are all writing a particular type of paper). Arrange students into triads; give each student a highlighter and an introduction. (Depending upon the level of your students, you may want the whole class to work on the same introduction, or you may want each triad to work on a different one. Regardless of your choice, all members of a triad need to have a copy of the same introduction.)

• In their triads, have students review the introduction and highlight what they believe to be the thesis statement.
• Have triads share their thesis statements and write them on the board.
• Use an overhead or computer technology to project a copy of one of the introductions, and then have a group member read the introduction aloud to the class. Discuss whether or not the thesis has been accurately identified. Ask students to determine if the thesis is one or more sentences; discuss the options of
confining the thesis to one sentence or expanding it to two or more.

- Once the class has accurately identified the thesis, highlight it on the overhead. As a whole class, evaluate the strengths and weaknesses of the thesis statement; make revisions, as needed.
- Move on to the next introduction example, and repeat this process.

12. **Optional Extension 2:** Distribute Student Handout 4.10 (“What is a Thesis Statement?”); review and discuss. Have students revisit their group thesis statements or an individual working thesis statement from a paper they have in progress and revise it, keeping the examples from the handout in mind.

13. **Optional Extension 3:** Give students a simple thesis statement and help them revise to show more sophistication and complexity. For example:

*Question/prompt:* Explain the nature of a main character from a novel or short story. Help your reader to understand the character.

*Simple thesis:* In Harper Lee’s *To Kill a Mockingbird*, Scout demonstrates that she is a loyal, determined, and intelligent young girl who questions the beliefs of her community when her father undertakes the defense of a local black man. (This thesis focuses on essential character traits—a foundational form of analysis.)

*More sophisticated/complex thesis:* In Harper Lee’s *To Kill a Mockingbird*, Scout develops from a naive girl, dependent upon the ideas of others to shape her view of the world, to an independent thinking individual with convictions of her own. (This thesis focuses more on how the character’s traits change over time—a more advanced form of analysis.)

14. Have students work on their current writing projects. Tell them to swap their thesis statements with a partner and examine them in the same way they just did with the samples. Have partners evaluate and revise their thesis statements together, using information from the focus lesson.
What Is a Thesis Statement?

A thesis statement is a clearly worded answer to a question and/or a clearly worded declaration of the view(s)/ideas a writer will substantiate, assert, or prove in a paper. It has a definite subject and an opinion. For example:

**Question/prompt:** Should our school have a dress code? Why or why not?

**Thesis:** ABC High School should have a dress code in order to reduce student anxiety about “fitting in” with the right clothes and to save families time and money shopping for clothes.

Subject = Dress code

Opinion = Should have a dress code for two reasons: reduce student anxiety and save families money.

A thesis establishes a focal point for the essay that follows. Often, audiences will anticipate a single sentence thesis, which will require you to use precise words to communicate your ideas, no matter how complex. Sometimes, you will be granted the liberty to expand intricate, complex thesis ideas into two or more sentences; doing so will enable you to more clearly state what you hope to prove. While a specific audience may determine the length of a thesis statement and its placement in the introduction of an essay, your reader will expect your thesis statement to clearly identify the argument you plan to advance in your essay.

Beyond simply defining the topic of a paper, the thesis—and by extension, the essay—should articulate an insight or position valuable enough to write about. Rather than simply setting up an essay that reiterates information already familiar to you and your reader, a strong thesis captures an insight or an approach to a topic that is unique to you and that is persuasively supported by the evidence and analysis that follow. This philosophical premise permeates the entire paper.

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**Example 1**

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

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

**Commentary:** The question of how Scout changes—exactly what the changes are—is not addressed by the thesis. While the statement does acknowledge that Scout changes, a claim about precisely how she changes is not included. The thesis is overly general, “safe,” but not yet “strong.”

**Stronger Thesis:** In Harper Lee’s *To Kill a Mockingbird,* Scout develops from a naive girl, dependent upon the ideas of others to shape her view of the world to an independent thinking individual with convictions of her own.
### Example 2

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

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

**Commentary:** While the thesis does identify a precise example of the conflict between economics and environmentalism, as requested by the question, the thesis is not yet complete. Either the writer’s stance toward the conflict or the writer’s proposed solution must be included in the thesis to fully answer the question and capture the claim that the essay needs to advance.

**Stronger Thesis:** The preservation of the spotted owl pits environmentalists against loggers, serving as a microcosm of the ongoing conflict between individuals rightly committed to preserving the existence of the species that balance the ecosystem and individuals interested only in the economic and employment development of a small region of the country.

### Example 3

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

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

**Commentary:** The thesis is not yet precise in its response to the question, nor is it complete. The precise qualities that define human nature are not yet stated, nor are their effects on society entirely clear. How is society hurt by the qualities that comprise human nature? That portion of the claim must be included to strengthen the thesis.

**Stronger Thesis:** In *Hamlet*, Shakespeare suggests that greed and duplicity are fundamental characteristics of human nature, contributing to a society that is ill-equipped to counteract devious, self-serving individuals.
4.11 Developing an Introduction

Level: Foundational

Rationale: While students might struggle to articulate a specific thesis statement, they often struggle even more trying to develop an entire introduction around that thesis. Students need clear direction about—and practice with—pulling together a cohesive and engaging introduction. This lesson helps students to uncover the elements of an introduction and then apply that knowledge to their own work.

Suggested Timeline: Approximately 60 minutes for the activity; additional time for application to students’ own writing (see “How to Use This Book” for additional guidelines).

Materials:
- highlighters
- pens/pencils
- copies of sample introductions
- students’ own drafts of introductions
- Student Handout 4.11a (“Opening Sentence Techniques: Capturing a Reader’s Attention”)
- Student Handout 4.11b (“What Is an Introduction”)

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts
Writing Strategies: 1.1, 1.9

Grades 11/12

English Language Arts
Writing Strategies: 1.9

Steps

1. Gather and copy several sample introductions from different types of essays (or from one type of essay if students are all writing a particular type of paper). Arrange students into triads; give each student a highlighter and an introduction.

   NOTE: For essay ideas, ask colleagues to suggest individual essays (or essay anthologies) they find interesting within their content areas. You might also find essay anthologies in your school’s textbook room or the school library.

2. Have students work in their triads to review the introduction and highlight what they believe to be the thesis statement. Define thesis, if needed.

3. Have triads share their thesis statements and write them on the board. Project a copy of one of the introductions. Discuss, as a class, whether or not the thesis has been accurately identified. Ask students to determine if the thesis is one or more sentences; discuss the options of confining the thesis to one sentence or expanding it to two or more. Once the class has identified the correct thesis, highlight it on the overhead, and move on to Steps 4, 5, and 6. (Repeat this step for as many introductions as desired.).
4. Define **opening sentences** and **forecast** for students and briefly explain their role in an introduction. Ask students to return to their sample introductions and do the following:

- Find and underline the opening sentences, the sentences that lead into the thesis.
- Find and circle the forecast, the sentences indicating what will follow in the body of the essay. (*Tip:* Not all introductions will have a forecast. This is covered in more detail in the handout.)

Have groups share their findings and arrive at a consensus about the opening sentences and the forecast.

5. Ask students: “What do the opening sentences accomplish? What is their purpose?” Discuss students’ ideas and determine the method used in the opening sentences.

6. Ask students: “What does the forecast accomplish? What is its purpose?” Discuss students’ ideas and determine whether the forecast is needed. Could the introduction work without it? If so, why include it? Why might a writer choose not to include it? (Repeat steps 3–6 for other introductions.)

7. On the board, write OPENING SENTENCES, THESIS, FORECAST. In their triads, have students generate definitions, in their own words, for each term. Have triads share definitions; discuss and arrive at a class consensus. Write the final definitions on the board and have students write them in their notes.

8. Give the class a topic that will be interesting and easily accessible to them. (For example: school dress codes, favorite fast food restaurant, teenage curfew.) With this topic in mind, have each student generate an opinion about it. For example: Dress codes are ridiculous. My favorite fast food restaurant is Rubio’s. Teenage curfews don’t work.

9. Using their opinions as a starting point, have students develop their ideas into thesis statements by adding an answer to “why?” or “who cares?” For example: “Dress codes are ridiculous.” becomes “Dress codes are rejected by most teenagers because they inhibit personal self-expression.” “My favorite fast food restaurant is Rubio’s.” becomes “Rubio’s is the best fast food restaurant because it has tasty food at good prices.” “Teenage curfews don’t work.” becomes “As a deterrent to crime, teenage curfews don’t work even though adults often feel placated by the existence of a curfew.”

10. Using their thesis statements, have students create one or two sentences that would forecast the ideas to be developed in the rest of the essay. For example, using the dress code example above, the thesis and forecast might look like this:
    - Dress codes are rejected by most teenagers because they inhibit personal self-expression. They turn expressive teenagers into generic students and fashion “clones.” Dress codes deny students the opportunity to use dress as a way to communicate who they are and what they stand for.

11. Share a few forecasts; highlight one or two strong forecasts, discussing what makes them effective.

12. Distribute Student Handout 4.11a (“Opening Sentence Techniques”) to each student. Review and discuss the various methods described on the handout. Have students read the examples aloud to intensify the difference in tone and voice that is created with each opening.

13. Using the handout as a reference and their thesis statements as the focal point, have students create opening sentences to hook readers and lead into their thesis statements.

**VARIATION:** Arrange students into small groups and give each group a different technique (one group has “anecdote” another has “definition,” etc.). Each student in the group then works to create an effective opening using their designated technique. Have students share some of their openings aloud; discuss how different techniques influence things like tone, attitude, voice, etc.
14. Using one student’s work, write an entire introduction on the board or overhead transparency; review its parts as a class. Guide students to identify the opening sentences, thesis, and forecast. Discuss each element; make revisions, as needed, and write them on the draft. If the technology is available, you might want to type this on a computer and project it for the class. (This way, it will be easier and quicker to incorporate students’ ideas.)

15. Distribute Student Handout 4.11b (“What Is an Introduction”) as a backup to the focus lesson.

16. Have students work on their current writing projects. Tell them to swap their introduction drafts with a partner and examine them in the same way they just did with the samples: highlighting the thesis, underlining the opening sentences, and circling the forecast. Have partners evaluate and revise their introductions together, using information from the focus lesson.

17. Share and discuss the changes students made; read a few introductions aloud (both the early drafts and the revised drafts).
Opening Sentence Techniques: Capturing a Reader’s Attention

Anecdote

One way to get a reader’s attention is to use an anecdote. This is a story that will interest your reader and lead to the point you want to make. Here is a sample introduction that includes an anecdote and the writer’s thesis about whether or not lying is ever justifiable:

On a cold winter evening, Mom and I were baking cookies. We were laughing and carrying on when I asked, “Mom, what would dad say if I wanted to go out with a black guy?” Mom retorted, “Don’t even think about mentioning that to your father! He’ll kill you! I can’t imagine why you’d actually think about doing such a thing...” It was evident to me that I would be forced to keep my relationship with Andre a secret. It was at that moment I knew that my relationship with my parents would change forever. I used to believe that lying to my parents was never acceptable. However, now, I strongly believe lying is justified to protect or support your belief system.

Dialogue or Quotation Related to Topic

Another way to get a reader’s attention is to use dialogue or a quotation that will interest your reader and lead to the point you want to make. When you use a quotation from the text about which you are writing, be sure to include the speaker and the circumstance somewhere in a follow up sentence so your reader understands the use of the quotation. When you use dialogue, you indent each time another person speaks. Dialogue should bring out the speaker’s true voice in order to sound as authentic as possible. Here is a sample introduction that includes dialogue:

“I can’t believe I failed my English class! What am I going to tell my parents?”
“Linda, just hide your report card and tell them that you lost it.”

While I value my friendship with my best friend, I no longer value her advice when it comes to my grades. Brenda’s words haunt me as I replay the events of the last week. It seemed so easy; just tell my parents I lost my report card. How could such a simple lie turn into such horrible drama?

Startling Information

A third way to get a reader’s attention is to use startling information that will interest your reader and lead to the point you want to make. This could be an incident, a statistic, or a “sound.” Here is a sample introduction that includes a startling opener:

Brrrring! Brrrring! The telephone startled me out of my sleep at 11:30 p.m. My mother and I both picked up the phone at the same time. Unknown to her, I listened to the man’s voice which casually, without emotion, described my father’s fatal accident. After a few seconds of cold silence, I heard the phone crash to the floor as my mother’s screams pierced the house. My body instantly filled up with intense fear.
Opinion

A fourth way to get a reader’s attention is to write an all-commentary introduction that will interest your reader and lead to the point you want to make. Here is a sample introduction that uses opinion:

Like so many homeless teens, Roger, in the story “Thank You Ma’am,” was never taught right from wrong. Not having a parent around to teach a child love and respect causes a kid to grow up with no moral consciousness; this, in fact, was Roger’s greatest flaw. Roger consequently makes a bad decision to steal Mrs. Jones’s purse. However, little does he know that his run-in with her would change his life forever.

Controversial or Provocative Question

A fifth way to get a reader’s attention is to pose a question that you know will inspire disagreement or at least curiosity. Here is a sample introduction that uses a question:

Are you a liar? Are we all liars? Can you honestly say that you have never lied? Can any of us? Such questions remind us that morality and ethics are not black and white; there is a lot of gray area in how we interpret what is right and what is wrong. It is in hindsight that I ponder these questions as I sit in my room eeking out the final days of my restriction for, you guessed it, lying! With this hindsight I have learned that lying to protect myself from consequences I actually deserve is much different than lying to maintain a belief system that will be compromised if I tell the truth. I used to believe that lying to my parents was never acceptable. However, now, I strongly believe lying is justified to protect or support my belief system.

Definition

Still another way to get a reader’s attention is to start with a definition, especially if your topic is centered on a key term or concept that is complex or unique. Here is a sample introduction that uses definition:

To understand the intricacies of the rise and fall of communism in the Soviet Union, one must first understand Karl Marx’s perspective of communism. Before the Russian Revolution began, Marx encouraged workers to revolt against the noble classes and to start a communist society. A communist society is a system without a government and social classes. Marx suggested that “after classes had been eliminated, everyone would live in peace, prosperity, and freedom. There would be no more need for governments, police, or armies, and all these institutions would gradually disappear.” (Urban 890) Given this definition, the revolution should have, ideally, created equality and economic security. However, true communism was never fully achieved in the Soviet Union after the Russian Revolution because of the brutal and harsh dictatorship of Joseph Stalin.
What Is an Introduction?

Whether a single paragraph—as some audiences will request—or more, an introduction has many purposes. It should:

- Capture the reader’s attention and keep it, through the use of interesting, unique, or creative words and ideas.
- Set a tone and communicate information that will help the reader understand the purpose of the paper.
- Provide general background information the reader may need in order to understand the thesis.
- Assert a thesis which provides focus and direction for readers.
- Indicate what is to follow in the body of the essay.

A common way to represent a typical introduction is through an upside down triangle, with the wide end of the triangle representing general information and the narrow end representing specific information:

<table>
<thead>
<tr>
<th>Opening Sentences</th>
<th>A Thesis</th>
<th>A Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>that “hook” the reader, establish tone, and provide background information about the topic.</td>
<td>that establishes a focus for the paper, a position to be proven.</td>
<td>that indicates what is to follow.</td>
</tr>
</tbody>
</table>

Opening Sentences

As revealed in the diagram above, opening sentences “hook” the reader, establish the tone, and provide background. Given this model, your first concern as a writer should be to capture the attention of your reader—to “hook” your reader into your paper and make him/her want to read it. For ideas about how to accomplish this, see Student Handout 4.11a (“Opening Sentence Techniques: Capturing a Reader’s Attention”).

In addition to capturing your reader’s attention, the opening sentences of your essay should set a tone and communicate information that will help your reader understand the purpose of the paper. To accomplish this, you might consider following your “hook” with information about the general topic and then narrowing the ideas toward your precise topic. For example:

- The opening sentences of an essay about the effects of a lightning-induced brush fire on a particular stretch of land might include the broad observation that nature produces cycles of destruction that lead to renewal.
• The opening sentences of an essay about the effects of Caesar Chavez’s hunger strikes on the unionizing efforts of the United Farm Workers might include a statement about the power of individual actions to shape social change.

• The opening sentences of an autobiographical essay about how you came to appreciate your brother’s humor might include a broad observation that we often misunderstand or misjudge people when we use, as a basis for our judgment, our reactions to their humor.

• The opening sentences of a biographical essay about a local artist might include an explanation of the role artists play in communities.

As you craft your introduction and work to include general topic information, remember that your reader will stay more engaged if you use interesting, unique, or creative ideas rather than clichés and generalizations. Essays that begin with phrases like, “Throughout history, there have been conflicts...” or “Science helps us understand the world...” or “According to Webster’s Dictionary...” don’t get much mileage toward developing a topic or capturing the reader’s interest.

In addition to engaging your reader, the opening sentences should provide some detailed background information about the subject of the essay. Including this type of information provides a smooth, natural progression, or movement, from the general topic to your specific thesis. Using the same essay examples listed above, the following might be included as background information:

• Brush fire essay: background information might include facts about how many times the land has been burned and/or facts about the most recent burn.

• Caesar Chavez essay: background information might include how and why Caesar Chavez became involved with the United Farm Workers and undertook hunger strikes as a means of protest.

• Autobiographical essay: background information might include your brother’s name and a few significant lines of a joke (or jokes) he told and your initial reactions of impatience and disgust.

• Biographical essay: background information might include the author’s name and age and some enticing facts about how many shows she has had and which art pieces are prominently displayed in the community.

As the opening sentences lead toward your thesis, a common understanding should start to emerge between you and your reader. Your reader should have a sense of what you’re trying to prove and how it is related to more general background information.

**Thesis**

A thesis statement is a clearly worded answer to a question and/or a clearly worded declaration of the view(s)/ideas you will substantiate, assert, or prove in your paper. It has a definite subject and an opinion. For example:

**Thesis:** Artist Dorothy Hahn has been a vital member of the Carlsbad community and has contributed to the intellectual and aesthetic well-being of its citizens.

Subject = Dorothy Hahn  
Opinion = Has been a vital member of our community and has contributed to our well-being.

Often, audiences will anticipate a single sentence thesis, which will require you to use precise words to communicate your ideas, no matter how complex. Sometimes, you will be granted the liberty to expand intricate, com-
plex thesis ideas into two or more sentences; doing so will enable you to more clearly state what you hope to prove. While a specific audience may determine the length of a thesis statement and its placement in the introduction of an essay, your reader will expect your thesis statement to clearly identify the argument you plan to advance in your essay.

Your thesis—and by extension, your essay—should articulate an insight or position valuable enough to write about. You should not assert a position that is already accepted as true by you and your reader—why would you need to prove such a statement? A strong thesis captures your unique insight or approach to a topic and is persuasively supported by the evidence and analysis that follow in the paper.

**Forecast**

A forecast statement lays out the subtopics/subdivisions of support that will follow in your essay and does so in the order in which they will appear. Although you may decide to edit out your forecast statement in the final stages of the writing process, including an orderly forecast, early on, can assist you as you are feeling your way along in the organizational scheme and planning the direction of your proof. If left in your paper, a well-stated forecast can aid your reader in anticipating the direction your essay will take and help him/her to follow your logic and reasoning. An essay proving the claim that Dorothy Hahn has been a vital member of the community might include a forecast such as:

**Forecast:** She has used her art to create natural gathering places and to inspire further personal expression. She has also used her artwork as a tool for social commentary, helping us to consider our opinions about important topics of the day.

This forecast tells the reader that the essay will first talk about the impact Dorothy Hahn has had on the community by establishing gathering places for people and ways for people to express themselves. Secondly, the essay will talk about how she has used her art to express her opinions about socially relevant topics.

Your forecast should not be overly detailed or awkward: it should simply notify your reader, in a concise and manageable statement, of what is to come.

**A Complete Introduction**

Using the examples above, a complete introduction to a biography about Dorothy Hahn might read like this:

Lewis Mumford suggests that “the artist has a special task; that of reminding men of their humanity and the promise of their creativity.” If Mumford’s words are true, then artists play an important role in their communities, inspiring creativity and connecting citizens to their own humanity. Local artist Dorothy Hahn has risen to this “special task.” The 63-year-old artist is being remembered this month in a special tribute and gallery display hosted by the Downtown Art Gallery. An artist for over 40 years, Hahn has spent most of her life creating art in the Carlsbad community. Over the years, she has had ten shows at various local galleries, created the annual KidsART program that runs every August, and secured prominent homes for her sculptures and mobiles in most of the city’s public buildings and recreational facilities. Dorothy Hahn has been a vital member of the Carlsbad community and has contributed to the intellectual and aesthetic well-being of its citizens. She has used her art to create natural gathering places and to inspire further personal expression. She has also used her artwork as a tool for social commentary, helping us to consider our opinions about important topics of the day.
4.12 Using Transitions

Level: Intermediate

Rationale: In the process of writing papers, students often struggle to connect their ideas in a way that flows smoothly. In addition, students often struggle to achieve clarity and/or persuasive appeal because of their inability to connect ideas with strong transition words that clarify relationships. This lesson helps students understand and practice using transitions.

Suggested Timeline: Approximately 45 minutes; additional time for the optional extension activity and for application to students’ own writing (see “How to Use This Book” for additional guidelines).

Materials:

- sentence sequences written on 4 x 6 index cards (one set of sentences per group)
- pads of medium-sized self-adhesive notes (one pad per group)
- white board or poster paper
- whiteboard or regular markers
- students’ own drafts of writing in progress
- Student Handouts 4.12a (“Common Transitional Words and Phrases”)
- Student Handouts 4.12b (“Transition Worksheet”)

For Extension Activities:

- copies of sample essays
- highlighters

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading (if extension activity is used)

California Standards Addressed:

Grades 9/10

**English Language Arts**

Written and Oral English Language Conventions: 1.2, 1.3

Grades 11/12

**English Language Arts**

Written and Oral English Language Conventions: 1.1

Steps

1. On large 4 x 6 index cards, write a series of sentences that are related to one another but are missing transitions. Write one sentence on each card. Examples:

   - **Making a peanut butter and jelly sandwich (relationship: time sequence):** Put the slices of bread together and cut them in half. Take a big bite. Put peanut butter on one slice of bread. Get two slices of bread. Spread jelly on one slice of bread. Get the peanut butter. Get the jelly.

   - **Getting sunburned (relationship: conclusion):** I wore my bathing suit. I did not have sunscreen. I am red with sunburn. I am slathered in aloe vera gel. I am in pain. I sat in the sun for four hours.
• **Contrasting legal driving age of 16 or 18 (relationship: contrast):** 18-year-old drivers would make the roads safer. There would be fewer accidents. 16-year-old drivers are less mature and have less experience. 16-year-old drivers are less dependent on their parents for driving. 18-year-old drivers add more stress on parents who have to continue to drive them places before they turn 18. 18-year-old drivers would have a longer period of driving instruction and practice. 16-year-old drivers are able to help when their families include multiple kids who need to be driven places.

2. Arrange students into small groups; distribute a set of cards and a pad of medium-sized self-adhesive notes to each small group.

3. Have students discuss the cards and move them around, putting them in an order that makes sense. Distribute Student Handout 4.12a (“Common Transitional Words and Phrases”); tell students to write transitions on the self-adhesive notes and add them between the sentences. Encourage them to use other transition words (ones that are not on the list). Suggest that they reword the sentences, as needed, to strengthen the transitions. They should write each new sentence on a self-adhesive note and place it over the existing sentence on the card.

4. Have groups write their complete sentences (with transitions) on a white board or sheet of poster paper and share their sentences with the class. Discuss the effectiveness of the transition words. Invite students to offer other examples of transition words that might work to connect the sentences. The goal is to help students see the flexibility they have with words.

5. Have students identify areas of confusion on the handout; discuss and clarify.

6. Distribute Student Handout 4.12b (“Transition Worksheet”). Have students work individually to complete the practice sentences.

7. Have students share their completed handouts with a partner, comparing answers and talking about areas of confusion.

8. Have a class discussion about the practice handout, clarifying any remaining areas of confusion. Determine if more practice is needed with transitions; if so, do the optional extension activities.

9. **Optional Extension 1:** Distribute highlighters and a copy of a sample essay to each student. Have students read the essay and highlight all the transition words they can find. Tell them to look for transition words between sentences and between paragraphs.

   • Have students meet in small groups to compare their highlighting and to determine the relationship between the sentences and paragraphs. (Are the transitions signaling addition, contrast, comparison, conclusion, time, etc.?)

   • Tell them to focus on one paragraph at a time, discussing the transitions and relationships in each until they have reread the entire essay.

10. **Optional Extension 2:** Have each student group write a set of related sentences on 4x6 cards for future review lessons. (Each group should create the number of sets needed for a class activity.) When a review is needed, have one of the groups distribute its cards and conduct the activity, as outlined in the steps above. (Possible relationships include: time sequence, conclusion, contrast, comparison, addition.)

11. Have students work on their current writing projects. Tell them to swap their own rough drafts with a partner and examine them in the same way they just did with the sample, highlighting transitions and determining relationships. Have partners work together to evaluate and revise their use of transitions, using information from the focus lesson.

12. Have students share and discuss changes they made, reading a few sentences or paragraphs aloud.
Common Transitional Words and Phrases

Ways to transition between opening sentences and the thesis:
This (situation, story, case) illustrates the point that ...
This (situation, story, case) is an example of today’s problem of ...
As in the above situation, I believe ...
Although some people believe ________________, I think ...
In a similar way ...
In view of this ...
Today ...

Ways to transition between body paragraphs:
One of the most important reasons why … is ...

Another point is ... Besides ...
Similarly ... In fact ...
Also ... In other words ...
Moreover ... Next ...
Likewise ... Nevertheless ...
In addition ... On the other hand ...
Furthermore ... However ...
Another example of this is ... Consequently ...

Ways to transition from body paragraphs to the conclusion:
All things considered ... In conclusion ...
Finally ... Lastly ...
To sum up ... It becomes clear that ...
Thus ... Therefore, in summary ...
As a result ... Clearly ...
Obviously ... From this we see ...
Listed below are words you can use to show:

**Support**

- as an example, for example, further, furthermore, similarly, also, for instance, as shown by

**Main Points**

- and most important, a major development, there are three reasons why, remember that, now this is important

**Contrast**

- on the one hand/on the other hand, on the contrary, in contrast, however, yet, still, nevertheless, not withstanding, for all that, by contrast, at the same time, although, while, a different view, in spite of, despite

**Addition**

- one, another, similarly, moreover, furthermore, in addition, too, equally important, next, finally, first, second, third, besides, likewise, in the same way

**Comparison**

- similarly, likewise, in like manner, both, each, in the same way

**Conclusion**

- therefore, thus, then, consequently, as a consequence, as a result, accordingly, finally, for this (these) reason(s), on that account, because of, under these conditions, since

**Explanation**

- for example, to illustrate, by way of illustration, to be specific, specifically, in particular, thus, for instance, in other words

**Concession**

- naturally, granted, of course, to be sure, although, despite, in spite of, not withstanding, for all, while

**Time**

- when, immediately, upon, since, first, earlier, meanwhile, at the same time, in the meantime, soon afterward, subsequently, later

**Summation, Repetition, Intensification**

- to sum up, in brief, in short, in fact, indeed, in other words
Transition Worksheet

Functions of Transition Words

Sentences written in sequence are held together by chains of meaning. Those chains take definite forms that can be expressed by transition words and phrases. The following chart lists transition words and phrases grouped according to the specific idea or relationship that each word or phrase expresses. Study the list, and then do the exercises that follow.

<table>
<thead>
<tr>
<th>Relationship Expressed</th>
<th>Transition Word or Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add another thought or emphasize a thought</td>
<td>besides, also, what's more, furthermore, in addition, again</td>
</tr>
<tr>
<td>Arrange ideas in order of time, space, importance</td>
<td>first, next, then, finally, meanwhile, later, afterward, eventually, nearly, above, below, in front of, beyond, to the left, to the right</td>
</tr>
<tr>
<td>Connect contrasting or opposite ideas</td>
<td>still, however, on the one hand, on the other hand, yet, nevertheless, rather, on the contrary</td>
</tr>
<tr>
<td>Add an illustration or explanation to an idea</td>
<td>for example, for instance, in other words, specifically</td>
</tr>
<tr>
<td>Show that one idea is a consequence or result of another idea</td>
<td>so, therefore, consequently, accordingly</td>
</tr>
<tr>
<td>Show that one idea is an exception to another idea</td>
<td>of course, though, to be sure</td>
</tr>
<tr>
<td>Show one idea as a summary of another idea</td>
<td>in short, in brief, to sum up</td>
</tr>
<tr>
<td>Show similarity between ideas</td>
<td>in the same way, similarly, likewise</td>
</tr>
</tbody>
</table>

Exercise 1

From the parentheses following each pair of sentences, choose the transition word or phrase that best expresses the chain of meaning between the two sentences. Write your choice in the blank.

1. Would you like to start collecting stamps? ____________, go to the library and take out a beginner’s book on the hobby.
   **Consequently, In brief, First**

2. When you are first learning to play any musical instrument, the task seems hopeless. ____________, as you continue to practice you begin to see yourself make steady progress.
   **However, Besides, Accordingly**

3. She is an excellent swimmer. ________________, she is a fine all-round athlete.
   **Indeed, Nevertheless, Accordingly**

4. Let the sauce simmer in the pan for at least an hour. You can begin, ________________, to prepare the meat.
   **above, on the other hand, meanwhile**
5. Most people didn’t like the new styles that the manufacturers were introducing. ________________, prices for clothing had simply gotten too high.

   **For example, So, Besides**

6. Professional athletes can have enormous incomes. Nancy Lopez, ________________, earned over one hundred thousand dollars in her rookie year as a golf pro.

   **for example, so, besides**

7. Because of carefully planned efforts, we are now waging a successful fight against damage to the environment. ____________ we see that we can begin to solve our problems if we have the will.

   **Therefore, Again, After**

8. Angela was talented in math and science. Her sister, ________________, was interested in golf and tennis.

   **to be sure, on the other hand, consequently**

9. Most basketball players are well above six feet tall. ________________, there are some notable exceptions.

   **To be sure, In fact, Eventually**

10. The city itself lies in a valley. ________________, the mountains can be seen rising majestically.

    **Yet, Below, Beyond**

11. The health dangers of cigarette smoking have been proved beyond a doubt. ____________, people who continue to smoke are deliberately committing slow suicide.

    **Also, In other words, Finally**

12. Conservation measures seem to be the only short-range answer to the energy problem. Such measures, ________________, will merely postpone the day of reckoning, the day when there simply is no more oil or coal or gas.

    **consequently, however, moreover**

13. Some scientists think that items not now considered eatable will one day form an important part of our diet. ________________, seaweed will appear on restaurant menus.

    **For instance, Besides, In the same way**

**Exercise 2**

Select a sentence or two from above, and develop a complete paragraph, paying close attention to transition words as you move from idea to idea.
4.13 Integrating Quotations

Level: Intermediate

Rationale: Students often struggle to smoothly incorporate the words of others (quotations, paraphrases, or summaries) into their own writing. In an effort to meet writing expectations, they frequently add quotations without knowing how to adequately “anchor” them to the surrounding writing. The result is “floating” quotations that cause confusion and lead readers to question their purpose. In this lesson, students practice incorporating the words of others into their writing.

Suggested Timeline: 60–90 minutes; more if additional practice is given (see “How to Use This Book” for additional guidelines).

Materials:
- Student Handout 4.13a (“Alternatives to ‘Says’”)
- Student Handout 4.13b (“How to Integrate Quotations”)
- sample passages (see below)
- paper
- pens/pencils

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts

Writing Strategies: 1.6

Written and Oral English Language Conventions: 1.5

Steps

1. Write one of the sample passages below (or one you have selected) on the board or use an overhead projector or computer (projected onto screen). Sample passages:

   • As far as food issues, adolescents will have to be left to their own devices when away from the home environment. You can only hope that the lessons you have instilled from a young age will shine through, but adolescents will test the limits of eating. They may boast to their friends about how many candy bars or pancakes they ate at one sitting. The power of unsupervised eating is a limit that most adolescents try to test. From: How to Get Kids to Eat Great & Love It! by Christine Wood, M.D., page 147.

   • Although it is not entirely justified, the shark’s reputation as a killer rivals that of the Orca. Whenever a real shark attack occurs, it makes such dramatic newscopy that practically everybody hears about it and most people believe, erroneously, that sharks attack all human beings on sight. The fact is that the number of shark attacks compared with the number of shark encounters is minute. From: The Skin Diver’s Bible by Owen Lee, page 84–85.

   • Houses and apartments in San José rent from about $200/month and up. Suburban and country houses can rent for as little as $150/month. Luxury condominiums or estates can rent for $1000–$1200/month or more. “Unfurnished” usually means without stove or refrigerator as well as without furniture. From: The

Assessment Options

- Observation while students work
- Completed practice work
- Application in own writing
- Application to future writing
2. Pair up students and ask them to pretend they are writing an essay. Tell them the selected passage contains information to be included in their essay. (Using the examples above, the essays might be about adolescents’ eating habits, shark attacks, or living in Costa Rica.)

3. Have partners discuss the passage and then choose one or more sentences they want to quote in their essay. Tell them to highlight the quotations they will use.

4. Discuss methods for introducing a direct quotation, using the author’s name and the title of the source. Examples:

- According to AUTHOR in SOURCE, “DIRECT QUOTATION” (PAGE NUMBER).
- AUTHOR, in SOURCE, suggests that “DIRECT QUOTATION” (PAGE NUMBER).
- In SOURCE, AUTHOR says, “DIRECT QUOTATION” (PAGE NUMBER).

For words to use in place of “says,” have students refer to Student Handout 4.13a (“Alternatives to ‘Says’”).

5. Have partners practice introducing their quotation, using each of the above examples. (Partners are to work together, but they should each write on their own papers.) Have students share a few examples; discuss. Invite students to talk about which example they like the best and why. Discuss the need for variety within the body of a paper. Have students label their work “Examples of a Direct Quotation.”

6. Distribute Student Handout 4.13b (“How to Integrate Quotations”). Review and discuss the first three bulleted points, which give options for using the words of others (direct quotation, paraphrase, summarize) and tell how to cite sources using parenthetical references.

7. Working with the same partners, have students go back to their original quotation and create examples in which they paraphrase and summarize the quotation rather than using it word for word. Have students label their examples: “Example of a Paraphrased Quotation,” “Example of a Summarized Quotation.” They should also insert parenthetical references in all of their examples if they haven’t done so already.

8. As a class, discuss when and why students might choose to paraphrase or summarize a source rather than directly quoting it. Discuss how these options give them greater flexibility as writers.

9. Review and discuss the second part of the handout labeled, “Tips for Using Quotations.”

   NOTE: This would be a good time to project one of the sample passages on an overhead or from a computer in order to highlight the elements of a supported quotation: introducing the quotation, stating the direct quotation, explaining what the quotation means, and showing how the quotation supports the main point (thesis).

10. Using the quotation they’ve been working with already (or transitioning to a section with quoted material in their own writing), have partners practice developing a full passage with the four elements of a supported quotation. They can still quote directly, paraphrase, or summarize, but they must include an introduction to the idea being quoted, an explanation of what it means, and a connection to their main point (thesis or “theoretical” thesis if they are working with the quotation and their “pretend” essay).

   NOTE 1: To make this easier, you might have students practice integrating and supporting a direct quotation first, stopping to share and discuss the results. Then, when students are feeling comfortable with direct quotations, they can move on to using paraphrased or summarized material.
**NOTE 2:** Students may need to review and practice the art of paraphrasing and summarizing. (Fortunately, many style books include sections detailing how to perfect this art. Reviewing such guidelines with students is a helpful step.)

Consider this activity: Working in small groups, have students create wall charts with tips for directly quoting, paraphrasing, and summarizing information. Save the charts for future reference.

Consider using this idea as a daily warm-up: Place a quotation or passage, along with directions for the task, on the overhead before students enter class. As students enter, ask them to follow the directions on the overhead. Give students sufficient time to accomplish the task and then have them share some examples with the entire class; offer praise and gentle criticism. (It works nicely if students label, record, and file these examples with steps 5 and 7 above.)

11. Have students work on their current writing projects. Working with a partner, have students each choose a paragraph from their drafts and examine it closely to determine if they have all the elements of a supported quotation. Where an element is missing, partners should work together to craft the appropriate introduction, quotation, explanation, or connection. Depending on time available, students could continue this work for all of the quoted evidence in their papers.

12. Have students share and discuss the changes they made and read a few passages aloud.
Alternatives to “Says”

When adding a quotation to your work, it is easy to use the word “says” as the introduction to the speaker’s/writer’s words. For example, Mr. Magoo says, “There is no other time to laugh but now!” Academic writing, however, often uses substitutes for the word “says” to introduce a quotation. For example, Mr. Magoo maintains that “There is no other time to laugh but now!” Here are some other examples (in alphabetical order):

- argues
- asserts
- concludes
- contends
- discusses
- emphasizes
- examines
- explores
- focuses on
- has determined that
- highlights the fact that
- maintains
- mentions
- notes
- points out that
- reports
- states
- suggests
How to Integrate Quotations

As you explain or argue your points in writing, you will frequently quote the spoken or written words of others as a means of presenting evidence. One of the most important features of academic writing is the use of the words and ideas from other sources to support your own points. The quotation is especially useful to argument. By using solid evidence, you are proving that you know your subject well and are not presenting superficial ideas. Three ways to include words and ideas from sources include:

Using a Direct Quotation

Jeremy Rifkin says, “Studies on pigs’ social behavior funded by McDonald’s at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other” (15).

Notice that the writer starts with the author’s name and “says” as an introduction to the quotation. The quotation is followed by the page number in parentheses (called a parenthetical reference). This page number signals to the reader where he/she can find the quotation in the article being cited. In this case, the writer is using only one source and cites the author’s name in the introduction to the quotation, so he/she only needs to include the page number in the parentheses. Had the writer not used the author’s name or had the writer used multiple sources for his/her essay, he/she would have included the first word of the citation from his/her “Works Cited” page and the page number in the parentheses; for example, (Rifkin 15). Here’s the same example above without the author’s name and an expanded parenthetical reference:

It has been found, in “studies on pigs’ social behavior funded by McDonald’s at Purdue University...that [pigs] crave affection and are easily depressed if isolated or denied playtime with each other” (Rifkin 15).

Notice that the author’s name appears at the end in the parenthetical reference. Also notice that this direct quotation is blended with the writer’s own sentence. The ellipsis (...) shows that there are portions of the original quotation left out. The brackets [pigs] indicate where the writer inserted his/her own word that was not part of the original quotation by Rifkin. Using these methods, the writer has more flexibility with how he/she integrates direct quotations into his/her writing.

Paraphrasing a Quotation

In A Change of Heart about Animals, Jeremy Rifkin notes that McDonald’s has funded studies on pigs that show that they need affection and playtime with one another (15).

Notice that the writer starts with the article name and author but then puts the information from the article into his/her own words, using some of the author’s original words, but placing them in his/her own structure (McDonald’s, affection, playtime). The writer does not directly quote the article, so there is no need for quotation marks. The writer still cites his/her source by including a parenthetical reference to signal the reader where this point originates.

Summarizing a Quotation

In A Change of Heart about Animals, Jeremy Rifkin cites study after study to show that animals and humans are more alike than we think. He shows that animals feel emotions, reason, make and use tools, learn and use
language, and mourn their dead. One study even shows that pigs need affection and playtime with one another, and enjoy playing with toys (15).

Notice that the writer starts with the article name and author but then summarizes the main points of the author in his/her own words. This summary includes more information than the paraphrase as the writer summarizes some of the background information to better understand the point about pigs needing affection and playtime. The writer still cites his/her source by including a parenthetical reference to signal the reader where this point originates.

Tips for Using Quotations

Make Quotations Natural

Blend quotations smoothly into your own writing. Do not simply drop a quotation into your paper and hope it fits. An irrelevant quotation is worse than no quotation at all. That means you need to “surround” your quotation with your own words to give it a “home.” Try to make the quotation fit in as if you had written it yourself as part of your paper. In the best writing, quotations are integrated so well that they sound as if they are not quotations at all.

Support Quotations

Introduce the quotation in your own words, state the quotation, explain what the quotation means or implies, and then explain how it supports the idea being proven in that paragraph (which means you are connecting it back to your thesis as well). Be sure to include a correct citation of the source, as suggested above.

Example of direct quotation in the beginning of a paragraph (from an essay about effective teaching strategies):

Regarding research by Evertson and Emmer, Borich states, “Effective teachers attached assignments directly to the end of an in-class activity, avoiding awkward pauses or even the need for a transition. The assignment appeared to students as a logical extension of what was already taking place” (128). The timing of assignments, then, contributes to their effectiveness; if assignments are linked together naturally, then students are more likely to see the relevance. In my observation of this teacher, the homework assignments do immediately follow the lessons to which they pertain. They mimic the types of activities and discussions (as noted on agenda) that students were engaged in less than 20 minutes prior. The students are actively engaged in preparing for their homework and they seem to understand its purpose.

Notice that the writer introduces the quotation by giving context or background: Borich (the author being quoted) uses research from other people to support his point. The essay writer includes reference to the original research and to the author she is quoting as she introduces the quotation. She smoothly blends the direct quotation into the passage, offering a parenthetical page citation, and clarifies what the quotation means. Finally, the writer links the quotation to her thesis and explains how it supports that idea.

Same example with parts labeled:

INTRODUCE DIRECT QUOTATION: Regarding research by Evertson and Emmer, Borich states, STATE DIRECT QUOTATION: “Effective teachers attached assignments directly to the end of an in-class activity, avoiding awkward pauses or even the need for a transition. The assignment appeared to students as a logical extension of what was already taking place” (128). EXPLAIN WHAT THE QUOTATION MEANS: The timing of assignments, then, contributes to their effectiveness; if assignments are linked
together naturally, then students are more likely to see the relevance. **SHOW HOW IT SUPPORTS THE MAIN POINT (THESIS):** In my observation of this teacher, the homework assignments do immediately follow the lessons to which they pertain. They mimic the types of activities and discussions (as noted on agenda) that students were engaged in less than 20 minutes prior.

*Example of direct quotation in the middle of a paragraph (from an essay about effective teaching strategies):*

In previous observations, I have heard many students refer to homework assignments as “stupid.” If a student does not see the value in doing an assignment, he or she is less likely to follow through with the work. A student may put little effort into “stupid” assignments. As Borich states, “Explanations [of homework assignments] are important if anything other than a mechanical or begrudging response is expected” (128). He suggests that it is incumbent upon the teacher to insure student engagement by making sure the explanation of homework is clear and relevant. In this situation, when a student comments on what seems to him a large amount of homework, the teacher is quick to point out the relevance of the assignments. She shows the class how the homework is an extension of what they have been learning in class. Continuing to send the message that the most important point of the homework is student learning, the teacher also invites the students to offer suggestions for adapting the homework to be more effective. No one takes her up on her offer.

*In addition to accomplishing the above requirements, notice that the writer offers a more expanded introduction to the quote by referring to personal experience and offering commentary on that experience before introducing the quotation from Borich. Notice that the writer inserts some of her own words into the quotation by using brackets [ ].*

**Same example with parts labeled:**

**INTRODUCE DIRECT QUOTATION:** In previous observations, I have heard many students refer to homework assignments as “stupid.” If a student does not see the value in doing an assignment, he or she is less likely to follow through with the work. A student may put little effort into “stupid” assignments. **STATE DIRECT QUOTATION:** As Borich states, “Explanations [of homework assignments] are important if anything other than a mechanical or begrudging response is expected” (128). **EXPLAIN WHAT THE QUOTATION MEANS:** He suggests that it is incumbent upon the teacher to insure student engagement by making sure the explanation of homework is clear and relevant. **SHOW HOW IT SUPPORTS THE MAIN POINT (THESIS):** In this situation, when a student comments on what seems to him a large amount of homework, the teacher is quick to point out the relevance of the assignments. She shows the class how the homework is an extension of what they have been learning in class. Continuing to send the message that the most important point of the homework is student learning, the teacher also invites the students to offer suggestions for adapting the homework to be more effective. No one takes her up on her offer.

**Cite Sources of Quotations**

All quotations, paraphrases, and summaries of someone else’s words need documentation in the text to show the original source. Typical MLA style is to use parenthetical references within the text (as shown above) and to include a “Works Cited” page at the end of the essay. The information on this handout provides basic information about how to use parenthetical references, but you should use a handbook with MLA guidelines for details on how to create a “Works Cited” page and how to quote specific material (poetry or plays and long quotations, for example).
4.14 Developing a Conclusion

Level: Intermediate

Rationale: As they prepare to write conclusions, students often complain that they have nothing more to say. In an attempt to help the struggling masses, teachers say: “Summarize, tie back to your thesis, and state a universal.” (Not bad advice!) Confused and uncertain about what these words of wisdom mean, and with a certain degree of desperation, students simply repeat the thesis, word-for-word, and call it a wrap. The result? A paper that seems to lose “steam” and fizzle out. This lesson is designed to help teachers clarify the ambiguity surrounding the writing of a conclusion; it is designed to give students concrete methods for developing more deliberate and creative conclusions—conclusions with steam!

Suggested Timeline: Approximately 45–60 minutes; additional time for optional extension activity and for application to students’ own writing (see “How to Use This Book” for additional guidelines).

Materials:

- Student Handout 4.14a (“What Is a Conclusion?”)
- Student Handout 4.14b (“Closing Sentence Techniques: Leaving a Reader Fulfilled”)
- Student Handout 4.14c (“Sample Conclusions”)
- paper
- pens/pencils
- sample essays (optional)

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 11/12

English Language Arts

Writing Strategies: 1.3

Steps

1. Review Student Handouts 4.14a (“What is a Conclusion?”) and 4.14b (“Closing Sentence Techniques”) with the class. Clarify, as needed, to make sure students understand the purpose of essay conclusions.

2. Distribute Student Handout 4.14c (“Sample Conclusions”) or some short essays that will hold student interest. (NOTE: The one-page “My Turn” essays from Newsweek can be very useful for activities like this.)

3. If using the student handout, the thesis and conclusion are given for four sample essays; if using the full text of short essays, have students highlight the thesis statements and conclusions in each essay so they stand out. (This can be a review for thesis statements, as well.)

4. In small groups, looking at one sample at a time, have students read the thesis statement and find where in the conclusion reference is made back to it. Key question: “How did the writer summarize the thesis?” Have students discuss how the writer referenced the thesis without restating it directly. Have a class discussion on the methods used by each writer—what is different and what is the same?

Assessment Options

- Observation while students work
- Application in own writing
- Application to future writing
5. Have students look at each sample again and identify how the writers related their thesis to a broader point (if they did). For those who didn’t, ask students how that could have been accomplished. As a whole class, compare the approaches used by each writer.

6. Have students look at each sample again and identify the “intensified insight” made by each writer. Key question: “How did the writer answer the ‘so what’ of his/her main point?” As a class, compare the methods used by each writer.

7. Have students review each sample one last time and identify the technique each writer used in his/her closing sentences. Did he/she use a vivid image, a quotation, a call for action, or something else? Discuss as a class.

8. Working in the same groups, have students craft a new conclusion for one of the samples that uses different techniques than the one in the original. (Groups can each work on a different sample.) All conclusions should include the three elements of a conclusion: summary, broader background, and intensified insight. Have groups share their new conclusions and discuss the techniques employed.

9. Have students work on their own current writing projects. Tell them to swap their rough drafts with a partner and examine them in the same way they just did with the samples, highlighting thesis statements and parts of the conclusion. Partners should then evaluate and revise their conclusions together, using information from the focus lesson. If students have not written conclusions yet, they might choose a technique (vivid image, quotation, or call to action) and then work with a partner to begin drafting it.

10. **Optional Extension:** Using their own rough drafts, have students “play around” with their conclusions by trying each of the different techniques (vivid image, quotation, or call to action). Working in small groups, they can then evaluate the different options and help each writer choose the most effective approach for his/her essay.
What Is a Conclusion?

In the concluding paragraph, you wrap things up and leave your reader with something to think about. It is the place to say “good-bye” gracefully. A common way to represent a conclusion is to invert the introduction triangle so the narrow end, representing your specific focal point (your thesis), is on top and the wide end, representing significant implications to the greater society, is at the bottom.

Summary: remind your reader of your thesis, but don’t just repeat it word for word.

Broader background: relate your thesis to a broader point with larger implications for you, the reader, or for the world.

Intensified insight: reinforce the significance of your argument; leave the reader thinking about your point, considering some action, or recognizing a “universal truth.”

While the introduction is the place to hook your reader, establish a tone and background knowledge, and assert your point, the conclusion is the place to reinforce your point and help the reader to understand why it matters in the grand scheme of things (answering the “so what?”).

It is often effective to create a “circle” between your introduction and conclusion—a circle that connects the conclusion back to where you started in the introduction. For example, if you introduce a powerful image or metaphor in the introduction, continue with the image or metaphor in the conclusion. If you start with a quotation or dialogue in the introduction, revisit it again in the conclusion by extending it, paraphrasing it, or using part of it again. The reader experiences a sense of coherence when you tie the conclusion back to the introduction.
A good conclusion wraps up an essay in a memorable and powerful way. In doing so, a strong conclusion reminds readers of the gist of the essay and leaves them feeling that they know a good deal more than when they began. Effective strategies for concluding an essay include vivid images, quotations, and calls for action.

**Concluding With a Vivid Image**

It is, in any case, finally that I end up having to trust not to laugh, not to snicker. Even as you regard me in these lines, I try to imagine your face as you read. You who read “Aria,” especially those of you with your theme-divining yellow felt pen poised in your hand, you for whom this essay is yet another “assignment,” please do not forget that it is my life I am handing you in these pages—memories that are as personal for me as family photographs in an old cigar box.

—RICHARD RODRIGUEZ

from a postscript to *Aria: A Memoir of a Bilingual Childhood*

**Concluding With a Quotation**

Despite the celebrity that accrued to her and the air of awesomeness with which she was surrounded in her later years, Miss Keller retained an unaffected personality, certain that her optimistic attitude toward life was justified. “I believe that all through these dark and silent years God has been using my life for a purpose I do not know,” she said. “But one day I shall understand and then I will be satisfied.”

—ALDEN WHITMAN

*Helen Keller: June 27, 1880–June 1, 1968*

**Concluding With a Call for Action**

It is now almost 40 years since the invention of nuclear weapons. We have not yet experienced a global thermonuclear war—although on more than one occasion we have come tremulously close. I do not think our luck can hold forever. Men and machines are fallible, as recent events remind us. Fools and madmen do exist, and sometimes rise to power. Concentrating always on the near future, we have ignored the long-term consequences of our actions. We have placed our civilization and species in jeopardy.

Fortunately, it is not yet too late. We can safeguard the planetary civilization and the human family if we so choose. There is no more important or urgent issue.

—CARL SAGAN

*The Nuclear Winter*

The concluding paragraph provides the last opportunity for you to impress the message of an essay on your readers’ minds and to create effects you desire. As such, it is well worth your time and effort.
Sample Conclusions

Sample 1

THESIS: I may or may not get married some day, but that’s a decision for me—and my potential partner—to make. I have the freedom to choose, and I can’t understand why any of my fellow citizens would be denied that same freedom.

CONCLUSION: “The contract of marriage is most solemn and is not to be entered into lightly,” I told each couple, reading the introductory remarks for all city-hall weddings. But they all had known that long before I told them. “You’ve restored my faith in the institution of marriage,” I told two beautiful, beaming women after I had proclaimed them spouses for life.

(By Sean Captain, “Proud Bachelor Turned Marrying Man—Sort Of,” Newsweek, March 8, 2004)

Sample 2

THESIS: In my family, living with five siblings proved to be a hands-on educational experience.

CONCLUSION: It will be my turn to move on and leave home next year, and I imagine our experiences will help me survive and succeed out in the real world. After all, though the sophisticated lessons provided us with an undeniable edge at school, our home-school experiences ultimately provided us with much more than decent grades. Our full house brought out the very best in us, as we transformed perceived disadvantages of our family’s size into gifts, building creativity, tolerance, and self-confidence.

We were just lucky, I guess.

(By Jane Chong, “Making a Full House an Educational Experience,” “My Turn” essay contest, 2004)

Sample 3

THESIS: Fortunately, it’s the federal standards and state MCAS test that are inadequate, not Brookline’s schools.

CONCLUSION: My guess is the School Committee majority will avoid an unambiguous response. The state legislature remains a lost cause. Federal honchos like our own senators Ted Kennedy and John Kerry, who helped George Bush pass ESEA despite its inherent problems, still don’t admit they were wrong. Only parents, students, and teachers can lead the way from capitulation to resistance.

(By Dennis Fox, Leaving Children Behind Locally, published online: www.dennisfox.net, February 26, 2004)

Sample 4

THESIS: This past month a disproportionate number of headlines have revolved around anthrax. Is our fear of anthrax fact based or media created?

CONCLUSION: Franklin Roosevelt said it best when he said we have nothing to fear except fear itself. Where is the headline that reads 285 million people in the United States don’t have anthrax and 668 million pieces of mail get delivered safely every day (McQuaid)? The media is feeding us fear dressed in the costume of news. Just as our government has an obligation to protect our freedom, the media has a responsibility to report morally. When it doesn’t, we the consumers need to differentiate between fact and media manipulation.

(By Jeni Cormano, student writer)
4.15 Using MLA Format to Document Research Sources

Level: Foundational

Rationale: Throughout their academic careers, students will be expected to complete many research essays; as part of the assignment, they will be expected to correctly document all sources used in their writing. It is helpful for students to learn documentation skills early on and to practice them at regular intervals. Given its wide acceptance in academic circles, this lesson models Modern Language Association (MLA) style. The information that follows will help students track sources during the course of their research, take accurate notes, credit sources within their papers, and develop a list of works cited. It is not meant to be a complete guide to MLA format, but rather as a basic reference for AVID teachers as they support students in learning some of the vital components necessary for academic writing.

Suggested Timeline: Will vary, depending on which parts of this focus lesson are used (see “How to Use This Book” for additional guidelines).

Materials:
- class copies of current reference sources/handbooks detailing MLA style
- Student Handout 4.15a (“Options for Tracking Sources and Taking Notes”)
- Student Handout 4.15b (“Crediting Sources Within Your Text”)
- Student Handout 4.15c (“Guidelines for Creating a ‘Works Cited’ Page”)
- Teacher Reference Sheet 4.15 (“Example: ‘Works Cited’ Page”)
- paper
- pens/pencils
- markers
- overhead projector, transparencies, and markers
- large strips of paper

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts

Writing Strategies 1.6, 1.7
Written and Oral English Language Conventions 1.5

Grades 11/12

English Language Arts

Writing Strategies 1.7
Written and Oral English Language Conventions 1.3
Steps

Part I - Setting the Stage, Tracking Sources, and Taking Notes

1. Before assigning research for a given paper, discuss with students the importance of crediting sources that they plan to use. This discussion should include a review of the school’s academic honesty policy, plagiarism, etc. The goal is to remind students of the importance of crediting others for the work they have done and of not taking credit for thoughts and ideas that are not our own. Using the following questions, brainstorm with students:

- “What types of sources might you use in gathering research?” Write students’ ideas on the board. Suggestions might include: books, texts, encyclopedias, interviews, magazines, periodicals, professional journals, almanacs, Internet, etc.

- “What information do you need to write down to give credit to sources you use in your papers?” Write students’ ideas on the board. Although these initial lists need not be complete, students should be pushed to come up with as many of the following details as possible: (for books) author, title, city of publication, publisher, and year; (for interviews) name, event, title of interview, and publication, if in print; (for magazines) author, title, name of magazine, day, month, year, and page; (for Internet sources) author, title, name of publication, date, and Internet address (URL).

- “What if you want to find books or reference materials again? Is there any special information you need to do that?” (Students should come up with call number, library name, floor, specific location of the book, etc.)

- “Why should you take the time to write down this type of information while in the process of doing research?” (Possible answers: “To find the original again, if I have to; “To have the information I need for a list of sources”; “To know where I got ideas when I start to write my paper.”)

- “How might you track sources and take notes from them? How might that look?” (Student ideas might include: Cornell notes, note cards, paper, composition book, computer files, data bases, etc.)

2. Distribute Student Handout 4.15a (“Options for Tracking Sources and Taking Notes”). Explain one or more of the options (note cards, etc.) that students have for tracking their sources during the research process and discuss guidelines and procedures for taking accurate notes during the research process.

Discuss how to record information so that it is usable when it comes time to write the paper. Remind students that although it takes time to take good notes, spending the time upfront, during the research process, will save time and confusion later.

**NOTE 1:** Students may need to review and practice the art of selecting direct quotations, paraphrasing information, and summarizing ideas. Fortunately, many style books include sections detailing how to accurately perform these notetaking skills. Reviewing guidelines with students is a helpful step; requiring them to apply these skills as they take notes, during the research process, provides needed practice and sets the stage for success in writing their papers.

**NOTE 2:** Although several suggestions are offered in the handout, explain only those that suit the needs of your class and/or a particular assignment; adapt the suggestions as desired. Students don’t have to be given multiple options on every paper. To keep things manageable, consider asking students to use one method for one paper and a different method for another paper, etc. until they have had the opportunity to work with several dif-
ferent techniques. This will expand students’ repertories and give them options from which to choose in future academic settings.

NOTE 3: Each of these options offers a unique component that is valuable in writing research papers and in developing academic skills. The Cornell note format encourages inquiry, the note card format encourages identification of sub-topic areas, and the commentary format encourages interaction.

3. Arrange for students to visit the school library to do research, or, if they are ready, send them off to do research on their own. After an appropriate amount of time, look over their notes to determine if they are effectively recording sources and taking accurate notes. Arrange a few sessions for the sharing of notes among students. Discuss struggles, triumphs, what is working, what is not working, etc. Come up with solutions to address the challenges.

Part II - Crediting Sources Within Writing

4. As students prepare to write their papers, review the procedures for citing sources within the text. Distribute Student Handout 4.15b (“Crediting Sources Within Your Text”). Go over the information with the class and answer questions.

5. Before class, write three sample quotations on an overhead transparency. Place this on the overhead, displaying only one of the quotations. Ask half of the class to create a parenthetical reference which requires only a page number and the other half to create one which requires the author’s name and page number. Circulate as students attempt the task. Choose two students, one from each side of the class, to write their examples on the board. Discuss each example, making corrections as needed. Repeat this process for the other two quotations on the overhead.

6. Optional: Arrange students in partners; give each pair a copy of a current MLA style manual and a large strip of paper. Instruct students to turn to the section for in-text citations and mark the page with a self-adhesive note for future reference. Randomly assign each pair a specific type of citation, making sure to cover those that are most common in student papers. For example: two or three authors; unknown author; a work with many volumes; author named in text; author in parentheses; Internet source, etc. Have student pairs label and record the sample citation and stick it on the wall in a designated spot. Then have partners share with the entire class.

7. Have students apply what they have learned to their current writing projects. Once students have a first or second draft, review this process and allow students time to create accurate citations within their papers. (Students may want to trade papers for this session.)

NOTE 1: This would be a good time to teach the focus lesson on integrating quotations since this lesson overlaps with that one.

NOTE 2: There are many MLA guidelines surrounding the citation of sources within a text. Teaching students how to access and use current MLA style manuals is probably the best way to help them handle the diversity of information and set them up for future success.

Part III - Developing a “Works Cited” Page

8. Once students have a solid draft—probably draft two or three—guide them through the process of creating a list of works cited. (See Teacher Reference Sheet 4.15 for example.)

NOTE: If possible, take students to the computer lab so they can type up their lists during the course of the lesson. Consider arranging students in small groups and having an AVID
tutor lead each group through the process. This can be done with different groups over a period of several days.

9. Distribute Student Handout 4.15c (“Guidelines for Creating a ‘Works Cited’ Page”) and lead students through the suggested steps.

10. Prior to the final editing stage, remind students to update, revise, and check their list of works cited. Once this is accomplished, host a single editing session in which students review each other’s papers, checking to see that all cited sources have a corresponding reference, and checking to see that the “Works Cited” page follows correct MLA format.

NOTE: As of the printing of this book, the most recent edition of the MLA Handbook is by Joseph Gibaldi. The title is *MLA Handbook for Writers of Research Papers*, 6th edition. Since it is difficult to always have the latest version of a book available for students, it is helpful to use frequently updated Web sites as resources as well. Two such Web sites include: [http://webster.commnet.edu/mla/index.shtml](http://webster.commnet.edu/mla/index.shtml) (Webster Community College) and [http://owl.english.purdue.edu/handouts/research/r_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html) (Purdue University’s Online Writing Lab).
## Options for Tracking Sources and Taking Notes

As you do research for your paper, you will need to keep close track of your sources and take accurate notes. The options below represent just three possibilities. Try each one with a different paper and decide which works best for you. With the approval of your teacher, adapt these methods to suit your needs. Your goal should be to expand your repertoire so that you have many options from which to choose in future academic settings.

**NOTE:** Any of the options presented below can be adapted to fit computer technology. Many students find it quicker to type than write notes; many students like to keep their sources and notes in computer databases so they can easily cut and paste information during the writing process. You may want to explore this turf!

### 1. Cornell Note Format:

- Begin a new page for each source. If you need more pages as you take notes, simply staple on additional pages.
- Fill in the top part of your notes as usual.
- Enter the type of source. For example: book, magazine, interview, Web page, etc.
- Enter where you found this source, including any information that may be helpful if you need to relocate it. For example: name of library, floor, section, call number. Information will vary according to the type of source.
- Enter the information required for your “Works Cited” page. If you are unsure about the specifics of this type of source, look it up in a MLA style book. Be sure to use the format that is required for your “Works Cited” page, including all punctuation.
- Using your notetaking skills, write the direct quotation/paraphrase/summary on the right side of the paper. Using proper MLA format, indicate the page number and any other information you may need.
- In the questions/main idea column, formulate a question for the information recorded, and indicate if it is a direct quotation (DQ), a paraphrase (P), or a summary (S).
- Store your notes in a three-ring binder.
- Advantages: Familiar, encourages inquiry; notes and sources are together; plenty of room to take good notes; easy to alphabetize sources.
- Disadvantages: Takes lots of paper; may be inconvenient to carry around a binder.

### Sample:

<table>
<thead>
<tr>
<th>CLASS NOTES</th>
<th>Name: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: ____________________________</td>
<td>Class: __________________________</td>
</tr>
<tr>
<td></td>
<td>Period: __________________________</td>
</tr>
<tr>
<td></td>
<td>Date: ____________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th>Name: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class: __________________________</td>
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<tr>
<td></td>
<td>Period: __________________________</td>
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<tr>
<td></td>
<td>Date: ____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What type of source is this?</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did I find this source?</td>
<td>San Diego State University, Love Library, 4th floor; CE 368.21, H 24, 2003</td>
</tr>
</tbody>
</table>

**NOTE 1:** How do I begin the process of researching a college? (DQ)  
“Effective selection of a college begins with careful and deliberate research, based on identified priorities” (133).

**NOTE 2:** How can I begin to set my priorities for choosing a school? (P)  
Nan Hailey suggests that students make the identification of priorities a “family affair.” Her vision is that the whole process of college selection should begin with a special meeting—a meeting where as many family members as possible join together to brainstorm both personal and family priorities in the selection of a college for the individual in question (137).
2. **Note Card Format:**

- Use a separate card for each source. (Many students prefer the 4 x 6 vs. 3 x 5 cards because they afford more room for recording information.)
- Create a bibliography card. On the front of the card, enter the information required for your “Works Cited” page. If you are unsure about the specifics of this type of source, look it up in a MLA style book. Be sure to use the format that is required for your “Works Cited” page, including all punctuation.
- One the back of the card, enter the type of source and where you found it.
- Using a separate note card for each entry, copy the direct quotation/paraphrase/summary. Indicate if it is a direct quotation (DQ), a paraphrase (P), or a summary (S). Using proper MLA format, indicate the page number and any other information you may need. Place the author’s name on the card, and add a sub-topic that is appropriate for the information given.
- Store your note cards in a file box. Alphabetize all bibliography cards by author or by title if author is unknown. Place all note cards behind their appropriate source.
- Advantages: Easy to arrange and rearrange cards while writing; easy to alphabetize sources; easy to carry around cards while doing research
- Disadvantages: Not as much room to write notes; source information is separate from the notes; cards can get out of order.

### Sample Bibliography Card: Side 1


### Sample Bibliography Card: Side 2

- **Book** San Diego State University
- **CE 368.21** Love Library, 4th floor
- **H 24** 2003

### Sample Note Card: Side 1

- **Selecting a College** DQ
  
  “Effective selection of a college begins with careful and deliberate research, based on identified priorities” (133).
  
  **Hailey, Nan**

### Sample Note Card: Side 2

- **Selecting a College** P
  
  Nan Hailey suggests that students make the identification of priorities a “family affair.” Her vision is that the whole process of college selection should begin with a special meeting—a meeting where as many family members as possible join together to brainstorm both personal and family priorities in the selection of a college for the individual in question (137).
  
  **Hailey, Nan**
3. Commentary Format:

- Begin a new page for each source. If you need more pages as you take notes, simply staple on additional pages.
- Divide the paper into two columns; label the right column “commentary.”
- On the top line, enter the information required for your “Works Cited” page. If you are unsure about the specifics of this type of source, look it up in a MLA style book. Be sure to use the format that is required for your “Works Cited” page, including all punctuation.
- On the second line, enter the type of source. For example: book, magazine, interview, Web page, etc.
- Next, enter where you found this source, including any information that may be helpful if you need to relocate it. For example: name of library, floor, section, call number. Information will vary according to the type of source.
- Using your notetaking skills, write in the direct quotation/paraphrase/summary. Indicate if it is a direct quotation (DQ), a paraphrase (P), or a summary (S). Using proper MLA format, indicate the page number and any other information you may need.
- In the commentary column, record your thoughts, reactions, ideas, etc. relating to the note.
- Store your notes in a three-ring binder.
- Advantages: encourages interaction with notes; notes and sources are together; plenty of room to take good notes; easy to alphabetize sources
- Disadvantages: Takes lots of paper; may be inconvenient to carry around a binder

Sample:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> Book</td>
<td></td>
</tr>
<tr>
<td><strong>Location:</strong> San Diego State University, Love Library, 4th floor CE 368.21 H 24 2003</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE 1:</strong> “Effective selection of a college begins with careful and deliberate research, based on identified priorities” (133). (DQ)</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE 2:</strong> Nan Hailey suggests that students make the identification of priorities a “family affair.” Her vision is that the whole process of college selection should begin with a special meeting—a meeting where as many family members as possible join together to brainstorm both personal and family priorities in the selection of a college for the individual in question (137). (P)</td>
<td></td>
</tr>
</tbody>
</table>
Crediting Sources Within Your Text

While writing your paper, use parentheses to credit direct quotations, paraphrased material, and summarized information. MLA style makes this task quite simple. Although these basics will get you started, you will, at some point, need to access a current style manual to get more specialized information.

- **Author’s name used in text:** If you use the author’s name as you introduce the material, you need only put the page number in parentheses, after the quotation marks and followed by a period.
  
  *Example:*
  
  Hailey states that the “effective selection of a college begins with careful and deliberate research, based on identified priorities” (133).

- **Author’s name used in parentheses:** If you do not include the author’s name as you introduce the material, you need to include it in parentheses, along with the page number. The parenthetical reference is placed after the quotation marks. Add a period after the parentheses.
  
  *Example:*
  
  It has been suggested that “a majority of students who ignore the research process of selecting a college end up dissatisfied with their choice and eventually drop out” (Hailey 142).

- **Author unknown:** If the author of the material is unknown, then you need to reference the work by title. If the title is short, use it in its entirety; if it is long, offer a brief version. As with other citations, the parenthetical reference follows the quotation marks, and the period follows the parentheses.
  
  *Example:*
  
  According to one source, “scholarship money is unfairly distributed, often going to students whose parents know how to work the system” (“Scholarship Scandals” 41).

- **Multiple authors:** If your information has multiple authors, list all of them, by last name, in the text, or place all of their names in the parentheses, along with the page number. As with other citations, the parenthetical reference follows the quotation marks, and the period follows the parentheses.
  
  *Example 1:*
  
  In *Finding Your Dream School and Getting In*, Grant, Jenkins, and McCoy assert that a high percentage of parents pressure their children to go to a college of the parents’ choice, without considering the long-term effects that their decision will have on their children (23–25).
  
  *Example 2:*
  
  One group boldly suggests that a high percentage of parents pressure their children to go to a college of the parents’ choice, without considering the long-term effects that their decision will have on their children (Grant, Jenkins, and McCoy 23–25).

*NOTE:* Your parenthetical references should immediately follow any direct quotations. When you paraphrase or summarize, place the reference as close to the information as possible, without interrupting the flow of the passage.
Guidelines for Creating a “Works Cited” Page

When writing research essays, you will need to include a list of works cited—an alphabetical list of all sources referred to in the text of your paper. The guidelines below should help you to successfully accomplish this task.

Steps for Creating a “Works Cited” Page:
1. Begin a new page for your “Works Cited” list. It will be the last page of your manuscript.
2. Set one-inch margins and double space the entire document.
3. Place your name and the page number in the upper-right corner.
4. Center the heading at the top one-inch margin.
5. Take out your Cornell notes, note cards, or commentary notes.
   • Separate all of the references that you used in your paper from those that you did not use.
   • Double check to see that you have a source listing for every reference in the actual text of your paper.
   • Alphabetize the pages or cards according to author’s last names. If a source does not have an author, then alphabetize by title.
6. Type the “Works Cited” page.
   • Beginning at the left margin, type in the first source. If the reference is longer than one line, indent additional lines.
   • Double space the entire document.
   • Take special care to use correct format and punctuation.
   • For specific information about how to cite a particular source, refer to the list below; for more detailed information, use the MLA style guide available in your classroom.
   • Check to see that every citation in your paper has a corresponding reference on the “Works Cited” page.
7. Save your work for future revision.

How to Cite Basic Sources:

There are many different types of works to be cited, and there are many little elements to each citation. The list below covers some of the basic sources. For information about other sources, refer to the MLA style guide in your classroom. (The sample sources below are fictional, used only to model the format.)

Book or Text—Single Author
• Type the author’s last name, followed by a comma. Then type the author’s first name, followed by a period.
• Add the title; underline or italicize it, and place a period after it.
• Type the city of publication, followed by a colon.
• Add the name of the publisher, followed by a comma.
• Add the year, followed by a period.
Book or Text—Multiple Authors

- Using the first author listed, type his/her last name, followed by a comma. Add his/her first name, followed by a comma. List the other authors, first name followed by last name. Separate the names with commas; use “and” before the last name. Place a period after the last name.

- Add the title; underline or italicize it, and place a period after it.

- Type the city of publication, followed by a colon.

- Add the name of the publisher, followed by a comma.

- Add the year, followed by a period.


Interview

- Type the last name of person being interviewed, followed by a comma, followed by first name, followed by a period.

- Type the title of the interview or type of interview, followed by a period. Place titles in quotations.

- Add the primary source, followed by a period. Underline or italicize it.

- Add the secondary source, followed by a period.

- Add the day, month (abbreviated) followed by a period.

- Add the year, followed by a period.


Weekly Periodical

- Type the author’s last name, followed by a comma, followed by author’s first name, followed by a period.

- Type the title of article, placed in quotations, followed by a period.

- Add the title of the publication, underlined or italicized.

- Add the day, month, year, followed by a colon.

- Add the page numbers of article, followed by period.


Unknown Author

- Type the title; underline or italicize it, and place a period after it.

- Type the city of publication, followed by a colon.

- Add the name of the publisher, followed by a comma.

- Add the year, followed by a period.

Internet

• Type author’s last name, comma, author’s first name, period.
• Type the title, followed by a period. Place it in quotations.
• Add the name of the periodical, underlined or italicized, followed by a period.
• Add the day, month, year—do not use punctuation.
• Include the full Uniform Resource Locator (URL) or Internet address. Place it in brackets.


NOTE: The guidelines for correctly citing online sources are frequently updated. Check your most current MLA style manual for recent guidelines.
Example: “Works Cited” Page


4.16 Active and Passive Voice

Level: Foundational

Rationale: Developing writers benefit greatly from direct instruction about active and passive voice. With passive voice, the subject of the sentence is the *receiver of the action*, and using this voice often results in wordy, cumbersome, uninteresting writing. Although there is a time and place for passive voice—objective news articles, technical writing, writing to achieve a particular focus—generally speaking, students should strive to use active voice in their writing. Active voice writing tends to be more direct and more interesting because the subject of the sentence is the *doer of the action*.

The following lesson can be done in parts—spread over several class sessions—or as an extended focus lesson completed in a relatively short period of time. It provides ample opportunities for students to revisit and refresh their understanding of active/passive voice.

Timeline: Will vary, depending on how many steps of the lesson are completed at one time; the minimum—steps 1–5—will take approximately 45 minutes (see “How to Use This Book” for additional guidelines).

Materials:
- Teacher Reference Sheet 4.16a (“Active/Passive Cards”)
- overhead projector, computer projection technology, or white board
- overhead markers/highlighters
- Student Handout 4.16a (“Student Challenge”)
- “Active/Passive Voice Game” sets in Zip Lock™ bags (Student Handout 4.16b, game cards cut from Teacher Reference Sheet 4.16b, paper, pencils, timer)—one set per group
- Overhead Transparency 4.16a (“Model Sentences from Game Cards”)

- additional teacher-created overhead transparencies, as needed (sample sentences, “Subject/Predicate” descriptions from step 4, etc.)
- Student Handout 4.16c (“Active/Passive Voice: Guidelines and Activities”)

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

*Grades 9/10*

*English Language Arts*

Writing Strategies 1.2

Steps

1. To introduce activity, ask the following questions:
   - What does it mean to be active?
   - How does “active” look? Show me with your body.
   - What does it mean to be passive?
   - How does “passive” look? Show me with your body.
2. **Role Play.** Do the following role-play activity with students. *(NOTE: Cards from Teacher Reference Sheet 4.16a will be needed for this step.)*

- Arrange students in partners.
- Give one student in each pair a card reading “ACTIVE” and the other student a card reading “PASSIVE.”
- Read the first role play idea, and wait for students with the “ACTIVE” cards to perform the action.
- Move on to the second and third role-play ideas.
- Direct students to switch cards.
- Read the fourth role-play idea, and wait for students with the “ACTIVE” cards to perform the action.
- Repeat for the fifth and sixth role-play ideas.

**Role-Play Ideas**

1. Smile at your partner.
2. Shake hands with your partner.
3. Turn your partner around.
4. Hug your partner.
5. Point at your partner.
6. Compliment your partner.

3. As a class, discuss the differences between the two roles played in the activity. Lead students to Discussion Goal 1: Students should articulate that the person in the ACTIVE role *acts* while the person in the PASSIVE role *receives* an action, or *is acted upon*.

4. **Sentence Writing.** Guide students in creating sentences that show the actions using both passive and active voices.

Using the board, overhead, or projected computer screen, create two columns. Label the left column ACTIVE and the right column PASSIVE, as shown below.

**Say:** “We will be creating sentences to show the actions we just performed. In the left column, the performer of the action will be the subject of our sentences; in the right column, the receiver of the action will be the subject of our sentences.” Have students write sentences about the actions, using both passive and active voices.

### Sample Sentences

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bill smiled at Jim.</td>
<td>1. Jim was smiled at by Bill.</td>
</tr>
<tr>
<td>2. Janie shook hands with Sarah.</td>
<td>2. Sarah had her hand shaken by Janie.</td>
</tr>
<tr>
<td>3. Frank turned Alice around.</td>
<td>3. Alice was turned around by Frank.</td>
</tr>
<tr>
<td>4. Jim hugged Bill.</td>
<td>4. Bill was hugged by Jim.</td>
</tr>
<tr>
<td>5. Sarah pointed at Janie.</td>
<td>5. Janie was pointed at by Sarah.</td>
</tr>
<tr>
<td>6. Alice gave Frank a nice compliment.</td>
<td>6. Frank received a nice compliment from Alice.</td>
</tr>
</tbody>
</table>
Review

If necessary, conduct a brief refresher on understanding the subject of a sentence. After displaying and explaining the information below, give students a few minutes to create some sentences. (NOTE: Write the following information on the white board or project as an overhead transparency.)

**SUBJECT**

The subject of a sentence is who or what the sentence is about.

Example: *The deadly tsunami left thousands dead and millions more homeless.*

In the above example, “the deadly tsunami” is the complete subject, and “tsunami” is the simple subject.

Write a few of the students’ sentences on the board, and call on volunteers to identify the complete subject and the simple subject in each example. Review as many examples as needed for the class to gain confidence in identifying the subject of a sentence.

If desired, conduct a brief refresher on understanding the predicate of a sentence. (NOTE: Write the following information on the white board or project as an overhead transparency.)

**PREDICATE**

The predicate of a sentence contains the verb and gives information about the subject.

Example: *The torrential rain storms in California caused devastating mud slides.*

In the above example, “caused devastating mud slides” is the complete predicate, and “caused” is the simple predicate.

Repeat the process described used for understanding the subject of a sentence, or cover the two concepts in one lesson.

5. Discuss the differences between the active and passive sentences. Lead students to Discussion Goal 2: Students should notice that the passive sentences are longer, less interesting, more cumbersome, and contain forms of the verb “to be.”

6. **Teacher Actions and Sentence-Writing Practice.**

   - Gather the items you will need to perform the actions listed below:

   **Teacher Actions**
   1. Blow a whistle at the class.
   2. Play a drum.
   3. Look into a bag filled with objects.
   4. Take an object from the bag.
   5. Bounce a ball on the wall.
   6. Ring a bell and say, “Break time!”

   - Arrange students so they can see you and the board/overhead/projected screen.
   - Perform the first teacher action. (“Blow a whistle at the class.”)
   - After performing the action, ask the following questions:

     If we are to write a passive sentence, who or what is our subject?
(The class or the whistle).
What happened to the class and the whistle?
(The class had a whistle blown at them; the whistle was blown.)
How might we word our passive sentences? (Call upon volunteers to create the passive sentences; write them on the board for all to see.)
If we are to create an active sentence, who or what is our subject?
(The teacher)
What did the teacher do?
(She/he blew the whistle).
How might we word our active sentence? (Call upon a volunteer to create an active sentence.)

**NOTE:** As students catch on, this line of questioning will no longer be necessary.

- Guide students as they create sentences in both active and passive voice. Using the board, overhead, or projected computer screen, create two columns. Label the left column ACTIVE and the right column PASSIVE.
- Move on to the second action from the list, and repeat the process.
- Continue with the remaining four teacher actions. As the activity progresses, challenge students to move from simple to complex sentences.

7. Write on the board (or display as a transparency) the sample sentences shown below; discuss the differences between the active and passive sentences. Lead students to an extended understanding of Discussion Goal 2: Students should notice that the passive sentences are longer, less interesting, more cumbersome, and contain forms of the verb “to be.”

**SAMPLE SENTENCES**

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher blew a whistle at the class.</td>
<td>1. The class had a whistle blown at them by the teacher.</td>
</tr>
<tr>
<td>2. The teacher played a drum.</td>
<td>1. The whistle was blown by the teacher.</td>
</tr>
<tr>
<td>3. The teacher looked into a paper bag.</td>
<td>2. The drum was played by the teacher.</td>
</tr>
<tr>
<td>4. The teacher took a/an _____ (object) from the bag.</td>
<td>3. The paper bag was looked into by the teacher.</td>
</tr>
<tr>
<td>5. The teacher bounced a ball on the wall.</td>
<td>4. A/An _____ (object) was taken from the bag by the teacher.</td>
</tr>
<tr>
<td>6. The teacher rang a bell and said, “Break time!”</td>
<td>5. The ball was bounced on the wall by the teacher.</td>
</tr>
<tr>
<td>6. The teacher rang a bell and said, “Break time!”</td>
<td>5. The wall had the ball bounced on it.</td>
</tr>
<tr>
<td>6. A bell was rung by the teacher to signal the break.</td>
<td></td>
</tr>
</tbody>
</table>

8. Distribute Student Handout 4.16a (“Student Challenge. Converting Passive to Active Voice”). Have students complete this additional practice activity using student- or teacher-generated examples of passive sentences.

9. Form groups of 2–4 students and give each group a set of materials for the “Active/Passive Voice Game” (see “Materials” list at beginning of lesson).
**NOTE:** It is a good idea to have the game ready to go prior to the beginning of class. Storing the handouts, game cards, paper, pencils, and stop watch/timer in Zip lock™ bags (one per group) makes it easy to distribute, collect, and store materials.

Review “How to Play” and “Directions for PERFORMERS” on the handout, and then have students play the game. As players write their sentences, they should attempt to clarify what action the subject performed, or what was done to the subject by some force.

**Example 1: Active Voice**

Subject: terrible tornado  
Act: tornado destroys a farm house  
Sentence: The terrible tornado destroyed the farm house.

**Example 2: Passive Voice**

Subject: farm house  
Act: tornado destroys a farm house  
Sentence: The farm house was destroyed by the terrible tornado.

In these two examples, notice that active/passive voice is determined by the subject of the sentence.

10. Using Overhead Transparency 4.16a (“Model Sentences from Game Cards”), review and discuss the difference between active and passive voice. Once again, lead students to a deeper understanding of Discussion Goal 2.

11. Give each student a copy of Student Handout 4.16c (“Active/Passive Voice: Guidelines and Activities”); review. Decide which activities you want students to complete, and set a reasonable timeline for their completion. (**NOTE:** Different students may be assigned different activities, depending upon individual needs.)
Active/Passive Cards

Copy this page on cardstock and cut apart the cards. Give each student pair an “ACTIVE” card and a “PASSIVE” card.

<table>
<thead>
<tr>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVE</td>
<td>PASSIVE</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVE</td>
<td>PASSIVE</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVE</td>
<td>PASSIVE</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVE</td>
<td>PASSIVE</td>
</tr>
</tbody>
</table>
Student Challenge: Converting Passive to Active Voice

Directions:

- Select a passive sentence.
- Highlight all forms of the verb “to be.”
- Underline the subject of the passive sentence.
- Determine the performer of the action. (NOTE: The performer of the action may not always be stated.)
- Reword the sentence using the performer of the action as the subject; remove all forms of the verb “to be.”

Passive Example: It was discovered by scientists that the deadly tsunami was caused by a major earthquake.

Why change it? This wordy, cumbersome sentence places the cause of the disaster, the point of the sentence, as the last item.

Active Revision: Scientists discovered that a major earthquake caused the deadly tsunami.

Is it better? Yes! The active voice makes the sentence easier to read and clarifies the main point of the sentence.
Active/Passive Voice Game

How to Play
1. The game may be played with 2, 3, or 4 players.
2. The players sit in a row, facing the same direction.
3. Each player takes a piece of paper and a pencil.
4. One player shuffles the game cards and places them, face down, in a stack.
5. The oldest player is elected SCOREKEEPER.
6. The youngest player draws the top card and moves to the front of the group. (No other player should see the card.) She/he is now the PERFORMER.
7. The PERFORMER follows the directions on the card.
8. Play continues until all cards have been drawn or until time runs out.

Directions for PERFORMERS
1. Announce the subject to the rest of the group.
2. Perform the action written on the card.
3. Tell the other players to write a sentence using the announced subject as the subject of the sentence. (*Give them 30 seconds.*)
4. Ask the other players to write down on their paper if the sentence is active or passive. (*Give them 5 seconds.*)
5. Listen to each player read his/her sentence aloud.
6. Read the model sentence from the card.
7. Have scorekeeper record one point for each accurate sentence and one point for correctly choosing ACTIVE or PASSIVE. (*NOTE:* Sentences may vary from the model and still be correct. Performers should use their best judgment and/or ask a teacher for help when needed.)
8. Ask the other players to convert the sentence into the opposite voice by changing the subject of the sentence. (*Give them 30 seconds.*)
9. Listen to each player read his/her sentence aloud.
10. Read the model sentence.
11. Have scorekeeper record one point for each player whose converted sentence is close to the model.
12. Pass play to the person on your right.
Student Challenge: Make Cards for Future Games

Here’s how:

• Keep the 12-step format.
• Come up with a new subject and act (steps 1 and 2).
• Write a model sentence (step 6).
• Decide if the sentence is ACTIVE or PASSIVE (step 7).
• Write a converted sentence (step 10).
**Game Cards**

For use with “Active/Passive Voice Game.” Copy this page on cardstock, and cut apart the cards.

<table>
<thead>
<tr>
<th>GAME CARD</th>
<th>GAME CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follow These Steps</strong></td>
<td><strong>Follow These Steps</strong></td>
</tr>
<tr>
<td>1. <strong>Announce:</strong> The subject of this act is a leaf.</td>
<td>1. <strong>Announce:</strong> The subject of this act is a leaf.</td>
</tr>
<tr>
<td>2. <strong>Act:</strong> Pretend you are a leaf being moved about by the wind. (Do not describe this; simply act it out!)</td>
<td>2. <strong>Act:</strong> Pretend you are a leaf being moved about by the wind. (Do not describe this; simply act it out!)</td>
</tr>
<tr>
<td>3. <strong>Say:</strong> Write a sentence placing the leaf as the subject of the sentence. You have 30 seconds.</td>
<td>3. <strong>Say:</strong> Write a sentence placing the wind as the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>4. <strong>Ask:</strong> Is this sentence active or passive? You have 5 seconds.</td>
<td>4. <strong>Ask:</strong> Is this sentence active or passive? You have 5 seconds.</td>
</tr>
<tr>
<td>5. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
<td>5. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>6. <strong>Read:</strong> The leaf was moved all around the room by the wind.</td>
<td>6. <strong>Read:</strong> The wind was moved all around the room by the wind.</td>
</tr>
<tr>
<td>7. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence PASSIVE. (Scorekeeper marks points.)</td>
<td>7. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence ACTIVE. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>8. <strong>Say:</strong> Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.</td>
<td>8. <strong>Say:</strong> Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>9. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
<td>9. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>10. <strong>Read:</strong> The wind blew the leaf all around the room.</td>
<td>10. <strong>Read:</strong> The wind blew the leaf all around the room.</td>
</tr>
<tr>
<td>11. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)</td>
<td>11. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>12. <strong>Sit down.</strong> The player to your right draws the next card.</td>
<td>12. <strong>Sit down.</strong> The player to your right draws the next card.</td>
</tr>
</tbody>
</table>
For use with “Active/Passive Voice Game.” Copy this page on cardstock, and cut apart the cards.

**GAME CARD**

<table>
<thead>
<tr>
<th>Follow These Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Announce:</strong> The subject of this act is a boy in love.</td>
</tr>
<tr>
<td>2. <strong>Act:</strong> Pretend you are a boy in love. Carve a heart into a tree. (Do not describe this; simply act it out!)</td>
</tr>
<tr>
<td>3. <strong>Say:</strong> Write a sentence placing the boy as the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>4. <strong>Ask:</strong> Is this sentence active or passive? You have 5 seconds.</td>
</tr>
<tr>
<td>5. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>6. <strong>Read:</strong> The boy carved a heart into a tree.</td>
</tr>
<tr>
<td>7. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence ACTIVE. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>8. <strong>Say:</strong> Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>9. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>10. <strong>Read:</strong> The tree was carved by the boy.</td>
</tr>
<tr>
<td>11. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>12. <strong>Sit down.</strong> The player to your right draws the next card.</td>
</tr>
</tbody>
</table>

**GAME CARD**

<table>
<thead>
<tr>
<th>Follow These Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Announce:</strong> The subject of this act is an environmental activist.</td>
</tr>
<tr>
<td>2. <strong>Act:</strong> Pretend you are an activist. You are being arrested by the police. (Do not describe this; simply act it out!)</td>
</tr>
<tr>
<td>3. <strong>Say:</strong> Write a sentence placing the activist as the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>4. <strong>Ask:</strong> Is this sentence active or passive? You have 5 seconds.</td>
</tr>
<tr>
<td>5. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>6. <strong>Read:</strong> The environmental activist was arrested by the police.</td>
</tr>
<tr>
<td>7. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence PASSIVE. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>8. <strong>Say:</strong> Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>9. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>10. <strong>Read:</strong> The police arrested the environmental activist.</td>
</tr>
<tr>
<td>11. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>12. <strong>Sit down.</strong> The player to your right draws the next card.</td>
</tr>
</tbody>
</table>

**GAME CARD**

<table>
<thead>
<tr>
<th>Follow These Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Announce:</strong> The subject of this act is a lawn mower.</td>
</tr>
<tr>
<td>2. <strong>Act:</strong> Pretend you are a lawn mower. Mow the grass. (Do not describe this; simply act it out!)</td>
</tr>
<tr>
<td>3. <strong>Say:</strong> Write a sentence placing the lawn mower as the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>4. <strong>Ask:</strong> Is this sentence active or passive? You have 5 seconds.</td>
</tr>
<tr>
<td>5. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>6. <strong>Read:</strong> The lawn mower cut the grass.</td>
</tr>
<tr>
<td>7. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence ACTIVE. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>8. <strong>Say:</strong> Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>9. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>10. <strong>Read:</strong> The grass was cut by the lawn mower.</td>
</tr>
<tr>
<td>11. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>12. <strong>Sit down.</strong> The player to your right draws the next card.</td>
</tr>
</tbody>
</table>

**GAME CARD**

<table>
<thead>
<tr>
<th>Follow These Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Announce:</strong> The subject of this act is an apple.</td>
</tr>
<tr>
<td>2. <strong>Act:</strong> Pretend you are an apple being eaten by a horse. (Do not describe this; simply act it out!)</td>
</tr>
<tr>
<td>3. <strong>Say:</strong> Write a sentence placing the apple as the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>4. <strong>Ask:</strong> Is this sentence active or passive? You have 5 seconds.</td>
</tr>
<tr>
<td>5. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>6. <strong>Read:</strong> The apple was eaten by a horse.</td>
</tr>
<tr>
<td>7. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence PASSIVE. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>8. <strong>Say:</strong> Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.</td>
</tr>
<tr>
<td>9. <strong>Say:</strong> Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)</td>
</tr>
<tr>
<td>10. <strong>Read:</strong> A horse ate the apple.</td>
</tr>
<tr>
<td>11. <strong>Points:</strong> Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)</td>
</tr>
<tr>
<td>12. <strong>Sit down.</strong> The player to your right draws the next card.</td>
</tr>
</tbody>
</table>
For use with “Active/Passive Voice Game.” Copy this page on cardstock, and cut apart the cards.

GAME CARD

Follow These Steps
1. **Announce:** The subject of this act is King Arthur.
2. **Act:** Pretend you are King Arthur. Pull a sword out of a stone. (Do not describe this; simply act it out!)
3. **Say:** Write a sentence placing King Arthur as the subject of the sentence. You have 30 seconds.
4. **Ask:** Is this sentence active or passive? You have 5 seconds.
5. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
6. **Read:** King Arthur pulled a sword out of a stone.
7. **Points:** Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence ACTIVE. (Scorekeeper marks points.)
8. **Say:** Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.
9. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
10. **Read:** A sword was pulled out of a stone by King Arthur.
11. **Points:** Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)
12. **Sit down.** The player to your right draws the next card.

GAME CARD

Follow These Steps
1. **Announce:** The subject of this act is a ship’s captain.
2. **Act:** Pretend you are the captain of a ship. You save your ship in a storm. (Do not describe this; simply act it out!)
3. **Say:** Write a sentence placing the captain as the subject of the sentence. You have 30 seconds.
4. **Ask:** Is this sentence active or passive? You have 5 seconds.
5. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
6. **Read:** The captain saved his ship during a fierce storm.
7. **Points:** Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence ACTIVE. (Scorekeeper marks points.)
8. **Say:** Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.
9. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
10. **Read:** The ship was saved by the captain during a fierce storm.
11. **Points:** Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)
12. **Sit down.** The player to your right draws the next card.

GAME CARD

Follow These Steps
1. **Announce:** The subject of this act is a snowman.
2. **Act:** Pretend you are a snowman. Some children are creating you. (Explain that there are children in the scene.)
3. **Say:** Write a sentence placing the snowman as the subject of the sentence. You have 30 seconds.
4. **Ask:** Is this sentence active or passive? You have 5 seconds.
5. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
6. **Read:** The snowman was made by some children.
7. **Points:** Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence PASSIVE. (Scorekeeper marks points.)
8. **Say:** Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.
9. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
10. **Read:** The children made a snowman.
11. **Points:** Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)
12. **Sit down.** The player to your right draws the next card.

GAME CARD

Follow These Steps
1. **Announce:** The subject of this act is wild mustang.
2. **Act:** Pretend you are a wild mustang. You are captured by some greedy men. (Do not describe this; simply act it out!)
3. **Say:** Write a sentence placing the wild mustang as the subject of the sentence. You have 30 seconds.
4. **Ask:** Is this sentence active or passive? You have 5 seconds.
5. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
6. **Read:** The wild mustang was captured by some greedy men.
7. **Points:** Award a point to each player whose sentence is similar to the model; award an additional point to those who correctly labeled the sentence PASSIVE. (Scorekeeper marks points.)
8. **Say:** Convert this sentence to the opposite voice by changing the subject of the sentence. You have 30 seconds.
9. **Say:** Pencils down. Now, each of you will read your sentence and then I will read the model sentence. (Players read their sentences.)
10. **Read:** The greedy men captured the wild mustang.
11. **Points:** Award a point to each player whose sentence is similar to the model. (Scorekeeper marks points.)
12. **Sit down.** The player to your right draws the next card.
### Model Sentences from Game Cards

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wind blew the ___(object) off of the desk.</td>
<td>The ___ (object) was blown off of the desk by the wind.</td>
</tr>
<tr>
<td>The horrible hurricane destroyed the hotel.</td>
<td>The hotel was destroyed by the horrible hurricane.</td>
</tr>
<tr>
<td>The boy carved a heart into a tree.</td>
<td>The tree was carved by the boy.</td>
</tr>
<tr>
<td></td>
<td>A heart was carved into the tree by the boy.</td>
</tr>
<tr>
<td>The wind blew the leaf all around the room.</td>
<td>The leaf was moved all around the room by the wind.</td>
</tr>
<tr>
<td>A carpenter hammered a nail into the wall.</td>
<td>A nail was hammered into the wall by a carpenter.</td>
</tr>
<tr>
<td>The police arrested the environmental activist.</td>
<td>The environmental activist was arrested by the police.</td>
</tr>
<tr>
<td>The lawn mower cut the grass.</td>
<td>The grass was cut by the lawn mower.</td>
</tr>
<tr>
<td>King Arthur pulled a sword out of a stone.</td>
<td>A sword was pulled out of a stone by King Arthur.</td>
</tr>
<tr>
<td>The captain saved his ship during a fierce storm.</td>
<td>The ship was saved by the captain during a fierce storm.</td>
</tr>
<tr>
<td>A horse ate the apple.</td>
<td>The apple was eaten by a horse.</td>
</tr>
<tr>
<td>The children made a snowman.</td>
<td>A snowman was made by the children.</td>
</tr>
<tr>
<td>The greedy men captured the wild mustang.</td>
<td>The wild mustang was captured by the greedy men.</td>
</tr>
</tbody>
</table>
Active and Passive Voice—Guidelines and Activities

**Active Voice**
The subject of the sentence—*what* or *who* it is about—does the action.

**SUBJECT → PERFORMS → ACTION**
When the subject performs the action, then the verb is in the active voice. Active voice keeps writing more lively and interesting.

**Example:** Scientists discovered that a major earthquake caused the deadly tsunami.

**Passive Voice**
The subject of the sentence—*who* or *what* it is about—receives the action or is acted upon.

**SUBJECT ← RECEIVES ← ACTION**
When the subject receives the action, then the verb is in the passive voice. This makes writing more wordy and less interesting.

**Example:** It was discovered by scientists that the deadly tsunami was caused by a major earthquake.

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**Try This!**

1. Edit a paper for a peer:
   - Read the paper and identify all passive sentences.
   - Highlight all forms of the verbs “to be” and “to have.”
   - Working with the writer of the paper, identify a new subject for each passive sentence.
   - Help your peer to revise the sentences into active voice.

2. Find and copy a prose passage that uses forms of “to be” and “to have.”
   - Highlight all forms of “to be” and “to have.”
   - Reword the sentences, eliminating forms of “to be” and “to have.”
   - Make the subject of each sentence the doer of the action.

---

**Student Hint**

**“to be’ or not ‘to be’”**

An easy way to limit the use of passive voice is to limit the use of forms of the verb “to be”

*Forms of “to be”*

- be
- being
- been
- am
- is
- are
- was
- were
- had

Also, limit the use of forms of “to have.”

*Forms of “to have”*

- have
- has
- had
Passive Voice with a Purpose

There are times when passive voice may be the writer’s choice. Writers of news articles may employ passive voice to maintain objectivity and to keep their sources a secret. Writers of technical documents and scientific/psychological journals may rely upon passive voice to focus the subject of their papers. Writers of prose may choose passive voice to highlight important ideas and to manipulate their reader’s focus.

Look at these two examples:

**Passive:** Victims of the terrible flood were rescued by brave firefighters.

**Active:** Brave firefighters rescued flood victims.

The first sentence places the focus on the victims, while the second places the focus on the firefighters. It is possible that a writer may choose to use passive voice to place the focus on the victims of the disaster.

**Try This!**

1. Find and cut out a newspaper article that uses passive voice.
   - Determine why the writer chose to use passive voice.
   - What does its use accomplish?

2. Find and copy a technical paper or an article from a scientific journal.
   - Identify five passive sentences.
   - Analyze the effects of usage of passive voice.
   - Convert two of the sentences into active voice.
   - How does this change the paper?

3. Find and copy a prose passage containing some passive sentences.
   - Study each example.
   - Why did the author choose passive voice?
   - Convert the sentences to active voice.
   - How does this affect the passage?

**Application to Personal Writing**

1. Select a current piece of your own writing.
2. Identify all passive sentences.
3. Underline the subject of each passive sentence.
4. Determine the performer of the action. *(NOTE: The performer of the action may not always be stated.)*
5. Highlight all forms of the verb “to be.”
6. Highlight all forms of the verb “to have.”
7. Determine if any of the passive sentences should remain passive to achieve a desired effect. Briefly explain your decision(s) in writing. *(Revise all awkward, wordy sentences!)*
8. Reword the rest of the sentences using the performer of the action as the subject; remove all forms of the verbs “to be” and “to have.”
   
   **Option:** Trade papers with a peer and do the steps above on one another’s papers.
Convert These Sentences!
The following passive sentences require attention. Convert them to active voice.
1. Residents of Las Conchita were warned to leave everything behind and evacuate their homes.
2. Hundreds of boxes of cookies were sent to the soldiers serving in Iraq by the Girl Scout troops in Texas.
3. Citizens from around the world were thanked by government officials for making generous donations to the victims of the disaster.
4. It was determined by researchers a long time ago that dinosaurs were probably made extinct by natural disasters.
5. All students were told to report to the football stadium whenever a certain bell signal was given.

Beware the Unnecessary Shift!
Sometimes writers accidentally shift from active to passive voice within the same sentence. Such unnecessary shifts make writing awkward and difficult to read.

Example: Steve threw Bill to the ground, and then Bill was kicked and punched several times.

In this sentence, the opening phrase Steve threw Bill to the ground is in active voice.
Steve = Subject → Threw
The second part of the sentence and then Bill was kicked and punched several times is in passive voice.
Bill = Subject ← Kicked and Punched

Revision: Steve threw Bill to the ground and then kicked and punched him several times.
Analysis: Steve is the subject of the entire sentence. The sentence is in active voice.
Steve = Subject → Threw, Kicked, Punched

Try This!
1. Write five sentences in which you deliberately create an unnecessary shift in voice.
2. Trade papers with a partner.
3. Identify and correct the shifts in voice. All revised sentences should be in active voice.
**4.17 Sentence Combining/Revision**

**Level:** Foundational, Intermediate, and Advanced

**Rationale:** To make writing more engaging, students need to learn and practice techniques that will lead to varied sentence structure and length. To accomplish this task, writers must gain a working knowledge of the parts of speech, attain mastery in identifying and composing different sentence structures, become adept at manipulating various sentence elements, and acquire skill in placing punctuation.

This lesson contains the steps to achieve these goals; it can be taught in parts—spread over many class sessions—or as an extended focus lesson completed in a relatively short period of time. The format of the lesson provides opportunities to revisit and refresh students’ understanding of sentence combining/revision, as needed.

**Timeline:** Will vary, depending on how many steps of the lesson are completed at one time (see “How to Use This Book” for additional guidelines).

**Materials:**
- overhead projector/white board
- overhead markers/highlighters
- Student Handout/Overhead 4.17a (“Sample Passage 1: Simple Sentences”)
- Overhead Transparency 4.17b (“Sample Passage 2: Simple Sentences Combined to Form Compound Sentences”)
- Overhead Transparency 4.17c (“Sample Passage 3: Simple Sentences Combined to Form Complex Sentences”)
- Overhead Transparency 4.17d (“Sample Passage 4: Varied Sentences, Revised Wording, Upgraded Vocabulary, and Expanded Meaning”)
- Student Handout 4.17b (“A Quick Guide to Sentence Structure”)
- Extension Activity 4.17 (“Combining Sentence Kernels”)
- Review Packet 4.17
- blank overhead transparencies
- butcher paper
- white construction paper
- large sentence strips

**AVID Methodologies Used (WIC-R):** Writing, Inquiry, Collaboration, Reading.

**California Standards Addressed:**

*Grades 9/10*

**English Language Arts**

Written and Oral English Language Conventions: 1.1; 1.2; 1.3

*NOTE 1:* Before beginning this focus lesson, you may need to teach review lesson(s) on the parts of speech and sentence basics. (See “Reviewing Parts of Speech and Sentence Structure,” pp. 1–2 of this lesson’s Review Packet and/or the student handout, “A Quick
Guide to Parts of Speech,” pp. 3–4 of the Review Packet.) If time is a factor, review nouns, verbs, and conjunctions now and the other parts of speech later, as needed. Also review subjects, predicates, dependent clauses, and independent clauses at this time, saving other sentence basics for later.

**NOTE 2:** Throughout this focus lesson, have students take Cornell notes on concepts, terms, and ideas and keep these handy for reference all year long.

**Steps**

1. Distribute Student Handout/Overhead 4.17a (“Sample Passage 1: Simple Sentences”). Display the passage on an overhead projector, and read it aloud to class. Then, guide students through the questions listed below.

   **QUESTIONS**
   
   A. What is your overall impression of this passage?
   
   B. What do you notice about the sentences?
   
   C. What can we do to make this passage better?

   **POSSIBLE ANSWERS**
   
   It seems choppy; it doesn’t flow.
   The ideas are neat, but they lack something.
   It seems too repetitive.
   
   They are all simple sentences.
   All of the sentences seem the same.
   There is no variety; they are all short.
   
   Change how it is worded.
   Combine some of the sentences.
   Vary the sentences; make some longer.

   *(NOTE: If students struggle to find possible answers, you may want to do a review lesson on simple sentences. The overhead transparency “Simple Sentences,” on page 5 of the Review Packet, clarifies the basic information students should know.)*

   **LEsson QUESTIONS**
   
   A. What do you know about compound sentences?
   
   B. How might we combine some of the simple sentences in this passage? Let’s look at the first two or three sentences. Are they related enough to combine them?
   
   Who has a suggestion about how we can create a compound sentence? What do we need to do?
   
   Okay. How would these two sentences look?
   
   C. What is the role of the comma? How about the semicolon?
   
   D. Does combining sentences improve the writing? How?

   **POSSIBLE ANSWERS**
   
   They combine simple sentences.
   They use commas and conjunctions.
   They use semicolons.
   The ideas have to be related.
   
   Yes. All of the ideas are related.
   
   Add a comma and a conjunction.
   Use a semicolon.
   
   Javier sat beneath the old pine tree, and he thought about nature.
   Javier sat beneath the old pine tree; he thought about nature, and he pondered his place in the universe.
   
   It separates the two sentences and sets off the conjunction.
   The semicolon separates the independent clauses.
   
   Yes. It makes it less choppy. It flows better.

2. Explain/Reiterate to the class that one way to improve writing is to combine simple sentences to make compound sentences. Guide students through the questions listed below. As they offer revision suggestions, write them on the overhead.
NOTE: If students struggle to find possible answers, you may want to do a review lesson on compound sentences. The overhead transparency, “Compound Sentences,” on page 6 of the Review Packet, clarifies the basic information students should know.

3. Continue working with students to combine other sentences in the passage compound sentences.

NOTE: The idea of this part of the lesson is to familiarize students with compound sentence structure in its pure form. Challenge students to use a comma with a conjunction, as well as semicolons to connect sentences. Inevitably, a writer will offer something more advanced like: “Sitting beneath the old pine tree, Javier thought about nature and pondered his place in the universe.” If this happens, have the student write the example on the board, and ask the class to comment on the sentence. If necessary, explain that the revision exceeds what we are doing in this exercise; it employs advanced strategies and techniques (changing “sat” to “sitting,” deleting excess words to create fluency, using an introductory phrase, and manipulating the placement of “Javier”). Be sure students know that this is excellent writing—the type of writing we are striving to attain. During parts of this focus lesson, consider having advanced students work independently (or in small groups) on their own revisions and/or as peer tutors for emerging writers.

4. Optional: Once the class has completed the exercise on combining simple sentences into compound sentences, display Overhead Transparency 4.17b (“Sample Passage 2: Simple Sentences Combined to Form Compound Sentences.”) Discuss the many options that exist for creating compound sentences.

NOTE: If students still need additional practice in sentence combining, you may want to take time here to give them additional practice before moving on to step 5. For ideas, see “Practice with Simple and Compound Sentences,” page 7 of the Review Packet.

5. Guide students through the questions listed below. As they offer revision suggestions, write them on the overhead.

<table>
<thead>
<tr>
<th>LESSON QUESTIONS</th>
<th>POSSIBLE ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. What do you know about complex sentences?</td>
<td>They have an independent clause and at least one dependent clause. They use introductory words. They sound good. They show a relationship between/among ideas.</td>
</tr>
<tr>
<td>B. Who has a suggestion about how we can create a complex sentence using the first two sentences in our passage?</td>
<td>As Javier sat beneath the old pine tree, he thought about nature.</td>
</tr>
<tr>
<td>C. What, exactly, did we do here?</td>
<td>We added a subordinating conjunction, (“as”) to create a dependent clause. Next we connected the dependent clause to an independent clause.</td>
</tr>
<tr>
<td>D. Okay. What about the next two sentences?</td>
<td>While he pondered his place in the universe, he looked up at the sky.</td>
</tr>
<tr>
<td>E. How does this improve the writing?</td>
<td>It makes it less choppy. It flows more. It varies the wording and length.</td>
</tr>
</tbody>
</table>
6. Continue working with students to combine other sentences in the passage into complex sentences.

**NOTE:** The idea of this part of the lesson is to familiarize students with complex sentence structure in its pure form. Challenge students to place dependent clauses at both the beginning and end of sentences and to add more than one dependent clause to a sentence. As in step 3, discuss and praise examples that go beyond the level of this lesson!

7. **Optional:** Once the class has completed the exercise on combining simple sentences into complex sentences, display Overhead Transparency 4.17c ("Sample Passage 3: Simple Sentences Combined to Form Complex Sentences"). Discuss the many options that exist for creating complex sentences.

8. Distribute Student Handout 4.17b ("A Quick Guide to Sentence Structure"). Take a few minutes to review compound/complex sentence structure.
   - Allow students some time to construct a few compound/complex sentences from the simple sentences in the passage.
   - Call on a few volunteers to write their examples on the board OR write several on a blank transparency and display them on the overhead.
   - Discuss, analyze, and review the samples.
   - Have students file the handout for future reference.

**NOTE 1:** Explain to students that the model sentences in the student handout are building blocks for good writing, and that once a writer is accomplished in these forms, she/he should employ more advanced techniques—mixing phrases, changing word order, upgrading vocabulary, developing content, etc.—to further enhance his/her writing.

**NOTE 2:** If students are struggling with comma usage, you may want to revisit part or all of Focus Lesson 4.7.

**NOTE 3:** Once students become skilled at recognizing and writing sentences in their pure form, teach them to incorporate other techniques to further enhance their writing. (See Overhead Transparency 4.17d [“Sample Passage 4: Varied Sentences, Revised Wording, Upgraded Vocabulary, and Expanded Meaning.”]. Steps 9 and 10 will move student writers toward more advanced levels.)

9. Have students discuss the following questions; write their ideas on the board for later reference.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>POSSIBLE ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. In terms of sentence structure, what sets the foundation for excellent writing?</td>
<td>Varied sentence structure.</td>
</tr>
<tr>
<td>B. What else makes excellent writing? What other things can we do to enhance a piece of writing?</td>
<td>Variety in sentence length.</td>
</tr>
<tr>
<td>C. Given the passage with which we have been working, how might it look if we were to launch a full-scale revision? Let’s take the first three simple sentences and employ some of the concepts we listed on the board.</td>
<td>Combine sentences in various ways.</td>
</tr>
<tr>
<td></td>
<td>Upgrade vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Use “showing” writing—add details.</td>
</tr>
<tr>
<td></td>
<td>Develop depth of meaning.</td>
</tr>
<tr>
<td></td>
<td>Change the order of words.</td>
</tr>
<tr>
<td></td>
<td>Vary the placement of phrases.</td>
</tr>
<tr>
<td></td>
<td>Use active voice.</td>
</tr>
<tr>
<td></td>
<td>Use present participle verbs (“ing” form).</td>
</tr>
</tbody>
</table>

(With students, compose two or three different examples of how the first three simple sentences might look in revision.).
**NOTE:** If students are unable to offer revision ideas to move the class along, try the following. First, remind students of the three simple sentences. Next, display Overhead Transparency 4.17d (“Sample Passage 4: Varied Sentences, Revised Wording, Upgraded Vocabulary, and Expanded Meaning”) and use the first sentence as a model. (This sentence combines the ideas in the three simple sentences.) Students tend to get the idea very quickly after seeing just the first sentence of Sample Passage 4. Have student review the strategies listed on the board and discuss what the writer did to enhance the opening; place check marks next to the strategies that were used in Sample Passage 4.

**Variation 1 (to increase rigor)**

Remind students of the two simple sentences: “He looked up at the sky.” and “Javier looked through the branches.” Next, allow students to work in pairs to create a new sentence. After an appropriate amount of time, have several pairs share their newly crafted sentences and write a few of these on the board. Analyze their structure, discuss their effect on meaning, study the vocabulary used, consider further additions, compare and contrast the examples—the lesson possibilities are endless! Following the discussion, show students just the first two sentences of “Sample Passage 4” as a model of one writer’s style.

**Variation 2 (to increase rigor)**

Place Overhead Transparency 4.17d (“Sample Passage 4: Varied Sentences, Revised Wording, Upgraded Vocabulary, and Expanded Meaning”) on the overhead, displaying only the first two sentences:

- Explain that the revision strategies employed in Sample Passage 4 really open up possibilities for the passage.
- Go through the passage, sentence by sentence, discussing the strategies employed and how they impact the overall passage. Among other things, point out:
  - The many details added to the passage.
  - The upgraded vocabulary.
  - The use of present participle (“ing”) endings rather than past participle (“ed”) endings.
  - The combining of two or more clauses into a single clause.
  - The effort made to develop and enhance depth of meaning.
  - The variety in sentence structure.

**NOTE:** As students achieve more advanced levels of writing, identifying the parts of sentences can become a difficult task and is NOT a necessary focus in AVID class. As student writing becomes more complex, other needs will become apparent; these needs can be addressed through the teaching of additional focus lessons.
10. **Optional Extension:** Use Extension Activity 4.17 (“Combining Sentence Kernels”) to engage students in a sentence-combining activity. This activity can be done at any time to review concepts taught in this focus lesson or to reinforce sentences skills as students revise their own papers.

11. **Application to Current Writing:**
   - Have students select a current piece of writing.
   - Tell them to highlight specific sentence forms and then change them to add variety. Based on the sophistication of their writing, students might:
     - Highlight all simple sentences, and then change them to compound sentences.
     - Highlight all compound sentences, and then change half of them to complex sentences.
     - Highlight all compound and complex sentences, and then change three of them to compound/complex sentences.
   - Have students employ revision strategies to further enhance their writing.

   **NOTE:** Depending upon your goals and your students’ needs, you may want to vary the scope of this activity. For example, for one session, you might have students create only compound sentences. Another day, they could create only complex sentences. Different students could be assigned different tasks. The possibilities are many!
Sample Passage 1: Simple Sentences

Javier sat beneath the old pine tree. He thought about nature. He pondered his place in the universe. He looked up at the sky. Javier looked through the branches. He forced his eyes to blur. The branches melted together. The pine cones melted together. The green needles melted together. They became one. Javier sat there for hours. He looked at the interweaving of branches. He looked at the random placement of pine cones. He looked at every needle. The pieces formed the evergreen tree.
Sample Passage 2: 
Simple Sentences Combined to Form Compound Sentences

Javier sat beneath the old pine tree. He thought about nature, and he pondered his place in the universe. He looked up at the sky, and he looked through the branches. He forced his eyes to blur. The branches, pinecones, and green needles melted together, and they became one. Javier sat there for hours; he looked at the interweaving of branches, and he looked at the random placement of pine cones. He looked at every needle. The pieces formed the evergreen tree.
Sample Passage 3: *Simple Sentences Combined to Form Complex Sentences*

As Javier sat beneath the old pine tree, he thought about nature. While he pondered his place in the universe, he looked up at the sky. When looking through the branches, he forced his eyes to blur. The branches, pine cones, and green needles melted together, as if they were one. Javier sat there for hours, so that he could look at the interweaving of branches, the random placement of pinecones, and the needles that formed the evergreen tree.
Sample Passage 4: Varied Sentences, Revised Wording, Upgraded Vocabulary, and Expanded Meaning

As Javier lazily reclined beneath the ancient pine tree, he began to ponder the natural world and consider his small place in the vast universe. Looking skyward, he peered through the intricate lacing of boughs, following their journey from the trunk, buried deep in rich soil, to the blue skies, offering healing light. Opening his eyes wide, forcing them to blur, he fashioned a vision of unity as the branches, pine cones, and individual green needles melted from their individual existences to form a single entity. For hours, Javier lay there, appreciating the intricate interweaving of branches, admiring the nonsymmetrical placement of pine cones, and wondering at the distinct singular needles when, all combined, formed the massive evergreen tree. His life—his existence—how like the tree!
### SIMPLE SENTENCES

A simple sentence expresses an idea. It contains one independent clause. An independent clause contains a subject (noun), and a predicate (verb). This type of clause can stand on its own, as a sentence—it makes complete sense all by itself. Punctuation in simple sentences follows standard usage rules.

1. **Javier sat beneath the old pine tree.**
   - Javier is the subject (noun), and sat beneath the old pine tree is the predicate. The main verb is “sat.” This sentence is a simple sentence, because it contains just one independent clause.

2. **He thought about nature.**
   - He is the subject (noun), and thought about nature is the predicate. The main verb is “thought.” This sentence is a simple sentence, because it contains just one independent clause.

### COMPOUND SENTENCES

A compound sentence contains two or more independent clauses; the clauses express related ideas—they share common ground. The clauses are joined together by using a comma with a conjunction, or by using a semicolon.

1. **Javier sat beneath the old pine tree, and he thought about nature.**
   - In this example, two independent clauses are joined together with a comma and the coordinating conjunction, “and.” The two ideas are closely related.

2. **Javier sat beneath the old pine tree; he thought about nature.**
   - In this example, two independent clauses are joined together with a semicolon.

3. **Javier sat beneath the old pine tree; he thought about nature, and he pondered his place in the universe.**
   - In this example, three independent clauses are combined; the first two are joined together with a semicolon, and the last one is connected with a comma and the coordinating conjunction, “and.”

### COMPLEX SENTENCES

A complex sentence contains one independent clause and one or more dependent clauses. The dependent clause begins with a subordinating word and may be placed either before or after the independent clause. A comma follows the dependent clause if it comes before an independent clause; a comma precedes the dependent clause if it comes after an independent clause.

1. **As Javier sat beneath the old pine tree, he thought about nature.**
   - In this example, the subordinating conjunction, “as,” changes the independent clause, “Javier sat beneath the old pine tree,” into a dependent clause; therefore, it cannot stand alone. Since the clause is introductory, or before the independent clause, it is followed by a comma.

2. **Javier sat beneath the old pine tree, while he thought about nature.**
   - In this example, the subordinating conjunction, “while,” changes the independent clause, “he thought about nature,” into a dependent clause; therefore, it cannot stand alone. Since the clause follows the independent clause, and is tacked on to the end of the sentence, it is preceded by a comma.

### COMPOUND/COMPLEX SENTENCES

A compound/complex sentence contains two or more independent clauses and one or more dependent clauses. Punctuation for compound/complex sentences follows the same guidelines stated for the other types of sentences.

1. **As Javier sat beneath the old pine tree, he thought about nature, and he pondered his place in the universe.**
   - In this example, the subordinating conjunction, “as,” changes the independent clause, “Javier sat beneath the old pine tree,” into a dependent clause. Since the dependent clause comes before the two independent clauses, it is followed by a comma; the two independent clauses are joined together with a comma and the coordinating conjunction, “and.”

2. **Javier sat beneath the old pine tree; he thought about nature, while he pondered his place in the universe.**
   - In this example, the subordinating conjunction, “while” changes the independent clause, “he pondered his place in the universe,” into a dependent clause. Since the dependent clause follows an independent clause, and is tacked on to the end of the sentence, it is preceded by a comma. The two independent clauses are joined together with a semicolon.
Phrases

A phrase is a group of words that is missing a subject or predicate, or both. A phrase is not a complete sentence; instead, it adds detail to the ideas in a sentence.

Clauses

A clause is a group of words that has a subject and a predicate. There are two types of clauses.

An independent clause has a subject and a predicate, expresses a complete idea, and can stand alone; it is a complete sentence. In many grammar books, these are also called main clauses.

A dependent clause also has a subject and a predicate, but it can’t stand alone because it begins with a subordinating word; it must be linked to an independent clause to form a complete sentence. In many grammar books, these are also called subordinate clauses, because they are secondary to the main clause.
Combining Sentence Kernels

Lesson Steps

• Have students copy these sentence kernels from the board.
  — Tucker was a trucker.
  — He was out of luck.
  — He was in Winnemucca.
  — He was stuck.

• Model sentence combining on the board.
  “Tucker was an out-of-luck trucker who was stuck in Winnemucca.”

• Working individually, have students write 3–5 sentence combinations of their own, punctuating properly.

• Have several student volunteers write a sentence on the board and explain the structure and punctuation rules they followed.

• Remind students to take Cornell notes on unfamiliar terms, new ideas, and examples.

• Try another example together or ask students to work with a partner to combine the following kernels.
  — Jill was a writer.
  — She was famous.
  — She was rich.
  — She wrote mystery novels.
  — She enjoyed her work.

  **NOTE 1:** After each volunteer finishes (or while he/she is explaining), call on class members to offer analysis, explanation, commentary, etc. This is especially effective when a student presenter is not comfortable with, or adept at, explaining structure and/or punctuation rules. As student volunteers explain their sentences, try to expand upon what the student has created. For example, you might say: “Oh! Look! Mary used an introductory phrase! Class, do introductory phrases get a comma or not?”

  **NOTE 2:** From time to time, use this method with other sentence kernels created by you or your students. Try varying the focus to emphasize the sentence elements (parallel structure, proper placement of modifiers, proper usage, etc.) you want students to review and practice.

  **NOTE 3:** Try placing a “Sentence Kernels” box someplace in the classroom. (A shoe box wrapped in festive paper, with a slit cut in the top, works nicely!) Ask students to submit sentence kernels for future activities. Be sure to tell students that their kernels don’t have to rhyme like the first example used in this lesson, but they do have to be related in some way.
Resources

Internet

http://webster.commnet.edu/grammar/combining_skills.htm
http://owl.english.purdue.edu/workshops/pp/sentence.PPT
http://a4esl.org/q/h/vm/m-sco01.html
http://www.writing.ucsb.edu/faculty/behrens/sentcomb.htm
http://www.unt.edu/writing_center/wssentencecombining.htm
http://www.csus.edu/owl/index/sentence.htm
http://interneg.org/interneg/training/esl/module/activities/sent_combining.html
http://www.writing.ucsb.edu/faculty/behrens/ex_scomb.htm

Books

Killgallon, Don. *Sentence Composing for High School.*

Review Packet

Reviewing Parts of Speech and Sentence Structure

NOTE: The purpose of this activity is to give you a relatively quick, fun way to determine what your students know to help you make decisions about what does and does not need to be reviewed, and even which students need the review. Parts 1 and 2 can be done on the same day or on different days.

1. “Vote with Your Feet”: Parts of Speech
   - Post signs around the room that say “No Way,” “Not Quite Sure,” “Pretty Sure,” “For Sure.”
   - Ask students to group under the sign that tells how much they think they know about various parts of speech. (Allow a minute for students to move to a sign.)
   - Say: “I will be asking a series of questions about the parts of speech. As I do, think about the answers to the questions and decide how much you know. When I say, ‘vote with your feet,’ move to the sign that best shows your level of knowledge about the questions just asked.
   - Ask the first series of questions, about nouns (see below).
   - Say: “Vote with your feet! Show me how much you think you know about nouns!” Allow a minute for students to move to the sign showing their perceived knowledge.
   - Continue this process for each of the eight parts of speech, using the series of questions suggested. Ask students to “vote” only after you have read all the questions in a series. Students should not try to answer the questions aloud; they should simply think about their answers.

NOTE: Record information that will help you make instructional decisions. You may want to note how many students are under each sign and which students are where. It is helpful to post an AVID tutor at each sign for the recording of such information.

Series 1 (Nouns): What is a noun? Could you write a definition? What are some types of nouns? Can you name them? (Pause.) What is a proper noun? Can you give some examples?

Series 2 (Pronouns): What is a pronoun? Could you write a definition? What are some types of pronouns? Can you name them? (Pause.) What is a personal pronoun? Can you give some examples? What is a possessive pronoun? Can you give some examples?

Series 3 (Verbs): What is a verb? Could you write a definition? What are some types of verbs? Can you name them? (Pause.) What is a helping verb? Can you give some examples? Do you know about verb tenses? What are they?

Series 4 (Conjunctions): What is a conjunction? What is its function? What are some types of conjunctions? Can you name them? (Pause.)

Series 5 (Adjectives): What is an adjective? Could you write a definition? Why do we use adjectives? Can you give some examples of adjectives?

Series 6 (Adverbs): What is an adverb? Could you write a definition? Why do we use adverbs? What letters do many adverbs end with? Can you give some examples? Can you name some adverbs that don’t end with the letters suggested above?
Series 7 (Prepositions): What is a preposition? What is its function? Can you name some prepositions?

Series 8 (Interjections): What is an interjection? Can you write a definition? How are interjections different from other parts of speech? What is their purpose? Can you give some examples?

2. “Vote with Your Feet”: Sentence Structure

- Post signs around the room that say “No Way,” “Not Quite Sure,” “Pretty Sure,” “For Sure.”
- Ask students to group under the sign that tells how much they think they know about sentences. (Allow a minute for students to move to a sign.)
- Say: “I will be asking a series of questions about sentences. As I do, think about the answers to the questions and decide how much you know. When I say, ‘vote with your feet,’ move to the sign that best shows your level of knowledge about the questions just asked.
- Ask the questions in Series 9.
- Say: “Vote with your feet! Show me how much you think you know about these ideas!” Allow a minute for students to move to the sign showing their perceived knowledge. Ask students to “vote” only after you have read all the questions in a series. Students should not try to answer the questions aloud; they should simply think about their answers.
- Continue this process using the remaining series of questions.

Series 9 (Parts of a Sentence): What are the two main parts of a sentence? Can you name them? (subject and predicate) (Pause.) What is a subject? What is a predicate? With which parts of speech do they correspond? (noun and verb)

Series 10 (Phrases): What is a phrase? Could you write a definition? Can you name some types of phrases?

Series 11 (Clauses): What is a clause? Could you write a definition? Can you name some types of clauses? (Pause.) What is the difference between a dependent and an independent clause?

Series 12 (Sentence Structure): What are the four types of sentence structure? (simple, compound, complex, compound/complex)

3. Review Lessons: Parts of Speech and Sentence Structure

- Using the information gathered above (from the “Vote with Your Feet” activities), identify particular areas of need for your students.
- Prioritize, prepare, and teach refresher lessons as needed. Use other focus lessons in this writing guide (or resources you create) to address the remaining needs of your students.
A Quick Guide to Basic Parts of Speech

For more advanced elements of each of these parts of speech, please consult with your English teacher or use a grammar book/online resource as a reference.

NOUNS
Nouns name people, places, things, and ideas—people we can meet, places we can visit, things that we can touch, or ideas we can imagine.

<table>
<thead>
<tr>
<th>people</th>
<th>places</th>
<th>things</th>
<th>ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>garden</td>
<td>book</td>
<td>love</td>
</tr>
<tr>
<td>student</td>
<td>school</td>
<td>money</td>
<td>freedom</td>
</tr>
<tr>
<td>Emily</td>
<td>London</td>
<td>The Bill of Rights</td>
<td>Judaism</td>
</tr>
</tbody>
</table>

Collective nouns (troop, committee, etc.) refer to groups.

Proper nouns are capitalized because they refer to specific people, places, things, and ideas.

PRONOUNS
Pronouns are replacement words—words that take the place of a noun.

There are many different forms of pronouns, but key examples include: personal, possessive, and interrogative.

Personal pronouns refer to people and things.

<table>
<thead>
<tr>
<th>she</th>
<th>he</th>
<th>they</th>
<th>I</th>
<th>you</th>
<th>our</th>
<th>their</th>
<th>it</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
<td>him</td>
<td>them</td>
<td>me</td>
<td>your</td>
<td>ours</td>
<td>theirs</td>
<td>its</td>
</tr>
</tbody>
</table>

Possessive pronouns show ownership.

<table>
<thead>
<tr>
<th>my</th>
<th>yours</th>
<th>her</th>
<th>his</th>
<th>our</th>
<th>theirs</th>
<th>its</th>
<th>hers</th>
</tr>
</thead>
<tbody>
<tr>
<td>mine</td>
<td>its</td>
<td>hers</td>
<td>ours</td>
<td>theirs</td>
<td>us</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interrogative pronouns begin questions.

<table>
<thead>
<tr>
<th>who</th>
<th>what</th>
<th>when</th>
<th>where</th>
<th>why</th>
<th>how</th>
<th>which</th>
</tr>
</thead>
<tbody>
<tr>
<td>whom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other examples of pronouns include:

<table>
<thead>
<tr>
<th>that</th>
<th>myself</th>
<th>herself</th>
<th>himself</th>
<th>yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>itself</td>
<td>ourselves</td>
<td>themselves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this</td>
<td>these</td>
<td>that</td>
<td>those</td>
<td></td>
</tr>
<tr>
<td>some</td>
<td>most</td>
<td>all</td>
<td>nothing</td>
<td>none</td>
</tr>
<tr>
<td>many</td>
<td>few</td>
<td>both</td>
<td>one</td>
<td>each</td>
</tr>
<tr>
<td>one</td>
<td>anyone</td>
<td>everybody</td>
<td>somebody</td>
<td>something</td>
</tr>
<tr>
<td>many</td>
<td>some</td>
<td>any</td>
<td>one</td>
<td>anyone</td>
</tr>
<tr>
<td>someone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VERBS
Verbs are actions words—things that we can do.

Helping verbs do not make meaning on their own. They must work together with main verbs in order to create meaning.

<table>
<thead>
<tr>
<th>be</th>
<th>do</th>
<th>have</th>
<th>modal</th>
</tr>
</thead>
<tbody>
<tr>
<td>being</td>
<td>did</td>
<td>has</td>
<td>can</td>
</tr>
<tr>
<td>been</td>
<td>has</td>
<td>had</td>
<td>could</td>
</tr>
<tr>
<td>am</td>
<td>does</td>
<td>had</td>
<td>may</td>
</tr>
<tr>
<td>is</td>
<td>has</td>
<td>had</td>
<td>might</td>
</tr>
<tr>
<td>are</td>
<td>has</td>
<td>had</td>
<td>must</td>
</tr>
<tr>
<td>was</td>
<td>has</td>
<td>had</td>
<td>ought to</td>
</tr>
<tr>
<td>were</td>
<td>has</td>
<td>had</td>
<td>shall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>should</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>will</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>would</td>
</tr>
</tbody>
</table>

Main verbs make meaning all on their own. Examples: run, climb, stomp, think, read, shout, swim, wait

Verbs have three basic tenses (past, present, and future).

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>climbed</td>
<td>climb</td>
<td>will climb</td>
</tr>
<tr>
<td>has climbed</td>
<td>climbing</td>
<td></td>
</tr>
<tr>
<td>had climbed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADVERBS
Adverbs are description words—words that give information about verbs, adjectives, or other adverbs.

Adverbs make writing interesting and exciting to read because they add descriptive details about the words they modify.

quickly darted extremely aggressive very honestly

Some interesting facts:

- Adverbs usually end with “ly.” (quickly)
- There are some adverbs that do not end with “ly.” (often, fast, very, never)
- A very common adverb is not.
ADJECTIVES
Adjectives are description words—words that give information about nouns and pronouns.

Adjectives make writing interesting and exciting to read because they add descriptive details about the words they modify.

delicate flower fantastic book egregious crime

Some interesting facts:
• Proper nouns can be made into proper adjectives. Of course, they are capitalized!
  — We live in America. (noun)
  — We are all American. (adjective)
• Numbers act like adjectives when they tell how many of something.
  — Twenty-four birds sat in a row.

CONJUNCTIONS
Conjunctions are connection words—words that join ideas together.

Coordinating conjunctions connect two like ideas (words or clauses) together.
and but yet so or for nor

Subordinating conjunctions introduce dependent clauses and create a relationship between two clauses.
as although while because after
when once since until before

There are many different conjunctions. More complete lists can be found in grammar books and via the Internet.

PREPOSITIONS
Prepositions are structural words—words that show relationships.

Rule: Prepositions come before a noun or a pronoun.

Prepositions: A Partial List
about above after among before
between except for in like
of on over than since
through to under upon with

There are more than one hundred prepositions in the English language. More complete lists can be found in grammar books and via the Internet.

INTERJECTIONS
Interjections are emotion words—words that show feelings and moods.

Interjections generally end with an exclamation mark and stand apart from the rest of the sentence.

We use them to show surprise, uncertainty, pain, frustration, and happiness.
• surprise Well! Look at that!
• uncertainty Hmm. I don’t know...
• pain Ouch! Stop it!
• frustration Oh no! It’s wrong!
• happiness Wow! I made it!

We use them to beg our parents, say “hello” to old friends, and get someone’s attention.
• beg Oh! Please, Mom!
• hello Hi! How are you?
• get attention Hey! Over here!
Simple Sentences

A simple sentence expresses an idea. It contains one independent clause. An independent clause contains a subject (noun), and a predicate (verb). This type of clause can stand on its own, as a sentence—it makes complete sense all by itself. Punctuation in simple sentences follows standard usage rules.

1. Javier sat beneath the old pine tree.
   
   Javier is the subject (noun), and sat beneath the old pine tree is the predicate. The main verb is “sat.” This sentence is a simple sentence, because it contains just one independent clause.

2. He thought about nature.
   
   He is the subject (noun), and thought about nature is the predicate. The main verb is “thought.” This sentence is a simple sentence, because it contains just one independent clause.

3. He pondered his place in the universe.
   
   He is the subject (noun), and pondered his place in the universe is the predicate. The main verb is “pondered.” This sentence is a simple sentence, because it contains just one independent clause.
Compound Sentences

A compound sentence contains two or more independent clauses; the clauses express related ideas—they share common ground. The clauses are joined together by using a comma with a conjunction, or by using a semicolon.

1. Javier sat beneath the old pine tree, and he thought about nature.

In this example, two independent clauses (“Javier sat beneath the old pine tree” “he thought about nature”) are joined together with a comma and the coordinating conjunction, “and.” The two ideas are closely related.

2. Javier sat beneath the old pine tree; he thought about nature.

In this example, two independent clauses are joined together with a semicolon.

3. Javier sat beneath the old pine tree; he thought about nature, and he pondered his place in the universe.

In this example, three independent clauses are combined; the first two are joined together with a semicolon, and the last one is connected with a comma and the coordinating conjunction, “and.”
Practice with Simple and Compound Sentences

In these activities, students practice changing simple sentences to compound sentences.

Daily Warm-up: Display sets of simple sentences on the overhead. Give students the first five minutes of class to combine them into compound sentences. Have students share examples; write some of these on the overhead and discuss.

Examples

Simple Sentences: Billy laughed at the monkey. Billy pretended to be a monkey.
Compound Sentence: Billy laughed at the monkey, and then he pretended to be a monkey!

Simple Sentences: My main goal is to be a veterinarian. I like working with animals.
Compound Sentence: My main goal is to be a veterinarian, because I like working with animals.
Compound Sentence: I like working with animals, so my main goal is to be a veterinarian.

Simple Sentence Find

Ask/Require students to find examples of simple sentences in their free reading or subject area reading, write them down, and combine them into compound sentences. Offer extra credit/extra credit for correct combinations. Post some for viewing.

Simple Sentence Contest

Challenge students to find simple sentences for the class to use in different activities. Request that they write their suggestions on 3x5 cards and submit them in the box provided. Tell them that each card should contain at least two simple sentences with related ideas, along with the source(s) where they were found. Give prizes to the three students who submit the most cards. (Naturally, the cards need to be correct to be considered!) Randomly select cards to use as the basis for a warm-up or other practice activity, giving credit to the student who submitted the sentences.
**Complex Sentences**

A complex sentence contains one independent clause and one or more dependent clauses. The dependent clause begins with a subordinating word and may be placed either before or after the independent clause. A comma follows the dependent clause if it comes before an independent clause; a comma precedes the dependent clause if it comes after an independent clause.

1. **As Javier sat beneath the old pine tree, he thought about nature.**

   In this example, the subordinating conjunction, “as,” changes the independent clause, “Javier sat beneath the old pine tree,” into a dependent clause; therefore, it cannot stand alone. Since the clause is introductory, or before the independent clause, it is followed by a comma.

2. **Javier sat beneath the old pine tree, while he thought about nature.**

   In this example, the subordinating conjunction, “while,” changes the independent clause, “he thought about nature,” into a dependent clause; therefore, it cannot stand alone. Since the clause follows the independent clause, it is preceded by a comma.

3. **As Javier sat beneath the old pine tree, he thought about nature, while also pondering his place in the universe.**

   In this example, the subordinating conjunction, “as,” changes the independent clause, “Javier sat beneath the old pine tree,” into a dependent clause; therefore, it cannot stand alone. Since the clause is introductory, or before the independent clause, it is followed by a comma. The subordinating conjunction, “while,” changes the independent clause, “He pondered his place in the universe,” into a dependent clause. “Pondered” is changed from past to present participle form, and the word “also” is added; both of these changes enhance fluency. Since the dependent clause is tacked on to the end of the sentence, it is preceded by a comma.
Compound/Complex Sentences

A compound/complex sentence contains two or more independent clauses and one or more dependent clauses. Punctuation for compound/complex sentences follows the same guidelines stated for other types of sentences.

1. As Javier sat beneath the old pine tree, he thought about nature, and he pondered his place in the universe.

   In this example, the subordinating conjunction, “as,” changes the independent clause, “Javier sat beneath the old pine tree,” into a dependent clause. Since the dependent clause comes before the two independent clauses, it is followed by a comma; the two independent clauses are joined together with a comma and the coordinating conjunction “and.”

2. Javier sat beneath the old pine tree; he thought about nature, while he pondered his place in the universe.

   In this example, the subordinating conjunction, “while” changes the independent clause, “he pondered his place in the universe,” into a dependent clause. Since the dependent clause follows an independent clause and is tacked on to the end of the sentence, it is preceded by a comma. The two independent clauses are joined together with a semicolon.
Overview

The lessons in this section are focused on helping students to write more expressively and reflectively. The primary purpose of expressive and reflective writing is to activate the reader’s imagination and intellect by immersing him/her in the experience with sensory details and vivid language. It is also to communicate the significance of the writer’s experience(s) to the reader. To do this, the writer must pay close attention to the details and think deeply about the importance of the experience.

The lessons are identified as foundational (for students with little background knowledge or experience with writing or the lesson topic), intermediate (for students with some background knowledge or experience), or advanced (for students with significant background knowledge and experience with writing and who are ready to pursue college-level work).

The writing types included in this section are:

- Mandala autobiography (foundational)
- Autobiographical incident (intermediate)
- Biography (intermediate)
- College admission essay (advanced)

Each writing lesson includes recommendations for how to simplify the lesson (for students who need more scaffolding) or how to make it more challenging (for students who need more rigor).

As lessons increase in their challenge, they offer less scaffolding for the basic writing process and more depth and complexity in terms of exploring a topic and thinking critically. The lessons are laid out in a step-by-step format aligned with the stages of the writing process, but teachers should feel free to move outside of this linear presentation. (We all know that sometimes students need to go “out of order” as they develop a piece of writing.) The sequencing has been established for ease of organization, not as a prescription for how writing must progress. Teachers are encouraged to adapt the lessons, as needed, for their students and for their style of teaching.

Besides the step-by-step instructions, each lesson contains student handouts, student samples of completed activities, and a rubric for scoring the final writing product. The rubric provides criteria for four levels of accomplishment (very effective, effective, somewhat effective, ineffective), rather than matching the criteria to number or letter grades. (NOTE: A second rubric for scoring the writing process [Student Handout 2.13] can be found in section 2 of this guide.) Teachers are encouraged to adapt the rubric descriptors and criteria to fit the assessment needs of their own classrooms.
Strategies/Student Materials

5.1 Mandala Autobiography
   Student Handout 5.1a: What Is a Mandala?
   Student Handout 5.1b: The Symbols of My Life
   Student Handout 5.1c: Mandala Autobiography: Assignment Description
   Student Handout 5.1d: Mandala Autobiography: Rubric

5.2 Autobiographical Incident
   Student Handout 5.2a: Autobiographical Incident: Assignment Description
   Student Handout 5.2b: Autobiographical Incident: Rubric

5.3 Biography
   Student Handout 5.3a: Biography: Assignment Description
   Student Handout 5.3b: Biography: Rubric

5.4 College Admission Essay
   Student Handout 5.4a: College Admission Essay: Assignment Description
   Student Handout 5.4b: Some Advice about Style and Approach
   Student Handout/Overhead 5.4c: Ideas for Creating a Title
   Student Handout 5.4d: College Admission Essay: Rubric

AVID Resources with Related Material

The Write Path: English Language Arts, Grades 6–12
The Write Path: English Language Development
The Write Path: Mathematics, Grades 6–12 (autobiography)
The Write Path: Science, Grades 6–12 (autobiography)

NOTE: See “9: Writing Resources” for additional ideas for teaching these topics.
5.1 Mandala Autobiography

**Level:** Foundational

**Rationale:** As a foundational piece of writing, the autobiographical essay serves many purposes: to better acquaint students with one another; to engage students in reflective thinking and writing; to develop students’ abilities to write descriptively and personally; to develop students’ abilities to navigate the writing process. This assignment has the added benefit of having a visual/symbolic component which enhances students’ abilities to think beyond the literal level.

**Suggested Timeline:** 18–21 hours, depending upon the number of focus lessons taught, the amount of writing time provided in class, and the number of revisions students undertake (see “How to Use This Book” for additional guidelines).

**Materials:**

- mandala example (from book or Internet; see “Note” below)
- autobiographical mandala example (teacher-created)
- colored markers/pencils
- paper
- large circles cut from posterboard
- computer access
- Student Handouts 5.1a–5.1d
- Student Handouts 2.5–2.7; 2.9–2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

**AVID Methodologies Used (WIC-R):** Writing, Inquiry, Collaboration, Reading

**California Standards Addressed:**

*Grades 9/10*

**English Language Arts**

- Writing Strategies: 1.1, 1.2, 1.8, 1.9
- Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5
- Listening and Speaking Strategies: 1.4 (if speaking element is added to increase rigor)

*Grades 11/12*

**English Language Arts**

Precursor to meeting standard 2.3: Writing Applications

**Prewriting**

1. **EXAMPLE:** Ask students, “What is a mandala?” Record their ideas on the board or on a piece of chart paper. Show a mandala example large enough for students to see the details, and ask them to tell what they see. Record their ideas on the board or on a piece of chart paper. (Observations might include: color, symmetry, pictures [symbols], a sense of “wholeness” represented in the circular design, the mood, and the overall message communicated.)

**NOTE:** Fran Claggett’s book Drawing Your Own Conclusions contains mandalas related to literature. Other mandalas include the Aztec calendar, Tibetan sand mandalas, Navajo...
sand paintings, etc. These and many other examples can be found in books or on the internet. Suggested Web sites:
Aztec Calendar: www.crystalinks.com/azteccalendar.html
Mandalas in Education: www.mandalaproject.org/What/Index.html
Mandalas: www.abgoodwin.com/mandala/ccweb.shtml

2. ANALYZE: Ask students, “What is a symbol?” Identify various symbols in the mandala. (If students are unfamiliar with symbols, follow step 3 below to clarify. If they already understand symbols, skip to step 4.)

3. CLARIFY: On the board, write the words sign and symbol as titles in a T-Chart. Ask students to discuss the meanings of the two words and tell how they are different. Write the meanings on the chart. Ask students to give examples of signs and symbols to add to the chart. Draw illustrations next to the examples.

Extend the T-Chart with as many signs and symbols as students can generate. Other ideas for symbols include a flute for the love of music, a tree for the love of nature, an open hand to represent friendship.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means only one thing</td>
<td>Means many things</td>
</tr>
<tr>
<td><em>Examples:</em> A stop sign (illustrate)</td>
<td><em>Examples:</em> A ring (illustrate): can represent love, engagement, family, wedding, friendship</td>
</tr>
<tr>
<td>A dollar sign (illustrate)</td>
<td>A heart (illustrate): can represent love, passion, and feelings</td>
</tr>
<tr>
<td>A traffic light (illustrate)</td>
<td>A bird (illustrate): can represent freedom, peace</td>
</tr>
</tbody>
</table>

4. BRAINSTORM: In groups of three, have students consider and brainstorm answers to this question: “What are some things a circle can symbolize or represent?” Ask each group to share a thought about the symbolism of circles with the rest of the class. Record their ideas on the board or on a piece of chart paper.

5. DEFINE: Distribute Student Handout 5.1a and review it with students. Tell students they are going to create a symbolic picture representing aspects of their own lives. Link to the significance of circles just discussed by asking, “Why might a circle be an appropriate/effective symbol for displaying other symbols that represent our lives?” Discuss; record students’ ideas on board.

6. GUIDED VISUALIZATION AND QUICKWRITE: Look over the list below and select two or three scenarios that you would like to use with your class; adapt/adjust them to suit the needs of your students. Set aside time to lead students through each scenario. Spreading them out over time (over the course of the class period or over the course of several days) tends to enhance student focus/productivity. (This is a perfect example of how the seemingly linear process presented in these lessons is not linear! This work—leading students through visualizations—could actually be done before introducing the mandala; it could be done over time and tucked away in a safe place [a classroom writing folder, etc.] and pulled out when needed.)

Visualization Scenarios:

- Think about a significant day in your life: Who was there? Where were you? What was happening? Why is the day important to you?
- Think about a series of favorite locations from throughout your childhood. These places might range from Dad’s lap, to Grandma’s kitchen stool, to a secret hiding place beneath a willow tree, to a national
monument. As you think of these favorite locations, try to determine why each place was special and what each one represented. (You might want to offer a personal example to get students thinking.)

- Envision the people closest to you/most special to you. Who are they? See their faces. View their actions. What have they done or what do they do that makes them special?
- Think about the objects in your life that are most important to you. What are they? Feel yourself holding them. How do they make you feel? Where did you get them? Why are they special?
- Think about a difficult time in your life. What was going on? Why were you struggling? Who was there to help you up? How did you respond to the challenge?
- See your life as a journey. What does it look like—a bumpy road, a river…? Where did the journey begin? Where has it led you? Where is it heading? How has the trip been? What part of the journey might be particularly important, maybe a defining moment?

Visualization Steps:

A. Select a scenario; adapt/develop/adjust it to meet the needs of your students.

B. Have students close their eyes. Guide students through the scenario, setting the mood/tone with music, lighting, etc. (It always helps to offer concrete examples throughout this step. It is equally important to allow quiet work time for students to think without interruption.)

C. Have students open their eyes—remaining silent—and create a picture or graphic display of their thoughts.

**NOTE:** It is very helpful to model this step before the students do their own drawing. Take one of the examples used in the guided visualization and put it in picture and/or graphic form. Use a variety of pictures/graphic forms (a “visual brainstorm”) to represent the many facets of the experience you are trying to capture. Students need to see that no ONE picture can represent the complexity of their visualizations.

D. Have students do a quickwrite about their picture/graphic display.

E. Give students the opportunity to share their visual and quickwrite with a partner or in a triad/small group.

F. Have students put their work away in a designated place (if these visualizations are being spread out over time).

Repeat this process for each scenario you choose to explore with students.

7. **LIST AND SHARE:** Distribute Student Handout 5.1b and then direct students to do the following:

A. Review your quickwrite and picture/graphic display.

B. List in the left column the things most important in your life: people, experiences, beliefs, objects, places, etc.

C. Working with a partner (or in a small groups), draw or describe at least one symbol to represent each of the items in the left column. These symbols should then be recorded in the middle column. Example: Use a dove to represent peace or a heart to represent love. Collaborate with your partner or group to fill in the right column, working to find the deeper meaning behind the selected symbols.
8. **MODEL:** Model a sample mandala on the board or overhead projector (either draw your own mandala or project a former student’s mandala), using five personal symbols. Place one main symbol in the center and four other symbols around it. Next, demonstrate or show the connecting design that holds the symbols together. Discuss how the connecting design can create a unifying theme, solidify the overall message, and/or create a mood/tone. For example, a student might use water droplets as a connecting design throughout the mandala because the drops represent tears and “washing away.” (They could also represent purity/cleansing/renewal.) Another student might simply use geometric shapes to create a symmetrical pattern that holds the main symbols together. Such a pattern could represent unity/order/cohesiveness/constancy of purpose. Connecting designs might also help students later in their writing as they look for ways to transition between ideas/symbols.

   *NOTE:* It is especially effective for the teacher to model his/her own mandala, especially if the teacher is not “artistic.” Many students will worry that they can’t draw; the teacher’s modeling can help alleviate that concern.

9. **CREATE:** Have students follow the steps below to create individual mandalas.

   A. Have students review their lists of symbols and highlight those they want to consider using in their mandalas.

   B. Help students narrow their lists by asking them the following questions:
      - If you could only highlight one symbol on your list, which would it be? This symbol should be the largest in terms of its overall meaning. It should encompass your essence, and/or represent the most significant thing about you. It should be the one you MUST share with others. Highlight that symbol now. (*NOTE:* This will likely be the symbol the student uses in the center of the mandala.)
      - What symbols, when grouped together, define the most essential elements of your life?
      - What symbol offers special/unique insights about your life?

   C. Have students select five highlighted symbols on their lists to use in the creation of their mandalas. As they select their final symbols, they should think about how the different symbols work individually, yet flow together. Each symbol should be unique enough to warrant a body paragraph about it, but all symbols should link up to tell a whole, “connected” story.

   D. Using unlined paper, have students draw a circle and make a rough sketch of their mandalas, putting the most important symbol in the center of the circle, and arranging the other four symbols around it in an order that makes sense. This step should be done quickly; students shouldn’t get caught up in the artwork quite yet. Instead, they should focus on how the pieces of the mandala will create a whole story. They should also think about the overall feel, mood, or message of the mandala.

   E. Remind students about the connecting design in the model mandala and how it can serve several purposes. (Review as needed.) Explain that they will now collaborate with others to determine an appropriate connecting design, unique to their symbols.

   F. Working in small groups, have students follow these steps:
      - One at a time, students share their rough sketches, explaining the symbols of their mandalas, and clarifying how they will “tell their stories.” They should also share their thoughts about the overall feel or message they hope to achieve/convey.
      - Peers offer feedback about the symbols, their order, the flow, the story, the desired feel, etc.
• All group members brainstorm ideas for a connecting design.
• All group members discuss the brainstormed ideas and offer suggestions as to the purpose that each might serve in the student’s mandala.
• Following the discussion, the student selects his/her connecting design.
• Repeat these steps for each group member.

G. Distribute pencils, colored markers, and round pieces of poster board or white paper, and have students create their mandalas. They should be encouraged to make their mandalas as artistic as possible, adding color to enhance the overall appeal. (Remind students of the power of color and how colors can be symbolic.)

**NOTE 1:** Some teachers might want to approve the rough sketches prior to students completing this step. (This is to avoid the creation of beautiful mandalas that don’t meet the criteria of the assignment. Better to catch this early so students can revise their work.)

**NOTE 2:** This step can be done at home to save class time and to give students enough time to make the best mandala possible. It is a good idea to allow students to cut out pictures to use on their mandala if they desire, or to “commission” an “artist” to do the sketching (as long as the students do their own coloring). If students create their mandalas in class, they can collaborate to help one another with the artwork. If particular student artists seem to be helping many students, you might extend the deadline for those students’ work.

**NOTE 3:** A good way to create the mandala circles is to use cardboard pizza circles to cut perfect, round, correctly sized circles out of poster board or butcher paper. The largest size works best; pizza circles can be found at cooking stores.

**10. EXPLAIN ASSIGNMENT/RUBRIC:** Distribute Student Handout 5.1c. With the class, read through the handout, taking time to answer questions, explain, and clarify. This is also a good time to model/teach/review how to dissect a prompt. (See Section 8 “Timed Writing” for details about dissecting a prompt.)

Once students are clear about the assignment, distribute Student Handout 5.1d. Read through the rubric, pointing out the differences among the four levels. An interactive and effective way to go over a rubric is to have four students come to the front of the class to help explain the four levels. Give each student a sign—VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, INEFFECTIVE. Ask students to read the bulleted sentences for their part of the rubric. Student 1 reads the first sentence under “Very Effective,” followed by Student 2 who reads the first sentence under “Effective,” and so on. To keep students involved and thinking about the different criteria, other members of the class could be asked to paraphrase or point out the main differences among the four bullets. (Obviously, you will have to decide how much time to spend on this, but it’s important that the rubric is well understood.) An added bonus to this approach is that it gets students up and speaking. Plus, it adds a listening and critical thinking component to this step of instruction. It is little activities like this, done early in the year, that help build confidence in student speakers!

**11. SELECT AN AUDIENCE:** Have students choose an audience for their mandala and autobiographical essay (their classmates, a family member, etc.). Tell them to write their audience on Student Handout 5.1c.

**12. PLAN:** Ask students how they might organize a piece of writing based on their mandalas. Help students to see that each symbol could easily become a body paragraph; the mandala invites an organizational scheme.
Example (Seven Paragraphs)

• The first paragraph is an introduction to the student—who he/she is. An opening anecdote that relates to
the symbols in the mandala can be especially effective, as can linking to the connecting design or introduc-
ing the theme or message of the mandala.

• The middle five paragraphs explain each of the five parts of the mandala, presented in an order that makes
sense to the student. Each paragraph explains the symbol, its meaning, and its importance in the student’s
life. The power of the body paragraphs can be enhanced by linking each back to the opening theme or
message or to the connecting design.

• The seventh paragraph is one of reflection in which the writer pulls the entire piece together, linking all
symbols to a common message of growth or development. It tells about the overall significance of the
symbols as they relate to how the student sees him/herself today.

13. OUTLINE: Have students develop an outline for their autobiographical paper, using their mandala.

Drafting

1. WRITE: With their outlines and mandalas in front of them, have students write their first drafts quickly (in
one sitting if possible). Since they’ll be revising, they should not be concerned about producing a finished, pol-
ished piece at this point. They should use this draft to find out what it is they want to say. Even though this first
effort is quick, tentative, and exploratory, students should write a complete draft, organizing and developing as
well as they can.

   NOTE 1: Many students at the foundational level will struggle to finish a complete draft in
   one sitting—they will need additional support at this stage. You can help by suggesting
   they focus on drafting one paragraph at a time. Have students write an introduction, for
   example, then stop, share introductions with partners or small groups, participate as you
   conduct a focus lesson on introductions, collaborate with others to apply the ideas from the
   focus lesson, then move on to the next paragraph. This drafting, sharing, reteaching cycle
   should continue with each paragraph of the paper. Focused writing such as this could take
   place in a few small groups with a tutor/teacher facilitator if the whole class does not
   require scaffolding.

   NOTE 2: All students should take advantage of working with others as they seek to transfer
   their ideas from symbols to words. Collaboration might include: discussing introduction
   options, trying out phrases or sentences to determine which sounds best, practicing explain-
   ing a symbol aloud before writing ideas down, adjusting the organization, scheme, etc.

   NOTE 3: It’s important that you (or tutors) circulate among students to help guide them
   between their prewriting and their first drafts. Students who get bogged down by trying to
   choose the perfect word will need prompting to move the writing along. (They can come
   back later to wordsmith.) Well-placed questions/statements can propel students forward in
   their writing.

   Questions/statements that can guide students who are stuck on the introduction:
   • What must I know about you or your life to understand/be introduced to the rest of the paper?
   • What story would introduce me to the symbols in your mandala?
• What message do you want to leave in my mind when I finish your paper? How can you establish that message (theme) here?
• How do you want me to feel at the end of your paper? How can you establish that feeling here?
• How might your connecting design set up an introduction idea?
• What is your paper really about? Is it about struggle? Triumph? Hope? Despair?
• Do you have a unifying theme or message in mind?

Questions/statements that can guide students who are stuck on body paragraphs:
• What is your major idea for this symbol? What is important about it? Why did you choose it?
• Read your last paragraph aloud and then start writing the next paragraph.
• Tell me what you’re trying to say in this paragraph. (While the student talks, act as a scribe, writing down the main ideas to give back to the student for “fleshing out.”)

Questions/statements that can guide students who are stuck on the conclusion:
• How do all of the symbols in your mandala come together to create a whole?
• What do you want your reader to be thinking about as he/she sets your paper down? How can you prompt that thought?
• What growth/development did you experience?
• What is the message behind the symbols? How can you make that message explicit?

2. INTRODUCTION: Conduct a focus lesson about effective introductions (Focus Lesson 4.11) or review the information if this has already been done. After the focus lesson, project a student introduction from the class on the overhead (with the student’s permission, of course). Have students offer feedback and ask questions. Guide them in the rewriting of the introduction, pointing out key elements/changes that could improve its effectiveness. (Model as many examples as needed to teach/apply the desired concepts.) Have students work with partners to review and rewrite their introductions, as needed, to make them more effective.

3. SENTENCE CRAFTING: Based on students’ needs, conduct whole-class or small-group focus lessons about sentence-combining (Focus Lesson 4.17) and/or “showing” writing (Focus Lesson 4.6) to help students write more developed and complex sentences with more descriptive detail. Students who don’t need this instruction can work with other students to help them with sentence crafting. These student “experts” can be very effective models and teachers.

4. TRANSITIONS: Conduct a focus lesson on transitions (Focus Lesson 4.12). It is easy for a paper to become choppy, with paragraphs coming across as completely separate. Students may struggle to connect paragraphs and will benefit from direct instruction on how to do so. Use the mandala to demonstrate how to refer back to its connecting design or overall message as a method for connecting paragraphs together. Once you have explained and modeled methods for transitioning between paragraphs, students should be given the opportunity to apply the methods to their own papers.
Reader Response

1. **MODEL OBSERVING A MANDALA:** Ask for a volunteer who is willing to have his/her mandala and paper displayed to the class. Have students look at the mandala and discuss what they see and what they think is important based on the visual depiction of symbols. Record students’ comments on the board.

2. **MODEL GIVING A RESPONSE:** Display the introduction paragraph from the student’s first draft on the overhead projector. Read the introduction aloud and compare it to what students observed about the mandala. Are there things in the introduction that don’t seem to make sense, given the focus of the mandala? Are there things the writer has included that are especially powerful and that draw the reader into the essay? Make notes on the introduction about its strengths and any points of confusion. Identify places where more information is needed and write a statement or comment in the margin that indicates this. Use “I” statements to frame these comments/questions. (See Student Handout 2.12.)

   As a class, look at the first body paragraph and identify the focus. Which symbol is being explained? Based on the notes on the board, what do you expect to read about this symbol? What expected elements are included by the writer? Have students answer; write their ideas on the draft. Now read the paragraph through and ask: What is missing? What did you expect that isn’t here? What extras or nonessentials are included? Write students’ ideas on the draft.

   As a class, read both the introduction and the first body paragraph a second time. While reading, indicate especially strong wording with a wiggly line under it. Indicate a confusing or awkward sentence/phrase (place where the reader stumbles) with a straight line under it. Write comments in the margins that indicate questions/responses the readers have (e.g., “How is this sentence connected to your last sentence?” “I’m not sure what you’re describing here.” “I am interested in...”).

3. **DEBRIEF:** As a class, look at the feedback generated for the introduction and first body paragraph. Have students identify the steps modeled for giving a response. List these steps on the board for student reference. Discuss how this kind of feedback can be helpful to the student as he/she starts to revise. Field questions and clarify expectations about giving productive responses to a peer’s writing.

4. **VERBAL FEEDBACK:** Now that students have been walked through a model of how to give feedback, it is time for them to practice. Working in small groups or with a partner, have students respond verbally to the introduction and first body paragraph of each other’s papers, as outlined below.

   A. Students view the first mandala, generating observations and expectations before they listen to the actual paper being read.

   B. The first student reads his/her paper aloud while group members write and code their comments as described in the reader-response section of this book. (Use Student Handout 2.5 or 2.6.) When the student is done reading, listeners share their comments.

   C. The student assembles a list of peers’ comments and asks follow-up questions, as needed.

   **Sample Follow-up Questions**

   **About the introduction:**
   
   - How effective is the story I am using to introduce you to my symbols?
   
   - What message do I seem to be establishing in my introduction?
   
   - What feeling do I seem to be establishing in my introduction?
• How well do I use my connecting design as an introduction idea?
• What is my paper really about? Is it about struggle? Triumph? Hope? Despair?
• Do I have a unifying theme or message in mind?

**About the body paragraph:**
• What is my major idea for this symbol? What is important about it? Why do you think I chose it?
• Do you understand what my symbol represents about me? Where do I need more explanation?
• How can I describe my symbol better so that a reader can “see” it without seeing the actual mandala?

D. Repeat the above steps for each group member.

**NOTE:** While students are responding to one another’s papers verbally, circulate in the room to monitor and coach the comments being given. It takes students a long time to get the hang of giving productive reader responses. Guiding them in the process is extremely important.

5. **DEBRIEF:** Ask students to share examples of particularly helpful comments/suggestions/feedback they received; write some of these on the board. Next, ask for examples that don’t seem to be helpful. Discuss the differences between the two. Give students time to restate unclear/weak comments to make them more effective.

**NOTE:** To make this an even more powerful exercise, record examples of both helpful and ineffective feedback as you circulate in the room during the verbal feedback process; use these examples to start step 5.

6. **CONTINUE VERBAL FEEDBACK:** Have students repeat steps 4A–4D for the remaining body paragraphs.

7. **OPTIONAL DEBRIEF:** Repeat step 5 for the body paragraphs.

8. **CONTINUE VERBAL FEEDBACK:** Have students repeat steps 4A–4D for the conclusion, using the follow-up questions listed below:
   • Is it clear why the chosen symbols of my life are important? What should I add to my conclusion to make it clearer?
   • Do all of the symbols in my mandala come together to create a whole?
   • What does my conclusion make you think about as you set my paper down?
   • What personal growth/development did I communicate?
   • What is the message behind the symbols? How can I make that message clearer?

9. **OPTIONAL DEBRIEF:** Repeat step 5 for the conclusion.

10. **OPTIONAL WRITTEN FEEDBACK:** At the foundational stage, students are often better at talking about their feedback ideas than writing them down. This written feedback option should be saved for a second round of feedback, if used at all. To guide written feedback, use Student Handouts 2.7 and 2.9, determining beforehand which questions students should answer. Have students exchange papers and complete the targeted reader-response questions.

11. **OPTIONAL READER-RESPONSE EVALUATION:** If students are learning how to give effective reader responses with this assignment, collect the reader-response comments to identify where additional teaching is needed. Have students write the name of each responder on the appropriate page of comments and on the
rough draft so it’s easy to tell who gave what feedback. Students should staple the rough draft together with all reader-response notes. Review the papers and notes, and then assemble a summary overhead transparency that gives examples of both helpful and ineffective comments/questions. During the next class meeting, display the examples and discuss why they are helpful or ineffective. Discuss how to strengthen the ineffective comments/questions.

**NOTE 1:** If you have already done informal reader-response evaluations in steps 5, 7, and 9 above, this step may not be necessary. Use this option if you want to do a more thorough evaluation of individual student’s responses or if you want to evaluate a second round of reader responses.

**NOTE 2:** To avoid getting bogged down with all of the papers, consider collecting just a sampling of the feedback. Have student groups submit a paper with feedback that seems particularly helpful and one with feedback that seems to be ineffective, or have students record both helpful and ineffective examples on a T chart. Review what is collected and create target lessons, as suggested above.

**NOTE 3:** Giving and receiving quality feedback is very challenging for students. They have to see and hear how it’s done and then practice it many times. Be patient with students and continue to give explicit direction and guidance.

**Revising**

1. **MODEL OBSERVING A MANDALA:** Ask for another volunteer who is willing to have his/her mandala and paper displayed to the class. Have students look at the mandala and discuss what they see and what they think is important based on the visual depiction of symbols. Record students’ comments on the board.

2. **MODEL USING STUDENT READER RESPONSES:** Display the introduction paragraph of the student’s paper (and accompanying reader-response comments) on the overhead projector. Read the introduction aloud and review the comments given during reader response. Ask students the following questions: “Based on the comments/questions, what revision decisions might the writer make?” “What could be added, deleted, or changed?” Make notes using colored overhead markers. Help students to see how they can use the reader-response comments/questions to shape their revision decisions. If a comment is especially ineffective, discuss how it limits the writer and doesn’t offer much help for revision. (This is a KEY thing for students to learn if they are to become independent in seeking out good reader responses.) Take some time to make actual changes on the paper, further demonstrating the final effect of useful reader response.

Continue the revision practice by looking at the first body paragraph and modeling the same thinking, using the reader-response comments to determine what to change, add, or delete. Get student input for these decisions; explain the thinking about the changes so students understand the decision-making that occurs with revision.

**NOTE 1:** This process can be time-consuming, but it is well worth it. If students learn how to give effective feedback and how to use feedback for effective revision, then their writing will be stronger and they will experience increased confidence and a greater command of the writing process.

**NOTE 2:** Rather than using the overhead, consider using computer technology. Project the essay on the computer monitor and type in the changes using different fonts/colors/etc. (It
is helpful to make all of one type of changes in the same color. For example, type additions in red, deletions in blue, etc.) Using computer technology is especially efficient because the original can be copied and revised in several different ways, different options can be typed up for consideration, and pieces can be printed out as models.

3. **DEBRIEF:** Review the processes students have just gone through in the modeling exercise in order to make sound revision decisions. Have students step back and evaluate what is challenging and what is easy about these processes. Discuss why writers revise—what’s the purpose? Have them identify what they need to make revision more manageable (work with a partner, do it in chunks, define focus questions, etc.).

**NOTE:** Students need to be reminded that revision is more than simply rewriting the paper a single time. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, eventually blending them all into a final draft.

4. **REVISION PLAN:** Have students review the verbal and/or written feedback they received from peers and then make a list of revision priorities: what to do first, second, third, etc. as they attack the revision process. Have students share their plans with a partner and compare their priorities.

5. **REVISE USING FEEDBACK:** Using their revision plans and their reader responses, have students revise their drafts. This process initially should be done in class so students can collaborate with one another during the process and teacher/tutors can circulate and guide. It is a good idea to have students work on computers, as they are much more likely to make significant changes in their drafts if they don’t have to handwrite everything over again.

6. **MODEL USING RUBRIC:** Once you have modeled examples of using reader-response comments to guide revision, and once students have completed a revision using peer response, model how to use the rubric as a source for revision as well. Distribute Student Handout 5.1d. Have students look at their copies as you read the criteria for an “effective” paper and discuss what each element means. Have students take notes on their rubric as the class discusses and clarifies the meanings of the elements. With the criteria in mind, read a volunteered student essay aloud, from start to finish, as it is projected on an overhead or computer screen. (Distribute copies of the sample essay to students for reference.) Have students, working in pairs, consult the “effective” criteria listed on the rubric and evaluate the strengths and needs of the paper. On a sheet of paper, have pairs draw and label three columns (the first column labeled “Criteria,” the second column labeled “Strengths,” and the third labeled “Needs”). In the “Criteria” column, have students write down the first element on the “Effective” list on the rubric. In the second column (“Strengths”), partners should write what is strong in the paper that is related to this element. (They should be looking for and noting evidence that demonstrates this criterion is true of the paper.) Next, partners should write in the third column (“Needs”), what the paper needs to better meet the specific element in the first column. As a class, review each element of the “Effective” criteria and determine if the paper is effective, as written, or if it needs attention. Make notes on the draft about what the student could do to strengthen that element of the paper. Continue with each element on the list of “Effective” criteria. When finished, ask students to consider this question: “What if this student wanted his/her paper to be “very effective” not just “effective”? What would he/she have to do during revision?” Make notes of what students say; discuss how to use this feedback to make revision decisions.
7. **REVISE USING RUBRIC:** Using their second drafts, have students work to make a second round of revisions based on the rubric criteria. Again, while students are learning this process, it is best to do it in class so they can collaborate and teacher/tutors can guide.

8. **TIMELINE:** Establish a time frame for completing the paper and provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   *NOTE:* You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

9. **REPEAT:** Have students repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

**Editing**

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, noun-verb agreement, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been done on a computer, have students use the spell checker. *(NOTE: Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.)* During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or in small editing groups to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   *NOTE:* It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources during the editing process. Students should also be encouraged to consult dictionaries and grammar/usage handbooks during the editing process.

3. **REMINd:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read, and all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRIte:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft. You might want to have students write their final drafts in a special font on the computer to help them stay with the spirit of the symbolic and personal that is so much a part of the mandala.
5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

**Self-Evaluation/Reflection**

1. **WRITE:** Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and then rate or score it.

2. **DEBRIEF:** Once students have completed their self-evaluations/reflections, have them share and discuss some of their responses. The goal is to help students write effective reflections by encouraging them to give deep thought to their learning and goals. Students need practice to see that their reflections are not just an exercise done for the teacher, but an opportunity for them to recognize what they’ve gained from an experience (in this case, writing their papers). Give feedback on their reflections, and have students rewrite them as a way to improve the quality of the writing and to reinforce your writing expectations. It is also a good idea to share with students some especially strong reflections from previous classes.

**Publishing**

1. **FOR THEIR CHOSEN AUDIENCE:** Depending on the students’ audience, they might want to mount their mandalas and autobiographies on a large sheet of construction paper so they will be situated side by side for viewing.
   - Allow time for in-class reading of autobiographies (or excerpts of same) for those students who chose their classmates as their audience. An effective arrangement would be to have students sit in a large circle for the reading/viewing of the mandalas.
   - For students who chose the school as their audience, their mandalas and autobiographies could be posted in the classroom, library, or other appropriate place on campus. Or a class publication might be created for sharing with other AVID classes, families, etc.

2. **FOR THE TEACHER:** Have students compile their work into one package that includes the following, in order:
   - The self-evaluation/reflection
   - The final draft of the paper
   - All previous drafts and revisions of the paper, numbered by draft
   - Verbal response group comments/written responses
   - All prewriting

**NOTE:** Remind students to label all parts of their package.

**Adaptations to Simplify the Lesson (Increase Scaffolding)**

1. Spend a significant amount of time on the development of the mandalas. Students who feel invested in their visual depictions often feel more connected to the writing.

2. Break down the initial drafting process into small pieces. Rather than having students write the first draft in one sitting, have them do it in pieces (or paragraph by paragraph), offering support along the way.

3. Add more modeling of the various steps; practice each step in class with teacher/tutor guidance.
4. Do drafting and revising in class and only one revision. During the drafting and revising, slow down the process so students can write together and talk regularly while they work.

5. During the various stages of writing, partner a capable writer with a less capable writer.

6. As needs surface, conduct additional focus lessons to support students.

**Adaptations to Make Lesson More Challenging**

1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.

2. Have students revise several times, generating multiple drafts and really focusing on the revision process.

3. Have students work on enhancing the narrative, focusing their writing on SHOWING more about their mandala symbols rather than just TELLING about them (see Focus Lesson 4.6).

4. Have students develop a rough draft and a final draft of their mandala, enhancing the latter with artistic features. Students might want to experiment with using different media for the mandala (paint, charcoal, pastels, etc.).

5. Have students focus on connecting their theme, mood/tone, and message more completely.

6. Have students develop their conclusions more thoroughly, demonstrating a higher level of insight or epiphany.

7. Have students move away from the suggested seven-paragraph structure and organize their papers in unique/original ways.

**Suggested Reading Selections Appropriate for This Lesson**

- Samples of student work, generated by your own class
What Is a Mandala?

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

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

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

For more information about mandalas, visit these Web sites:

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

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

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

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

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*High School Writing Teacher Guide*
Mandala Autobiography: Assignment Description

Using your mandala as the basis for your writing, create an autobiographical essay that reveals some significant aspects of your life. Your essay should describe the symbols you’ve chosen for your mandala, what the symbols mean, and why they are significant representations of your life. You should also help your reader to understand how all these symbols come together to demonstrate unity or wholeness, how they hold together to communicate the “essence” of who you are.

Think about the audience to whom you’d like to write. Suggestions:

A. Your AVID classmates
B. Your family
C. Your teacher
D. Your school (The mandala and writing might be publicly displayed.)

Using the space below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: ________________________________________________

Purpose: To communicate to another person or other people some areas of your life that you consider important. You want your audience to understand who you are as they read about what’s important to you.

Form: Essay

Essay length: approximately 2–3 pages, double-spaced, in a legible font. (You might want to use a special font for this essay to help personalize it and connect it to your mandala.)

Due date: _____________________
# Mandala Autobiography: Rubric

The following rubric should give you ideas about writing and evaluating mandala autobiography papers.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• mandala includes at least five symbols that represent unique/varied aspects of the writer and/or his/her life</td>
<td>• mandala includes at least five symbols that represent important aspects of the writer and/or his/her life, but some aspects seem to lack importance or appear to be redundant</td>
<td>• mandala displays symbols, but lacks detail and/or visual appeal</td>
<td>• mandala is underdeveloped and/or incomplete</td>
</tr>
<tr>
<td>• mandala demonstrates symbolic purpose and is visually appealing</td>
<td>• mandala is creative and visually appealing</td>
<td>• the mandala’s connecting design is evident, but does not enhance the overall mandala</td>
<td>• the mandala has no connecting design</td>
</tr>
<tr>
<td>• the mandala’s connecting design is purposeful and unifies the mandala</td>
<td>• essay attempts to describe and explain the symbols contained in the mandala; some symbols may be more developed than others</td>
<td>• essay describes and/or explains some aspects of the writer but the description/explanation is not connected with specific symbols or the description and explanation are underdeveloped</td>
<td></td>
</tr>
<tr>
<td>• essay thoroughly describes and explains the symbols contained in the mandala</td>
<td>• essay describes and explains the symbols contained in the mandala</td>
<td>• essay describes and/or explains some aspects of the writer but the description/explanation is not connected with specific symbols or the description and explanation are underdeveloped</td>
<td></td>
</tr>
<tr>
<td>• essay uses strong sensory details to bring each symbol to life</td>
<td>• essay includes details associated with the symbols</td>
<td>• essay includes some details, but more are needed to truly understand the significance of each symbol</td>
<td>• essay does not include enough detail to clarify each symbol or clearly convey what is significant to the writer</td>
</tr>
<tr>
<td>• essay organization creates a wholeness for the essay; well-crafted transitions unify ideas and propel the reader forward</td>
<td>• essay organization is logical; transitions unify ideas and help the essay to flow</td>
<td>• essay organization lacks logic and creates some confusion; transitions do not always link ideas; paper may seem choppy</td>
<td>• essay organization is confusing; transitions are inappropriate or are missing</td>
</tr>
<tr>
<td>• contains richly detailed sensory images and varied vocabulary</td>
<td>• contains sensory images and appropriate vocabulary</td>
<td>• contains workable but not fully effective vocabulary</td>
<td>• contains simple and/or incorrect vocabulary that interferes with communication</td>
</tr>
<tr>
<td>• contains varied sentence structure</td>
<td>• contains sound sentence structure</td>
<td>• sentence structure demonstrates problems and/or lacks variety</td>
<td>• sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• may have some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
5.2 Autobiographical Incident

Level: Intermediate

Rationale: Autobiographical incident papers are an excellent means by which to get to know students (and for students to learn about each other). Since the assignment calls for both a description of an incident and an explanation of its significance to the writer, this type of writing provides an opportunity for students to practice “showing” vs. “telling.” This assignment is also a valuable precursor to the senior college admission essay.

Suggested Timeline: 15–18 hours, more if additional revisions are made or additional focus lessons are taught (see “How to Use This Book” for additional guidelines).

Materials:
- construction paper
- colored markers/pencils
- student copies of published “Autobiographical Incident” (see suggestions at end of lesson)
- Student Samples 5.2a–5.2c
- computer access
- Student Handouts 5.2a, 5.2b
- Student Handouts 2.4–2.7, 2.9–2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts
Writing Strategies: 1.1, 1.2, 1.8, 1.9
Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5
Listening and Speaking Strategies: 1.4 (if speaking element is added to increase rigor)

Grades 11/12

English Language Arts
Speaking Applications: 2.1 (if speaking element is added to increase rigor)

Prewriting

NOTE: Below are three different prewriting options to help students get started. Choose one or more, depending on the needs of your students.

1. OPTION ONE:
- SKETCH: Provide each student with construction paper and colored markers/pencils. Ask each student to draw a road map of her/his life, indicating the metaphorical turning points that have been significant (e.g., the birth of siblings, a move from one house or city to another, first babysitting job, promotion from junior high or
middle school, etc.). This graphic representation can take the form of a journey, with its twists and turns, OR a graph, with peaks and valleys. Each significant point should be labeled with the specific incident that it marks.

- **QUICKWRITE**: When the maps are complete, have students select two or three incidents and do a 10–15 minute quickwrite about the significance of each one, i.e., what they learned about themselves or others, how they changed, insights gained.

- **SHARE/ADD TO QUICKWRITE**: In small groups, have students share their road maps with one another by describing one or two of the specific incidents in detail. After sharing, have them add some of the details they shared verbally to their quickwrites. Then they should choose one incident as their focus for the assignment and move on to the clustering step below (Step 4).

2. **OPTION TWO**:

- **LIST/QUICKWRITE**: Ask students to list five to seven values or characteristics that define them (e.g., compassionate, sense of humor, tolerant, responsible, etc.). Have students choose one or two of these values/characteristics and quickwrite for 5–10 minutes about a time in their lives when each of these values/characteristics was either learned or tested.

- **SHARE/ADD TO QUICKWRITE**: In small groups, have students share their quickwrites with one another and describe the specific incidents in detail. After sharing, have them add some of the details they shared verbally to their quickwrites. Students should then choose one incident as their focus for the assignment and go to the clustering step below (Step 4).

3. **OPTION THREE**:

- **LIST**: Have students make a list of incidents from their lives in response to a series of questions (see below). Tell students to put down every incident that comes to mind, not censoring any ideas. Questions to stimulate thinking include:

  When was I...

  — at a turning point in my life?
  — completely embarrassed?
  — extremely proud of myself?
  — very much afraid for myself or someone else?
  — deeply disappointed?
  — perfectly happy for a few hours or so?
  — sad about a loss?
  — challenged by something, physically or mentally?
  — aware of some aspect of myself that makes me different from others?

- **NARROW DOWN**: When students have a long list of incidents, ask them to look it over and underline two or three they can seriously consider as a focus for a paper. Next to each selected item, have them briefly note the advantages and disadvantages of using it as a topic for a paper.

- **SHARE**: In small groups, have students discuss several of the events with one another. Listeners should ask questions such as:

  — How much do you remember? Can you remember details?
— How strong were your feelings at the time?
— Do you see the incident differently now?
— Did you learn anything from this incident? Did it change you in any way?

Strong responses indicate a good possibility for a topic. Have students each choose a topic (incident) and move to the clustering step below (Step 4).

4. CLUSTER: Have students give their chosen incident a name and write it in the center of a sheet of paper. Tell them to cluster around it all the sensory details they can remember from the situation (sights, sounds, smells, tastes, temperatures, and textures). Suggest that they create a cluster for each sense and then add extension ideas. (This keeps their work more organized.)

5. GUIDED REFLECTION: Have students write the name of their chosen incident at the top of a page. Using the rest of that page, have them answer these questions:
   • What was your first response to the incident?
   • What did you do, think, and feel?
   • Did you tell your thoughts or show your feelings at the time?
   • What do you think of that response now? Why?
   • What did you think of yourself at the time?
   • What did you think of other people who may have been involved?
   • Are those your judgments now? Why?
   • What does the event say about you or anyone else as a person?
   • What do you understand as a result of the experience?
   • Has your understanding changed with time?
   • Why do you think this incident and your understanding of it might interest readers?

6. QUICKWRITE: We interpret our experiences and the world around us through our senses: sight, sound, touch, taste, and smell. Vivid, descriptive details help a narrative come alive for readers and help them share the experience with the writer. The next task will help students remember the sensory details of an incident.

   On a fresh sheet of paper, have students write this heading: “Description of the Scene.” Time students as they complete a 5–10 minute quickwrite in which they describe the scene of the incident they selected. Ask them to think about the way things looked, sounded, smelled, felt, and even tasted. (Tell them to refer to their initial cluster for ideas.)

   On another sheet of paper, have students write this heading: “People in the Scene.” Time students as they complete a 5–10 minute quickwrite in which they describe others who were part of the scene. In addition to explaining each person’s role in the scene, students should record specific and unique descriptions about each person—their looks, mannerisms, actions.

7. QUICKWRITE RESPONSE: Working with a partner, have students exchange quickwrites and do the following:
   • Read the piece through once quickly.
   • Read the piece carefully a second time. As they read, they should:
— highlight in one color words or phrases they like.
— highlight in a different color words or phrases they don’t like.

• At the end of the paper, students should write down what they think are the main points/main feelings expressed in the quickwrite. They should respond quickly, spending about two minutes to record their first impression.

• Students conclude the activity by:
  — Summarizing their partner’s quickwrite in a single sentence.
  — Choosing one word from their partner’s quickwrite that best summarizes it.
  — Choosing a word that isn’t in the piece to summarize it.

• After they have finished, have students discuss their incidents with one another and ask questions to help each writer clarify the details of their incident.

8. EXPLAIN THE ASSIGNMENT/RUBRIC: Distribute Student Handouts 5.2a and 5.2b. Review the assignment as a class and discuss the audience options students might select. Highlight the distinctive features of an autobiographical incident paper as outlined in the rubric; field student questions.

9. READ MODELS: Working in triads, have students read an “Autobiographical Incident” paper and complete the steps below (See the list of suggested readings at the end of this lesson for selection ideas.):

• Give each student a copy of the selected paper.
• Have students quickly read the paper all the way through. (This may be done silently or one student may read it aloud to the others.)
• Have students read the paper again, noting examples that make the paper effective/very effective. (They should refer to the rubric to guide this process.)
• Have students share and discuss their findings in their triads. (They may also want to rate the paper, using the rubric.)
• Have students determine the audience, purpose, and form used by the author and discuss the effectiveness/power/appropriateness of each.

   NOTE 1: Select sample papers that model the elements you especially want to emphasize with students. You may want to have the entire class read the same model or have different groups read different models, according to difficulty. It is helpful to have students read several models during the course of writing this paper.

   NOTE 2: (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”
10. SELECT AN AUDIENCE, PURPOSE, AND FORM: Autobiographical incidents are well received by many audiences. Rather than viewing this assignment as a piece to be read only by teacher/tutors/classmates, students might consider one of the following writing forms:

A. a narrative essay for the school literary magazine or another student publication (such as Merlyn’s Pen—see publishing ideas)
B. a children’s book or story for a younger audience to illustrate an experience many kids may face
C. a letter to a parent
D. a letter to a descendant
E. a letter to a friend

11. PLAN: Have students organize the events and the sensory details of the autobiographical incident into an ordered list or outline. If writing an essay, they might find it helpful to use the three-part essay organizer (Student Handout 3.3). Students will use this plan to guide the writing of their first draft; they may want to get a reaction to their plan from a classmate, tutor, parent, or someone else whose judgment they trust.

Drafting

1. SET THE STAGE: Have students write their audience, purpose, and form for this paper at the top of a sheet of paper. They should keep their ordered list/outline/graphic organizer for the first draft on their desks and their prewriting work nearby for easy reference.

2. FOCUS LESSON: Conduct a focus lesson for students on “showing” vs. “telling” in writing (Focus Lesson 4.6). Have students choose one element of their autobiographical incident to write about (for example, what the place looks like, sounds like, or smells like). Have them practice applying the skills from the focus lesson by drafting descriptions for this chosen element, focusing on using active verbs and strong adjectives. Have students share their practice sentences with one another; highlight a few for the class. Discuss how to continue using these “showing” skills as they write their first rough draft.

3. WRITE: Have students write their first draft as quickly as possible. They should imagine the situation, place, and event they have chosen for a subject and remember their feelings about it as they proceed. Their writing will be more vivid if the incident is alive in their minds as they write. It may help, at certain points, for students to discuss the wording for difficult passages with a friend or partner. Alternately, they could say them into a tape recorder to be listened to later and adjusted.

Reader Response

1. VERBAL FEEDBACK: Once students have a first draft, arrange for a verbal small-group response. One at a time, have students read their paper aloud while group members write and code their comments as described in the reader-response section of this book. (See Student Handout 2.6.) Then have students assemble a list of comments about their papers and ask one another follow-up questions, as needed. Follow-up questions might include:
   • What do you like best and least about the description?
   • Are the characters and sequence of events clear? Where are they unclear?
   • Do I (the writer) need to include more details for any part of the story?
   • Why do you think this incident was significant for me? What do you think it says about me as a person?
2. **WRITTEN FEEDBACK:** Another option for reader response is written feedback. This can take the place of verbal feedback or be done as a second reader response on a later draft of the paper. Using Student Handouts 2.7 and 2.9, have students exchange papers and complete written reader responses. (Determine beforehand whether you want students to answer all of the questions on the form or just those you have selected.)

**NOTE:** If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader-response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.

**Revising**

1. **MODEL:** Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead. Make and project an overhead transparency of the student’s draft. Using colored overhead markers, model some examples of what revision entails. As you look at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or reworded. Get student input for these decisions; explain the thinking behind the changes so students will understand the decision-making that occurs with revision. Next, model how to use the rubric to guide additional revision. Review the criteria on the rubric and evaluate the strengths and needs of the paper; make the appropriate revisions to better meet the rubric criteria.

**NOTE:** Students need to be reminded that revision is more than simply rewriting the paper a single time. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them into a final draft.

2. **REVISE:** Using the verbal and/or written feedback and the assignment rubric, have students revise their drafts.

3. **TIMELINE:** Establish a time frame for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

**NOTE:** You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

4. **REPEAT:** Have students repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.
Writing Lessons: Exploring Reflective Writing

Editing

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. (*NOTE:* Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   *NOTE:* It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar and usage handbooks during the editing process.

3. **REMINDE:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read, and all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

Self-Evaluation/Reflection

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

Publishing

1. **FOR THEIR CHOSEN AUDIENCE:** Have students share or distribute their final drafts to the appropriate people (audience). If students are sharing their autobiographical incidents with younger students, arrange for the meeting well in advance. (Students might visit an elementary classroom or an elementary class might visit the AVID class.)

2. **FOR THE TEACHER:** Have students compile their work into one package that includes the following in order:
• The self-evaluation/reflection
• The final draft of the paper
• All previous drafts and revisions of the paper, numbered by draft
• Verbal response group comments/written responses
• All prewriting

NOTE: Remind students to label all parts of their package.

Adaptations to Simplify the Lesson (Increase Scaffolding)

1. Add more modeling of the various steps; have students practice each step in class under your guidance.
2. Do drafting and revising in class and only one revision. During the drafting and revising, slow down the process so students can write together and talk regularly while they work.
3. During the various stages of writing, partner a capable writer with a less capable one.
4. As needs surface, conduct additional focus lessons to support students.

Adaptations to Make Lesson More Challenging

1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
2. Have students revise several times, generating multiple drafts and really focusing on the revision process.
3. Have students work on enhancing the narrative, adding descriptive features that SHOW more about the incident rather than just TELL about it. (See Focus Lesson 4.6.)
4. Have students prepare and deliver a narrative speech about their autobiographical incident. Encourage students to adapt their papers into different formats: reader’s theater, puppet show, skit, or play. This kind of adaptation provides students the opportunity to practice writing dialogue.

Suggested Reading Selections Appropriate for This Lesson

• *On Self Respect* by Joan Didion (This is a very challenging text; use with lots of scaffolding or with very proficient readers.)
• Excerpts from *The Autobiography of Malcolm X*
• Excerpts from *Caramelo* by Sandra Cisneros
• Excerpts from *Hunger of Memory* by Richard Rodriguez
• *Fish Cheeks* by Amy Tan
• Samples of student work, generated by your own class
• Student Samples 5.2a–2.5c
Autobiographical Incident: Assignment Description

An autobiographical incident describes an event from a writer’s past that provides insight into her/his character or personality. The event is often brief but significant. The purpose of an autobiographical incident is to reveal to readers something important about yourself: how you feel about certain things, what you believe to be important, how you see life. The incident you write about should demonstrate, in a small but intense way, how the experience has contributed to who you are and perhaps what you stand for. In AVID, the autobiographical incident is the first formal step toward the senior college admission essay.

Assignment

Describe an event that has shaped you in some way and explain its effect on you. Include sensory details and consider incorporating dialogue, if appropriate, to bring the incident to life.

Think about the audience to whom you’d like to write. Suggestions:

A. a narrative essay for the school literary magazine or another student publication, such as Merlyn’s Pen
B. a children’s book or story for a younger audience to illustrate an experience many kids may face
C. a letter to a parent
D. a letter to a descendant
E. a letter to a friend
F. an essay for the class

Using the spaces below, indicate your focus. Be as specific as possible.

**Audience** to whom you’re writing: ________________________________________________________________

**Purpose** for writing to this audience: ______________________________________________________________

**Form** this paper will take: ____________________________________________________________________

**Paper length:** approximately 2–3 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

**Due date:** ___________________
# Autobiographical Incident: Rubric

The following rubric should give you ideas about writing and evaluating autobiographical incident papers.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• reveals something essential about the writer’s character or personality</td>
<td>• reveals something important about the writer’s character or personality</td>
<td>• reveals something that happened to the writer, but does not adequately convey its importance or show how the event shaped the writer’s character or personality</td>
<td>• tells about something that happened to the writer, but does not show its importance or significance</td>
</tr>
<tr>
<td>• shares a complete, focused story; a series of events is tightly linked to a specific incident, at a particular time, and in a specific place</td>
<td>• shares a well developed story; a series of events is linked to a specific incident</td>
<td>• shares a story, but lacks development and/or includes irrelevant details; events are loosely connected and/or span too much time</td>
<td>• does not share a story; events are disjointed, unrelated, or sketchy</td>
</tr>
<tr>
<td>• story is rich in sensory details; “showing” writing allows the reader to share the experience</td>
<td>• story includes a fair amount of details; some “showing” writing invites the reader to share the experience</td>
<td>• story includes some details, but not enough to bring the incident to life; the writing tends to tell more than show, thus not fully allowing the reader to share the experience</td>
<td>• little if any detail; writing tells or summarizes; reader does not feel a part of the experience</td>
</tr>
<tr>
<td>• story presents a clear and logical sequence of events</td>
<td>• story presents an appropriate sequence of events</td>
<td>• story sequence is apparent, but creates some confusion</td>
<td>• story sequence lacks detail and creates confusion as to what happened or when events occurred</td>
</tr>
<tr>
<td>• the people involved are richly detailed, and their role in the incident is clear</td>
<td>• the people involved are described, and their role in the incident is suggested</td>
<td>• the people involved are introduced, but their role in the incident is not fully revealed/detailed</td>
<td>• the people involved are not mentioned; their role in the incident is not explained</td>
</tr>
<tr>
<td>• dialogue is mixed skillfully with the description/narration</td>
<td>• is strong in description/narration; if dialogue is used, it adds to the story</td>
<td>• is limited in description; could be strengthened by the inclusion of dialogue</td>
<td>• little, if any, description or dialogue</td>
</tr>
<tr>
<td>• contains richly detailed sensory images and varied vocabulary</td>
<td>• contains sensory images and appropriate vocabulary</td>
<td>• contains workable, but not fully effective, vocabulary</td>
<td>• contains simplistic and/or incorrect vocabulary that interferes with communication</td>
</tr>
<tr>
<td>• contains varied sentence structure</td>
<td>• contains sound sentence structure</td>
<td>• sentence structure may demonstrate problems and/or lack variety</td>
<td>• sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• has some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
Autobiographical Incident

Dan Thanh Thuc Nguyen

“So, do you want to go outside and Rollerblade, Nam?”

“I want to go home; it’s boring here,” my nephew muttered back to me through his clenched teeth.

I became rather impatient with him, as my possibilities for entertainment were running low. Suddenly I heard a noise. I panicked and ran out to the dining room, and breathed a sigh of relief to discover that he was only playing with the fish. “Pretty fish,” he commented. A light shone brightly in my head.

“Hey, Nam,” I inquired, “do you want to see beautiful fish at the aquarium?”

“You mean the place where you work?” I could see his eyes were glowing with excitement.

“Volunteer,” I corrected him. “Yeah, c’mon and get dressed.”

After a quick lunch, I drove Nam to the aquarium. On the way, I laid down the basic ground rules: no pushing and yelling; no hands in the tanks; and absolutely no handling the animals. “I want to learn everything!” he blurted out eagerly.

We visited all the tanks and identified every animal the aquarium displayed. As Nam was chattering, the wheels in my head were turning. I knew taking him out to the tidepool was risky, because I knew he would try to submerge his hands, maybe more, under water. But it was too late; Nam grabbed my hand and dragged me outside.

“Remember, no putting your hands in the water!” I shouted to him as he raced down the ramp.

“Ooooh! Look at the pretty sea stars, and a baby garibaldi,” he pointed out, using his new-found knowledge, darting among the blades of surf grass. I left him leaning on the rocks and sat down. I had started to daydream when I heard Nam’s voice and the word “cold.” I looked over, popped up on my feet, and pulled Nam to the side.

“Nam, I told you before we came here not to put your hands in the water,” I scolded him.

“But the starfish”—he whined.

“And I told you especially not to pick up the animals, either! That’s it, let’s go; we’re going home.”

I took his hand and stomped up the ramp with his body lagging behind me, and we drove home in silence. The wheels in my head were turning again. Would he hate me for scolding him? Probably. Never before had I been so cross with him. And never before had I punished him, either. My only fear was that my nephew wouldn’t talk to me, ruining the whole weekend.

We arrived home and I trudged up the stairs, and lay upon my bed to stare at the ceiling. Nam joined me a few minutes later.

“Donna, I’m sorry I made you so angry,” he said in a low voice. “Are we not allowed to touch the animals because it hurts them?”

I pulled him over and sat him on my lap. “We aren’t allowed to touch the animals because sometimes they can get sick or even die. I care for them the same way I care for you: I don’t want either of you to get hurt.”

“Okay.” He bounced off my lap, gave me a kiss and hugged me. “I love you Auntie. I want to be like you and care for the starfish too. Can we play ‘Sorry’? I want to be red.”

“Go ahead and set up. I’ll be right down.”

I’ve never really felt comfortable making decisions, especially those that affect many or certain people. Maybe that’s because I’m intimidated by all of the responsibility involved, or because I’m afraid of making the wrong decisions. But making that one decision made a difference in someone’s life, and made me realize what I can offer society and others around me: the ethics and knowledge that I have acquired and utilized. And after that day at the aquarium with my nephew, I realized that acknowledging and accepting responsibility is only a small part of maturing, and I look forward to growing and maturing each day.
A Trial

Only once did I feel alienated in my own room. Standing by my window, I could feel gusts of wind slashing my skin and darkness swallowing me up in utter silence. But even more agonizing was the windiness and darkness of my mind, filling me with questions about my future. With the reality of my parent’s separation, the future seemed uncertain. The thought of losing one of them left me wondering with fear.

The next day, my mind was resolved—I would make the most out of the last months with my mom, maybe, her decisions would change. I immediately got up and entered my mother’s room. I planted a kiss on her face and carefully stroked her hair so as not to wake her up. I headed for the kitchen and decided to fix breakfast for her. Even though things did not turn out as I expected—the toast burned and the eggs would not keep their sunny side up!—nothing could have equaled my fulfillment that day. Even for a short period of time, to be able to serve my mom rather than the opposite was an accomplishment for me. And day after day, I was gaining a sense of hope.

Summer was about to end. There was no other option but to confront her. One night, as I snuggled in my mother’s arms, the night watched with a sympathetic smile. Songs of my childhood lingered in the air with the touch of her hand and the sound of her voice. “Mom, we’ll never be apart now. You have changed your mind, haven’t you?” Her silence was tormenting, making me weak with every gasp of air she breathed. Instead of answering my questions, she drew closer to me. Her soft hands caressing my face felt like a gentle breeze capturing my soul. She said, “You and I are one. Your hopes, dreams and fears are mine too. We’ll always be together in spirit and I trust you to keep that spirit alive.” The twelve years I’ve been with my mother were just not very easy to walk away from. But that night, I stared in her eyes long and hard. I couldn’t see the pain anymore but only the strength of her love.

Being the eldest of three children, I embraced the responsibility of looking after my siblings the day we moved in with my dad. At that moment, I knew that I only have to think of what was best for them. Sometimes I have to think of their needs before mine—tutoring them over my own piles of homework and staying with them on weekends instead of going out with my friends. However, I have never felt that they were a burden to me. Simple phrases like “I missed you.” or “Give me a kiss!” coming from them never fail to delight me. And there’s so much accomplishment for me when they consult me about their problems and listen to my advice. The divorce caused me pain but the closeness between me and my siblings has remarkably taken that pain away.

I now wake up every morning realizing that I don’t have to enclose myself in a dark room anymore. The world is too big for me to brood in one corner. I faced one of the hardest trials of my life and was able to come out stronger. The strength I gained has helped me see the path towards my future. And everyday, I see my life grow with meaning and purpose.
Autobiographical Incident

Phung Tieu

I sat in the middle of the hospital aisle, isolated from the others, with tears running down my cheeks. I stared at the numbers above the elevator without truly seeing them. “What is loneliness?” my heart questioned. “Is it when the heart is heavy with grief? Or is it the knowledge of being alone?” I looked up and saw my mother, weary with sorrow. Her sad features told me that there was no hope. She glanced my way and then at the door as I gathered up my courage to see my grandfather for the last time.

After my grandfather died, I felt an anger rise within me, an anger that I had never felt before. I was furious at the doctors. I hated them for not doing enough to save my grandfather. I hated them for lying to me. A week before his death, they came into my grandfather’s room, sporting pages and pages of medical dossiers, x-rays, and lab results. With cursory glances at their notes, they reassured my family that my grandfather would be okay. Though my family found truth in their words, I suspected that something was wrong. My heart began to ache and pound. It wanted to understand every word the doctor said and find the true meaning in the doctor’s diagnosis. My heart was tired of being useless.

On July 12th, 1994 my grandfather died of a seizure. My grandfather’s death redoubled my drive to become a cardiologist. I had wanted to become a cardiologist ever since my uncle’s death, from a massive heart-failure a year and a half earlier. My family has a history of heart disease, and I don’t want to lose another one of them to the disease. Each and everyone of them provide the essential element that my heart lives on. Without the warmth of their love, my heart will shrivel and die. By becoming a cardiologist, I will no longer feel useless, but relieved, knowing that I have put my effort into helping my family and others.

Although I am a bit scared of going off to college, I want to fulfill my dreams of becoming a cardiologist. Going to college will mean that I will have to be alone again, but I do not fear it. Since the death of my grandfather, I have come to realize that loneliness is only an illusion. It doesn’t exist; it is only my fear of being by myself without the love of others. Though my grandfather and uncle have died, I still have the rest of my family with me. With my grandfather’s and uncle’s wishes that I would become a cardiologist fulfilled, my loneliness will be abated because I will no longer be alone—their souls will live on in my work every day.
5.3 Biography

Level: Intermediate

Rationale: Writing a biography provides students the opportunity to practice their descriptive and reflective writing skills while also learning to observe closely for details. Good biographies offer a close and personal view of the subject and use specific details and stories to bring that subject to life for the reader.

Suggested Timeline: 15–18 hours, more if additional revisions are made or additional focus lessons are taught (see “How to Use This Book” for additional guidelines).

Materials:
- student copies of a published “Biography” (see suggestions at end of section)
- Student Sample 5.3a
- computer access
- Student Handouts 5.3a, 5.3b
- Student Handouts 2.4–2.7; 2.9–2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 11/12

**English Language Arts**

Writing Strategies: 1.1, 1.2, 1.5, 1.9
Writing Applications: 2.1, 2.3
Written and Oral English Language Conventions: 1.1, 1.2, 1.3
Listening and Speaking Strategies: 1.6, 1.7, 1.8 (if speaking element is added to increase rigor)
Speaking Applications: 2.1 (if speaking element is added to increase rigor)

Prewriting

1. **BACKGROUND:** Tell students: “The best biographical sketches are usually written about a person the writer knows well, but not too well; most of us need a certain distance from a subject to see it clearly.” Have students choose someone they know—someone who impresses them and whose life choices and, perhaps, career choice, they admire and would like to follow. Possibilities include: a relative (with whom they do not live), a neighbor, a parent’s friend, a coach, a teacher, or a professional with whom they have contact.

2. **LIST:** Have students list as many possibilities for their biography as they can. Have them think about their list, crossing off people they know little about.

3. **NARROW DOWN:** Working in small groups or with a partner, have students share their lists. As each student shares, peers should ask questions and/or make comments to help narrow the list. For example:
   - Are there some people on your list that you know TOO well to write about objectively? (If so, students may want to cross these people off right away.)
• Which person on your list inspires you most? How so?
• Which person has had the most profound impact on your life? Can you explain that impact?
• Which person is the most unique? Are you able to show in writing (description, dialogue, stories, etc.) some of the things that make him/her unique?

Once the list has been narrowed, have students create a T-chart for each remaining person, identifying the advantages and disadvantages of each as a subject, and then choose the one about whom they most want to write.

**T-Chart Example**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can reach the person easily by phone and in person</td>
<td>Not sure she has really impacted me in important ways</td>
</tr>
</tbody>
</table>

Sample questions to consider as students think about advantages/disadvantages:

• Will you be able to meet with this person or call him/her on the phone to ask questions and get ideas? If not, do you have old letters, journals, or memories that will take the place of face-to-face or phone contact?
• Do you see this person often? If not, are your memories of him/her vivid enough to enable you to write with ease?
• Are you able to conjure up vivid images of this person? (looks, voice, personality, mannerisms, etc.)
• Has this person profoundly impressed/influenced you? Has he/she taught you a valuable life lesson and/or offered an ideal to which you would like to rise?
• Are you a different person because of your interaction with this individual?
• Can you think of some stories/events that will enable you to show how this person is vs. just telling about him/her?
• Can you remember conversations with this person? Will you be able to use them in creating dialogue?

4. **QUICKWRITE**: Once students have made their selections, have them respond to the following questions to help them remember details about the person. As they respond to these questions, they should discover helpful ideas to use in their drafts.

For each of these questions, have students quickwrite for 2 to 4 minutes.

• How is this person different from other people you know? What makes this person unique?
• How is this person different from you?
• How did you feel about the person when you first met her or him? (You might also want to jot down where this meeting took place.)
• How do you feel about the person now? Have your feelings changed?
• Are you a different person because of your interaction with this individual? Briefly explain how this person brought about a change in you.
5. **GUIDED VISUALIZATION:** Before beginning their first draft, students should carefully observe and thoughtfully reflect upon the subject they have chosen. Ask them to close their eyes and to think about each of these questions as you ask them. (Pause after each question to give students time to think.)

- What are your earliest memories of the person?
- What does the person look like? Be specific.
- What specific behaviors impress you about the person?
- What stories/events come to mind as you think about this person?
- How has the person specifically influenced your attitudes and behavior?
- Why might you emulate this person?
- What words or phrases does this person use often? Try to think of a few memorable/unique things the person has said to you several times.

Have students open their eyes and, without speaking, add to their previous quickwrite by writing down all the images and ideas that were prompted by the questions.

**NOTE:** It’s a good idea to write the questions on the board so students can refer to them as they write.

6. **SHARE:** Have students share their quickwrites with a classmate, focusing on how well they were able to answer questions about their subject. If they struggled with the written answers or the oral explanation of them, perhaps they have not made the best choice of subject. In such cases, students should choose another subject and redo the previous steps before they continue.

7. **CONFIRM:** Have students confirm their choice of subject or select a new one.

8. **DEFINE:** Tell students: “Take a moment to think about the person again. This time, think about a word, phrase, or idea that captures the essence of the person. For example: ‘a heart of gold’ or ‘enjoys the process of everything.’ On a new page, write the person’s name and the word/phrase idea that best captures that person. Then, craft a single sentence that blends the idea with the person’s identity. For example: ‘My neighbor, Ms. Wills, never seems to complete anything, and her home, yard, and garage are filled with unfinished projects.”’

To complete the exercise, direct students to do the following:

- Working with a partner, review the sentences just crafted and discuss the deeper, unspoken messages. To find the essence behind your words, ask questions and make guesses about what the person’s actions reveal about his/her deeper character. What did the sentence used for an example really say about Ms. Wills? (Repeat sentence.) I’m guessing that she enjoys the process of living more than she values the finished product. She leaves what she’s working on to listen to a neighbor child or to tell stories of her own. She leaves one project to experience the excitement and thrill of beginning or trying another.

- Craft a new descriptive sentence that embodies the deeper meaning(s) you have discovered. Be sure your new sentence uses words that shed a positive light on your subject, and be sure your ideas are presented in an order that makes sense. For example, “The unfinished projects that fill Ms. Wills’ home, yard, and garage are marvelous displays of a wondrous life in process!”

**NOTE:** The defining sentence each student creates can become a focus statement (or thesis) for the paper. At the very least, it can establish a theme.
9. **LIST AND GROUP**: Continue by directing students to do the following:

Just beneath your new sentence, make four headings, like this:

- Appearance
- Personality
- Place/Time
- Interests/Activities

Under each heading, list as many things as you can remember.

Here is an example of one student’s list. (Write the following description on the board.)

**Ms. Wills**

**Appearance**
- thin
- middle-aged
- short brown hair
- brown eyes

**Personality**
- talks a lot
- energetic
- sense of humor

**Place**
- large old house
- rundown garden
- antique car in the driveway

**Interests**
- garage sales
- arts and crafts
- bird watching

10. **DEVELOP**: Have students work with a partner or in small groups to develop interesting, descriptive words, phrases, and sentences that bring their selected subjects to life and show their unique qualities. Instruct students to write these ideas next to the examples on their lists.

**Example: Description of Ms. Wills**

- Thin: slightly more than skin on bones, but not in the least frail; a slight, yet strong stature
- Middle aged: just days away from her fiftieth birthday; having lived nearly a half century; having completed nearly fifty trips around the sun
- Short brown hair: hair, resembling the color of a soft brown field mouse, encircles her kind, narrow face and rests just above her collar line
- Brown eyes: brown eyes that dance with the wisdom of a life well-lived; lively brown eyes that sparkle with wit

**NOTE**: Remind students to avoid clichés as they develop their phrases/sentences. Point out that each description tells a story, so the description should be consistent with the sub-
ject. For example, the “soft brown field mouse” clearly represents nature, as well as describing Ms. Wills’ hair. Model how other word choices change the message.

11. EXPLAIN ASSIGNMENT/RUBRIC: Distribute Student Handouts 5.3a and 5.3b. As a class, review the assignment and discuss the audience options students might select. Focus on the distinctive features of a biography as outlined in the rubric; field student questions.

12. READ MODELS: Working in triads, have students read a sample “Biography” paper and complete the steps below. (See the list of suggested readings at the end of this lesson for “Biography” ideas.):

- Give each student a copy of the selected paper.
- Have students quickly read the paper all the way through. (This may be done silently or one student can read it aloud to the others.)
- Have students read the paper again, noting examples that make the paper effective/very effective. (They should refer to the rubric to guide this process.)
- Have students share and discuss their findings in their triads. (They may also want to rate the paper, using the rubric.)
- Have students work in their triads to determine the audience, purpose, and form used by the author and discuss the effectiveness/power/appropriateness of each.

NOTE 1: Select sample papers that model the elements you especially want to emphasize with students. You may want to have the entire class read the same model or have different groups read different models, according to difficulty. It is helpful to have students read several models during the course of writing this paper.

NOTE 2: (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”

13. SELECT AN AUDIENCE, PURPOSE, AND FORM: While this assignment lends itself to the three-part essay form, students might also consider experimenting with other forms and audiences such as those listed below:

A. an article for the school newspaper
B. an essay for a family history
C. a letter to the person about whom you’re writing
D. a story for other students
E. a biographical sketch of an adult volunteer at your school (mentor, etc.)
14. PLAN: Have students organize their prewriting notes into a plan for a draft. They should also decide where they will place the physical description, the discussion of character and personality, and anecdotes, and whether they will save their conclusions for the end or make them one at a time as they describe the incident that illustrates each of them.

Have students review their plan with a classmate or tutor and reorganize what seems unclear. They should consider their audience, purpose, and form as they determine the organizational scheme for their writing. A plan for writing a letter will differ from one for writing an article or essay. Students should not begin their first draft until they have a clear plan with an order they can explain.

Drafting

1. FOCUS LESSON: Conduct a focus lesson for students on “showing” writing vs. “telling” writing (Focus Lesson 4.6). Have students choose one element of their biography to write about (for example, what the person looks like or acts like). Have them practice applying the skills from the focus lesson by writing descriptions for this chosen element. Emphasize that they should focus on using active verbs and strong adjectives. Have students share their practice sentences with one another; highlight a few for the class. Discuss how to continue using their “showing” skills as they write their first draft.

2. FOCUS LESSON: Conduct a focus lesson for students on how to use anecdotes (short stories) to capture something definitive about the person they’ve chosen. Have students choose one incident they might include in their biography and tell the story to a partner. Explain that the key is to be BRIEF and to hit the HIGHLIGHTS of the incident to keep the listener’s attention. Once students have exchanged anecdotes, have them write them down for possible use in their drafts. They should consider whether or not this specific anecdote might work as an introduction to their paper or if it is best used in the body.

   NOTE: You might also want to work with students on how to write dialogue for their biographies.

3. SET THE STAGE: Have students write their audience, purpose, and form for this assignment at the top of a sheet of paper. Before they begin drafting, tell them to read quickly through everything they’ve written for the prewriting, planning, and focus lesson tasks. This material will be a rich source of information, details, and insights to use in their writing. Although their prewriting can guide them as they draft, writers often make major discoveries and reorganize as they become immersed in their project. New ideas may form in their minds as they write.

4. WRITE: Have students write their first draft as quickly as possible. They should imagine the person and his/her characteristics and remember their feelings about the person as they proceed.

Reader Response

1. VERBAL FEEDBACK: Once students have a first draft, arrange for a small-group verbal response. One at a time, students in the group read their paper aloud while group members write and code their comments as described in the reader-response section of this book (Student Handouts 2.4 and 2.6). Then have students assemble a list of comments about their papers and ask one another follow-up questions, as needed. Follow-up questions might include:
   • What do you like best and least about the description of my subject?
   • Are there enough details and anecdotes included to bring the subject to life?
• Where should more details be included?
• Is it clear why this person is important to me?
• Are there places where I should/could include dialogue? Does the dialogue that I use sound authentic/realistic?
• Do you come away with a clear understanding of how this person has influenced/impacted my life?

2. WRITTEN FEEDBACK: Another option for reader response is written feedback. This can take the place of verbal feedback or be done as a second reader response on a later draft of the paper. Distribute Student Handout 2.9; have students exchange papers and complete a written reader response. Determine beforehand whether you want students to answer all of the questions on the form or just those you have selected.

   NOTE: If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader-response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.

Revising

1. MODEL: Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead. Make and project an overhead transparency of the student’s draft. Using colored overhead markers, model some examples of what revision entails. As you look at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or re-worded. Get student input for these decisions; explain the thinking behind the changes so students will understand the decision-making that occurs with revision. Next, model how to use the rubric to guide additional revision. Review the criteria on the rubric and evaluate the strengths and needs of the paper; make the appropriate revisions to better meet the rubric criteria.

   NOTE: Students need to be reminded that revision is more than simply rewriting the paper a single time. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them all into a final draft.

2. REVISE: Using the verbal and/or written feedback and the assignment rubric, have students revise their drafts.

3. TIMELINE: Establish a time frame for completing the paper, and provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   NOTE: You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.
4. **REPEAT**: Have students repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

**Editing**

1. **SPECIFIC FOCUS LESSON**: Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING**: Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker.
   - **NOTE**: Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information. During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner, tutor, or small editing group to further identify errors and to receive help with questions and concerns they were unable to correct themselves.
   - **NOTE**: It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar/usage handbooks during the editing process.

3. **REMINDE**: Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read, and all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE**: Have students use the editing suggestions to make any corrections needed on their papers. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD**: Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

**Self-Evaluating/Reflection**

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

**Publishing**

1. **FOR THEIR CHOSEN AUDIENCE**: Have students share or distribute their final drafts to the appropriate people (audience).
2. **FOR THE TEACHER:** Students should compile their work into one package that includes the following in order:

- The self-evaluation/reflection
- The final draft of the paper
- All previous drafts and revisions of the paper, numbered by draft
- Verbal response group comments/written responses
- All prewriting

  **NOTE:** Remind students to label all parts of their package.

**Adaptations to Simplify the Lesson (Increase Scaffolding)**

1. Add more modeling of the various steps; have students practice each step in class under your guidance.
2. Do drafting and revising in class and only one revision. During the drafting and revising, slow down the process so students can write together and talk regularly while they work.
3. During the various stages of writing, partner a capable writer with a less capable writer.
4. As needs surface, conduct additional focus lessons to support students.

**Adaptations to Make Lesson More Challenging**

1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
2. Have students revise several times, generating multiple drafts and really focusing on the revision process.
3. Have students work on enhancing the narrative, adding descriptive features to **SHOW** more about the person rather than just **TELL** about him/her. (See Focus Lesson 4.6.)
4. Have students prepare and deliver a narrative speech or dramatization about their subjects, bringing their biographies “to the stage.”

**Suggested Reading Selections Appropriate for This Lesson**

- Excerpts about Mrs. Flowers from *I Know Why the Caged Bird Sings* by Maya Angelou
- *The Treasure of Lemon Brown* by Walter Dean Myers
- Excerpts from *Tuesdays with Morrie* by Mitch Albom
- Samples of student work, generated by your own class
- Student Sample 5.3a
Biography: Assignment Description

The biography should depict a person who is influential in your life, usually a person you know well, but not so intensely that you are unable to evaluate the person with some objectivity. The sketch should include the habits, attitudes, and personal qualities that make the individual significant to you. It should combine descriptive, narrative, and interpretive writing into one powerful form. Because you cannot tell everything you know about a person in a few pages, you will need to identify what is special or unique about the person. When you characterize someone, you describe specific qualities—or characteristics—that help the reader to see and understand the person as you do. Anecdotes—stories about the person—that illustrate those qualities add to the characterization and bring him or her to life.

Assignment

Select a person who has been influential in your life in some way. In writing, describe and characterize the person, and explain her/his importance to you. Incorporate anecdotes to bring the person to life.

Think about the form of your writing and the audience you’d like to address.

Examples

A. an article for the school newspaper
B. an essay for a family history
C. a letter to the person about whom you’re writing
D. a story for other students
E. a biographical sketch of an adult volunteer at your school (mentor, etc.)

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: __________________________________________________________

Purpose for writing to this audience: __________________________________________________________________________________________________________

Form this paper will take: __________________________________________________________________________________________________________

Paper length: approximately 2–3 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

Due date: ______________
# Biography: Rubric

The following rubric should give you ideas about writing and evaluating biography papers.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• brings the subject to life</td>
<td>• presents the subject clearly</td>
<td>• develops some aspects of the subject</td>
<td>• talks about but does not adequately describe the subject</td>
</tr>
<tr>
<td>• describes the subject in vivid detail, including physical attributes, personality, and behavior</td>
<td>• describes the subject in enough detail to capture the subject’s physical attributes, personality, and behavior</td>
<td>• offers minimal description of the subject’s physical attributes, personality, and behavior</td>
<td>• does not develop the subject’s physical description, personality, and/or behavior</td>
</tr>
<tr>
<td>• is rich in anecdotes that reveal the subject’s character and personality</td>
<td>• includes well-chosen anecdotes that reveal the subject’s character and personality</td>
<td>• includes some anecdotes, but they do not reveal insight as to the subject’s character and personality</td>
<td>• does not include anecdotes</td>
</tr>
<tr>
<td>• presents the writer’s thoughtful and logical conclusions about the subject and the importance of the subject to the writer; uses precise language to communicate strong feelings about the subject</td>
<td>• presents the writer’s logical conclusions about the subject and why the writer chose the subject; uses appropriate language to communicate feelings about the subject</td>
<td>• hints at the writer’s conclusions about the subject and offers some idea as to why the subject was chosen; language may fail to communicate feelings about the subject</td>
<td>• presents few, if any, conclusions about the subject and offers little to no reasoning as to why the subject was chosen; language used does not communicate feelings about the subject</td>
</tr>
<tr>
<td>• is organized in a logical, interesting manner</td>
<td>• is organized appropriately</td>
<td>• is organized in an inconsistent manner or is somewhat illogical</td>
<td>• is organized inappropriately or ineffectively for the selected topic or audience</td>
</tr>
<tr>
<td>• contains richly detailed sensory images and varied vocabulary</td>
<td>• contains sensory images and appropriate vocabulary</td>
<td>• contains workable but not fully effective vocabulary</td>
<td>• contains simplistic and/or incorrect vocabulary which sometimes interferes with communication</td>
</tr>
<tr>
<td>• contains varied sentence structure</td>
<td>• contains sound sentence structure</td>
<td>• sentence structure demonstrates problems and/or lacks variety</td>
<td>• sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• has some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
Robert Dowling

The gooey, sweet aroma filled the air and clung to my clothes as I left the Cinnabon with a newly baked cinnamon roll oozing with flavor. I looked left, then right, searching for my friend. I was meeting her at the mall that day; I hadn’t seen her all summer. I didn’t know which direction she was coming from, what she was wearing, or even when she was to meet me. But as I turned my head, I knew where she was, and I knew that this day was going to be memorable.

“BOB!” she screamed, as she ran over, half stumbling over her pigeon-toed feet. I couldn’t help but notice how she looked like a duck when she ran. Her “red” hair was propped up in a bun. She had natural oak colored hair, but died it red as often as possible. Sometimes it would turn an off-color purple. Her smile was larger than her face, which would have made the dullest person on earth stand up and burst into song.

“Carly, be quiet! You are so loud! People are staring,” I replied to try and stop her mouth from flying on. As her jaw jabbered, I started to giggle to myself. This girl was always fun to be around, so full of life.

She gathered her change that was loosely thrown to the bottom of her purse and jogged over to Starbucks. “One tall Mocha Frappachino,” she announced in her voice that echoed in any space. She straightened her ruby glazed glasses and zoomed out the door. Just what she needed, caffeine and sugar. With that we started our journey through the mall.

“Bob, we have to go to Restoration Hardware, they have the cresiest stuff!” she hollered.

“Carly! Maybe I should take that frappachino. And don’t call me Bob! No one calls me Bob, it’s weird! Another thing, it’s ‘crazy,’ not ‘cresy.’ You crack me up,” I said, looking every which way to make sure no one I knew was spying on this scene.

“Come on Bob, loosen up! Let’s have some fun today. In fact, let’s be cresy,” she said with a grin. She twirled around in a circle and did a giant leap into the doorway of Macy’s. Dramatically throwing the doors open, she acted as if she was a princess awaiting her kingdom. Swaying back and forth while singing various Broadway Show Tunes, we made our way through Macy’s.

“Is this top to die for, Bob? Is it?” She ripped the shirt from the rack and did a waltz around the “Junior Department.” Store clerks glanced, as if wanting to ask if they could help, then briskly walked away. I stood in the corner; hiding as well as I could behind the dress rack. “Darn, Bob, I’m only three dollars short,” she said as she tossed her mocha frappachino into the trash from across the walkway. “Do you have three dollars I could borrow?”

“Sorry I brought enough for food, and that’s it,” I said, turning my head around, pretending I didn’t know her.

“Well, that’s okay, I know what we can do!” We walked out to the front of Macy’s. I was starting to feel as normal as a person could feel around Carly. She grabbed my backpack and opened it up. Throwing everything out of it, she tossed it on the ground and started to dance. “Okay, you sing ‘Sunny Side of the Street’ or ‘Route 66’ or somethin’ like that. Then people can put the money in there,” she said pointing to my backpack.

“Carly, are you insane? People won’t give us money! I’m not that good of a singer, and, well, I’ll just say it, you’re not that good of a dancer.” I couldn’t believe what she was proposing.

“You doubt yourself too much. You know the songs; you know you can sing, too! Just let it out and we can get three dollars easy. It’ll be cresy fun!” I realized she was serious.

“There are sometimes when acting ‘cresy’ won’t get you what you need Carly,” I said bluntly.

“Crazy? How is this crazy? I’m trying to get three dollars for a top, if that sounds crazy then you just wait over at that bench and watch me earn three dollars,” she replied. She turned away from me and started singing. Not a song I had heard before. Her voice traveled through the hallway. She did have a beautiful voice. Some people gathered around her, and some just turned their heads. Some giggled, and some dropped their jaws. Minutes went by and she kept her voice true and alive. She spoke to the crowd. And in less than ten minutes, my friend Carly had made fifteen dollars and thirty-two cents.

“Carly, you were great!” I said, giving her a hug and a smile.

“Guess it’s not so crazy after all,” she replied.

We went to Macy’s and bought the shirt.
5.4 College Admission Essay

Level: Advanced

Rationale: The college admission essay may be the most important writing students complete during their high school years. Students who are supported by their teacher at every step of the writing process are better able to craft a piece that makes them proud. Your goal is to help students “uncover” the topic(s) about which they want to write and to help them effectively communicate their intentions with respect to that topic. Since students at many schools will also be working on this essay in their English class, it is helpful if the AVID teacher and English teacher coordinate their work on this paper. Students may have to write more than one essay if they are applying to several schools; if so, it might be beneficial for them to work on one essay in English class and the other in AVID. Alternatively, students might work on a college admission essay in English class and a scholarship essay in AVID.

Suggested Timeline: 20–25 hours, more if additional revisions are made or additional focus lessons are taught (see “How to Use This Book” for additional guidelines).

Materials:
- student copies of published essay/personal statement (see suggestions at end of section)
- Student Samples 5.4a–5.4f
- computer access
- Student Handouts 5.4a–5.4d
- Student Handouts 2.4–2.7; 2.9–2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 11/12

English Language Arts
- Writing Strategies: 1.1, 1.2, 1.3, 1.5, 1.9
- Writing Applications: 2.1, 2.3
- Written and Oral English Language Conventions: 1.1, 1.2, 1.3
- Listening and Speaking Strategies: 1.6, 1.7, 1.8 (if speaking element is added to increase rigor)
- Speaking Applications: 2.1 (if speaking element is added to increase rigor)

Prewriting

1. TEACHER BACKGROUND: To prepare students for writing the essay prior to the time college applications are available, have them write on a number of the topics listed in this prewriting section. As students do quick-writes on these topics, they will accrue material that will be useful when drafting their essays and they will begin to think deeply about themselves, their experiences, their values, and their aspirations. (This is the foundation of the most effective college essays.)
You might also consider having students complete a creative predecessor to their essays. The application to the California Institute of Technology (CalTech) once included a large square drawn on a sheet of unlined paper. The instructions said simply, “Fill in the space any way you deem appropriate.” The products of this challenge to the imagination may generate ideas that can be incorporated into your students’ essays. CalTech also once asked students to “Draw a line that represents your life. On this line, place the events that have special significance to you.” In the written accompaniment to the graphic, students were asked to “Describe what you have chosen to include and why.” This assignment, too, can provide students with a mechanism for the reflection that is the underpinning of their writing. Have students keep their quickwrites, lists, and interviews in a spiral notebook, binder, composition book, special place in their AVID binders, or some other place that makes sense. Students can generate a lot of prewriting work; having it all in one place will make it easier for them to revisit their early efforts.

2. QUICKWRITE: To help students find ideas and their own voices, assign several quickwrites (as many as time allows). To begin, have them write for 5–10 minutes on any of the topics listed below. Tell them to write the date and topic at the top of the page; encourage them to write quickly, without stopping or editing. After each quickwrite, ask students to revisit the piece several times over the next few days, adding new thoughts, details, extensions, etc. to their original ideas.

   a. How have you taken advantage of the educational opportunities you have had to prepare for college? (University of California)
   b. Describe one of the best conversations you’ve had. (Stanford)
   c. Describe your room at home. In what ways does your room reflect you as a person? (Claremont-McKenna)
   d. Describe your most embarrassing moment and how you regained your composure (if you did). (Pepperdine)
   e. What was the best day of your life? The worst? Describe one or both. (Northwestern)
   f. How are your experiences as a teenager different from those of your friends? (Northwestern)
   g. Describe a personally challenging ethical or moral dilemma. How did you resolve the situation? (Pepperdine)
   h. What qualities do you value most in yourself? Why? (Smith)
   i. Discuss an interesting setback you’ve experienced in your academic or personal life and how it affected you and your view of the world. (Amherst)
   j. In what ways do you hope or expect to be changed by your collegiate experience? (Mount Holyoke)
   k. What aspect of your city, neighborhood, or community has had an impact on you? Explain. (Northwestern)
   l. What aspect of popular culture intrigues you? Why? (Johns Hopkins)
   m. If you were to write a book, on what theme or subject matter would it be based? Why? (Stanford)
   n. What technological innovation of this century has most affected your family, community, or nation? (Notre Dame)
3. **LIST AND GROUP:** To keep students focused on possible college essay topics and on what they might want to include in their responses, have them make a list (one topic per page) of items such as the following:

- personal qualities that make you a desirable student, valuable family member, leader or mentor, significant community member
- experiences that have shaped you in some way
- places that are significant to you
- adjectives that your family, friends, teachers, and others might use to describe you
- people who have been important in your development
- books/art/films/music/performances/events that have had an impact on you
- situations that have tested your morals/ethics
- things that concern you
- things you believe in
- issues that you believe are significant to your generation and/or ones that future generations will face
- goals you have—personal, scholastic, and career
- ideas that are prominent in any entries you’ve made in school or personal journals

Have students prioritize and group the items on their lists. Ask: “Which are most significant to you personally? Which seem most relevant to this essay? Which do you think will continue to be prominent in your life in the years ahead?” Have students highlight these ideas so they stand out for future consideration as they write.

4. **INTERVIEW:** Have students interview family members, friends, and teachers to find out how they are viewed by others. Questions students might ask include:

- What are your perceptions of me? Describe the attributes that stand out the most to you.
- What do you think I stand for?
- Where have you seen me taking charge of my education?
- What do you think I’m capable of becoming?
- When did I do something that really impressed you and set me apart from others?
- Think of a time that you witnessed me face and overcome a major struggle. Describe the struggle and how I handled it at first. What character traits did I display? How did I grow? How did I finally triumph?

5. **SHARE:** Once students have accumulated a significant amount of prewriting, have them share their work in small groups, focusing on highlights from their quickwrites, lists, and interviews. As they share, students should help each other identify common themes/ideas that seem to run through their prewriting/interviews. This will help them bring to the surface some of their most prominent attributes.

6. **READ/DISCUSS:** In small groups, have students read and discuss sample college admission essays. Give each group 1–2 essays to read and work with at a time. After reading an essay, they should come up with three adjectives to describe the student and also think about the value of these descriptive traits to a college. Have them discuss what the essay conveys about the writer and how admissions committees might respond to the
Essay guidelines published by the University of California at Berkeley state, “After we have read the essay, we will ask the question, ‘What do we know about this individual?’” Students should be able to answer this question about every essay they read and this should translate into an ability to anticipate the question and answer it clearly in their own writing. Encourage students to also spend time looking specifically at the openings of the essays they read; consider/discuss the techniques the writers have used to draw their audiences in.

**NOTE:** (If student sample is used as model) Student samples may contain spelling, punctuation, and/or usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”

7. **QUICKWRITE/NOTES:** Once students have read and discussed an essay, they should record ideas they’ve gleaned from this essay in their own quickwrite or notes. The goal is to keep a running record of the ideas students want to remember for their own writing as they look at the work of others.

8. **REPEAT:** This process of reading, discussing, and making notes can be repeated with several essays over the course of several days.

**NOTE 1:** You might decide to have students read sample essays during the revision process either in addition to or as a replacement for reading during the prewriting process. Waiting until the revision stage to read sample essays can often be helpful and less daunting for students, since, by that time, they are looking for ways to improve what is already on paper.

**NOTE 2:** There are whole books devoted to college admission essays. These books can be useful, but the writing is often extremely sophisticated and can overwhelm some students. You might find it beneficial to share essays from past AVID students or other local students first (or the ones included in this book) so the writing seems more attainable. (Students will STILL be overwhelmed by the task of writing this essay.) If published essays are used, be sure to talk about the pros/cons of the essays and establish a realistic context: these essays are published for a reason—they are essays that stand out in some unique way; not everyone writes an essay like what’s published in these books. The book *100 Successful College Application Essays* has a wide selection of essays accompanied by commentaries from college admissions officers. These commentaries can help students understand the perspective of college admissions officers, but, again, use them with caution. They can overwhelm students and paralyze them before they even get started. Emphasize that admissions officers are looking for essays that have authentic student voices. They will be unimpressed by essays that appear “canned” or too polished or appear to be written “for” the student rather than by the student.
9. **EXPLAIN THE ASSIGNMENT/RUBRIC**: Distribute Student Handout 5.4a and 5.4d. Review the assignment as a class and discuss the audience options students might select. Obviously, if they have a particular prompt from a specific college, students will respond to that prompt. If the university/college to which they are applying does not require an essay, then students should write in response to a specific scholarship prompt or—if they don’t have one yet—write to a generic prompt that might be used. Highlight the distinctive features of a college admission essay (or scholarship essay) as outlined in the rubric; field student questions.

10. **SELECT AN AUDIENCE, PURPOSE, AND FORM**: Have students use Student Handout 5.4a to select their audience, purpose, and form.

11. **REVIEW/NARROW DOWN**: Once they have selected their audience, purpose, form, and writing prompt, students should review all of their prewriting notes, highlighting the specific elements or ideas they want to include in their paper. This is a narrowing-down process where students extract key ideas from all they’ve generated to this point. Have students list these key ideas on a clean sheet of paper so they are separated from all other writing completed (and thus seen more clearly).

12. **PLAN**: Have students create an organizational scheme for presenting their key ideas. Students may want to use a traditional outline form, graphic organizer, or computer-based program (such as Inspiration) to help them put their ideas in order.

**Drafting**

1. **SET THE STAGE**: Distribute Student Handout 5.4b and review with students. Discuss the implications of the ideas presented and how students might want to begin their papers. Working in triads, have students review the ideas they want to include in their papers. As they work, they should also identify anecdotes, quotations, slivers of dialogue, questions, etc. that might act as effective openers for their introductory paragraphs. Once this is accomplished, each student should choose a favorite idea and share with peers how it might extend into a more complete introduction. Talking through an idea tends to facilitate the writing in the next step.

2. **WRITE**: Have students write their audience, purpose, form, and prompt for this paper at the top of a sheet of paper. Then, using the ideas just generated, they should draft their first paragraph.

3. **SHARE**: Working in small groups or with partners, have students read their opening paragraphs to one another. (These groups should be different than those used in Step 1.) As they listen, students should be prepared to identify 2–3 things that stand out in the introduction. It could be a particular word or phrase the writer uses, a vivid image, the approach the writer took, the particular attributes of the writer that stand out, etc. They should also note things that seem to be missing, incomplete, or inconsistent. Have students discuss what they like and what they need to work on in their introductions.

4. **ADD**: Have students add to their introductions based on their small group/partner sharing.

5. **WRITE**: Have students continue writing their first drafts. Tell them to write as quickly as possible and to not worry about the length of their essays at this point. (During the revision process, they will work to narrow their essays down to no more than two pages, or to whatever length the college prompt specifies.)

**Reader Response**

1. **VERBAL FEEDBACK**: Once students have completed a rough draft, arrange for a verbal small group or partner response to the essays. (Groups of 4–6 work well for generating ideas.) Each student in the group or partnership reads his/her paper aloud while the other(s) write and code their comments as described in the reader
response section of this book. (See Student Handout 2.4, 2.5, or 2.6.) Students then gather and list comments about their papers and ask one another follow-up questions, as needed. Follow-up questions could include:

- What qualities are communicated about me in this paper?
- How did I convey those qualities? Did I show you or tell you?
- Where could I have showed you more and told you less?
- Does what the paper tells you about me seem accurate, truthful, emphasized enough?
- Are there other things you know about me that should be included in the essay?
- Did I effectively respond to/answer the prompt?

One of the goals of these follow-up questions is to find out if the ideas the student intended to communicate or stress were actually gotten across to the reader/listener.

**NOTE:** While students are responding verbally to one another’s papers, circulate in the room to monitor and coach the comments being made. It takes students a long time to get the hang of giving productive reader responses; guiding them in the process is extremely important.

2. **OPTIONAL WRITTEN FEEDBACK:** Another option for reader response is written feedback. This can take the place of verbal feedback or be done as a response to a later draft of the paper. Using Student Handouts 2.7 and 2.9, have students exchange papers and complete written reader responses. (Determine beforehand which questions you want students to answer on the form.)

**NOTE 1:** This written feedback option is best used during later stages of the revision process, whereas verbal feedback is most effective during the early stages of this writing assignment. Students learn a lot about where to go next in their own papers by listening to their peers’ papers and participating in interactive feedback sessions.

**NOTE 2:** If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.

**Revising**

1. **MODEL:** Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead. Make and project an overhead transparency of the student’s draft. Using colored overhead markers, model some examples of what revision entails. As you look at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or reworded. Get student input for these decisions; explain the thinking behind the changes so students will understand the decision-making that occurs with revision. Next, model how to use the rubric to guide additional revision. Review the criteria on the rubric and evaluate the strengths and needs of the paper; make the appropriate revisions to better meet the rubric criteria.

**NOTE:** Students need to be reminded that revision is more than simply rewriting the paper a single time. Revision entails working/molding each part of the essay; it requires refining,
perfecting, and blending, to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them into a final draft.

2. **REVISE**: Using the verbal and/or written feedback and the assignment rubric, have students revise their drafts.

3. **FOCUS LESSONS**: Conduct focus lessons for areas where students need more guidance. Areas could include: writing that shows rather than tells (Focus Lesson 4.6), strengthening the introduction or conclusion (Focus Lessons 4.11 and 4.14), making better transitions (Focus Lesson 4.12), etc. In addition to the selected focus lessons, draw students’ attention to the following two areas for the next revision:

   - **Use of second person** ("you"). Students should consider revising any places in the essay where the reader is addressed as “you.” For example, “No matter what part of the world you live in, people are still tied together.” Unless use of the word “you” is justified by a specific relationship with the reader that the student believes has been established or hopes to create, the word is better left out. It often suggests overly casual familiarity or requires the reader to take directions from the writer. While use of the second person is natural in speaking, it is sometimes jarring in writing. Unless the line above had a compelling reason for including “you,” it might be revised to state: “No matter what part of the world we live in…” or “No matter what part of the world I think about….”

   - **Creating a title**. While students are working through the numerous revisions that typically characterize the college admission essay, they should consider titles for the piece that will both capture the main thrust of the essay and the readers’ interest. Even though it may not be required, a good title may add to the effectiveness of a paper. Students should keep track of possible titles as they come to mind and try them out on their response groups and others who are familiar with their essay. Distribute Student Handout/Overhead 5.4c; discuss title possibilities with students.

4. **TIMELINE**: Establish a time frame for completion of the paper and provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   **NOTE**: You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

5. **REPEAT**: Have students repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

   **NOTE**: This is a good time for students to read some published essays (for the first time or in addition to the essays read during the prewriting stage). You may want to select examples that address difficulties that are evident in your students’ drafts; use the published pieces as models to help students overcome their drafting struggles.
Editing

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on comma usage (Focus Lesson 4.7), on sentence combining (Focus Lesson 4.17), on using transitions (Focus Lesson 4.12), etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (*NOTE:* You may need to do more than one focus lesson.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been done on a computer, have students use the spell checker. (*NOTE:* Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or in small editing groups to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   *NOTE:* It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources during the editing process. Students should also be encouraged to consult dictionaries and grammar/usage handbooks during the editing process.

3. **REMINDE:** Tell students: “The way you present your paper says a lot about you as a writer and as a student. People who don’t know you will make judgments about you and your preparation for college based on how you present yourself in this paper. For that reason, you want this paper to be PERFECT.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

Self-Evaluation/Reflection

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

Publishing

1. **FOR THEIR CHOSEN AUDIENCE:** Have students share or distribute their final drafts to the appropriate people (audience). If students are mailing their papers to a university, college, or scholarship organization, assist them with keeping track of deadlines, as well as with following specific mailing instructions.

2. **FOR THE TEACHER:** Students should compile their work into one package that includes the following, in order:
   - The self-evaluation/reflection
• The final draft of the paper
• All previous drafts and revisions of the paper, numbered by draft
• Verbal response group comments/written responses
• All prewriting

NOTE: Remind students to label all parts of their package.

Adaptations to Simplify the Lesson (Increase Scaffolding)

1. Add more modeling of the various steps; have students practice each step in class under your guidance.
2. Do all drafting and revising in class. During these stages, slow down the process so students can write together and talk regularly while they work.
3. During the various stages of writing, partner a capable writer with a less capable one.
4. As needs surface, conduct additional focus lessons to support students.
5. Conduct conferences (individual or small group) with selected students. Some students will need the additional questioning/guidance that a teacher or tutor can provide.

Adaptations to Make Lesson More Challenging

1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
2. Have students work on enhancing the narrative, adding descriptive features to SHOW more about the topic rather than just TELL about it. (See Focus Lesson 4.6.)
3. Have students prepare and deliver a narrative speech about their college admission essay.
4. Have students develop a “how to” guide for future AVID students, explaining “tips” for writing the college admission essay.

Suggested Reading Selections Appropriate for This Lesson

• On Self Respect by Joan Didion (a very challenging text; use with lots of scaffolding or with very proficient readers)
• Another Writer’s Beginnings by R.A. Sasaki
• Excerpts from The Autobiography of Malcolm X
• Excerpts from Caramelo by Sandra Cisneros
• Excerpts from Hunger of Memory by Richard Rodriguez
• Excerpts from 100 Successful College Application Essays
• Excerpts from other college essay books
• Samples of student work, generated by your own class
• Student Samples 5.4a–5.4f
College Admission Essay: Assignment Description

The college admission essay is, in most cases, the single chance you will have to inject your voice into the application process. The essay gives you the opportunity to enthrall, compel, entertain and—at the very least—inform your audience about aspects of your personality, your experiences, and your aspirations that will not emerge from other portions of the application. This essay will either be the most difficult assignment of your senior year or the easiest; it is doubtful that anyone will feel ambivalent about crafting it. The essay may also be the most thought-provoking, significant writing you do this year. The brevity requested by most colleges requires that every word be essential; the stakes, by necessity, require that every sentence conveys the essence of who you are—truly. Capturing your essence and your opinions on paper is a challenge that is often overshadowed in academia by the carefully constructed curtain of analysis. In your college essay, the curtain must be pulled back; you, yourself, must appear in the window of the page.

It is likely that you will be completing several essays to accompany your college applications; investing time in every step of the writing process will be immensely beneficial to you while working on these projects. Models, prewriting, writing, reading, thinking, and discussion will provide you with a rich—if potentially overwhelming—source of material from which to draw, and response group critique will expose you to the range of reactions admissions committees may have to your writing. You may find that revision is ongoing until the day you mail your applications, and that you will make use of several editors to ensure that the essays you send to colleges are free of any trouble spots that might distract readers. The activities in this unit will provide you with resources and suggestions that can enhance your essays and enrich the experience in which you find yourself immersed during the first month or more of your senior year.

Assignment

Select an essay topic provided by a college to which you are applying, or select a topic from those listed below. Included are some generic prompts that might be used by scholarship organizations or colleges requesting a general personal statement.

Paying close attention to the opening of your essay—you want it to be compelling—complete an essay that clearly addresses the topic you’ve selected. Unless an essay topic you provide specifies otherwise, limit your final draft to no more than two double-spaced, typed/word-processed pages. Include a heading and title on the first page, and your name, in the upper right, on the second page.

Topics

• The biologist Stephen Jay Gould dedicated one of his books to his father “who took me to see the Tyrannosaurus when I was five.” Zora Neale Hurston describes in her autobiography a volume of Greek myths she received as a girl and quickly committed to memory. Writers, scientists, artists, athletes—almost anyone, it seems, who has achieved success in his or her career—can point to an experience that seemed to mark the beginning of his/her life’s course or the tilt of his/her personality. Tell us about a formative encounter in your own life with a book, a teacher, an idea or theory, a work of art, stories heard at a grandmother’s knee (or the grandmother herself), a film, a painting, or even a hospital stay. (University of Chicago)
• Given the scope of the world’s problems—from political conflict and environmental decay to drug use, disease, and poverty—it may seem that we cannot reasonably expect solutions. Choose an instance which proves to you that change in the status quo is possible. (Amherst)

• Tell us about an opinion that you have had to defend or an incident in your life which placed you in conflict with the beliefs of a majority of people, and explain how this affected your value system. (MIT)

• Read Annie Dillard’s *An American Childhood*. Choose one of her observations and write a creative, reflective, or provocative essay. Or read Martin Luther King, Jr.’s *Letter from Birmingham Jail*. Drawing upon personal experience, write a creative, reflective, or provocative essay. (Notre Dame)

• Is there anything you would like us to know about you or your academic record that you have not had the opportunity to describe elsewhere in this application? (University of California)

• How have you taken advantage of the educational opportunities you have had to prepare for college? (University of California)

• Tell us about a talent, experience, contribution, or personal quality you will bring to the University of California.

• Generic prompt: Tell us about yourself in such a way as to help us understand who you are and why we should consider you for... (this scholarship, admission to this college, etc.).

• Generic prompt: If accepted to this school (or for this scholarship), what will you do to contribute positively to the institution or community? What will you bring to the school or community that is valuable?

*Indicate your essay focus below. Be as specific as possible.*

**Topic** upon which you are writing: ______________________________________________________________
__________________________________________________________________________________________

**Audience** to whom you are writing: ____________________________________________________________
__________________________________________________________________________________________

**Purpose** for writing to this audience: ____________________________________________________________
__________________________________________________________________________________________

**Form** this paper will take: __________________________________________________________________
__________________________________________________________________________________________

**Paper length:** approximately 2 pages (unless a different length is specified with your particular prompt); 12-point, legible font; double-spaced.

**Due date:** ______________
Some Advice About Style and Approach

The college essay bears a burden weightier than that of other high school writing. It must bring you to life from the start, draw readers into the essay, and do so in a way that is uniquely your own. Ideally, it should be an essay that you, yourself, might want to read, that you would look through many years from now as you might an old photograph album for clues as to who you were, what you did, and what created the you that was captured at a particular moment in a snapshot. Fred Hargadon, who has served as Dean of Admissions at Swarthmore, Stanford, and Princeton, articulates nicely the audience you will want to consider while composing your draft. He writes, “...my first piece of advice is to write your essays, not for some imaginary admissions officer or faculty member at the other end, but for yourselves...”

What Hargadon goes on to say is equally important to you as you begin your draft. Hargadon’s “second piece of advice” is to “consider simply telling a story.” Even some of the most analytical essay topics can be approached with depth in the storytelling mode, drawing readers smoothly in and providing writers with a comfortable form of discourse. As Hargadon says, “...storytelling comes more naturally to most of us, and also more accurately expresses our nature, than does essay writing.”

Whatever the choices you make about style, work toward showing, rather than simply telling, about yourself. Describe incidents when you contended with financial hardship, conflicting school and work schedules, or balancing academics and extracurricular activities, rather than telling your readers that you are resourceful. Describe encounters with language barriers, school placements, or family mobility to show your tenacity, rather than telling readers that it is one of your significant characteristics. Describe your participation in student government, volunteer work, or role on an athletic team, rather than telling readers that you have leadership ability. Describe hours in the library, the experiments you conduct in your kitchen, or the computer programs you’ve designed, rather than simply telling your readers that you love to learn. Use details and images to develop the photograph.

The opening paragraph of your essay should capture something definitive about you as a person—a quality or experience or insight that reflects all else that you will write about in the essay. Ideally, the essence of your first paragraph will also provide you with something to return to at the end of the essay, something that you can bring full circle and amplify in the conclusion of your essay. In addition to thinking hard about the content of the opening paragraph, you’ll want to think hard about style. Effective essays find a technique and a voice for conveying the essence of the writer from the very start. By doing that, they intrigue readers, give them a reason—and a desire—to keep reading with interest. You may find that you spend as much time writing and revising the
opening paragraph as you do writing and revising all of the other paragraphs put together! It is
time well spent. Developing a refreshing way to connect what you want to say about yourself with
how you say it can greatly enhance the flow and impact of the rest of the essay.

Some possibilities for the style of your opening paragraph include, but are not limited to:

• presentation of an image (description that uses sensory details to create a mental picture of a
  person, place, thing, situation) that includes you or becomes a point of reference for your
  thoughts.

• one or more lines of dialogue with clear reference to who is speaking and the significance
  of the dialogue.

• reference to a person who has had some kind of impact on your attitudes, development,
  and/or aspirations.

• reference to a work of art (literature/fine art/performance art/music/film), including its sig-
  nificance to you.

• reference to a world/national/local event that has had an impact on you and/or establishes
  your ability to think deeply about the world around you.

• reference to an historical event, period, or figure that is significant to you (e.g., emblematic
  of courage or cowardice, the embodiment of an ideal or an aberration).

• quotation from or reference to a person who has contributed to a field that interests you
  (e.g., Escalante on education, Ailey on dance, McCall on journalism).

• statement of social/political/environmental/religious concern.

• recollection of a memory that establishes your cultural/political/ethical identity and/or the
  foundation of a goal.

• humor, in the form of an anecdote, observation, and/or dialogue that is related to aspects of
  your personality and/or experiences that emerge in the essay.

As you experiment with different versions of your opening paragraph, get as much feedback as
you can from other students, tutors, and your teacher. Ask them whether the openings are interest-
ing, seem meaningful in subject matter and tone, and most of all, whether they truly capture “the
you” of you. The last question is the one you’ll want to ask yourself again and again as you fash-
ion your essay.
Ideas for Creating a Title

A strong title draws the reader into a piece of writing. It is the “hook” that generates initial interest and enthusiasm in the reader.

For an effective title, try using:

alliteration e.g., “Dialogue at Dinner,” “Picking and Planting Roots”

paradox e.g., “When Questioning is the Answer,” “A Heaven for the Atheist”

allusion e.g., “My Side of Paradise” (reference to Fitzgerald); “Profile in Conviction” (allusion to Kennedy)

rhyme e.g., “The Motion and Devotion of My Life”

subtitle e.g., “From the Gridiron to the Classroom: Hard Work is the Key”

parallel structure e.g., “Always Learning, Always Growing,” “To Think, To Know, To Act”
### College Admission Essay: Rubric

When you receive letters of acceptance from the colleges to which you have applied, you will know you have earned a “very effective” evaluation. In the meantime, the following rubric should give you ideas about writing and evaluating college admission essays.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• responds to the prompt creatively and provocatively</td>
<td>• responds to the prompt</td>
<td>• attempts to respond to the prompt, but may not do so entirely</td>
<td>• does not fully address the prompt or is off topic/misses the point of the prompt</td>
</tr>
<tr>
<td>• reveals something important about the writer of significance to the target audience</td>
<td>• reveals something interesting about the writer</td>
<td>• reveals something about the writer, but its significance may be unclear</td>
<td>• tells little of significance about the writer</td>
</tr>
<tr>
<td>• has a strong, novel introduction that compels the reader to continue</td>
<td>• has an interesting introduction</td>
<td>• has a somewhat engaging introduction, but gaps are apparent</td>
<td>• has a bland introduction that is unlikely to capture the reader’s interest</td>
</tr>
<tr>
<td>• is rich in sensory details, <em>showing</em> attributes of the writer rather than <em>telling</em> about them; images bring the writer to life</td>
<td>• includes enough detail to engage the reader and reveal attributes of the writer; mostly <em>shows</em>, but may occasionally <em>tell</em></td>
<td>• includes some details, but not enough to bring the writer’s attributes into focus; tends to <em>tell</em> more than <em>show</em></td>
<td>• does not include enough details to convey attributes of the writer</td>
</tr>
<tr>
<td>• dialogue is mixed skillfully with description/narration; there are no places where dialogue seems to be missing</td>
<td>• dialogue is engaging, not distracting; there may be a place or two where additional dialogue would enhance the essay</td>
<td>• dialogue is distracting rather than engaging; places exist where dialogue would enhance overall appeal</td>
<td>• dialogue is mundane or poorly phrased; places exist where dialogue would enhance overall appeal</td>
</tr>
<tr>
<td>• organization is logical and interesting</td>
<td>• is organized appropriately</td>
<td>• is organized in an inconsistent manner or is somewhat illogical</td>
<td>• is organized inappropriately or ineffectively</td>
</tr>
<tr>
<td>• contains richly detailed sensory images and varied vocabulary</td>
<td>• contains sensory images and appropriate vocabulary</td>
<td>• contains workable, but not fully effective, vocabulary</td>
<td>• contains some simplistic and/or incorrect vocabulary that interferes with communication</td>
</tr>
<tr>
<td>• contains varied sentence structure</td>
<td>• contains sound sentence structure</td>
<td>• sentence structure may demonstrate problems/lack variety</td>
<td>• sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• may have some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
When Questioning is the Answer

Jessica E. Smith

“So Jes, tell me about love... I mean, what exactly is it?” The brush stopped mid head as if continuing to the ends would delay the answer. Bristles poked my neck as I searched for the answer my younger sister was looking for. I found her eyes in the mirror and my search was over. I wanted to tell her that the wonder and respect I saw in her eyes, that was love. This whole routine that we often go through, late at night, brushing each other’s hair always leads up to a question. Every time I look into her pleading expression, the answers become clear. To those eyes I am the paragon of strength and wisdom. Inside me, beyond what my sister can see, I know that I have just as many questions as she does.

I often wonder what I can gain from my Indian Heritage. How can I take the stories I heard as a child, the Creek lullabies that rocked me to sleep beneath the silent moon and wise stars, gods of my people, and make society better? How can I acknowledge the pain of my ancestors along the Trail of Tears to Oklahoma when all that they stood for was peace? I want my children to know that they belong to a spirit that is revived through the strength of their song; the song that was given to me by my full-blooded grandmother. To look at my blonde hair and blue eyes one would think I was anything but Indian. The integrity and hope behind those eyes, that is my Indian song.

I want to live up to the potential that my parents insist that I have, that my sisters seem to admire so much, but I want to challenge my limits on my own and create my own potential, rather than shape my life after their ideas of me. It would be really easy to let my parents tell me what to do and how to be, but I realize that if I want to get anywhere in life, I need to take the steps myself. It hasn’t always been easy for my parents to let go and let me make my own decisions. Their over-protective clutch on my life makes it hard to be my own person. I have to be creative in the ways I demonstrate what I feel is my true potential. My family is always apprehensive when I try new things, but when I prove to them that I am learning from the journey, their support for me is undying.

I thrive on balance. That is the only way I can possibly learn from all I do. I have always tried to enrich my life with a realm of different perspectives which balance each other out to become a part of me. For example, I have taken steps toward understanding my religion by being both an active student, and an eager teacher. I attend weekly worship and bible-study sessions, and use
what I have learned to teach a confirmation class, lead my youth group on community and state service projects, and counsel at a Christian camp for children. Working with and learning from different age groups with the same religious background has helped shape my own beliefs from the same background. I feel a stronger connection with the goal of my religion, which is Christian service and living, because by working with others, it has become my personal goal.

My schedule must also be balanced if I am to benefit from it at all. For this reason I have enrolled in a wide range of activities which compliment each other well. The physical exertion demanded by Varsity Tennis is a great release for me after every academically challenging day, and the balance between the two gives me energy for a part time job along with hospital volunteering. Though I go to bed exhausted every night, I am restored by my faith in the value of all I do. I know that if I get all I can out of what is available to me, I will someday be able to contribute it toward the opportunity of others; that to me is success.

I am proud to be a successful sister and daughter in that I am loved and respected by my family. I am proud to be a successful student in that I learn from a balanced variety of perspectives just who I want to be. However, I don’t have all the answers. I don’t hope to find them all at college. I do hope to be a part of a place that will teach me how to ask the right questions, of myself, of society, of the past, so that I can continue to contribute to the success of tomorrow. Forward is the direction I am concerned with, no question about it.
I have never been able to remember which side of the brain is the creative side, and which is the mathematical side. I have discovered and learned how to use the important combination of both. Having always performed well in math and science, I was recently challenged to demonstrate the existence of my creative side in a current ceramics class. After the fourth day of clay mutilation on the pottery wheel, I began to doubt my capability to produce anything other than a daily deposit into the slop-pot, and the teacher noticed my frustration.

“You know what your problem is?” she offered. “Some things come naturally for you, but others,” pointing to my clay, “do not. I don’t think you’re used to working for things that don’t.” I was insulted and embarrassed at first, because of this stab at my character, but gradually, I realized there was truth to what she had said. I had always categorized myself as a mathematical person, not a creative one. When I did not succeed at the first try in ceramics, I took that as proof that I was not an artist. I gave myself no room for experimentation or error. After thinking about the various artistic endeavors I had tried, enjoyed, and was actually good at—taking an art history class that instilled in me an infinite appreciation for the beauty of art and architecture, reading and occasionally writing poetry, and learning to Latin dance—I realized that both sides of my brain were of equal importance but I had not been giving them equal attention.

The balance of the two sides allows me to look at everything from two different perspectives. The beauty of an object as well as its make-up and physics interest me simultaneously. When looking at a waterfall, I am repeatedly enchanted by its beauty, but constantly intrigued by the forces of gravity, thrust, and lift that pull upon it, as well.

I consider myself lucky to be interested in all fields of learning, regardless if they include how to find a derivative, or how to dance the merengue. Being open to all areas, I have an incredible number of options for what to do with my life. I could be just as content being an art dealer for a museum as an environmental scientist for the rain forests.

In ceramics, as the days progressed, I began to create. A slightly lopsided vase took form. I was extremely proud of it and the confidence in my creativity increased. The centripetal force of the wheel countering the curvature and pressure of my hand needed to shape the vase made the essence of the combination of art and science apparent.

Knowing which side of the brain does what is not as important as using both. To limit myself to one range of knowledge would imbalance my education. Just as it would be impossible to function without half a body, I would not be able to function without half a brain. With pottery, the math and creativity work together to form a functional and aesthetically pleasing piece. Like a vase, my mathematical side keeps me centered and balanced while my artistic side keeps me passionate and sensitive of the surrounding world.
Coming to America from Vietnam at a very young age has caused me to become a hybrid of two different cultures. This mixture gives me the ability to understand the truths and faults of two distinct customs of living. My problem lies in the fact that I don’t feel totally at home with either groups of people. On one hand, I find the Vietnamese practice of strict family life appealing since it forms a strong unity between parents and children. This unity cannot be explained, only felt. Yet I find the liberal society of America with its free spirited values better encourages the freedom of individual expression I find tempting. These two cultures are so diverse that it is difficult for each to comprehend the other’s excellence, much less for me to choose between the two.

To have an idea of the conflicting morals presented to me one must understand the standard Vietnamese family life in which parents feel a deep sense of responsibility for their children. This responsibility may extend beyond the child’s eighteenth or twenty first birthday. The morals which a child learns from his or her parents are the foundation of all behavior. Respect for the elders is perhaps, the most significant. The Vietnamese elders are given much more attention than the elders of America. This attention is the basis of family unison.

Education is considered by Asians to be the sole road toward success. This philosophy is the main reason for the proliferation of Asian “over achievers.” I know there are other avenues which may lead to success, but education is obviously the most direct one. My parents believe that my ideals are too free spirited and wild, and often they find my aspirations conflict with their own ethics and the morals they have tried so hard to uphold. They haven’t been exposed to liberal American life. Their inexperience confuses them and they become worried. I understand their worries because I understand Vietnam.

My family’s emphasis on education and economic stability may have influence my decisions about the future. Throughout my life, my parents have been constantly nagging me with that dreaded demand “prepare for a good education.” Though I’ve always disliked this order, I realize now that it was the implement with which I overcame my 8th grade “C” average. Yet my parents’ continuous demand of hard work remains a burden, a burden that now includes a desperate need to choose a practical major which would satisfy both my interest and economic concern.

I’ve found that having a double culture can at times be perplexing, but it is also very rewarding. I can now see the reasons why each culture is skeptical of the other’s worth, and I strive only to take what is best from both worlds. Perhaps if I make an attempt, both my parents and I can narrow the gap towards better understanding.
The Truest Eye

Patrice Drakeford

It wasn’t until I was seven years old that I realized how different I was from everyone else. Up until that time in my life, I lived a sheltered life, in a mostly white, upper-class neighborhood, and attended private school, even a private pre-school. I seldom noticed the contrast of my black skin to the pale skin of my friends. But I was different, and it was only a matter of time before that was brought to my attention.

The summer I turned seven years old, my family and I moved from the upper-class neighborhood into a lower middle-class neighborhood of mostly blacks and Hispanics. Now it seems amazing to me how uncomfortable I was with my own people, but even at such a young age, I considered myself better than the children in my new neighborhood. They did not know how to speak “correctly” and they thought I was snobbish and white-washed. However, these children were ahead of me in one regard—they knew who they saw when they looked in the mirror. I was never sure. Did I long for my white friends’ straight hair and pale skin? No, I didn’t want to become another person. I just wanted to find out which side of me reflected who I really am and who they would not allow me to be. I remember my well-meaning second-grade teacher telling me that I spoke better English than these black children in a story we were reading. Now I am surprised that I was proud of what she said. There was always an underlying meaning—better than other black children, but never as good as the white children. The message didn’t reach my ears, but it reached my heart and my self-esteem, which decreased despite how well I did academically in school.

I was characterized and generalized by my friends, as well as teachers. When I was in the ninth grade, my friend, who is white, said that she loved black people because they are funny. Maybe I’m funny and maybe I was one of the only black people she knew, but a darker shade of skin doesn’t make me any more humorous than a lighter-skinned person. I was told that I can’t be really black and have white friends. And go to a private school? I was really pushing the limit of my blackness.

Since that time in my life, things have drastically changed for me. My friends are almost exclusively black. I love them, but I cannot deceive myself by saying that I loved my white friends any less.

I am satisfied with who I have become. I now realize that I am not any better than anyone else, but nor am I inferior. I am proud that I have had two extremely different experiences in my short lifetime. My situation is not perfect—I still cringe every time someone says that I talk like a white girl. But I know that it is not possible to speak a color. The two extremely complex parts of me have made me a more interesting and stronger person.
College Admission Essay

Rebecca Gunnill

Georgetown University: The Admissions Committee would like to know more about you in your own words. Please submit a brief essay, either autobiographical or creative, which you feel best describes you.

The fudge blackened on the stove, hardening into a substance that had more in common with glass than candy.

“What’s that awful smell?” my younger brother called from the living room.

“Nothing,” I replied.

Later, as I presented him with my confectionery masterpiece, he grimaced and declared, “I am not going to eat that!”

If mistakes build character, I have a character palace constructed from cooking experiences alone. I love to cook. I’m just not that good at it. From undercooked chicken to the disastrous Jello-Kool Aid cocktail I made for my brother, I have ruined foods previously thought to be fool-proof.

And yet I persevere. That thrill of victory received from a warm mouthful of a brownie I baked, and more importantly, the smile on my mom’s face upon coming home from an exhausting day at work to find dinner, if slightly crispy, on the table, more than makes up for any embarrassment I might feel at my errors. Cooking makes me grow. I have learned to experiment and to change things if I feel they would be better another way. Not all recipes are perfect, and not all rules are set in stone.

Cooking has also taught me to accept and learn from my errors. Everything does not always turn out the way it is expected to, in life as well as in cooking. Some mistakes even create fortuitous results, such as the accidental discovery of penicillin by Alexander Fleming. This realization has had an advantageous effect on my ability to cope with any errors I might make.

The most important lesson cooking has taught me is to never give up. I have read that the key to successful cooking is practice, and I cannot gain that practice if I never try. Whenever a recipe does not seem to be working, I add a little more flour. If a calculus problem is particularly difficult, I try a new equation instead of giving up. My experiences as an amateur chef have helped me learn persistence. This skill has been beneficial to my schoolwork and in forming lasting friendships, and I know it will be an asset in my career.
I’ve only seen one shooting star. Daved and Mitzi and I all looked up to the sky at the same
time on that night. Daved put his head down to make a wish, something that didn’t occur to
me to do. I asked him, as he raised his head, if he knew what a shooting star really was. “I
guess not,” he said, “I thought it was just a shooting star.”

I know that a shooting star isn’t really a star falling from the sky but sometimes I wish I didn’t
know that. Sometimes I wish I didn’t have the first notion of how to graph a parabolic function
and I wish I could still push a button on a computer and think it was a sort of magic.

I wish I was still a little kid. I guess that sometimes I forget that I’m not.

I drove by a little boy a few weeks ago and thought that he must be jealous of me. I’m driving
a car! But he doesn’t see me as the little kid that I forget I’m not. For all he knows, I’m married
with two kids of my own, a dog named Casper, and towels hanging in my bathroom with my ini-
tials embroidered on them. I’m not a little kid.

I’ve learned too much. I know too much. I’ve learned so much that I’ve come to the realization
that I do not know nothing. I’ve climbed up the ladder this far and can only hope that, at the top,
there is what I lost down at the bottom.

Because all one really has to connect themselves to the world is hope. I can say what I feel and
do what I think I should. But after all that, there is only hope. There’s the crossing of fingers and
good luck kisses and rabbits’ feet and birthday candles and shooting stars.

So, when Daved asked, still looking up at the sky, “Why, what is a shooting star?” I changed
the subject.
“The AVID program provides students with powerful instruction and support networks to help them be successful. Within our district we’ve found that students who participate in the AVID program are eager and prepared to enter rigorous coursework while in high school.”

—Dr. Eric J. Smith, Superintendent of Maryland’s Anne Arundel County Public Schools
6: Writing Lessons: Exploring Expository Writing

Overview

Rooted in factual information, the primary purpose of expository writing is to inform readers. In its purest form, expository writing is objective—it reports the facts while excluding the writer’s opinion or judgment. At one time, newspaper articles and basic research papers—expected to simply report who, what, when, where, why, and how—defined expository writing. In current practice, the line between reporting and subjective opinion is not always honored; experienced writers of expository text sometimes purposefully cross objective boundaries in order to share personal opinions, create a particular bias, or enhance the appeal of a piece. Inexperienced writers of expository text often unwarily cross objective boundaries as they wrestle through the “process of selection and synthesis—combination and integration,” struggle to select appropriate language, and work to put complex ideas into their own words (from “Guidelines for Summary,” San Diego State University). Both experienced and inexperienced writers should make a conscious effort to use objective rather than subjective language as they work toward their main purpose: to inform their readers. At the same time, writers must be aware of the fact that expository text, devoid of emotion/mood/tone, is bland and lacks reader appeal. To create interest and liven up a text, writers should strive to paint word pictures for their readers, inviting them to view carefully selected and interpreted “snapshots,” so that they, the readers, may form personal opinions about the subject being presented.

The lessons in this section are identified as foundational (for students with little background knowledge or experience with writing or the lesson topic), intermediate (for students with some background knowledge or experience), or advanced (for students with significant background knowledge and experience with writing and who are ready to pursue college-level work).

The writing types included in this section are:

- Explanation of Life Goals (intermediate)
- Career Research (intermediate)
- Description of a Place (foundational)
- Explanation of a Process (intermediate)

Each writing lesson includes recommendations for how to simplify the lesson (for students who need more scaffolding) or how to make it more challenging (for students who need more rigor).

As lessons increase in their challenge, they offer less scaffolding for the basic writing process and more depth and complexity in terms of exploring a topic and thinking critically. The lessons are laid out in a step-by-step format aligned with the stages of the writing process, but teachers should feel free to move outside of this linear presentation. (We all know that sometimes students need to go “out of order” as they develop a piece of writing.) The sequencing has been established for ease of organization, not as a prescription for how writing must progress. Teachers are encouraged to adapt the lessons, as needed, for their students and for their style of teaching.
Besides the step-by-step instructions, each lesson contains student handouts, student samples of completed activities, and a rubric for scoring the final writing product. The rubric provides criteria for four levels of accomplishment (very effective, effective, somewhat effective, ineffective), rather than matching the criteria to number or letter grades. (NOTE: A second rubric for scoring the writing process [Student Handout 2.13] can be found in part 2 of this guide.) Teachers are encouraged to adapt the rubric descriptors and criteria to fit the assessment needs of their own classrooms.

**Strategies/Student Materials**

**6.1 Explanation of Life Goals**
- Student Handout 6.1a: Explanation of Life Goals: Assignment Description
- Student Handout 6.1b: Explanation of Life Goals: Rubric

**6.2 Career Research**
- Student Handout 6.2a: Career Research: Assignment Description
- Student Handout 6.2b: Career Research: Rubric

**6.3 Description of a Place**
- Student Handout 6.3a: Description of a Place: Assignment Description
- Student Handout 6.3b: Description of a Place: Rubric

**6.4 Explanation of a Process**
- Student Handout 6.4a: Explanation of a Process: Assignment Description
- Student Handout 6.4b: Sequential Graphic Organizer
- Student Handout 6.4c: Explanation of a Process: Rubric

**AVID Resources with Related Material**

- *The Write Path: English Language Arts, Grades 6–12*
- *The Write Path: History–Social Science*
- *The Write Path: Science, Grades 6–12*
- *The Write Path: Mathematics, Grades 6–12*
- *The Write Path: English Language Development*
- *The Write Path II: History/Social Science, Grades 9–12*
- *The Student Success Path: A Sequential Study Skills Program for High School Students*

*NOTE:* See “9: Writing Resources” for additional ideas for teaching these topics.
6.1 Explanation of Life Goals

Level: Intermediate

Rationale: Designed to be used at the beginning of each school year, this type of writing helps students to get to know one another. It also encourages students to define and/or redefine academic and personal goals and challenges them to create a piece of writing that explains important goals to a selected audience. This type of writing reveals valuable information about students that can be used by the AVID teacher to define/formulate/develop focus for the coming year. Since the goal of the AVID elective class is to help students formulate a long-term vision for their success, this writing can be a benchmark for them as they re-evaluate their goals each year in AVID. This expository writing assignment strives to “inform” the chosen audience about the student’s goals; however, the paper is also somewhat reflective in nature as it asks the student to speak personally and subjectively about his/her goals.

Suggested Timeline: Approximately 14–21 hours, depending upon the number of focus lessons taught, the amount of writing time provided in class, and the number of revisions students undertake (see “How to Use This Book” for additional guidelines).

Materials:

- Student Samples 6.1a–6.1d
- computer access
- Student Handouts: 6.1a and 6.1b
- Student Handouts 2.4–2.8; 2.10, 2.11, 2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide
- colored overhead markers

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

   English Language Arts
     Writing Strategies: 1.1, 1.4, 1.8, 1.9
     Writing Applications: 2.1a, 2.5 (if letter is chosen as the form)
     Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5

Grades 11/12

   English Language Arts
     Writing Strategies: 1.1, 1.5, 1.9
     Writing Applications: 2.1a, 2.3b, 2.5 (depending on the form chosen)
     Written and Oral English Language Conventions: 1.1, 1.2, 1.3

Prewriting

1. LIST: Have students divide a piece of paper into four columns and label the columns as follows:

| high school | college | career | personal |

6: Writing Lessons: Exploring Expository Writing
Have students list as many goals as they can in each column. The following questions might help them add to their lists:

**HIGH SCHOOL**
- What do you hope to achieve in high school?
- What is your GPA goal?
- What goals do you have for taking challenging courses?
- What goals do you have for participating in extracurricular activities (academic, athletic)?
- What goals do you have for receiving particular recognition (honor roll, valedictorian, certificates of achievement, etc.)?
- What social goals do you have (making a wide range of friends, joining a club, etc.)?

**COLLEGE**
- What college(s) do you want to attend?
- What do you hope to achieve in college?
- What are your possible major and minor fields of study?
- What degrees do you hope to earn (bachelor’s degree, master’s degree, etc.)?
- What goals do you have for participating in extracurricular activities?
- What goals do you have for receiving particular recognition (Dean’s list, graduation honors, etc.)?
- What social goals do you have (joining an organization, participating in college life, etc.)?

**CAREER**
- In what profession are you most interested?
- What will you need to do to prepare for this career?
- What position would you hope to attain within this profession?
- How might this career enhance/improve your life?

**PERSONAL**
- By what values do you strive to live?
- What commitment would you like to make to your family?
- What commitment would you like to make to your community?
- What lifestyle do you envision for yourself?
- Where would you like to live?
- What special interests do you hope to pursue?

**NOTE:** It is important to recognize that young students who are doing this for the first time will have a very difficult time identifying goals in each of the above areas. You might want to adapt the categories and have them focus only on high school and personal goals.

2. **PRIORITIZE:** Have students determine their top two goals in each category and highlight them.
3. **CLUSTER:** Have students put each of their top two goals from each category into a cluster circle on separate sheets of paper (to leave room for later quickwrites). For each goal, they should brainstorm what they are now doing/have done that will help them meet that goal and the steps they still need to take.

*Example:*

![Diagram of clusters](image)

*NOTE:* Students will have eight different clusters (unless you adjust the assignment).

Questions to consider as students brainstorm: Have you already enrolled in advanced level classes? Are you already working toward your GPA goal? Are you already involved in community service, a club, a leadership position? Do you currently hold a job? Have you talked with people who are enrolled in college or who have graduated from college? Have you pursued any summer internships or audited any college lectures? Have you tutored other students or have you been involved in the education of younger siblings in your family? Are you involved in organizations that help you identify your values (church, community groups, etc.)?

4. **SHARE:** Have students meet in small, grade-level groups. Tell students to reflect on their grade-level focus (from the list below or determined by teacher) and discuss what other information they need to add to their clusters. They should gather additional ideas from one another to add to their clusters and determine if any of their goals seem less important than the others.

*Suggested grade level focus:*

- **9th grade:** Discuss your specific goals for success in high school.
- **10th grade:** Discuss your specific goals for high school as preparation for college.
- **11th grade:** Discuss your specific goals related to planning for college and a career.
- **12th grade:** Discuss your specific approach to the college admission and school selection process AND/OR switch to writing your college admission essay.

5. **REVIEW/ELIMINATE/ADD:** Have students review all the goals they have clustered and cross out any goals that no longer seem as important or applicable as the others. Given their selected focus, students might revisit their original lists to generate new clusters if they find they aren’t as interested in their original goals as they thought. The goal is to narrow down the number of goal clusters, focusing on the few that are the most significant or relevant, given the assignment.

6. **LIST:** Have students make a list of resources they will need to consult to gather specific information about their selected goals. This list might include college catalogs they’ll want to consult about degrees and areas of specialization, people they’ll want to talk to about specific careers or colleges that interest them, and/or reference sources that might provide information about professional salaries or benefits. The list could also include making an appointment to meet with a counselor or college representative or visiting a college campus.
7. RESEARCH: Have students use the library, career center, Internet, and/or other appropriate sources for information about their life goals (educational, career, and/or personal). They should take notes, clearly indicating the sources of information and any direct quotations taken from their sources.

8. ADD TO CLUSTERS: Using information gathered from their research, have students add to their goal clusters.

9. QUICKWRITE: On the same paper as their original goal clusters, have students write for 5–10 minutes about WHY each of their focus goals is important to them. They should be as specific and detailed as possible.

10. EXPLAIN ASSIGNMENT/RUBRIC: Distribute Student Handout 6.1a. With the class, read through the handout, taking time to answer questions, explain, and clarify. This is also a good time to model/teach/review how to dissect a prompt. (See “8: Timed Writing” for details about dissecting a prompt.)

   Once students are clear about the assignment, distribute Student Handout 6.1b. Read through the rubric, pointing out the differences among the four levels. An interactive and effective way to go over a rubric is to have four students come to the front of the class to help explain the four levels. Give each student a sign—VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, INEFFECTIVE. Ask students to read the bulleted sentences for their part of the rubric. Student 1 reads the first sentence under “Very Effective,” followed by Student 2 who reads the first sentence under “Effective,” and so on. To keep students involved and thinking about the different criteria, other members of the class could be asked to paraphrase or point out the main differences among the four bullets. (Obviously, you will have to decide how much time to spend on this, but it is important that the rubric is well understood.) An added bonus to this approach is that it gets students up and speaking. Plus, it adds a listening and critical thinking component to this step of instruction. It is little activities like this, done early in the year, that help build confidence in student speakers!

11. READ MODELS: Working in triads, have students read a sample “Explanation of Life Goals” paper and complete the following steps. (See student samples at the end of lesson.)

   - Distribute copies of the selected student sample.
   - Have students quickly read the paper all the way through. (This may be done silently or one student may read it aloud to the others in triad.)
   - Have students read the paper again, noting examples that make the paper effective/very effective, referring to the rubric to guide them in this process.
   - Have triads share and discuss their findings. (They may also want to use the rubric to rate the paper.)
   - Have triads determine the audience, purpose, and form used by the author and discuss the effectiveness/power/appropriateness of each.

   **NOTE 1:** Select student samples that model the elements you especially want to emphasize with students. Either have the entire class read the same model or assign groups to read different models, based on difficulty. (It is helpful to have students read several models over the course of writing this paper.)

   **NOTE 2:** (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.)
Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”

12. SELECT AN AUDIENCE, PURPOSE, AND FORM: Have students work independently or in small discussion groups to determine the audience, purpose, and form for their writing. Encourage them to review their prewriting, the writing assignment prompt, suggested audiences/purposes/forms, and the rubric to help them in making their decision. Lastly, students should write their decision on the student handout.

   NOTE: It is common for colleges, scholarship programs, prospective employers—and even community organizations—to ask for a statement of life goals from applicants. For that reason, all of these are included as target audiences on the assignment description.

13. PLAN: Group students based on their chosen audience, purpose, and form so they can collaborate on the planning and drafting of their papers. With their chosen audience, purpose, and form in mind, students should determine which of their goal clusters, quickwrites—and maybe even information—from their original lists are most appropriate for the writing situation. Tell them to highlight all information that seems pertinent to the writing. Using the highlighted information, have students work in their groups to determine how they want to organize their letter, statement, or essay. They should discuss with one another a variety of options and determine what makes the most sense for them. They might organize in the same order as their original list (high school goals, college goals, career goals, personal goals) or by goal priorities (1st priority, 2nd, 3rd—not identifying every goal, obviously) and their progress and plans for these priority goals. Other options include: 1) determining a common theme that runs through several of the goals and organizing by that theme, and 2) determining another option that makes sense to them. While students are in a group to help one another, they don’t all have to agree on the same organizational scheme; outlines should be individualized.

   NOTE: This step can be time-consuming and requires regular guidance and support from the teacher and tutors.

Have students create an outline that shows their selected organizational scheme.

*Example* (organized by goal priorities)

I. Introduction

II. First body paragraph: 1st goal priority
   a. why it’s important
   b. what I’ve done to work toward this goal already
   c. what I still need to do to make this goal a reality
   d. support I have for my commitment to this goal and plan

III. Second body paragraph: 2nd goal priority
   a. why it’s important
   b. what I’ve done to work toward this goal already
   c. what I still need to do to make this goal a reality
   d. support I have for my commitment to this goal and plan
IV. Conclusion

**NOTE:** As students work in their groups, they should take advantage of any momentum that builds as they discuss their organizational schemes. A natural extension to the conversation would be to have students discuss introduction options, trying out phrases or sentences and determining what sounds best, adjusting the organization, etc.

**Drafting**

1. **SET THE STAGE:** Have students write the audience, purpose, and form at the top of their papers; next, they should read quickly through their outlines and highlighted prewriting to “prime” their brains and their writing hands.

2. **WRITE:** Have students write their first drafts quickly, in one sitting if possible (spending approximately 45 minutes). Since they’ll be revising, they should not be concerned about producing a finished, polished piece at this point. They should use this draft to find out what it is they want to say. Even though this first effort is quick, tentative, and exploratory, students should write a complete draft, organizing and developing as well as they can.

**NOTE:** It is important that you (or tutors) circulate among students to help guide them between their prewriting and their first drafts. Students who get bogged down by trying to choose the perfect word will need prompting to move the writing along. (They can come back later to wordsmith.) Questions/statements that can help students who are “stuck” include:

- What is your major idea? What in your prewriting is connected to that idea?
- Read your last paragraph aloud, and then start writing the next paragraph.
- Tell me what you’re trying to say in this paragraph. (While the student talks, acts as a scribe, writing down the main ideas to give to the student for “fleshing out.”)

3. **REVISIT THESIS:** Once students have a rough, but complete, first draft, they are in a better position to clarify their thesis and write an appropriate introduction. Ask students to reread their rough drafts and immediately write one sentence that sums up the major point of their letter, statement, or essay. Have students share some of these sentences; choose one to write on the board or overhead. Discuss whether the chosen sentence is an effective thesis statement. (See Focus Lesson 4.10.) With student help, rewrite the sentence, as needed, to shape it into a more effective thesis. Compare this new thesis with the one that currently exists in the introduction of the rough draft; replace the original with the new or, if appropriate, rewrite the thesis again, combining the ideas of both sentences. Next, model thesis clarification/rewriting with a second student example, and then have students work in pairs to improve their own thesis statements.

4. **INTRODUCTION:** Conduct a focus lesson about effective introductions (see Focus Lesson 4.11) or review the information if this has already been done. Have students work with partners to examine their current introductions, highlighting the parts that are especially strong and appropriate. Using the highlighted sections and their rewritten thesis statement, have students apply the focus lesson ideas to create a fresh introduction.

**Reader Response**

1. **VERBAL FEEDBACK:** Using Student Handout 2.5, have partners respond to one another’s papers.
2. **WRITTEN FEEDBACK:** *(Note: This step could be completed now in addition to the verbal partner feedback above, or it could be assigned after students have revised their papers into second drafts.)* Have students swap papers later, and use selected questions/directions from Student Handout 2.8 to give written feedback to their partners.

*NOTE:* If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader-response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.

**Revising**

1. **MODEL:** Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead. Make and project an overhead transparency of the student’s draft. Using colored overhead markers, model some examples of what revision entails. As you look at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or reworded. Get student input for these decisions; explain the thinking behind the changes so students understand the decision-making that occurs with revision. Next, model how to use the rubric to guide additional revision. Review the criteria on the rubric and evaluate the strengths and needs of the paper; make the appropriate revisions to better meet the rubric criteria.

*NOTE:* Students need to be reminded that revision is more than simply re-writing the paper once. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them into a final draft.

2. **REVISE:** Using the verbal and/or written feedback and the assignment rubric, have students revise their drafts.

3. **TIMELINE:** Establish a timeframe for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

*NOTE:* You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise, so they know how to help students progress productively toward a final draft in a timely manner.

4. **REPEAT:** Have students repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.
Editing

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. *(NOTE: Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   *(NOTE: It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar and usage handbooks during the editing process.)*

3. **REMAND:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read—all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

Self-Evaluation/Reflection

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

Publishing

1. **DISTRIBUTE:** Have students share or distribute their final drafts to the appropriate people (audience). If students are sharing their papers with people outside of school, help arrange the mailing details.

2. **FOR THE TEACHER:** Have students compile their work into one package that includes the following, in order:
   - The self-evaluation/reflection
   - The final draft of the paper
• All previous drafts and revisions of the paper, numbered by draft
• Verbal-response group comments/written responses
• All prewriting

**NOTE:** Remind students to label all parts of their package.

**Adaptations to Simplify the Lesson (Increase Scaffolding)**
1. Have students focus on only one goal area: high school, college, career, or personal.
2. Increase the amount of time spent in the prewriting stages, working together in class to generate substantive goals.
3. Have veteran AVID students share their goals as a model for younger students.
4. Partner a capable writer with a less capable writer.
5. Have small groups of students work on their writing together, focusing on goals they have in common. Have them generate a group paper that discusses their common goals and the steps for achieving them.

**Adaptations to Make the Lesson More Challenging**
1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
2. Have students compare their “goals” paper from last year with this year’s; they should then write an introduction to the new paper that discusses any changes in focus or reaffirms the focus of the last year.
3. Have students revise several times, generating multiple drafts and really focusing on the revision process.
4. Have students change their audience, purpose, and form to make it more challenging (writing a scholarship essay, for example, rather than an essay for the teacher).
5. Have students work on enhancing the descriptive features of the writing to SHOW more about their goals rather than just TELL about them (Focus Lesson 4.6).

**Suggested Reading Selections Appropriate for This Lesson**
• Samples of student work, generated by your own class
• Student Samples 6.1a–6.1d
Explanation of Life Goals: Assignment Description

In this paper, you will tell your readers about some of the goals you have set for your life. You will talk about who you would like to become, what you would like to achieve in school and beyond, what career you are guiding yourself toward, and what you would like to be known for. In addition, you will write about what you have already achieved or what you are engaged in, as well as what you plan to do that will help turn your goals into realities. While at least some of your goals may be shared by others, the way in which you present them in this paper will be unique to you.

Assignment

Choose the audience, purpose, and form for your paper. In your writing, discuss and explain your academic, professional, and/or personal goals. Include an explanation of past and present endeavors that have already had an impact on your attainment of these goals, and identify your plan for continuing to work toward your goals this school year. Based on your teacher’s direction, you might also emphasize the area listed below for your grade level:

9th grade: Discuss your specific goals for success in high school.
10th grade: Discuss your specific goals for high school as preparation for college.
11th grade: Discuss your specific goals related to planning for college and a career.
12th grade: Discuss your specific approach to the college admission and school selection process AND/OR switch to writing your college admission essay.

Suggested Audience, Purpose, Form (Select from those below or determine your own.)

A. Letter to an organization that supports students from the community with financial aid, summer work opportunities, and mentors (for example, a scholarship organization).
   • audience: members of the organization
   • purpose: to receive financial aid or work
   • form: letter

B. Personal statement for a college admissions committee.
   • audience: admissions committee
   • purpose: to be admitted to the college
   • form: statement/essay

C. Statement for an article, featuring you as student of the month, to be published in the school/local newspaper.
   • audience: school or community
   • purpose: to inform others
   • form: statement/essay

D. Essay to introduce yourself to your AVID teacher, tutors, and classmates.
   • audience: AVID teacher, tutors, class
• **purpose:** to inform  
• **form:** essay

*Using the spaces below, indicate your focus. Be as specific as possible.*

**Audience** to whom you’re writing: ______________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Purpose** for writing to this audience: __________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Form** this paper will take: __________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Paper length:** approximately 1–3 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

**Due date:** ______________________
# Explanation of Life Goals: Rubric

The following rubric should give you ideas about writing and evaluating explanation of life goals papers.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provides a clear and thorough explanation of the writer’s academic, professional, and/or personal goals (areas of emphasis will differ, based on students’ chosen focus and/or grade level)</td>
<td>• provides a clear explanation of the writer’s academic, professional, and/or personal goals (areas of emphasis will differ, based on students’ chosen focus and/or grade level)</td>
<td>• provides some explanation of the writer’s academic, professional, and/or personal goals (areas of emphasis will differ, based on students’ chosen focus and/or grade level)</td>
<td>• fails to provide an explanation of the writer’s academic, professional, and/or personal goals</td>
</tr>
<tr>
<td>• incorporates detailed information about what the writer has already done and is doing to attain goals</td>
<td>• incorporates information about what the writer has already done and is doing to attain goals</td>
<td>• provides some information about what the writer has already done and is doing to attain goals</td>
<td>• provides little or no information about what the writer has already done and is doing to attain goals</td>
</tr>
<tr>
<td>• identifies a specific, viable plan to work toward goals this school year</td>
<td>• identifies a plan to work toward goals</td>
<td>• presents a plan to work toward goals, but the plan may not be fully developed</td>
<td>• does not present a plan for working toward goals this year</td>
</tr>
<tr>
<td>• demonstrates depth of thought</td>
<td>• demonstrates some depth of thought</td>
<td>• demonstrates inadequate depth of thought</td>
<td>• does not demonstrate depth of thought</td>
</tr>
<tr>
<td>• is organized in a logical, interesting manner</td>
<td>• is organized appropriately</td>
<td>• is organized in an inconsistent, somewhat illogical manner</td>
<td>• is organized in an illogical manner or in a manner that does not suit the topic</td>
</tr>
<tr>
<td>• has a strong, consistent voice and tone appropriate for the stated audience</td>
<td>• has an appropriate voice and tone for the stated audience</td>
<td>• has a fairly inconsistent voice and/or tone for the stated audience</td>
<td>• has an inappropriate or ineffective voice and/or tone for the stated audience</td>
</tr>
<tr>
<td>• contains interesting and varied vocabulary</td>
<td>• contains appropriate vocabulary</td>
<td>• contains workable, but not fully effective, vocabulary</td>
<td>• contains simplistic and/or incorrect vocabulary that interferes with communication</td>
</tr>
<tr>
<td>• contains varied sentence structure</td>
<td>• contains sound sentence structure</td>
<td>• sentence structure may demonstrate problems and/or lack variety</td>
<td>• sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• has some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has numerous mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
I have been described as an ambitious person. Not only do I want to swim in the Olympics, become a successful lawyer or psychiatrist, have a loving marriage, and live a long, prosperous life, I also want to help make the world a better place, help those who are needy, and save the environment. I plan on making every one of these things happen.

Obviously, to make these things happen, I will need goals. I will need not only long-term goals, but short-term goals as well. For example, the first goal I listed was swimming in the Olympics. The short-term goal that corresponds to this is to make CIF qualifications. To become successful in my career, I will need to do well in the rest of my high school career and then be accepted to a good college. There are many short-term goals I must accomplish before I eventually achieve my long-term goals.

There are also many things I am doing to help myself reach these goals, both long-term and short-term. I swim for 2 to 2 and a half hours a day, lift weights, and go to special training camps to stay in shape for swimming. I have already made city qualification times, and will be going to city championships this year. As a freshman, I have already made the varsity swim team, and am 1 of the only 2 freshmen to do so. In school, I take all advanced classes and try my hardest. Although, I sometimes find them trying and harder than I would have liked, I realize that I must push myself even harder, and think of them as only one of the many challenges I will have to overcome in my life, and on the path to a successful career. In the way of making my life happy and successful, I try my hardest to learn the morals and standards which are taught to me by my friends, family, and teachers. I pray every night and believe in God as a guiding light whom will help to lead me along the right path. As far as saving the environment, helping the needy, and generally making the world a better place to live in, I have already taken many steps towards achieving my goal. Over Christmas break, I sponsored a needy family for Christmas, and was in charge of bringing a holiday to a family who would have otherwise had nothing. I also adopted a whale, and purchased an acre of rain forest land. I, and my family, donate to charitable causes and participate in beach and park clean-ups, recycling drives, and anything else we can to make the world a better place.

I hope that I will have the desire and determination to continue along these paths and obtain my goals. After writing this essay, I realize that my plans do sound ambitious. However, when one really thinks about it, I will be on this earth for (hopefully) close to 65 more years. In all that time, the few plans I have can’t really be considered ambitious, it’s just something to do to pass the time between lives.
I see high school as a final preparation before entering the real world. After graduation, one is expected to have acquired all the skills necessary to be independent of both family and guidance counselor. To achieve this autonomy, I have set goals for both my academic and personal growth.

I feel that being a strong group leader is extremely important to becoming a successful adult. Every team needs a captain, and only a person with leadership ability is capable of filling that position successfully. There is no such thing as a “born leader”. The only way to acquire the skills of a leader is to volunteer and take command of situations whenever possible. I hope to, by trial and error, learn how to lead others in such a way as to complete the task at hand in the shortest amount of time, using the least amount of resources possible.

Another goal I hope to accomplish in high school is to accumulate an extensive vocabulary. If one does not have the tools with which to convey one's ideas, it is useless to take the time to form those ideas in the first place. Words are the key to communication, every person must take it upon themselves to ensure that they will always be capable of expressing their feelings and thoughts.

I perceive high school as a small community made up of several ethnic groups, a dozen nationalities, and two sexes. Differences between these groups range from the insignificant to the seemingly impossible to overcome. To be able to interact with people of different backgrounds, I have always kept an open mind to different thoughts and beliefs. Be it inside or outside the classroom, I always strive to learn all I can of different cultures. High school serves as a sort of cultural exchange center, I learn of the backgrounds of my classmates, and I, in exchange, provide some insight into my Mexican-American heritage.

In the modern world it is important to be able to accept and appreciate a wide range of ideas and schools of thought. If I am not prepared to enter this world of diversity with an attitude of tolerance and open-mindedness, I cannot see myself being a success in life.

However, success not only stems from a correct attitude toward others, it is also due in large part to having the correct attitude toward education itself. Many of the problems some high school students encounter when learning are due to the fact that they lack any respect for knowledge and the process of education. I believe that to progress to higher education, one must not only be prepared to learn, but must also want to learn. A desire for knowledge is infinitely more important than any study habits or extra-curricular activities. This hunger for information has aided me time and time again in difficult academic situations.

After graduation, I plan to use all the skills I have accumulated in high school to assist me in college. I believe that high school lays down the foundation for all future learning, and college is the time when the strength and durability of that foundation is put to the test.

After having completed the high school portion of my education, I expect to have not only attained all the skills I will need to have a successful college career, but I also hope to have left some sort of lasting impression on those I came in contact with. I would like to be known as someone who is not scared to voice his opinion, even when it may not always be popular or accepted.

Above all, I would like to be known as someone who, although not sure where he was headed, was quite certain that he would get there on his own terms, or not at all.
With prospects of higher learning looming a year away, the junior year is undoubtedly one of the most important to securing the educational opportunities necessary to a successful future. For that reason, at the beginning of this my junior year I chose to take four Advanced Placement classes that will count for college credit if I pass the end of the year exams. Not only will their beneficial weighting help boost my grade point average, but their level of academic sophistication is a good sign to most colleges. Joining different clubs on campus will hopefully benefit as well, from Uumoja to Teens Against Prejudice the point has been to present myself as a well rounded student and member of the community. Outside of school I have tried my hand at volunteer work for reading programs, libraries and globally minded humanitarian organizations that I hope will make who I am on paper a little more human.

To defer part of the cost of college I have been collecting and will continue to collect information on cash awarded contests for writing and scholarship opportunities that will partially fund my undergraduate studies at whatever school I attend. Through further participation in activities and certain organizations I may make myself eligible for more scholarships and grants as well.

With the summer coming up I hope to be able to visit the various campuses in California that I am interested in attending including UCLA, UC Berkeley, USC and USF. Internships and summer programs are also in my plans for the coming summer and the summer before I start college. As one planning on spending at least part of my adult life as a journalist, I have applied for two journalism workshops and sent off for information on journalism programs at three schools in the U.S. and two abroad. I have spent the past few years working in the business of a relative and may consider a career in international business as well which would mean devoting some time in a school for international business. I have been taking photography classes at the studio of a local photographer and am considering a career in journalistic and fashion photography as well. Psychiatrics and sociology are options as well. Greater comprehension of both through collegiate study could lead to lucrative opportunities in written analysis of American society and could give me the opportunity to help people too. For now my main concern is getting to college to pursue these different interests.

I plan on working through many careers, starting off with one that will make me initially stable and then pursuing the others under the veil of financial comfort. If I am successful at international trade and commerce, then I will start there and attempt to fulfill some of my other dreams like fame through writing or painting or fashion photography. Hopefully a young life filled with many topical pursuits will prepare me for opportunities in many different areas and careers.
We didn’t know why we were there. The calm over the desert kept us from driving into Palm Springs; instead we parked our car and hiked, following an overgrown trail that headed straight for the mountains. Something magical about that evening and that place made my best friend and I hold hands as we walked. Maybe it was the smell of sagebrush on the wind, the warm evening air, or the last gleams of sunlight on the sand, but I’d like to think that it was the mystery, the idea that somewhere near the mountains there may have been beauty we had never seen, or answers to questions that we had never found.

My spirit of adventure was once confined by my lack of courage. Until tenth grade, I was afraid of crowds, of roller coasters, of being left out, of anything new. I owe the release of my adventurous spirit to my best friend, Rachel Morgan, who taught me to dance in the rain. She gave me some of her strength so that I could feed my own. Because of her, I know that while it is important to be generous to others, I don’t have to give up everything; I am significant too. So now, I can be the first to ask a question in class, the only one on the floor at a dance, or the one to stand up for a person that no one else believes in.

Now that I have courage to face the world, I want to experience it as much as possible to make up for all the time I spent hiding. Because of this, I try to see beauty in what other people ignore: the light in fall, the common mugginess of summer, the delicacy of a columbine. Much of this I have captured through my camera. I lie on the ground next to one small flower, setting dials, apertures, and shutter speeds, knowing the only way to take a pure picture is to set the dials wrong, to stray from the suggested settings that my camera flashes in glowing red reminders. I know that photography is art, that art is risk, and that risk takes courage. I focus on one white lupine, a loner among lavender colleagues, a beautiful outcast. I wonder if that lupine wants to be like all the others, purple with delicate indigo veins, or if it thrives on its difference, like I now do.

Some of the world I can’t see through my camera lens. Instead, I choose words to express the truth in things. During my eleventh grade year, I submitted a poem to the Clairemont Women’s Club poetry contest and received an honorable mention. To me, that means as much as any honor role certificate or any A on a test, because it shows that I have learned how to tell people what I really mean, with just a few words. This may not seem like an adventure, but to me it is: every blank page is a chance at the unknown. At times, even picking up the pen can be a struggle within myself, a struggle between writing what I know could become either a tissue or fire on my page, a struggle to admit that I can have enough confidence in myself to express my emotions with words. These emotions can be frightening. But, they can also be exhilarating, making me want to yell, “I may only be seventeen but I am alive!” Perhaps intensity of emotion is what draws me to writing in the same way that Rachel and I were drawn into the desert.

That evening, we walked until it became too dark to see, but heading back to the car, each step seemed so familiar that we didn’t need light to lead us. Some people would have seen only dry sand and shrubs, but to us the sand became important, beautiful. We became intimate with the desert. Because of that night, I know that no matter how old I am, I will never forget my curiosity. If I have a goal for my life, it is to make sure the mystery never grows old.
6.2 Career Research

Level: Intermediate

Rationale: Conducting career research can help students identify and evaluate their career interests and help them see the realities associated with a career. It also gives students the opportunity to evaluate their goals relative to their potential career choice, helping them to align their goals with the career requirements. Sharing their career research with one another allows students to learn about a variety of potential careers, expanding the options they see for their future.

Suggested Timeline: Approximately 17–20 hours, more if additional revision is allowed or if field research takes students longer than expected (see “How to Use This Book” for additional guidelines).

Materials:
- Student Sample 6.2a
- computer access
- Student Handouts 6.2a, 6.2b
- Student Handouts 2.4–2.11, 2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide
- colored overhead markers

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

**English Language Arts**
- Writing Strategies: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
- Writing Applications: 2.3b/c, 2.5 (if letter is chosen as the form)
- Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5
- Speaking Applications: 2.3

Grades 11/12

**English Language Arts**
- Writing Strategies: 1.1, 1.5, 1.9
- Written and Oral English Language Conventions: 1.1, 1.2, 1.3

Prewriting

1. **CHOOSE A TOPIC:**
   A. Set the Stage: Inform students that they are going to have an opportunity to explore a career that has great appeal to them and that they will be led through some steps to help them make their choice.
   B. Guided Reflection: Ask students to think about careers that interest them. As they do so, they should reflect upon the information from their “life goals” paper, and from guest speakers, field trips, and/or personal hobbies and interests. They should also think about the careers people have in the community and at
the school. Finally, they should think about careers they’ve seen on television or heard about on the radio or from friends/adults.

C. **List:** Have students draw upon their reflection to create a list of 5–8 careers in which they have an interest.

D. **Share:** Select a format—circle sharing, small groups, “walk-abouts” (where students walk around, stop to share with a partner, collect ideas, and then move to another partner), and have students share their lists, adding any careers that appeal to them. Have students continue to share until they have about 15 career options on their papers.

E. **Narrow down:** Instruct students to circle the three careers that seem the most interesting to them.

F. **Brainstorm:** Using a separate sheet of paper for each career, have students brainstorm a list of ideas, asking classmates questions to find out more information about their choices. Their lists can include what they already know about each career, what others know about it, questions they have, people they know who are involved in that career, local places where they can see the career in action, etc.

G. **Pro/Con:** For each of the three career options, have students develop a quick pro/con list based on how they feel about the work people do in these careers and why they would or would not be interested in each one.

H. **Narrow down:** Finally, have students choose one of the three careers that most intrigues/interests/excites them (or a different career that has surfaced during their sharing).

2. **QUICKWRITE:** Have students respond to the following prompts:

A. **What do you know?** Write everything you know about this career (approx. 5 minutes).

B. **What do you need to know?** Write questions you have about this career (approx. 5 minutes). For example: What is the starting salary? Is a graduate degree necessary? What percentage of people in this career are men? What percentage are women? Where might you have to live if you worked in this career?

3. **GUIDED REFLECTION:** At this point in the writing process, have students stop and reflect on their chosen career, considering the following questions. (*NOTE:* If students have a difficult time answering the questions, they may want to choose a different career, or at least consult the AVID teacher, tutor, or other students.)

A. **Do I know** anyone in the community who works at this profession? Will it be possible to arrange an interview/job site observation/job shadowing day with someone who works in the field?

B. **Why** have I chosen this career? What particularly attracts me to this work?

C. **Add** the answers to A and B to your quickwrite. If you are sure you want to research this particular career, continue to the next step. If not, go back to your brainstorming list, pick a new career, and start the questioning again.

4. **EXPLAIN ASSIGNMENT AND RUBRIC:** Give students a copy of Student Handout 6.2a. With the class, read through the handout, taking time to answer questions, explain, and clarify.

Once students are clear about the assignment, distribute Student Handout 6.2b. Read through the rubric, pointing out the differences among the four levels. An interactive and effective way to go over a rubric is to have four students come to the front of the class to help explain the four levels. Give each student a sign—VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, INEFFECTIVE. Ask students to read the bulleted sentences for their part of the rubric. Student 1 reads the first sentence under “Very Effective,” followed by Student 2 who reads the first sentence under “Effective,” and so on. To keep stu-
students involved and thinking about the different criteria, other members of the class could be asked to paraphrase or point out the main differences among the four bullets. (Obviously, you will have to decide how much time to spend on this, but it is important that the rubric is well understood.) An added bonus to this approach is that it gets students up and speaking. Plus, it adds a listening and critical thinking component to this step of instruction. It is little activities like this, done early in the year, that help build confidence in student speakers!

5. **READ MODELS:** Working in triads, have students read a sample “Career Research” paper and complete the following. (See student samples at the end of this lesson.)

- Distribute copies of the selected student sample.
- Have students quickly read the paper all the way through. (This may be done silently or one student may read it aloud to the others in triad.)
- Have students read the paper again, noting examples that make the paper effective/very effective. (They should refer to the rubric to help guide them in this process.)
- Have triads share and discuss their findings. (They may also want to use the rubric to rate the paper.)
- Have triads determine the audience, purpose, and form used by the author and discuss the effectiveness/power/appropriateness of each.

   **NOTE 1:** Select samples that model the elements you especially want to emphasize with students. Either have the entire class read the same model or assign groups to read different models, based on difficulty. (It is helpful to have students read several models over the course of writing this paper.)

   **NOTE 2:** (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”

6. **SELECT AN AUDIENCE, PURPOSE, AND FORM:** Have students work independently or in small discussion groups to determine the audience, purpose, and form for their writing. Encourage them to review their prewriting, the writing assignment prompt, suggested audiences, purposes, and forms and the rubric to help them in making their decisions. Lastly, students should write their decisions on the student handout.

   **NOTE:** Whatever their choice of audience, the students’ purpose is to conduct research and to inform their audience and themselves about a specific career. Since this is a formal research paper, facts and other data must have proper references. For example, if a student quotes a business executive about successful marketing techniques, the student must cite the executive’s name and title in the paper.
7. **RESEARCH—PRINT RESOURCES:**

   **NOTE:** Prior to assigning the research portion of this assignment, determine the best resources available to students: the school’s library/media center/career center/counseling office, the community library, and/or the Internet. Know which databases are available at each site in order to appropriately refer students. Also, know which people might be available for students to consult (librarians or career counselors).

   A. Have students look back at their list of questions and determine at least three separate print resources they might use to find answers to their questions.

   **NOTE:** Depending on their topic, *Newsweek, National Geographic, Forbes, Time, Life, Working Woman, GQ*, or *Glamour* might be good magazine resources. There are also journals for many professions; students could seek out the ones that cover the career they’ve chosen. Major newspapers, such as the *San Diego Union-Tribune, San Francisco Chronicle, Boston Globe, Los Angeles Times, or New York Times* often carry articles with interesting statistics on various professions. The Internet can also provide students with information and brochures on specific careers. Informational texts might be available at some job locations; library databases and job indexes can also be consulted.

   B. Have students use their resources to gather information related to their career, answering their questions and noting other interesting information. Students should use note cards or Cornell notes to record information.

   C. Have students write the bibliographic information for each source in their notes or on note cards to include on a future “Works Cited” page.

8. **FIELD RESEARCH—INTERVIEW:** If conditions permit, an interview could serve as another means of gathering research data. Students should follow these steps if an interview is planned:

   A. To find a potential interviewee working in the career they’ve selected, have students consult with teachers, tutors, peers, librarians, counselors, and/or people in the community.

   B. Prepare students for the interview by doing the following:

      1. Review with the class proper phone etiquette and how to make a professional appointment before students call to schedule interviews.

      2. Have students make calls to schedule their interviews and to discuss the possibility of a job site visit and/or job shadowing. Students should be reminded to schedule interviews and observations at a time convenient for the interviewee and to ask the interviewee how much time he/she can devote. To make scheduling easier, students may want to arrange to do interviews, observations, and shadowing all on one day.

      3. Have students brainstorm possible questions to ask during the interview. Discuss how to ask follow-up questions to get the person being interviewed to talk more about a topic. Possible questions might include:

         - How much college and specialized training did you need to qualify for your job?
         - What kind of on-the-job training did you receive?
         - What does a typical work day (and maybe an atypical one) look like for you?
• What is the general salary range for people working in this profession?
• What do the employee statistics look like in terms of ethnic/racial breakdown and gender mix?
• How does a person get promoted in this profession?
• What classes would be helpful for me to take as a high school student to prepare for this career?

Students should also ask questions about information that was unclear in their library research.

4. Discuss how to ask questions clearly and how to take notes while the interviewee talks.
5. Have students work with a partner to role play asking and answering questions. Students should practice asking prepared questions and spontaneous follow-up questions.
6. As a class, discuss the challenges of interviewing (as determined through the roleplays) and discuss ways to meet the challenges.
7. Have students take their list of questions to the interview, along with a clipboard, paper, and pens or pencils for taking notes. *Note:* Students might want to take a small tape recorder to the interview, but they should ask permission before using it.

C. Conducting the interview:

*Review the following guidelines with students:*

1. Students should introduce themselves, thank the person for taking the time to meet, and explain their assignment to the interviewee.
2. If they have a tape recorder, students should ask permission to tape the interview.
3. Students should make sure they get the information they need while staying within the time frame set for the interview.
4. Even if taping the interview, students should take notes to have a written record of the interviewee’s answers.
5. Students should thank the interviewee and discuss/confirm dates and times for job site visit(s) and for job shadowing if this is to be part of the assignment.

D. After the interview:

1. Have students type/word process their notes or transcribe their tape recording of the interview to include in the appendix section of their paper.
2. Have students create a bibliographic note card or record bibliographic information on their typed notes for a future “Works Cited” page.
3. Have students send their interviewee a thank-you note for participating in the interview.

9. **FIELD RESEARCH—WORKPLACE OBSERVATION:** If conditions permit, a workplace observation/job shadowing could serve as another means of gathering research data. Students should follow these steps if an observation/job shadow is planned:

A. If done on a different day than the interview, students should call—two days in advance—to confirm the date and time of the observation and/or job shadow.
B. Have students conduct a job site visit and/or job shadow.
C. While at the workplace, students should take notes about the following:
• **Workplace:** Where does the person work? (examples: office, clinic, classroom, studio, lab, outdoors, etc.)

• **Equipment:** What equipment or tools does the person use in his or her work? (examples: computers, faxes, x-rays, microscopes, telephones, microphones, telescopes, paintbrushes, musical instruments, etc.)

• **Clientele:** Who are the clients in this profession? (examples: children, teenagers, senior citizens, women, men, college students, immigrants, etc., or perhaps environmental work with the ocean, trees or animals)

• **Type of Work:** How does the person spend her/his time at work? (examples: talking on the telephone, drawing, composing music, writing, seeing patients, researching, teaching, working with numbers, etc.)

• **Work Products:** What does the person produce or create? (examples: computer programs, bills, hairstyles, a lesson plan, a diagnosis, etc.)

D. If appropriate, and if permission has been granted, students may choose to videotape the observation.

E. After the workplace observation, have students type or word process their notes to include in the appendix section of their paper.

F. Have students create a bibliographic note card or record bibliographic information on their typed notes for a future “Works Cited” page.

G. Have students send a thank-you note to the person they observed.

10. **PLAN:** Have students work individually to organize and outline their research. They should consolidate the information they have gathered from both print and field resources and shape it into a more organized/usable/ manageable form. The use of graphic organizers can help guide the process of determining relationships and connections among sources. Once it has been organized, students may want to put their information into a more traditional outline form.

11. **SHARE:** Have students discuss their graphic organizers and/or outline ideas with partners and/or in small groups, making adjustments as needed.

**Drafting**

1. **THEME:** After they have reviewed their research notes, have students identify and write down a theme specific to the profession being researched. For example, a theme might be: “long hours but rewarding work,” “great money,” “creative energy,” “conserving the planet,” “great travel opportunities,” or “serving the public.” They can use this theme as a unifying idea throughout their paper.

2. **INTRODUCTION:** Have students draft a few possible sentences for an introduction. For a catchy introduction, students could start with a clever quote from the interview, a descriptive paragraph showing “a moment in the life of...,” or a few sentences introducing the theme.

3. **COLLABORATION:** Have students share their theme and introduction ideas with another student or tutor and modify their ideas based on the reactions and input of others.

4. **SET THE STAGE:** Have students write their theme, audience, purpose and form for this paper at the top of the page. They should keep their research notes/note cards and outline or graphic organizer nearby for easy reference; they can consult with classmates or others for reminders or additional information, as needed.
5. **WRITE:** Have students record their preliminary introduction sentences and then continue with their first draft, making it as complete as possible. As they write, students should reflect upon all the information they have gathered. It might be helpful to have students picture themselves actually working in this career and include this perspective in the paper.

6. **REVISIT THE INTRODUCTION:** Once the first draft is complete, have students revisit and rewrite their introductions. It is often easier to develop an appropriate introduction after the first draft since students now know what they are introducing.

7. **BLENDING RESEARCH:** Conduct a focus lesson about how to blend and reference sources in the text of the paper (Focus Lesson 4.15). Show students how to introduce a quotation, punctuate it correctly, and explain it, so the quotation isn’t “floating.” (See Focus Lesson 4.13.) After the focus lesson, have students apply what they have learned to their papers.

8. **“WORKS CITED” PAGE:** Conduct a focus lesson on how to put together a “Works Cited” page and how to do parenthetical references within the body of the paper. (See Focus Lesson 4.15.) Have students work in pairs to insert the appropriate parenthetical references into their papers and to create their “Works Cited” page.

**Reader Response**

1. **VERBAL FEEDBACK:** Once students have a first draft, arrange for a small group verbal response. Have students in the group take turns reading each paper aloud while group members write and code their comments as described in the reader response section of this book (Student Handout 2.5 or 2.6). Students should then assemble a list of comments about their papers and ask one another follow-up questions, as needed. Follow-up questions might include:
   - Do you understand the background, tools, and skills required to work in this career?
   - What information is missing about working in this career?
   - Have I properly referenced all research information in the paper?
   - Is my personal interest in this profession clear?
   - What theme did I develop to represent work in this career?

2. **WRITTEN FEEDBACK:** Another option for reader response is written feedback. This can take the place of verbal feedback or be done as a second reader response on a later draft of the paper. Using Student Handouts 2.7 and 2.9, have students exchange papers and complete written reader responses. (Determine beforehand whether you want students to answer all of the questions on the form or just those you have selected.)

**NOTE:** If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader-response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.
Revising

1. **MODEL:** Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead. Make and project an overhead transparency of the student’s draft. Using colored overhead markers, model some examples of what revision entails. As you look at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or reworded. Get student input for these decisions; explain the thinking behind the changes so students will understand the decision-making that occurs with revision. Next, model how to use the rubric to guide additional revision. Review the criteria on the rubric and evaluate the strengths and needs of the paper; make the appropriate revisions to better meet the rubric criteria.

2. **REVISE:** Have students revise their drafts, using the verbal and/or written peer feedback and the assignment rubric. They should consider the readers’ judgments as they revise the paper and also ask themselves:
   - Is the introduction catchy or can it be strengthened?
   - Is my research adequately represented—did I leave things out that I should add?
   - Have I put my research into my own words (so I am not copying the ideas of others) and developed my own voice in this paper?
   - Are my ideas organized in a way that makes sense to my readers?
   - Have I referenced my sources to show where the research information came from originally?
   - Is the conclusion effective? Does the conclusion leave a lasting impression and help “tie-up” the ideas presented in the paper?
   - Is my “Works Cited” page in the correct format?

   **NOTE:** Encourage students to consider all reader responses very carefully; it is important to know whether or not they are effectively communicating their thoughts and ideas to others. This said, students don’t need to revise solely to please their readers: the final decisions are their own.

   As students strive to correct the problems they see in their draft, they might follow this sage advice from professional writers: if the problem seems to be with a particular word and you can’t seem to find just the right word, you probably need to rewrite the whole sentence. If the problem seems to be with a particular sentence and you’re having trouble rewriting that sentence, you probably need to revise the cluster of sentences or the paragraph in which the problem sentence is contained.

3. **TIMELINE:** Establish a time frame for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   **NOTE:** You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

4. **REPEAT:** Students should repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.
Editing

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. *(NOTE: Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.)* During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   *(NOTE: It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar and usage handbooks during the editing process.)*

3. **REMINDE:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read—all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

Self-Evaluation/Reflection

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

Publishing

1. **DISTRIBUTE:** Have students share or distribute their final drafts to the appropriate people (audience).

2. **FOR THE TEACHER:** Have students compile their work into one package that includes the following in order:
   - The self-evaluation/reflection
   - The final draft of the paper
• All previous drafts and revisions of the paper, numbered by draft
• Verbal-response group comments/written responses
• All prewriting

*NOTE:* Remind students to label all parts of their package.

**Adaptations to Simplify the Lesson (Increase Scaffolding)**

1. Increase the amount of time spent in the prewriting stages, working together in class to generate and narrow down career options.
2. Give more direction and guidance as students research their career topics, helping them gather data and information as a class.
3. Give more direction and guidance as students write their first draft, helping them decipher their data and synthesize/summarize/record it.
4. Partner a capable writer with a less capable writer to assist with/model writing ideas.
5. Have partners or small groups of students work on their writing together, focusing on one career in which they are all interested. Have them share the research work and generate a group paper.
6. Identify and have professional people available to answer interview questions and be shadowed. This adaptation puts the responsibility on the teacher for finding field research resources rather than on the student. (Use with selected students, depending on need.)

**Adaptations to Make the Lesson More Challenging**

1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
2. Have students revise several times, generating multiple drafts and really focusing on the revision process.
3. Have students work on enhancing the descriptive features of the writing to SHOW more about their chosen career rather than just TELL about it. (See Focus Lesson 4.6.)
4. Have students do additional research to determine which colleges and universities offer programs that prepare students to enter their chosen career. Tell them to include this information in their paper.
5. Have students deliver their papers orally—in expository speech format—with visuals. Possible audiences: the AVID class, small groups, the workers they observed, Rotary Club, other classes.

**Suggested Reading Selections Appropriate for This Lesson**

• Student Sample 6.2a
• Samples of student work, generated by your own class
Career Research: Assignment Description

The career research paper provides an opportunity to explore a career that is interesting to you. This writing assignment will give you a chance to practice your research skills, using interviews, observations, current publications, and reference material. The paper should reveal information about the life of a person working in this career and should report detailed information about the profession, including the number of years of university training, job benefits and drawbacks, salary, hours, and work calendar. In addition, the paper should reveal the reasons for your personal interest in this profession.

Assignment

Select a career that interests you. In your report, present specifics about the profession as noted above, as well as details about the life of a person working within the field. In addition, discuss the reasons for your interest in this career.

Use parenthetical references to cite all sources used in your paper, and include a “Works Cited” page.

Think about the audience to whom you’d like to write. Suggestions:

A. a paper (essay or letter) providing career information for a 9th-grade AVID student
B. a children’s book for a younger audience describing this career
C. a paper convincing your parents of the importance of college to pursue your career goals
D. a paper providing career information for your peers

NOTE: Whatever your choice of audience, your purpose is to conduct research and to inform that audience and yourself about a specific career. Since this is a formal research paper, facts and other data must have proper references. For example, if you quote a business executive about successful marketing techniques, you must cite the executive’s name and title in the paper.

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: ________________________________________________________________
__________________________________________________________________________________________

Purpose for writing to this audience: ____________________________________________________________
__________________________________________________________________________________________

Form this paper will take: ____________________________________________________________________
__________________________________________________________________________________________

Paper length: approximately 3–5 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

Due date: ______________________
# Career Research: Rubric

The following rubric should give you ideas about writing and evaluating career research papers.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrates in-depth understanding of a specific career</td>
<td>• demonstrates clear understanding of a specific career</td>
<td>• demonstrates some understanding of a specific career</td>
<td>• demonstrates little, if any, understanding of a specific career</td>
</tr>
<tr>
<td>• provides richly detailed information about the career and about the life of a person working within the field</td>
<td>• provides complete information about the career and about the life of a person working within the field</td>
<td>• provides vague or incomplete information about the career and about the life of a person working within the field</td>
<td>• provides insufficient information about the career and about the life of a person working within the field</td>
</tr>
<tr>
<td>• provides detailed information necessary to enter the profession, as well as the demands and rewards of the career</td>
<td>• provides complete information about the qualifications necessary to enter the profession, as well as the demands and rewards of the career</td>
<td>• provides general or incomplete information about the qualifications necessary to enter the profession, as well as the demands and rewards of the career</td>
<td>• provides little, if any, information about the qualifications necessary to enter the profession, as well as the demands and rewards of the career</td>
</tr>
<tr>
<td>• conveys strong insight into the writer’s interest in the profession</td>
<td>• conveys clear reasons for the writer’s interest in the profession</td>
<td>• conveys some reasons for the writer’s interest in the profession, but more development is needed</td>
<td>• conveys few, if any, reasons for the writer’s interest in the profession</td>
</tr>
<tr>
<td>• includes references to thorough and varied research; uses proper format to cite references</td>
<td>• includes references to completed research; uses proper format to cite references</td>
<td>• includes references to some research, but research is incomplete and/or references are not cited properly</td>
<td>• includes few, if any, references to research and/or references are not cited properly</td>
</tr>
<tr>
<td>• is organized in a logical, interesting manner</td>
<td>• is organized appropriately</td>
<td>• is organized in an inconsistent manner or is somewhat illogical</td>
<td>• is organized inappropriately or ineffectively for the selected topic or audience</td>
</tr>
<tr>
<td>• contains interesting and varied vocabulary</td>
<td>• contains appropriate vocabulary</td>
<td>• contains workable, but not fully effective, vocabulary</td>
<td>• contains simplistic and/or incorrect vocabulary that interferes with communication</td>
</tr>
<tr>
<td>• contains varied sentence structure</td>
<td>• contains sound sentence structure</td>
<td>• sentence structure may demonstrate problems and/or lack variety</td>
<td>• sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• has some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has numerous mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
Career Research (with Bibliography)

Gisella Faiossi

Research Paper: Veterinarian

For all those animal lovers out there, we all know that we can’t live without our Veterinarians. When thinking about becoming a Veterinarian you must ask yourself ten simple questions.

1. Do you genuinely care about the welfare of animals?
2. Are you willing to work long hours doing stressful work?
3. Can you live on a modest income?
4. Are you willing to go through years of education and/or training?
5. Do you like to work with people?
6. Do you have physical and mental strength and energy?
7. Can you exercise good judgment and solve problems under difficult circumstances?
8. Are you reliable, sensitive, compassionate, and empathetic?
9. Do you have good organizational and communication skills?
10. Are you willing to relocate to areas where jobs are available?

If you can answer yes to all of these questions, it is possible for you to become a “Medical Animal Caretaker” or Veterinarian. The “vets” purpose varies, if you were to go into private practice you would most likely be there to help protect the health and well-being of pets and to educate the owners on proper pet care and nutrition. Vets can also be found in zoos, taking care of exotic animals, or in aquariums. They can practice in humane shelters, at racetracks, on fur ranches, and at circuses. Some do research and work in laboratories to find cures for dogs and sometimes even humans. There are even Vets that write pet advice columns for newspapers or magazines, conduct informational television shows, or prepare video tapes on the care or training of animals. Because vets work directly with the animals they do require a high degree of education and training.

A good idea before making a definite decision to go into animal work is to volunteer or work part time at a shelter, horse farm, boarding kennel, or wildlife facility, that way you get a feel for the job before fully committing. Most facilities will be more than welcome to open their doors for you for tours and/or informational interviews. There may be pamphlets or brochures as well.

To become a Vet one must earn a Doctor of Veterinary Medicine (DVM) degree, this takes quite a bit of time, patience, and education. A DVM can be earned in fewer than thirty accredited colleges. To qualify for admission you must have taken at least three years of “prevet” courses and have a college degree. It would also be helpful to have a solid background in social sciences, language skills, mathematics, humanities, chemistry, biology, and physics. However every veterinary college has different admission requirements so it would be wise to check the college of your choice and take the appropriate undergraduate courses for that particular program.

At the beginning of your studies you will be taking anatomy, physiology, pathology, pharmacology, and microbiology. This stage is mostly theoretical. Later in your studies you will be more involved in clinical and surgical
training and working with animals and their owners. Also dealt with at this point are public health, preventative medicine, nutrition, as well as professional ethics and business practices. After all of these hours of training and study the vet graduate must get a state license before going into practice, they must also keep up with every new discovery and advance throughout their careers.

About 75% of all vets in the country work in private practice, and most of those only work with small animals like dogs and cats, these are the Veterinarians that most of us are familiar with. There is a small number of vets that work with horses, farm animals and other livestock, but even so not all vets go into private practice. Some go in to research or become teachers. Still others can find a career with a state or federal agency as regulatory agents, inspectors, disease control specialists, and control workers. Basically speaking, wherever the animals are, there are also Veterinarians, no matter where they work vets must respect animals and be able to work with people.

Depending on which area you do decide to go into, working conditions vary. In the private practices, universities, laboratories, and offices, you generally work very regular hours with good benefits and a steady income. Although if you work with livestock and farm animals you will probably be working outside and sometimes in very hazardous conditions. Veterinarians’ incomes also vary, but as a new graduate expect to be making about $17,000–$22,000 per year after graduation. As you gain experience, your salary can reach from $35,000–$65,000 per year. The future for vets is looking good and will continue to look good as long as someone out there still cares about their pet, whatever it may be.

Bibliography


6.3 Description of a Place

Level: Foundational

Rationale: As a foundational piece of writing, this description of a place paper helps students to develop or increase their descriptive writing skills (“showing” vs. “telling”) and teaches them how to navigate the writing process. It also guides students through the process of removing themselves and their obvious opinions from the piece of writing and, instead, sharing a “snapshot” that evokes a reaction and invites readers to form their own opinions about the subject.

Suggested Timeline: 18–21 hours, more if additional revisions are made or additional focus lessons are taught (see “How to Use This Book” for additional guidelines).

Materials:
- Student Sample 6.3a
- published samples
- computer access
- colored overhead markers
- Student Handouts 6.3a, 6.3b
- Student Handouts 2.4–2.7, 2.9–2.11, 2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

**English Language Arts**
- Writing Strategies: 1.1, 1.2, 1.8, 1.9
- Writing Applications: 2.1
- Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5
- Speaking Applications: 2.6 (if speech is added to make lesson more challenging)

Prewriting

1. **OBSERVE:** Using a slide projector or projected computer screen for the whole class or photographs for small groups, show a variety of images that depict different places (where the focus is on the place rather than on the people). Have students focus on one image at a time, sharing and discussing the emotions/moods/tones evoked by the place. Next, have them describe the sensory details—what it looks like (focusing on sight details) and what it might sound, smell, taste, or feel like. Use images that represent a variety of places with which students might be familiar (a room in a house, a movie theater, a mountain spot, sand dunes, a boat on a lake, a fast food restaurant, a yard, an island, a campsite, an amusement park, etc.).

2. **LIST:** Have students list some places that are significant to them. Emphasize that they shouldn’t censor their selections at this point; instead, they should list everything that comes to mind. Tell them to think back carefully over their lives in search of some good possibilities. They might choose a place they knew years ago or a place they still visit. Their memories of the place can be happy or sad, as long as they are able to vividly see the place in their mind’s eye and recall sensory details about it.
NOTE: Memories of significant places often conjure up strong feelings in students. They frequently end up wanting to write about the feelings associated with the place rather than describe the place itself. They need to be able to vividly recall the sensory details of the place so they can set their personal feelings about it aside—to a degree—and describe the place for their readers. The writer’s voice/tone and “showing” writing should give the reader insight as to his/her feelings about the place, but the writer should not consciously tell/explain these feelings. The purpose is to describe a place vividly enough for the reader to form his/her own opinions. Make this distinction clear to students as they undertake their prewriting so they can focus on how they might convey the feelings associated with this place without making those feelings the central point of the paper.

3. NARROW POSSIBILITIES AND CHOOSE A TOPIC: Have students study their lists and highlight the places that seem most interesting to them, as well as those that hold the best promise for a good description. As they work to narrow the possibilities, they should remember that the place they ultimately choose to write about should not be too general for the topic of a single, short paper. A whole city, for instance, would be unmanageable; students would have to limit themselves to a specific part of it. While a house they once lived in would be a good, general subject, students might consider focusing on one specific room of that special house. Have students consider specificity, complexity, strength of memory, and power of mood/tone as they choose one place for the subject of their paper.

NOTE: Suggest that students choose a place that can fit into a single photograph or be videotaped from a single vantage point. Limiting the subject in this way can help students write a more focused, vivid description.

4. START A CLUSTER: Have students write the name of their place in the center of a blank sheet of paper and draw a circle around it. Next, they should identify a few details about their place and write them down, circling each and drawing a line to connect it to the central topic. Finally, have students surround each detail with specific sensory images they can recall.

NOTE: In the clustering process, students will naturally move from the larger image to the smaller details. They likely will narrow their focus even more as a result of this process, including just one or two elements of their initial cluster in their paper. (In fact, this may be an option to stress!) For example, a cluster which focuses on an old red barn may consist of the following details: ladder, hayloft, stalls, alley, animals. Each of these details may have five to ten specific images surrounding it. For example: hayloft: trap door in the center; hay stacked high; rope swing; children laughing; mama cat feeding her kittens; worn wooden beams. Once a writer sees the complexity of describing the entire barn, as well as the possibilities that exist in describing just one place in the barn, it is likely that he/she may choose to capture the smaller image (just the hayloft).

5. GUIDED VISUALIZATION: Prior to the guided visualization, have students study their clusters and decide upon a focus. (This is where many students decide to narrow the scope of their papers and choose a very specific place, often one of the secondary bubbles on their clusters.) Have students close their eyes and think about their chosen place. Ask the following questions to help them remember their place more vividly:

- What does your place look like?
• What does it sound like?
• What does it feel like? Are there specific textures to your place?
• What does your place smell like?
• What does it taste like?
• See yourself at this place. What are you doing?
• What is the “mood” of this place—is it cheerful, somber, reflective, or...? What is it about your place that gives it this mood?

6. **FINISH CLUSTER:** Have students open their eyes and, without speaking, add more details to the appropriate parts of the cluster. If necessary/desirable, they can use additional sheets of paper, continuing the clustering process until they have exhausted their memory banks on their subject.

7. **QUICKWRITE:** Have students complete a 10–12 minute quickwrite about any or all of the ideas in their cluster. It’s important for the room to stay quiet so students can “capture” what was going through their minds during the visualization, pull all those ideas together, and make connections.

8. **GUIDED REFLECTION:** Before going on to the next section, have students read over what they’ve written up to this point and carefully reconsider their subject by asking themselves the following questions:
   • Do I know and remember this place well enough to describe it clearly?
   • Have I chosen a place which evokes a strong, identifiable mood?
   • Have I chosen a place specific enough to be manageable, but complex enough to provide me with the material I need?

At this point, students should make a decision on whether they have chosen the best possible place to write about. If not, they should select another place from their list (or a smaller chunk from their cluster) and repeat the steps above for the new place. When they are ready to continue the guided reflection, ask students to consider the following questions and write developed answers to each:
   • What was it like when the place was new to you? Try to describe its newness and unfamiliarity in a way that captures a mood.
   • Walk your reader through this place. Try to write in a way that allows your reader to look through your eyes and see what you see as you revisit this place. Guide the eyes of your readers, allowing them to see only what you want them to see to get the full impact of the place.
   • Add some people to the picture if they are essential to helping the reader understand/appreciate the place. What are these people doing? Share some “snapshots.”
   • Place yourself in the middle of the place. Look around. Without using “I,” write down what you see. Notice if you see anything from this vantage point that you didn’t include earlier when you walked the reader through the place.

9. **GUIDED CRITIQUE:** Have students meet in small groups or with a partner to read one another’s quickwrites/guided reflections and discuss what they’ve written so far. The following questions can be used to guide the discussion:
   • What seems to be the most significant thing about the place?
   • Why do you think the writer chose it as a subject?
• How well could you see or experience this place? What details are especially memorable or powerful?
• Are you able to sense an identifiable mood? If so, how would you describe it? Where does the writing evoke this mood?

10. EXPLAIN ASSIGNMENT/RUBRIC: Distribute Student Handout 6.3a. With the class, read through the handout, taking time to answer questions, explain, and clarify. This is also a good time to model/teach/review how to dissect a prompt. (See “8: Timed Writing” for details about dissecting a prompt.)

Once students are clear about the assignment, distribute Student Handout 6.3b. Read through the rubric, pointing out the differences among the four levels. An interactive and effective way to go over a rubric is to have four students come to the front of the class to help explain the four levels. Give each student a sign—VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, INEFFECTIVE. Ask students to read the bulleted sentences for their part of the rubric. Student 1 reads the first sentence under “Very Effective,” followed by Student 2 who reads the first sentence under “Effective,” and so on. To keep students involved and thinking about the different criteria, other members of the class could be asked to paraphrase or point out the main differences among the four bullets. (Obviously, you will have to decide how much time to spend on this, but it is important that the rubric is well understood.) An added bonus to this approach is that it gets students up and speaking. Plus, it adds a listening and critical thinking component to this step of instruction. It is little activities like this, done early in the year, that help build confidence in student speakers!

11. MODELS: Place students in groups of two or three and distribute copies of a “Description of Place” paper (published example and/or student sample). Have one student read the paper aloud to the group or have the group members read silently. Tell students to highlight or mark the following: examples of especially vivid descriptions, specific sensory details (details associated with sight, smell, touch, taste, or sound), and places where the writer communicates a particular mood. Have students share their observations; discuss the effectiveness of the details they noted.

Next, have groups reread the paper, this time focusing on the rubric (Student Handout 6.3b). They should ask themselves what elements of an “effective” or “very effective” paper exist in the model. Have students highlight the elements on the rubric as they find evidence of them in the paper. Students should then share their findings and discuss as a class.

Have students look at the model and determine its audience, group, purpose, and form. They can then share their findings and discuss as a class.

NOTE 1: Give students the opportunity to read several different models so they can see variety in approach and style.

NOTE 2: (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”
12. SELECT AN AUDIENCE, PURPOSE, AND FORM: Using Student Handout 6.3a, have students determine the audience, purpose, and form for this assignment and write them on their handout.

13. POINTS OF VIEW AND MODELS OF ORGANIZATION—REVISIT MODELS: Since this is a descriptive paper, student writers will be like movie cameras, but instead of making image pictures, they will create word pictures. The way students observe the selected scene will determine how their paper will be organized. Ways to look at a place include:

- **Fixed Observer:** A fixed observer views the scene while standing still; his/her “camera” is mounted on a stationary tripod and placed in a specific spot in the scene. When using this point of view, the writer will organize the essay in terms of where the objects in the scene are located in relation to each other and to the “camera.”

- **Moving Observer:** A moving observer views the scene while moving through it; his/her camera is mounted on wheels and travels with the observer. When using this point of view, the writer will organize the essay by pointing out the details of the scene, one after another, as the “camera” passes by, stopping on occasion to focus on a particular detail.

Neither of these ways of seeing is necessarily better than the other, just different. Students might even wish to use a combination of the two, as in the following example:

One student chose to describe a mountain hike as if she were actually climbing. She began her essay by looking up at the peak. As she climbed, she described the sights, sounds, and smells, and the reader moved through the scene with her. She was careful to note changes she observed around her as she moved closer to the peak. When she reached the top, she stood surveying the scene below her and described it from a very different viewpoint than the one she used in the beginning. As a fixed observer, she saw things she couldn’t have seen before: the Pacific Ocean in the distance, the varied patches of green forests and farms, faraway buildings. By the end of her climb, she had learned something new, not only about nature, but also about herself—she had faced a challenge and succeeded. This student combined both ways of seeing, moving from “moving observer” to “fixed observer.”

With this background, have students look at the models read in their groups and determine the following:

- What types of observers are used?
- How does each writer establish point of view? Is the paper written in first person (“I”), second person (“you”), or third person (“he/she,” “one”)?

**NOTE:** Generally speaking, students should avoid using second person in their papers. The models will probably reinforce this, but it might be worth discussing. Second person is inappropriately “familiar” for most audiences and can make the reader wonder, “Who is ‘you’?” Students tend to use it because it feels comfortable; they will need guidance in using an objective (typically third person) point of view for expository writing.

- How are the papers organized? How do the writers introduce their places, arrange the details, and conclude their images?

Working in small groups, have students outline the organizational schemes of their models; next, have them write the types of observers and the language used for establishing the point of view on a piece of butcher paper. Once student groups have shared with the class, display the butcher paper outlines in the classroom for reference.
14. PLAN: Using their clusters, quickwrites, and guided reflections, have students determine which way of seeing (fixed, moving, or combination) might work best in describing their place. Tell them to list the topics clustered around the subject of their paper in the order in which the “camera” will see them. Using this list as a guide, students can create one of the following:

- A storyboard showing the sequence of “film clips” or “snapshots” to be presented in the paper.
- A graphic organizer showing the layout sequence.

Working in pairs, have students share their storyboards and graphic organizers. During this process, students should make a conscious effort to maintain their selected way of seeing/point of view and use objective language to communicate the details of their descriptive sequence.

Drafting

1. SET THE STAGE: Have students write their audience, purpose, and form for this paper at the top of the page. Students should keep their storyboard or graphic organizer—their plan for the first draft—on their desk. They should also keep their prewriting notes nearby for easy reference; they can consult with classmates or others for reminders or additional information, as needed.

   Before they begin drafting, have students read quickly through everything they’ve written about their place. This material will be a rich source of information, details, and insights to use in their draft. Students can use their prewriting to guide them as they write, but remind them that writers often make major discoveries and reorganize when they draft. They should be open to doing this; new ideas may form in their minds while they are drafting.

2. WRITE: Have students write their first draft as quickly as possible, imagining the place they have selected and remembering the mood. Since they’ll be revising this draft, they shouldn’t feel as though they must produce a polished piece; instead they can use the draft to find out what they want to say. They shouldn’t worry about choosing the right words or correcting errors—that will come later when they revise.

3. REMIND: Tell students: “Your writing will be more vivid if the subject is alive in your mind as you write. It may help, at certain points, to discuss possible phrasings for your ideas with a peer or tutor. Even though this first draft is quick, tentative and exploratory, it should be a complete draft. Push it as far as you can. Organize it as well as you can at the moment; develop it as fully as you are able. The responses you receive from your classmates later will be of more help to you in revising if they are responses to a complete first draft.”

   NOTE: It’s important that you (or tutors) circulate among students to help guide them between their prewriting and their first drafts. Students who get bogged down by trying to choose the “perfect” word will need prompting to move the writing along. (They can come back later to wordsmith.) Questions/statements that can help students who are “stuck” include:

   - What senses have you already used to describe your place? What other senses can you use?
   - What details have you already used from your cluster or quickwrite? Cross those off. Highlight additional details you haven’t used yet that seem pertinent to your draft.
   - What is important about your place? Why did you choose it? Include these ideas in your draft.
   - Read your last paragraph aloud and then start writing the next paragraph.
• Tell me what you’re trying to say in this paragraph. (While the student talks, act as a scribe, writing down the main ideas to give back to the student for “fleshing out.”)
• Where are you in terms of your storyboard or graphic organizer? Skip to the next frame and begin writing.

4. “SHOWING” WRITING FOCUS LESSON: Conduct a focus lesson about “showing” writing (Focus Lesson 4.6). With these ideas fresh in their minds, have students practice converting examples of “telling” writing into “showing” writing, and then share the results with the class. Working collaboratively, have students apply “showing” writing techniques to other areas of their rough drafts to enhance the descriptive qualities of their details.

   NOTE: It is often helpful to have students write a “telling” sentence about each of their paragraphs to identify the focus. Then, keeping the focus in mind, students should rewrite the paragraph using “showing” writing techniques. This can be challenging for students because it often means they have to delete sentences or phrases that have required hard work to get down on paper. It can be helpful for some students to discuss their descriptions with peers or help each other find phrasings or word choices that seem to elude them.

5. INTRODUCTION: Conduct a focus lesson about effective introductions (Focus Lesson 4.11) or review the information if this has been done in the past. Working with a partner, have students revisit their current introductions now that the whole paper is drafted. Using ideas from the focus lesson, have students rewrite their introductions, as needed, to make them more effective.

6. SENTENCE CRAFTING: Based on students’ needs, conduct whole class or small group focus lessons about sentence-combining (Focus Lesson 4.17) to help students write more complete and complex sentences with additional descriptive detail. Using ideas from the focus lesson, students can work collaboratively to combine sentences within their own drafts, adding descriptive details to enhance the overall effect. Students who don’t need this instruction can work with classmates who are struggling or continue to work at their own pace, fleshing out their rough drafts.

Reader Response

1. MODEL GIVING A RESPONSE: Ask for a volunteer who is willing to have his/her paper displayed on the overhead. Make and project an overhead transparency of the student’s draft. Read the introduction aloud. Ask students: “Are there things the writer has included that are especially powerful and draw the reader into the essay?” Write comments on the introduction about any identified strengths. Reread the introduction and have students identify places that are confusing or where more information is needed. Write a comment or question in the margin near each area that needs attention. Use “I” statements to frame these comments/questions. (See Student Handout 2.12.) Ask the class: “Based on what we read in the introduction, what do you think the writer will discuss in the body of the paper—what will be the focus of the following paragraphs?”

Display the first body paragraph of the paper on the overhead projector and read it aloud. As a class, identify the focus of the paragraph and, if evident, highlight the sentence(s) that communicates that focus. Ask the class: “Does this focus seem logical, given what we read in the introduction? What did you want more of in this paragraph? What did you expect that isn’t here?” Make comments on the draft about these things, using “I” statements.
As a class, read the paragraph together a second time. While reading, identify especially effective wording and put a wiggly line under these passages. Identify confusing or awkward sentences/phrases (places where the reader “stumbles”) and put a straight line under each one. Write questions or statements in the margins that indicate questions and responses the readers have (e.g., “How is this sentence connected to your last sentence?” “I’m not sure what you’re describing here.” “I am interested in... because...”).

2. **DEBRIEF**: Review the feedback generated for the introduction and the first body paragraph. Have students identify the steps modeled for giving a response. Discuss how this kind of feedback can be helpful to the student as he/she starts to revise. Field questions and clarify expectations about giving productive responses to a peer’s writing.

3. **VERBAL FEEDBACK**: Now that students have been walked through a model of how to give feedback, it is time for them to practice. Working in small groups or with a partner, have students respond verbally to the introduction and first body paragraph of each other’s papers, as outlined below:

   A. Have students read each paper aloud (introduction and first body paragraph only); as they read, group members write and code their comments as described in the reader-response section of this book. (Use Student Handout 2.5 or 2.6.)

   B. Have students assemble a list of peer comments and ask one another follow-up questions, as needed.

   **Sample Follow-up Questions**

   **About the introduction**:
   - Do I grab your attention and make you want to read the rest of my paper? Why or why not?
   - Do you feel like you’ve been “transported” to my place?
   - What mood do I seem to be establishing in my introduction?

   **About the body paragraph**:
   - What do you like best and least about the description?
   - What kind of observer is used? How well does it seem to work?
   - Have I provided enough for the reader to see the place? Do I show the place rather than tell about it?
   - What mood do I communicate about my place?
   - Is it clear why I chose this place as a subject?
   - Have I maintained a consistent and appropriate point of view?
   - Are the film clips/snapshots well-selected and vividly described?
   - Do I use a variety of sensory details? Which senses (sight, smell, taste, touch, sound) have I NOT used that should be included in my revision?

   **NOTE**: While students are responding to one another’s papers verbally, circulate in room to monitor and coach the comments being given. It takes students a long time to get the hang of giving productive reader responses. Guiding them in the process is extremely important.

4. **DEBRIEF**: Ask students to share examples of particularly helpful comments/suggestions/feedback they received; write some of these on the board. Next, ask for examples that don’t seem to be helpful. Discuss...
the differences between the two. Give students time to restate unclear/weak comments to make them more effective.

**NOTE:** To make this an even more powerful exercise, record examples of both helpful and ineffective feedback as you circulate in the room during the verbal feedback process; use these examples to start step 5.

5. **CONTINUE VERBAL FEEDBACK:** Have students repeat steps 3A and 3B above for the rest of the body paragraphs.

6. **OPTIONAL DEBRIEF:** Repeat step 4 above for the body paragraphs.

7. **CONTINUE VERBAL FEEDBACK:** Have students repeat steps 3A and 3B above for the conclusion, using the following follow-up questions:
   - What does my conclusion make you think about as you set my paper down?
   - What mood are you left with as you leave my place?
   - Does the conclusion gently “exit” you from the experience of my place?
   - Does the conclusion leave you with a strong visual and emotional impression of the place?

8. **OPTIONAL DEBRIEF:** Repeat step 4 above for the conclusion.

9. **OPTIONAL WRITTEN FEEDBACK:** At the foundational stage, students are often better at talking about their feedback ideas than at writing them down. This written feedback option should be saved for a second round of feedback, if used at all. To guide written feedback, use Student Handouts 2.7 and 2.9, determining beforehand which questions students should answer. Have students exchange papers and complete the targeted reader-response questions.

10. **OPTIONAL READER-RESPONSE EVALUATION:** If students are learning how to give effective reader responses with this assignment, collect the reader-response comments to identify where additional teaching is needed. Have students write the name of each responder on the appropriate page of comments and on the rough draft so it’s easy to tell who gave what feedback. Students should staple the rough draft together with all reader response notes. Review the papers and notes, and then assemble a summary overhead transparency that gives examples of both helpful and ineffective comments/questions. During the next class meeting, display the examples and discuss why they are helpful or ineffective. Discuss how to strengthen the ineffective comments/questions.

**NOTE 1:** If you have already done informal reader-response evaluations in steps 5, 7, and 9 above, this step may not be necessary. Use this option if you want to do a more thorough evaluation of reader responses or if you want to evaluate a second round of responses.

**NOTE 2:** To avoid getting bogged down with all of the papers, consider collecting just a sampling of the feedback. Have student groups submit a paper with feedback that seems particularly helpful and one with feedback that seems to be ineffective, OR have students record both helpful and ineffective examples on a T-chart. Review what is collected and create target lessons, as suggested above.

**NOTE 3:** Giving and receiving quality feedback is very challenging for students. They have to see and hear how it’s done and then practice it many times. Be patient with students and continue to give explicit direction and guidance.
Revising

1. **MODEL USING STUDENT READER RESPONSES:** Ask for a different volunteer (not the same as above) who is willing to have his/her paper displayed to the class. Display the first two paragraphs of the essay draft (and accompanying reader response comments) on the overhead projector. Read the introduction aloud and review the comments given during reader response. Ask: “Based on the comments/questions, what revision decisions might the writer make? What could be added, deleted, or changed?” Make notes on the draft using colored overhead markers. Help students to see how they can use the reader-response comments/questions to shape their revision decisions. If a comment is especially weak, discuss how it doesn’t offer much help for revision. (This is a KEY thing for students to learn if they are to become independent in seeking out good reader responses.)

Continue the revision practice by looking at the second paragraph and modeling the same process—using the reader-response comments to determine what to change, add, or delete. Get student input for these decisions and explain the thinking behind the changes so students will understand the decision-making that occurs with revision.

2. **MODEL USING RUBRIC:** Once you have modeled examples of using reader-response comments to guide revision, model how to use the rubric (Student Handout 6.3b) as a source for revision as well. Have students look at their individual copies as you read the criteria for an “effective” paper and discuss what each element means. Have students take notes on their rubric as the class discusses and clarifies the meanings of the elements. With the criteria in mind, read the volunteered student essay aloud, from start to finish, as it is projected on an overhead. Pair up students and have them consult the “effective” criteria listed on the rubric and evaluate the strengths and needs of the paper, writing down their ideas as they proceed. As a class, review each element of the “effective” criteria and determine if the paper is “effective” as written or if it needs attention. Make notes on the draft about what the student could do to strengthen that element of the paper. Continue with each element on the list of “effective” criteria. When finished, ask students to consider this question: “What if this student wanted his/her paper to be ‘very effective’ not just ‘effective’? What would he/she have to do during revision?” Make notes of what students say; discuss how to use this feedback to make revision decisions.

3. **DEBRIEF:** Review the processes students have just gone through in the modeling exercises in order to make sound revision decisions. Have students step back and evaluate what is challenging and what is easy about these processes. Discuss why writers revise—what’s the purpose? Have them identify what they need to make revision more manageable (working with a partner, etc.).

   **NOTE:** Students need to be reminded that revision is more than simply rewriting the paper once. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them into a final draft.

4. **REVISION PLAN:** Have students review the verbal and/or written feedback they received from peers. Then have them make a list of revision priorities: what to do first, second, third, etc. as they “attack” the revision process. Have students share their plans with a partner and compare their priorities.
5. **REVISE USING FEEDBACK:** Have students use their revision plans and their reader responses to revise their drafts. They should consider the readers’ comments as they make changes to their papers, and they should ask themselves:

   a. Is the introduction catchy or does it need to be strengthened?
   b. Do the words I have chosen give the feeling I want, or should I look for synonyms with more effective connotations?
   c. Is the conclusion original—maybe even surprising—or is it predictable? Does it leave the reader with a strong visual and emotional impression of the place?
   d. Have I remained an objective observer throughout the piece?

   **NOTE:** This process should be done in class first so students can collaborate with one another in the process and teacher/tutors can circulate and guide. It is a good idea to have students work on computers as they are much more likely to make significant changes in their drafts if they don’t have to handwrite everything over again.

6. **REVISE USING RUBRIC:** Once students have made revisions based on reader responses, have them work to make a second round of revisions based on the rubric criteria. Again, while students are learning this process, it is best to do it in class so they can collaborate and teacher/tutors can guide.

7. **READ-ALOUD:** As students work on subsequent revisions, consider having them do one of the following:
   - Read the draft aloud to themselves.
   - Have someone read it aloud to them.

   If the oral reader has even the slightest hesitation about a word or sentence, about whether a statement is clear or not, about whether one sentence follows another smoothly, there is almost certainly a problem which would trouble a reader who is working her/his way through the paper without the advantage the writer has of knowing how it’s going to end. Students should stop reading and solve the problem. Ask them to be tough on themselves. The problem won’t go away by itself.

8. **TIMELINE:** Establish a time frame for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   **NOTE:** You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

9. **REPEAT:** Students should repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

**Editing**

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves.
or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. (**NOTE:** Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   **NOTE:** It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar and usage handbooks during the editing process.

3. **REMAIN:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read—all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

**Self-Evaluation/Reflection**

1. **WRITE:** Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

2. **DEBRIEF:** Once students have completed their self-evaluations/reflectios, have students share some of their responses. Discuss how to write effective reflections that really help students to think about their learning and goals. They will need practice to see that their reflections are not just an exercise for the teacher, but are an opportunity to recognize what they’ve gained from an experience (in this case, writing their papers). Give feedback on students’ reflections; have students rewrite them to improve the quality of their writing and to help establish your expectations of them. It is also a good idea to share some especially strong reflections with the class.

**Publishing**

1. **FOR THEIR CHOSEN AUDIENCE:** Have students share or distribute their final drafts to the appropriate people (audience).

2. **FOR THE TEACHER:** Have students compile their work into one package that includes the following in order:
• The self-evaluation/reflection
• The final draft of the paper
• All previous drafts and revisions of the paper, numbered by draft
• Verbal-response group comments/written responses
• All prewriting

NOTE: Remind students to label all parts of their package.

Adaptations to Simplify the Lesson (Increase Scaffolding)
1. Once students have selected their place, have them draw or bring in a visual depiction of it as an additional way to “see” the place more clearly. Have them share their visuals with peers and orally describe the place as a precursor to writing about it.
2. Add more modeling of various steps and have students practice each step in class with teacher/tutor guidance.
3. Do the drafting and revising in class (only one revision). During the drafting and revising, slow down the process so students can write together and talk regularly as they work.
4. Partner a capable writer with a less capable writer during the various stages of writing.
5. As needs surface, conduct more focus lessons to support students.
6. As a class, write a paper using the classroom as the “place” to serve as an ongoing model. (This can be developed in stages as students progress through the writing process with their own papers.)
7. Have students write their description in first person point of view (eliminating the challenge of maintaining an objective point of view).

Adaptations to Make Lesson More Challenging
1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
2. Have students revise several times, generating multiple drafts and really focusing on the revision process.
3. Have students develop an oral presentation from their paper. A PowerPoint® presentation might be especially effective; students can present pieces of their writing with accompanying visuals.
4. Have students revise the paper until it strictly maintains a given point of view.
5. Require students to combine “fixed observer” and “moving observer” perspectives.
6. Have students choose a more general (less specific) place and navigate the process of developing a powerful description of that place.

Suggested Reading Selections Appropriate for This Lesson
• Student Samples 6.3a, 6.3b
• Samples of student work, generated by your own class
• Excerpts from The Secret Sharer by Joseph Conrad
• Excerpts from Occurrence at Owl Creek Bridge by Ambrose Bierce
• Excerpts from I Know Why the Caged Bird Sings by Maya Angelou
• Excerpts from To Kill a Mockingbird by Harper Lee

6: Writing Lessons: Exploring Expository Writing
Description of a Place: Assignment Description

Joseph Conrad, one of the great authors of the twentieth century, said that the main job of a writer is to make the reader see. This writing assignment, the description of a place, will give you a chance to practice and develop that skill. A well-written description of a place “shows” the reader the place instead of merely “telling” what the place is like. A good description is rich in detail. It is very specific about such things as location, size, shape, color, and texture. It includes sensory details that reveal what the place smells, sounds, looks, tastes, and feels like. As a result, the reader really does see the place, as though the words of the description were a kind of amazing camera.

Assignment

Pick a place that is memorable to you and describe it, using an objective point of view and vivid details to allow your reader to really “see” and experience this place. Use descriptive details to communicate a particular mood about your place that will leave an impression on the reader.

Descriptions of place are appreciated by many different audiences. Rather than simply viewing this assignment as a piece to be read only by the teacher, tutors, and classmates, consider one of the following writing forms (or some other option that seems relevant to you):

A. a letter to a friend describing the place
B. a speech to the City Council about a building in your neighborhood that you want to save, but which the council has plans to tear down
C. a letter to a local planning commission about an open space area that you feel should be preserved
D. an article for a travel magazine or travel agency about a place others might want to visit
E. a children’s book that brings your place to life (you might also include illustrations)

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: ________________________________

________________________________________________________________________________________

Purpose for writing to this audience: ________________________________

________________________________________________________________________________________

Form this paper will take: _________________________________________

________________________________________________________________________________________

Paper length: approximately 1–3 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

Due date: ___________________
### Description of a Place: Rubric

The following rubric should give you ideas about writing and evaluating descriptions of a place, papers.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Somewhat Effective</th>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>describes a specific place in detail</strong></td>
<td>partially describes a specific place or describes a place in general terms</td>
<td>incorporates sensory details so that significant aspects of the place are easily imaginable</td>
<td>conveys some information about a place but does not describe— or &quot;show&quot; — the place</td>
</tr>
<tr>
<td><strong>incorporates vivid sensory details</strong></td>
<td>incorporates sensory details so that significant aspects of the place are easily imaginable</td>
<td>tends to use general rather than precise words to describe the place; a mood is hinted at but not firmly established</td>
<td>uses vague words to describe the place; a particular mood is difficult to discriminate</td>
</tr>
<tr>
<td><strong>uses precise, carefully chosen words to communicate a strong mood</strong></td>
<td>uses words effectively to communicate a general mood of the place</td>
<td>is somewhat ineffective in point of view and/or organization; the reader may not be sure about where things are in relation to each other</td>
<td>is organized inappropriately or ineffectively for the selected topic or audience; uses an inappropriate or ineffective point of view</td>
</tr>
<tr>
<td><strong>is well-organized and shows artful mastery of point of view</strong></td>
<td>is well-organized, and demonstrates a strong understanding of point of view</td>
<td>voice and/or tone are inappropriate and detract from the overall impression</td>
<td>contains simplistic and/or incorrect vocabulary that may interfere with communication</td>
</tr>
<tr>
<td><strong>voice and tone are appropriate and remain consistent throughout the entire piece</strong></td>
<td>voice and/or tone are inappropriate and detract from the overall impression</td>
<td>contains sound sentence structure</td>
<td>sentence structure problems interfere with communication</td>
</tr>
<tr>
<td><strong>contains richly detailed sensory images and varied vocabulary</strong></td>
<td>contains sensory images and appropriate vocabulary</td>
<td>contains few, if any, mechanical errors, but none that interfere with understanding</td>
<td>has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>

- **Very Effective**
  - describes a specific place in careful detail
  - incorporates vivid sensory details so that significant aspects of the place are easily imaginable
  - uses precise, carefully chosen words to communicate a strong mood
  - is well-organized and shows artful mastery of point of view
  - voice and tone are appropriate and remain consistent throughout the entire piece
  - contains richly detailed sensory images and varied vocabulary

- **Somewhat Effective**
  - partially describes a specific place or describes a place in general terms
  - incorporates sensory details so that significant aspects of the place are easily imaginable
  - uses words effectively to communicate a general mood of the place
  - is well-organized, and demonstrates a strong understanding of point of view
  - voice and/or tone are inappropriate and detract from the overall impression
  - contains sensory images and appropriate vocabulary

- **Effective**
  - conveys some information about a place but does not describe—or "show"—the place
  - uses vague words to describe the place; a particular mood is difficult to discriminate
  - is organized inappropriately or ineffectively for the selected topic or audience; uses an inappropriate or ineffective point of view
  - contains simplistic and/or incorrect vocabulary that may interfere with communication
  - contains sound sentence structure
  - contains few, if any, mechanical errors, but none that interfere with understanding

- **Ineffective**
  - fails to incorporate enough details about the place to allow the reader to imagine it
  - is organized inappropriately or ineffectively for the selected topic or audience; uses an inappropriate or ineffective point of view
  - contains simplistic and/or incorrect vocabulary that may interfere with communication
  - sentence structure problems interfere with communication
  - has many mechanical errors that interfere with understanding
Description of a Place

Pablo Rivas

Between the beauty of paradise and the beauty of imagination is where my mind travels when I contemplate this place. It is a place for complete relaxation, with all types of attractions and amenities that provide the visitor with unparalleled comfort. It is a tropical place rich in flora and fauna; the variety is endless.

This place is green as emeralds and sparkling as the streams of water it contains. The air is thick; it is very humid, misty, but rain showers come round the clock replenishing the area. The nights are cool; soft breezes pass through shaking leaves and startling animals which give it its mystic atmosphere. The sun comes up and all seek refuge in the shades of the trees to take a siesta in preparation for the great party that starts up nightly.

Hunger and thirst are never worries; the area is full of fruits and delicacies which go hand in hand with the delicious water that is always available. This place, it is real. You can find it in the rain forests of South America, in the jungles of the Amazon, but for those who cannot travel there, the voyages can be done mentally. It is a great place to escape to because of its splendor. One is never lonely. The colorful macaw sits tall singing while monkeys chase each other through the trees. Pre-columbian ruins provide shelter and the roaring of a waterfall adds to the constant rhythm of the trees and animals.

Surprisingly, this land which seems untouched and hidden is just a few hours away from a village where one can find all the aspects of modern civilization. But the village cannot compare with the splendor of my special place, which preserves the roots of the earth and gives it life. It produces air and variety of life to keep the rest of the world running.
early in the morning the sun was hidden by fog in the sky. the pier was shaken by the monstrous waves, but changed to calm white foam as it lapped up on the shore. the turquoise water felt as though it were below zero at the mere touch of it. the soft cold sand was covered with small sharp rocks. huge sticks and seaweed were washed up to shore. there was a temperate breeze on the rough rigid pier.

after feeling the water, it numbed my feet which made the wood feel like walking on pine needles with no shoes. my feet cold as icicles felt like they were breaking into pieces after every step taken. a large pelican stood at the edge of the pier looking out to the sea like a hunter searching for its prize. overhead seagulls flew endlessly. indolent seals lay on the rocks.

later, the sun shown brightly through the clouds that appeared after the fog faded into the distance. the waves turned from high tide to low tide as the day grew shorter and shorter. people began to come and surf, swim, and jump off the pier. the beach became filled with laughter and conversation. the sun began to disappear. when all light disappeared, darkness came with silence. there was only a small sound of waves hitting the shore.
6.4 Explanation of a Process

Level: Intermediate

Rationale: As students prepare to meet the writing demands they will face outside of school, learning how to write a clear explanation for a process becomes important. Most technical writing, and much of the practical writing students will do, involves being able to explain a step-by-step process to accomplish a given outcome. This writing lesson gives students an opportunity to practice logical and sequential thinking and to recognize the importance of details for clear communication. It also underscores the importance of the reader in the communication loop; if the reader cannot understand the written explanation and successfully complete the task, then the writer has failed.

Suggested Timeline: 16–20 hours, more if additional time is needed for research, additional revisions are made, or additional focus lessons are taught (see “How to Use This Book” for additional guidelines).

Materials:
- Student Sample 6.4a
- published samples
- computer access
- colored overhead markers
- Student Handouts: 6.4a, 6.4b, and 6.4c
- Student Handouts 2.4–2.11, 2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts
- Writing Strategies: 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9
- Writing Applications: 2.6
- Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5
- Listening and Speaking Strategies: 1.4 (if speaking element is added to increase rigor)
- Speaking Applications: 2.2 (if speaking element is added to increase rigor)

Grades 11/12

English Language Arts
- Writing Strategies: 1.1, 1.3, 1.5, 1.6, 1.7, 1.9
- Written and Oral English Language Conventions: 1.1, 1.2, 1.3

Prewriting

1. HANDS-ON EXAMPLE: Give students each a blank sheet of paper; tell them to draw a design that involves one circle, one square, and one triangle, without stipulating the size of the shapes or whether they can overlap.
Have students draw their designs in PRIVATE—no one else should see their work. Once students are done, pair them up and have partners sit back-to-back at their desks. (They should be able to hear one another as they talk, but they shouldn’t be able to see each other’s papers.)

Give each student a second blank sheet of paper. Have one partner in each pair give verbal instructions to the other about how to draw the design he/she has created with the shapes. The partner giving the verbal instructions cannot look at what the other student is drawing, but he/she can answer questions the student has. The student doing the drawing cannot look at the original design created by his/her partner, but he/she can ask questions while receiving instructions and attempting to draw the design.

After several minutes, have students wrap up the activity, but tell them not to compare and share their drawings just yet. Have students switch roles and repeat the activity. Again, they cannot look at one another’s papers, but they can ask questions of one another.

Once the second drawing has been completed, instruct students to turn around and face each other. Have them compare their drawings with the originals and determine how close they came to replicating the designs. Tell them to make a list of the things their partners did while giving instructions that helped them during the drawing process. As a class, share and discuss these ideas. Focus on the need for accurate descriptions, specific details, establishing context (for example, what side of the paper to start on), etc. when relaying instructions; these are all attributes of an effective “explanation of a process” paper.

2. **THINK:** Ask students to think about processes in which they are interested—ones they need to understand and/or ones they already know something about. Some suggestions are:
   - the operation of one of the systems of the human body
   - the factoring of algebraic expressions (or other mathematical processes)
   - the process of applying for a part-time job or a summer internship
   - the method for getting song lyrics published
   - the process of making a traditional family food
   - the process for operating a piece of machinery or equipment
   - the process for operating a computer program
   - the process for convincing your parents to lend you the car
   - the process for programming the VCR to record your favorite TV shows
   - the process for serving a tennis ball
   - the process for performing a certain dance step

3. **LIST:** Have students make a list of possible topics and then compare their lists in small groups, adding ideas for topics as they share.

4. **NARROW DOWN:** Have students cross out the processes which do not interest them enough to write about, and have them put a star by the ones that they might like to use.

5. **CHOOSE A TOPIC:** Have students share their starred ideas in their small groups, discussing the pros/cons of using each process as the subject of a paper. Based on this conversation, students should each choose one process as the tentative focus of their paper.

*6: Writing Lessons: Exploring Expository Writing*
6. **EXPLAIN THE ASSIGNMENT AND RUBRIC:** Distribute Student Handouts 6.4a and 6.4c. Review the assignment with students and discuss the audience options they might select. Highlight the distinctive features of an “explanation of a process” paper as outlined in the rubric. Field student questions.

7. **SHOW MODELS:** In small groups, have students look at various examples of explanations of processes. Students should observe how the information is arranged—what kind of order it’s in—and how it is introduced. Have them also consider who the audience would be for each example and determine whether or not the instructions are effective for that audience. Discuss the groups’ findings.

   *NOTE:* See suggested reading selections at the end of this lesson.

8. **SELECT AN AUDIENCE, PURPOSE, AND FORM:** Have students consider the suggested audiences on Student Handout 6.4a and discuss other audience options with their peers. They should then select an audience, purpose, and form and write these on their handout.

9. **CLUSTER:** Having selected their audience, purpose, and form, students should now review their tentative topics and either confirm their choice or make a new choice from their lists. Once confirmed, have students write the name of the process in the center of their paper and circle it. They can then write the major steps or parts of that process around the nucleus and circle each one, drawing a line to connect it with the topic in the center. Next, students should write as many details as possible for each step around the circle for that step, and then draw lines to connect the details to the step. Finally, have students number the steps in the cluster, putting them in logical order.

10. **GRAPHIC ORGANIZER:** In small groups, have students transfer the major steps from their clusters to a sequential graphic organizer, carefully placing the steps in order. (See Student Handout 6.4b for an example.) Have students collaborate to help each other identify missing steps in the process and add these to the sequence.

11. **RESEARCH:** Have students review the main steps on their graphic organizers, along with the details on their clusters, and make a list of items for which they need additional information. Students can then use this list to guide them as they do research, using the Internet, textbooks, library resources, and/or experts in this area. Remind students to write the bibliographic information for each source in their notes or on note cards for a future bibliography.

12. **REVISIT ORGANIZER:** Have students revisit their sequential graphic organizers and add any new information they’ve learned from their research. Next, have them revisit their clusters and add any details needed to fully explain each major step; they should also do a cluster for new major steps and fill in the details for each.

13. **“TRANSITIONS” FOCUS LESSON:** As a class, brainstorm all the words and phrases that might be used to show or explain the movement from one step to another in a sequence. Offer words like “first,” “then,” “next,” and “as a result” to get the brainstorm going. Once an exhaustive list has been created, direct the students to go back to their sequential graphic organizers and write in (on the arrows) transition words that would fit for each step. Next, arrange students in small groups; ask them to share their transitions, adding or changing words as suggested by their peers.

   *NOTE:* You might want to write/record the results of the “transitions” brainstorm on a large piece of paper or poster board to leave up for future reference.

14. **“INTRODUCTION” FOCUS LESSON:** Conduct an introduction focus lesson (Focus Lesson 4.11) or review what has been covered in the past concerning introductions. Next, have students carefully consider their
audience and determine the best way to introduce their papers. The goal is to establish the writer’s authority and to set a context for the process that is about to be explained. Students might choose to adopt a “persona” in their paper—they might be a computer programmer, expert chef, biologist, career counselor, mechanic, etc. Have students draft a rough introduction, collaborating with others as they write.

15. PLAN: Using their sequential graphic organizers, have students create an outline showing how their major steps will be arranged, grouped, and discussed. Using their clusters from step 9, have them fill in their outlines, including all of the details necessary to clearly explain each major step. As they work, students will need to make decisions about general organization and delivery; for example, will there be paragraph breaks or will the steps be numbered or ordered in some other way?

**NOTE:** You might want to demonstrate how to organize steps into a logical format. Some processes will be best organized with one step per paragraph; others will be best organized by grouping related steps together in a single paragraph; still others will be best organized by numbering the steps rather than having discrete paragraphs.

16. OUTLINE TALK: Have students work in pairs to “talk through” their outlines. As one student speaks, the other listens. The listening partner stops the speaker whenever a point seems unclear, out of sequence, lacking in detail, etc. The speaker quickly jots down notes and continues. Once the speaker has talked through the entire outline, partners switch roles and repeat the process.

**Drafting**

1. SET THE STAGE: Have students write their audience, purpose, and form for this paper at the top of the page. They should keep their outlines and graphic organizers on their desks and all of their prewriting work nearby for easy reference.

2. WRITE: Keeping their outline “Talk Through” in mind, and using the introduction already drafted, have students write their first draft as quickly as possible.

**NOTE:** Tell students: “Write your first draft using your outline and organizer as a builder would use a blueprint. When you get stuck for words or phrases, draw a line where the words/phrases will go and skip ahead to another sentence or step. You can go back and add ideas later. First drafts can be rough, with arrows, cross outs, and inserts. The goal is to get that first draft down on the page. Once you’ve written a rough version, you can begin to shape and smooth it into a complete paper.”

**Reader Response**

1. Once students have a first draft, arrange for a small group verbal response. Each student in the group reads his/her paper aloud while the other group members write and code their comments, as described in the reader-response section of this book (Student Handouts 2.4, 2.5, or 2.6). Students then assemble a list of comments about their papers and ask one another follow-up questions, as needed. Suggested follow-up questions include:
   - Did I establish my authority with the topic?
   - Did I give enough background information to establish the importance of this process?
   - Is it clear why the paragraphs or steps were presented in the order in which I presented them?
   - Did I write about the process in an interesting way?
• What else would you like to know about the process? Are there additional details that would make the steps easier to understand?

• Are there any confusing parts or big leaps that need to be filled in?

2. Another option for reader response is to have students give written feedback. This can take the place of verbal feedback or it can be done as a second reader response on a later draft of the paper. Using Student Handout 2.7, 2.8, or 2.9, have students exchange papers and each complete a written reader response. (Determine beforehand whether you want students to answer all of the questions on the form or just those you have selected.)

NOTE: If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader-response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.

Revising

1. MODEL: Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead. Make and project an overhead transparency of the student’s draft. Using colored overhead markers, model some examples of what revision entails. As you look at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or reworded. Get student input for these decisions; explain the thinking behind the changes so students will understand the decision-making that occurs with revision. Next, model how to use the rubric to guide additional revision. Review the criteria on the rubric and evaluate the strengths and needs of the paper; make the appropriate revisions to better meet the rubric criteria.

NOTE: Students need to be reminded that revision is more than simply rewriting the paper once. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them into a final draft.

2. REVISE: Using the verbal and/or written feedback and the assignment rubric, have students revise their drafts. As they revise, they should ask themselves:

• Is the introduction strong enough to catch the reader’s interest? Does it establish my authority and suggest the importance or value in knowing the steps in this process?

• Is the body of the paper well organized and detailed, with helpful transitions from one idea to the next?

• Do the steps progress in a logical order?

• Did I highlight unique features as I detailed each of the major steps?

• Is the conclusion effective/powerful? (Remember, the reader will have more information after reading the paper.) Does the conclusion highlight the significance of the process or does it merely restate the introduction?
3. **TIMELINE:** Establish a time frame for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   **NOTE:** You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

4. **REPEAT:** Students should repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

**Editing**

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on blending quotations, citing research sources, developing a bibliography or “Works Cited” page, using commas, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. **(NOTE:** Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions and concerns they were unable to correct themselves. Students should pay special attention to citing their research sources, noting any places where citations are needed or where the form of citation needs correction.

   **NOTE:** It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar and usage handbooks during the editing process.

3. **REMINd:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read—all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.
Self-Evaluation/Reflection

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

Publishing

1. FOR THEIR CHOSEN AUDIENCE: Have students share or distribute their final drafts to the appropriate people (audience).

2. FOR THE TEACHER: Have students compile their work into one package that includes the following in order:
   - The self-evaluation/reflection
   - The final draft of the paper
   - All previous drafts and revisions of the paper, numbered by draft
   - Verbal-response group comments/written responses
   - All prewriting

   NOTE: Remind students to label all parts of their package.

Adaptations to Simplify the Lesson (Increase Scaffolding)

1. Add more modeling of the various steps; practice each step in class with teacher/tutor guidance.
2. Do the drafting and revising in class (only one revision). During the drafting and revising, slow down the process so students can write together and talk regularly as they work.
3. Have students write a paper as a partnership or small group (one paper per partnership or group).
4. Have students build something simple in class with Legos®, Tinkertoys®, Play-Doh®, pipe cleaners, etc. Have them keep track of their building steps as they go and then write their papers about the building process.
5. Partner a capable writer with a less capable writer during the various stages of writing.
6. As needs surface, conduct more focus lessons to support students.
7. Record students as they do outline talks (in prewriting). You, a tutor, or the student can transcribe the talk to use as a starting point for writing.

Adaptations to Make Lesson More Challenging

1. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
2. Have students revise several times, generating multiple drafts and really focusing on the revision process.
3. Have students prepare and deliver an expository speech about the process they are writing about. They should develop and use visual aids when delivering their speeches. If appropriate, audience members could actually DO the steps being described (for example, learning how to serve a tennis ball).

Suggested Reading Selections Appropriate for This Lesson

- Student Sample 6.4a: Explanation of a Process
- Samples of student work, generated by your own class.
- Excerpts from instruction manuals for VCRs, DVD players, computers, etc.
- Excerpts from cooking magazines that describe how to make particular food dishes.
- Instructions for building something (such as a child’s toy or a piece of furniture).
- Instructions for completing an application process (for a credit card, to secure a building permit, to rent a room at the community center, to get car insurance, to apply for a passport).
Explanation of a Process: Assignment Description

A n explanation of a process is a report detailing a logically ordered series of steps which lead to an identifiable result. The writer becomes an expert in a process by thoroughly researching the topic and clearly explaining each step to a selected audience. All explanations should be factual, complete, and interesting enough to encourage readers to follow and remember the information the writer is presenting.

Assignment

Select a process that interests you. Develop a paper that logically explains the steps and order of the process, including the result. Your writing should be so clear that your readers can successfully follow the steps to a satisfactory outcome simply by reading your explanation. You should also establish your authority to talk about this process and offer enough background information to convey its importance.

Think about the audience to whom you’d like to write. Some suggestions include:

A. a paper or extra credit report for an academic class
B. an informative essay for younger students
C. a resource document for others interested in the topic
D. a three-part essay for AVID
E. Other: _____________________________________________________________________________

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: _______________________________________________________
________________________________________________________________________________________

Purpose for writing to this audience: ______________________________________________________
________________________________________________________________________________________

Form this paper will take: __________________________________________________________________
________________________________________________________________________________________

Paper length: approximately 1–3 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

Due date: _____________________
Sequential Graphic Organizer

Write the individual steps of your process in each box. On the arrows, write the transition words that you will use to introduce each step.
# Explanation of a Process: Rubric

The following rubric should give you ideas about writing and evaluating an explanation of a process paper.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifies all of the essential steps in a process and presents them in a logical order</td>
<td>• identifies the major steps in a process and presents them in a logical order</td>
<td>• identifies most of the major steps in a process; may present a few of them out of order</td>
<td>• omits important steps in a process and/or presents steps in a way that creates confusion</td>
</tr>
<tr>
<td>• describes all major steps in detail, pointing out significant and/or unique features to provide readers with a detailed understanding of the process</td>
<td>• describes each step, including information necessary to provide readers with a clear understanding of the process</td>
<td>• provides some information about each step, giving readers only a general sense of the process</td>
<td>• provides little, if any, explanation of each step, conveying no clear sense of the overall process</td>
</tr>
<tr>
<td>• artfully establishes the authority of the writer</td>
<td>• establishes the authority of the writer</td>
<td>• attempts to establish the authority of the writer, but does not fully accomplish the goal</td>
<td>• fails to establish the authority of the writer</td>
</tr>
<tr>
<td>• creates interest and conveys the importance of the process</td>
<td>• creates interest and/or conveys a sense of the importance of the process</td>
<td>• attempts to create some interest and to convey some importance of the process, but neither is firmly established</td>
<td>• fails to create interest or to convey the importance of the process</td>
</tr>
<tr>
<td>• has a highly developed and logical organizational scheme that fits the process and the audience</td>
<td>• is organized appropriately for the given process and audience</td>
<td>• is organized in an inconsistent manner or is somewhat inappropriate for the process or audience</td>
<td>• is organized inappropriately or ineffectively for the given process and audience</td>
</tr>
<tr>
<td>• contains interesting and varied vocabulary</td>
<td>• contains appropriate vocabulary</td>
<td>• contains workable, but not fully effective, vocabulary</td>
<td>• contains simplistic and/or incorrect vocabulary which may interfere with communication</td>
</tr>
<tr>
<td>• contains varied sentence structure</td>
<td>• contains sound sentence structure</td>
<td>• sentence structure demonstrates problems and/or lacks variety</td>
<td>• sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• has some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
The process of writing can be fit into a group of general stages. When loosely adhered to, these steps will produce a polished, meaningful piece of writing. First, you need the motivation to complete the writing. This motivation can come from several places: it can be your own will, a will to create some beautiful poem or exciting story, or it can be external, like a homework deadline. Wherever it comes from, though, it is very important, because a good source of motivation is jet fuel to a writer. If you do not have a firm grasp of this motivation, you risk sounding trite and unenthusiastic.

Next, you will need to find an idea or theme based on your motivation. If you are writing something creative, or if your subject is not already defined, then your potential themes are limitless. If it is an assignment or report of some kind then perhaps you don’t have as many options. Before you choose your theme, make sure it is something that you know about, or can research, because otherwise you will lack the authenticity that makes readers take you seriously. After you’ve decided on your theme, you are nearly ready to begin writing.

It may help to make sure that you’re in the right frame of mind, as this will let you articulate yourself better, and it increases your chances of having the words come out as you’d like them to. Of course, you can use a variety of mindsets to add color to your writing, but some are more appropriate than others.

Now you are ready to begin the actual writing. An effective approach to this stage is to tackle the job head-on: just pour your thoughts out. You can always edit later, so just let it all stream out and burst forth. Once this is done, and you’ve got all your thoughts down, then go back over it, weeding out errors and awkward expressions, deleting anything that you don’t like the sounds of, editing spelling and mechanics as you go. Then, do the opposite, adding anything that seems to be missing, and making sure you didn’t take out anything important.

When you are done with these steps, it is time to perform the final revision. Read over your piece and see how it hits you. It might help to wait a few hours or until the next day before doing this, because you will see it from a fresh viewpoint and will catch errors or awkward parts that you may have overlooked before. Try to make your piece seamless and smooth and flowing. Polish it so that it looks like it was written in one smooth blast, instead of several separate passes.

At this point, if you feel happy with the piece, then you are probably done. If not, try to find what part of it is out of place, and revise. Maybe another person’s input would help point out any possible improvements and existing strong points. If you do use someone else’s input, make sure that you don’t put it before your own, because you know how you want it to sound and you are the only one who can fully make it sound that way.
Overview

The primary purpose of persuasive writing is to convince readers that the writer’s opinion is valid. This kind of writing is based on a body of factual information about which the writer forms an opinion. It uses a well-defined thesis statement to establish a position and guide the reader.

The lessons in this section are identified as foundational (for students with little background knowledge or experience with writing or the lesson topic), intermediate (for students with some background knowledge or experience), or advanced (for students with significant background knowledge and experience with writing and who are ready to pursue college-level work).

The writing types included in this section are:

- Character Analysis (foundational)
- Problem-Solution Analysis (intermediate)
- Argument (advanced)

Each writing lesson includes recommendations for how to simplify the lesson (for students who need more scaffolding) or how to make it more challenging (for students who need more rigor).

As lessons increase in their challenge, they offer less scaffolding for the basic writing process and more depth and complexity in terms of exploring a topic and thinking critically. The lessons are laid out in a step-by-step format aligned with the stages of the writing process, but teachers should feel free to move outside of this linear presentation. (We all know that sometimes students need to go “out of order” as they develop a piece of writing.) The sequencing has been established for ease of organization, not as a prescription for how writing must progress. Teachers are encouraged to adapt the lessons, as needed, for their students and for their style of teaching.

Besides the step-by-step instructions, each lesson contains student handouts, student samples of completed activities, and a rubric for scoring the final writing product. The rubric provides criteria for four levels of accomplishment (very effective, effective, somewhat effective, ineffective), rather than matching the criteria to number or letter grades. *(NOTE: A second rubric for scoring the writing process [Student Handout 2.13] can be found in section 2 of this guide.)* Teachers are encouraged to adapt the rubric descriptors and criteria to fit the assessment needs of their own classrooms.

Strategies/Student Materials

7.1 Character Analysis

- Student Handout 7.1a: Character Analysis: Assignment Description
- Student Handout 7.1b: Identifying Character Traits and Textual Evidence
- Student Handout 7.1c: Character Analysis: Rubric
7.2 Problem-Solution Analysis
Student Handout 7.2a: Problem-Solution Analysis: Assignment Description
Student Handout 7.2b: Possible Solutions Chart
Student Handout 7.2c: Sample Outline for Problem-Solution Analysis
Student Handout 7.2d: Problem-Solution Analysis: Rubric

7.3 Argument
Student Handout 7.3a: Argument: Assignment Description
Student Handout 7.3b: A Look at Logical Reasoning
Student Handout 7.3c: Analyzing an Argument
Student Handout 7.3d: Pros/Cons for My Position
Student Handout 7.3e: Traditional Pattern for Organizing the Argument
Student Handout 7.3f: Peer Response for the Argument
Student Handout 7.3g: Argument: Rubric

AVID Resources with Related Material

- The Write Path: English Language Arts, Grades 6–12
- The Write Path: History-Social Science (editorials)
- The Write Path II: History/Social Science, Grades 9–12

NOTE: See “9: Writing Resources” for additional ideas for teaching these topics.
7.1 Character Analysis

Level: Foundational

Rationale: This foundational lesson focuses on helping students to identify and analyze the traits of a character from literature, a simpler task than analyzing how a character changes in a story. As a foundational piece of writing, this character analysis paper helps students to develop or increase their persuasive writing skills (formulating a clear thesis, using textual evidence in support of a thesis, analyzing and explaining that evidence, and synthesizing the evidence into a convincing conclusion). This lesson also teaches students how to use the prewriting stage of the writing process to generate a sound thesis statement and to find and analyze textual evidence.

Suggested Timeline: 22–25 hours, depending upon the number of focus lessons taught, the amount of writing time provided in class, and the number of revisions students undertake (see “How to Use This Book” for additional guidelines).

Materials:

• Student Samples 7.1a–7.1c
• published samples
• computer access
• colored overhead markers
• Student Handouts 7.1a, 7.1b, 7.1c
• Student Handouts 2.4–2.8; 2.10, 2.11, 2.13 from “2: The Writing Process”
• selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts

Writing Strategies: 1.1, 1.2, 1.7, 1.8, 1.9
Writing Applications: 2.2
Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5
Speaking Applications: 2.4 (if speech option is used to make lesson more challenging)

Prewriting

1. READ: Select a short story that is interesting and accessible to students, and distribute a copy to each student. (See list at the end of this lesson for story possibilities.) Identify any challenging vocabulary words students might encounter in the story and write these words, the sentences from the story that contain the words, and the definitions on the board. As a class, discuss these prior to reading.

Read the first paragraph of the story aloud while the class follows along. Next, have students think about the title of the story, re-read the first paragraph, and then share their initial reactions. Ask: “What do you ‘see’ in your mind about the story already? What stands out for you? What predictions can you make about the story?” Call on volunteers to share their thoughts.
Have students read the story silently, making notes in the margins of the page (or on stickie notes, if they can’t write on the text) about questions they have, connections they are making to things in their own lives, and/or interesting details they are noticing.

Have partners share their notes/stickie notes, discuss the story, and help each other to resolve questions. As a class, have students share their ideas/questions to determine their understanding of the story as a whole.

Once students have a general understanding of the story, have them identify the most interesting characters and write their names on the board. Students should each choose one character to focus on as they read the story a second time.

Have students who have picked the same character work in pairs or triads. Determine whether students will read the story silently or aloud with their partners during the second reading. Then have students reread the story, marking their text (or using stickies) as follows:

- Mark places where the character says or does something that reveals what kind of person he/she is.
- Mark places where other characters say something to or about the character that reveals what kind of person he/she is.
- Mark places where the character’s thoughts reveal insights to his/her motives or values.

Have students share their markings and discuss their characters with their partners/triads.

**NOTE:** To increase rigor and/or to ensure accessibility, consider providing different short stories for different groups, or consider linking this assignment to something students are doing in another academic class.

2. BRAINSTORM: In pairs/triads, have students brainstorm a list of words and phrases that describe their character and identify his/her traits. They should consider the character’s actions, words, thoughts, and interactions with other characters as they generate their list.

3. GUIDED REFLECTION: Have students write quick, individual responses to the following questions:
   - What was your first impression of the character? What gave you that impression?
   - Did your impression change as the story progressed? What incidents in the story changed your impression?
   - What does the character look like? Be specific.
   - What does the character believe?
   - Which of the character’s actions are key to understanding her/his motivations and values? Do the character’s words and actions match?
   - What other choices could the character have made in the story? Was her/his behavior inevitable?
   - Does the character change from the beginning to the end of the story? If so, explain that change.

   Have students share their answers to these questions with their partners/triads to determine how well they know their character.

   **NOTE:** If students struggle to answer these questions, they may need to study the character more thoroughly.

4. ADD TO BRAINSTORM LIST: Have students add to their brainstorm lists after discussing their guided reflection questions with their partner/triad. They should now have more words or phrases to describe their character.
5. **NARROW DOWN:** In pairs/triads, have students identify three traits from their list that they think are especially important about the character—traits that reveal significant elements of the character’s personality, beliefs, or values. Students should look for traits that might be related since they will be working to arrive at a conclusion about these traits in the next step.

6. **GRAPHIC ORGANIZER:** Using Student Handout 7.1b, have students each record their character’s name and the three major traits they have chosen for him/her. Working with their partner/triad, have students go back to the story to find evidence to support each trait. This evidence might be a paraphrase of something that happens in the story or it could be a quotation directly from the story (something the narrator or a character says). Students will typically use both types of evidence. Have them record their evidence on their graphic organizers. Continuing to work in pairs/triads, have students discuss their evidence, working to arrive at a conclusion (or multiple conclusions) relative to the character traits (getting at the “so what?” of the traits). The goal is for them to figure out why the traits they chose about their character are important. Questions that might guide student discussion include:

- Why would anybody care that this character possesses these specific traits? What does it all “add up” to?
- What is the significance of these traits in terms of what happens in the story?
- What is the significance of these traits in relation to a theme in the story?
- What do these traits reveal about the character that might also be true of human beings in general?
- What do these traits reveal about the character’s motivations, values, beliefs, or actions?

**NOTE 1:** Have students reread the story, or key parts of it, if they seem to be struggling with their graphic organizers. If students find themselves disinterested in their chosen character, counsel them to choose a different character and to move to a group focused on that character.

**NOTE 2:** In the process of arriving at conclusions, students might discover that there are additional character traits they want to discuss or that some of the traits they chose no longer work for their focus. Give students a new graphic organizer so they can revise their thinking and create an accurate organizer for their new focus.

7. **EXPLAIN ASSIGNMENT AND RUBRIC:** Give students a copy of Student Handout 7.1a. With the class, read through the handout, taking time to answer questions, explain, and clarify.

Once students are clear about the assignment, distribute Student Handout 7.1c. Read through the rubric, pointing out the differences among the four levels. An interactive and effective way to go over a rubric is to have four students come to the front of the class to help explain the four levels. Give each student a sign—VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, INEFFECTIVE. Ask students to read the bulleted sentences for their part of the rubric. Student 1 reads the first sentence under “Very Effective,” followed by Student 2 who reads the first sentence under “Effective,” and so on. To keep students involved and thinking about the different criteria, other members of the class could be asked to paraphrase or point out the main differences among the four bullets. (Obviously, you will have to decide how much time to spend on this, but it’s important that the rubric is well understood.) An added bonus to this approach is that it gets students up and
speaking. Plus, it adds a listening and critical thinking component to this step of instruction. It is little activities like this, done early in the year, that help build confidence in student speakers!

8. MODELS: Place students in groups of 2–3 and distribute copies of character analysis papers (published examples and/or student samples; see “Note 1” below). Have one student read a paper aloud to the group, or have each student read silently, to get the overall sense of the paper and its author’s position. Students should then reread the introduction and, as a group, identify the thesis statement and be ready to explain how they know it is the thesis statement.

As a class, share ideas and discuss why a statement may or may not be the thesis. Once the thesis has been confirmed, discuss what they expect to see in the body paragraphs based on the thesis. What main points do they expect to read about?

Have students read the first body paragraph and, as a group, identify the focus or topic sentence that establishes the main point of the paragraph. They should be ready to explain how they know it is a topic sentence.

As a class, share ideas and discuss why a sentence may or may not be the topic sentence of a paragraph. Once the topic sentence has been agreed upon, have students go back to the paragraph to determine what evidence the author used to support this main idea. Students should identify whether the evidence cited is a quotation from the text, a paraphrase of something that happened in the text, or a summary of key ideas in the text.

As a class, share ideas and discuss what constitutes evidence in support of a main idea. Have students discuss the pros/cons of using paraphrased evidence or summary versus using direct quotations from the text. When is it appropriate to use one or the other?

Have students go back to the same paragraph and identify where the author explained HOW the evidence proved a trait to be true (the author’s analysis or commentary on the evidence). Discuss as a class.

Students should next reread the second body paragraph, looking for the topic sentence, evidence, and analysis. As a class, share ideas; answer student questions to ensure that they understand the concept of evidence and analysis.

Have students look at the paper’s conclusion and identify what the author did to “wrap up” the paper and show or re-assert the significance of the character’s traits. Did the author leave the reader thinking about an interesting point? Did the author simply restate the thesis? Share ideas and discuss as a class.

NOTE 1: (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”

NOTE 2: It is often helpful to provide different colored highlighters so students can visually track the parts of the essay as they work with their groups. For example, they might mark the topic sentences in green; the evidence in pink; and the analysis/commentary in
blue. Give students the opportunity to read a few different sample papers to expose them to a variety of approaches and styles.

9. **SELECT AN AUDIENCE, PURPOSE, AND FORM:** Using Student Handout 7.1a, have students determine their audience, purpose, and form for this assignment and write this information on their handout.

10. **THESIS STATEMENT:** Pair up students who are focusing on the same character. Referring to their graphic organizers (traits and conclusions), have students each develop a rough thesis statement, discussing their ideas with their partners. Remind them that a thesis statement should assert a position or opinion about the character that has to be proven. Have students share their thesis statements with their partners and then refine them with peer assistance, making sure the thesis identifies a conclusion related to the traits. It is not enough for students to write “Joseph is opinionated, strong-willed, and stubborn.” They must show why these traits are important (referring to the conclusions in their graphic organizers). Example: “Because Joseph is opinionated, strong-willed, and stubborn, he never becomes a victim to his father’s abuses; he is actually ‘saved’ by his cocky attitude.”

**NOTE:** It is important that you and/or tutors circulate and assist students while they are framing their thesis statements. Students can often come up with a very clear thesis statement with just a little guidance from another. It can help a student when the teacher/tutor asks him/her to explain an opinion or position about the character (before beginning to write). The teacher/tutor should repeat back to the student what he/she understood the student to be saying. Once the student is satisfied that the teacher/tutor can accurately state his/her position, he/she is ready to write it down. The teacher/tutor can also prompt the student by asking, “Is this position something that has to be proven or is it already understood to be true?” If it is the latter, then the student has a summary statement, not a thesis statement, and he/she must continue working to develop a thesis statement.

11. **FOCUS LESSON OPTION:** You might want to conduct a focus lesson about thesis statements (Focus Lesson 4.10) if students seem to be struggling with the concept.

**NOTE:** For students who need more support, it might be useful to have partners/triads develop one thesis statement for the group so that each student is trying to prove the same point as the other group members. This sets the stage for continued collaboration.

12. **PLAN:** Using their graphic organizers and thesis statements, have students create an outline for their paper. The graphic organizer should facilitate an easy transition to a simple outline that looks like this:

I. Introduction with thesis statement

II. First body paragraph (focuses on one trait)
   - Topic sentence
   - Analysis
   - Textual evidence
   - Explanation of evidence
   - Anchor/transition

III. Second body paragraph (focuses on a second trait)
   - Topic sentence, etc. (see above)
IV. Third body paragraph that focuses on a third trait

   Topic sentence, etc. (see above)

V. Conclusion with significance of traits identified or reasserted (using the conclusions from the graphic organizer).

   NOTE 1: You may want all students to use the above outline structure, or you may want to allow students to use different organizational schemes—schemes that they feel work better for them.

   NOTE 2: This outline is modeled after the three-part essay. More information about the three-part essay can be found in section 3 of this book.

Drafting

1. SET THE STAGE: Tell students to write the audience, purpose, and form for this paper at the top of the page. Instruct them to keep their outline, which is their plan for the first draft, on their desk. They should also keep all of their prewriting notes nearby for easy reference; they can consult with classmates or others for reminders or additional information, as needed. Students can use their prewriting to guide them as they write, but remind them that writers often make major discoveries and reorganize when they draft. They should be open to doing this; new ideas may form in their minds while they are drafting.

2. WRITE: Have students write their first draft quickly, using their outline and imagining their character as they proceed. Since they’ll be revising this draft, they shouldn’t feel as though they must produce a polished piece. Instead, they can use the draft to find out what they want to say. They shouldn’t worry about choosing the right words or correcting errors—that will come later when they revise.

3. REMIND: Tell students: “Your writing will be more vivid if the subject is alive in your mind as you write. It may help, at certain points, to discuss possible phrasings for your ideas with a peer or tutor. Even though this first draft is quick, tentative, and exploratory, it should be a complete draft. Push it as far as you can. Organize it as well as you can at the moment; develop it as fully as you are able. The responses you receive from your classmates later will be of more help to you in revising if they are responses to a complete first draft.”

   NOTE: It is important that you (or tutors) circulate among students to help guide them between their prewriting and their first drafts. Students who get bogged down by trying to choose the “perfect” word will need prompting to move the writing along. (They can come back later to wordsmith.) Questions/statements that can help students who are “stuck” include:

   • What are you trying to prove? Does your thesis adequately communicate that position?
   • What traits/ideas have you already used to support your thesis? What other traits/ideas can you use?
   • What details have you already used from your outline/graphic organizer? Cross those off. Highlight additional details you haven’t used yet that seem pertinent to your draft.
   • How does this particular trait/idea support your thesis?
   • What evidence do you have to support this point?
   • How does this evidence support your point?
   • Read your last paragraph aloud and then start writing the next paragraph.
• Tell me what you’re trying to say in this paragraph. (While the student talks, act as a scribe, writing down the main ideas to give to the student for “fleshing out.”)

4. **INTRODUCTION:** Conduct a focus lesson about effective introductions (Focus Lesson 4.11) or review the information if this has been done in the past. Working in partners, have students revisit their current introductions now that the whole paper is drafted. They should rewrite their introductions, as needed, to make them effective. Questions they might consider as they revisit their current introduction include:

• How should I begin? With a catchy bit of detail about the character? With a question or statement highlighting something about the character that will lead to the traits upon which I’m focusing? With a piece of dialogue that will lead to my main idea about the character? With a philosophical overview that introduces my main point? In some other way?

• What words and phrases best convey a feeling for the character?

• What is important about this character for my reader? Why am I writing to this audience about this character?

• What other information will my reader need to understand my position about the character?

• Does my introduction offer enough background so that my reader will understand my position?

5. **SENTENCE CRAFTING:** Based on students’ needs, conduct a whole class or small group focus lesson on sentence-combining (Focus Lesson 4.17) to help students write more complete and complex sentences with more descriptive detail. Students who don’t need this instruction can continue to work at their own pace, developing their rough drafts and seeking reader responses.

6. **QUOTE BLENDING:** Based on students’ needs, conduct a whole class or small group focus lesson on how to blend quotations into text (Focus Lesson 4.13). Students who don’t need this instruction can continue to work at their own pace, developing their rough drafts and seeking reader responses.

**Reader Response**

1. **MODEL GIVING A RESPONSE:** Ask for a volunteer who is willing to have his/her paper displayed on the overhead. Make and project an overhead transparency of the student’s draft. Read the introduction aloud. Ask students: “What is this writer’s thesis? How has the writer connected the character traits to a conclusion that shows the significance of the traits? What has the writer included that is especially powerful and draws the reader into the essay?” Write comments on the introduction about any identified strengths. Reread the introduction to class and have students identify places that are confusing or where more information is needed. Write a comment or question in the margin near each area that needs attention. Use “I” statements to frame these comments/questions. (See Student Handout 2.12.) Ask the class: “Based on what we read in the introduction, what do you think the writer will discuss in the body of the paper—what will be the focus of the following paragraphs?”

Display the first body paragraph of the paper on the overhead projector and read it aloud. As a class, identify the focus of the paragraph and, if evident, highlight the topic sentence that communicates that focus. Ask the class: “Does this focus seem logical, given what we read in the introduction?” Have the class identify the evidence used to support this topic sentence and the explanation that links the evidence to the topic sentence. Ask the class: “What else did you want to read in this paragraph? What do you think is missing? What questions are you left with? What is convincing about the evidence and analysis?” Make comments on the draft about these things, using “I” statements.
As a class, read the paragraph together a second time. While reading, identify especially effective wording and put a wiggly line under it. Identify confusing or awkward sentences/phrases (places where the reader “stumbles”) and put a straight line under each one. Write questions or statements in the margins that indicate questions and responses readers might have (e.g., “How is this sentence connected to your last sentence?” “I’m not sure what you’re describing here.” “I am interested in... because...”).

2. **DEBRIEF:** Review the feedback generated for the introduction and the first body paragraph. Have students identify the steps they took for giving a response. Discuss how this kind of feedback can be helpful to the student as he/she starts to revise. Field questions and clarify expectations about giving productive responses to a peer’s writing.

3. **VERBAL FEEDBACK:** Now that students have practiced giving feedback, arrange for a small group verbal response or partner response for their character analysis papers. Students can each read their paper aloud while listeners write and code their comments, as described in the reader-response section of this book. (Use Student Handout 2.5 or 2.6.) Students can then assemble a list of comments for later revision and ask one another follow-up questions, as needed. Suggested follow-up questions include:
   - What is the most informative and interesting part of my analysis?
   - What is the least informative and interesting part of my analysis?
   - What are the main points the paper makes about the character?
   - Do I give enough evidence to support those main points?
   - What are the character’s typical behaviors? What does the character do that is especially revealing and significant?
   - Is anything unclear? What is needed to clarify these points?
   - Did my introduction interest you? If not, what could I have included to make it more interesting?
   - Did my conclusion leave you thinking about an interesting and important idea related to my character? If not, what could I have included to make it more interesting or important?

   **NOTE:** While students are verbally responding to one another’s papers, circulate from group to group, monitoring and coaching the comments being given. It takes students a long time to get the hang of giving productive reader responses; guiding them in the process is extremely important.

4. **WRITTEN FEEDBACK:** Another option for reader response is to have students give written feedback. This can take the place of verbal feedback, or it can be done as a second reader response on a later draft of the paper. Using Student Handout 2.8, have students exchange papers and complete written reader responses. Determine beforehand whether you want students to answer all of the questions on the form or just those you have selected.

5. **EVALUATE FEEDBACK:** If students are learning how to give effective reader responses with this assignment, collect the reader response comments to identify where additional teaching is needed. Have students write the name of each responder on the appropriate notes pages and on the rough draft so it is easy for you to tell who gave what feedback. Students should then staple the rough draft together with all the reader response notes. Review the feedback, identifying examples of both strong and weak feedback. Prepare an overhead transparency that gives examples of these strong and weak comments/questions. During the next class meet-
Writing Lessons: Exploring Persuasive Writing

NOTE: Writing Lessons: Exploring Persuasive Writing

Note giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.

Revising

1. MODEL USING STUDENT READER RESPONSES: Ask for a different volunteer (not the same as above) who is willing to have his/her paper displayed to the class. Display the first two paragraphs of the paper draft (and accompanying reader-response comments) on the overhead projector. Read the introduction aloud and the accompanying comments. Ask the class: “Based on the comments/questions, what revision decisions might the writer make? What could be added, deleted, or changed?” Make notes on the draft using colored overhead markers. Help students to see how they can use the reader-response comments/questions to shape their revision decisions. If a comment is especially weak, discuss how it doesn’t offer much help for revision. (This is a KEY thing for students to learn if they are to become independent in seeking out good reader responses.)

Continue the revision practice by looking at the second paragraph and modeling the same process—using the reader response comments to determine what to change, add, or delete. Get student input for these decisions and explain the thinking behind the changes so students will understand the decision-making that occurs with revision.

2. MODEL USING RUBRIC: Once you have modeled examples of using reader-response comments to guide revision, model how to use the rubric (Student Handout 7.1c) as a source for revision as well. Have students look at their individual copies as you read the criteria for an “effective” paper and discuss what each element means. Have students take notes on their rubric as the class discusses and clarifies the meanings of the elements. With the criteria in mind, read the volunteered student essay aloud, from start to finish, as it is projected on an overhead. Pair up students and have them consult the “effective” criteria listed on the rubric and evaluate the strengths and needs of the paper, writing down their ideas as they proceed. As a class, review each element of the “effective” criteria and determine if the paper is “effective” as written or if it needs attention. Make notes on the draft about what the student could do to strengthen that element of the paper. Continue with each element on the list of “effective” criteria. When finished, ask students to consider this question: “What if this student wanted his/her paper to be ‘very effective,’ not just ‘effective’? What would he/she have to do during revision?” Make notes of what students say; discuss how to use this feedback to make revision decisions.

3. DEBRIEF: Review the processes students have just gone through in the modeling exercises in order to make sound revision decisions. Have students step back and evaluate what is challenging and what is easy about these processes. Discuss why writers revise—what’s the purpose? Have them identify what they need to make revision more manageable (working with a partner, etc.).

NOTE: Students need to be reminded that revision is more than simply rewriting the paper once. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them into a final draft.
4. **REVISION PLAN:** Have students review the verbal and/or written feedback they received from peers. Then have them make a list of revision priorities: what to do first, second, third, etc. as they “attack” the revision process. Have students share their plans with a partner and compare their priorities.

5. **REVISE USING FEEDBACK:** Have students use their revision plans and their reader responses to revise their drafts. They should consider the readers’ comments as they make changes to their papers.

   *NOTE:* This process should be done in class first so students can collaborate with one another in the process and teacher/tutors can circulate and guide. It is a good idea to have students work on computers as they are more likely to make significant changes in their drafts if they don’t have to handwrite everything over again.

6. **REVISE USING RUBRIC:** Once students have made revisions based on reader responses, they should work to make a second round of revisions based on the rubric criteria. Again, while students are learning this process, it is best to do it in class so they can collaborate and teacher/tutors can guide.

7. **TIMELINE:** Establish a timeframe for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   *NOTE:* You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

8. **REPEAT:** Students should repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

**Editing**

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:

   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. *(NOTE: Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.

   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   *NOTE:* It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to
consult dictionaries and grammar and usage handbooks during the editing process.

3. **REMINDE**: Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read—all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE**: Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD**: Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

**Self-Evaluation/Reflection**

1. **WRITE**: Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

2. **DEBRIEF**: Once students have completed their self-evaluations/reflectons, have them share some of their responses. Discuss how to write effective reflections that really help students to think about their learning and goals. They will need practice to see that their reflections are not just an exercise for the teacher, but are an opportunity to recognize what they’ve gained from an experience (in this case, writing their papers). Give feedback on students’ reflections; have students rewrite them to improve the quality of their writing and to help establish your expectations of them. It is also a good idea to share some especially strong reflections with the class.

**Publishing**

1. **FOR THEIR CHOSEN AUDIENCE**: Have students share or distribute their final drafts to the appropriate people (audience).

2. **FOR THE TEACHER**: Have students compile their work into one package that includes the following, in order:
   - The self-evaluation/reflection
   - The final draft of the paper
   - All previous drafts and revisions of the paper, numbered by draft
   - Verbal-response group comments/written responses
   - All prewriting

   **NOTE**: Remind students to label all parts of their package.

**Adaptations to Simplify the Lesson (Increase Scaffolding)**

1. Reduce the number of scaffolding steps, focusing only on key elements of the process. You might decide that students really need to focus on developing thesis statements and topic sentences, for example. In this case, you might have students do the prewriting steps, generate thesis statements and topic sentences to go with their outlines, and then stop. This exercise could serve as a stepping stone, then, for another piece of writing.

2. Have students work with partners or in triads to develop a thesis statement; they can then develop the outline together, as well, before writing the paper independently.
3. Have students write their papers with partners or in small groups.
4. Add more modeling of various steps; practice each step in class with teacher/tutor guidance.
5. Do the drafting and revising in class (only one revision). During the drafting and revising, slow down the process so students can write together and talk regularly while they work.
6. Partner a capable writer with a less capable writer during the various stages of writing.
7. As needs surface, conduct more focus lessons to support students.
8. Write a class paper, modeling each step along the way. Post all steps and changes for students to use as a reference.
9. Shorten the length or number of body paragraphs by limiting the number of points presented or the amount of support required for each point (e.g., only one or two pieces of evidence with analysis/commentary and explanation).

**Adaptations to Make the Lesson More Challenging**

1. Have students write about a character from a novel, play, or short story they are reading for one of their academic classes (or that they have read outside of school).
2. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
3. Have students revise several times, generating multiple drafts and really focusing on the revision process.
4. Have students develop an oral presentation from their papers and deliver to the class. Examples: A student could “defend” his/her thesis as peers act as the advisory board (asking questions of the author); a student could pretend to be a psychologist who is revealing his/her findings about a patient (the character) to colleagues, the patient’s family, etc.
5. Have students write longer, more complex and advanced paragraphs (using more evidence with analysis/commentary and explanation).
6. Have students develop and prove more complex thesis statements.
7. Have students go beyond a simple character trait analysis, focusing instead on analyzing how a character changes throughout the story.
8. Have students compare characters in a story, analyzing how they are different/the same and why the differences/similarities are important.
9. Have students analyze the more subtle, underlying traits of a character to gain an understanding of the character’s depth. (This is more like a psychological profile.)

**Suggested Reading Selections Appropriate for This Lesson**

- Samples of student work, generated by your own class
- Student Samples 7.1a–7.1c
Character Analysis: Assignment Description

A character analysis focusing on character traits examines the behavior of a character in a novel, play, short story, or other literary work. It identifies the essential traits of the person and looks for meaning in her/his portrayal. A convincing analysis supports those conclusions with detailed evidence of the character’s actions, words, or thoughts, and/or evidence of what other characters say or think about him/her.

Assignment

Select a character from a literary work. In a paper, discuss the essential traits of the character in terms of personality, beliefs, actions, or appearance. Use those essential traits to draw some conclusions about the motives, values, and/or significance of the character. Support your analysis with evidence from the literary work.

Identify the audience to whom you will be writing. Use one of the suggestions below (or choose another option that is relevant for this assignment):

A. a review for a student literary journal
B. a recommendation to other AVID students of an interesting work they might like to read
C. a fictional journal entry in which another character in the work comments on the character you’ve decided to analyze
D. a three-part essay for AVID or an academic class

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: ______________________________________________________________
________________________________________________________________________________________

Purpose for writing to this audience: __________________________________________________________
________________________________________________________________________________________

Form this paper will take: __________________________________________________________________
________________________________________________________________________________________

Paper length: approximately 2–3 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

Due date: __________________________
### Identifying Character Traits and Textual Evidence

- Using the list of character traits brainstormed in class, identify three specific traits that seem especially important about your character and that will help your reader understand him/her. Look for traits that are related to one another in some way. Write your traits in the boxes in the top row.
- Return to your story to find evidence in support of each trait. Quote, paraphrase, or summarize your evidence from the text and list the corresponding page numbers in the boxes below your traits.
- Looking at your traits and evidence, make some conclusions about why the traits are important. Consider what the traits say about your character’s motives, values, and beliefs or how they are connected to the story’s plot or theme.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Text Evidence</th>
<th>Trait</th>
<th>Text Evidence</th>
<th>Trait</th>
<th>Text Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Conclusion(s):** Why these traits are important. Answers the “so what?” of these traits.
# Character Analysis: Rubric

This rubric should give you ideas about writing and evaluating character analysis papers (with a focus on character traits).

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• has a thought-provoking thesis statement that establishes a clear position and previews or anticipates the coming analysis for the reader</td>
<td>• has a clearly defined thesis statement that establishes a position that needs to be proven</td>
<td>• has a general thesis statement that establishes some direction, but does not offer a clear and specific position</td>
<td>• lacks a valid thesis statement or advances a summary statement that is already understood and does not need to be proven</td>
</tr>
<tr>
<td>• demonstrates an insightful selection of essential character traits in terms of personality, beliefs, actions, or appearance; may use other characters from the text to help establish the essential traits of the character under analysis</td>
<td>• identifies significant character traits in terms of personality, beliefs, actions, or appearance</td>
<td>• identifies some character traits in terms of personality, beliefs, actions, or appearance, but these may not be significant traits</td>
<td>• offers general or brief descriptions/examples of the character in terms of personality, beliefs, actions, or appearance, but does not identify significant traits</td>
</tr>
<tr>
<td>• presents thoughtful and logical conclusions about the character’s motives, values, and/or significance as they are connected to the traits</td>
<td>• presents valid conclusions about the character’s motives, values, and/or significance as they are connected to the traits</td>
<td>• presents some reasonable conclusions about the character’s motives, values, and/or significance as they are connected to the traits, but may also present some illogical and/or inaccurate conclusions</td>
<td>• includes inaccurate and/or contradictory conclusions as to the character’s motives, values, and/or significance</td>
</tr>
<tr>
<td>• thoughtful analysis of an abundance of well-selected textual evidence provides thorough support of all main ideas and proves the thesis</td>
<td>• accurate analysis of appropriate textual evidence provides adequate support for main ideas and proves the thesis</td>
<td>• attempted analysis of a few pieces of textual evidence somewhat supports ideas, but the quality and amount are not adequate to prove the thesis; some of the evidence selected may not support the intended point</td>
<td>• little to no textual evidence is used to support ideas; selected evidence does not support the intended point; may provide plot summary rather than analysis</td>
</tr>
<tr>
<td>• logically organized, highly developed paragraphs skillfully blend textual evidence with analysis</td>
<td>• well organized, adequately developed paragraphs state evidence and offer analysis</td>
<td>• inconsistently organized paragraphs contain evidence and analysis that are disjointed</td>
<td>• poorly developed and inappropriately organized paragraphs lack evidence and/or analysis</td>
</tr>
<tr>
<td>• mature and confident vocabulary generates reader appeal and persuasive voice</td>
<td>• varied and interesting vocabulary creates reader appeal and establishes some sense of a persuasive voice</td>
<td>• has workable, but not fully effective, vocabulary; does not maintain reader appeal and/or develop persuasive voice</td>
<td>• uses simplistic and/or incorrect vocabulary; fails to create reader appeal and develop persuasive voice</td>
</tr>
<tr>
<td>• varied sentence structure and skillfully crafted phrases capture reader interest and accomplish a persuasive voice</td>
<td>• sound sentence structure and consciously crafted phrases heighten reader appeal and work to accomplish persuasive voice</td>
<td>• problematic sentence structure and carelessly crafted phrases diminish reader appeal and detract from persuasive voice</td>
<td>• problematic sentence structure and poorly crafted phrases fail to create reader appeal and develop persuasive voice</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• has some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
Ishmael, one of the main characters of *Snow Falling on Cedars*, is trapped inside his own world, unable to break free of loneliness. He makes half-hearted attempts to cease this alienation but fails each time. Guterson uses Ishmael’s refusal to forget the past and his inability to communicate to further the theme that man is essentially alone and any attempt to find companionship will he thwarted.

Always living in the past, Ishmael is unable to find solace in his isolation. While others have learned to accept the past and move on with the present, he cannot come to terms with what has happened in his younger years. His relationship with Hatsue and his wartime service are two powerful experiences that he cannot forget. By constantly reliving these experiences, he isolates himself from the companionship of others because they have already moved on with their lives and are unable to fully understand why he has not done the same. In a discussion he has with his mother regarding his father, Ishmael reveals his reasoning. In response to his mother’s statement about his father’s ability to forget his wartime experiences, Ishmael declares, “He didn’t get over it. Getting over it isn’t possible” (p. 348). He refuses to believe that such experiences can be forgotten and that life can move on. This belief keeps him confined to his lonely world.

Because Ishmael lives in his own world of his past, he cannot clearly communicate to others who live in the present. As a result, any attempt he makes at finding companionship is fruitless. Eleanor Hill, the grocery checker, ignores Ishmael any time he begins to talk: “It was what he’d gotten when he spoke about himself, when he’d tried to say what he had to say; there was nothing he could explain to anyone, and nobody who wanted to listen” (p. 332). This inability to convey his thoughts is also apparent in an incident at the market when he calls Hatsue a “jap.” Regretting what he had done, he “wrote an apologetic letter, explaining at length that he was not himself, that he sometimes said what he did not mean, that he wished he had never said Jap in front of her, that he would never do so again. The letter sat in his desk drawer for two weeks before he threw it away” (p. 332). Despite his attempt at reconciliation with Hatsue, Ishmael’s difficulty with communication prevents her from receiving his letter of apology and ends any chance of companionship between them, leaving him confined to his solitary world.

Because of Ishmael’s reluctance to forget the past and his inability to communicate, he remains alienated from everyone around him despite his efforts to change this. Guterson uses Ishmael to support the theme that man is essentially alone and any attempt to find companionship will be thwarted. Ishmael is like San Piedro Island, detached from the world by surrounding past experiences that prevent any escape from solitude.
Animal Dreams
Barbara Kingsolver

To Gain Through Loss

In Animal Dreams, by Barbara Kingsolver, loss has the ability to destroy or enrich a life. Each individual character’s experience with loss dictates how they live and shapes how they will continue to live. This change is inevitable because, though what is physically lost is gone forever, the feeling of loss itself becomes an integral part of the character, either growing like a tumor, unavoidable and painful, or absorbing into the system, becoming a fertilizer for the soul. In Animal Dreams, Kingsolver suggests that the quality of personal growth is a direct result of the ways people deal with loss.

Loss sits in Codi like a balloon that she is unwilling to deflate. It protects and expands the painful memories of her life until it becomes all encompassing, dwarfing her good aspects until they are almost unnoticeable. This contained emptiness inflates as she dwells on how things might have been and how things might someday be, yet meanwhile she is unhappy with how things are. She merely lets her balloon get bigger and ultimately more vulnerable.

Aside from dwelling on the pain, Codi continually avoids having to deal with it. She feels that she can escape her problems by physically changing her setting. She says, “...I was running, forgetting what lay behind and always looking ahead for the perfect home, where trains never wrecked and hearts never broke, where no one you loved ever died” (p. 236). She is constantly searching for a goal, a fixed ideal of how life should be, chasing what could be called a dream.

But Loyd tells her, “Your dreams, what you hope for and all that, it’s not separate from your life. It grows right up out of it” (p. 133). Codi also says about dreams that:

...it takes your sleeping self years to catch up to where you really are. Pay attention to your dreams: when you go on a trip, in your dreams you will still be home. Then after you’ve come home you’ll dream of where you were. It’s a kind of jet lag of the consciousness (p. 9).

Not only does she never let her dreams catch up to her by moving so much, but she rarely even has a chance to dream. Her insomnia makes it so that neither her conscious nor subconscious mind has much of a chance to deal with her past. It is not until she learns to accept her losses that she grows as a person.

Doc Homer also has trouble dealing with loss, which in turn leads to a greater loss, that of reality. Due to his Alzheimer’s, he is forced to relive painful moments of his life, mostly dealing with Codi. He experiences again the powerlessness he felt knowing that Codi was pregnant yet not knowing what to say to her or how to comfort her. Then all he can do after her miscarriage is offer her some pills, “...the full measure of love he is qualified to dispense” (p. 142). He creates his own loss, the loss of his daughters, by trying to shape them into what he wants them to be.
to be. This is symbolized in his photography, where he manipulates an object to make it look like something else. He tries to preserve a fixed image of the past by manipulating the present. It is for this reason that he loses touch with reality, not the Alzheimer’s. The disease actually heightens his sense of reality, because, as Viola says, “...if you remember something then it’s true... In the long run, that’s what you’ve got” (p. 342). The disease forces him to live in his memories as they actually happened, and renders him unable to create more likable scenarios for himself. Unfortunately he does not resolve much, except when he tells Codi that he loves her, thinking she is his wife. His pent up emotions are not all released through his delusions, though, and for someone who says that, “...we don’t hold love in our hearts, we hold it in our livers” (p. 261), it is fitting that he dies of liver failure.

Hailie is sheltered from loss, never losing any loved ones or seeming to mind as much as Codi the distance between the two of them and Doc Homer. She is innocent, written of as having “nearly marble white” eyes, the color eyes of the babies of Grace just as they are born. Hallie stays this way, never really completely born according to Loyd and Native American custom. It’s as if she does not have the sense of personal burden that other characters have, is already at peace with herself, and therefore must turn to wars on the outside to feel accomplishment. For Hailie, though, unlike Codi, to accomplish something is not merely reaching some kind of conclusion, but instead is the act of working for a cause, without thinking of what the outcome might be. She says, “What keeps you going isn’t some fine destination but just the road you’re on, and the fact that you know how to drive” (p. 224). Hailie is living so much in the now that she seems to not have much more room to grow. She writes to Codi, “...the very least you can do in your life is to figure out what you hope for. And the most you can do is live inside that hope... Right now I’m living inside that hope, running down its hallway and touching the walls on both sides” (p. 299). She is doing the most she can do with her life. Since it is cause that she lives for and not effect, the fact that nothing is resolved, either in Nicaragua or Grace, when she dies, is fitting. Though she dies, she is at the peak of her growth and lived a full life.

In Animal Dreams, Kingsolver shows that the presence or absence of loss can be a crucial component of human character. As a result of loss, or lack of, the lives of the characters in this novel are formed. It also causes them to lose more than just people or emotions: Codi loses the past, though finds the ability to restore it, Doc Homer loses the present, and Hallie loses the future. This novel is a reminder that even the most pain because of loss can be an aid to those that remain, finding themselves.
Analysis of a Character

(and boy is he ever)

Abigail Kafka

Eli is a prince. At least, that’s what all of his parent’s friends tell Mr. and Mrs. Rothschild. And that’s what Eli tells himself each time he catches a glimpse of those quick, shallow hazel eyes and greasy shock of gelled brown hair which have comprised his self-image for the past two years. And just before he makes eye contact with those two glistening and swampy little mirrors of his, he can gasp and with a sharp inhalation of the expensive-cologne-scented air of his bedroom rid himself of the guilt that hangs just above his hips. He does so subconsciously now, though he knows his stalwart figure isn’t enough so that he can use it as a legitimate excuse for his consistently unsuccessful encounters with women. Besides, Eli tells himself, “...standing next to Tyler even Cindy Crawford’s a heifer.”

Tyler, Eli’s closest friend (and yet rather distant) is Eli’s closest friend by process of elimination. He never could really relate to Tyler, though Eli appreciates his concerted efforts to participate in the carefully constructed role playing game which is his life. Tyler is so eager to join Eli in his spotlight that the two often spend hours discussing precisely how to juxtapose themselves and their surroundings so that both will be equally illuminated by it. Eli always manages to manipulate his environment so discreetly and so tactfully that Tyler never realizes the shadow in which he stands. But each time Eli “stood directly in front of Tyler, unable to match his humble gaze as Eli watched the troubled and prematurely creased skin of his forehead as he pondered the pathetic existence of his puny (and emaciated) plebeian,” those of us who make up their audience are always keenly aware of his shyster tactics.

Eli is a prince. He believes in the divine right of kings and in the divine right of “God” to “worship ‘His’ royal subjects.” But Eli never mentions this in temple. He believes in the divine right of queens to worship their king, and the duty of precocious princesses to swoon over their prince; a right unbeknownst to and unrecognized by every female in Eli’s life. But Eli never quite realizes the extent of the cracks between his fingers—the emptiness through which each queen manages to successfully escape his desperately tenacious grip, slick from being combed so frequently through his abundant hair. Tenacious and temporary and shallow, like his eyes. He needs his hands for “more pressing needs:” preening and greeting important adults and dismissing Tyler and those of us who belittle the monarchy by asserting our own beliefs through innocent conversation or contrived dialogue (depending on the individual’s degree of compassion)—with an abrupt flick of his wrist and simultaneous fanning of his fingers which he quickly maneuvers into a high five or other extraneous gesticulation.

All of his parent’s friends are convinced that Eli is worthy of their utmost respect. Many of them secretly yearn for their own children to possess such graceful maturity in their social lexicons. And despite his status (painfully bekownst to, yet denied by, Eli) as victim of cruel adolescent social alienation, Eli isn’t a princessless prince or a subjectless prince. And no, he doesn’t have a girlfriend.
7.2 Problem-Solution Analysis

Level: Intermediate

Rationale: As students prepare to write for more sophisticated audiences (college professors and the general public), they must be able to identify and analyze a problem and propose a persuasive solution. This lesson will help students to identify a problem and show its significance, identify a variety of possible solutions, propose a specific solution, and argue for its validity. Additionally, this lesson supports students as they continue to build confidence and skill in navigating the writing process.

Suggested Timeline: 20–22 hours, depending upon the number of focus lessons taught, the amount of writing time provided in class, and the number of revisions students undertake (see “How to Use This Book” for additional guidelines).

Materials:
- Student Sample 7.2a
- published samples
- computer access
- colored overhead markers
- Student Handouts 7.2a, 7.2b, 7.2c, 7.2d
- Student Handouts 2.4–2.8, 2.10, 2.11, 2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 9/10

English Language Arts

Writing Strategies: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9

Writing Applications: 2.4

Written and Oral English Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5

Listening and Speaking Strategies: 1.4 (if speaking element is added to increase rigor)

Speaking Applications: 2.5 (if speaking element is added to increase rigor)

Grades 11/12

English Language Arts

Writing Strategies: 1.1, 1.3, 1.5, 1.6, 1.7, 1.9

Written and Oral English Language Conventions: 1.1, 1.2, 1.3

Prewriting

1. GUIDED VISUALIZATION: Have students close their eyes and think about these questions as you read them aloud:
   - What problems exist in your school that bother you?
• What problems exist in your community that bother you?
• What problems exist in your state that bother you?
• What problems exist in your nation or the world that bother you?

Give students about 45 seconds to think about each question before moving on to the next one.

2. LIST: Have students open their eyes and, without speaking, list all the problems they can think of from their visualization.

3. SHARE: Have students share their lists with a partner or in a small group, adding to their lists as new ideas surface.

4. NARROW DOWN: Have students look at their lists and circle or highlight those problems about which they have strong feelings; encourage students to choose a problem that directly impacts them. Their writing will be better if they really care about the topic and know something about it. Students should be guided, however, to avoid broad social problems such as racial prejudice or gender discrimination. These are important problems, but they are book-length topics. Listed below are some examples of problems that would fit this paper well:
   • A local group (sports team, symphony, etc.) is having trouble drawing attendance, even though it is of good quality.
   • Several homeless persons appear regularly at the entrance to a mall where you and your friends shop, asking for money or work.
   • Parts of your school are in poor repair and have been for some time.
   • The school administration is proposing to cut several elective classes from next year’s schedule and you think they should stay.

5. CHOOSE A TOPIC: Have students share their circled/highlighted ideas in small groups, discussing the pros/cons of each problem and its potential as the subject for a paper. Based on this conversation, students should choose one problem about which to write.

6. T-CHART: Have students write a name for their problem at the top of a T-Chart. Tell them to write the word “Causes” on the left side, along with the question: “What caused this problem to exist?” Tell them to write the word “Effects” on the right side, along with the question: “What are the effects of this problem?” Have students record all of the causes and effects they can think of for their problem.

7. QUICKWRITE: Once the T-Chart has been filled with ideas, instruct students to write quick responses to the questions below. If they do not know enough about their topic to write a response to one of the prompts, they should write questions for future research instead.
   • Who is harmed by this problem? What kind of damage is done?
   • What will happen if this problem is not solved? (Describe the worse case scenario.)
   • Why hasn’t this problem been solved? What/Who stands in the way?
   • What might people who disagree with you say about this problem and its effects?

   NOTE: The above two steps will help students define, clarify, and understand the nature of the problem, as well as its ramifications.

8. BRAINSTORM SOLUTIONS: Have students brainstorm and list as quickly as they can all of the possible solutions they can think of for this problem. They can then share their lists with their classmates and add other
possible solutions. The goal is not to evaluate the various solutions at this point, but to compile a list of as many solutions as possible, no matter how unrealistic some of them may be.

9. REVIEW AND NARROW DOWN: Have students review their brainstorming lists and cross out any solutions that obviously will not work. They should then circle/highlight those that seem the best.

10. LIST AND GROUP: Distribute Student Handout 7.2b. Have students record the circled/highlighted solutions from their lists in the first column on the handout, placing just one solution in each row. To the right of each solution, have students write its advantages (second column) and disadvantages (third column).

11. GENERATE QUESTIONS: Have students look back at their quickwrites and possible solutions and generate specific questions they need to research, such as the following:
   - Who is “in charge” of this problem? Who is accountable for it?
   - What statistics show the harms/damage caused by the problem?
   - What do others say about why this problem exists and why it is important to consider solutions?
   - What other perspectives might exist about this problem? Do some people believe this ISN’T a problem?
   - Who has proposed solutions to the problem? What are those solutions?
   - What are the advantages and disadvantages of each of my selected solutions? Who supports and opposes each solution? Why?
   - Which of my solutions, if any, has been tried with some level of success? What support is there for any of my solutions?

12. RESEARCH: Have students use the Internet, textbooks, library resources, or interviews with knowledgeable people to find answers to their questions. They should gather statistics and other facts and get the judgments of thoughtful, well-respected people. Students should take notes and keep a record of all their sources (bibliographic information).

13. REVISIT SOLUTION CHART: Have students use their research information to update Student Handout 7.2b. They should cross off any solutions that no longer seem viable, record solutions they hadn’t previously considered, add to their advantages and disadvantages for each solution, and identify the best solution for inclusion in their paper.

14. QUICKWRITE: For 10–15 minutes, have students respond to the following questions:
   - Why is the solution you chose the best for your selected problem? Describe why it is practical.
   - What benefits will your solution offer that other solutions don’t?
   - What are the limitations of your solution? How will you overcome these limitations?
   - Why have others neglected your solution? Why hasn’t your solution been implemented already?
   - What will those who oppose you say about your solution?

Have students share their quickwrites and add to them as others spur additional ideas.

15. EXPLAIN THE ASSIGNMENT AND RUBRIC: Distribute Student Handouts 7.2a and 7.2d. As a class, review the assignment and discuss the audience options students might select. Highlight the distinctive features of a problem-solution analysis paper, as outlined in the rubric. Field student questions.

16. READ MODELS: Working in triads, have students read a sample problem-solution analysis paper (teacher selected) and then complete the activity as outlined below.
• Have students quickly read the paper all the way through. (This may be done silently or one student may read it aloud to the others.)
• Have students read the paper again, noting examples that make the paper “effective”/“very effective,” referring to the rubric to guide them in this process.
• Have triads share and discuss their findings. (They may even rate the paper on the rubric.)
• Have triads determine the audience, purpose, and form used by the author and discuss the effectiveness/power/appropriateness of each.

**NOTE 1:** Select sample papers that model the elements you especially want to emphasize with your students. You may want to have the entire class read the same model, or different groups read different models, based on difficulty. It is helpful to have students read several models over the course of writing this paper.

**NOTE 2:** (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”

**17. SELECT AN AUDIENCE, PURPOSE, AND FORM:** There are many possibilities for the audience, purpose, and form for students’ problem-solution papers. Possibilities include:

A. an article or editorial for the school/local newspaper
B. a letter to the owner/manager of the business for which student works
C. a proposal to a local service group
D. a letter to the administration of the school
E. a three-part essay for other AVID students

Using Student Handout 7.2a, have students determine their audience, purpose, and form for this assignment and write this information on their handout.

**18. THESIS:** Based on their prewriting, research, and audience, students should develop a thesis statement that names the problem, asserts their position, and states a solution. Since this is a persuasive paper, reinforce that students must be clear about what they are arguing for. In the remainder of the paper, students will establish that the problem exists and is a valid concern, examine the details of the problem (causes, effects, predictions), explore possible solutions, and then argue for one particular solution, acknowledging its advantages and disadvantages.

**19. PLAN:** Have students organize their prewriting information into an outline similar to the one on Student Handout 7.2c or in some other format that includes analysis of the problem first (what the problem is and why it’s a problem) and then the proposed solution. It is often more persuasive if students explain a few solutions
that are currently being considered (or implemented) and then end with the solution for which they are arguing. If writing an essay, they might find it helpful to use the three-part essay organizer (Student Handout 3.3).

**Drafting**

1. **SET THE STAGE:** Have students write the audience, purpose, and form for their paper at the top of the page. They should keep the outline or graphic organizer for the first draft on their desk and all of their prewriting work nearby for easy reference.

2. **WRITE:** Have students write their first draft as quickly as possible. They should focus on developing a strong beginning (something that catches the interest of the reader), stating the problem, and setting up a proposed solution. Rather than fretting over specific wording, students should use the drafting stage to find out what they want to say. Tell students: “Even though this first draft is quick, tentative, and exploratory, it should be a complete draft. Organize it as well as you can at the moment, and develop it as fully as you are able. The responses you receive from your classmates later will be much more helpful to you in revising if they are responses to a complete first draft.”

**Reader Response**

1. **VERBAL FEEDBACK:** Once students have a first draft, arrange for a small group verbal response. Students in the group take turns reading each paper aloud while group members write and code their comments, as described in the reader-response section of this book (Student Handouts 2.4, 2.5, or 2.6). Students should then assemble a list of comments about their papers and ask one another follow-up questions, as needed. Follow-up questions might include:
   - What do you like best and least about the analysis?
   - Are the problem and possible solutions clear?
   - Does my proposed solution seem to be the best one? Is the argument convincing? What else do you need to make the argument more convincing?
   - Is there enough evidence to support the existence of the problem and the advantages/disadvantages of the possible solutions?

2. **WRITTEN FEEDBACK:** Another option for reader response is written feedback. This can take the place of verbal feedback, or it can be done as a second reader response on a later draft of the paper. Using Student Handout 2.8, have students exchange papers and complete written reader responses. Determine beforehand whether you want students to answer all of the questions on the form or just those you have selected.

   **NOTE:** If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader-response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.
Revising

1. **MODEL:** Ask for a volunteer who is willing to have his/her paper displayed to the class on the overhead. Make and project an overhead transparency of the student’s draft. Using colored overhead markers, model some examples of what revision entails. As you look at selected sections of the paper and the accompanying notes/feedback, determine what should be deleted, added, or reworded. Get student input for these decisions; explain the thinking behind the changes so students will understand the decision-making that occurs with revision. Next, model how to use the rubric to guide additional revision. Review the criteria on the rubric and evaluate the strengths and needs of the paper; make the appropriate revisions to better meet the rubric criteria.

   **NOTE:** Students need to be reminded that revision is more than simply rewriting the paper once. Revision entails working/molding each part of the essay; it requires refining, perfecting, and blending to achieve final form. In much the same way a musician is taught to learn a piece of music (by practicing a few measures at a time), students should be taught/encouraged to focus their revision efforts, addressing small pieces and/or concepts, and eventually blending them into a final draft.

2. **REVISE:** Using the verbal and/or written feedback and the assignment rubric, have students revise their drafts.

3. **TIMELINE:** Establish a time frame for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

   **NOTE:** You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

4. **REPEAT:** Have students repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

Editing

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. **(NOTE:** Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions/concerns they were unable to correct themselves. Students should pay special attention
to citing their research sources, noting any places where citations are needed or where the form of citation needs correction.

**NOTE:** It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar and usage handbooks during the editing process.

3. **REMNIND:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read—all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

**Self-Evaluation/Reflection**

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

**Publishing**

1. **FOR THEIR CHOSEN AUDIENCE:** Have students share or distribute their final drafts to the appropriate people (audience).

2. **FOR THE TEACHER:** Have students compile their work into one package that includes the following, in order:
   - The self-evaluation/reflection
   - The final draft of the paper
   - All previous drafts and revisions of the paper, numbered by draft
   - Verbal-response group comments/written responses
   - All prewriting

   **NOTE:** Remind students to label all parts of their package.

**Adaptations to Simplify the Lesson (Increase Scaffolding)**

1. Add more modeling of the various steps; practice each step in class with teacher/tutor guidance.

2. Do the drafting and revising in class (only one revision). During the drafting and revising, slow down the process so students can write together and talk regularly while they work.

3. Partner a capable writer with a less capable writer during the various stages of writing.

4. As needs surface, conduct more focus lessons to support students.

5. Have students work with partners or triads to develop a thesis statement; they can then develop the outline together, as well, before writing the paper independently.
6. Have students write their papers with partners or in small groups.
7. Write a class paper, modeling each step along the way. Post all steps and changes for students to use as a reference.

**Adaptations to Make the Lesson More Challenging**

1. Have students add an additional element to their essay—explaining the process(es) that might be needed to put their solution into action. (This might take additional research as well.)
2. Have students focus on developing their use of persuasive language. They might use appeals to logic, emotion, and/or ethics to persuade their audience.
3. Decrease the amount of guided instruction given during the prewriting or drafting stages; students may be able to work ahead at their own pace.
4. Have students revise several times, generating multiple drafts and really focusing on the revision process.
5. Have students prepare and deliver a persuasive speech about their problem and solutions.

**Suggested Reading Selections Appropriate for This Lesson**

- Student Sample 7.2a
- Samples of student work, generated by your own class
Problem-Solution Analysis: Assignment Description

Problem-solution essays identify and analyze the causes and effects of a particular problem. They present possible solutions to the problem, briefly discussing the strengths and weaknesses of each. Finally, they advocate a specific solution to the problem.

Assignment

Identify a problem that concerns you. In a paper, discuss your problem and possible solutions, and then argue for one particular solution. In this paper you will:

• develop a thesis statement that names the problem, asserts your position, and states a solution
• establish that the problem exists and is a valid concern
• examine the details of the problem (causes, effects, predictions)
• explore possible solutions and their strengths and weaknesses
• argue for one particular solution; acknowledge its advantages and disadvantages
• identify and argue against opposing viewpoints to your solution

Because the problem you select may be of concern to others, there are many possibilities for the audience, purpose, and form of your writing. Possibilities include:

A. an article or editorial for your school/local newspaper
B. a letter to the owner/manager of the business for which you work
C. a proposal to a local service group
D. a letter to the administration of your school
E. a three-part essay for other AVID students

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: ______________________________________________________________
__________________________________________________________________________________________

Purpose for writing to this audience: ______________________________________________________________
__________________________________________________________________________________________

Form this paper will take: ____________________________________________________________________
__________________________________________________________________________________________

Paper length: approximately 1–3 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

Due date: _____________________
Possible Solutions Chart

The problem: ______________________________________________________________________________

<table>
<thead>
<tr>
<th>Solution</th>
<th>Advantages</th>
<th>Disadvantages</th>
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Sample Outline for Problem-Solution Analysis

I. Introduction:
   • Draw the reader in with something interesting related to the topic.
   • Identify the problem and cite evidence that supports the existence of this problem.
   • Define the problem—what it is and why it exists.
   • Establish the thesis—name problem, assert position, state solution.
   • Forecast the rest of the paper—identify what is to come.

II. First body paragraph (possibly more than one paragraph):
   • Further establish that the problem exists (building on introduction).
   • Detail causes—who and/or what.
   • Describe effects—on people and/or things, progressively developing harmful effects.
   • Make predictions about the future if the problem goes unchecked.

III. Second and all other body paragraphs (number will depend on how many other solutions you identify and explain):
   • Name a solution (one already being used or that has been proposed).
   • Identify its advantages and disadvantages.
   • Cite facts (evidence) in support of its advantages/disadvantages; cite references to your research sources.
   • Transition to the next paragraph.

IV. Final body paragraph:
   • Name the solution for which you are arguing.
   • Identify its advantages and disadvantages.
   • Cite facts (evidence) in support of its advantages/disadvantages; cite references to your research sources.
   • Explain why you believe this to be the most appropriate solution to the problem.
   • Transition to next paragraph.

V. Conclusion:
   • Recognize and acknowledge the variety of solutions to the stated problem and reassert your solution.
   • Refer back to the introduction (if appropriate) and leave the reader with something important to think about related to your stated problem and solution.
   • Make a plea for others to get involved.
   • Visualize your solution working—what does it look like?
# Problem-Solution Analysis: Rubric

This rubric should give you ideas about writing and evaluating problem-solution analysis papers.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clearly states the problem and thoughtfully analyzes its significant causes and effects</td>
<td>• clearly states the problem and discusses its causes and effects</td>
<td>• states the problem but only partially presents its causes and effects</td>
<td>• states the problem but discusses few, if any, causes or effects</td>
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<td>• establishes the seriousness of the problem; the outlining of harmful effects creates strong emotional and/or logical appeal</td>
<td>• establishes the existence of the problem; the explanation of harmful effects adds to persuasive appeal</td>
<td>• presents the problem and some of its harmful effects, but does not do so in a persuasive way</td>
<td>• states the problem, but the failure to explain harmful effects detracts from overall persuasive appeal</td>
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<td>• presents a range of solutions proposed by others; examines the strengths and weaknesses of each</td>
<td>• presents a range of solutions proposed by others; mentions the strengths and weaknesses of each, but discussion is not thoroughly developed</td>
<td>• presents some solutions proposed by others, but fails to analyze their strengths and weaknesses, suggesting incomplete research and/or insufficient thought</td>
<td>• mentions that proposed solutions to the problem exist, but fails to discuss details</td>
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<td>• presents the writer’s proposed solution; supports that judgment with well-argued reasons, evidence from experts, and/or the writer’s expertise</td>
<td>• presents the writer’s proposed solution; supports that judgment with some evidence from cited experts and/or the writer’s expertise</td>
<td>• presents the writer’s proposed solution, but support is lacking and/or unconvincing; may fail to cite experts and/or establish writer’s expertise</td>
<td>• presents the writer’s proposed solution, but fails to provide evidence in support of the proposal; fails to cite experts and/or establish the expertise of the writer</td>
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<tr>
<td>• acknowledges the main objections to the proposed solution and skillfully dismisses them</td>
<td>• considers significant objections to the proposed solution and adequately refutes them</td>
<td>• mentions some objections to the proposed solution, but does not refute them or does so inadequately</td>
<td>• alludes to an objection or two concerning the proposed solution or does not mention specific objections; fails to refute objections that are mentioned</td>
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<tr>
<td>• paragraphs are logically organized and thoroughly developed</td>
<td>• paragraphs are well-organized and adequately developed</td>
<td>• paragraphs are inconsistently developed and organized</td>
<td>• paragraphs are poorly developed and inappropriately organized</td>
</tr>
<tr>
<td>• mature and confident vocabulary generates reader appeal and persuasive voice</td>
<td>• varied and interesting vocabulary creates reader appeal and establishes some sense of a persuasive voice</td>
<td>• has workable, but not fully effective, vocabulary; does not maintain reader appeal and/or develop persuasive voice</td>
<td>• uses simplistic and/or incorrect vocabulary; fails to create reader appeal and develop persuasive voice</td>
</tr>
<tr>
<td>• varied sentence structure and skillfully crafted phrases capture reader interest and accomplish a persuasive voice</td>
<td>• sound sentence structure and consciously crafted phrases heighten reader appeal and work to accomplish persuasive voice</td>
<td>• problematic sentence structure and carelessly crafted phrases diminish reader appeal and detract from persuasive voice</td>
<td>• problematic sentence structure and poorly crafted phrases fail to create reader appeal and develop persuasive voice</td>
</tr>
<tr>
<td>• has few, if any, mechanical errors</td>
<td>• has some mechanical errors, but none that interfere with understanding</td>
<td>• has some mechanical errors that interfere with understanding</td>
<td>• has many mechanical errors that interfere with understanding</td>
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Old growth forests are fast disappearing in the world today. Despite laws that require the replanting of trees for the ones cut down, our nation’s forests are being decimated. Not in size, there is in fact, more land taken up by forests now then there was one hundred years ago, but in variety. The quick growth pine used to replace the fallen forests is set out in man made, mechanical rows that bear no resemblance to a natural forest. They are planted so close together that little undergrowth can survive, with their blanket of pine needles choking out the rest. These forests of living, green, trees are dead, supporting none of the native animal and plant life that is characteristic of forests. They fulfill the letter of the law by replanting the trees, but not the spirit of it.

The law was designed to preserve forested land, in all its diversity and splendor, for future generations, not create vast tracks of virtual desert out of once rich forest land. The spirit of the law would be better followed if a program were developed to recreate the old growth forests that are being cut down. Via satellite pictures or good old fashioned leg work a map could be created of the remaining forests. The map should include age, type, and position of the trees along with note of the general distribution of ground cover and smaller shrubs. Once the maps are made there are two things that could be done with them.

One is that they could be fed into a computer, which could analyze the distribution, age, and type of tree to create the “ideal” forest. Such “ideal” forests would be region specific and the plans of such could be distributed to local reforestation clubs and programs for implementation. It would require a definite commitment of at least fifty years from such an organization to start a forest. Each year planting new trees in a specified location so that there is not only a variety of kinds of trees but also a variety of ages.

Similar implementation would be used the second incarnation of this plan where the “map” a specific forest would be given to the organization. Thus they could recreate Redwood National park in Oregon, down to the last detail. Of course it would take two or three hundred years for the park to be recreated but in the end it would be as good as the real thing. The ability to “have a piece of Yellowstone in your own back yard” would be a good marketing technique. It would also allow communities or even individuals to make a difference in our environment and world. Through careful study and hard work our old growth forests can be reclaimed, and our nation can be restored to its natural, former beauty.
7.3 Argument

Level: Advanced

Rationale: The argument is one of the most popular forms of discourse for academic writing, and it is the “main-stay” of college writing. This type of essay requires a writer to take a reasoned stance on a topic and then support it with effective evidence and analysis. In the process, students develop logical reasoning skills and the ability to persuade others of the validity of their stance.

Suggested Timeline: 20–25 hours, depending upon the number of focus lessons taught, the amount of writing time provided in class, and the number of revisions students undertake (see “How to Use This Book” for additional guidelines).

Materials:
- Student Sample 7.3a
- published samples (see suggestions at end of lesson)
- computer access
- colored overhead markers
- Student Handouts 7.3a–7.3g
- Student Handouts 2.4–2.8, 2.10, 2.11, 2.13 from “2: The Writing Process”
- selected focus lessons from section 4 of this guide

AVID Methodologies Used (WIC-R): Writing, Inquiry, Collaboration, Reading

California Standards Addressed:

Grades 11/12

English Language Arts
  Writing Strategies: 1.1, 1.2, 1.3, 1.4 1.5, 1.7, 1.9
  Writing Applications: 2.4a, d, e
  Written and Oral English Language Conventions: 1.1, 1.2, 1.3
  Listening and Speaking Strategies 1.6, 1.7, 1.8 (if speaking element is added to increase rigor)
  Speaking Applications: 2.2a (if speaking element is added to increase rigor)

Prewriting

1. BACKGROUND FOR THE TEACHER: Additional information and activities related to argument essays can be found at the following Web sites:
   - Argument essay topics: http://www.gc.maricopa.edu/English/topicarg.html
   - Argument activities and models: http://www.eslplanet.com/teachertools/argueweb/preface.htm

2. PLAYING WITH LOGIC: Depending on students’ prior experience with logical reasoning, you might start with logic exercises, syllogisms, or even mathematical proofs. This will tap into students’ prior knowledge and help them see how an idea can be logically proven. Playing with logic is also a good way to “loosen up” the brain. (See Student Handout 7.3b for an example.)
3. MODELS: Show students a variety of argument examples. Mailers that try to persuade readers to apply for a credit card/purchase a time share/contribute to a charity, political speeches, and fully developed editorials (not just letters to the editor) work well. (Editorials are especially effective if you can get both a pro and con perspective on a topic. They are also a great way to get students thinking about current issues.)
Model a careful reading of one argument. Place a copy of the text on the overhead and give each student a copy on which to write. As a class, work through the entire text, stopping to make appropriate annotations that chronicle students’ thoughts, questions, and reactions to the text.
After completing the reading, work together to generate observations about the piece. Initial questions to guide this might include:

- What stand does the writer take?
- What proposition (claim/thesis) does he/she make?
- What evidence does he/she use?
- To whom is the argument geared? (Identify the audience.)
- In what way does the author appeal to the audience—through emotion, logic, or ethics?

Individually, or in small groups, have students read several other examples and generate the same observations about each of them. As a class, discuss the observations, especially highlighting how the authors appeal to their audiences—using logic, ethics, and/or emotion.

For a more formal, detailed analysis of an argument, refer to Student Handout 7.3c (“Analyzing an Argument”). This form can be used for a whole class, small group, or individual analysis of an argument.

NOTE: (If student sample is used as model) Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper, according to the rubric. They are included in this lesson as realistic examples of student writing. In addition to having your students examine the samples for specific traits linked to the writing assignment, you might also ask them to look for errors or other features they would change. (You might even assign students to edit the paper as practice.) Questions you might pursue include: “How do the errors that were not caught impact the work?” “What would a final proofread do for this paper?” “Where would you place this paper on the rubric?” “What would the writer need to do with this paper to make it ‘very effective’ on the rubric?”

4. DEFINE: Using the models as examples, have students define the elements of an effective argument. What makes an argument persuasive?

5. BRAINSTORM: Have students brainstorm a list of issues about which they feel strongly. Encourage them to think about controversial issues that affect them personally.

NOTE: Students tend to write stronger, more persuasive arguments when they are addressing a real audience about a real issue. Issues centered around the school or the local community work well for this assignment. Topics students have chosen include:

- Writing an argument to a parent about extending the weekend curfew
- Writing a letter to the local YMCA arguing for the addition of a skateboard ramp
- Writing to the school administration about installing paper towels in the restrooms
- Writing an editorial for the school newspaper arguing for a particular kind of music at dances
- Writing an essay to the community about unfounded fears of anthrax poisoning

6. EXPLAIN THE ASSIGNMENT AND RUBRIC: Distribute Student Handouts 7.3a (“Argument: Assignment Description”) and 7.3g (“Argument: Rubric”). As a class, review the assignment and discuss the audience options students might select. Highlight the distinctive features of an argument, as outlined in the rubric. Field student questions.

7. CHOOSE A TOPIC: Keeping in mind the assignment details, have students choose an argument topic from the list they brainstormed. They should choose a topic about which they have strong feelings and about which others will disagree.

8. CLUSTER: Have students cluster ideas and details associated with their topic. They should write the issue in the center of a piece of paper and circle it and then write related words or phrases around it and circle each of them. Finally, they should draw lines to connect the related items to the issue.

9. SHARE: Have students share their clusters in small groups and do the following:
   - Help one another add information to their clusters.
   - Help identify the most appropriate audiences for their topics.
   - Help identify areas for which they will need additional information. (Students should each keep a list of these areas for later research.)

10. SELECT AN AUDIENCE, PURPOSE, AND FORM: Have students select their audience, purpose, and form and record their choices on Student Handout 7.3a.

11. POSITION STATEMENT: Using their clusters and considering their audience, have students write a single statement regarding their position on the topic. This can serve as a basis for their thesis/claim. Have students write their positions (claims) on Student Handout 7.3d (“Pros/Cons for My Position”).

12. IDENTIFY PROS/CONS: Using Student Handout 7.3d, have students list arguments for their claim (pros), along with examples (personal example, expert testimony, statistics/facts). Next, have them list arguments against their claim (cons), and develop corresponding counterarguments (refutation to each con). Have students review their lists with a partner or in small groups. Together, they can identify arguments that need further support in the form of examples, statistics, or expert testimony and additional cons and/or counter arguments. Students should identify areas they need to research further and add them to their lists. (See step 9 above.)

13. RESEARCH: Have students conduct research about the issues on their lists using the Internet, textbooks, library resources, or through interviews with knowledgeable people. Students should take notes and keep a record of all their sources (bibliographic information). They should continue to add to their pros/cons list as they gather research and assimilate additional information.

14. APPEALS: Given their pros and cons and their chosen audience, have students identify how they will appeal to that audience. Will they use logic? If so, what is their reasoning? Will they focus on ethics? If so, what is their ethical foundation? Will they use emotions? If so, to what emotions will they appeal and how will they do so? Have students write down their thoughts and then share them with partners or in small groups, adding more details as they discuss their ideas.
**NOTE:** It’s important that students write their argument to a specific audience—the principal, their father, the school community, etc. Failure to do so will make it very difficult to create consistent appeals within the argument.

**15. SOLIDIFY CLAIM:** Conduct a focus lesson on the nature of claims (position of the writer on the issue) and the features required to make them clear and well-defined. First, place a copy of an exemplary claim on the overhead and invite the class to identify features that make it exemplary (specific, believable, logical, focused). Then place a copy of a problematic claim on the overhead and invite the class to assist in its repair. (Problematic claims are often too general, unclear in focus, unconvincing, wishy-washy, unreasonable.)

Working in small groups, have students review a series of claims (some exemplary, some problematic, some in-between), identifying strengths and weaknesses and making needed repairs. As a class, discuss the observations and have groups share some of the repairs. Next, have students revise their position statements into clear, well-defined claims. They should be allowed to collaborate with their peers as they revise, sharing wording suggestions, asking questions of one another, etc.

**16. PLAN:** Distribute Student Handout 7.3e (“Traditional Pattern for Organizing an Argument”) and go over the information with class. Students who are going to outline their argument according to the traditional pattern should use this form. Students who are going to use their own organizational scheme will need to develop an outline/graphic organizer or use one that you have created.

**NOTE:** Allow some class time for students to research and collaborate as they are developing their arguments. You may also want to take the opportunity to do some focus lessons, as needed, as students work through the prewriting steps and get ready to move from their outlines to rough drafts.

**Possible focus lessons include:**

- Explaining how a writer might appeal to emotion, logic, or ethics in his/her argument. What tactics might he/she use and how might the tactics change, depending on the audience? Using television ads and mail solicitations is an eye-opening way to look at appeals; speeches and other essays work well, too. After the different types of appeals have been explained, challenge students to identify them in sample papers.
- Giving students practice in writing different types of appeals about their own issue (logical vs. emotional, etc.).
- Explaining different forms the argument might take: a speech, an essay, a letter. This is a good time to reinforce the concept of audience and to encourage students to actually share their finished piece with their stated audience.
- Teaching how to craft an effective introduction (using a question, an anecdote, a statistic, etc.). (See focus lesson 4.11 for sample introduction starters.)
- Giving students practice in writing the first two sentences of different types of introductions addressing their chosen issue.
- Explaining different ways to organize the actual argument. (See Student Handout 7.3e for a traditional organizational scheme.)
• Explaining how to develop a body paragraph that includes a point of evidence, an explanation, and a clear connection back to the claim. Students should be clear on how many pieces of evidence they will be presenting in one paragraph, paying special attention to explaining each one sufficiently.

**Drafting**

1. **SET THE STAGE:** Have students write their audience, purpose, form, and claim at the top of the page. They should have their prewriting notes, organizers, and outlines available for reference as they write.

2. **WRITE:** It is often helpful to have students draft the body paragraphs of an essay before writing the introduction—this way they know exactly what they are introducing. However, some students need to get the introduction down before they can proceed with their writing. There should be room for flexibility as students move through the process—allow them to draft in an order that makes sense to them.

Have students develop a complete rough draft. If they discover areas in need of more research, they should make a list of what they need, but they should also continue with the rest of their draft for now. Allow time for more research as students finish their initial drafts.

**NOTE:** At certain points in the drafting process, it may help students to collaborate (discuss the wording for difficult passages, play around with the order of sentences, get advice about an appeal or pro/con point, etc.).

**Reader Response**

1. **FOCUSED FEEDBACK:** As students finish their rough drafts, set up a time for peer feedback (reader-response). (See Student Handout 7.3f, “Peer Response for the Argument.”)

2. **INITIAL REVISIONS:** Using the feedback from this first round of reader response, have students revise their drafts.

3. **VERBAL FEEDBACK:** Once students have fleshed out their argument more fully, arrange for a small group/partner verbal response session. Students in the group or pair each read their paper aloud while the listeners write and code their comments, as described in the reader-response section of this book (Student Handout 2.4, 2.5, or 2.6). Students then assemble a list of comments about their papers and ask one another follow-up questions, as needed. Suggested follow-up questions include:

   • What is the issue and what is my opinion on the subject?
   • Which points most strongly support my opinion? Which do not?
   • Which anecdotes, examples, statistics, and expert testimony are most powerful?
   • Where are more of these needed to strengthen the analysis and argument?
   • Are arguments against my position clearly presented and countered?

**NOTE:** While students are verbally responding to one another’s papers, circulate from group to group, monitoring and coaching the comments being given. It takes students a long time to get the hang of giving productive reader responses; guiding them in the process is extremely important.

4. **WRITTEN FEEDBACK:** Another option for reader response is written feedback. This can take the place of verbal feedback, or it can be done as another reader response on a later draft of the paper. Using Student
Handout 2.8, have students exchange papers and complete written reader responses. Determine beforehand whether you want students to answer all of the questions on the form or just those you have selected.

**NOTE:** If students have not had much practice giving and receiving feedback, model how to do each type of response. This can be done by putting a sample paper on the overhead projector and going through a think-aloud process where you read the paper aloud and identify where you have questions, are confused/engaged, etc. Write comments on the paper to show students how to phrase feedback. Practice answering aloud, in class, the reader-response questions that students will be answering for one another. Giving and receiving quality reader response is very challenging for students. They have to see and hear how it’s done and practice it many times. Give explicit direction and guidance, and be patient.

5. **TIMELINE:** Establish a time frame for completing the paper; provide opportunities for students to get additional reader responses/make further revisions prior to the due date.

**NOTE:** You might want to consider having flexible due dates where students submit their papers at different times. This gives students the opportunity to revise several times, at their own pace, without feeling confined by a rigid deadline. Having flexible due dates requires that the teacher and tutors keep track of how long it is taking students to write and revise so they know how to help students progress productively toward a final draft in a timely manner.

6. **REPEAT:** Have students repeat the reader response (verbal or written, partner or small group) and revision processes for each draft until it is time to submit the paper.

**Editing**

1. **SPECIFIC FOCUS LESSON:** Conduct an appropriate focus lesson to highlight specific needs that have surfaced in your students’ writing. It could be a lesson on using commas, on common spelling mistakes, on tense, etc. Decide what is appropriate for the class or for specific small groups within the class. After the focus lesson, have students look for and correct errors on their papers specific to the lesson. Students can do this themselves or exchange papers with others to get “fresh” eyes. (You may need to do more than one focus lesson at this stage.)

2. **GENERAL EDITING:** Complete this stage in two steps:
   - Have students read their latest draft to themselves, looking for and correcting spelling, punctuation, grammar, and usage errors. If the draft has been written on a computer, have students use the spell checker. **(NOTE:** Students should use the spell checker with guidance and direction, knowing that it is not always accurate. Guidance is especially important for students learning English as a second language, as they often cannot tell when the spell checker is giving them wrong information.) During this step, students should be encouraged to write questions and/or make notes concerning errors they aren’t able to fix.
   - Next, have students work with a partner/tutor or small editing group to further identify errors and to receive help with questions/concerns they were unable to correct themselves.

   **NOTE:** It is often helpful to have a list of common mistakes/corrections and information from past focus lessons for students to consult while they edit their papers. (See Student Handout 2.10 as an example.) This will make them more autonomous and put them in charge of using resources in the editing process. Students should also be encouraged to consult dictionaries and grammar and usage handbooks during the editing process.
3. **REMINd:** Tell students: “The way you present your paper says a lot about you as a writer and about your concern for the reader. A paper filled with misspelled words, punctuation mistakes, and grammatical errors is difficult to read—all of your ideas and hard work may be lost in the confusion of errors.”

4. **REWRITE:** Have students use the editing suggestions to make any corrections needed on their paper. They should then rewrite and type a final draft.

5. **FINAL PROOFREAD:** Have students exchange their final drafts with other students for a final proofread, or have a tutor act as a proofreader to find any remaining errors in spelling, punctuation, capitalization, or grammar. Students should then correct these last mistakes.

**Self-Evaluation/Reflection**

Using selected questions (3–5) from Student Handout 2.11, have students reflect on their learning from this writing assignment. They should also compare their paper to the rubric and rate or score it.

**Publishing**

1. **FOR THEIR CHOSEN AUDIENCE:** Have students share or distribute their final drafts to the appropriate people (audience). If students are mailing their papers to a newspaper or organization, assist them with mailing details.

2. **FOR THE TEACHER:** Have students compile their work into one package that includes the following, in order:
   - The self-evaluation/reflection
   - The final draft of the paper
   - All previous drafts and revisions of the paper, numbered by draft
   - Verbal-response group comments/written responses
   - All prewriting

   **NOTE:** Remind students to label all parts of their package.

**Adaptations to Simplify the Lesson (Increase Scaffolding)**

1. Add more modeling of the various steps: practice each step in class with teacher/tutor guidance.

2. Do the drafting and revising in class. During the drafting and revising, slow down the process so students can write together and talk regularly while they work.

3. Have partners or small groups write a group paper, collaborating on all aspects of its development.

4. Write a class paper at the same time students are working on their individual papers. Use the class paper to model each step of the assignment before students work on that step of their individual papers.

5. Partner a capable writer with a less capable writer during the various stages of writing.

6. As needs surface, conduct more focus lessons to support students.

7. Limit the types and number of appeals a student can use in his/her paper. Have them use just one type of appeal as they develop their argument.
Adaptations to Make the Lesson More Challenging

1. Decrease the amount of guided instruction provided during the prewriting or drafting stages; students may be able to work ahead at their own pace.

2. Have students adapt their papers into a persuasive speech and deliver it to a target audience.

3. Have students read a published argument (essay, editorial, speech, etc.) and write an argument in response to it. (This mirrors what students will be expected to do in college courses and on college entrance exams.)

4. Have students formulate their argument using multiple appeals.

Suggested Reading Selections Appropriate for This Lesson

- Editorials from newspapers or magazines
- Excerpts from anthologies of essays
- A Modest Proposal by Jonathon Swift
- Student Sample 7.3a
- Samples of student work, generated by your own class

**NOTE:** Debate texts are also a good source of information about various elements of argument (reasoning, claims, fallacies, logic, etc.) Consult with the speech/debate coach at your school regarding these texts; the debate coach is a great resource for this assignment!
Argument: Assignment Description

An argument establishes the writer’s position on an issue and presents a variety of evidence and different points of view in an attempt to persuade the reader of the credibility of the writer’s position. An argument is rooted in the many personal, social, and political issues about which people disagree strongly. As such, it allows the writer an opportunity to explore an issue and to formulate an articulate response to the differing points of view relative to that issue. In a democratic society, participation in the debate of issues is especially important. To enter that debate, students must be able to discern how an argument is being made, to think logically about the reasoning that is offered, and to counter another’s position if they disagree. This paper is a move toward engaging in that debate.

Assignment

Identify an issue about which you feel strongly. Advance your position (claim) about this topic and convince your audience of the credibility of your claim. You must offer support for your claim by offering evidence in the form of personal examples/anecdotes, facts/statistics, and/or expert opinions/examples. To build your credibility and enhance persuasive appeal, you should also recognize opposing arguments to your claim and counter them with clear evidence and/or explanations.

Audiences for an argument paper are many and varied. For the purposes of this paper, you might consider writing to one of these audiences (or another relevant one of your choosing):

A. a letter to the editor of a community or city newspaper
B. the text for a speech to be delivered in your AVID class, at school, or in the community
C. an article for your school newspaper
D. an essay for your AVID peers
E. a letter to a parent

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you’re writing: ______________________________________________________________
________________________________________________________________________________________

Purpose for writing to this audience: ____________________________________________________________
__________________________________________________________________________________________

Form this paper will take: __________________________________________________________________
__________________________________________________________________________________________

Paper length: approximately 2–4 pages (depending on the form you’ve chosen); 12-point, legible font; double-spaced.

Due date: ___________________
A Look at Logical Reasoning

Read the statements below and identify the logical reasoning steps (stated or unstated). You will have to consider what is missing and any unstated assumptions. After you’ve identified the steps, discuss with others whether the reasoning is convincing. What details would you need to see in order to be convinced of the truth of the statement?

EXAMPLE: Coach Anderson should be fired because a coach’s job is to win football games.

Reasoning

A. If: A coach’s job is to win football games.
B. If: Mr. Anderson was hired to be a football coach.
C. If: The football team is losing.
D. Then: Coach Anderson should be fired because a coach’s job is to win football games.

EXAMPLE: I know he’s popular because he drives a Porsche.

Reasoning

A. If: Driving a Porsche makes one popular.
B. If: He is driving a Porsche.
C. Then: I know he’s popular because he drives a Porsche.

Looking at the examples above, do you agree with all of the “If” statements? If not, why not? What unstated assumptions are being made in some of these “If” statements? How can a statement like, “Driving a Porsche makes one popular.” seem true even if it isn’t? Why is this important to consider when you read other’s arguments or when you write your own argument?

Practice on your own:

1. The president hasn’t done anything about unemployment, so he has no sympathy for the poor.
2. Too much smoking ruins a person’s health, so you know Ellen is in bad shape.
3. Today’s prisons are practically like country clubs.
4. Because several new schools have been built in the past few years, Detroit has an outstanding school system.
5. Imported cars are higher in quality than American cars.
6. Mr. Smith got the contract, so you know he paid a few people off.
7. Arturo Gonzalez should be elected to the city council because he is a successful real estate developer.
Analyzing an Argument

Directions: To prepare for writing your own argument, it is helpful to analyze the arguments of others. For this activity, read an argument (article, essay, speech, etc.) and attempt to answer the following questions. These questions will help you understand the writer’s argument—how it is developed, and the unstated assumptions he/she might be making. They will also help you “dissect” an argument so you can better determine your own position to the writer’s claim.

Title: ________________________________ Author: ________________________________
Source: ______________________________ Date: ______________________________

Position and Purpose

What is the writer’s position or claim? Why does he/she think it is important?

What does the writer hope to accomplish with his/her claim? What benefits would be realized or what problems would be eliminated?

What arguments does the writer offer FOR his/her claim (the pros)?

What evidence (facts/statistics, personal examples, expert testimony) does the writer offer in support of his/her arguments?

What arguments AGAINST his/her claim does the writer recognize (the cons)? What counter-arguments does the writer offer?
**Writer**

What are the writer’s qualifications for discussing this issue? What is the writer’s knowledge of the subject?

What are the limitations of the writer’s knowledge?

What is the writer’s personal stake in the argument’s outcome?

Other relevant information about the writer:

---

**Reader**

What does the writer assume about the reader’s age, educational background, occupation, marital status, and political preference?

How does the writer appeal to his/her audience (with logic, emotion, and/or ethics)? How effective are these appeals? Did you respond to them positively?

What might the reader stand to gain or lose?

Other relevant information about (writer’s apparent assumptions about) the reader:

---

**Your Opinion**

Based on your answers above, how credible is this writer’s argument? What would the writer need to do in his/her argument to make it more convincing?
### Pros/Cons for My Position

**Statement of position (claim):**

<table>
<thead>
<tr>
<th>PROS: What arguments support your claim?</th>
<th>EVIDENCE: • personal examples • expert testimony • facts/statistics</th>
<th>CONS: What arguments do others make against your claim?</th>
<th>COUNTER ARGUMENTS: What can you say to refute (counter argue) these attacks?</th>
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</tbody>
</table>
Traditional Pattern for Organizing the Argument

NOTE: each of these elements is not necessarily its own paragraph.

• **INTRODUCTION:** Draw your reader into the argument. Build common ground, establish your tone and style, and establish your credentials (tap into ethical appeal). Clarify why the issue is important.

• **STATEMENT OF THE CASE:** Tell the “story” behind the argument and give any necessary background information. Clarify the issue and define it in terms that are favorable to your point of view.

• **CLAIM:** State your main position (like a thesis in a thesis/support essay).

• **REFUTATION:** Examine and refute (disprove) possible opposing arguments. Try to tear down the opposition’s argument by showing how it is faulty in its logic, how it jumps to conclusions that aren’t supported, how it appeals to emotions, but isn’t logical, etc.

• **CONFIRMATION:** Develop and support your own case. Use examples, facts, and statistics to back up your claims. Be logical in your presentation of the evidence and your analysis of it. Your confirmation will be several paragraphs long. You should consider in what order to present your evidence. One effective way is to arrange your points in this order:

  1. Second most important point
  2. Points of lesser importance
  3. Most important point

Starting and ending with your most important points helps to keep them clear in the audience’s mind—it drives home your argument.

• **DIGRESSION (OPTIONAL):** This is the place to include a touching or entertaining anecdote designed to appeal to the ethical or emotional side of your audience. It may appear that you are digressing from your argument, but, in fact, you are making it even more solid. *This is optional.*

• **CONCLUSION:** END STRONGLY! Finish with conviction and passion. You might end with a review of your main points, a reference to something in your introduction, or a plea for action. You might also encourage your opposition to “jump ship” and come to your side!

**NOTE:** While this is a traditional organizational scheme for an argument, writers are not bound by this pattern. Writers can choose to organize their main points in other ways; variations of the traditional pattern are fine.
Peer Response for the Argument

Author: ________________________________  Responder: ________________________________
Date: ______________  Period: _____  Title/Topic: ________________________________________________
Form of the paper: [ ] essay  [ ] letter  [ ] speech  [ ] other: ________________________________
Audience for the paper:________________________________________________________________________

Keeping in mind the form I’ve chosen and my intended audience, please read the draft of my argument and do the following:

1. **Mark my draft in this way:**
   - Indicate those areas that are unclear or confusing by underlining them in my text.
   - Indicate those areas that are especially well-expressed with a squiggly line under the text.

2. **Respond in writing to the following questions:**
   - What appears to be my claim (position/thesis)? Write the statement here. How could I make it more clear and/or concise?
   - To what extent (and how) does the introductory section catch your attention? What kind of tone do I set in the introduction? Do I make the topic seem important? What suggestions can you offer?
   - Have I provided enough background knowledge and context for you (and my intended audience)? What additional background information would be useful?
• What possible *oppositions* to my case have I included? List them here. For which ones have I offered sufficiently strong and clear *counter-arguments*? Where can I improve my counter-argument to make my refutation stronger?

• What are the *main reasons/points* I use in the “confirmation” section to *support my claim*? List them briefly here. Which one(s) seem to be the strongest points? Which ones seem weak, and how might I improve them?

• What strategy do I seem to use in my *conclusion*? (Repeat points? Refer back to something in the introduction? Urge reader to take action?) How might I strengthen the conclusion?

3. What *questions* do you have about the content of my argument that might help me make myself more clear and/or more persuasive?
# Argument: Rubric

This rubric should give you ideas about writing and evaluating arguments.

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>clearly explains the nature and importance of the issue</td>
<td>clearly explains the nature of the issue and begins to make a case for its importance</td>
<td>does not clearly or directly convey the nature or importance of the issue</td>
<td>does not clearly convey the nature and importance of the issue</td>
</tr>
<tr>
<td>presents a clear, well-defined claim (position of the writer on the issue)</td>
<td>presents a clear claim (position of the writer on the issue)</td>
<td>attempts to present the writer’s position, but it is general and/or indecisive</td>
<td>fails to present the writer’s position on the issue</td>
</tr>
<tr>
<td>provides thorough support for writer’s claim in the form of personal anecdotes/examples, statistics/facts, examples, and/or quotes from respected authorities</td>
<td>provides adequate support for writer’s claim in the form of personal anecdotes/examples, statistics/facts, examples and/or quotes from respected authorities</td>
<td>provides limited and/or insufficiently developed support for writer’s position</td>
<td>provides insufficient or no support for writer’s position</td>
</tr>
<tr>
<td>considers all major opposing arguments and counters them in a convincing and reasonable manner</td>
<td>considers most major opposing arguments and adequately counters them</td>
<td>fails to consider some important opposing arguments and/or to counter those that are included; counter-arguments may not dismiss opposing arguments</td>
<td>fails to consider opposing arguments</td>
</tr>
<tr>
<td>fully establishes the authority and credibility of the writer</td>
<td>establishes some credibility and authority of the writer</td>
<td>establishes little credibility or authority of the writer</td>
<td>does not establish the credibility or authority of the writer</td>
</tr>
<tr>
<td>has a tone that is diplomatic yet forceful and appropriate for the audience</td>
<td>has a tone that attempts diplomacy and forcefulness and is generally appropriate for the audience</td>
<td>has an inconsistent or wavering tone that affects its appropriateness for the audience</td>
<td>has an inappropriate tone for the audience</td>
</tr>
<tr>
<td>has a highly developed and logical organizational scheme that is effective for the argument and the audience</td>
<td>is organized appropriately in support of the argument and audience; the organization enhances the strength of the argument</td>
<td>is organized in an inconsistent manner or is somewhat inappropriate for the argument or audience; the organization does not enhance the argument</td>
<td>is organized inappropriately or ineffectively for the given argument and audience; the organization detracts from the argument</td>
</tr>
<tr>
<td>contains interesting and varied vocabulary</td>
<td>contains appropriate vocabulary</td>
<td>contains workable, but not fully effective, vocabulary</td>
<td>contains simplistic and/or incorrect vocabulary that interferes with communication</td>
</tr>
<tr>
<td>contains varied sentence structure</td>
<td>contains sound sentence structure</td>
<td>sentence structure demonstrates problems and/or lacks variety</td>
<td>sentence structure problems interfere with communication</td>
</tr>
<tr>
<td>has few, if any, mechanical errors</td>
<td>may have some mechanical errors, but none that interfere with understanding</td>
<td>has some mechanical errors that interfere with understanding</td>
<td>has many mechanical errors that interfere with understanding</td>
</tr>
</tbody>
</table>
Argument

Jenny Cormano

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

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

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

The fear of anthrax is one of many over-hyped stories that have been reported in the past couple of years. The O.J. Simpson trial, former President Clinton’s White House scandal, and the Columbine shooting are just a few of the over-hyped stories that were fed to the public. In all of these stories the media distorted truth about our everyday lives. The O.J. Simpson trial distorted the judiciary system. How many people get served justice by our system? Former President Clinton’s White House scandal distorted the executive branch of government. How many other things did Clinton accomplish in his presidency? The Columbine shooting distorted the school systems. How many days do children go and come home from school safely? The question is not what the media is telling us, but what they are not.

What people should be more concerned about is not the anthrax, but that this nation is so easily manipulated. We can see through the anthrax scare that the media controls almost all of the information we receive. We as consumers of the media need to be able to tell the difference between sensationalism and real hard fact news.

If we allow this media frenzy to control our lives, then we have let terrorists win. They want us to be scared into hiding. Just as they hijacked the planes, terrorists want to hijack the country. Don’t let them do it through a rating concerned media. Get the news that you want, then think logically and act accordingly.

Franklin Roosevelt said it best when he said we have nothing to fear except fear itself. Where is the headline that reads 285 million people in the United States don’t have anthrax and 668 million pieces of mail get delivered
safely every day (McQuaid)? The media is feeding us fear dressed in the costume of news. Just as our government has an obligation to protect our freedom the media has a responsibility to report morally. When it doesn’t we the consumers need to differentiate between fact and media manipulation.

**Works Cited**

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[www.disastercenter.com/cdc](http://www.disastercenter.com/cdc)


AVID was named one of the nation’s top 10 educational organizations by *Worth Magazine* for 2002. AVID Founder and Executive Director Mary Catherine Swanson was CNN and *Time Magazine*’s 2001 America’s Best Teacher. She also received the prestigious McGraw Prize in Education.
Overview

Students are faced with a variety of timed writing situations, ranging from in-class essay exams to college admission and placement exams; for most students, these situations create anxiety and a lack of confidence. The AVID teacher can help students navigate these situations more easily by teaching them how to dissect writing prompts, how to organize their time, and how to transfer their process-writing skills to timed situations; this section provides support for that teaching. Also provided here are outlines of several common timed writing tests, along with sample writing prompts and scoring guides.

NOTE: The tests identified here do not represent an exhaustive accounting of timed writing situations; teachers should supplement this resource book with information about local and state tests.

Strategies/Student Materials

8.1 How to Read and Analyze a Writing Prompt
   Student Handout 8.1a: Ways to Respond to a Quotation
   Student Handout 8.1b: Academic Vocabulary
   Student Handout 8.1c: A Guide to Writing the Timed Essay

8.2 SAT: Writing Section
   Teacher Reference Sheet 8.2: SAT Scoring Guide

8.3 ACT: Writing Section
   Teacher Reference Sheet 8.3: ACT Scoring Guide

8.4 Advanced Placement (AP) Exams: Writing Tasks

8.5 Analytical Writing Placement Examination (Subject A)
   Teacher Reference Sheet 8.5: Analytical Writing Placement Examination (Subject A) Scoring Guide

8.6 English Placement Test (EPT): Writing Section
   Teacher Reference Sheet 8.6: EPT Scoring Guide

AVID Resources with Related Material

The Write Path: English Language Development
The Write Path II: College Level Rigor for High School Students: History/Social Science, Grades 9–12
The Student Success Path: A Sequential Study Skills Program for High School Students

NOTE: See “9: Writing Resources” for additional ideas for teaching these topics.
8.1 How to Read and Analyze a Writing Prompt

Rationale: Students often score poorly on timed writing activities because they misread or misunderstand the writing prompt. When working under pressure, students need to have a system for reading and analyzing a prompt quickly in order to respond accurately.

Teacher Instructions

Choose the steps below that best fit the needs of your students. You might want to do a few steps at a time as “mini-lessons” or all or most of the steps over the course of several class periods.

1. Have students brainstorm a list of timed writing situations; record their ideas on the board. Examples: high school exit exam, SAT, ACT, Advanced Placement (AP) exams, in-class essays, college placement tests (EPT: CSU system; Analytical Writing Placement Examination [Subject A]; UC system).

2. Draw a Venn diagram on the board; title one circle “Timed Writing” and the other “Process Writing.” Have students brainstorm how the two writing situations are different and how they are similar.

   Example

   ![Venn Diagram]

   Time to revise
   Can get reader response
   Longer paper
   Time pressure
   No reader response

   Need thesis
   Organized
   Clear intro
   Respond to the prompt

   Have to rush
   No revising
   Time pressure
   No reader response

   3. Ask students how they can transfer what they know about how to write process essays to a timed writing situation. How do their skills as writers help them regardless of the writing situation? Discuss; focus on students’ strengths as writers.

4. Explain that many students struggle with writing situations because they misunderstand or misread the writing prompts. Put a sample writing prompt on the board, such as the following from the 2001 California High School Exit Exam test-preparation materials:

   Everyone performs tasks every day whether they are as simple as making breakfast or as difficult as repairing a bicycle. To complete these tasks, there is a process that must be done to do it successfully. Think of a task you do well. Write an essay in which you explain the process it takes to complete the task successfully. Imagine that the reader of your essay has never done this task before and needs to know each step of the process.

5. Read the prompt aloud two times, asking students to follow along. Ask students to identify the main words/phrases in the prompt that tell them what should be addressed in the essay. Circle or underline the
words/phrases. Discuss students’ suggestions and arrive at a consensus about the key words. (The key words/phrases in this prompt include: task you do well; essay; explain the process; complete task successfully; reader has never done task.)

**NOTE:** If students need guidance with academic vocabulary, this would be a good time to introduce and review Student Handout 8.1b. This vocabulary will need to be re-visited each time a new prompt is analyzed.

6. Using the key words they have marked, have students rewrite the exit exam prompt in their own words. Tell them to make a concentrated effort to phrase the prompt in the form of a question. Once they have written down their new versions, have students share and compare their work in small groups or with a partner. After groups have shared their ideas with the class, write a clear example on the board. *Example:* Choosing a task you do very well, what steps would a person take to successfully complete that task?

7. On their own papers, have students draw an organizer or create a visual representation showing how the key words/ideas are related to one another and then share their work in small groups or with a partner. After groups have shared their ideas with the class, write a clear example on the board.

*Sample organizer:*

![Sample organizer diagram]

8. Recap the prompt-dissecting strategies students just learned:

**STEP 1: Dissect the Writing Prompt**

A. Underline/circle key words/phrases in the prompt.

B. Rewrite the prompt in own words, stated as a question if possible.

C. Draw an organizer or create a visual representation showing how the key words/ideas are related to one another.

**NOTE:** Students may not use all three strategies for every prompt they encounter; however, they should practice doing them all. For the most effective results on future assignments, students should use at least two of the prompt-dissecting strategies.

9. Ask: “After dissecting the writing prompt, what might the next steps be?” Discuss steps 2 and 3 with students.

**STEP 2: Brainstorm and Choose a Topic**

A. List or cluster topic ideas for the essay.
B. Select a topic.

**STEP 3: Planning the Essay**

Focusing on the selected topic, create a cluster, write an outline, or jot down notes (phrases, single words, abbreviations, etc.), detailing information that will be included in the essay.

**NOTE:** This is a good time to remind students of the three-part essay structure. (See section 3.) If students write their outline with this structure in mind, they should have an easier time fleshing out the essay.

10. Ask: “How much time do you think you should spend on the prompt dissection, topic selection, and planning (the PREWRITING stage) in a timed writing situation?” Discuss; probe for student reasoning. Tell students that writers should be willing to spend about 1/6 of the allotted time to do the dissection and preparation for writing. (That’s 10 minutes in a one-hour writing situation.) Ask: “Are you nervous about devoting this much time to prewriting activities?” Discuss.

**NOTE:** It’s important to process this anxiety with students. They frequently feel so overwhelmed by the writing task in a timed situation that they jump directly into the writing without any planning. As a result, the writing is often disorganized and incoherent. Students need to know that it’s OKAY to plan before writing. Then they need practice in planning so they will be less nervous about devoting this much time to the task.

11. Have students work in small groups or with a partner to practice dissecting additional writing prompts.

**NOTE:** Use this individual practice time to assist students with the three-part essay outline as needed. Tutors can assist as well.

**Practice Writing Prompts**

In what ways was the Progressive movement in the late 19th and early 20th centuries a response to the problems created by industrialization? Consider political, economic, and social issues.

Identify and describe the steps associated with meiosis and mitosis. How are these processes similar and different?

Compare and contrast the decade of the 1950s and the decade of the 1960s with respect to all of the following: civil rights, social conformity, and foreign affairs.

Explain how to solve a particular type of math problem to a student who will be in the same math class (that you’re currently taking) next year.

Choose a character from a story with which you are very familiar. Analyze this character’s development and discuss how he/she changes over the course of the story. Be sure to give specific examples and support.

Additional prompts can be found on any of the Web sites listed for each of the writing types (SAT, ACT, etc.).

12. Have each student choose one of the prompts for individual practice. Students should then brainstorm and select a topic for their chosen prompt. Next, have them plan their essay by creating a cluster, writing an outline, or jotting down notes (phrases, single words, abbreviations, etc.), detailing information that will be included in the essay. At this point, students are not writing the essay for the prompt; they are just practicing all the prewriting stages.
13. On subsequent days, have students practice with other writing prompts, completing ALL the prewriting strategies (Dissecting a Writing Prompt, Brainstorming and Choosing a Topic, Planning the Essay). During each practice session, students should work individually for about 10 minutes to complete the prewriting steps. (Set a timer.) After the ten minutes, have students share ideas or simply file the work for later reference.

14. At an appropriate time—before students write their first timed essay—discuss the details in Student Handout 8.1c. Students may even want to keep this handout on their desks as a reference during their first few timed writing practice sessions.

15. After students become comfortable with the prewriting tasks and the steps listed on Student Handout 8.1c, they can practice writing an actual essay in a specified period of time. They should work to use their time in approximately the following proportions:

\[ \frac{1}{6} \text{ of the allotted time for prewriting tasks} \]
\[ \frac{4}{6} \text{ of the allotted time for writing the essay} \]
\[ \frac{1}{6} \text{ of the allotted time for reviewing, editing, and revising the essay} \]

\text{NOTE 1:} It’s best to start out with prompts that:

- are not too complicated
- are familiar to students
- lend themselves to a clear organizational scheme

Give students plenty of time to go through all the steps on Student Handout 8.1c. This will build confidence and prepare students for working with more challenging prompts and more serious time constraints later.

\text{NOTE 2:} Giving students extra time in early practice sessions helps build confidence. You may want to give a set amount of time, for example, 60 minutes, and then tack on 5 or 10 more minutes at the end. The goal of an AVID teacher is to help students create a comfort zone so they will eventually be able to handle more challenging timed writing situations.

\text{NOTE 3:} It is not a good idea to have students do their initial practice with short time constraints (e.g., 30 minutes). They will become discouraged if, after 30 minutes, they have only completed the prewriting and one paragraph of the essay. It is better to give students longer time frames initially and then start cutting back so they can maintain the same output in a shorter period of time.

16. Once students have written complete essays to specific prompts, they should practice scoring the essays using the appropriate scoring guides. (Names should be removed from the essays and replaced with ID numbers to keep anonymous.) Do the first scoring practice as a whole class by distributing a copy of a sample paper and a scoring guide to each student and projecting these pages on the overhead projector. Be sure to go over the scoring guide before attempting to score the practice paper.

\text{NOTE:} By having their timed writings scored, students will begin to “internalize” the expectations outlined on scoring guides; however they shouldn’t be graded on the essays other than to receive credit for completing the practice. A nice way to hold students accountable is to have them keep their timed writings in a folder and periodically do a reflection on their growth and struggles. Students can also write a goal or two at the bottom of each reflection and consider how to achieve each one. Later, they can revisit their goals.
and discuss whether or not they have made any movement toward accomplishing them. You might create a timed writing log where students can keep track of their timed writings by listing the type, the title/focus of the essay, the score from the scoring guide, strengths/weaknesses of the essay, and one or two goals.

17. For subsequent scoring practices, arrange the class so each essay can be read and scored by two different readers. (This simulates what happens when most test essays are scored.) If the scores on an individual paper differ by more than one point, you (or a tutor) could read and score the paper to resolve the discrepancy. (Again, this simulates what happens in most test scoring sessions.) The papers could also be read aloud for the class to resolve, or you could use them as a means for teaching fine points of the scoring guide, elements of writing that cause the discrepancies, etc.

18. After each practice scoring session, debrief with the class. Discuss how the scoring guide was interpreted, difficult terms/concepts in the scoring guide, etc. **NOTE:** It’s a good idea to practice scoring a variety of essays written in response to a variety of test prompts.

**Additional Practice Activities for Timed Writing**

The following activities can be used to reinforce particular skills associated with writing in a timed situation. They are meant to be used after students have a basic understanding of the expectations for timed writing. Choose the activities that best meet the needs of your students.

**Activity 1: Examining Critical Components of Timed Writing**

Copy several examples of timed writing instructions, prompts, and scoring guides, and distribute to students. In small groups or with partners, have students examine the materials and develop a list of “critical components” for any timed-writing situation. These critical components can then be shared and discussed; you might also want to have students develop a series of posters highlighting their work to display in the classroom.

**Activity 2: Taking Apart a Practice Essay**

After generating one or more timed essays as practice, have students each choose an essay to color code and outline. (Students will be “taking apart” the essay.) Guide students as they move through the paper, paragraph by paragraph, color coding the essential elements of an essay:

- thesis (in introduction)
- topic sentences
- analysis/explanation of each topic sentence
- evidence and interpretation of evidence for each topic sentence
- summary (in conclusion)
- intensified insight (in conclusion)

Using the “Three-Part Essay Organizer” (section 3 of this guide), have students write the essential elements of their essay in outline form. Students can also “revise” their outlines by adding the essay elements that were missing when they wrote in the timed situation. For example, they might add a topic sentence or more support. This activity gives students additional practice in organizing their writing as they reflect on their outlines, identifying what they included in their essays, what was missing, and how they might improve on the next timed writing.
NOTE: You might want to focus on specific essay elements at this time. For example, you could work with students solely on revising the thesis statements from these outlines, or you might focus on both thesis statements and topic sentences and how well they are connected. For other ideas, see “4: Focus Lessons.”

Activity 3: Revising a Timed Writing

After generating one or more timed essays as practice, have students each choose a paper to revise. Using the strategies associated with the revision step of process writing (modeling, group practice, peer feedback, etc.) have, students revise their essays and then reflect on the changes they made. Instruct them to create a list of writing strategies or skills they want to use the next time they write a timed essay.

Activity 4: Refining a Paragraph (Timed)

Copy and distribute to students a sample paragraph written primarily in simple sentences. (It’s a good idea to use excerpts from students’ timed writing papers [without names attached] for this activity.) Have students enhance the paragraph by combining ideas, improving vocabulary, and using more specific details. (NOTE: Students should be given a designated period of time to complete this task—10–20 minutes, depending on the length of the paragraph. The goal is to build writing fluency and sophistication within the confines of a timed situation.)

**SAMPLE**

**Directions:**

You will have 15 minutes to complete this combination exercise. Show how the 13 sentences below can be enhanced by combining ideas, improving vocabulary, and using more specific details.

**Prompt:**

Describe a time you failed at doing something. What was the result?

**Sample Paragraph:**

I have failed many times at lots of things. The worst time was when I had to do a report for my history class in my tenth grade class. The teacher passed out several topics. I did not like most of them. I finally decided to research The Holocaust in Europe. I started my research too close to the time the paper was due, so I did a rush job. I tried to look up facts and stories on the Internet. Things were not coming together, so I started to panic. It was certain that I would fail the paper if I turned in nothing, so something was better than nothing. I did some pages with some writing and filled the rest up with pictures. The day came when the paper was due; I knew when I saw some of the papers done by other students that I had not done a very good job. The worst for sure was when my parents yelled at me for not doing a very good job. I would consider this my worst failure so far.
Activity 5: Writing Quick Responses (Timed)

Have students write short (paragraph-long) responses to a series of questions in a brief period of time. Facilitate this activity by setting a timer and signaling students when to begin and end. The goal is to help students gain speed in responding to a prompt (read/interpret question; write answer), thus increasing their writing fluency. After generating several “Quick Responses,” have students share and discuss their work in small groups or with the whole class. NOTE: The prompts/questions provided here illustrate the nature of the activity, but are not exhaustive; feel free to create your own prompts and questions.

**Directions:**

Respond to each of the four questions below. Begin each response by referring back to the question; limit your response to a half-page. Time limit: 4 minutes per question.

**Foundational Prompt:**

Answer each question as fully as possible in your allotted time. Include examples where appropriate.

1. What job would you never want to have, regardless of how much money it paid?
2. What job would you take, regardless of how little it paid?
3. What job does television ridicule most frequently? Why?
4. What job (and its workers) needs to be given more respect by the public?

**Directions:**

Respond to each of the four questions below. Begin each response by referring back to the question; limit your response to a half-page. Time limit: 4 minutes per question.

**Foundational Prompt:**

Answer each question as fully as possible in your allotted time. Include examples where appropriate.

1. What does it mean to act “selfishly”?
2. What is one thing every child should have? Why?
3. Why do people struggle with getting rid of a bad habit?
4. Given the ability or power, what single problem would you eliminate from childhood?

**Directions:**

Respond to each of the four questions below. Begin each response by referring back to the question; limit your response to a half-page. Time limit: 5 minutes per question.

**Intermediate Prompt:**

Answer each question as fully as possible in your allotted time. Include examples where appropriate.

1. What is your definition of “the good life”?
2. Is the concept of the “American Dream” more of a myth or a reality for today’s teenagers?
3. Which American had the greatest impact on the world during the 20th century?
4. The most pressing problem facing the United States at this point in its history is ____.
Directions:

Respond to each of the four questions below. Begin each response by referring back to the question; limit your response to a half-page. Time limit: 5 minutes per question.

Advanced Prompt:

Explain the truth or falsehood of each of the following statements.

1. “War would end if the dead could return.”
   —Stanley Baldwin, British Prime Minister

2. “A nickname is the hardest stone that the devil can throw at a man.”
   —William Hazlitt, from Sketches and Essays

3. “He who injured you was either stronger or weaker. If weaker, spare him; if stronger, spare yourself.”
   —Seneca, from De Ira

4. “Have no friends not equal to yourself.”
   —Confucius, from Analects

Activity 6: Responding to Quotations (Timed)

After reviewing Student Handout 8.1a (“Ways to Respond to a Quotation”), have students practice a variety of the response types. Facilitate this activity by giving students writing directions, a thought-provoking quotation, and one or more specific prompts. Then, set a timer and signal students when to start and end. The goal is to help students gain speed in responding to a prompt related to a quotation, thus increasing their writing fluency. After generating several responses to quotations, have students share and discuss their work in small groups or with the whole class. NOTE: The prompts/quotations provided here illustrate the nature of the activity, but are not exhaustive; feel free to create your own prompts/quotations.

Range of Quotation Response Types

The seven prompts listed below all relate to the same quotation. They are organized by type, as described on Student 8.1a. Have students each choose a prompt from the list (or have them respond to a prompt you select) and complete their work within the designated time allotment. The goal is to allow students to practice a variety of ways to respond to a quotation.
Directions:
Using the following quotation as a jumping-off point, respond to one of the prompts listed below. Time limit:
20–25 minutes.

Quotation:
“Men seldom make passes
At girls who wear glasses.”
—Dorothy Parker, U.S. author

Prompts:
1. **AGREE OR DISAGREE:** Do extreme makeover TV programs cruelly exploit people who have a less-
than-average physical appearance?
2. **REACT:** Examine both the positive and negative aspects of plastic surgery.
3. **CONNECT:** Connect this quotation to a character from a novel, short story, play, film, or TV show who
changes his/her appearance to get more attention from the opposite sex.
4. **INTERPRET:** First, explain what the quotation means, and then reword the quotation from the opposite
gender’s perspective (“Women seldom make passes...”). Finally, respond to this prompt: Which gender is
more likely to be influenced by the surface beauty used in advertising and why?
5. **COMPARE/CONTRAST:** Compare and contrast the above quotation with one of the following:
   “If you wanna be happy for the rest of your life,
   Never make a pretty woman your wife,
   So for my personal point of view,
   Get an ugly girl to marry you.”
   —Jimmy Soul, From *If You Wanna Be Happy*
   **OR**
   “When the candles are out, all women are fair.”
   —Plutarch (46?-120?)
6. **APPLY:** Apply this quotation to *My Fair Lady*.
7. **REFLECT:** Which is more important: inner beauty or physical beauty? Why?

Foundational Quotation Response
The three foundational prompts listed below relate to two different quotations. They correspond to the types of
responses identified on Student Handout 8.1a.

Directions:
Using the following quotation as a jumping-off point, respond to one of the prompts listed below. Time limit:
20–25 minutes.

Quotation:
“...The course of true love never did run smooth.”
—William Shakespeare, from *A Midsummer Night’s Dream*

Prompts:
1. **CONNECT:** Connect this quotation to a novel, short story, play, film, or TV that focuses on two people
   who are in love or are married. Discuss their relationship and the ups and downs they experience.
2. **APPLY:** Apply this quotation to *Romeo and Juliet*. 
**Directions:**

Using the following quotation as a jumping-off point, respond to one of the prompts listed below. Time limit: 20–25 minutes.

**Quotation:**

“They condemn what they don’t understand.”

—Cicero, Roman orator

**Prompt:**

**INTERPRET:** Reword the above quotation, substituting “parents” for the first “they.” Next, describe one issue that you believe your parents—or parents in general—condemn, not because it is wrong, but because they don’t understand it. Then explain why you think they condemn it. Finally, share some information or examples that will help parents to understand the issue and, possibly, even change their minds.

**Intermediate Quotation Response**

The two intermediate prompts listed below relate to the same quotation and correspond to types of responses identified on Student Handout 8.1a. Assign one of the prompts, or have students choose from the two provided.

**Directions:**

Using the following quotation as a jumping-off point, respond to one of the prompts listed below. Time limit: 20–25 minutes.

**Quotation:**

“What is life? It is a flash of a firefly in the night. It is the breath of a buffalo in wintertime. It is the little shadow which runs across the grass and loses itself in the sunset.”

—Crowfoot, last words, 1890

**Prompts:**

1. **INTERPRET:** Rephrase the above quotation, creating your own metaphor about life using three nature images. Explain your quotation.

2. **COMPARE:** Compare the above quotation with either:

   “Our existence is but a brief crack of light between two eternities of darkness.”
   
   —Vladimir Nabokov, U.S. Author

   **OR**

   “The world itself is one large prison out of which some are led daily to execution.”
   
   —Sir Walter Raleigh, English author
Advanced Quotation Response

The three advanced prompts listed below relate to the same quotation and correspond to types of responses identified on Student Handout 8.1a. Assign one of the prompts, or have students choose from the two provided.

**Directions:**

Using the following quotation as a jumping-off point, respond to one of the prompts listed below. Time limit: 20 minutes.

**Quotation:**

“If I had a second edition, how I would correct the proofs.”

—John Clare, from a letter quoted in *John Clare: A Life* (1932)

**Prompts:**

1. **REACT:** Given the opportunity, what one thing would you change about your high school experience? How would that affect everything that comes after it?
2. **APPLY:** Apply this quotation to one of the following films: *Groundhog Day* (Bill Murray); *Mr. Destiny* (Jim Belushi); *The Family Man* (Nicholas Cage); or *The Butterfly Effect*.
3. **REFLECT:** If someone were given the opportunity to correct several of the “first draft” mistakes in his/her life, would it significantly change the outcome of his/her life? Why?

Differentiated Responses to One Quotation

The writing prompts listed below relate to the same quotation and are organized by challenge level (foundational, intermediate, advanced). You may want to assign different prompts to different students, based on their skill level and background knowledge.

**Directions:**

Using the following quotation, respond to the assigned prompt. Be sure to support your ideas with specific examples that illustrate your position. Use examples from television commercials, print media (newspapers and magazines), and billboards. Time limit: 25 minutes.

**Quotation:**

“We grew up founding our dreams on the infinite promise of American advertising.”

—Zelda Fitzgerald, *Save Me the Waltz*, 1932

**Foundational Prompt:**

Which ad(s) on TV promise the best immediate improvement or possible future for teenagers? Discuss the specific promise the ad(s) communicate and how that promise is portrayed.

**Intermediate Prompts:**

1. How has advertising influenced your vision of what your life should be like once you become an adult? Which ideas are realistic and which are unrealistic?
2. Considering television and magazine advertising, which aspects of American life would be most attractive to foreigners hoping to immigrate to the United States?

**Advanced Prompt:**

Discuss the concepts of “free” and “bargain” in advertising. How do advertisers get us to buy things we might not really need? Be sure to examine the hidden costs found in these offers. You might also want to consider popular phrases such as “buy one, get one free.”
Activity 7: Writing Journal Entries (Timed)

As part of class warm-up time, or at some other appropriate time, have students respond to a journal topic. Allow students 10–30 minutes to respond, depending on the difficulty of the topic, the writing goal, and how much class time you have. The goal for this activity is two-pronged: to improve students’ abilities to write for increasingly longer periods of time—especially for extended writing situations like the AP exam—and to increase students’ writing fluency.

Have students share their responses with a partner or small group. If appropriate, discuss students’ interpretations of the topic/prompt. **NOTE:** The journal topics provided here illustrate the nature of the activity, but are not exhaustive; feel free to create your own journal topics.

**NOTE:** You might have students count and record the number of words they have written, along with the amount of time spent writing. Students can monitor their progress over time by looking for an increase in the number of words and/or an increase in time spent. Encourage them to challenge themselves to write more and for increasingly longer periods of time.

**Journal Topic 1**

**Prompt:** If you could be a character in any cartoon series or comic strip (not comic book!), which one would you choose and why?

**Support:** Assume the reader is not familiar with your selection. Briefly describe the cartoon or comic’s basic premise and identify the main characters.
- Is it a serious or funny cartoon?
- Does it focus on real people or animals, or both?
- What is the country of origin? (Is it the United States or a foreign country?)
- What type of character would you be? Would you be yourself or somebody/ something different?

**Journal Topic 2**

**Prompt:** “The principal mark of genius is not perfection but originality, the opening of new frontiers.”

—**Arthur Koestler,** American writer

Select an author, artist, musician, or other creative individual that you consider a genius. In your journal, explain the “new frontiers” that he/she has opened or a unique perspective that he/she has brought to his/her field of interest. If you have trouble making a selection, think of a historic person like Leonardo DaVinci or Thomas Edison.

**Support:** You need to be familiar with the work of the individual you select. Be able to identify at least two works he/she has created. Can you identify others who have been influenced by this person?

**Journal Topic 3**

**Prompt:** Considering all of the problems, conflicts, and issues occurring in modern society, the one that concerns me the most is ___________.

**Support:** Complete the above statement with a word or phrase, and then write a journal entry that develops the idea. Consider using the following line of questions to flesh out your response:

- **What:** Identify your concern, including a description of the issue, problem or conflict.
Who: Identify the involved parties. Who caused the problem/conflict(issue and how? Who does it affect? Who could fix it?

When: Identify when the issue first appeared or when you first knew about it; discuss the length of time it has been a problem or how long you think it will be before it becomes a crisis.

Where: Identify the geographic region, cultural or ethnic group, social class etc. involved in the issue.

How: Propose one or two possible solutions that can correct or alleviate the situation you have chosen. Be sure to describe how the solution helps to fix the issue.

Journal Topic 4

Prompt: What will be the greatest scientific discovery of the 21st century? Briefly describe it, and then discuss how it will change life for all/some of humanity OR how it will impact the future of humankind.

Support: The key approach to this topic is to either project a discovery based on work currently being done by scientists or to come up with a creative (but plausible) discovery that most people won’t think of. (Remember the distinction between a discovery and an invention.) The results of the discovery can be positive, negative, or mixed (e.g., cures hair loss, but grows a forked tongue).
Ways to Respond to a Quotation

During a timed writing situation, you may be asked to respond to a quotation in one of the following ways. You should become familiar with the expectations of each of these prompts and practice responding as described below.

AGREE/DISAGREE: You agree or disagree with the quotation based on factual or practical evidence. (Occasionally a response may do both [agree/disagree], but it should be weighted toward one or the other.) You must supply some kind of evidence to back your position.

REACT: You react to the content of the quotation not only on a factual level, but on an emotional level, as well. Your response can be grounded in opinion and/or spiritual/ethical/patriotic beliefs.

CONNECT: You see a similarity between the quotation and a personal experience/historical event/fictional situation. Your response details the similarities and describes any other connections that you might want to include.

INTERPRET: You rephrase the quotation in your own words. Your response includes an explanation of the quotation’s meaning and often expands on the original idea. This approach is usually combined with one of the other responses listed here.

COMPARE/CONTRAST: This response is usually used with two or more quotations that are centered on a theme. Generally, you compare and contrast the ideas stated in each quotation.

APPLY: You describe how the quotation relates to a selected work of literature, art, or popular culture. Generally, the quotation supports, expands, or illustrates an aspect of the selected work, such as theme or character personality.

REFLECT: You use the quotation as a springboard to examine new ideas, reevaluate currently held views, or question the position of the speaker.
**Academic Vocabulary**

*The following words are commonly used in academic settings and especially in academic writing. Use this page to help you interpret writing prompts and tasks.*

**Analyze**
Examine carefully in order to determine why something has happened. Separate or distinguish the elements of anything complex. Break the subject down into parts, and explain the various parts.

**Assess**
Examine critically, and estimate the merit, significance, or value.

**Compare/Contrast**
Point out how things are similar and how they are different.

**Consider**
Think about and include information about.

**Criticize/Critique**
Give your judgment or opinion; show something’s good or bad points. Give evidence to justify opinion.

**Define**
Give the meaning of something with enough detail to show that you really understand it.

**Describe**
Explain or write about; give a picture or account of in words. Tell how it looks or happened, including how, where, who, and why.

**Diagram**
Make a drawing or outline of something, and label its parts.

**Discuss**
Give reasons with details.

**Effect**
Whatever is produced by a cause; something made to happen by a person or thing; result.

**Enumerate**
Count off or list examples, reasons, causes, or effects one by one.

**Evaluate**
Give your opinion of the value of a subject; discuss its good and bad points, strengths and weaknesses.

**Explain**
Make clear or interpret the reasons why a situation exists or is happening.

**Identify**
List and explain.

**Illustrate**
Make the point or idea clear by giving examples.

**Interpret**
Give the meaning; use examples and personal comments to make clear.

**Justify**
Prove by giving reasons.

**List**
List without details.

**Outline**
Make an organized listing of the important points of a subject.

**Prove**
Show that something is true by giving evidence and reasons.

**Relate**
Show the connections between things or how one thing causes another.

**Respond**
State your overall reaction (response) to the content, and then support your response with specific reasons and examples, referring back to the reading.

**Solve**
Come up with a solution based on given facts and your knowledge.

**State**
Give the main points in brief, clear form.

**Summarize**
Organize and bring together the main points, keeping out personal opinions.

**Support**
Back up the statements with facts and proof.

**Synthesize**
Pull together “parts” to make a “whole”—this requires looking for common attributes among the parts in order to link them together.
A Guide to Writing the Timed Essay

Prewriting

Use approximately 1/6 of the allotted time (10 minutes for a 60-minute essay; 5 minutes for a 30-minute essay) to:

1. Dissect the prompt.
   Use at least two of the following strategies:
   A. Carefully dissect the writing prompt by underlining or circling the key words and making sure you understand the academic vocabulary.
   B. Rephrase the prompt in your own words (as a question, if possible).
   C. Draw an organizer or create a visual representation showing how the key words/ideas are related to one another.

2. Brainstorm and choose a topic.
   A. List or cluster topic ideas for the essay.
   B. Select a topic.

3. Plan the essay.
   A. Create a cluster, write an outline (remember three-part essay structure), or jot down notes (phrases, single words, abbreviations, etc.), detailing information that will be included in the essay. Make sure you are addressing the writing prompt—go back and check your outline against your prompt-dissection work.
   B. Follow these tips as you plan:
      • If a question asks for facts, make a quick list of facts that relate to the subject or question.
      • If you’re asked for an opinion, write that opinion in the center of a cluster bubble, and then add ideas, feelings, and support for your opinion in connecting bubbles.
      • If you’re asked to compare and contrast two items, look at your notes for all the details that show how they are alike, and then list the details that show how they are different. A Venn diagram might help you organize these details.
      • Put your thoughts in order. Identify the main point(s) you’ll include in your answer first, and then add all the supporting information and details. (Use a formal outline if it helps you.) You can change the order as you write, but it helps to organize your ideas before you begin.

Writing the Essay

Use approximately 4/6 of the allotted time (40 minutes for a 60-minute essay; 20 minutes for a 30-minute essay) to:

4. Keep your audience in mind, and write to that audience.

5. Write a logical, well-organized essay using your cluster, outline, or notes.
A. Introduce your topic by rephrasing the question prompt or repeating key words from the prompt in your first sentence. Get right to the heart of your essay with a clear thesis; do NOT write a lengthy introduction and do NOT repeat yourself.

B. Completely explain each point you are making before going on to the next one. If you skip around, your answer will seem confusing and incomplete. Make sure each topic sentence relates to your thesis.

C. Support your general statements with details, examples, and facts. Use specific people and events to show that you know your subject and to help your audience follow your line of thinking/reasoning. You must use examples, even with a short essay. If your answer is two sentences long, make the first sentence a thesis and the second an example.

D. Don’t be afraid to “think on paper.” Some of your best ideas may develop as you write.

E. When you finish making a point, make it clear that you are moving on to another point by using transition words, such as, besides, in addition, next, however, and although.

F. When you feel you’ve covered everything, conclude in a sentence or two. Don’t simply repeat your opening sentence. Use some of the main ideas you brought up in your essay.

G. Stay aware of the time.

Reviewing, Editing, and Revising

Use approximately 1/6 of the allotted time (10 minutes for a 60-minute essay; 5 minutes for a 30-minute essay) to:

6. Reread your completed essay and revise.

A. Make sure you have answered the question and have not strayed from the prompt.

B. Look for mistakes you might have made on the facts (dates, names, etc.). If you need to make a correction, draw a single line through the old information and write the new information just above it. Don’t waste time scribbling out old information.

C. Check for complete ideas, clear thoughts, and details/explanations.

7. Be sure your paper is easy to read so your ideas stand out clearly

A. Proofread for spelling, punctuation, and capitalization errors.

B. Neatly make any needed corrections.
8.2 SAT: Writing Section

Beginning in spring 2005, the standard SAT test will include a new writing section with a 60-minute time frame. The new SAT writing section has two parts: multiple choice questions which require students to improve sentences and paragraphs and identify usage errors (35 minutes); a short essay which requires students to develop a point of view about a presented issue and to support that stance using readings, experiences, or observations (25 minutes). Sample questions from SAT and PSAT tests and other information, including sample essays, can be found at www.collegeboard.com. The short essay prompt below is excerpted from that site.

NOTE: The SAT timed writing section requires students to take a stand, to write persuasively. To prepare your students for this situation, you might want to revisit the skills highlighted in “7: Exploring Persuasive Writing.” If students are to write an effective essay in a timed situation, they need to feel confident in their overall writing skills. Teachers can help students develop their writing skills by using process writing lessons and then guiding them as they seek to apply and adapt these skills to timed situations.

Sample SAT Short Essay Prompt

Directions: Think carefully about the issue presented in the following excerpt and the assignment below.

The principle is this: each failure leads us closer to deeper knowledge, to greater creativity in understanding old data, to new lines of inquiry. Thomas Edison experienced 10,000 failures before he succeeded in perfecting the lightbulb. When a friend of his remarked that 10,000 failures was a lot, Edison replied, “I didn’t fail 10,000 times, I successfully eliminated 10,000 materials and combinations that didn’t work.”

—Myles Brand, Taking the Measure of Your Success

Assignment: What is your view on the idea that it takes failure to achieve success? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

SAT Scoring

Essays will be scored using a scoring guide that rates essays from 1 to 6 (6 is the highest score). Essays will be read by two experienced and trained college or high school teachers who will score each essay independently. Readers will not know the identity of schools or students.
SAT Scoring Guide

A 6 essay is outstanding, demonstrating clear and consistent mastery, although it may have a few minor errors. A typical essay:

- effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position.
- is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas.
- exhibits skillful use of language, using a varied, accurate, and apt vocabulary.
- demonstrates meaningful variety in sentence structure.
- is free of most errors in grammar, usage, and mechanics.

A 5 essay is effective, demonstrating reasonably consistent mastery, although it will have occasional errors or lapses in quality. A typical essay:

- effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position.
- is well-organized and focused, demonstrating coherence and progression of ideas.
- exhibits facility in the use of language, using appropriate vocabulary.
- demonstrates variety in sentence structure.
- is generally free of most errors in grammar, usage, and mechanics.

A 4 essay is competent, demonstrating adequate mastery, although it will have lapses in quality. A typical essay:

- develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position.
- is generally organized and focused, demonstrating some coherence and progression of ideas.
- exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary.
- demonstrates some variety in sentence structure.
- has some errors in grammar, usage, and mechanics.
A 3 essay is inadequate, but demonstrates developing mastery, and is marked by one or more of the following weaknesses:

- develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position.
- is limited in its organization or focus; may demonstrate some lapses in coherence or progression of ideas.
- displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice.
- lacks variety or demonstrates problems in sentence structure.
- contains an accumulation of errors in grammar, usage, and mechanics.

A 2 essay is seriously limited, demonstrating little mastery, and is flawed by one or more of the following weaknesses:

- develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position.
- is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas.
- displays very little facility in the use of language, using very limited vocabulary or incorrect word choice.
- demonstrates frequent problems in sentence structure.
- contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured.

A 1 essay is fundamentally lacking, demonstrating very little or no mastery, and is severely flawed by one or more of the following weaknesses:

- develops no viable point of view on the issue or provides little or no evidence to support its position.
- is disorganized or unfocused, resulting in a disjointed or incoherent essay.
- displays fundamental errors in vocabulary.
- demonstrates severe flaws in sentence structure.
- contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning.

A 0 essay does not respond to the prompt/assignment.
8.3 ACT: Writing Section

Beginning in February 2005, the ACT test will include an optional writing section with a 30-minute time-frame. Students will decide whether to take the optional writing test based on the requirements of the colleges/universities to which they are applying. The ACT writing section consists of a single writing prompt, which defines an issue and describes two points of view on the issue. The assignment requires students to take a position on the issue themselves and support it with specific reasons and examples. Sample questions from the ACT test and other information, including sample essays, can be found at www.act.org. The essay prompt below is excerpted from that site.

**NOTE:** The ACT timed writing section requires students to take a stand, to write persuasively. To prepare your students for this situation you might want to revisit the skills highlighted in “7: Exploring Persuasive Writing.” If students are to write an effective essay in a timed situation, they need to feel confident in their overall writing skills. Teachers can help students develop their writing skills by using process writing lessons and then guiding them as they seek to apply and adapt these skills to timed situations.

**Sample ACT Essay Prompt**

In some high schools, many teachers and parents have encouraged the school to adopt a dress code that sets guidelines for what students can wear in the school building. Some teachers and parents support a dress code because they think it will improve the learning environment in the school. Other teachers and parents do not support a dress code because they think it restricts the individual student’s freedom of expression. In your opinion, should high schools adopt dress codes for students?

**Assignment:** In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

**ACT Scoring**

Essays will be scored using a scoring guide that rates essays from 1 to 6 (6 is the highest score). Essays will be read by two trained readers and their scores will be combined for a total score of 2 to 12. If the readers’ scores differ by more than one point on an individual essay, a third reader will score the essay.
ACT Scoring Guide

A 6 essay demonstrates **effective skill** in responding to the task. The essay:

- takes a position on the issue and may offer a critical context for discussion.
- addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counter-arguments to the writer’s position.
- develops ideas well, being specific and logical. Most ideas are fully elaborated.
- maintains a clear focus on the specific issue in the prompt.
- has a clear organization: the organization may be somewhat predictable or it may grow from the writer’s purpose. Ideas are logically sequenced. Most transitions reflect the writer’s logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed.
- shows a good command of language. Sentences are varied and word choice is varied and precise.
- has few, if any, errors to distract the reader.

A 5 essay demonstrates **competent skill** in responding to the task. The essay:

- takes a position on the issue and may offer a broad context for discussion.
- shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counter-arguments to the writer’s position.
- develops ideas specifically and logically. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details.
- maintains focus on the specific issue in the prompt.
- has a clear organization, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed.
- has competent language. Sentences are somewhat varied and word choice is sometimes varied and precise.
- may have a few errors, but they are rarely distracting.

A 4 essay demonstrates **adequate skill** in responding to the task. The essay:

- takes a position on the issue and may offer some context for discussion.
- may show some recognition of complexity by providing some response to counter-arguments to the writer’s position.
- adequately develops ideas, with some movement between general statements and specific reasons, examples, and details.
- maintains a focus on the specific issue in the prompt throughout most of the essay.
- has an apparent but predictable organization. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed.
- has adequate language, with some sentence variety and appropriate word choice.
- may have some distracting errors, but they do not impede understanding.
A 3 essay demonstrates some developing skill in responding to the task. The essay:

- takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counter-argument to the writer’s position, but its development is brief or unclear.
- has limited development of ideas; may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details.
- maintains a focus on the general topic, but focus on the specific issue in the prompt may not be maintained.
- has a simple organization. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped.
- shows a basic control of language. Sentences show a little variety and word choice is appropriate.
- may have distracting errors that occasionally impede understanding.

A 2 essay demonstrates inconsistent or weak skill in responding to the task. The essay:

- may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counter-argument to the writer’s position.
- is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer’s ideas or of ideas in the prompt.
- maintains a focus on the general topic, but focus on the specific issue in the prompt may not be maintained.
- has some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal.
- usually has simple sentence structure and word choice.
- may have frequently distracting errors that sometimes impede understanding.

A 1 essay shows little or no skill in responding to the task. The essay:

- may take a position, but if it does, it fails to convey reasons to support that position.
- is minimally developed. The essay may include excessive repetition of the writer’s ideas or of ideas in the prompt.
- usually maintains a focus on the general topic, but focus on the specific issue in the prompt may not be maintained.
- has little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used. If present, an introduction and conclusion are minimal.
- has simple sentence structure and word choice.
- may have frequently distracting errors that significantly impede understanding.

A No Score essay is blank, off-topic, or illegible.
8.4 Advanced Placement (AP) Exams: Writing Tasks

The expectations for the various writing tasks on Advanced Placement (AP) exams will vary based on the subject area. The AP English literature exam, for example, requires students to write three essays in two hours: two literary analyses of selected passages (excerpts from novels/plays/short stories/poetry selections), and one literary analysis of a novel or play of the student’s choice (with suggested titles included). The AP U.S. history exam requires students to write three essays in one hour, 55 minutes: one essay in response to a document based question (DBQ), interpreting and applying primary source documents, and two essays in response to two prompts chosen by the student from four different choices.

Because the writing tasks are so varied, teachers should consult the College Board or Advanced Placement Web sites to learn about specific exam expectations across subject areas. Exam information, questions, scoring guides, student writing samples, and reader commentaries are all available at these Web sites:

apcentral.collegeboard.com (for general AP information—log-in is free) OR
apcentral.collegeboard.com/coursehomepages (for specific AP course information).

Advanced Placement Test Tips

Students who plan to take Advanced Placement tests can benefit from developing or strengthening the following skills. Students should be able to:

• Use their content area knowledge to respond to challenging writing prompts. (Students must be confident in their subject area knowledge.)
• Read and dissect writing prompts quickly and efficiently.
• Read text selections quickly with good comprehension.
• Read and annotate a text in preparation for writing to a prompt.
• Plan, draft, and edit an essay in approximately 40 minutes.
• Generate an effective thesis statement.
• Interpret and synthesize information from multiple sources and draw original conclusions from that information.
• Understand and use academic terms and subject-specific language.
• Write for a sustained period of time (able to maintain momentum for two hours).
• Stay calm under time pressure.
• Take a specific AP exam without having to read the instructions. Students will have more time for writing if they become familiar with the test instructions before going into the testing environment.

NOTE: Advanced Placement timed-writing situations generally require students to develop and support a thesis (persuasive writing) OR explain a concept, document, or historical event (expository writing). To prepare your students for these situations, you might want to revisit the skills highlighted in “6: Exploring Expository Writing” and “7: Exploring Persuasive Writing.” If students are to write an effective essay in a timed situation, they need to feel confident in their overall writing skills. Teachers can help students develop their writing skills by using process writing lessons and then guiding them as they seek to apply and adapt these skills to timed situations.
8.5 Analytical Writing Placement Examination (Subject A)

University of California

The Analytical Writing Placement Examination is the writing proficiency test used by the University of California to make freshmen course placement decisions. The test, which has a two-hour time frame, requires students to carefully read a passage and then write an essay in response to that passage. Generally, students are required to explain elements of the passage, form an opinion, and provide examples from personal experience, reading, or observation. Sample questions from past tests and other information, including sample essays, can be found at www.ucop.edu/sas/sub-a/. Additional information can also be found at www.essayeval.org as part of the Educational Testing Services (ETS) site. The essay prompt below is an excerpt from a previously administered Subject A exam.

To help students improve the writing skills they need to succeed in college—and tackle essay questions such as that required on the Analytical Writing Placement Examination—the University of California participates in an online service called the Diagnostic Writing Service (DWS). The DWS offers students the opportunity to write an essay in response to a topic that appeared on a recent edition of the exam and to submit that essay online to UC professors who score “real” Analytical Writing essays. These readers will send students online feedback that includes (1) a number of specific comments chosen from a comprehensive list to help students identify their strengths and weaknesses as a writer and (2) an overall evaluation of their writing. To learn more about the DWS, visit its Web site at www.essayeval.org. The DWS is also available as a paper-and-pencil service for those who do not have Internet access.

**NOTE:** The Subject A timed writing situation requires students to take a stand, to write persuasively. To prepare your students for this situation, you might want to revisit the skills highlighted in “7: Exploring Persuasive Writing.” If students are to write an effective essay in a timed situation, they need to feel confident in their overall writing skills. Teachers can help students develop their writing skills by using process writing lessons and then guiding them as they seek to apply and adapt these skills to timed situations.

**Sample Subject A Essay Prompt**

Directions: Read carefully the passage and the essay topic. Respond to the topic by writing an essay that is controlled by a central idea and is specifically developed. You will have two hours to read the passage and to complete your essay. **NOTE:** Further instructions are provided about how to read and make notes on the passage and on how the essay will be scored. A passage written by Clyde Kluckhohn from *Mirror for Man* is included.

**Essay Topic:** How does Kluckhohn explain the differences and similarities among the world’s peoples? What do you think about his views? Use examples from your own experience, reading, or observation in developing your essay.

**Subject A Scoring**

Essays will be scored using a holistic scoring guide to categorize essays from 1 to 6 (6 is the highest).
Analytical Writing Placement Examination (Subject A) Scoring Guide

A 6 paper is insightful and mature. It commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

A 5 paper is clearly competent. It presents a thoughtful response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning will ordinarily be less developed than those in 5 papers, so will the 4 paper’s style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

A 3 paper is unsatisfactory in one or more of the following ways. It may respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent response to the text, one that may suggest some significant misunderstanding of the text of the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic’s demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.
8.6 English Placement Test (EPT): Writing Section

California State Universities

The English Placement Test (EPT) is used by the California State Universities to determine whether students are prepared to undertake college-level work in reading and writing. The results of the test are used to place students in appropriate freshmen courses. The test is not a condition for admission to the CSU, but it is a condition of enrollment. Students may take the EPT only once; it may not be repeated. The English Placement Test has a time frame of one hour and 45 minutes, and contains three sections: multiple choice reading skills (30 minutes); multiple choice composing skills (30 minutes); and an essay on one assigned topic (45 minutes). The essay topic presents a paragraph-length passage in the form of an argument; in other words, the author of the passage makes a claim that he or she supports with reasons and evidence. Students are asked to analyze and explain the ideas presented in the passage and then evaluate these ideas in light of their own experience, observations, and reading. Information about the EPT, including sample essays, can be found in the CSU publication Focus on English located at www.calstate.edu/ar/EPT.PDF and at www.ets.org/csuepttest. The essay prompt below is excerpted from the ETS site.

To help students improve the writing skills they need to succeed in college—and tackle essay questions such as that required as part of the EPT—the CSU has developed an online service called the Diagnostic Writing Service (DWS). The DWS offers students the opportunity to write an essay in response to a topic that appeared on a recent edition of the EPT and to submit that essay online to CSU professors who score “real” EPT essays. These readers will send students online feedback that includes (1) a number of specific comments chosen from a comprehensive list to help students identify their strengths and weaknesses as a writer and (2) an overall evaluation of their writing. To learn more about the DWS, visit its Web site at www.essayeval.org. The DWS is also available as a paper-and-pencil service for those who do not have Internet access.

NOTE: The EPT timed-writing situation requires students to take a stand, to write persuasively. To prepare your students for this situation, you might want to revisit the skills highlighted in “7: Exploring Persuasive Writing.” If students are to write an effective essay in a timed situation, they need to feel confident in their overall writing skills. Teachers can help students develop their writing skills by using process writing lessons and then guiding them as they seek to apply and adapt these skills to timed situations.

Sample EPT Essay Prompt

Directions: You will have 45 minutes to plan and write the essay assigned below. Before you begin writing, consider the topic carefully and plan what you will say.

Essay Question: Many adults become upset when young people break with the traditions of the past. Do you think that these adults are justified in reacting this way? Why or why not? Support your position with evidence from your own experience or the experience of people you know.

EPT Scoring

Essays are read and scored holistically by two different CSU faculty members, using a scoring guide to rate each essay from 1 to 6 (6 is highest). The two readers’ scores are totaled to give a reported essay score between 2 (low) and 12 (high).
EPT Scoring Guide

A 6 essay is **superior writing**, but may have minor flaws. The essay:

- addresses the topic clearly and responds effectively to all aspects of the task.
- explores the issues thoughtfully and in depth.
- is coherently organized, with ideas supported by apt reasons and well-chosen examples.
- has an effective, fluent style marked by syntactic variety and a clear command of language.
- is generally free from errors in mechanics, usage, and sentence structure.

A 5 essay demonstrates **clear competence** in writing. It may have some errors, but they are not serious enough to distract or confuse the reader. The essay:

- clearly addresses the topic, but may respond to some aspects of the task more effectively than others.
- shows some depth and complexity of thought.
- is well-organized and developed with appropriate reasons and examples.
- displays some syntactic variety and facility in the use of language.
- may have a few errors in mechanics, usage, and sentence structure.

A 4 essay demonstrates **adequate writing**. It may have some errors that distract the reader, but they do not significantly obscure the meaning. The essay:

- addresses the topic, but may slight some aspects of the task.
- may treat the topic simplistically or repetitively.
- is adequately organized and developed, generally supporting ideas with reasons and examples.
- demonstrates adequate facility with syntax and language.
- may have some errors, but generally demonstrates control of mechanics, usage, and sentence structure.

A 3 essay demonstrates **developing competence**, but is flawed in some significant way(s). The essay reveals one or more of the following weaknesses:

- distorts or neglects aspects of the task.
• lacks focus or demonstrates confused or simplistic thinking.
• is poorly organized or developed.
• does not provide adequate or appropriate details to support generalizations, or provides details without generalizations.
• has problems with or avoids syntactic variety.
• has an accumulation of errors in mechanics, usage, and sentence structure.

A 2 essay is seriously flawed. The essay reveals one or more of the following weaknesses:
• indicates confusion about the topic or neglects important aspects of the task.
• lacks focus and coherence or often fails to communicate its ideas.
• has very weak organization or little development.
• provides simplistic generalizations without support.
• has inadequate sentence control and a limited vocabulary.
• is marred by numerous errors in mechanics, usage, and sentence structure.

A 1 essay demonstrates fundamental deficiencies in writing skills. The essay reveals one or more of the following weaknesses:
• suggests an inability to comprehend the question or to respond meaningfully to the topic.
• is unfocused, illogical, incoherent, or disorganized.
• is undeveloped.
• provides little or no relevant support.
• has serious and persistent errors in word choice, mechanics, usage, and sentence structure.

ESL writers should not be penalized for slight shifts in idiom, problems with articles, confusion over prepositions, and occasional misuse of verb tense and verb forms, as long as such features do not obscure meaning.
BOOKS


*Words, Words, Words,* the culmination of Janet Allen’s in-depth research, offers students and teachers alike the opportunity to explore language and word choice through a broad range of strategies. It allows students to learn and build vocabulary skills while providing teachers new methods of instruction.


Expertly and specifically written, Caplan explains the differences between telling and showing writing and how to incorporate those differences into the classroom. The book focuses on effective instructional strategies for the classroom.


*Writing to Learn Mathematics* utilizes a variety of writing techniques and activities to help students develop reasoning proficiency and enhance their ability to learn mathematics. This book includes samples of student writing, journals, autobiographies, investigations, and formal papers.


In the spirit of his father, Covey provides teens with a well-written and insightful book full of the anecdotal foibles of teens struggling to become young adults. Thoughtful, amusing, and thought provoking, this book is a necessity for teens and parents of teens alike when it comes time to navigate the rough times that teens face in today’s society.


Easy to use for both students and teachers, *The Spelling Connection* is an excellent guide.


Short and user-friendly, this book provides a humorous way for people to easily refine or review grammar skills while learning effective communication.


A companion book to the student APA workbook, this guide provides questions and answers about APA formatting and documentation.

This invaluable book for the college-bound student offers advice from deans of admission and counselors at universities such as Princeton, Harvard, and Northwestern. It addresses issues such as writer’s block and offers reassurance from students who have been there.


A very comprehensive guide that covers such diverse topics as spelling and punctuation, abbreviations, and outlining. This book also summarizes other documentation styles and provides sample pages from research papers.


This is an excellent book of “starters” and activities to help writers engage their creativity in ways that are autobiographical and descriptive. This book is also good for the teacher who wants to explore his/her own writing self.


A work text “designed to produce sentence maturity and variety.” This book offers students practice “in four sentence-manipulating techniques: sentence unscrambling, sentence imitating, sentence combining, and sentence expanding. All of the skills are based on model sentences written by highly respected authors.”


A practical, lively, and accessible book, it outlines methods for the teaching of writing. This book is structured into chapters that can be used independently of one another. If you want suggestions for journal writing, consult Chapter 5: The “J.” Need help responding to student writing? Read Chapter 8: Responding to Student Writing.


This book is specifically geared toward the English Language Learner student and is intended to help students become effective self-editors. It provides strategies, exercises, and practical suggestions for improving writing style. Units are focused on guiding ELL students through the most common writing challenges and include grammar explanations and authentic writing samples. The companion book for teachers is: Bates, L., Lane, J., & Lange, E. (1993). *Writing Clearly: Responding to ESL Compositions*. Heinle & Heinle.


This book discusses multiple writing categories (individually introduced and defined) and includes writing strategies and suggestions for finding topics.


*Because Writing Matters* explains the ways in which children learn to write and the strategies schools need to utilize in order to effectively teach writing skills. It demonstrates how successful writing teachers focus their attention on more than just content and provides practical examples, strategies, and classroom practices.

This book contains a comprehensive guide that emphasizes the importance of research in the real world while utilizing both traditional methods of research and more contemporary methods such as the Internet. It provides sample papers that demonstrate the differences in documentation formatting, researching, and topic selection.


*Writing the Natural Way* is designed to help writers develop their own unique writing talent and style. The exercises and techniques contained in this book are student-tested and proven.


A phenomenal resource for writers in high school and beyond, this book provides easy-to-read and easy-to-understand guidance on the writing process from organization to grammar to research. It also includes ready reference materials and guides to business writing.


A comprehensive writing handbook, *Write for College* offers must-have information on writing everything from letters to research papers. It provides in-depth instruction on reading, speaking, and note-taking, as well as detailed writing models and documentation formats.


This is a practical and accessible guide designed to help students increase their writing skill by focusing on six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. The book includes discussion of each trait, focused lessons, and sample papers. This book is a “must-have.”


Written for teachers, this book “coaches” written language instruction and sentence and paragraph construction through realistic exercises, tasks, and methods.


The *Student Success Path* shows students in grades 5–12 how to work successfully with their teachers, take effective notes, organize their notebook, and work collaboratively, preparing them for high school and postsecondary success.


This series of books offers suggestions for making content-area curriculum accessible to more students. It is geared toward the content-area teacher, but AVID coordinators/teachers can benefit from looking at and applying the strategies and lessons provided in these books.


In this sequel to *Teaching Grammar in Context*, Constance Weaver focuses her attention on the practical lessons that teachers can use to effectively integrate grammar into the writing process for all grade lev-
els. Weaver includes such topics as the way language is learned, composing sentences with style, and using computer software.


Comprehensive and detailed, this book provides writing instructors with information on teaching writing and effectively using writing in the classroom. Included are ways in which teachers can positively respond to student writing, utilize small group instruction, and help students develop a sense of writing as a “thinking and learning” tool.


This book discusses how to clarify one’s thinking and writing, and uses both to gain an appreciation of writing as a learning experience. Written as a personal narrative about his own exploration of writing, Zinsser is engaging and informative as he looks at writing across the disciplines.

**WEBSITES**

**Argument essay topics:** [http://www.gc.maricopa.edu/English/topicarg.html](http://www.gc.maricopa.edu/English/topicarg.html)

Provides a series of topics suitable for argumentative essays, as well as several links to additional information.

**Argument activities and models:** [http://www.eslplanet.com/teachertools/argueweb/preface.htm](http://www.eslplanet.com/teachertools/argueweb/preface.htm)

A curriculum unit site dedicated to teaching students how to write short argumentative essays utilizing one type of outline structure.

**Argument explanation, organizational patterns, appeals:** Paradigm Online Writing Assistant: [http://www.powa.org/argument/index.html](http://www.powa.org/argument/index.html)

An excellent site to use as a resource for writing persuasive essays.

**College Board:** [www.collegeboard.com](http://www.collegeboard.com)

This site provides information about Advanced Placement exams, the SAT test, and other curricular topics such as vertical teaming and college placement preparation.

**Diagnostic Writing Service:** [www.essayeval.org](http://www.essayeval.org)

For a $10 per student fee, students can submit practice EPT essays to CSU professors or practice Subject A essays to UC professors who score “real” EPT and Subject A essays.

**Educational Testing Service:** [www.ets.org/csu/epptest](http://www.ets.org/csu/epptest)

This site and link provide information on the CSU English Placement Test, including test description, scoring information, and sample questions.

[www.ets.org](http://www.ets.org) is the site to use for information about the ACT test.

**English Online:** [http://english.unitecnology.ac.nz/](http://english.unitecnology.ac.nz/)

English Online contains fully resourced teaching resources for English teachers (Grades K-12). Developed by Unitec Institute of Technology and funded by the New Zealand Ministry of Education. Contains links to a variety of online resources to support many different types of writing. Has a place for students to publish their writing and to receive feedback from other students.

**Graphic Organizers:** [www.inspiration.com](http://www.inspiration.com)
A good computer program for creating clusters and other types of graphic organizers. Free download available for 30 days.

**Guide to Grammar and Writing:** [http://www.go.to/grammar](http://www.go.to/grammar)

An Award of Excellence recipient, this site provides definitions and examples of writing conventions, links to composition and resources sites, and quotations from prominent writers.

**InterActive Six-Trait Writing Process:** [http://senior.billings.k12.mt.us/6traits/index.htm](http://senior.billings.k12.mt.us/6traits/index.htm)

This website provides an interdisciplinary approach to teaching and improving student writing based on the Six Traits Writing model. Contains explanations and rubrics for each of the six traits.

**Mandalas Aztec Calendar:** [www.crystalinks.com/aztecalendar.html](http://www.crystalinks.com/aztecalendar.html)

Contains pictures and descriptions of the Aztec Calendar.

**Mandalas in Education:** [www.mandalaproject.org/What/Index.html](http://www.mandalaproject.org/What/Index.html)

Offers lessons and examples of student-created mandalas.

**Mandalas:** [www.abgoodwin.com/mandala/ccweb.shtml](http://www.abgoodwin.com/mandala/ccweb.shtml)

Contains links to a variety of examples of mandalas.

**National Council of Teachers of English:** [http://www.ncte.org/](http://www.ncte.org/)

The official site of the largest subject matter organization in the world, it provides links to syllabi, as well as addresses for listservs where teachers “chat.” It also contains valuable resource information about reading and writing.

**National Writing Project:** [http://nwp.berkeley.edu](http://nwp.berkeley.edu)

The official National Writing Project web site that contains links to a variety of publications, as well as a comprehensive bibliography on teacher action research.

**Northwest Regional Educational Laboratory 6+1 Trait™ Writing:**


The official website for Six Trait Writing resources. Contains lesson plans for teachers and much more.

**Online Writing Laboratory (Purdue University):** [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

This online resource assists writers from around the world and offers curriculum and Internet resources, handouts, and workshops.

**Persuasive Essay Topics:** [http://7-12educators.about.com](http://7-12educators.about.com)

Persuasive essay topics across subject areas (business, computers, fine arts, languages, leadership, math, science and health, social science, physical education, etc.)

**Quotations:** [www.quoteland.com](http://www.quoteland.com)

Quotations about a variety of topics. Organizational categories: quotations by topic, literary quotations, quotations by author, special occasion quotes, and other resource links.

**Quotations:** [www.quotationspage.com](http://www.quotationspage.com)

Resource to search for a variety of quotations.

**Rubrics—Creating and Customizing:** [http://rubistar.4teachers.org](http://rubistar.4teachers.org)

This site offers easy-to-use rubric templates for a variety of assignment types.
University of California Office of the President: www.ucop.edu/sas/sub-a/

This site provides information on the UC Subject A exam, including test description, scoring information, and sample questions.

The Write Environment: http://www.writeenvironment.com/

This site offers software and links to education and writing resources. Also provides information on technical writing.

Writing lessons—online: http://school.newsweek.com/online_activities/myturn04.php

This site provides guidance for students on how to write effective introductions, link personal to the universal, work on tone and voice, and use images and supporting details. It also includes samples of winning “My Turn” essays published in Newsweek. The site is designed to help students who might want to prepare and submit an essay to Newsweek.

OTHER SOURCES TO CONSULT FOR LESSON MATERIAL

• International Baccalaureate writing guides
• Magazines—especially Time, Newsweek, or content area journals
• Newspapers—local and national
• Published speeches
• SAT test preparation guides
• Touchstones Discussion Project (www.touchstones.org)
Organizing the AVID Student Binder

Teacher Guide

Developed by
Erin Furgerson
“Today (AVID) is widely regarded as one of the most effective educational reforms ever created by a classroom teacher. The results have been extraordinary.”

— Andrew Goldstein, *Time Magazine*
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Introduction

To illustrate the importance and contents of the AVID student binder, *Organizing the AVID Binder, Teacher’s Guide* has been created. The materials and ideas compiled here have come from feedback from a survey of Regional Directors, District Directors, and AVID elective teachers. *Organizing the AVID Student Binder* is a revision of the *Sample Student Notebook* previously published by AVID. This book, by design, does not replicate what an AVID student binder looks like. The primary goal of this book is to provide a foundation for how to establish the AVID student binder in the AVID elective class and should be used primarily by AVID elective teachers for this purpose. AVID elective teachers, District Directors, and Regional Directors are also encouraged to use this book to educate other staff members on the philosophy and methodologies of AVID and what is expected of AVID elective students at each grade level to ensure their success in school.

There are four sections of this book: Binder Overview, Cornell Notes and Learning Logs, Tutorials, and Time Management. The *Binder Overview* section provides information about the structure, contents, and requirements for the binder at each grade level from grade 6–12. This section also includes rubrics and grade sheets to be used for grading the binder. Section two, *Cornell Notes and Learning Logs*, shows how to teach students to take Cornell Notes and reflect in Learning Logs in all subject areas. In addition, this section provides samples of Cornell notes. Section three, *Tutorials*, explains how tutorial participation and notes are recorded as part of the binder grade. Finally, section four, *Time Management*, covers how to teach students to use weekly and monthly calendars to prioritize their time and organized themselves.
Maintaining an AVID binder is a central requirement for students in the AVID elective class, as it has a direct impact on student success in all classes and accounts for the majority of the AVID elective class grade. The ideal binder size is two or three inches so that all student work for each class can be stored in one single binder. If students are working on a block schedule, they may opt to keep one binder for their odd-numbered classes and one binder for their even-numbered classes, so they don’t have to cart around materials for classes that they do not have on a given day.

Included in this section are a list of suggested binder contents, general binder requirements by grade level, and a variety of binder grade sheets. Ideally, the AVID student binders should be graded weekly by AVID tutors and the AVID teacher. For additional information, please review the Binder unit in AVID Strategies for Success.
Binder Contents

Needed Binder Contents
• Good quality, 3-ring binder, 2” or 3” rings with pocket inserts
• Five to six colored dividers with tabs to separate each academic class including AVID
• Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
• Two or more pens
• Two or more sharpened pencils
• Filler paper (some notebook paper is now available in Cornell note style)
• Assignment calendar for each academic class
• Tutorial logs
• Learning logs
• Cornell note paper
• Erasers
• Highlighters

Suggested Binder Contents
• One or two trapper pouches (for paper without holes)
• One or more colored highlighter pens
• Notebook dictionary and/or thesaurus
• Calculator
• Six-inch ruler
• Tips on note-taking and test-taking skills, tutorial guidelines, and other AVID strategy sheets
• Sample of note-taking in specific subjects

Student binder should be organized in the following manner:
1. Plastic supply holder
2. Binder grading sheet

Each subsequent section in the binder should have these parts in this order:
A. Divider (labeled by subject name)
B. Calendar/assignment log
C. Current Cornell notes
D. Learning logs
E. Handouts
F. Tests
G. Older notes and learning logs
H. Blank paper
Suggested General Binder Requirements

6th/7th Grade
• Two-three pages of notes per week for each academic class (weekly total: 8–12 pages).
• Agenda/calendar completed each day with daily classwork and homework assignments recorded for all classes (parent signature may be required).
• Handouts and returned work/tests in appropriate sections.
• Minimum supplies include pencils, pens, and extra paper.
• Binder checked weekly.

8th Grade
• One page of notes or a learning log per day for each academic class (weekly total: 20 pages).
• Agenda/calendar completed each day with daily assignments recorded for all classes, plus extracurricular activities (different colors of highlighters or pens may be used to differentiate between assignments and tests).
• Handouts and returned work/tests are in appropriate sections.
• Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, and extra paper.
• Binder checked weekly.

9th/10th Grade
• One page of notes or a learning log per day for each academic class (weekly total: 20 pages).
• Agenda/calendar completed each day with daily assignments recorded for all classes plus extracurricular activities, chores and/or home responsibilities (effective use of different colors of highlighters required).
• Weekly and/or monthly goals may be included in agenda.
• Handouts and returned work/tests are in appropriate sections.
• Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, and extra paper.
• Binder checked weekly.

11th/12th Grade
• Two pages of notes and/or learning logs per academic class every day (weekly total: 40 pages).
• Agenda/calendar completed for every class plus extracurricular activities, chores and/or home responsibilities, part-time job, community service, AP study group times, etc. (effective use of different colors of highlighters required).
• All college tests and application deadlines must be recorded in agenda/calendar.
• Handouts and returned work/tests are in appropriate sections.
• Minimum supplies include pencils, pens, highlighters, colored pencils, ruler, calculator, dictionary/thesaurus, and extra paper.
• Binder checked every two weeks for 11th graders and monthly or at random for 12th graders.
• 11th and 12th graders may be paired up with freshman and serve as binder mentors if necessary.
# AVID Binder Check—Weeks 1 and 2

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2&quot; or 3&quot; 3-ring binder</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2 or more pens</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2 or more pencils</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1 or more erasers</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1 zipper pouch</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1 or more highlighters</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zipper pouch in front</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Daily planner/calendar</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Subject dividers for each class (labeled), handouts and homework</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Subject dividers for notes (optional) with extra paper</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>AVID Section</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divider with binder grade sheet followed by tutorials request form</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Divider for AVID notes with notes and extra paper</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Extra Credit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionary/Thesaurus</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Calculator</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6&quot; ruler</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80 (plus 15 for extra credit)</td>
<td></td>
</tr>
</tbody>
</table>
# Notebook Grade Check

**Notes**
- A. Use Cornell Format
- B. Need full Heading/Dates in ink
- C. Summaries Lacking Depth
- D. Missing Summaries/No left side questions

**Binder**
- E. Organize Loose Papers
- F. Incomplete Assignment Logs
- H. No Parent Signature

**Planner**
- I. Goals Missing
- J. Homework Assignments Missing

## Week of ______________________________________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>POINTS</th>
<th>TUTOR’S INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness of assignments/notes (10)</td>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>Overall organization (10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment Logs filled out &amp; up to date (10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID Planner complete &amp; up to date (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornell notes in all classes (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly goals (10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name, date &amp; period on all papers (10) in ink</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points possible</strong></td>
<td></td>
</tr>
</tbody>
</table>

Parent’s Signature: _______________________________________
Goal for next notebook check: ________________________________

## Week of ______________________________________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>POINTS</th>
<th>TUTOR’S INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness of assignments/notes (10)</td>
<td></td>
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</tr>
<tr>
<td>Overall organization (10)</td>
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<td>Assignment Logs filled out &amp; up to date (10)</td>
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<tr>
<td>Cornell notes in all classes (30)</td>
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<tr>
<td>Weekly goals (10)</td>
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<tr>
<td>Name, date &amp; period on all papers (10) in ink</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points possible</strong></td>
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Parent’s Signature: _______________________________________
Goal for next notebook check: ________________________________

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_unit 1: overview_
AVID Binder Grade Sheet

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<thead>
<tr>
<th>Week of:</th>
<th>Organization:</th>
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<tbody>
<tr>
<td>Agenda/Calendar:</td>
<td>Other:</td>
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<tr>
<td>Tutorial:</td>
<td>Total:</td>
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<tr>
<td>Learning Log:</td>
<td>Grade:</td>
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<tr>
<td>Daily Notes:</td>
<td>Grader’s Initials:</td>
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<tr>
<td>Writing:</td>
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<td>Comments:</td>
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<td>Writing:</td>
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<td>Comments:</td>
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<tr>
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<tbody>
<tr>
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<td>Writing:</td>
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<td>Comments:</td>
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<th>Week of:</th>
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<tbody>
<tr>
<td>Agenda/Calendar:</td>
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<td>Daily Notes:</td>
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<tr>
<td>Writing:</td>
<td></td>
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<tr>
<td>Comments:</td>
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Organizing the AVID Student Binder
### AVID Binder Grade Sheet

**Week of ____________________________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<tr>
<td>Calendars</td>
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</tr>
<tr>
<td>Organization</td>
<td>25</td>
<td></td>
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</tr>
<tr>
<td>Neatness</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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*Tutor’s Signature*  
*Date*

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**Week of ____________________________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
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*Tutor’s Signature*  
*Date*
## Suggested Binder Evaluation—High School

**AVID Teacher:** ________________

**Student name:** ________________  **Date:** ________________  **Tutor:** ________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points</th>
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<tbody>
<tr>
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<tr>
<td>□ Assignment Sheet almost complete</td>
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<tr>
<td>□ Assignment Sheet neglected</td>
<td>(0)</td>
<td></td>
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<tr>
<td>□ Notes (minimum 9 pages in correct format)</td>
<td>(15)</td>
<td></td>
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<tr>
<td>□ Notes (minimum 7 pages in correct format)</td>
<td>(10)</td>
<td></td>
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<tr>
<td>□ Notes (minimum 5 pages in correct format)</td>
<td>(5)</td>
<td></td>
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<tr>
<td>□ Notes (fewer than 4 pages in correct format)</td>
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<tr>
<td>2</td>
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<tr>
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<td></td>
</tr>
<tr>
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<td>□ Notes (minimum 5 pages in correct format)</td>
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<tr>
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<td>5 AVID Elective:</td>
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<tr>
<td>□ Assignment Sheet neglected</td>
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<td>□ Notes (minimum 4 pages in correct format)</td>
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<tr>
<td>□ Notes (minimum 3 pages in correct format)</td>
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</tr>
<tr>
<td>□ Notes (fewer than 2 pages in correct format)</td>
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</table>

Total points / Possible points (90) = _____ %  Letter grade ____________
Extra points (up to 10 points for great notes or wonderful organization) _____
AVID Student Binder Response Form

This form is to be completed each week after the binder has been graded in preparation for the following week.

<table>
<thead>
<tr>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week I have focused on the following improvements:</td>
</tr>
</tbody>
</table>

Additionally, please notice:

Student’s Signature:

<table>
<thead>
<tr>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week I have focused on the following improvements:</td>
</tr>
</tbody>
</table>

Additionally, please notice:

Student’s Signature:

<table>
<thead>
<tr>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week I have focused on the following improvements:</td>
</tr>
</tbody>
</table>

Additionally, please notice:

Student’s Signature:
### Assignment Log

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<tr>
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<th>Date Assigned</th>
<th>Date Due</th>
<th>Turned In</th>
<th>Points Possible</th>
<th>My Score</th>
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</table>

Name: ____________________________________________

Begin Date: ____________________________ Period: ________
Unit Two: Cornell Notes and Learning Logs

Cornell Notes

Writing in the AVID elective primarily takes the form of Cornell notes and learning logs. The note-taking system used in AVID is the Cornell note-taking system, which requires students to divide their papers into a narrow left hand margin and a wide right hand margin. Notes are recorded in the right hand margin, while clarifying questions and headings are reserved for the left hand margin. At the end of their notes, students review and write a full paragraph summary. The student binder is a collection of these notes.

Tips for Taking Notes

- Listen for important points.
- Write only important ideas such as names, dates, terms, places, and events.
- Use abbreviations for familiar words.
- Develop study questions and identify main ideas.
- Look up definitions.
- Add symbols or highlight important words and concepts.
- Review overall information.
- Summarize significant ideas in a complete paragraph.
- Write high-level questions on the left side (Costa’s levels 2 and 3)

Taking Notes from a Textbook

- Consider how the parts make up the whole—how ideas relate to each other.
- Note what you can learn from pictures and graphs in a given section.
- Be aware of textbook organization - chapters, headings, bold words, and graphics.
- Know where to find the index and glossary.
- Use chapter guiding questions to guide you through the textbook if possible.

Taking Notes from a Discussion

- Use topics and questions introduced by lecturer to guide note-taking.
- Use symbols to identify significant ideas.
- Include your own responses in your notes.
- Develop questions.
- Refer to textbook when connections arise.
Taking Notes from Literature and Poetry

- Include significance of title, publication date, and author information.
- Identify point of view of speaker.
- Identify setting, important characters, plot, conflicts, theme, and any figurative language.
- Highlight significant quotes/passages.
- Identify tone, theme, and poetic devices such as repetition, imagery and allusions.
- Make connections from one chapter/verse to another.
- Predict what might happen next or by the end of the piece.

Taking Notes in Mathematics

- Take notes just as in any other class, with all of the information on the right hand side of the page. Write the problem on the left side and solve it on the right. Then go back and fill in with key terms or example equations.
- As you listen to a lecture, write out any key terms or questions on the left (example: What is the Distance Formula?). Then on the right, give the formula.

Taking Notes from a Guest Speaker

- Identify the speaker’s name and title (example: Mrs. Joan Smith, Admissions Counselor for the University of ______.)
- Create questions for the speaker the night before the presentation, or while the speaker is speaking. Then ask questions and write your answers on the right hand side of the page, across from the question it answers.
- Write down details of the person’s life and/or job.
- Keep track of any obstacles the person faced in his or her life.

Taking Notes from a Field Trip

- Identify the date and location of the field trip.
- Write out a few questions to ask the person giving the tour or leading the experience. Answer them on the right hand side of the paper, across from the question.
- Write out facts about the location (example: If you are going to a college or university, write down how many students attend the school and/or how much it costs to attend).
- Write out your favorite part of the trip and include as part of the summary at the end of note page (example: I really enjoyed touring the library at The University of California, San Diego because it is the largest library I have ever seen.)
- Write down any further questions throughout the field trip. Ask the leader or teacher for answers.
Tips for Summarizing Cornell Notes

- Tell what is being summarized (chapter, novel, discussion, lecture).
- Create one sentence that gives the main idea.
- Include new information learned.
- Give several important details that explain the main idea.
- Check the summary to make sure the supporting ideas relate to the main idea.
- The summary should be several sentences that demonstrate understanding of the learning experience.
- Any points that still need clarification might also be mentioned in the summary.

Example Summary for Cornell Notes

*Today in English we learned about the parts of a story. There are several parts of a story: setting, theme, characterization, and point of view. The setting tells when and where the story takes place. The theme is the lesson or main idea of the story. Characterization describes how characters think and feel. Point of view is the perspective from which the story is told. Together all of these pieces make up the whole of the story.*

Cornell Notes and Tutorial Sessions

Students in AVID are taught to review their notes, keeping track of what they know and don’t know. Once they have determined what they don’t know, they can use their notes to create tutorial questions to be used in their tutorial groups. Students can thereby share with each other what they know about a subject and what they still need to know, through collaboration.

When teaching the Cornell note-taking system it is helpful to begin by teaching Costa’s Model of Intellectual Functioning in Three Levels. **Level one** questions are text or lecture explicit, meaning there is one place within a text where a student can find the answer to the question, and these questions aid in comprehension and recall. **Level two** questions are text implicit and require students to look over the entire text and synthesize the material to come up with an answer to the question. **Level three** questions are experienced based and require students to think beyond what the text says and use their own prior knowledge and experiences, combined with the text, to come up with an answer to the question.

Once AVID students are familiar with Costa’s method, they will be able to better construct thought-provoking questions for the left hand side of their notes. Then, after reviewing and summarizing their notes, students can determine what help they need from their tutorial groups. Students use existing questions from their Cornell notes and write level two or level three questions based on the confusing parts of their notes to ask their tutorial group members. Participants in tutorial groups will use level two and level three questions to lead their peers to find their own answers. The tutor uses the questions and Socratic method to facilitate tutorial and guide student learning. For more on Costa’s method, see *Implementing and Managing the AVID Program, Middle Level*.
# Cornell Notes

**Topic:** ____________________  
**Name:** ____________________________________________________________  
**Class:** ____________________________________________________________  
**Period:** ____________________________________________________________  
**Date:** ____________________________________________________________  

<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes:</th>
</tr>
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<tbody>
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**Summary:**

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<th>Summary:</th>
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**Notes:**

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# Cornell Notes Rubric

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<tr>
<th>Page set-up</th>
<th>Legibility</th>
<th>Notes</th>
<th>Questions</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All parts (name, date, class, and topic) are clearly labeled in ink and in the correct place.</td>
<td>Neat and completely legible</td>
<td>Notes are selectively and accurately paraphrased.</td>
<td>Questions check for understanding, and directly reflect notes (see Bloom’s level 1 &amp; 2 or Costa’s level 1).</td>
</tr>
<tr>
<td>4</td>
<td>All parts but one (name, date, class, and topic) are clearly labeled in the correct place.</td>
<td>Completely legible</td>
<td>Notes are selectively and accurately paraphrased.</td>
<td>Questions check for understanding, and directly reflect notes (see Bloom’s level 1 &amp; 2 or Costa’s level 1).</td>
</tr>
<tr>
<td>3</td>
<td>Some parts (name, date, class, and topic) are labeled in the correct place.</td>
<td>Mostly legible</td>
<td>Notes may/may not be accurate, information not always paraphrased.</td>
<td>Questions are basic and may reflect notes (see Bloom’s level 1 &amp; 2 or Costa’s level 1).</td>
</tr>
<tr>
<td>2</td>
<td>Missing 2 parts (name, date, class, and topic) but are correctly labeled.</td>
<td>Mostly illegible</td>
<td>Notes are incomplete.</td>
<td>Questions are limited and do not accurately reflect notes.</td>
</tr>
<tr>
<td>1</td>
<td>Missing 3 or more parts (name, date, class, and topic) and may not be in the proper location.</td>
<td>Illegible</td>
<td>Notes do not reflect Cornell note format</td>
<td>Questions are missing.</td>
</tr>
</tbody>
</table>
Learning Logs

Like notes, learning logs record knowledge about a given subject. Students make regular entries to reflect on their learning. Some questions for learning logs include:

- What did I do in class today?
- What did I learn?
- What did I find interesting?
- What questions do I have about what I learned?
- What was the point of today’s lesson?
- What connections did I make to previous ideas or lessons?

Example Learning Log Topics

1. Writing About Mathematics
   - Students write a detailed explanation to another student of how to solve a math problem.
   - Students create similar problems to those they are studying in class, including the steps to the solution and the solution itself.
   - Example #1: Your friend believes that if you double the length of the sides of a rectangle, then the area of the rectangle will also double. Draw a diagram and carefully explain why he may be wrong.
   - Example #2: How would you explain to an eight year old which fraction 2/3 or 3/4 is larger?

2. Writing About History
   - Students place themselves in an historical period or event and write about it from the point of view of a person involved in the event. Students should focus on the who, what, when, where, why, how and what if of the situation.
   - Students write a conversation between themselves and a historical person, focusing on details of an event.
   - Students examine events and speculate about the long term effects resulting from the events.
   - Students write a letter to the editor about a current event issue.
   - Students select a political cartoon from the newspaper and identify the problem. Analyze the cartoon’s message.

3. Writing About Science
   - Students describe a lab activity that they did in class. They should include what hypothesis the lab was designed to answer; what conclusion they reached upon completion of the activity; and a description of the data they collected that supports their conclusion.
   - Students summarize the main points of a lecture, making connections to their textbook reading.
• Students conduct an interview with a scientist or an individual in a science-related career, and write a report.

• Students build a device, write down the steps in the construction process, and give the materials and directions to another student group to complete and build the same device.

• Students research, plan, and discuss a controversial science-related issue. They write a position statement based on their research and the discussion.

4. **Writing About English**

• Students write an autobiographical incident as an introductory piece early in the year.

• Students write a short summary of a story, demonstrating understanding of plot structure.

• Students compare and contrast a pair of characters from a single piece of literature or two different pieces.

• Students create a double-entry journal with important passages from a story or novel on the left side and personal responses on the right side. These work well for making thematic connections and for studying character development.

• Students write a fictional story demonstrating understanding of plot and character elements.
Reflective Writing—The Learning Log

To get the most out of your classes, you should write about what you did, what you learned, and what questions you want more information about. This type of writing is an excellent way to prepare for exams and papers because it helps you use writing to discover and clarify ideas. These writings will also help you plan for tutorial time and therefore benefit the most from it.

For classes where you can’t take notes easily, writing reflections as soon as possible after class will help you get much more out of class.

Here are some questions to give you ideas for your reflection:

- What did I learn in class today? How did I learn it?
- What was especially interesting about class today?
- What do I want to learn more about?
- What questions do I have now about this topic?
- What questions that I had were answered today?
- What surprised me about this material?
- How does this material connect to ideas or information I already know?
- Why is it important that I know this information? How can I use it?
- How would I explain to someone else how to do what I learned to do today? (This one is especially good for math.)

You can also use open-ended statements to get your thinking (and writing) started. Here are some suggestions:

- An important activity I was involved in today was... and it affected my learning by...
- Something I’m still confused about is... because...
- One think I’d like to know (or think) more about is... because...
- I think my teacher had us do... because...
- I can relate what I learned today and what I learned in another class by... because...
- What I learned today will help me because...
- I was surprised to learn that... because...
- The video I watched related to the course in the following way... because...
- By taking today’s test, I learned... because...
- The most important idea I got from the discussion was ... because... and I can use it to...
Middle Level Cornell Notes Sample—Mathematics

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name:</th>
<th>Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class:</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Period:</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Date:</td>
<td>11-10-05</td>
</tr>
</tbody>
</table>

**Topic:** Rational Numbers

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers can be organized into sets:</td>
<td></td>
</tr>
</tbody>
</table>

| Whole numbers         | Includes 0, 1, 2, 3, 4,... |
| Whole numbers (W)     | Always positive            |
|                       | Includes any number that can be written as a whole number |

$$\frac{8}{1} = \frac{2}{2} = \frac{100}{50} = 2$$

| Integers              | Includes ..., -2, -1, 0, 1, 2,... |
| Integers (Z)          | Does not include fractions or decimals |
|                       | All whole numbers are integers |

| Rationals             | Includes any number that can be written as a fraction (mixed numbers, terminating and repeating decimals, whole numbers, integers) |
| Rationals (Q)         | |

<table>
<thead>
<tr>
<th>Examples</th>
<th>Ex: Name the set of numbers to which belongs (W, J, Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) 5, W, J, Q</td>
</tr>
<tr>
<td></td>
<td>b) -3, J, Q</td>
</tr>
<tr>
<td></td>
<td>c) -8 3/4, J, Q</td>
</tr>
<tr>
<td></td>
<td>d) -9.64, none, W, Q</td>
</tr>
<tr>
<td></td>
<td>e) 0.4124(3), F)</td>
</tr>
<tr>
<td></td>
<td>f) 42/7 = 6, none, W, Q</td>
</tr>
</tbody>
</table>

**Summary:** Today we learned about rational numbers, whole numbers, and integers. We learned what each one is and how to identify them. Numbers are organized into sets with different qualifications. Some numbers can fit into more than one set.
Organizing the AVID Student Binder

<table>
<thead>
<tr>
<th>Class Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic: US History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles of Confederation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
</tr>
</thead>
</table>

| Name: | Student A |
| Class: | US History |
| Period: | 2 |
| Date: | 11-10-05 |

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is a Confederation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>An alliance of states - after the American Rev. that had a written constitution and no monarchy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the purpose of the Constitution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set out laws and principles of a government</td>
</tr>
<tr>
<td>Identify the rights of all citizens</td>
</tr>
<tr>
<td>Identify or limit the powers of government</td>
</tr>
</tbody>
</table>

| Individual states wrote their own constitutions while Congress developed a plan for the nation as a whole. |

<table>
<thead>
<tr>
<th>Concerns for the newly independent states:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of a strong central/natl' govt want to assure state supremacy</td>
</tr>
<tr>
<td>Need for unity/cooperation btw. states</td>
</tr>
<tr>
<td>Desire to protect individual rights</td>
</tr>
<tr>
<td>Republicanism - making sure people have a voice in govt and officials are responding to people's wishes</td>
</tr>
<tr>
<td>Taxation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Successes of Articles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NW Ordinance set up govt for lands N of Ohio River and E of Mississippi</td>
</tr>
<tr>
<td>Outlawed Slavery</td>
</tr>
<tr>
<td>Provided a way to accept NEW STATES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses of Articles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created a WEAK central/federal/natl' government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influences of creating new govt:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study history</td>
</tr>
<tr>
<td>Cannon warfare</td>
</tr>
<tr>
<td>English parliament: 2 houses of representation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned we won the American Revolution. I also learned about the influences of creating a new govt by looking at history and making changes. I also know the strengths and weaknesses of the Articles of Confederation. A Confederation is an alliance of states.</td>
</tr>
</tbody>
</table>
# Middle Level Cornell Notes Sample—English

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.</td>
<td>Class: English</td>
</tr>
<tr>
<td>Topic: Run-on Sentences</td>
<td>Period: 3</td>
</tr>
<tr>
<td>Date: 11-10-05</td>
<td></td>
</tr>
</tbody>
</table>

### Questions/Main Ideas:

1. **What does a run-on sentence have?**
   - A run-on has two or more sentences joined together without the correct punctuation.

2. **How many ways can you fix a run-on?**
   - There are 3 ways to fix a run-on sentence:
     1. Make 2 separate sentences by putting a period at the end of the first sentence and starting the new sentence with a capital letter.
     2. Add a comma and a conjunction between the two sentences. The most common conjunctions are and, or, but, other are so, for, yet, and nor.
     3. Connect the two sentences with a semicolon.

### Run-on sentence ex:

It all begins when Rikki-Tikki gets washed away by a flood. Soon he is rescued by humans.

### Fix it:

1. It all begins when Rikki-Tikki gets washed away by a flood. Soon he is rescued by humans.
2. It all begins when Rikki-Tikki gets washed away by a flood, and soon he is rescued by humans.
3. It all begins when Rikki-Tikki gets washed away by a flood; soon he is rescued by humans.

### Summary:

A run-on has two or more sentences joined together without the proper punctuation. There are three ways to fix a run-on sentence. You can use a period to separate them, a comma and a conjunction, or a semicolon. Now understand run-on sentences.
Organizing the AVID Student Binder

Middle Level Cornell Notes Sample—Science

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.</td>
<td>Class: Science</td>
</tr>
<tr>
<td>Topic: Bonding</td>
<td>Period: 4</td>
</tr>
<tr>
<td>Date: 11-10-05</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When atoms bond they are usually one of two types of bonds: ionic bonds and covalent bonds.</td>
<td></td>
</tr>
<tr>
<td><strong>What are ionic bonds?</strong> Ionic bonds are weak bonds made with a metal and a nonmetal.</td>
<td>When they are attracted by charges they conduct electricity.</td>
</tr>
<tr>
<td><strong>What are covalent bonds?</strong> Covalent bonds are strong bonds made with two nonmetals.</td>
<td>They share electrons. They don’t conduct electricity.</td>
</tr>
<tr>
<td><strong>What is a full cloud?</strong> Atoms bond to make a full cloud, having a full cloud means that there are no spaces without electrons in them.</td>
<td></td>
</tr>
</tbody>
</table>

**Diagrams/Pictures**

- (Hydrogen) bonding with (Hydrogen)
  - + = protons
  - - = electrons
  - 0 = neutrons
  - Makes + + with oxygen
  - Makes + + H₂O

**Summary:** Ionic bonds are weak, nonmetal and metal, attracted by charges and conduct electricity. Covalent bonds are strong, both nonmetals share electrons, they don’t conduct electricity. Bonds are easier to understand when we make diagrams like H₂O.
### High School Cornell Notes Sample—Mathematics

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.</td>
<td></td>
</tr>
<tr>
<td>Topic: Algebra II</td>
<td>Class: Mathematics</td>
</tr>
<tr>
<td>Multiplying Polynomials</td>
<td>Period: 1</td>
</tr>
<tr>
<td>Questions/Main Ideas:</td>
<td>Date: 11-10-05</td>
</tr>
</tbody>
</table>

#### Notes:

- **Foil Method**
  
  \[
  (x + 2)(x + 4) \]

  \[
  x^2 + 4x + 6x + 8 = x^2 + 10x + 8
  \]

- **Linear Method**

  \[
  (x + 2)(x + 4) \]

  \[
  x^2 + 4x + 6x + 8 = x^2 + 10x + 8
  \]

- **Examples:**

  - **Difference of Squares**
    
    \[
    + ab - ab
    
    (a+b)(a-b) = a^2 - b^2
    
    \]

    \[
    \text{Example: } (2x+3)(x^2 + 4x - 5)
    
    2x^3 + 8x^2 - 10x - 3x^2 - 12x - 15
    
    2x^3 + 5x^2 - 22x - 15
    \]

#### Summary:

Today learned about multiplying polynomials. There are several ways to multiply polynomials: using the foil method, the linear method, and finding the difference of squares. The foil method is easier to understand now that I can remember what “FOIL” stands for: first, outer, inner, last. If I follow that order, I will solve the equation correctly.
### High School Cornell Notes Sample—AP History

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: Student A</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.</td>
<td>Class: AP History</td>
</tr>
<tr>
<td>Topic: Reconstruction</td>
<td>Period: 2</td>
</tr>
<tr>
<td>Date: 11-10-05</td>
<td></td>
</tr>
</tbody>
</table>

#### Questions/Main Ideas:

<table>
<thead>
<tr>
<th>First steps/results of Reconstruction</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1863-1877)</td>
<td></td>
</tr>
<tr>
<td>All rebel leaders are pardoned by pres. Johnson in 1868</td>
<td></td>
</tr>
<tr>
<td>Civilizations had collapsed in both economic and social structure.</td>
<td></td>
</tr>
<tr>
<td>Agriculture — the economic lifeblood of the south was almost crippled.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freedom/Slavery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation took place slowly and unevenly in different parts of the conquered Confederacy.</td>
<td></td>
</tr>
<tr>
<td>Planters protested that slavery was legal until proven by court/courts.</td>
<td></td>
</tr>
<tr>
<td>Newly freed slaves went to union to take their master's possessions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emancipation Proclamation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Declared slaves free in Confederate States</td>
<td></td>
</tr>
<tr>
<td>Did not free slaves in border states.</td>
<td></td>
</tr>
<tr>
<td>Strengthened moral cause of the Union.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thirteenth Amendment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1865) 8 months after Civil War ended</td>
<td></td>
</tr>
<tr>
<td>Doomed slavery</td>
<td></td>
</tr>
<tr>
<td>No more slavery in US</td>
<td></td>
</tr>
<tr>
<td>By the end of Civil War, 180,000 blacks participated in the Union Army.</td>
<td></td>
</tr>
</tbody>
</table>

#### Summary:
Reconstruction was the reform to change the South from 1863-1877. The region was unstable economically and socially, and agriculture was crippled. The Emancipation Proclamation and the 13th Amendment put an end to slavery and gave blacks a chance at a new, free life in the United States of America.
## High School Cornell Notes Sample—English

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: StudentA</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.</td>
<td>Class: English</td>
</tr>
<tr>
<td><strong>Topic:</strong> To Kill a Mockingbird — Figurative Language</td>
<td>Period: 3</td>
</tr>
<tr>
<td><strong>Questions/Main Ideas:</strong></td>
<td>Date: 11-10-05</td>
</tr>
<tr>
<td>What is figurative language?</td>
<td>Notes:</td>
</tr>
<tr>
<td>Figurative language is writing an author uses to enrich a piece of writing, like a story or novel. Figurative language helps create a picture in the reader’s mind to make a vivid impression.</td>
<td></td>
</tr>
<tr>
<td><strong>Symbolism</strong></td>
<td></td>
</tr>
<tr>
<td>Symbolism is when something (a symbol) stands for something else in a story.</td>
<td></td>
</tr>
<tr>
<td>Sex camellias = purity and innocence</td>
<td></td>
</tr>
<tr>
<td>Tim Johnson (rabid dog) = manifestation of racism in Maycomb</td>
<td></td>
</tr>
<tr>
<td>Aunt Alexandra = old Southern values</td>
<td></td>
</tr>
<tr>
<td><strong>Allusions</strong></td>
<td></td>
</tr>
<tr>
<td>Allusions refer to a famous, well-known time, person or place.</td>
<td></td>
</tr>
<tr>
<td>Ex: Maycomb had nothing to fear but fear itself . . . alludes to FDR and depression era</td>
<td></td>
</tr>
<tr>
<td><strong>Personification</strong></td>
<td></td>
</tr>
<tr>
<td>Chapter 1: Maycomb was a tired old town</td>
<td></td>
</tr>
<tr>
<td>Personification is when an inanimate object is given personality or human characteristics</td>
<td></td>
</tr>
<tr>
<td><strong>Alliteration</strong></td>
<td></td>
</tr>
<tr>
<td>When several words begin with the same sound or letter to create repetition and flow</td>
<td></td>
</tr>
<tr>
<td>Ex. — “hitched to Hoover carts”</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:** Today in English we learned about and discussed the impact of figurative language in a work of literature: To Kill a Mockingbird. We discussed symbolism, allusions, personification, and alliteration and found concrete examples from the novel. After discussing how figurative language enhances a story or novel, I have a greater understanding and appreciation for Harper Lee’s writing style.
### High School Cornell Notes Sample—Chemistry

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</td>
<td></td>
</tr>
<tr>
<td>Topic: Concentration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is concentration?</td>
<td></td>
</tr>
<tr>
<td>[ M \text{ Concentration} \times \text{ N} ]</td>
<td></td>
</tr>
<tr>
<td>[ \frac{10.0 \text{ M HCl}}{1:1} ]</td>
<td></td>
</tr>
<tr>
<td>[ \frac{10.0 \text{ M H}_2\text{SO}_4}{2:1} ]</td>
<td></td>
</tr>
<tr>
<td>[ \frac{10.0 \text{ M H}_3\text{PO}_4}{20.0 \text{ M}} ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When does a collision model occur?</th>
<th>Ch. 16: Equilibrium P. 473</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collision Model \rightarrow reactions occur due to molecular collisions</td>
<td></td>
</tr>
<tr>
<td>* Concentration</td>
<td>* Temperature</td>
</tr>
<tr>
<td>* Catalyst \rightarrow a substance that speeds up a reaction</td>
<td>Reaction Progress</td>
</tr>
<tr>
<td>Raise temp. \rightarrow more fast \rightarrow high collisions \rightarrow more breaking of bonds \rightarrow fast reaction</td>
<td></td>
</tr>
</tbody>
</table>

How is equilibrium used in reaction laws such as Boyle's Law or Charles' Law? Equilibrium \rightarrow exact balance of two processes, no change to the other.

| Summary: I learned about concentration and how it affects equilibrium and the collision model. Reactions occur because of molecular collisions caused by concentration, temperature, and catalysts. Equilibrium is the balance of two processes which are exact opposites of each other. For example, the rate of evaporation equals the rate of concentration in our example above. | |

Organizing the AVID Student Binder
Tutorials make up a significant portion of the AVID elective grade. It is the responsibility of the student to prepare for and reflect on each tutorial session. Preparation for tutorial is evident in complete and thoughtful, higher-level tutorial questions based on subject area Cornell notes, using Costa’s or Bloom’s model. The questions begin the tutorial and lead to the note taking. During tutorial students take Cornell notes on the discussion, whether or not it relates to their individual question. After tutorial students reflect on the tutorial process and what they learned in relation to their tutorial question for that day. Then tutors assign points on the Tutorial Request Form. Those points are placed on the Tutorial Log, which documents the total number of points for tutorials in a given grading period.

The Tutorial Learning Process graphic in this section demonstrates how inquiry drives the tutorial process: tutors and students ask each other thoughtful questions instead of giving each other answers. Sample Tutorial Request Forms and the Tutorial Log, blank and complete, are provided for use in the AVID classroom. For more information on tutorials, please review the Tutorial unit in AVID Strategies for Success.
Tutorial Learning Process

**Identify the Problem:**

What is your question?

**What do they know?**

What can you tell me about it?

**Check for Understanding.**

What does ___ mean?

**Recite!!**

How would you teach this to a friend?

**Clearly Understands**

What would happen if you changed ___?

**More Inquiry**

What have we overlooked?

**Confused??**

What questions do you still have?

**Reflect...**

What did you learn?

**Key Comprehension Questions:**

What have you already tried?

What is the relationship of ___ and ___?

Is there another way to look at it?

How would you graphically illustrate your process?

Where can you go for more information?

Created By Manuel Colón
# Tutorial Request Form

Name: _____________________________ Subject: _____________________________

Date: _____________________________ Teacher: _____________________________

<table>
<thead>
<tr>
<th>Question/Problem</th>
<th>Example</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Earned: _____________________________

Tutor’s Initials: _____________________________
## Tutorial Request Form

**Name:** Jane Doe  
**Subject:** English  
**Date:** 2/10/04  
**Teacher:** Smith

<table>
<thead>
<tr>
<th>Question/Problem</th>
<th>Example</th>
<th>What I Learned</th>
</tr>
</thead>
</table>
| I need help understanding our grammar lesson from English. We are working on the Parts of Speech. | Identify the prepositions in the following sentences:  
*I went to the store.*  
*I looked under the table and found my book.*  
*After the movie I called my friend.* | I learned that prepositions show relationship between things.  
**to** (shows where I went)  
**under** (tells where I found the book)  
**after** (tells when I called my friend) |
| I know the Parts are:  
Noun  
Verb  
Adjective  
Adverb  
Preposition  
Conjunction  
Interjection | I don’t really understand what prepositions are for. How can I memorize a way to know them? | |

**Points Earned:** 10/10  
**Tutor’s Initials:** MJ
Question #1:

Subject: ___________________________ Teacher: __________________________________________

**Question Level:**

Knowledge  Comprehension  Application
Analysis    Synthesis    Evaluation

Question #2:

Subject: ___________________________ Teacher: __________________________________________

**Question Level:**

Knowledge  Comprehension  Application
Analysis    Synthesis    Evaluation

Summary/Reflection:

Write about what you learned or understood more clearly through today’s tutorial session.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Questions  Participation  Notes  Summary/Reflection  TOTAL
10          10            10      5              35
### Tutorial Worksheet

Tell us what concept, issue, idea, or problem you would like to discuss during tutorial. Below, fill in what you already know and what you would like to know. After tutorial, reflect on what you learned and what you would still like to work on.

Name: _______________________________________________ Date: ______________________________________________________
Subject: _____________________________________________ Teacher (if applicable) ________________________________________
Concept: ____________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>What I KNOW:</th>
<th>What I WANT TO KNOW (issues to address, areas to explore and WHY:</th>
<th>What I LEARNED and what I STILL NEED TO WORK ON:</th>
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_Tutor only:_ Notes _________ Book/Resources _________ Points _________ Initials _________
## Tutorial Log

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Learning time-management skills is one secret to success. AVID elective students are taught to manage their time to be more successful, dedicated students. From the first weeks of the school year, AVID students work on how to best use their time, by prioritizing their responsibilities in and out of school.

The following pages provide several different means by which students can keep track of assignments and extracurricular activities. The Time Log is an hour-by-hour grid that focuses students on what activities they do at specific times of the day. Two weekly calendars are provided in this section. The first is a daily record of homework and activities in a numbered list. The second is more general, giving space for students to write whatever they have going on in a given day. For long-term planning, a Calendar for the Month has been included. Students can look at this calendar and easily see all of their assignments and responsibilities for a given month, which should help them to manage their time. For specific activities on time management, please review the Time Management unit in AVID Strategies for Success.
### Time Log: My Week from ____________ to ____________

Name: ____________________________________________________________________  
Date: ____________________________________________ Period: ________________

**Directions:** Use the table below to log your activities hour by hour for the next week. Update the log during the day, at the end of the day, or the following morning. Keep this neat, because you will be using it in class later.

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Organizing the AVID Student Binder
Reflection on Time Management

By analyzing the results of one week of monitoring my time I discovered that…

I want to spend more time on…

I want to spend less time on…

I was surprised that I spent so much time on…

I was surprised that I spent so little time on…

In order to manage my time better I plan to…
“AVID steers these average students into more demanding courses while giving them the academic tools to make it.”

—USA Today Editorial, Aug. 23, 2005
Calendar for the Month of ____________________

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Teacher: ________________________________________ Period: ________________

**Student Activity 7.7**

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Tutorial Support Curriculum Resource Guide

Creating Rigorous Tutorials to Increase Student Achievement in Academic Classes

Developed by
Tracy Daws
Paolina Schiro, Ed.D.
About the Authors

Tracy Daws

Before coming to AVID seven years ago, Tracy Daws taught for 14 years at the elementary and middle school levels in Albuquerque and Santa Monica public schools. Currently an AVID Regional Coordinator for Los Angeles County Office of Education (on loan from Santa Monica Malibu Unified School District since 2005), Tracy has also served AVID as a teacher, site coordinator, writer, staff developer, and—for the past three years—presenter at the AVID Summer Institutes. Additionally, she has been a mentor teacher, BTSA support provider, and literacy coach.

Dr. Paolina Schiro

Paolina Schiro has been involved with AVID for the past thirteen years as a site coordinator/teacher and, since 2003, as AVID Regional Coordinator for Los Angeles County Office of Education supporting districts/schools. She has also worked as an AVID writer and staff developer and has presented at the AVID Summer Institutes for the past six years. Previous to coming to AVID, Paolina taught for 10 years in the Norwalk–La Mirada Unified School District, where in 2002, she was selected as District Teacher of the Year.

Acknowledgements

We appreciate the efforts and support of the Los Angeles County (Region 11) AVID coaches, coordinators, teachers, tutors, and students for piloting this new tutorial curriculum and tutor training process. Your input and feedback guided the revisions and additions to empower regions, districts, and sites to take ownership of tutor training and create the most rigorous tutorials to increase student achievement. In addition, we would like to thank the California AVID regions for the suggestions, work, and thinking done in the area of tutor training that paved the way for the creation of this curriculum.

Most especially, we would like to thank the following people:

- Bob Saunders for his vision, guidance, patience, and support throughout this two-year process;
- Jerry Sundly for coaching the two AVID tutorial teams who created the AVID tutorial CD; and
- Laurie Wiebold for her creative thinking and willingness to take a risk by exploring other options for tutor training.

We also wish to thank Danielle McKeever, AVID elective teacher, Rancho Minerva Middle School, Vista Unified School District and Jonathan LeMaster, AVID elective teacher, El Cajon Valley High School, Grossmont Union High School District for their patience and participation in the filming of their classrooms. More importantly, we also thank their AVID students and tutors, who provided much time and effort to make this project successful.
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Introduction

Purpose

The purpose of this AVID curriculum is three-fold:

• To use as a training tool with AVID tutors to ensure they are equipped to conduct collaborative tutorials that lead to increased student achievement in academic classes.

• To assist school sites in meeting the Essential 8: Level I certification requirements of 16 hours of tutor training. (See “Tutor Support Materials” at the “Elective Program Resources and Beyond” folder in MyAVID file sharing at <http://www.avidonline.org>.)

• To provide a classroom resource for refining the tutorial process and for coaching and supporting members of the AVID tutorial team (AVID site coordinator, site tutor trainer, teachers, tutors, and students). These coaching/debriefing activities can be used to meet Essential 8 certification requirements for Levels II and III.

Program Components/Description

The Tutorial Support Curriculum Resource Guide contains five units of activities that cover in detail the “Ten Steps of the Tutorial Process,” primarily focusing on the areas of organization, note-taking, collaboration, and inquiry, the building blocks of effective tutorials. The introduction to each unit describes the activities/handouts included in the unit and provides suggestions on how to use these materials. (Note: See the “Pacing Chart” in this section for a sequential listing of all handouts/activities included in this guide.)

Supplementary Resources

• A CD with video clips and activities that reinforce the basic teachings of the curriculum (packaged with guide). A chart showing the correlation of the clips to the curriculum is included at the beginning of each unit.

• A CD containing all handouts in the guide to facilitate reproduction of these materials (packaged with guide).

• An Internet component that provides an interactive and visual tool to help guide the user through the “Ten Steps of The Tutorial Process.” To access the online tutorial training content, log in to your MyAVID account at <http://www.avidonline.org> and then click on the “Online Learning” link.

Writing, Inquiry, Collaboration, and Reading (WICR) Strategies

The activities and handouts presented in this curriculum are based on WICR strategies and include the following:

• GIST (reading)

• Cornell Notes (writing to learn/inquiry)

• Venn Diagram (reading/rigor)

• Reflection (writing/inquiry/reading)
• Summarization Pyramid *(reading)*
• P-M-I Chart *(reading)*
• Kudos/Critiques *(reading)*
• POSERS *(writing/inquiry/rigor)*
• Inquiring Minds *(inquiry/collaboration)*
• Pair/Share *(collaboration)*
• Observation Chart *(writing/inquiry)*
• Learning Mandala *(writing/reading)*
• P-Q-R-S-T *(reading)*
• Share One, Get One *(collaboration)*
• T-Chart/T-List *(reading)*
• Let’s Collaborate *(inquiry/collaboration)*

**Note:** These materials may also be used by the AVID elective teacher/tutor on curriculum days to meet certification requirements for Essential 5: Writing and Reading Curriculum, Essential 6: Inquiry and Essential 7: Collaboration.

**Tutor Training Suggestions**

These materials may be used by site tutor trainers, AVID coordinators, and AVID elective teachers as described below. To assist school sites in meeting the Essential 8: Level I certification requirements of 16 hours of tutor training, see “Tutor Support Materials” at the “Elective Program Resources and Beyond” folder in MyAVID file sharing at <http://www.avidonline.org>.

**In-Class Training (for First-Year Elective Teachers /Untrained Tutors)**

Train tutors and students together in a classroom setting. This curriculum will guide the first-year AVID elective teacher through the basics of AVID and assist him/her in implementing the AVID program and in training tutors successfully. Tutors should be provided with their own workbooks, based on 16 hours of activities selected from the “Pacing Chart” in this section (required to meet Level I certification). Careful monitoring and coaching of new tutors is essential to the success of their training and to completion of the workbook.

**Out-of-Class Training**

Regions/Districts/Counties may elect to train tutors in a formal setting outside of the classroom. If you choose this option, please refer to the MyAVID file share at <http://www.avidonline.org> for a 16-hour tutor training syllabus and script based on these materials.

**In-Class Training (for Experienced Elective Teachers and Tutors)**

Use these materials in the classroom on AVID curriculum days for whole-group or tutorial-group lessons. Many activities focus on helping the experienced AVID elective teacher refine tutorials through collaboration with
classroom tutors. Additional activities guide the site tutor trainer, AVID site coordinator, and elective teacher in monitoring and coaching tutors while also providing resources for tutors to use with their students. Experienced tutors should be provided with their own workbook of activities, based on activities from the “Pacing Chart” that meet the needs of both tutors and students. Careful monitoring and coaching of tutors is essential to ensuring their successful training and completion of the workbook.

**Before You Start**

Prior to conducting your first training session:

- Review all materials in this guide and on the accompanying CDs, as well as the file share resources and online tutorial.
- Determine which training option you will use. (See previous page.)
- Using the “Pacing Chart” as a guide, select the activities you will use in your training.

This pacing chart can be used to create, customize, and document training hours and activities for your site/district/region. For each handout, the chart indicates the intended audience, time frame, and whether teacher support is needed to complete the activity.
- Using the CD provided with this guide, print out copies of the selected activities (handouts) and assemble into workbooks for your tutors.

*Note:* To introduce tutors to the materials they will be using during training, you may want to use the “Familiarization Activity” on the following page.
Use this activity to familiarize participants with the contents of the *Tutorial Support Curriculum Resource Guide*. Do a jigsaw, with each group (A–E) reviewing and taking notes for its assigned section (see below). A representative from each group then shares the group’s responses while the other participants take notes on pages 2 to 4 of this handout.

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Unit 1: AVID Overview

Unit 1 not only provides an introduction to the AVID program and its mission, but also establishes expectations for AVID team members, as well as for tutorials. Many of the handouts in this unit (for example, tutor and student contracts) can be used in the initial tutor meeting to lay the foundation for clear expectations throughout the tutorial process. Descriptions of Unit 1 materials and suggestions for their use are provided below.

Unit 1 Handouts

1.1.1: Introduction to AVID (Teacher/Tutor)

Review this basic information with participants, emphasizing the importance of the tutorial and the role it plays in helping students succeed in their academic classes. (More about this and other AVID essentials is provided on Handout 1.1.2 below.)

1.1.2: AVID Program: Note-taking Guide (Tutor/Student)

Have participants work collaboratively to answer the question accompanying each slide. Provide guidance as needed; debrief by discussing participants’ responses.

Note: If you wish to access the slides depicted on the handout, go to the MyAVID file share at <http://www.avidonline.org>.

1.2.1: AVID Mission Statement (Tutor/Student)

Review with participants the information on page 1, clarifying as necessary, and then go over the “Getting the GIST” activity they will be completing on page 2. (You may want to distribute scratch paper so tutors/students can edit their statements down to exactly 20 words before writing the words on the lines.)

1.3.1: The Top 10 Characteristics of Ideal Tutors (Tutor)

1.3.2: Cornell Note Activity (Tutor)

Use these handouts together so tutors can become acquainted with the Cornell note-taking format while they study the attributes of effective tutors in the AVID elective class.

1.4.1: Suggested Topics for the Initial Tutor Meeting (Teacher/Tutor)

1.4.2: Initial Tutor Meeting: Cornell Note Activity (Teacher/Tutor)

Discuss the importance of the initial tutor meeting and how these two handouts can be helpful in 1) planning for the meeting and 2) keeping a written record of what happens there. Several topics for the initial meeting have been suggested on Handout 1.4.1; teachers can write additional topics at the bottom of the page, as well as district/site-specific talking points in the right-hand column, to make sure all important issues are addressed at the beginning of the year. Explain to tutors that they can use Handout 1.4.2 to take notes at the meeting so they will have a written record of the key points discussed and the agreements reached.
1.5.1: Expectations for AVID Tutorial Team Members (AVID Tutorial Team)

This 6-page handout outlines expectations for the various members of the AVID team (site tutor trainer, teacher, tutor, student). During training, each team member can review the expectations for his/her role (listed on pp. 2–5), and, using page 1 of the handout, record any additional expectations that are site/district specific. Have participants use page 6 of the handout (Venn diagram) to compare and contrast the expectations of teacher, tutor, and students.

1.6.1: Tutorial Team Member Contracts (AVID Tutorial Team)

This sheet provides a checklist for ensuring that the site has on file a signed contract for each member of the AVID team. Such oversight is important since signed contracts must be submitted for certification evidence. The five handouts listed below contain sample contracts for the various team members.

1.6.2: AVID Site Tutor Trainer Contract (Site Tutor Trainer/Teacher)
1.6.3: AVID Elective Teacher Contract (Site Tutor Trainer/Teacher)
1.6.4: AVID Tutor Contract (Site Tutor Trainer/Teacher)
1.6.5: AVID Student Agreement/Contract (Middle Level) (Site Tutor Trainer/Teacher)
1.6.6: AVID Student Agreement/Contract (High School) (Site Tutor Trainer/Teacher)

1.7.1: Tutor Questionnaire (Tutor)
1.7.2: Student Questionnaire (Tutor)

Provide tutors with copies of these two questionnaires which are to be completed by AVID tutors/students at the beginning of the school year. Explain that they should give a copy of their completed questionnaire to each AVID teacher they work with so teachers will know each tutor’s areas of expertise when forming tutorial groups. Also let tutors know they will be receiving copies of the questionnaires completed by their AVID students to help them understand how to best address student needs during tutorials.

1.8.1: The 10 Steps of the AVID Tutorial Process (Tutor/Student)

This handout provides a detailed explanation of what happens at every step of the tutorial process. Go over the information with participants, emphasizing that these pages are an important resource as they lay the groundwork for the remainder of their tutorial training. Instruct tutors/students to do a thorough reading of the handout, underlining key concepts of each step of the tutorial as they proceed.

1.8.2: Steps in the Tutorial Process (Tutor/Student)
1.8.3: Summarizing: Pyramid (Tutor/Student)

Use these two handouts together to reinforce tutorial basics. After reviewing the steps on Handout 1.8.2, have participants complete the pyramid reading activity on 1.8.3 to summarize their learning. Note: The condensed version of the tutorial process on 1.8.2 is a handy resource that tutors and students can keep in their binders. This page can also be enlarged into a classroom poster for easy reference by all during tutorials.

1.9.1: The Ideal AVID Tutor and Student (Tutor/Student)

Conclude the unit by having participants do this brainstorming activity—individually, in pairs, or in small groups.
SeverallUnit 1 handouts are correlated to the CD that has been included with this training curriculum. All such handouts have been marked with the following symbol: to alert trainers to review the CD for additional information on concepts, strategies, etc. The chart below shows these connections.

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<td>Steps of the AVID Tutorial (Click arrows to view 10 Step of the Tutorial Process.)</td>
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Unit 1: Curriculum/CD Correlation
Introduction to AVID

It is important for all participants in the tutorial process to become familiar with the components of the AVID program, including:

- The AVID student profile;
- A typical week in AVID; and
- The Essentials of the program.

Establishing positive communication is essential to building strong rapport among teachers, tutors, and students. The contracts provided in this unit outline roles and expectations, as well as provide evidence of commitment to the AVID program and its students.
1. What does it mean to be eager for knowledge?

2. Why is it important that AVID students have desire and determination?

3. What does a week in your AVID elective class look like?
4. Look at the next three slides showing AVID Program Implementation Essentials. As a tutor or student, which of the essentials listed are you directly involved in? Explain your involvement.

**AVID Program Implementation Essentials**

1. AVID student selection focuses on students in the middle (2.0 to 3.5 G.P.A. as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.

2. AVID program participants, both students and staff, choose to participate.

3. The school must be committed to full implementation of the AVID program, with the AVID year-long elective class available within the regular academic school day.

4. AVID students are enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.

**AVID Program Implementation Essentials (continued)**

5. A strong, relevant writing and reading curriculum provides the basis for instruction in the AVID elective class.

6. Inquiry is used as a basis for instruction in the AVID classroom.

7. Collaboration is used as a basis for instruction in the AVID classroom.

8. A sufficient number of tutors are available in the AVID class to facilitate student access to rigorous curriculum.

**AVID Program Implementation Essentials (continued)**

9. AVID program implementation and student progress are monitored through the AVID Data System, and results are analyzed to ensure success.

10. The school or district has identified resources for program costs, has agreed to implement AVID Program Implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID staff development.

11. An active interdisciplinary site team collaborates on issues of students access to and success in rigorous college preparatory courses.
1.2.1: AVID Mission Statement

Directions: Read the AVID Mission Statement below and highlight key words and phrases. Next, complete the “Getting the GIST” activity on page 2 of this handout.

The mission of AVID is to ensure that ALL students, and most especially the least-served students who are in the middle:

- will succeed in rigorous curriculum,
- will complete a college-preparatory path,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated, responsible participants and leaders in a democratic society.

AVID’s systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.
“Getting the GIST” Activity

The GIST (Generating Interactions between Schemata and Text) reading comprehension strategy can be used both during and after reading a piece of text. One creates a GIST by writing a summary of 20 words that precisely captures the main ideas of the text in a complete sentence.

**Directions:** Review the AVID Mission Statement on the previous page and create a GIST (one word per line) in the box provided below. Review your GIST to make sure it’s clear and contains the main ideas of the AVID Mission Statement.

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The Top 10 Characteristics of Ideal Tutors

Directions

Read and highlight the key concepts on this page, and then answer the questions on Handout 1.3.2: “Cornell Note Activity” in Cornell note format.

Top Tutors:

1. Report to the AVID elective class on time and prepared to work.
2. Show initiative by doing what needs to be done without waiting to be asked.
3. Are well-groomed and dress appropriately, according to district and school guidelines.
4. Treat students, fellow tutors, teachers, and other school personnel with respect.
5. Have good communication skills. Are willing to ask questions and provide constructive feedback to improve the quality of the AVID program.
6. Are eager to learn about their tutoring position and are open to new perspectives.
7. Collaborate with AVID teachers, students, and other tutors.
8. Do quality work and remember that doing their very best will result in high achievement for AVID students.
9. Are knowledgeable about and understand district/site policies and procedures and adhere to them.
10. Are knowledgeable about the AVID program and its mission, philosophy, and methodologies so they can successfully fulfill their role.
**Directions:** Use with *Handout 1.3.1: “The Top 10 Characteristics of Ideal Tutors.”* Write your responses to the questions on the right side of the page.

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<th>Questions</th>
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<td>2. Of the “Top 10 Characteristics” listed, which one is your strongest? Which characteristic is a challenge for you?</td>
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*1.3: The Ideal Tutor  Tutor Handout 1.3.2 (1 of 2)  Cornell Note Activity*
### Questions

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<td>3. Select two characteristics you think are important to AVID schools. Explain why.</td>
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### Summary:

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### Suggested Meeting Topics

#### I. District/Site Policies for:
- Dress code
- Conduct regarding student interactions
- Sign in and salary/payroll procedures
- Child abuse reporting
- Student confidentiality
- Campus security — ID badges
- Usage of cell phone and other electronics devices

#### II. Interactions/Communication with Students Outside of the Classroom, such as:
- Dating students
- Providing transportation
- Phone and e-mail contact
- MySpace

#### III. Job Description; Tutor Expectations

#### IV. Classroom Policies and Procedures
- Tutor schedule
- Contact sheet
- Attendance policy/procedures
- Thanksgiving/winter/spring break schedules

#### V. Classroom Management
- Handling difficult situations with students
- Student discipline procedures

#### VI. Scheduling Meetings to Debrief Tutorials

Other:

Other:

Other:

Other:
### Initial Tutor Meeting: Cornell Note Activity

**Name:** ________________________________________________________________________________

**Site:** _____________________________________________ **Date:** ________________________________

**Directions:** Take notes as you learn about various policies and procedures.

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Expectations for AVID
Tutorial Team Members

Directions

Read and highlight key concepts on pages 2–6 of this handout. Pay special attention to the expectations listed for your role in the AVID program. List below any district/site expectations that apply to you.

Name: ________________________________________________________________________________

My role is: ___________________________________________________________________________

Additional expectations specific to my district/site: ____________________________________________
______________________________________________________________________________________
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Tutorial Support Curriculum Resource Guide
1. The Site Tutor Trainer takes an active part in providing ongoing coaching, monitoring, and support of teachers/tutors and in developing the academic and personal strength of AVID students.

2. The Site Tutor Trainer takes care in implementing the AVID Program so that it aligns with the 11 Essentials.

3. The Site Tutor Trainer becomes a master of the stages of the AVID tutorial and the inquiry learning process and coaches teachers/tutors in gaining a thorough understanding of the following steps:
   - Students take Cornell notes in their academic classes.
   - Students complete the Tutorial Request Form (TRF), including two higher-level questions from their academic class Cornell notes, homework, classwork, quizzes, and/or tests.
   - As students enter the room, the teacher/tutor checks and/or collects the Tutorial Request Forms. The resources students bring to class to support their questions are also checked.
   - Students are divided into tutorial groups of seven or fewer.
   - One student begins the tutorial by presenting a higher-level question to the group. Tutor and group members ask questions to guide the student presenter through the inquiry process.
   - Group members/tutor check the student presenter’s understanding of the answer to his/her question by asking clarifying questions.
   - Steps 5 and 6 are repeated for all group members.
   - Students complete a written reflection on their learning (content and/or process).
   - Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.
   - Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

4. The Site Tutor Trainer becomes knowledgeable in using observation tools to coach and provide feedback to teachers, tutors, and students.

5. The Site Tutor Trainer:
   - Monitors the completion of 16 hours of training for all new tutors, using the *Tutorial Support Curriculum Resource Guide* for this training.
   - Uses the observation and feedback tools provided in the *Tutorial Support Curriculum Resource Guide* with teachers and tutors.
   - Assists in creating evidence of refinement of the tutorial process for Essential 8.
   - Observes/evaluates every tutor at least once a year and debriefs with him/her based on this observation; sets goals for improvement with the tutor.
   - Observes or coaches the AVID teacher(s) using tools from the training guide.
   - Submits documentation and collects accompanying evidence as outlined in the Introduction.

6. The Site Tutor Trainer communicates with district/regional/county AVID staff regarding trainings and tutorial certification requirements.
1. The AVID teacher takes an active part in coaching classroom tutors and in developing the academic and personal strength of AVID students.

2. The AVID teacher takes care in implementing the AVID Program so that it aligns with the 11 Essentials.

3. The AVID teacher becomes a master of the stages of the AVID tutorial and the inquiry learning process and coaches teachers/tutors in gaining a thorough understanding of the following steps:
   - Students take Cornell notes in their academic classes.
   - Students complete the Tutorial Request Form (TRF), including two higher-level questions from their academic class Cornell notes, homework, classwork, quizzes, and/or tests.
   - As students enter the room, the teacher/tutor checks and/or collects the Tutorial Request Forms. The resources students bring to class to support their questions are also checked.
   - Students are divided into tutorial groups of seven or fewer.
   - One student begins the tutorial by presenting a higher-level question to the group. Tutor and group members ask questions to guide the student presenter through the inquiry process.
   - Group members/tutor check the student presenter’s understanding of the answer to his/her question by asking clarifying questions.
   - Steps 5 and 6 are repeated for all group members.
   - Students complete a written reflection on their learning (content and/or process).
   - Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.
   - Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

4. The AVID teacher assists AVID tutors/students in developing personal pride and commitment.

5. Responsibilities of the AVID elective teacher include:
   - Implementing the AVID curriculum.
   - Ongoing monitoring of the progress of AVID students.
   - Training, coaching, and debriefing the tutorial process with tutors and students.
   - Participating in all AVID elective teacher and/or Site Team meetings.
   - Assisting with and participating in all AVID functions (e.g., parent meetings, AVID field trips, tutor recruitment, and staff development).
   - Attending AVID trainings in the summer and throughout the school year.
1. The AVID tutor takes an active part in developing the academic and personal strength of AVID students.
2. The AVID tutor becomes thoroughly grounded in AVID strategies (WICR: writing, inquiry, collaboration, and reading).
3. The AVID tutor becomes a master of each stage of the AVID tutorial and the inquiry learning process, as described below:
   • Students take Cornell notes in their academic classes.
   • Students complete the Tutorial Request Form (TRF), including two higher-level questions from their academic class Cornell notes, homework, classwork, quizzes, and/or tests.
   • As students enter the room, the teacher/tutor checks and/or collects the Tutorial Request Forms. The resources students bring to class to support their questions are also checked.
   • Students are divided into tutorial groups of seven or fewer.
   • One student begins the tutorial by presenting a higher-level question to the group. Tutor and group members ask questions to guide the student presenter through the inquiry process.
   • Group members/tutor check the student presenter’s understanding of the answer to his/her question by asking clarifying questions.
   • Steps 5 and 6 are repeated for all group members.
   • Students complete a written reflection on their learning (content and/or process).
   • Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.
   • Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.
4. The AVID tutor assists AVID students in developing personal pride.
5. The AVID tutor:
   • Takes an active role in developing the academic and personal strengths of AVID students.
   • Assists students in the successful completion of college eligibility requirements.
   • Provides academic support for students in rigorous courses.
   • Encourages students to enroll in a four-year college or university after high school graduation.
   • Serves as a role model/mentor to AVID students.
6. AVID tutors are expected to be active learners, not experts. Because you have been selected as a tutor for this special class, it is expected and understood that you will:
   • Be positive and professional at all times.
   • Arrive on time and prepared for class.
   • Act as a role model in behavior; wear appropriate attire at all times.
   • Assist students in maintaining their AVID binders (with calendar, assignment sheets, Tutorial Request Forms, and daily Cornell notes in all academic classes).
   • Actively participate in collaborative groups and tutorials.
   • Participate in AVID field trips and motivational activities (when possible).
   • Inform teacher in advance of absences/tardies on a tutorial day.
   • Become familiar with the specific routines and expectations of each AVID teacher’s classrooms.
   • Facilitate the tutorial learning process and implement AVID methodologies.
   • Adhere to district/site policies and procedures.
   • Complete 16 hours of tutor training.
1. AVID students are actively involved in their own education and grow academically and personally through the support of the AVID program.

2. AVID students become thoroughly grounded in AVID strategies (WICR: writing, inquiry, collaboration, and reading).

3. AVID students become masters of each stage of the AVID tutorial and the inquiry learning process, as described below:
   - Students take Cornell notes in their academic classes.
   - Students complete the Tutorial Request Form (TRF), including two higher-level questions from their academic class Cornell notes, homework, classwork, quizzes, and/or tests.
   - As students enter the room, the teacher/tutor checks and/or collects the Tutorial Request Forms. The resources students bring to class to support their questions are also checked.
   - Students are divided into tutorial groups of seven or fewer.
   - One student begins the tutorial by presenting a higher-level question to the group. Tutor and group members ask questions to guide the student presenter through the inquiry process.
   - Group members/tutor check the student presenter’s understanding of the answer to his/her question by asking clarifying questions.
   - Steps 5 and 6 are repeated for all group members.
   - Students complete a written reflection on their learning (content and/or process).
   - Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.
   - Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

4. AVID students develop personal pride in themselves and their work.

5. AVID students will:
   - Be positive, encouraging, and supportive of their classmates.
   - Arrive on time and prepared for class (bring completed Tutorial Request Form with higher-level questions and related resources—class notes, textbooks, past tests, etc.).
   - Act as a role model in behavior for peers.
   - Become familiar with the specific routines and expectations of their teachers’ classrooms.
   - Understand the importance of learning and of achieving academic success.
   - Take an active part in developing academic strength, personal pride, and self-advocacy.
   - Demonstrate commitment to themselves, to AVID, and to their studies.
   - Communicate effectively with their teachers, tutors, and other students.
   - Discuss with AVID tutors common areas of concern.
   - Learn by asking questions (inquiry), not by having answers provided for them.
   - Maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes.
   - Maintain enrollment in college-preparatory classes.
   - Maintain an AVID three-ring binder (with agenda/daily planner/calendar, Cornell notes, assignments in all classes, and Tutorial Request Forms).
   - Take Cornell notes and/or keep learning logs in all academic classes.
   - Complete all homework assignments (commit to at least two hours of homework every night).
   - Participate in AVID tutorials at least twice a week.
   - Participate in extracurricular activities, field trips, and community service.
   - Attend summer school as needed to take additional coursework and/or to raise grades to maintain college eligibility. (high school)
   - Prepare for and take college entrance exams such as the PSAT®, PLAN, SAT®, and ACT. (high school)
Expectations: Venn Diagram

Directions: Using this Venn Diagram, compare and contrast the expectations for teacher, tutor, and students (pages 3–5 of this handout). Write two descriptions in each circle.
Tutorial Team Member Contracts

Tutorial team members (site tutor trainer, AVID elective teachers/tutors/students) should each sign a contract and have it on file with the AVID site coordinator/elective teacher. They should also retain a copy for their own reference and use this document quarterly to review the agreements and commitments made to the AVID program.

Use the following checklist to make sure all members have a completed contract:

- **AVID Site Tutor Trainer:** Contract signed and submitted for certification evidence (Essential 8.2).

- **AVID Elective Teacher:** Contract signed and submitted for certification evidence (Essential 2.2).

- **AVID Tutors:** Contracts signed and submitted to the AVID site coordinator/teacher for certification evidence (Essential 8.3).

- **AVID Students:** All AVID students have signed contracts filed with the AVID site coordinator/AVID elective teacher (Essential 2.1).
  - If possible, have the administrator/AVID site coordinator/AVID elective teacher sign the tutor and student contracts before making copies.
  - Give tutors a copy of the student contract used in the classroom.

*The contracts provided (Handouts 1.6.2–1.6.6) are samples for your use. Districts/schools may want to create their own site-specific contracts.*
As part of the AVID certification process (Essential 8.2, Level II), a Site Tutor Trainer shall be selected to provide ongoing coaching support to tutors in the tutorial process.

**The Site Tutor Trainer agrees to:**

- Monitor the completion of 16 hours of training for all new tutors, using the *Tutorial Support Curriculum Resource Guide* for this training.
- Use the observation and feedback tools provided in the *Tutorial Support Curriculum Resource Guide* with teachers and tutors.
- Assist in creating evidence of refinement of the tutorial process for Essential 8.
- Observe/evaluate every tutor at least once a year and debrief with him/her based on this observation; set goals for improvement with the tutor.
- Observe or coach the AVID teacher(s) using tools from the training guide.
- Submit documentation and collect accompanying evidence as outlined in the Introduction.
- Work toward implementing Essential 8.2 to Institutionalization.

The above describes my voluntary participation and role as Site Tutor Trainer in the AVID program at my site.

---

**Site Tutor Trainer Name (Print)**  
**Signature**  
**Date**

**AVID Site Coordinator Name (Print)**  
**Signature**  
**Date**

**Site Administrator Name (Print)**  
**Signature**  
**Date**
AVID Elective Teacher Contract

As part of the AVID certification process (Essential 2), these expectations have been reviewed by all current and prospective AVID elective teachers.

The AVID elective teacher voluntarily supports the mission of AVID and participates in the AVID program because he/she:

- Shares in the expectation that prospective AVID students will demonstrate individual determination.
- Enjoys collaborative problem solving with colleagues.
- Has effective classroom management and organizational skills.
- Serves as a child advocate and is a proponent of equitable access to rigorous curriculum and programs.
- Provides social and academic support for students.
- Develops leadership roles on campus.
- Commits to personal and professional growth.
- Spends extra time beyond the classroom setting to ensure the success of the AVID program.
- Develops a mentor relationship with AVID students.
- Promotes the use of AVID teaching strategies across grade levels, content areas, and schoolwide.

Responsibilities of the AVID elective teacher include:

- Implementing the AVID curriculum.
- Ongoing monitoring of the progress of AVID students.
- Training, coaching, and debriefing the tutorial process with tutors and students.
- Participating in all AVID elective teacher and/or Site Team meetings.
- Assisting with and participating in all AVID functions (e.g., parent meetings, AVID field trips, tutor recruitment, and staff development).
- Attending AVID trainings in the summer and throughout the school year.

The above describes my voluntary participation in the AVID program.

_________________________  ________________________  __________
Elective Teacher Name (Print)  Signature  Date
AVID Tutor Contract

Name: _____________________________________________ Enrollment Date: ________________________

AVID is a program that prepares students for four-year college eligibility.

Tutor Goals

1. Takes an active role in developing the academic and personal strengths of AVID students.
2. Assists students in the successful completion of college eligibility requirements.
3. Provides academic support for students in rigorous courses.
4. Encourages students to enroll in a four-year college or university after high school graduation.
5. Serves as a role model/mentor to AVID students.

Tutor Responsibilities

1. Be positive and professional at all times.
2. Arrive on time and prepared for class.
3. Act as a role model in behavior; wear appropriate attire at all times.
4. Assist students in maintaining their AVID binders (with calendar, assignment sheets, Tutorial Request Forms, and daily Cornell notes in all academic classes).
5. Actively participate in collaborative groups and tutorials.
6. Participate in AVID field trips and motivational activities (when possible).
7. Inform teacher in advance of absences/tardies on a tutorial day.
8. Become familiar with the specific routines and expectations of each AVID teacher’s classrooms.
9. Facilitate the tutorial learning process and implement AVID methodologies.
10. Adhere to district/site policies and procedures.
11. Complete 16 hours of tutor training.

Tutorial Agreement

I agree to accept enrollment/employment in the AVID elective class and to meet the responsibilities of this position as outlined above. I understand that I must commit to remaining enrolled/employed in the AVID elective for the entire year.

________________________________________________________________________
Site Tutor Trainer Signature

________________________________________________________________________
Tutor Signature

________________________________________________________________________
AVID Site Coordinator Signature

________________________________________________________________________
Site Administrator Signature

Unit 1: AVID Basics

23
AVID Student Agreement/Contract
(Middle Level)

Name: ______________________________________________ Enrollment Date: ________________________

AVID is an elective college-preparatory program that prepares students to attend a four-year college upon high school graduation.

Student Goals
1. Academic success in college-preparatory courses.
2. Enrollment in college-prep courses throughout high school to ensure enrollment in a four-year college or university upon graduation.

Student Responsibilities
1. I will maintain at least a 2.0 GPA and satisfactory citizenship and attendance in all classes.
2. I will maintain enrollment in college-preparatory classes.
3. I will maintain an AVID three-ring binder (with calendar/agenda, Cornell notes, assignments in all classes, and Tutorial Request Forms).
4. I will take Cornell notes and/or keep learning logs in all academic classes.
5. I will complete all homework assignments (commit to at least two hours of homework every night).
6. I will participate in AVID tutorials at least twice a week.
7. I will participate in AVID field trips and activities.

Student Agreement
I agree to accept enrollment in the AVID elective class, which will offer me academic support. I want to succeed, and I understand that I must take individual responsibility for my own success. I agree to remain in the AVID elective class for at least one school year. I understand that I will be allowed to remain in AVID only if I meet the student responsibilities listed above.

Student Signature ________________________________________________________________

We agree to support the efforts of this student in meeting these goals.

_________________________ ________________________________
Parent/Guardian Signature AVID Site Coordinator/Teacher Signature

_________________________ ________________________________
AVID Counselor Signature AVID Administrator Signature
AVID Student Agreement/Contract
(High School)

Name: ______________________________________________ Enrollment Date: ________________________

AVID is an elective college-preparatory program that prepares students to attend a four-year college upon high school graduation.

Student Goals

1. Academic success in college-preparatory courses.
2. Successful completion of college eligibility requirements.
3. Enrollment in college-prep courses throughout high school to ensure enrollment in a four-year college or university upon graduation.

Student Responsibilities

1. I will take responsibility for my own learning and for maintaining satisfactory citizenship and attendance in all my classes.
2. I will maintain a minimum 2.0 GPA or will be placed on a probationary contract.
3. I will maintain enrollment in all college-prep courses (including honors and Advanced Placement).
4. I will attend summer school as needed to take additional coursework and/or to raise my grades to maintain my college eligibility.
5. I will be an active learner, be prepared for all classes with all assigned work completed, take Cornell notes, and be an active participant in all activities.
6. I will come to AVID class prepared for tutorial sessions by bringing higher-level questions, my AVID binder with Cornell notes, and my textbooks. I will ask questions to help my peers and collaborate with my classmates and tutors to find the answers to my own questions.
7. I will participate in extracurricular activities and community service.
8. I will prepare for and take college entrance exams such as the PSAT®, PLAN, SAT®, and ACT.

Student Signature ______________________________________________________________________

We agree to support the efforts of this student in meeting these goals.

____________________________________________________________________________________

Parent/Guardian Signature AVID Site Coordinator/Teacher Signature

____________________________________________________________________________________

AVID Counselor Signature AVID Administrator Signature
1. Name ____________________________________________________________

2. School __________________________________________________________________________________

3. District ____________________________________________________________________________________

4. Date hired as an AVID tutor _______________________ Number of AVID sections you tutor ______________

5. Grade Level(s) __________________________ Number of hours you tutor per week ______________________

6. Were you an AVID student prior to becoming an AVID tutor? YES ☐ NO ☐
   If yes, at which school? ____________________________________________________________________

7. Name of college or school you attend ________________________________________________________
   Major (or intended major) __________________________________________________________________

8. Highest level of math completed _________________________ When? ________________________________

9. Your strongest subject area __________________________________________________________________

10. Your weakest subject area ___________________________________________________________________

11. In which of the following do you have experience?
    □ Writing process
    □ Inquiry, Bloom’s/Costa’s Levels of Questioning, Socratic Seminar
    □ Collaborative group processes
    □ Higher-level math
    □ Other ______________________________________________________________________________

12. What are your expectations as an AVID tutor? _________________________________________________
    _______________________________________________________________________________________
    _______________________________________________________________________________________
    _______________________________________________________________________________________
    _______________________________________________________________________________________
    _______________________________________________________________________________________

13. Telephone number(s) and address: ____________________________________________________________
    _______________________________________________________________________________________
    _______________________________________________________________________________________
    _______________________________________________________________________________________

26
Student Questionnaire

1. Name __________________________________________________________________________________
2. School __________________________________________________________________________________
3. District ________________________________________________________________________________
4. Grade started as an AVID student___________ Number of years in AVID _______________________
5. Current Grade _________________ Number of students in your AVID class _______________________
6. Name of college you want to attend __________________________________________________________
7. Career interest____________________________________________________________________________
8. Name of current math class ________________________________________________________________
9. Your strongest subject area __________________________________________________________________
10. Your weakest subject area __________________________________________________________________
11. In which of the following do you have experience?
    □ Writing process
    □ Inquiry, Bloom’s/Costa’s Levels of Questioning, Socratic Seminar
    □ Collaborative group processes
    □ Higher-level math
    □ Other ______________________________________________________________________________
12. What are your expectations as an AVID student?
    a. ______________________________________________________________________________________
    b. ______________________________________________________________________________________
    c. ______________________________________________________________________________________
13. What three things help you learn best?
    a. ______________________________________________________________________________________
    b. ______________________________________________________________________________________
    c. ______________________________________________________________________________________
The 10 Steps of the AVID Tutorial Process

The AVID tutorial process has been divided into three parts—before the tutorial, during the tutorial, and after the tutorial. These three parts provide a framework for the 10 steps that need to take place to create effective and collaborative tutorials.

Read and highlight the key components of each step of the tutorial process, as described on pages 2–5 of this handout.
Before the Tutorial (Steps 1–3)

Directions: Read and highlight the key components of each step of the tutorial process.

1. In their academic classes, students take Cornell notes on the material presented in lectures, textbook readings, videos, handouts, etc. After class, students review their notes, create questions in the column on the left, and write a summary at the bottom of the page.

2. For homework the night before a tutorial, students identify a class in which they are struggling/getting low grades and write two higher-level questions from their classwork or homework. They record these two questions on the Tutorial Request Form.

   Note: The following sections should be included on the Tutorial Request Form: questions and their levels, resource(s), Cornell notes, participation/behavior, and reflection.

3. As students enter the room, the teacher/tutor checks and/or collects the Tutorial Request Forms. The resources students bring to support their questions are also checked.
During the Tutorial (Steps 4–7)

4. Teacher/tutor places students in tutorial groups of 7 or fewer, meeting the 7:1 student/tutor ratio. (It is important for the tutor to communicate with the teacher to determine the method used to group students [question content, etc.].) Group members sit in a semi-circle (horseshoe shape) to facilitate communication/collaboration among all students, facing a board on which the student presenter can write his/her question/problem.

5. The student presenter writes a higher-level question on the board and explains to group members his/her knowledge and understanding of the question. Next, group members ask questions that probe deeper into possible approaches to solving the problem. During this inquiry process, the student presenter begins to make sense of the question and records the steps/solution on the board while group members take Cornell notes on what he/she has written.

Group members are not responsible for finding the answer to the student presenter’s question; their primary goal is to direct the student presenter, using the inquiry process. The tutor’s responsibility is to coach/facilitate the inquiry process among group members, rather than interacting one-on-one with the student presenter. The tutor also takes notes for the student presenter during the time he/she is at the board.
6. Group members help the student presenter think about the answer to his/her question by asking clarifying questions that check for understanding. When the student presenter understands the answer to his question with greater clarity, he/she then communicates to group members this understanding.

7. Steps 5 and 6 are repeated for each remaining group member. If time runs out before some students have had a chance to present, make sure these students present first during the next tutorial session.
8. Following the tutorial session, all students write a reflection on their learning (content and/or process) on the Tutorial Request Form. If time permits, students can share their reflections with a partner, the group, or the whole class.

9. At the end of the tutorial session, students turn in the Tutorial Request Form to the tutor/teacher for grading and feedback. The Tutorial Request Form grade is based on: level(s) of questions, resources, participation, Cornell notes on presenters’ questions, and reflection.

10. Teacher/tutors/students collaborate to debrief the tutorial—its effectiveness, concerns of the participants, and ideas for refinement. Students then take what they have learned (solutions to their questions) back to their content area classes to verify their learning.

**Note:** The teacher and tutor schedule time to meet again to debrief the tutorial process.
Steps in the Tutorial Process

**Before the Tutorial**

1. Students take Cornell notes in their academic classes.

2. Students complete the Tutorial Request Form, including two higher-level questions from their academic class Cornell notes, homework, classwork, quizzes, and/or tests.

3. As students enter the room, the teacher/tutor checks and/or collects the Tutorial Request Forms. The resources students bring to class to support their questions are also checked.

**During the Tutorial**

4. Students are divided into tutorial groups of 7 or fewer.

5. One student begins the tutorial by presenting a higher-level question to the group. Tutor and group members ask questions to guide the student presenter through the inquiry process.

**After the Tutorial**

6. Group members/tutor check the student presenter’s understanding of the answer to his/her question by asking clarifying questions.

7. Steps 5 and 6 are repeated for all group members.

8. Students complete a written reflection on their learning (content and/or process).

9. Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.

10. Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.
Summarizing: Pyramid

**Directions:** Use the pyramid reading strategy to summarize/synthesize your learning about the tutorial process (1.8.2).

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<thead>
<tr>
<th>A synonym for TUTORIALS</th>
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<tbody>
<tr>
<td>People who use TUTORIALS</td>
</tr>
<tr>
<td>Three words that best describe TUTORIALS</td>
</tr>
<tr>
<td>Arguments for TUTORIALS</td>
</tr>
<tr>
<td>Necessary ingredients for effective TUTORIALS</td>
</tr>
<tr>
<td>Effects of TUTORIALS</td>
</tr>
<tr>
<td>One thing you used to think about TUTORIALS but now know isn’t true</td>
</tr>
<tr>
<td>One question the TUTORIAL sparked for you</td>
</tr>
</tbody>
</table>
**The Ideal AVID Tutor and Student**

*Directions:* Based on your learning so far, brainstorm and/or illustrate what the ideal AVID tutor and AVID student “look like.” Think about characteristics related to AVID success (such as note-taking and participating in tutorials), as well as characteristics related to success in life.

<table>
<thead>
<tr>
<th>Ideal Tutor</th>
<th>Ideal Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“First, (AVID) creates a classroom environment where kids are encouraged to take learning seriously, and, secondly, to see themselves as scholars. I’d like to expand that notion beyond school, after school, at home. AVID also creates an environment for peer support, and for kids, that’s everything. If you can create an intellectual environment and peer support, it can have long-term effects.”

—Dr. Pedro Noguera, Professor of Education, New York University
Unit 2: Before the Tutorial

Unit 2 materials focus on the tasks students need to complete (Steps 1–3) before coming to the tutorial in order to be effective participants. Descriptions of Unit 2 materials and suggestions for their use are provided below.

Unit 2 Handouts

2.1.1: Before the Tutorial (Steps 1-3)—(Tutor/Student)
Go over this page with tutors so they understand the preparatory steps AVID students are expected to complete to ensure they are ready for the tutorial. Stress that preparation is the key to effective, efficient, and collaborative tutorials.

2.1.2: Helpful Hints for Using a Calendar/Agenda (Tutor/Student)
Review this sheet with tutors, emphasizing that use of an agenda/calendaring system is an important tool for student success. Every AVID student is expected to use an agenda to record school assignments and to also have in place a system for showing completion of all work.
Note: You may want to model #10 to demonstrate how pages are to be folded to show completion of an assignment.

2.1.3: “Check Out My Agenda” Scavenger Hunt (Tutor/Student)
Walk tutors through how they might use this handout with students to emphasize the importance of maintaining an agenda; the student sample gives examples of what to record to make this an effective tool.

2.1.4: Is Your Calendar Full? (Tutor)
This sheet builds on Handout 2.1.3 by encouraging tutors to interview an AVID student or teacher to learn specifics of how calendars (or agendas) are used at their site.

2.2.1: The Importance of Your Binder (Tutor/Student)
Note: Have a student binder available for a model as you use Handouts 2.2.1–2.2.6 with tutors.
Use this handout with participants to emphasize the importance of the AVID binder and its weekly maintenance.

2.2.2: AVID Binder Review (Tutor/Student)
This handout is meant to be used at the beginning of the school year when tutors meet with individual students to go over what should be kept in the AVID binder and the way materials should be organized. A space is included on the check-off sheet (page 2) to record any site-specific materials the student is required to have.

2.2.3: AVID Binder Check Grading Practice Using AVID Forms (Tutor/Student)
2.2.4: Got P-M-I for Your Binder Check? (Tutor/Student)
Use these two handouts to introduce to tutors the topic of binder checks. To complete the activity outlined on Handout 2.2.3, each tutor selects one of the three AVID forms provided (pp. 2–4) to grade a student binder. Review the forms with tutors, focusing on the essential elements that are contained on all three. Once the binder check has been completed, tutors can use Handout 2.2.4 to evaluate the form they used. These forms can also be used by students to do peer evaluations.
2.2.5: **AVID Binder Check Using the Classroom Form (Tutor/Student)**
Explain that some sites/districts have developed their own binder check forms, but that these evaluations should cover the same basic elements you have already discussed. To complete this activity, tutors do a second binder check, this time using the form in use in their AVID classroom.

2.2.6: **Kudos and Critiques (Tutor/Student)**
This handout can be used by tutors to compare the two forms (AVID and site specific) that they used to do binder checks.

2.2.7: **Providing Feedback (Form A)—(Tutor/Student)**
2.2.8: **Providing Feedback (Form B)—(Tutor/Student)**
Explain that these two handouts will be used by tutors to give feedback to students following the binder check. Form A (*Handout 2.2.7*) is used with students who have had acceptable evaluations (A or B grade); Form B (*Handout 2.2.8*) is used with students who received an unacceptable evaluation (C or lower). Both forms emphasize the importance of giving specific constructive feedback to help students set goals for the coming week and to focus on making the adjustments needed to improve their binders. The tutor completes the top part of each form, and the student responds to the tutor’s comments by completing the “Reflection/Goal Setting” section at the bottom part of the page.

2.3.1: **Step 1: Taking Cornell Notes (Tutor/Student)**
2.3.2: **Reflection: Prepping for Tutorials (Tutor/Student)**
Use these two handouts to provide an overview of Step 1 of the tutorial process and to address the reasons Cornell note-taking, a cornerstone of the AVID program, is so important. *Handout 2.3.1* describes ideal behaviors of AVID students preparing for a tutorial and can be used as a model in the tutor’s classroom. Once tutors have experience in the classroom, they can use *Handout 2.3.2* to reflect on how their AVID students prepare for the tutorial.

2.4.1: **Cornell Note Practice (Tutor/Student)**
2.4.2: **Is There a Short Cut? (Tutor/Student)**
2.4.3: **Sample Cornell Notes (Tutor)**
2.4.4: **Practice Makes Perfect (Tutor)**
These four handouts provide additional information on Cornell note-taking and offer opportunities for tutors to take notes themselves. Sample student notes and a sheet showing “short cuts” (abbreviations) that can help speed up note-taking are also included. Encourage tutors to use these materials in the AVID classroom to guide students in their note-taking.

2.4.5: **Grading Cornell Notes (Tutor/Student)**
2.4.6: **Cornell Note-Taking Checklist (Tutor/Student)**
2.4.7: **Cornell Notes Rubric (Tutor/Student)**
Review with tutors the above three handouts which focus on grading the Cornell notes students take in their academic classes and during tutorials. Two grading tools are provided and tutors will have an opportunity to use each to grade a sample page of notes from *Handout 2.4.3*.

2.4.8: **Cornell Notes in Your Classroom (Tutor)**
In this activity, tutors interview an AVID teacher and use the handout to record information (procedures, policies) on how Cornell notes are used in his/her classroom.
2.5.1: Three-Story House (Costa’s Levels of Questioning) — (Tutor/Student)

2.5.2: Vocabulary: Costa’s Levels of Thinking and Questioning (Tutor/Student)

2.5.3: Content Specific Questions (Tutor/Student)

Use these three handouts to introduce participants to the inquiry process and to Costa’s/Bloom’s Levels of Questioning.

2.5.4: POSERS — Photograph Analysis Strategy (Tutor/Student)

2.5.5: Pledge of Allegiance (Tutor/Student)

Model for tutors how they might use these two inquiry activities with their AVID students. Have participants complete Handout 2.5.5 as a whole-group activity to provide practice in answering—and creating—different levels of questions.

2.5.6: What’s In a Cartoon? (Tutor/Student)

*Note:* To complete this activity, participants will need to have access to Handout 2.5.1 (“Three-Story House”) and Handout 2.5.2 (“Vocabulary: Costa’s Levels of Thinking and Questioning”) used previously.

You will also need to select a cartoon from a newspaper, magazine, or Web site, and attach a copy to each handout before distributing. (Alternatively, the cartoon could be projected as an overhead.) This activity, in which participants work with a partner, is an entertaining way to provide additional practice in writing different levels of questions.

2.5.7: Name That Tune (Tutor/Student)

This inquiry activity, which focuses on song lyrics, is a great one for holding student interest as they work on writing higher-level questions. Bring the lyrics to a popular song to the training session and have participants do a run-through of the activity to see how it works. (You might also want to play the song to inspire tutors/students as they write their questions!) Explain that allowing students to bring in their own lyrics to work on in class provides additional motivation.

2.5.8: What Do Inquiring Minds Wanna Know? (Tutor/Student)

*Note:* Index cards will be needed to complete this activity.

Ideally, a group of participants, under your guidance, can model this activity, which provides additional practice in the writing of higher-level questions.

2.5.9: Moving On Up: Writing Higher-Level Questions (Tutor/Student)

Tutors can use the activity on page 1 (based on the fairytale Cinderella) to help their students develop their question-writing skills. Page 2 provides a template for creating additional activities that focus on writing higher-level questions.

2.5.10: Making the Connection Between Inquiry and Tutorials (Tutor)

This handout provides additional resources for tutors to use as they guide their students through the inquiry process during tutorials.

2.6.1: Step 2: Completing the Tutorial Request Form as Homework (Tutor/Student)

2.6.2: Reflection: Questions Are Key (Tutor/Student)

These materials familiarize participants with the tasks students must complete during Step 2 to prepare themselves for the tutorial. On Handout 2.6.2, tutors reflect on these requirements.
2.7.1: What’s In a Tutorial Request Form? (Tutor/Student)

2.7.2: Tutorial Request Form (Tutor/Student)
Participants use Handout 2.7.1 to record their responses as they compare a sample Tutorial Request Form (Handout 2.7.2) with the form used in their classrooms.

2.7.3: You Be the Judge! (Tutor/Student)
2.7.4: Tutorial Request Form (Tutor/Student)
These two handouts are used together to give tutors practice in evaluating student performance during a tutorial. Using a grading scale on Handout 2.7.4, tutors assign points for different student scenarios described on Handout 2.7.3.

2.7.5: Making the Grade (Tutor)
2.7.6: Student Sample: Tutorial Request Form (Tutor)
These two handouts are used together to give tutors practice in evaluating student performance during a tutorial. Using a grading scale on Handout 2.7.4, tutors assign points for different student scenarios described on Handout 2.7.3.

2.8.1: Step 3: Preparing for Tutorials in the AVID Classroom (Tutor/Student)
This handout describes what happens as students enter the AVID class on tutorial day; tutors can use the ideal scenario described as a model for what should happen in their classroom.

2.8.2: Reflection: Do You Have a Handle on It? (Tutor)
Tutors use this handout to complete a reflection on their experiences on AVID tutorial days.

2.9.1: Working With Collaborative Learning Groups (Tutor)
2.9.2: Traditional vs. Collaborative (Tutor)
Use these two handouts to present information on the collaborative learning process, a major component of the AVID tutorial. The roles of both students and tutors are described in detail and the differences between traditional and collaborative learning groups are explained.

2.9.3: Flying Solo or In a Group? (Tutor/Student)
2.9.4: Collaborative Group Work Interview (Tutor)
Through use of these handouts, tutors identify their main learning style and gain a deeper understanding of the part they play in the collaborative learning process during tutorials.

2.9.5: The AVID Brain (Tutor/Student)
2.9.6: Learning Style Inventory (Tutor/Student)
2.9.7: More About Learning Styles (Tutor/Student)
These materials provide tutors a variety of ways to work with students to help them identify their individual learning styles. It is important that tutors acknowledge all types of learners during the AVID tutorial.

2.9.8: Learning Style Classroom Observation (Tutor/Student)
This handout provides a format for tutors to observe the various activities in the AVID classroom and determine which learning styles work best with each one.

2.9.9: What Kind of Learner Are You? (Tutor/Student)
Review with tutors this whole-class activity in which students, working in groups, use the mandela format to describe/illustrate the learning style they share.

2.9.10: Making Connections Between Collaborative Groups and Tutorial Groups (Tutor)
This sheet provides a final reminder of the importance of having students work collaboratively in various combinations (pairs, triads, small groups) and in various settings to ensure that students are comfortable with this process during the tutorial.
Several Unit 2 handouts are correlated to the CD that has been included with this training curriculum. All such handouts have been marked with the following symbol:  to alert trainers to review the CD for additional information on concepts, strategies, etc. The chart below shows these connections.

<table>
<thead>
<tr>
<th>HANDOUT</th>
<th>CORRESPONDING SECTION OF VIDEO</th>
</tr>
</thead>
</table>
| 2.3.1   | **Home Page:** Matt’s and Itzel’s Story  
|         | Itzel’s Story  
|         | **Before Tutorial:** Math Class  
|         | **Home Page:** Matt’s and Itzel’s Story  
|         | Matt’s Story  
|         | **Before Tutorial:** Chemistry Class |
| 2.4.1 (pp. 2–3) | **Home Page:** #7 Inquiry & Collaboration  
|         | **Menu:** Questioning Interactivity |
| 2.5.5 (p. 2) | **Home Page:** #4 Content Area Class  
|         | **Menu:** Questioning Interactivity |
| 2.5.10 (p. 3) | **Home Page:** #2 Overview of Tutorial  
|         | **Menu:** Inquiry Learning Process |
| 2.6.1   | **Home Page:** Matt’s and Itzel’s Story  
|         | Itzel’s Story  
|         | **Before Tutorial:** Preparing for Tutorial  
|         | **Home Page:** Matt’s and Itzel’s Story  
|         | Matt’s Story  
|         | **Before Tutorial:** Preparing for Tutorial |
| 2.8.1   | **Home Page:** Matt’s and Itzel’s Story  
|         | Itzel’s Story  
|         | **Before Tutorial:** Entering AVID Class  
|         | **Home Page:** Matt’s and Itzel’s Story  
|         | Matt’s Story  
|         | **Before Tutorial:** Entering AVID Class |
Before the Tutorial
(Steps 1–3)

Tasks that students should complete before coming to the tutorial include:

• Filling in a homework agenda.
• Updating his/her AVID binder.
• Taking Cornell notes in their academic classes.
• Writing higher-level questions.
• Completing the Tutorial Request Form (TRF).
Helpful Hints for Using a Calendar/Agenda

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

Directions: Examine the sample student agenda page on page 2, and then answer the following questions.

1. What system is in place to show that homework has been completed?

2. On which days do students take part in tutorials?

3. When do AVID students have their binders checked?

4. How do we know that parents are involved in the student binder process?

5. If students need additional support in content areas, what system is in place?

6. How many pages of Cornell notes are AVID students required to take?

7. What are students required to write if they do not have homework?

8. What goals does this student have for the week?
### Sample Student Agenda

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 MONDAY</td>
<td>WORK ON SCIENCE LAB</td>
<td>WORK ON SCIENCE</td>
<td>WORK ON SCIENCE</td>
<td>WORK ON SCIENCE</td>
<td>WORK ON SCIENCE</td>
</tr>
<tr>
<td>22 TUESDAY</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
</tr>
<tr>
<td>23 WEDNESDAY</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
</tr>
<tr>
<td>24 THURSDAY</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
</tr>
<tr>
<td>25 FRIDAY</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
<td>REVIEW SCIENCE</td>
</tr>
</tbody>
</table>

*Note: The agenda is a placeholder and the actual content may vary.*
<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When are student calendars checked by tutors?</td>
<td></td>
</tr>
<tr>
<td>2. What are the five main things a tutor should look for when checking a student calendar?</td>
<td></td>
</tr>
<tr>
<td>3. How does a student show that an assignment or project has been completed?</td>
<td></td>
</tr>
<tr>
<td>4. What system is in place for students with unsatisfactory binder checks?</td>
<td></td>
</tr>
</tbody>
</table>

Summary:

Notes

2.1: Agendas/Calendaring Tutor Handout 2.1.4
The Importance of Your Binder

One of the most important tools for academic success is a neat, complete, and organized binder. Consequently, you should devote a large amount of time to preparing your binder at the beginning of each quarter or semester and maintaining it throughout the school year. Each week, you should spend homework time maintaining your binder by doing the following:

1. Add calendars, assignment sheets, and blank lined paper.
2. Make sure your Cornell notes and handouts are complete and arranged in order by date behind the appropriate divider.
3. Three-hole punch and place returned assignments, quizzes, and tests alongside the notes they refer to. (This will be very important when you start studying for tests!)
4. Following a test, remove all related papers from your binder and place in a manila folder. Mark the topic/chapter on the tab and keep the folder in a file box in a safe location at home. (*Note:* Continue to add to this file box throughout the grading period. This will provide an important resource when studying for tests/final exams.)

Your binder will contain most, if not all, of the materials needed for your classes. If a teacher requires a separate notebook for his/her class, keep this notebook in your AVID binder. This will help you have the materials you need to complete assignments and prepare for tests all in one place.
AVID Binder Review

Tutor Directions: Initial the following as each one is completed.

1. Review the Binder Check-off Sheet on the following page.

2. Go over the Binder Check-off Sheet with student. Mark the items he/she is required to have for AVID to be successful in his/her classes.

3. List any additional items that the student in this AVID class is required to have that are not included on the list. If no additional items are required, write “none” in the box.
Binder Check-off Sheet

Required Contents:

_____ Good quality 3-ring binder—2”, 2½” or 3” with pocket inserts
_____ 5–6 colored tab subject dividers to separate classes, including AVID elective
_____ Zipper pouch to store supplies (a 3-hole-punched, heavy-duty, resealable plastic bag will also work)
_____ 2 or more pens
_____ 2 or more pencils
_____ Notebook paper (some notebook paper is now available in Cornell note style)
_____ Agenda/Daily Planner/Calendar
_____ Tutorial Request Forms (TRF)
_____ Learning logs

Suggested Contents:

_____ 1–2 zipper pouches (for paper with no holes)
_____ 1 or more colored highlighter pens
_____ Notebook dictionary and/or thesaurus
_____ Calculator
_____ Six-inch ruler
_____ Tips on note-taking and test-taking skills/tutorial guidelines/other AVID strategy sheets
_____ Samples of note-taking in specific subject areas

Binder Organization (Order of Materials):

_____ Zipper pouch with supplies
_____ Agenda/Daily Planner/Calendar
_____ Notebook paper
_____ Divider for each class

Divider Organization (Behind Each Divider):

_____ Cornell Notes
_____ Handouts/worksheets/classwork
_____ Tests/Quizzes
_____ Returned assignments

Additional Supplies Required for My AVID Binder

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
4. __________________________________________________
AVID Binder Check Grading Practice
Using AVID Forms

1. Hold a binder check conference with a student using one of the forms provided on pages 2–4 of this handout or the classroom form currently in use. Indicate your binder check form choice:

   ____ Form from this unit: ________________________________

   ____ Classroom form

2. Review and grade the following components with the student, allotting points as shown on the form:

   a. **Agenda/Daily Planner/Calendar:** Is homework listed for each subject? Does the student have a method for checking off completed homework/assignments?

   b. **Notes:** Does the student have notes for each subject, including AVID? Are the notes checked for quality using a rubric or other grading system?

   c. **Organization:** Is is the binder organized as suggested on the check off sheet?

   d. **Neatness:** Are there any loose papers? Are all papers filed behind dividers according to subject and date?

   e. **Supplies:** Does the binder include the required AVID materials (dividers, pencil pouch, calendar, etc.)?

3. Using the P-M-I reading strategy on *Handout 2.2.4*, evaluate the binder check form you used to grade this binder.
Form 1: AVID Binder Grade Sheet

Student’s Name: ________________________________________________________________________

Tutor’s Name: _________________________________________________ Date ____________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda/Daily Planner/Calendar</td>
<td>_____</td>
<td>(30 pts. possible)</td>
</tr>
<tr>
<td>Notes (labeled with dates)</td>
<td>_____</td>
<td>(30 pts. possible)</td>
</tr>
<tr>
<td>Organization</td>
<td>_____</td>
<td>(15 pts. possible)</td>
</tr>
<tr>
<td>Neatness</td>
<td>_____</td>
<td>(15 pts. possible)</td>
</tr>
<tr>
<td>No loose papers</td>
<td>_____</td>
<td>(5 pts. possible)</td>
</tr>
<tr>
<td>Supplies (zipper pouch)</td>
<td>_____</td>
<td>(5 pts. possible)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>_____</td>
<td></td>
</tr>
</tbody>
</table>

Comments

Agenda/Daily Planner/Calendar

_____________________________________________________________________________________

_____________________________________________________________________________________

Notes

_____________________________________________________________________________________

_____________________________________________________________________________________

Organization

_____________________________________________________________________________________

_____________________________________________________________________________________

Neatness

_____________________________________________________________________________________

_____________________________________________________________________________________

Loose pages

_____________________________________________________________________________________

_____________________________________________________________________________________

Supplies

_____________________________________________________________________________________

_____________________________________________________________________________________
## Form 2: AVID Binder Rubric

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Satisfactory</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Binder/Contents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3-ring binder</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tabbed subject dividers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Zipper pouch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pens and pencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Notebook paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Agenda/Daily Planner/Calendar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tutorial Request Froms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning logs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Binder Organization</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Zipper pouch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Agenda/Daily Planner/Calendar</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Notebook paper</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Academic sections</td>
<td></td>
<td></td>
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<tr>
<td><strong>Academic Sections</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Divider</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cornell notes for each class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Handouts/worksheets/classwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tests/quizzes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Returned assignments</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Advanced:** All supplies, notes, and student work are included and well-organized.

**Satisfactory:** Most supplies, notes, and student work are included and organized.

**Developing:** Some supplies, notes, and student work are included.

**Unsatisfactory:** Few supplies, notes, and student work are included.
### Form 3: AVID Binder Evaluation

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
<th>Class</th>
<th>Number of pages of notes</th>
<th>Tutor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Organization</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencil/Pen pouch</td>
<td>2 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dividers</td>
<td>5 pts</td>
<td></td>
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</tr>
<tr>
<td>Neatness</td>
<td>3 pts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Agenda/Daily Planner/Calendar</td>
<td>5</td>
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<tr>
<td>Legible</td>
<td>1 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up-to-date</td>
<td>4 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial Request Forms</td>
<td>40</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 Forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>20 pts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cornell Notes</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 academic classes/1 AVID</td>
<td></td>
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<tr>
<td></td>
<td>9 pts</td>
<td></td>
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<td>Binder Total:</td>
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</table>

Date: __________________ Tutor: __________________

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### Form 3: AVID Binder Evaluation

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<th>Section</th>
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<tr>
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<tr>
<td>Cornell Notes</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 academic classes/1 AVID</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>9 pts</td>
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<tr>
<td>Binder Total:</td>
<td>100</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: __________________ Tutor: __________________

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### Form 3: AVID Binder Evaluation

<table>
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<tr>
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<th>Points</th>
<th>Class</th>
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<tr>
<td>Neatness</td>
<td>3 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agenda/Daily Planner/Calendar</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legible</td>
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</tr>
<tr>
<td></td>
<td>9 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binder Total:</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: __________________ Tutor: __________________
Got P-M-I
For Your Binder Check?

**Directions:** Complete the following chart, indicating the plus (+), minus (−), and interesting (!) observations you made about the form used to grade the binder.

Binder Form Used: __________________________________________________________________________

<table>
<thead>
<tr>
<th>+ (Pluses)</th>
<th>− (Minuses)</th>
<th>! (Interesting)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reflection:** I liked/didn’t like *(circle one)* this form because: __________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
If you used a binder check form from *Handout 2.2.3*, do another binder check using the form from your AVID classroom.

_____ 1. Obtain a copy of the classroom binder check form used in your AVID class.

_____ 2. With the student, review and grade the following binder components, allotting points as shown on the form:

a. *Agenda/Daily Planner/Calendar:* Is homework listed for each subject? Does student have a method for checking off completed homework/assignments?

b. *Notes:* Does student have notes for each subject, including AVID? Are the notes checked for quality using a rubric or other grading system?

c. *Organization:* Is the binder organized in an efficient manner, with materials in the correct order?

d. *Neatness:* Are there any loose papers? Are all papers filed behind dividers according to subject and date?

e. *Supplies:* Does the binder include the required AVID materials (dividers, pencil pouch, calendar, etc.)?

_____ 3. Using *Handout 2.2.6:* “Kudos and Critiques,” compare the classroom binder check form with the one you used earlier.
**Kudos and Critiques**

**Directions:** Fill in the boxes on the chart to compare the two binder check forms you used.

<table>
<thead>
<tr>
<th>Kudos (Positives, strengths, things that made it easier to grade or provide feedback)</th>
<th>Classroom Binder Check Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critiques (Negatives, weaknesses, things that made it difficult to grade or provide feedback)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Select one of the binder check forms to evaluate. What three suggestions do you have that would make this form a better tool for helping students succeed?

1. ______________________________________________________________________________________
   ______________________________________________________________________________________

2. ______________________________________________________________________________________
   ______________________________________________________________________________________

3. ______________________________________________________________________________________
   ______________________________________________________________________________________
Providing Feedback *(Form A)*

*(Acceptable Evaluation)*

In order for students to understand the importance and purpose of the binder check, they will need to receive specific constructive feedback. This feedback allows the student to make necessary adjustments and to set goals for improvement.

**Tutor Directions:**

You have just completed a binder check using the required class form. *If the student received an A or B (or acceptable evaluation), complete the top portion of the “Binder Check (Form A)” on page 2 of this handout.* It is important to provide positive, but constructive, feedback. Keep the focus area simple to allow student to use critical thinking while creating his or her goal for the coming week. Share what you wrote on the top portion of the form, and have him/her complete the bottom goal-setting section and return to you.
Student Name: ____________________________________________ Date: ________________________

This week you did a wonderful job in:

☐ Taking Cornell notes/learning logs
☐ Organizing subject area work in dividers
☐ Recording assignments, homework, projects, and tests in agenda/daily planner/calendar
☐ Having no loose papers
☐ Keeping a neat and organized binder
☐ Maintaining all required supplies
☐ Checking off completed assignments in agenda/daily planner/calendar
☐ Being prepared and ready for binder check

One area you might focus on when setting your binder check goal is...

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Thank you for your hard work, neatness, and organization!

Tutor Signature: ____________________________________________________________________________

Student Reflection and Goal-Setting

This week I feel most proud of my binder because...

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

My binder check goal for next week is...

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Providing Feedback (*Form B*)

(Unacceptable Evaluation)

In order for students to understand the importance and purpose of the binder check, they will need to receive specific constructive feedback. This feedback allows the student to make necessary adjustments and to set goals for improvement.

**Tutor Directions:**

The "Binder Alert (Form B)" on page 2 of this handout can be used with students who are struggling to maintain an AVID binder. *If the student received a C or below (or unacceptable evaluation) on the binder check, complete the top portion of this form.* Share with the student what you wrote, and have him/her complete the bottom goal-setting section and return to you. Assist student in making the necessary corrections. It is important that the AVID classroom provide support as the student works to improve his/her binder check grades.
This week you had an unsatisfactory binder check grade. Next week you need to focus on the following areas to improve your grade:

- Taking Cornell notes/learning logs
- Organizing subject area work in dividers
- Recording assignments, homework, projects and tests in agenda/daily planner/calendar
- Having no loose papers
- Keeping a neat and organized binder
- Maintaining all required supplies
- Checking off completed assignments in agenda/daily planner/calendar
- Being prepared and ready for binder check

The most important area of focus to keep in mind when setting your binder check goal is...

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Please let me know how I can support you in improving your binder.

Tutor Signature: ____________________________________________________________

Student Reflection and Goal-Setting

My binder check goal for next week is...

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Parent Signature: __________________________________________________________

60

Tutorial Support Curriculum Resource Guide
Step 1: Taking Cornell Notes

Students take Cornell notes in their academic classes.

Directions: Check all statements that apply to your AVID class:

What do students do outside of AVID class to prepare for tutorials?

- Take Cornell notes in all academic classes from lectures and texts.
- Review class notes.
- Write a summary for each section of notes.
- Write higher-level questions based on notes.

How should students use past homework, tests, and quizzes to prepare for tutorials?

- Review tests and quizzes.
- Find challenging test items.
- Get resource materials that support tests and quizzes.
- Look for problems in homework that they do not understand or cannot solve.
Reflection: Prepping for Tutorials

Directions: Review the information on Handout 2.3.1, and then reflect on your own experiences to answer the following question:

How should AVID students use the content from their academic classes to prepare for the tutorial?

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
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______________________________________________________________________________________
Cornell Note Practice

Directions

1. Read pages 2–3 of this handout outlining the Cornell note-taking system.

2. Using page 5 of this handout, write Cornell notes to summarize what you learned.

3. Review your Cornell notes and highlight the main ideas. Use the shortcuts shown on Handout 2.4.2: “Is There a Short Cut?” to replace words with abbreviations as much as possible.
The Cornell Note-taking System

What are the advantages of using the Cornell note-taking system?

1. It is a method for mastering information, not just recording facts.
2. It is efficient.
3. Each step prepares the way for the next part of the learning process.

What is needed to get started?

1. Loose-leaf paper (to be kept in binder).
2. A 2¼-inch column at left side of each page (for writing questions and recall cues).
3. A 3-4 line section at bottom of page (for summary).

How should notes be recorded?

During class, record notes on the right-hand side of the page:

1. Strive to get main ideas down. Facts, details, and examples are important, but they’re meaningful only alongside concepts.
2. Don’t force an outlining system, but do use any obvious numbering.
3. Use abbreviations to save time.
4. Use graphic organizers or pictures when they are helpful.
5. Separate blocks of information logically by skipping lines between them.

How do I make my notes more useful?

After class, refine notes:

1. Read your notes and underline key words and phrases.
2. Correct/enhance incomplete items:
   • Loose dates, terms, names.
   • Notes that are too brief for recall months later.
3. Write questions in the left-hand column about the information on the right.
4. Read underlined words and write recall cues in the left-hand column (key works and very brief phrases that will trigger ideas/facts recorded on the right). Note: These are in addition to your questions.
5. At the bottom of the page, write a summary paragraph about your notes.
6. If possible, compare notes with a study buddy.

Note: If taking Cornell notes electronically, use tools within the program to highlight, edit, and revise. Notes can be submitted electronically to your teacher but should be printed out to use for studying purposes.
What are the best ways to use your notes to prepare for a tutorial, test, etc.?

1. Cover up the right side of the page. Read the questions. Recite the information from memory as fully as possible. Uncover your notes and verify information frequently (single, most powerful learning tool!)

2. Reflect on the organization of all lectures for which you have notes and study the progression of information. Compare these notes and recall cues. (This will prompt categories, relationships, inferences, personal opinions/experiences.) Record all of these insights! REFLECTION = THE KEY TO MEMORY!!

3. Review by reciting, reflecting, and reading insights.

What are the six steps of the Cornell system?

1. Record notes in the main column (right side of paper).
2. Within 8 hours, read over notes to fill in gaps and to make notes more legible.
3. Identify main ideas and write your questions in the left-hand column.
4. Cover the main column; use your recall cues to recite the information recorded in your notes, and then verify.
5. Write a summary at the bottom of the page.
6. Review your notes regularly. Short, fast, frequent reviews produce better understanding and recall.
# Cornell Notes Format

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Period:</th>
<th>Date:</th>
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<tbody>
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</table>

## Questions/Main Ideas

<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
</tr>
</thead>
<tbody>
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## Notes

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</table>

## Summary:

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<th>Summary:</th>
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<tbody>
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</tbody>
</table>

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**2.4: Cornell Note Activities**

**Tutor/Student Handout 2.4.1 (4 of 5)**
**Topic: Cornell Note Practice**

*Use this page to take Cornell notes on the Cornell note-taking system.*

<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Summary:**

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<tbody>
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</tr>
</tbody>
</table>
Is There a Short Cut?

Review these abbreviations, and then complete the bottom section of the paper. Use as many of these abbreviations as possible when taking Cornell notes.

<table>
<thead>
<tr>
<th>Word(s)</th>
<th>Abbreviation</th>
<th>Word(s)</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>for</td>
<td>4</td>
<td>up/increase</td>
<td>↑</td>
</tr>
<tr>
<td>to</td>
<td>2</td>
<td>down/decrease</td>
<td>↓</td>
</tr>
<tr>
<td>with</td>
<td>w/</td>
<td>number</td>
<td>#</td>
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<tr>
<td>without</td>
<td>w/o</td>
<td>at</td>
<td>@</td>
</tr>
<tr>
<td>within</td>
<td>w/i</td>
<td>money/dollars</td>
<td>$</td>
</tr>
<tr>
<td>and</td>
<td>&amp;,.+</td>
<td>important</td>
<td>!</td>
</tr>
<tr>
<td>minus, less</td>
<td>-</td>
<td>greater than, more than</td>
<td>&gt;</td>
</tr>
<tr>
<td>equal, same</td>
<td>=</td>
<td>less than</td>
<td>&lt;</td>
</tr>
<tr>
<td>different/not equal</td>
<td>≠</td>
<td>times</td>
<td>X</td>
</tr>
<tr>
<td>school</td>
<td>sch.</td>
<td>toward</td>
<td>⇒</td>
</tr>
<tr>
<td>no, not ever</td>
<td>Ø</td>
<td>from</td>
<td>⇐</td>
</tr>
<tr>
<td>part</td>
<td>prt</td>
<td>therefore, because</td>
<td>.:.</td>
</tr>
<tr>
<td>point</td>
<td>pt</td>
<td>infinity, a great deal</td>
<td>∞</td>
</tr>
<tr>
<td>be</td>
<td>b</td>
<td>positive, for</td>
<td>(+)</td>
</tr>
<tr>
<td>between</td>
<td>b/w</td>
<td>negative, against</td>
<td>(−)</td>
</tr>
<tr>
<td>reference</td>
<td>ref</td>
<td>question</td>
<td>Q</td>
</tr>
<tr>
<td>government</td>
<td>govt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>CA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Suggestions

- Use abbreviations for names and titles after writing them once.
  
  | Writing Process | WP          |
  | Ratios, Rates, and Proportions | RRP         |
  | Bill of Rights | BoR         |

- Write just the first few syllables of a long word; complete the word when reviewing your notes.
  
  | collect | coll |
  | helicopter | heli |

- Delete some vowels; add later when reviewing your notes.
  
  | speak | spk |
  | communicate | commnicte |
  | educational | eductnal |

Can you think of some of your own short cuts?

1. ________________________________  2. ________________________________

3. ________________________________  4. ________________________________

5. ________________________________  6. ________________________________
## Sample Cornell Notes

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: <strong>Student A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</td>
<td>Class: <strong>English 8</strong></td>
</tr>
<tr>
<td><strong>Topic:</strong> Literary Elements</td>
<td>Period: <strong>3</strong></td>
</tr>
<tr>
<td>Date: <strong>1/10/03</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Define Irony:</strong> Irony is a contradiction between what is expected and reality.</td>
<td></td>
</tr>
<tr>
<td><strong>What is Characterization?</strong> Characterization is the way an author describes a character.</td>
<td></td>
</tr>
</tbody>
</table>
| **Some ways to understand a character:**  
- physical description  
- dialogue  
- actions/behavior  
- opinions of other characters  
- thoughts |
| **What is Conflict?** The problem of the story or book |
| **Types of Conflict**  
- man vs. man  
- man vs. machine  
- man vs. society  
- man vs. self  
- man vs. nature  
- man vs. unknown |
| **Two categories of Conflict**  
1) internal (inside character)  
2) external (character vs. anything other than himself) |

**Summary:** Authors use many different elements to create a story or write a book. Some elements include irony and characterization. Authors also focus their stories around a problem or conflict. There are internal and external conflicts.
### 2.4: Cornell Note Activities

**Class Notes**

If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.

**Topic:** Distance Formula

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the distance formula?</td>
<td>The distance formula calculates distance based on rate and time.</td>
</tr>
<tr>
<td>Distance = rate \cdot time</td>
<td></td>
</tr>
<tr>
<td>( D = r \cdot t )</td>
<td></td>
</tr>
</tbody>
</table>

**Example 1:** How far will a train travel at 85 mph for 4 hours?

- \( D = ? \)
- \( r = 85 \text{ mph} \)
- \( t = 4 \text{ hours} \)

\[
D = 85(4) \\
D = 340 \text{ miles}
\]

**Example 2:** How far will a truck travel at 65 mph for 3.6 hours?

- \( D = ? \)
- \( r = 65 \text{ mph} \)
- \( t = 3.6 \text{ hrs} \)

\[
D = 65(3.6) \\
D = 237.5 \text{ miles}
\]

**Summary:**

The distance formula measures distance based on rate and time. Distance = rate times time. This is often used with word problems.
**Class Notes**

If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.

**Topic:** 1800's

<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are carpet-baggers?</td>
<td>Carpet-baggers are people from the North who moved to the South during Reconstruction usually for the purpose of gaining money.</td>
</tr>
<tr>
<td>How many people are on the floor of Congress?</td>
<td>There are 33 people on the floor of Congress (p. 365)</td>
</tr>
<tr>
<td>Name the place where Lee surrendered to Grant.</td>
<td>Lee surrendered to Grant in Virginia.</td>
</tr>
<tr>
<td>What is amnesty?</td>
<td>The definition of amnesty is the general pardon by the government.</td>
</tr>
<tr>
<td>How many electoral votes were allotted to New York in 1876?</td>
<td>20 votes were given to New York in the election of 1876.</td>
</tr>
</tbody>
</table>

**Summary:** During Reconstruction the people who moved from the North to the South to gain money were called carpet-baggers. They were trying to benefit themselves after losses during the war.
### 2.4: Cornell Note Activities

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: <strong>Student A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</td>
<td><strong>Class:</strong> Science</td>
</tr>
<tr>
<td><strong>Topic:</strong> Compounds</td>
<td><strong>Period:</strong> 5</td>
</tr>
<tr>
<td><strong>Date:</strong> 1/12/03</td>
<td><strong>Notes:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explain how ions form.</strong></td>
<td>Ions form when atoms become charged after gaining an electron or losing an electron.</td>
</tr>
<tr>
<td><strong>How do ionic compounds exist?</strong></td>
<td>Ionic compounds exist in the form of crystals made of many ions, each attracted to the other ions of the opposite charge.</td>
</tr>
<tr>
<td><strong>Describe the characteristics of ionic compounds.</strong></td>
<td>Ionic compounds have high melting and boiling points. They conduct electricity well when dissolved in water.</td>
</tr>
<tr>
<td><strong>Explain how valence electrons are shared in a covalent bond.</strong></td>
<td>In covalent bonds, valence electrons are shared between the atoms.</td>
</tr>
<tr>
<td><strong>When is a polar bond created?</strong></td>
<td>Polar bonds are created when atoms share electrons unevenly.</td>
</tr>
<tr>
<td><strong>Which attractions are stronger, polar or nonpolar?</strong></td>
<td>Attractions between polar molecules are stronger than nonpolar attractions.</td>
</tr>
</tbody>
</table>

**Summary:** Ions form when atoms gain or lose electrons. Ionic compounds resemble crystals and have high melting and boiling points. Polar bonds are attracted more strongly than nonpolar ones.
### Practice Makes Perfect

**Directions:** Take Cornell notes in one of your college classes, in an AVID student's class, or from a textbook. Share them with your students and explain how you would use your notes to study for an exam. Use as many abbreviations as possible. (See *Tutor/Handout Handout 2.4.2*.)

**Class/Textbook:**  

<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes</th>
</tr>
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<tbody>
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**Summary:**

<p>| | |</p>
<table>
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</tbody>
</table>

*Unit 2: Before the Tutorial*
<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Summary:
Grading Cornell Notes

Cornell notes are used in academic classes and in the inquiry process as students generate questions for the Tutorial Request Form. In addition, Cornell notes are used as a resource to solve problems and answer questions while in a tutorial group. Your constructive feedback will help students improve their note-taking skills.

Tutor Directions: As you complete each task, place a check mark in the corresponding box:

☐ Review “The Cornell Note-taking System” (Handout 2.4.1, pp. 2–3) and “Cornell Notes Format” (Handout 2.4.1, page 4).

☐ Choose one page of student sample Cornell notes from those provided on Handout 2.4.3.

☐ Grade this page of Cornell notes with the “Cornell Note-taking Checklist” (Handout 2.4.6).

☐ Provide feedback to the student by writing notes/comments/suggestions on the sample notes.

☐ Choose another student sample from Handout 2.4.3.

☐ Grade this sample of Cornell notes using the “Cornell Notes Rubric” (Handout 2.4.7) or your own class grading tool.

☐ Provide feedback to the student by writing notes/comments/suggestions on the sample notes.

☐ Answer the following questions:

1. Which grading tool did you prefer? Explain.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. Which grading tool do you think will provide the greatest feedback to students to help them improve their notes?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Cornell Note-Taking Checklist

Name of Note-taker: ____________________________ Evaluator: ____________________________

Use a √ mark in the YES/NO column.

1. Name:                      □  Yes    □  No

2. Class:                     □  Yes    □  No

3. Period:                    □  Yes    □  No

4. Topic:                     □  Yes    □  No

5. Date:                      □  Yes    □  No

6. Written in ink:            □  Yes    □  No

7. Handwriting is legible:    □  Yes    □  No

8. Sufficient space between main ideas: □  Yes    □  No

9. Cornell style notepaper:   □  Yes    □  No

10. Indentation to show the relationship between ideas: □  Yes    □  No

11. Abbreviations or symbols used when possible: □  Yes    □  No

12. Student records only main ideas, key words, and phrases: □  Yes    □  No

13. Recall/question column (on left) has sufficient questions or clues to recall all information on the right: □  Yes    □  No

14. Highlighting, lettering, or numbering have been used to make many ideas stand out: □  Yes    □  No

15. Summary is completed for each page of notes: □  Yes    □  No

Grading Scale: Count the number of checkmarks in the “yes” column to calculate grade.

<table>
<thead>
<tr>
<th>+</th>
<th>√+</th>
<th>√</th>
<th>√-</th>
<th>–</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>15–13</td>
<td>12–10</td>
<td>9–7</td>
<td>6–4</td>
<td>3–0</td>
</tr>
</tbody>
</table>

“Yes” Total  Grade

Adapted from Kate Kinsella, San Francisco University 3/98
# Cornell Notes Rubric

<table>
<thead>
<tr>
<th>Page Set-up</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name, date, class, and topic are clearly written</td>
<td>All parts but one (name, date, class, topic) are</td>
<td>Some parts (name, date, class, topic) are written</td>
<td>Heading is missing two parts (name, date, class,</td>
<td>Heading is missing three or more parts (name, date,</td>
</tr>
<tr>
<td></td>
<td>in the correct place.</td>
<td>clearly written in the correct place.</td>
<td>in the correct place.</td>
<td>topic).</td>
<td>class, topic) and/or may not be written in correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>place.</td>
</tr>
<tr>
<td>Legibility</td>
<td>Notes are neat and completely legible.</td>
<td>Notes are completely legible.</td>
<td>Notes are mostly legible.</td>
<td>Notes are mostly illegible.</td>
<td>Notes are illegible.</td>
</tr>
<tr>
<td>Notes</td>
<td>Selective and accurate paraphrasing is used.</td>
<td>Selective and accurate paraphrasing is used.</td>
<td>Notes may/may not be accurate; information not</td>
<td>Notes are incomplete.</td>
<td>Notes do not reflect Cornell Note format.</td>
</tr>
<tr>
<td></td>
<td>Logical abbreviations are used.</td>
<td>Logical abbreviations are used.</td>
<td>always paraphrased.</td>
<td>No use of abbreviations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notes have been edited.</td>
<td>Some key words have been highlighted or underlined.</td>
<td>Some words are abbreviated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key words have been highlighted and/or underlined.</td>
<td>Partial revisions/additions are made in a different</td>
<td>No use of highlighting or underlining.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revisions/additions are made in a different color.</td>
<td>color.</td>
<td>No revisions have been made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Questions check for understanding and directly</td>
<td>Questions check for understanding and directly</td>
<td>Questions are basic and may reflect notes. (See</td>
<td>Questions are limited and do not accurately reflect</td>
<td>Questions are missing.</td>
</tr>
<tr>
<td></td>
<td>reflect notes. (See Bloom’s Level 1 and 2 or</td>
<td>reflect notes. (See Bloom’s Level 1 and 2 or</td>
<td>Bloom’s Level 1 and 2 or Costa’s Level 1.)</td>
<td>notes. (See Bloom’s Level 1 and 2 or Costa’s Level 1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Costa’s Level 1.)</td>
<td>Costa’s Level 1.)</td>
<td>Most questions are lower-level.</td>
<td>Most questions are lower-level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions also include Bloom’s Levels 3–6 or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Costa’s Level 2 and 3, as appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>Notes indicate learning by effectively identifying</td>
<td>Notes indicate learning by effectively identifying</td>
<td>Summary restates notes, indicates some learning.</td>
<td>Summary restates notes, and does not indicate</td>
<td>No summary included.</td>
</tr>
<tr>
<td></td>
<td>all main ideas.</td>
<td>some main ideas.</td>
<td></td>
<td>learning.</td>
<td></td>
</tr>
</tbody>
</table>

**2.4: Cornell Note Activities**
**Questions/Main Ideas** | **Notes**
--- | ---
1. When and how often are the students’ Cornell notes checked? | 
2. How many notes must be taken each week? What is the note-taking expectation for each class? | 
3. What do you require students to write in the heading? Does the heading have to be written in ink? | 
4. What do model Cornell notes look like and include? Would you be able to provide me with a sample to use as a reference? | 

**Summary:**

---

*Directions:* Interview an AVID classroom teacher and record his/her responses to these questions in the right column.
<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. How are Cornell notes graded? Would you provide me with a sample of the tool used to check Cornell notes?</td>
<td></td>
</tr>
<tr>
<td>6. What system is in place to show that Cornell notes have been used and checked?</td>
<td></td>
</tr>
<tr>
<td>7. What should I do if a student has no notes or notes are incomplete?</td>
<td></td>
</tr>
<tr>
<td>8. What is the policy for allowing students to submit learning logs in place of Cornell notes?</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

* I have obtained a copy of the following items from my teacher.

- [ ] CN Grading Tool
- [ ] Model of CN
To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for the inquiry that occurs in tutorials. Students need to be familiar with Costa’s (and/or Bloom’s) levels of questioning to assist them in formulating and identifying higher levels of questions.

Directions: Read the poem below and review the “Three House Story” on the next page. Both set the stage for Costa’s Levels of Questioning.

One-Two-Three Story Intellect Poem

There are one-story intellects,
two-story intellects,
and three-story intellects with skylights.

All fact collectors who have no aim beyond their facts are one-story people.

Two-story people compare, reason, generalize, using the labor of fact collectors as their own.

Three-story people idealize, imagine, predict—their best illumination comes through the skylight.

Adapted from a quotation by Oliver Wendell Holmes
The Three-Story House

Level 1 (the lowest level) requires one to gather information.

Level 2 (the middle level) requires one to process the information.

Level 3 (the highest level) requires one to apply the information.
# Vocabulary: Costa’s Levels of Thinking and Questioning

## LEVEL 1

**Remember**
- Define
- Repeat
- Name

**Show Understanding**
- Give examples
- Rewrite
- Recognize
- Discuss
- Explain
- Report

### LEVEL 2

**Use Understanding**
- Dramatize
- Practice
- Operate
- Imply
- Apply

- Use
- Compute
- Schedule
- Relate
- Illustrate

**Examine**
- Diagram
- Distinguish
- Compare
- Contrast
- Divide

- Question
- Inventory
- Categorize
- Outline
- Debate

**Create**
- Compose
- Design
- Propose
- Combine
- Construct

- Draw
- Arrange
- Suppose
- Formulate
- Organize

### LEVEL 3

**Decide**
- Judge
- Value
- Predict
- Evaluate

- Rate
- Justify
- Decide
- Measure

**Supportive Evidence**
- Prove your answer.
- Give reasons for your answer.

**Supportive Evidence**
- Support your answer.
- Explain your answer.
- Why do you feel that way?
## Content Specific Questions

**Costa’s Levels of Questioning: Math**

### LEVEL 1
- What information is given?
- What are you being asked to find?
- What formula would you use in this problem?
- What does _____ mean?
- What is the formula for...?
- List the...
- Name the...
- Where did...?
- What is...?
- When did...?
- Explain the concept of...
- Give me an example of...
- Describe in your own words what ________ means.
- What mathematical concepts does this problem connect to?
- Draw a diagram of...
- Illustrate how _____ works.

### LEVEL 2
- What additional information is needed to solve this problem?
- Can you see other relationships that will help you find this information?
- How can you put your data in graphic form?
- What occurs when...?
- Does it make sense to...?
- Compare and contrast _____ to ______.
- What was important about...?
- What prior research/formulas support your conclusions?
- How else could you account for...?
- Explain how you calculate...
- What equation can you write to solve the word problem?

### LEVEL 3
- Predict what will happen to ______ as ______ is changed.
- Using a math principle, how can we find...?
- Describe the events that might occur if...
- Design a scenario for...
- Pretend you are...
- What would the world be like if...?
- How can you tell if your answer is reasonable?
- What would happen to ____ if ______ (variable) were increased/decreased?
- How would repeated trials affect your data?
- What significance is this formula to the subject you’re learning?
- What type of evidence is most compelling to you?
## Costa’s Levels of Questioning: Science

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

#### LEVEL 1
- What information is given?
- Locate in the story where...
- When did the event take place?
- Point to the...
- List the...
- Name the...
- Where did...?
- What is...?
- Who was/were...?
- Illustrate the part of the story that...
- Make a map of...
- What is the origin of the word ___________?
- What events led to ______?

#### LEVEL 2
- What would happen to you if...
- Would you have done the same thing as...?
- What occurs when...?
- Compare and contrast _____ to ______.
- What other ways could ____ be interpreted?
- What is the main idea of the story (event)?
- What information supports your explanation?
- What was the message in this piece (event)?
- Give me an example of...
- Describe in your own words what ______ means.
- What does _______ suggest about ___________’s character?
- What lines of the poem express the poet’s feelings about _________?
- What is the author trying to prove? What evidence does he present?

#### LEVEL 3
- Design a ______ to show...
- Predict what will happen to ______ as ______ is changed.
- Write a new ending to the story (event)...
- Describe the events that might occur if...
- Add something new on your own that was not in the story...
- Pretend you are...
- What would the world be like if...?
- Pretend you are a character in the story. Rewrite the episode from your point of view.
- What do you think will happen to ______? Why?
- What is most compelling to you in this ______? Why?
- Could this story have really happened? Why or why not?
- If you were there, would you...?
- How would you solve this problem in your life?
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is given?</td>
<td>What would happen to you if...?</td>
<td>Design a ______ to show...</td>
</tr>
<tr>
<td>What are you being asked to find?</td>
<td>Can you see other relationships that will help you find this information?</td>
<td>Predict what will happen to ______ as ______ is changed.</td>
</tr>
<tr>
<td>When did the event take place?</td>
<td>Would you have done the same thing as...?</td>
<td>What would it be like to live...?</td>
</tr>
<tr>
<td>Point to the...</td>
<td>What occurs when...?</td>
<td>Write a new ending to the event.</td>
</tr>
<tr>
<td>List the...</td>
<td>If you were there, would you...?</td>
<td>Describe the events that might occur if...?</td>
</tr>
<tr>
<td>Name the...</td>
<td>How would you solve this problem in your life?</td>
<td>Pretend you are...</td>
</tr>
<tr>
<td>Where did...?</td>
<td>Compare and contrast ______ to ______.</td>
<td>What would the world be like if...?</td>
</tr>
<tr>
<td>What is...?</td>
<td>What other ways could ____ be interpreted?</td>
<td>How can you tell if your analysis is reasonable?</td>
</tr>
<tr>
<td>Who was/were...?</td>
<td>What things would you have used to...?</td>
<td>What do you think will happen to ______? Why?</td>
</tr>
<tr>
<td>Make a map of...</td>
<td>What is the main idea in this piece (event)?</td>
<td>What significance is this event in the global perspective?</td>
</tr>
<tr>
<td></td>
<td>What information supports your explanation?</td>
<td>What is most compelling to you in this ______? Why?</td>
</tr>
<tr>
<td></td>
<td>What was the message in this event?</td>
<td>Do you feel ______ is ethical? Why or why not?</td>
</tr>
<tr>
<td></td>
<td>Explain the concept of...?</td>
<td></td>
</tr>
</tbody>
</table>
## Bloom’s Levels of Questioning: Science and Math

### 1. KNOWLEDGE — recalling information
- What information is given?
- What are you being asked to find?
- What formula would you use in this problem?
- What does _____ mean?
- What is the formula for...?
- List the...
- Name the...
- Where did...?
- What is...?
- Who was/were...?
- When did ...?

### 2. COMPREHENSION — understanding meaning
- What are you being asked to find?
- Explain the concept of...
- Give me an example of...
- Describe in your own words what _____ means.
- What (science or math) concepts does this problem connect to?
- Draw a diagram of...
- Illustrate how _____ works.
- Explain how you calculate...

### 3. APPLICATION — using learning in new situations
- What additional information is needed to solve this problem?
- Can you see other relationships that will help you find this information?
- How can you put your data in graphic form?
- What occurs when ...?
- How would you change your procedures to get better results?
- What method would you use to...
- Does it make sense to...?

### 4. ANALYSIS — ability to see parts and relationships
- Compare and contrast _____ to ______.
- What was important about...
- Which errors most affected your results?
- What were some sources of variability?
- How do your conclusions support your hypothesis?
- What prior research/formulas support your conclusions?
- How else could you account for...?

### 5. SYNTHESIS — parts of information to create new whole
- Design a lab to show...
- Predict what will happen to _____ as ______ is changed.
- Using a principle of (science or math), how can we find ...?
- Describe the events that might occur if...
- Design a scenario for...
- Pretend you are...
- What would the world be like if ...?

### 6. EVALUATION — judgment based on criteria
- How can you tell if your answer is reasonable?
- What would happen to ___ if ______ (variable) were increased/decreased?
- How would repeated trials affect your data?
- What significance is this experiment/formula to the subject you’re learning?
- What type of evidence is most compelling to you?
- Do you feel ______ experiment is ethical?
- Are your results biased?
### 2.5: Inquiry

#### Bloom’s Levels of Questioning: English and Social Science

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. KNOWLEDGE—recalling information</td>
<td>What information is given?</td>
<td>What information is given?</td>
</tr>
<tr>
<td></td>
<td>What are you being asked to find?</td>
<td>What are you being asked to find?</td>
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<tr>
<td></td>
<td>Locate in the story where...</td>
<td>Locate in the story where...</td>
</tr>
<tr>
<td></td>
<td>When did the event take place?</td>
<td>When did the event take place?</td>
</tr>
<tr>
<td></td>
<td>Point to the...</td>
<td>Point to the...</td>
</tr>
<tr>
<td></td>
<td>List the...</td>
<td>List the...</td>
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<td></td>
<td>Name the...</td>
<td>Name the...</td>
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<td></td>
<td>Where did...?</td>
<td>Where did...?</td>
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<tr>
<td></td>
<td>What is...?</td>
<td>What is...?</td>
</tr>
<tr>
<td></td>
<td>Who was/were...?</td>
<td>Who was/were...?</td>
</tr>
<tr>
<td>2. COMPREHENSION—understanding meaning</td>
<td>What are you being asked to find?</td>
<td>What are you being asked to find?</td>
</tr>
<tr>
<td></td>
<td>Explain the concept of...</td>
<td>Explain the concept of...</td>
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<tr>
<td></td>
<td>Give me an example of...</td>
<td>Give me an example of...</td>
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<tr>
<td></td>
<td>Illustrate the part of the story that...</td>
<td>Illustrate the part of the story that...</td>
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<tr>
<td></td>
<td>Make a map of...</td>
<td>Make a map of...</td>
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<tr>
<td></td>
<td>This event led to...</td>
<td>This event led to...</td>
</tr>
<tr>
<td></td>
<td>Describe the scenario...</td>
<td>Describe the scenario...</td>
</tr>
<tr>
<td>3. APPLICATION—using learning in new situations</td>
<td>What would happen to you if ... ?</td>
<td>What would happen to you if ... ?</td>
</tr>
<tr>
<td></td>
<td>Can you see other relationships that will help you find this information?</td>
<td>Can you see other relationships that will help you find this information?</td>
</tr>
<tr>
<td></td>
<td>Would you have done the same thing as...?</td>
<td>Would you have done the same thing as...?</td>
</tr>
<tr>
<td></td>
<td>What occurs when ...?</td>
<td>What occurs when ...?</td>
</tr>
<tr>
<td></td>
<td>If you were there, would you ...?</td>
<td>If you were there, would you ...?</td>
</tr>
<tr>
<td></td>
<td>How would you solve this problem in your life?</td>
<td>How would you solve this problem in your life?</td>
</tr>
<tr>
<td></td>
<td>In the library (on the Web), find info about...</td>
<td>In the library (on the Web), find info about...</td>
</tr>
<tr>
<td>4. ANALYSIS—ability to see parts and relationships</td>
<td>Compare and contrast ______ to ______.</td>
<td>Compare and contrast ______ to ______.</td>
</tr>
<tr>
<td></td>
<td>What was important about ...?</td>
<td>What was important about ...?</td>
</tr>
<tr>
<td></td>
<td>What other ways could ______ be interpreted?</td>
<td>What other ways could ______ be interpreted?</td>
</tr>
<tr>
<td></td>
<td>What things would you have used to ...?</td>
<td>What things would you have used to ...?</td>
</tr>
<tr>
<td></td>
<td>What is the main idea of the story (event)?</td>
<td>What is the main idea of the story (event)?</td>
</tr>
<tr>
<td></td>
<td>What information supports your explanation?</td>
<td>What information supports your explanation?</td>
</tr>
<tr>
<td></td>
<td>What was the message in this piece (event) ...?</td>
<td>What was the message in this piece (event) ...?</td>
</tr>
<tr>
<td>5. SYNTHESIS—parts of information to create new whole</td>
<td>Design a ______ to show...</td>
<td>Design a ______ to show...</td>
</tr>
<tr>
<td></td>
<td>Predict what will happen to ______ as ______ is changed.</td>
<td>Predict what will happen to ______ as ______ is changed.</td>
</tr>
<tr>
<td></td>
<td>What would it be like to live ...?</td>
<td>What would it be like to live ...?</td>
</tr>
<tr>
<td></td>
<td>Write a new ending to the story (event).</td>
<td>Write a new ending to the story (event).</td>
</tr>
<tr>
<td></td>
<td>Describe the events that might occur if...</td>
<td>Describe the events that might occur if...</td>
</tr>
<tr>
<td></td>
<td>Add a new thing on your own that was not in the story.</td>
<td>Add a new thing on your own that was not in the story.</td>
</tr>
<tr>
<td></td>
<td>Pretend you are...</td>
<td>Pretend you are...</td>
</tr>
<tr>
<td></td>
<td>What would the world be like if ...?</td>
<td>What would the world be like if ...?</td>
</tr>
<tr>
<td>6. EVALUATION—judgment based on criteria</td>
<td>How can you tell if your analysis is reasonable?</td>
<td>How can you tell if your analysis is reasonable?</td>
</tr>
<tr>
<td></td>
<td>Would you recommend this ______ to a friend? Why?</td>
<td>Would you recommend this ______ to a friend? Why?</td>
</tr>
<tr>
<td></td>
<td>What do you think will happen to ______? Why?</td>
<td>What do you think will happen to ______? Why?</td>
</tr>
<tr>
<td></td>
<td>What significance is this event in the global perspective?</td>
<td>What significance is this event in the global perspective?</td>
</tr>
<tr>
<td></td>
<td>What is most compelling to you in this ______? Why?</td>
<td>What is most compelling to you in this ______? Why?</td>
</tr>
<tr>
<td></td>
<td>Do you feel ______ is ethical? Why or why not?</td>
<td>Do you feel ______ is ethical? Why or why not?</td>
</tr>
<tr>
<td></td>
<td>Could this story have really happened? Why or why not?</td>
<td>Could this story have really happened? Why or why not?</td>
</tr>
</tbody>
</table>
POBERS
Photograph Analysis Strategy

Directions: This strategy is especially useful when analyzing primary source materials such as a photograph, piece of art, or artifact. Use this form with one of the above sources to record what you observe.

People: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Objects: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Setting: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Engagement (activities depicted): _________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Relationships: _________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Summary: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Pledge of Allegiance

**Directions:** Read the Pledge of Allegiance on page 2 of this handout and then answer the following Level 1, 2 and 3 questions.

**Level 1:**
What does allegiance mean?

What two words describe the United States of America?

*Write your own Level 1 question here:*

**Level 2:**
How is the Pledge similar to the AVID student or tutor contract?

How does one demonstrate allegiance?

*Write your own Level 2 question here:*

**Level 3:**
Does everyone in America have liberty and justice? Explain.

How would the Pledge change if it were written for your AVID class?

*Write your own Level 3 question here:*
I pledge allegiance
To the flag
Of the United States of America
And to the Republic
For which it stands
One nation
Under God
Indivisible
With liberty
And justice
For all
What’s in a Cartoon?

**Directions:** Using the cartoon your teacher has provided, write six questions about it (two for each level of Costa’s Levels of Questioning) in the boxes below. Use “The Three-Story House” (*Handout 2.5.1*) or “Vocabulary: Costa’s Levels of Thinking and Questioning” (*Handout 2.5.2*) as resources as you work on this assignment. Be sure to record your questions in random order on the chart, rather than start with Level 1 and then go to Levels 2 and 3. When done, exchange papers with a classmate and each identify the levels of the other’s questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Level of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

*2.5: Inquiry Tutor/Student Handout 2.5.6*
Name That Tune

**Directions:** Write six questions (two for each level of Costa’s Levels of Questioning) based on the lyrics of a favorite song.

<table>
<thead>
<tr>
<th>Song Lyrics (use back of this page if more room is needed)</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Level 1 Questions</strong></td>
</tr>
<tr>
<td></td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td><strong>Level 2 Questions</strong></td>
</tr>
<tr>
<td></td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td><strong>Level 3 Questions</strong></td>
</tr>
<tr>
<td></td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
</tbody>
</table>
What Do Inquiring Minds Wanna Know?

(Whole-Class Activity with Tutor Involvement)

To complete this inquiry process activity, students work collaboratively in groups of 5–6 with a tutor. Each group will need a reader, two inquiring minds, an answerer, and friends (remaining students).

Directions

1. Distribute the assigned text (page 2), and have students read it silently. Distribute index cards (one per student).

2. Have the inquiring minds fold an index card in half vertically and then, using a verb from the “Three-Story House” (Handout 2.5.1), write a question based on the assigned text. The question should be written on the left side of the card, with its level (Costa’s) recorded directly below it. Points: Level 1 questions—10 points; Level 2 questions—20 points; Level 3 questions—30 points.

3. The inquiring minds pass the index card to the answerer. The answerer then reads the question aloud to group and provides the answer if he/she knows it. If the answerer does not know the answer, he/she can ask for help by “phoning” a friend(s).

4. The friend(s) help the answerer respond to the question.

5. Once the group decides on an answer, the answerer writes it on the right side of the index card (opposite the question).

6. All roles then shift one person to the left and the process is repeated until the teacher calls time.
I'M DIFFERENT. Plain and simple. I stick out everywhere I go like a sore thumb. Walking down the street, I look like a tree that decided it grew tired of living a stationary life; at school I tower over the entire student population, often finding myself better acquainted with the tops of various heads than the faces that they claim. I don’t fall into the usual stereotypical view on African-Americans, I won’t allow myself to be trapped in the cage forged in society that says that Negroes are good at sports, grunt work and nothing else; this is what truly sets me apart from my friends and peers.

It seems that in today’s society where sitting around the television watching Monday Night Football has become the new male bonding ritual, and finding out who beat who during the Madness that is March, and every little boy in the ghetto looks to professional sports as a way “out tha hood” instead of doing well in school and earning acceptance into college to better their education; I set myself apart. I put school before everything; sports, friends, and culture all mean a great deal to me but I know that the only thing that is going to help me to obtain a better life and help me to reach my goals is a good college education.

Often I find myself feeling like I don’t belong anywhere in the world. I am viewed by other ethnicities as Black, but according to the Black community, I am too light to be considered a soldier in The Struggle. Most of the time I run away from the fact that I’m multi-racial. When asked, I describe myself as Black, I check the box for African-American, I submerge myself deeply into every aspect of Black culture in an attempt to erase the White part of my being completely; the part that doesn’t allow me to fit perfectly into the structured boxes society has set up. I feel that as a result of feeling out of place in the world, I can understand and sympathize with other people who feel like they don’t belong in their environment, those who too feel out of place in the world, whether they are homosexual, of a different religion, or of a different race. AVID has helped me to become more than just a better student; AVID has helped me find a place in society where I feel that I truly belong, a place where I can let my light shine and help others to realize their own strengths and embrace their weaknesses.

I also believe that one of the reasons that I am so focused on my schooling is that I have the benefit of four parents and have always been guided toward a better future by my parents constantly reminding me that with knowledge, I can do anything, be anything, and live my life the way I want to. I think that when I was growing up, with all of my parents, a hunger for learning was instilled in me. When I feel myself starting to fall, I picture my parents, past and present teachers pushing me to succeed; I picture those who doubt me and those who made me doubt myself and my abilities telling me that I wouldn’t amount to anything; I remember the struggles of past AVID students; some forced to work in order to help support their families, dreaming of a better life; some living life in a dark haze, feeling alone and turning to education as a way out of the dark, and the triumphs they had, fighting against all odds to achieve something they were told they never could. This is what drives me; this is what inspires me to do the absolute best so that no one will ever doubt me again and make me feel like basketball is my only way “out tha hood.”
**Moving On Up:**

**Writing Higher-Level Questions**

**Directions:** Complete the table below by writing Level 2 and 3 questions that correspond to each Level 1 question provided for the fairy tale “Cinderella.” The first set has been completed for you as an example.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the names of the three stepsisters?</td>
<td>1. Compare and contrast Cinderella to one of her stepsisters.</td>
<td>1. Identify the characteristics that make Cinderella’s stepsisters so undesirable to the prince.</td>
</tr>
<tr>
<td>2. Who is the person that grants Cinderella her wish of attending the ball?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What was Cinderella’s coach made out of?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What happened at midnight?</td>
<td></td>
<td></td>
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<tr>
<td>5. Who found Cinderella’s glass slipper?</td>
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<td></td>
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<tr>
<td>6. After Cinderella and the prince were married, how did they live?</td>
<td></td>
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<tr>
<td>7. What was the slipper made of?</td>
<td></td>
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<tr>
<td>8. What changes happened as a result of the fairy godmother’s magic?</td>
<td></td>
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<tr>
<td>9. How did Cinderella get her name?</td>
<td></td>
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</tr>
<tr>
<td>10. Describe the ball at the palace.</td>
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</tbody>
</table>
## More Higher-Level Questions

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</table>
Making the Connection Between Inquiry and Tutorials

• The lessons and activities in this section have given you the opportunity to become familiar with Costa’s or Bloom’s Levels of Questions and enabled you to practice your questioning skills. Modeling these skills is essential to helping students solve the problems/answer the questions they bring to tutorials.

• Students will be using their inquiry skills to write higher-level questions based on Cornell notes, worksheets, homework, quizzes/tests from their academic classes. In their tutorial groups, students will then collaborate and use inquiry to help each student presenter solve a problem or answer a question.

• Use pages 2 and 3 of this handout to help guide the inquiry process during the tutorial. Inquiry helps students make connections and deepens their understanding of academic material.

• During the tutorial, ask Level 1 questions to identify what students already know about a question/problem. Ask Level 2 questions to help students process information, make connections, and create relationships. Lastly, ask Level 3 questions so that students can apply their knowledge/connections to predict, judge, hypothesize, or evaluate.

• On page 2, each level of the inquiry process includes a set of sample questions to help guide students during tutorials. These questions can be used with group members as they collaborate with the student presenter. The goal is to have students ask higher-level questions of each other.
The inquiry process provides students with the opportunity to become independent thinkers who master their own learning through the practice of asking and responding to higher-level questions. This inquiry process happens during Steps 5 and 6 of the tutorial. The questioning process for each student presenter should begin with Level 1 questions to create a foundation to prior knowledge, transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply the new knowledge. See sample questions below.

### Inquiry Level

**Level 1:** *Gather and recall information (gathering/input)*

Ask Level 1 questions to identify what student knows about the question and to help him/her connect to prior knowledge.

**Level 2:** *Make sense out of information gathered (processing)*

Ask Level 2 questions to help student process the information gathered, make connections, and create relationships.

**Level 3:** *Apply and evaluate actions/solutions (applying/output)*

Ask Level 3 questions to help student apply the knowledge acquired and the connections he/she has made to predict, judge, hypothesize, or evaluate.

### Sample Questions (Group Members/Tutors)

- What do you know about your question?
- What does __________ mean?
- What did you record in your class notes about the lecture?
- What does it say in the text about this topic?
- What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps needed to solve the question?
- Can you break down the question into smaller parts? What would the parts be?
- How can you organize the information?
- What can you infer from what you read?
- Can you find a question similar to this in the textbook to use as an example?
- What is the relationship between _______ and _______?
- How do you know the answer/solution is correct? How could you check your answer?
- Is there more than one way to solve the problem? Could there be other correct answers?
- Can you make a model of a new/different way to share the information?
- How do you interpret the message of the text?
- Is there a real-life situation where this can be applied or used?
- Can you explain it in a different way?
- Could this method of solving this question work for other questions?
1. Make sure the student presenting a question or problem understands what he is asking or trying to solve. The group can seek clarification of the question/problem as well.
2. To establish a starting point, ask the presenter what he/she already knows about the question/problem and any of its parts.
3. Using Level 1 questions, check the presenter’s understanding by asking what certain elements of the question/problem mean.
4. To guide the student toward a possible answer or solution, ask key comprehension questions.
5. Double check the presenter’s understanding with guiding questions, e.g., what would happen if you changed ______?
6. Ask the presenter to apply/recite what he/she now knows as a result of the process.
7. Lastly, ask the presenter to share orally what he/she has learned.
Step 2: Completing the Tutorial Request Form as Homework

Students complete the Tutorial Request Form, including two higher-level questions from their academic class Cornell notes, homework, classwork, quizzes, and/or tests.

Directions: Check all statements that apply to your AVID class:

☐ Complete homework from academic classes.

☐ Review class/text Cornell notes.

☐ Identify material that needs further clarification/explanation or a problem you need help in solving.

☐ Identify areas for improvement from standardized test scores; focus tutorial questions on these areas.

☐ Complete the Tutorial Request Form, including two higher-level questions from Cornell notes, homework, lectures, or tests.
Reflection: Questions Are Key

Directions: Review the information on Handout 2.6.1 and then answer the following questions.

1. How are AVID students expected to use academic class materials (handouts, textbooks, Cornell notes) to complete the Tutorial Request Form?

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2. When students are reviewing their Cornell notes, what are some things that would help them use these notes as a study tool? (e.g., highlighting)

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What’s In a Tutorial Request Form?

Directions: Use the sample Tutorial Request Form on Handout 2.7.2 to identify important components of the Tutorial Request Form used in your classroom.

1. Which of the following are included in your classroom Tutorial Request Form? Please check all that apply:
   - Name
   - Date
   - Subject
   - Teacher
   - Period
   - One question
   - Two questions
   - Level of questions (from Costa’s or Bloom’s Levels of Questioning)
   - Source (where question came from)—Cornell notes, textbook, etc.
   - Resources/materials (Cornell notes, textbooks, handouts from academic classes)
   - Cornell notes on student presenter’s question
   - Grade for participation/contribution
   - Grade for behavior
   - Reflection

2. What are some key items you would like to see added to the Tutorial Request Form used in your classroom?
   - ______________________________________________________________________
   - ______________________________________________________________________
   - ______________________________________________________________________
   - ______________________________________________________________________

3. In which area(s) do you need support, guidance, or a system to accurately assess tutorial performance? Explain.
   - ______________________________________________________________________
   - ______________________________________________________________________
   - ______________________________________________________________________
   - ______________________________________________________________________

Unit 2: Before the Tutorial
### Tutorial Request Form

<table>
<thead>
<tr>
<th>Tutorial Points: _______/50</th>
<th>Tutor Initials: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 __________ (8 possible points)</td>
<td></td>
</tr>
</tbody>
</table>

- Stays on task; works all period
- Participates in group; team player
- Tutorial process (patient, helpful)
- Ready to work; prepared with notes

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ________________________________</td>
</tr>
<tr>
<td>Problem Subject: ______________________</td>
</tr>
<tr>
<td>Subject Teacher: ______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DESIGNATED QUESTION — Specific question or statement → ASK FOR STEPS</th>
<th>_______ (5 pts)</th>
</tr>
</thead>
</table>

Source Used: ______________________________________________________ Level of Question: _________

<table>
<thead>
<tr>
<th>Your Question</th>
<th>Notes</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>FINAL ANSWER: _________________________________________________</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>PRECISE ANSWER — Detailed Response → WITH STEPS LISTED (in Notes)</th>
<th>_______ (5 pts)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>REFLECTION: ___________________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(10 pts)</th>
</tr>
</thead>
</table>

---

**2.7: Tutorial Request Forms**

**Tutor/Student Handout 2.7.2 (1 of 2)**
### CORNELL NOTES

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Presenter and Question</th>
<th>Notes/Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Adapted from AVID Region VII
You Be the Judge!

Using the sample Tutorial Request Form on Handout 2.7.4, circle the category and check the point value you would assign for the following scenarios. (See example in row 1.) After you have completed this form, discuss your answers with a partner.

**KEY:** Questions (Q), Resources (R), Participation (P), Cornell Notes (C), Reflection (Re)

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>CATEGORY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A well-prepared, on-task student sits in a tutorial session but does not ask any questions or give any feedback.</td>
<td>Q R P C Re</td>
<td>✔️ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>2. A student brings Cornell notes from a different class than the question written.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>3. A student repeatedly talks throughout the tutorial even after being warned.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>4. A very shy student contributes a couple of times during the tutorial.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>5. A student arrives at the tutorial with an algebra question, her Cornell notes from yesterday’s algebra class, and her textbook.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>6. A student takes detailed Cornell notes on several student presenters’ questions.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>7. A student’s reflection expresses how the problem was solved, what he/she learned, and what brought clarity to the process.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>8. Two students are passing notes but stop after being warned once.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>9. A student arrives with two Level 3 questions.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>10. A student arrives with no questions.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
<tr>
<td>11. A student has one Level 1 question and one Level 3 question.</td>
<td>Q R P C Re</td>
<td>☐ 0  ☐ 3  ☐ 5</td>
</tr>
</tbody>
</table>
**Tutorial Request Form**

Name: ______________________________

Grade: ___________/25= ___________ Date: _____________

Tutor’s Signature: ___________________ Period: ____________

<table>
<thead>
<tr>
<th>Question 1: ___________________________________________</th>
<th>Question Level: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Subject: ________________________________________ Source (page number): ____________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2: ___________________________________________</th>
<th>Question Level: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Subject: ________________________________________ Source (page number): ____________</td>
<td></td>
</tr>
</tbody>
</table>

**Circle or highlight the appropriate boxes on the rubric. Mark only one box per category.**

<table>
<thead>
<tr>
<th>Max. Points</th>
<th>Questions</th>
<th>Resources</th>
<th>Participation</th>
<th>Cornell Notes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>• 2.5 pts for a Level 2 or 3 question</td>
<td>Student is prepared with textbook, CN from academic classes, materials, etc.</td>
<td>Student keeps discussion on topic at all times. Contributes many ideas/questions.</td>
<td>CN on presenters’ questions are complete and contain many details.</td>
<td>Reflection is complete and thoughtful and identifies what was learned, how it was made clearer, and who helped the student.</td>
</tr>
<tr>
<td>3</td>
<td>• 1.5 pts for a Level 1 question</td>
<td>Student may be missing some resources such as textbook, CN from academic classes, etc.</td>
<td>Student occasionally distracts others from focusing on tutorial. Contributes few ideas/questions.</td>
<td>CN on presenters’ questions are complete.</td>
<td>Reflection is basic and may identify what was learned, how it was made clearer, and who helped the student.</td>
</tr>
<tr>
<td>0</td>
<td>• no question</td>
<td>Student is not prepared with textbook, CN from academic classes, materials etc.</td>
<td>Student frequently distracts others from focusing on tutorials. Does not contribute or participate.</td>
<td>Notes on presenters’ questions are not in CN form or are limited.</td>
<td>Reflection is incomplete or missing.</td>
</tr>
</tbody>
</table>

**Reflection:** Describe what you learned or what you understood more clearly through today’s tutorial session. Be sure to explain your participation level. 

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Unit 2: Before the Tutorial**
## CORNELL NOTES

<table>
<thead>
<tr>
<th>Name of Student Presenter and Question</th>
<th>Notes/Steps</th>
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</thead>
<tbody>
<tr>
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### Summary:

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</table>
Making the Grade

Using the student sample on Handout 2.7.6 and the scenario description below, give the student a grade for the Tutorial Request Form. Award points in each area based on the criteria and point scale listed on the Tutorial Request Form.

Scenario

Lourdes is a very responsible student. She arrived at her algebra tutorial with her textbook, class Cornell notes, and all needed supplies. She stayed on task most of the time but had to be reminded once to stop talking to her best friend. She is somewhat shy and is reluctant to participate during the session. However, she did ask one of the student presenters a question during the tutorial and helped clarify a point of confusion for another student. Lourdes took detailed notes on each student presenter’s question and provided specific steps to answer the question.

POINTS

☐ Grade the heading box on the right side of the form.  

☐ Grade the designated question, paying particular attention to the source used, the level of the question, and steps required to solve the problem.  

☐ Using information from the scenario, award points in the top box on the left using checkmarks (0 = never, 1 = sometimes, and 2 = always).  

☑ The detailed Cornell notes that Lourdes took during the session have been graded for you. She received 20 points.

☐ Grade the reflection that Lourdes wrote after her tutorial.

Total Points:  

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ 

Unit 2: Before the Tutorial

109
Student Sample

Tutorial Request Form

Tutorial Points: _______/50  Tutor Initials: _______

0 1 2  ________ (8 possible points)

☐ ☐ ☐ Stays on task; works all period
☐ ☐ ☐ Participates in group; team player
☐ ☐ ☐ Tutorial process (patient, helpful)
☐ ☐ ☐ Ready to work; prepared with notes

Name: Lourdes

Date: 9/26

Problem Subject: Algebra

Subject Teacher: Perez

_____ (2 pts)

DESIGNATED QUESTION — Specific question or statement → ASK FOR STEPS (5 pts)

Source Used: text+book pg. 102 #31

Level of Question: 2

Your Question

How do I factor by grouping

Steps

2x - 3

8x^3 - 12x^2 - 12x + 18

4x^2 - 2x - 6

8x^3 - 12x^2 ____________________________

Factor 

Steps

4x^2 (2x - 3)

2x - 3

(4x^2 - 6) (2x - 3)

Multiply by 4x^2

Multiply by -6

2x - 3

6x^3 - 12x

GCF

12x + 18

Check answer by using the area model method

FINAL ANSWER:

(4x^2 - 6) (2x - 3)

PRECISE ANSWER — Detailed Response → WITH STEPS LISTED (in Notes) (5 pts)

REFLECTION: My group helped me to think about grouping the number by asking me questions about the GCF (greatest common factors). Next, the asked me to look for common factors in the groups. I used the area model taught by Ms. Perez to check my work. I learned that breaking the problem into smaller chunks & common factors helped me simplify & solve.
Step 3: Preparing for Tutorials in the AVID Classroom

As students enter the room, the teacher/tutor checks and/or collects the Tutorial Request Forms. The resources students bring to class to support their questions are also checked.

Directions: Check all statements that apply to your AVID class.

AVID TUTORIAL DAY

☐ Teacher or tutor checks and/or collects the Tutorial Request Form.

☐ Students gather textbooks, class Cornell notes, and other materials to use as resources for tutorial questions.

☐ In class: Students prepare Cornell note paper for note-taking as questions are presented during the tutorial.
Reflection: Do You Have a Handle on It?

**Directions:** Complete these questions to the best of your ability based on your observations and experiences on AVID tutorial days. If you are unsure of the answer to any question, seek clarification from your AVID teacher.

1. Describe the process that occurs when students arrive at AVID class with their Tutorial Request Forms.
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________

2. What is the tutor’s role when students arrive?
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________

3. What happens if a student arrives without a completed Tutorial Request Form?
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________

4. What are the policies for student absences on tutorial days?
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
   
   __________________________________________________________________________________________
Directions: Read and highlight key concepts.

Collaborative learning groups are the cornerstone of successful tutorials. Students work together while taking responsibility for their own—and the group’s—learning.

Collaborative groups strengthen and enhance students’ listening, thinking, speaking, and writing skills. Students have the opportunity to ask higher-level questions as they work with peers to find answers to problems. The collaborative process provides an opportunity for students to discover new ideas and take ownership of their learning because they are active participants.

For true collaboration, students do not have to have the same skills and knowledge. By relying on the strengths of individual group members, the collaborative group creates a positive interdependence and productiveness.

The tutor’s role in this process is to serve as a facilitator and to coach students in their learning and questioning of each other. With the encouragement of the tutor, students will feel comfortable enough to openly share their ideas with their peers. It is important that each student understand his/her role as an active participant in the collaborative study group.

Tutor’s role in the collaborative process:

- Encourages group members to respect the ideas/thinking of others.
- Models use of inquiry to help students gain a deeper understanding of academic materials.
- Facilitates a balance of shared participation among students.
- Prompts students to use WICR to summarize what they have learned.
- Coaches students to ask higher-level questions of each other to gain a deeper understanding of the content being explored.
- Ensures a safe environment where students are free to ask for clarification of the content.
- Communicates regularly with teachers and students about student participation and group interaction.

Student’s role in the collaborative process:

- Respects the ideas/thinking of others in the group.
- Uses inquiry to gain a deeper understanding of the content under discussion.
- Actively participates in the group by listening, asking questions, answering questions, and taking Cornell notes.
- Uses WICR in the collaborative process.
- Creates an environment where others in the group feel comfortable enough to ask questions and seek clarification of content.
- Communicates openly with tutor/AVID site coordinator/teacher about the group experience.
The table below illustrates the differences between traditional and collaborative learning groups. The ultimate goal of tutorials is to create successful collaborative learning groups that assist students in achieving in rigorous academic classes.

<table>
<thead>
<tr>
<th>Traditional Groups</th>
<th>Collaborative Learning Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No interdependence</td>
<td>• Positive interdependence</td>
</tr>
<tr>
<td>• No individual accountability</td>
<td>• Individual accountability</td>
</tr>
<tr>
<td>• Homogeneous</td>
<td>• Heterogeneous</td>
</tr>
<tr>
<td>• One appointed leader</td>
<td>• Shared leadership</td>
</tr>
<tr>
<td>• Responsibility only for self</td>
<td>• Shared responsibility for one another</td>
</tr>
<tr>
<td>• Social skills ignored</td>
<td>• Appropriate social skills are addressed and modeled by the AVID site coordinator/teacher/tutor</td>
</tr>
<tr>
<td>• Teacher/tutor ignores group functioning</td>
<td>• AVID site coordinator/teacher/tutor observes, monitors, and intervenes</td>
</tr>
<tr>
<td>• No group processing required</td>
<td>• Groups process their effectiveness through reflection</td>
</tr>
</tbody>
</table>

Describe a time when you had a successful collaborative experience in school. What did it look like, feel like, and sound like?  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________  
__________________________________________________________________________________________________________________________________________
Flying Solo or In a Group?

Record your thoughts about working in a group and working alone by completing these sentences.

<table>
<thead>
<tr>
<th>I prefer to work in a group when....</th>
<th>I prefer to work alone when...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What I find difficult about working in a group is... What I find difficult about working alone is ...

Your preference (working in a group or working alone) is indicative of your learning style. It is important to identify your learning style so you can work collaboratively with others. You will also need to develop sensitivity and awareness to the way others learn best, especially when their styles differ from yours.
### Collaborative Group Work Interview

**Directions:** Interview the AVID site coordinator/teacher to determine which collaborative group practices are used in the classroom.

<table>
<thead>
<tr>
<th>Questions/Main Ideas</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How will I monitor individual accountability of how well students work together in the group?</td>
<td></td>
</tr>
<tr>
<td>2. What should I do to coach students who are not working well together in a group?</td>
<td></td>
</tr>
<tr>
<td>3. How will I evaluate and improve the effectiveness of the collaborative process?</td>
<td></td>
</tr>
<tr>
<td>4. What can I do to ensure shared leadership and student responsibility for each other during the session?</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

...
The AVID Brain
(Pair-Share Activity)

Directions: Read the following information, and then work with a partner to answer the questions on the following page.

Research shows that students process information using all of their senses, but in most students, one sense is dominant. These senses are important in the education process as they influence the way a student learns and communicates. The most common learning styles (ways of learning) are: auditory, visual, and kinesthetic.

The Auditory Learner

Auditory learners learn primarily from listening and generally take five to seven seconds to process information. They may not take many notes because this might distract them from hearing the information. The auditory learner tends to look to the side when constructing or recalling information.

The Visual Learner

Visual learners learn primarily from seeing and generally take three to five seconds to process information. They like charts and graphs and take lots of notes. The visual learner tends to look up when constructing or recalling information.

The Kinesthetic Learner

Kinesthetic learners learn primarily from touch and experimentation. They can take up to 15 seconds to process information. The kinesthetic learner tends to look down when constructing or recalling information.
Directions: Work with a partner to complete this page.

1. Your Name: __________________________________________________________________________

2. Partner’s Name: ______________________________________________________________________

Based on the descriptions on the previous page, what kind of learner are you?

Partner 1: ______________________________________________________________________________

Partner 2: ______________________________________________________________________________

What kind of classroom activities do you enjoy best?

Partner 1: ______________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Partner 2: ______________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
# Learning Style Inventory

**Directions:** Read the statements below carefully, and circle “yes” if it describes you or “no” if it does not. Please respond honestly, and be sure to answer every statement. There are no right or wrong responses.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Making things for my studies helps me to learn.</td>
</tr>
<tr>
<td>2.</td>
<td>I can write about most of the things I know better than I can tell about them.</td>
</tr>
<tr>
<td>3.</td>
<td>When I really want to understand what I have read, I read it softly to myself.</td>
</tr>
<tr>
<td>4.</td>
<td>I get more done when I work alone.</td>
</tr>
<tr>
<td>5.</td>
<td>I remember what I have read better than what I have heard.</td>
</tr>
<tr>
<td>6.</td>
<td>When I answer questions, I can tell someone the answer better than I can write it.</td>
</tr>
<tr>
<td>7.</td>
<td>When I do math problems in my head, I say the numbers to myself.</td>
</tr>
<tr>
<td>8.</td>
<td>I enjoy participating in class discussions.</td>
</tr>
<tr>
<td>9.</td>
<td>I understand a math problem that is written down better than one I hear.</td>
</tr>
<tr>
<td>10.</td>
<td>I do better when I can write the answer instead of having to say it.</td>
</tr>
<tr>
<td>11.</td>
<td>I understand spoken directions better than written ones.</td>
</tr>
<tr>
<td>12.</td>
<td>I like to work by myself.</td>
</tr>
<tr>
<td>13.</td>
<td>I would rather read a story than listen to one.</td>
</tr>
<tr>
<td>14.</td>
<td>I would rather tell about how a thing works than write about how it works.</td>
</tr>
<tr>
<td>15.</td>
<td>If someone gives me three numbers to add, I can usually get the answer without writing them down.</td>
</tr>
<tr>
<td>16.</td>
<td>I prefer to work with a group when there is work to be done.</td>
</tr>
<tr>
<td>17.</td>
<td>I understand numbers better when I see them than when I hear them.</td>
</tr>
<tr>
<td>18.</td>
<td>I remember things better after I have written them down.</td>
</tr>
<tr>
<td>19.</td>
<td>I learn better if someone reads a book to me than if I read it silently to myself.</td>
</tr>
<tr>
<td>20.</td>
<td>I learn best when I study alone.</td>
</tr>
<tr>
<td>21.</td>
<td>When I have a choice between reading and listening, I usually read.</td>
</tr>
<tr>
<td>22.</td>
<td>I would rather tell a story than write it.</td>
</tr>
<tr>
<td>23.</td>
<td>Saying the multiplication tables repeatedly helps me remember them better than writing them.</td>
</tr>
<tr>
<td>24.</td>
<td>I do my best work in a group.</td>
</tr>
<tr>
<td>25.</td>
<td>I understand a math problem that is written down better than one that I hear.</td>
</tr>
<tr>
<td>26.</td>
<td>In a group project, I would rather make a chart or poster than find the information that is supposed to go on it.</td>
</tr>
<tr>
<td>27.</td>
<td>Written assignments are easy for me to follow.</td>
</tr>
<tr>
<td>28.</td>
<td>I remember more of what I learn if I learn it alone.</td>
</tr>
<tr>
<td>29.</td>
<td>I do well in classes where most of the information has to be read.</td>
</tr>
</tbody>
</table>
30. I would enjoy giving an oral report to the class. Yes No
31. I learn math better from spoken explanations than from written ones. Yes No
32. If I have to decide something, I ask other people for their opinions. Yes No
33. Written math problems are easier for me to do than oral ones. Yes No
34. I like to make things with my hands. Yes No
35. I don’t mind doing written assignments. Yes No
36. I remember things I hear better than things I read. Yes No
37. I learn better by reading than by listening. Yes No
38. It is easy for me to tell about the things I know. Yes No
39. It makes it easier for me if I can say the numbers of a problem to myself as I work it out. Yes No
40. If I understand a problem, I like to help someone else understand it, too. Yes No
41. Seeing a number makes more sense to me than hearing one. Yes No
42. I understand things better when I am involved in making something for the project. Yes No
43. The things I write on paper sound better when I say them. Yes No
44. It is easier for me to remember what I have heard than what I have read. Yes No
45. It is fun to learn with classmates, but hard to study with them. Yes No

Tally Chart

In the columns below, put an “X” in front of the number if you answered “Yes” to that question in the survey. If you answered “No” to a question do not make any mark by that number. (If you did not answer any of the questions, go back and answer them now.)

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
<th>Individual</th>
<th>Group</th>
<th>Oral</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>14</td>
<td>12</td>
<td>16</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>26</td>
<td>20</td>
<td>24</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>17</td>
<td>15</td>
<td>34</td>
<td>28</td>
<td>32</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>21</td>
<td>19</td>
<td>42</td>
<td>45</td>
<td>40</td>
<td>43</td>
<td>35</td>
</tr>
</tbody>
</table>

Enter your totals from the above categories into the boxes on the left of each section. Then, do the math.

<table>
<thead>
<tr>
<th>Receptive Style</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>x 5</td>
</tr>
<tr>
<td>Auditory</td>
<td>x 5</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>x 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Style</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>x 10</td>
</tr>
<tr>
<td>Group</td>
<td>x 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressive Style</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>x 10</td>
</tr>
<tr>
<td>Written</td>
<td>x 10</td>
</tr>
</tbody>
</table>

Total for Each Area

<table>
<thead>
<tr>
<th>Receptive Style</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Style</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressive Style</th>
<th>Score</th>
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<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### More About Learning Styles

**Directions:** Highlight the column that applies to you (your learning style).

<table>
<thead>
<tr>
<th>AUDITORY LEARNERS</th>
<th>VISUAL LEARNERS</th>
<th>KINESTHETIC LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you like and how you learn:</strong></td>
<td><strong>What you like and how you learn:</strong></td>
<td><strong>What you like and how you learn:</strong></td>
</tr>
<tr>
<td>• Talking and listening—enjoys dialogue</td>
<td>• Crossword puzzles and word searches</td>
<td>• Touching everything</td>
</tr>
<tr>
<td>• Asking questions</td>
<td>• Charts, graphs, and diagrams</td>
<td>• Textures (the way things feel)</td>
</tr>
<tr>
<td>• Reading out loud</td>
<td>• Pictures</td>
<td>• Making/building things; using manipulatives</td>
</tr>
<tr>
<td>• Moving lips while reading</td>
<td>• Neat surroundings</td>
<td>• Fiddling or tinkering with things</td>
</tr>
<tr>
<td>• Books on tape/CD</td>
<td>• Reading to self</td>
<td>• Learning with items that you can hold and move (models)</td>
</tr>
<tr>
<td>• Voice, tempo, and rhythm</td>
<td>• A quiet working environment</td>
<td>• Highlighting when reading</td>
</tr>
<tr>
<td>• Background music</td>
<td>• Organize thoughts by writing things down</td>
<td>• Physical activity and movement</td>
</tr>
<tr>
<td>• Noise while you work</td>
<td>• Seeing rather than hearing something</td>
<td>• Getting up out of seat or working on the floor</td>
</tr>
<tr>
<td>• Panels, committees, and debates</td>
<td>• Learn by watching demonstrations</td>
<td>• Rocking back in chairs; bouncing legs, tapping pencil, drumming</td>
</tr>
<tr>
<td>• Storytelling</td>
<td>• Visualization</td>
<td>• Using gestures (hands) when speaking</td>
</tr>
<tr>
<td>• Remembers through auditory repetition</td>
<td>• Step-by-step written instructions</td>
<td>• Learn by doing</td>
</tr>
<tr>
<td>• Use of inquiry</td>
<td>• Reading and writing strategies</td>
<td>• Use of collaboration</td>
</tr>
</tbody>
</table>
| • Hearing prompts like:  
  — How does this work?  
  — Hear what I’m saying?  
  — Listen to this... | • Hearing prompts like:  
  — Picture this...  
  — Do you see what I mean?  
  — How does this look to you? | • Need more time to process information |

**Interesting Side Note**

- Auditory learners are often misunderstood because they ask questions and are thought not to be paying attention.
- Many don’t like to do written work or read a lot.

**Good study habits for you:**

- Discuss ideas with another student.
- Don’t miss class—you need the lecture.
- Read things out loud
- Talk with someone about what has been read.
- Make flashcards; use them with a partner or say the answers out loud.
- Have some noise in your work or study environment (music, people talking, etc.).
- “Talk” the material to yourself.
- Study in a group; ask each other questions.
- Read into a tape recorder; and then listen to yourself.
- Create songs, poems, or raps of the information you need to know.

**Interesting Side Note**

- Visual learners need to take the spoken word and make it visual.
- They may draw, write lists, even doodle in order to learn.
- They often will not be able to concentrate in a cluttered or noisy environment.

**Interesting Side Note**

- Kinesthetic learners are often thought not to be paying attention because they are constantly moving.
- They generally cannot concentrate for long periods of time without being able to move around.

**Good study habits for you:**

- Be well equipped with lots of tools—pens, pencils, paper, rulers, etc.
- Get comfortable before you study.
- Write and rewrite information.
- Make summaries and outlines.
- Use a highlighter to mark important information.
- Study with another person; exchange notes while you study.
- Make flash cards; carry them in your pocket or backpack; use them on the bus, when walking, or whenever you have a short break.
- Take Cornell notes as you study or read a textbook.
- Create a game out of what you are studying.
- Take a break every so often; stand up and walk around.
- Have a drink or snack while you work
- While you read or study, have a pen, a piece of clay, or a smooth stone in your free hand.

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**Learning Style Classroom Observation**

**Directions:** While observing in the AVID class, take notes about the types of activities the AVID AVID site coordinator/teacher asks students to do. Describe the learning styles that would work best for each activity and the learning styles that might be challenged by the activity.

<table>
<thead>
<tr>
<th>Describe Activity</th>
<th>Learning Styles This Would Work For</th>
<th>Learning Styles That Might Find This Challenging</th>
<th>Adaptations to Meet More Learning Styles</th>
</tr>
</thead>
</table>
| Oral drills, practicing new vocabulary words out loud; students repeating after the teacher | Auditory | Visual Kinesthetic | • Have students make and use flashcards that include a graphic/cartoon representation for each vocabulary word.  
• Students act out the vocabulary words. |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
D
ivide students into three groups according to dominant learning style—auditory, visual, and kinesthetic. Have each group discuss their learning style and complete the mandala below, using illustrations and/or words. Each group can then share its mandala in the way that fits the learning style.

**What Kind of Learner Are You?**

*(Whole Class Activity)*

**Characteristics**

**Likes**

**Dislikes**

**What Kind of Learner Are You?**

**AVID/Learning Strategies I Prefer**
Making Connections Between Collaborative Groups and Tutorial Groups

Students need to learn how to work collaboratively from the beginning of the year—initially in pairs, then triads, and finally in small groups. As a result of their collaboration in varied settings, students will be able to comfortably transition into tutorial groups. The AVID site coordinator and teacher will need to establish some form of weekly ongoing communication with AVID tutors as they begin to interact and coach students in the collaborative process.
This unit focuses on creating effective tutorials to help students increase their performance academically. Descriptions of Unit 3 materials and suggestions for their use are provided below.

Unit 3 Handouts

3.1.1: Key Terminology (Tutor/Student)

3.1.2: AVID Tutorial Observation and Feedback Tool (Tutor/Student)

These two handouts deal with classroom and student observation before, during, and after the tutorial to ensure that the collaborative model is being used. They should be distributed and used together as the first handout describes important terminology found on the second. Be sure to point out that Column 5 on pp. 2 and 3 of the form (Handout 3.1.2) describes the ideal behaviors observed during the AVID tutorial.

3.1.3: Tutorial Process Observation Checklist (Teacher/Tutor/Student)

Explain that use of this checklist ensures that tutor and teacher work together on evaluating tutorials and on developing strategies for improving them. Note that the second page of the handout combines pp. 2 and 3 of the AVID Tutorial Observation and Feedback Tool (Handout 3.1.2) into an easy-to-use resource for recording what is observed during the tutorial. Walk participants through the process of how this handout is used with Handout 3.1.2 to evaluate and improve the tutorial process.

3.2.1: Using the P-Q-R-S-T Technique (Tutor/Student)

3.2.2: Guidelines for Effective Tutorials (Tutor/Student)

3.2.3: Share One/Get One (Tutor/Student)

These three handouts are used together to reinforce the key elements of effective tutorials. Tutor/Student Handout 3.2.1 provides the strategy for reading the information on Handout 3.2.2. Participants can use the third handout (3.2.3) to review with a partner what they learned about tutorials during this session.

3.2.4: Using “I” Messages (Tutor)

Use this handout with tutors to stress how using “I” messages is key to developing and maintaining positive relationships with students and others. Model additional examples, as necessary, to cover typical areas of concern in the AVID classroom.

3.2.5: Tutorial Group Norms (Tutor/Student)

Emphasize the importance of establishing group norms before conducting the tutorial. Give some examples of norms that enable you to work effectively with others and then go through the 5-3-1 decision-making method with participants to show how this process works.

3.3.1: Step 4: Dividing into Tutorial Groups (Teacher/Tutor)

Use this handout to introduce the various ways tutorial groups are formed in the AVID classroom (Step 4 in the tutorial process).
3.3.2: **Reflection: Get It Together! (Tutor)**

Explain the value of this sheet, which can be used to critique group formation in the AVID classroom once the tutor is on the job. Ongoing evaluation such as this will help each AVID class improve its tutorials.

3.4.1: **Seating Arrangements (Tutor)**

3.4.2: **T-Chart/T-List (Tutor)**

These two handouts focus on the importance of seating students in a way that facilitates collaboration. Tutors can take notes on Handout 3.4.2 as they read the information on Handout 3.4.1.

3.4.3: **Just Draw It! (Tutor)**

Use this sheet as a follow-up to Handout 3.4.1 and Handout 3.4.2. Using the symbols provided (and some of their own), tutors create a graphic of the seating arrangement used in their AVID classroom during tutorials.

3.5.1: **Let’s Collaborate! (Tutor/Student)**

3.5.2: **Reflection: Let’s Collaborate (Tutor/Student)**

Walk participants through this collaborative group activity for middle-level/high school students that focuses on the inquiry process (Handout 3.5.1), and then review with them the reflection students will complete to debrief the activity.

3.6.1: **Step 5: Beginning the Tutorial Session (Teacher/Tutor)**

This handout describes in detail Step 5 of the tutorial process and will help tutors and students understand the roles played by each participant (student presenter/group members/tutor/teacher) during this key step.

3.6.2: **Reflection: Observing and Questioning (Tutor)**

Explain to trainees that this page provides tutors an opportunity to reflect on the behaviors they model on tutorial days and to reflect on the types of questions they ask to help students deepen their understanding of content. Provide some examples of ideal behaviors and questions.

3.7.1: **How to Present a Question (Tutor/Student)**

3.7.2: **Observation Form (Tutor/Student)**

These two handouts are used together: 1) to describe the steps used by a student presenter during the tutorial, 2) to provide a tool for evaluating the student’s performance during each step, and 3) to show how the student presenter can use feedback from the tutor to improve his/her performance in future tutorials. Walk tutors and students through the entire process, clarifying as necessary.

3.7.3: **Using Tutorial Question Stems (Tutor/Student)**

Review with participants the stems provided on this sheet and model how they might fill in the blanks for several of the questions. Emphasize the importance of using these questioning stems during tutorials to monitor student understanding and to help students process information and construct new knowledge. By asking students higher-level questions, tutors help them find ways to resolve their own content area problems.
3.7.4: Using the Inquiry Process in Tutorials *(Tutor/Student)*
This handout provides a detailed explanation of the inquiry process and some sample questions that tutors might use to push students’ thinking.

3.8.1: Step 6: Checking for Understanding *(Teacher/Tutor)*
Review this checklist with participants, emphasizing the importance of checking for understanding to ensure that students will be able to apply what they have learned in the tutorial to future questions.

3.8.2: Reflection: Get It…Got It…Good! *(Tutor)*
Have tutors brainstorm how they might answer the questions on this reflection, which deals with strategies for checking for student understanding.

3.9.1: Step 7: Repeating the Inquiry Process for All *(Teacher/Tutor)*
Go over with group the information presented on this page (a detailed description of Step 7 of the tutorial process). Clarify as necessary.

3.9.2: Reflection: How Do You Keep It All Going? *(Tutor)*
This sheet allows tutors to reflect on the methods they use to keep the tutorial moving along and to ensure that all students get a chance to present their questions.

3.10.1: Writing Higher-Level Questions *(Teacher/Tutor/Student)*
Review with group this flowchart, which guides students in the question-writing process to ensure that the questions they present during the tutorial are higher-level.

3.10.2: Tutorial Question Analysis *(Teacher/Tutor/Student)*
Explain that tutors and teachers can use this handout to help their students write more specific questions for the tutorial. This will enable group members to zero in on the student’s point of confusion and ask questions that are more likely to guide him/her toward a solution.

3.10.3: Goals for AVID Tutorials *(Tutor/Student)*
Explain to group that this handout will help tutors and students align their personal classroom goals with those of the AVID Program. Elicit some sample goals/actions to complete the chart.

3.10.4: Evaluating Student Performance *(Tutor)*
This sheet provides tutors a format for critiquing the performance of a student presenter and lays the groundwork for providing feedback that can lead to student improvement in future tutorials.

3.10.5: Written Feedback—Letter to Student *(Tutor)*
Tutors can use this graphic to draft a letter of encouragement to a student who has been observed during the tutorial *(Handout 3.10.3)*.

3.11.1: Suggested Tutorial Make-Up Activities *(Teacher)*
Emphasize the need for students to make up missed tutorials; go over the list of activities, clarifying as necessary.

3.12.1: Grade/Tutorial Analysis Activity *(Teacher/Tutor/Student)*
Review the sample pages with trainees so they get a feel for how students analyze their grades/tutorial performance to ensure that the questions they ask reflect the subject area in which they need the most help. Blank forms are also provided for tutors to use with students once they are on the job.
### Unit 3: Curriculum/CD Correlation

Several Unit 3 handouts are correlated to the CD that has been included with this training curriculum. All such handouts have been marked with the following symbol: ![Symbol] to alert trainers to review the CD for additional information on concepts, strategies, etc. The chart below shows these connections.

<table>
<thead>
<tr>
<th>HANDOUT</th>
<th>CORRESPONDING SECTION OF VIDEO</th>
</tr>
</thead>
</table>
| 3.1.3 (p. 2) | **Home Page:** #2 Overview of a Tutorial  
**Menu:** Tutorial Observation Feedback |
| 3.3.1 | **Home Page:** Matt’s and Itzel’s Story  
Itzel’s Story  
**During Tutorial:** Breaking Into Tutorial Groups |
| 3.3.1 | **Home Page:** Matt’s and Itzel’s Story  
Matt’s Story  
**During Tutorial:** Breaking Into Tutorial Groups |
| 3.4.1 | **Home Page:** #6 Getting Into Groups  
**Menu:** Room Set-Up Variations  
(Click arrows to view Room Set-Up slides.) |
| 3.6.1 | **Home Page:** Matt’s and Itzel’s Story  
Itzel’s Story  
**During Tutorial:** Inquiry & Collaboration |
| 3.8.1 | **Home Page:** Matt’s and Itzel’s Story  
Matt’s Story  
**During Tutorial:** Inquiry & Collaboration |
Key Terminology

Background

The form on Handout 3.1.2 can be used to provide the feedback needed to move tutorials to the collaborative model. This non-evaluative observation tool can also be used by the coach to debrief the key areas of the tutorial process. Before using this form, however, it is essential to understand some key terminology.

TUTORIAL PROCESS

Directions

Using this page as a guide to Handout 3.1.2, read the definition and explanation of each term on the left and identify what you would see or hear to provide evidence for this aspect of the tutorial.

Cornell Notes and Resources

All students should bring to the tutorial the following resources: academic class Cornell notes, textbooks, worksheets, tests, quizzes, and/or reference materials AND authentic, higher-level questions.

Response:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Reflection

Reflection means thinking about one’s learning and putting into one’s own words the process used to find a solution. This should be done orally throughout the tutorial, and a written reflection should be completed individually (TRF) by each student at the end of the session.

Response:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
3.1: Observation and Feedback

**TEACHER**

**Monitoring**

When a teacher monitors a tutorial, he/she circulates among the groups, modeling higher-level questions and supporting the tutor and students.

Response:

__________________________________________________________________________________________

__________________________________________________________________________________________

**Coaching**

The teacher coaches students by asking higher-level questions that cause them to think deeply, create connections, and arrive at solutions, which in turn help them master academic content. This process may also include asking reflective questions, which prompt students to look at themselves and make necessary changes that improve their tutorial performance. Through coaching, the teacher guides students and tutors to achieve specific outcomes.

Response:

__________________________________________________________________________________________

__________________________________________________________________________________________

**TUTOR**

**Facilitating the Inquiry and Collaboration Process**

A key responsibility of the tutor is to facilitate inquiry and collaboration. He/she encourages group members to move the thinking of the presenter by working together and asking higher-level questions. As facilitator, the tutor prompts students to ask questions about the content to promote inquiry and engagement.

Response:

__________________________________________________________________________________________

**Sits Away From the Student Presenter**

The main interaction in the group should occur among students. The tutor’s job is to facilitate such interaction. To help this happen, he/she sits with the group, asks questions to deepen the group’s thinking, tracks students’ behavior and participation (for later feedback), and encourages reflective thinking throughout the tutorial process.

Response:

__________________________________________________________________________________________
Presenting a Question

Each student presents his/her question to the group by writing the question on the board for all to see. Next, the student reads the question to the group members. The presenter should also share his/her prior knowledge about the topic, indicating areas of confusion and identifying what has been attempted prior to AVID class. Group members use collaboration and inquiry to ask higher-level questions of the presenter. This helps the student make connections in his/her learning and sparks ideas and strategies for arriving at a solution. It is essential that the student presenter record the group’s thinking, as well as his/her own on the whiteboard.

Response:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Depth Through the Use of Inquiry, Collaboration, and Discussion

Group members are responsible for creating depth by asking higher-level questions of the student presenter and of each other. By using questioning strategies and working together, students make deeper connections with the material presented, enabling them to identify the steps necessary to pursue a solution. Through questioning, the student presenter internalizes the process needed to master the material.

Response:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Pushing the Thinking of All Students

The group does not provide the answer for the student presenter; instead, group members take turns asking questions of the student presenter, as well as engaging in inquiry-based conversations among themselves. This questioning triggers the student presenter to connect his/her prior knowledge with current learning and pursue a solution. When students are provided with the answer, they fail to internalize processes and concepts. Therefore, they are unable to use this information to solve similar problems in the future.

Response:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Unit 3: During the Tutorial
Before the Tutorial: Observations

**Essential 8.1: Setup/Atmosphere**
- Room is set up to facilitate collaboration and problem solving.
- Students are grouped around a whiteboard.
- Students are familiar with the tutorial process and facilitate the process.

*Classroom environment evidence:* □ college-going culture □ high expectations □ collaborative work

**Essential 8.1 and 8.4: Tutorial Process/Use of Tutorial Request Form (TRF)**
- Students receive tutorial support twice a week. Circle days: M T W Th F
- Students use a Tutorial Request Form (TRF).
- Students arrive in class with TRF completed.

*TRF includes:* □ two questions □ note-taking section □ student accountability
- □ written reflection section □ student/tutor tutorial feedback
- □ Students have appropriate *Cornell notes and resources* to use during tutorials.

*Students are grouped by:* □ subject □ grade level □ teacher selection □ other: ____________________

**Essential 8.2 and 8.3: Tutor Information**

Total number of tutors: __________

- □ college tutors _______ □ cross-age tutors _______ □ other tutors _______ □ absent tutors _______
- □ trained tutors _______ □ untrained tutors _______

□ Student/tutor ratio meets 7:1 certification requirement.

Number of returning tutors: __________

Number of tutorial groups: __________
### During the Tutorial

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Not AVID</th>
<th>Tutor Centered</th>
<th>Student Centered</th>
<th>Collaborative Teacher/Tutor/Students</th>
</tr>
</thead>
</table>
| **Teacher**  
The teacher is responsible for monitoring the groups and coaching the tutors and students. | • Grades papers/plans lessons.  
• Does not monitor student behavior.  
• Works one-on-one with a student for entire period.  
• Does not model higher-level questioning. | • Observes tutorials.  
• Coaches tutor to monitor student behavior.  
• Works with a number of students one-on-one during the period.  
• Sometimes models higher-level questioning. | • Monitors tutorials.  
• Coaches students to monitor their own behavior.  
• Stays with 1–2 groups the entire period.  
• Models higher-level questioning. | • Coaches students and tutors in the tutorial process.  
• Coaches students/tutors to share responsibility for monitoring their own and each other’s behavior.  
• Rotates to observe each group during the period.  
• Models higher-level questioning; validates students who ask higher-level questions. |
| **Tutor**  
The tutor is responsible for facilitating the inquiry and collaboration process of the student group. | • Conducts one-on-one homework help sessions.  
• Makes copies or completes teacher requests.  
• Asks questions and teaches solution to individual students.  
• Does not encourage Cornell note-taking during tutorials.  
• Insufficient number of tutors  
• No tutors | • Works with more than two groups during the period.  
• Stands in front of group while student presenter is seated.  
• Asks questions and teaches the solution.  
• Monitors students as they take Cornell notes on student questions. | • Works with 1–2 groups in a period.  
• Works with student presenter at board; discusses possible solutions with the group.  
• Asks questions and promotes discussion towards a solution.  
• Encourages students to take Cornell notes on all student questions; monitors. | • Coaches and works with one group the entire period.  
• Sits with the tutorial group and away from the student presenter.  
• Facilitates the group and pushes the thinking of all students to a higher level.  
• Takes Cornell notes for the student presenter and models Cornell note-taking for the group members. |

### Observation/Notes

**Teacher**

- The teacher is responsible for monitoring the groups and coaching the tutors and students.

**Tutor**

- The tutor is responsible for facilitating the inquiry and collaboration process of the student group.

- Conducts one-on-one homework help sessions.
- Makes copies or completes teacher requests.
- Asks questions and teaches solution to individual students.
- Does not encourage Cornell note-taking during tutorials.
- Insufficient number of tutors
- No tutors

### Observation/Notes
During the Tutorial (Continued)

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Not AVID</th>
<th>Tutor Centered</th>
<th>Student Centered</th>
<th>Collaborative Teacher/Tutor/Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Presenter</strong></td>
<td>The presenter is responsible for <em>presenting a question</em> to the group, interacting with questions from the group, and making an effort to pursue the solution.</td>
<td>• Works on homework independently, in student pairs, or one-on-one with tutor.</td>
<td>• Works at board one-on-one with tutor/peer as group listens.</td>
<td>• Works at board presenting his/her own question to group; tutor occasionally is at board with a student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focuses on his/her own work. (There is no structured group interaction.)</td>
<td>• Presents question at the board, and then sits with group as tutor teaches the solution to the group.</td>
<td>• May present higher-level questions from core subject areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does not write questions in advance.</td>
<td>• May present higher-level question from core subject area.</td>
<td>• Records tutor-driven notes at board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notes are not recorded on the board.</td>
<td>• Notes are mainly reflective of the student presenter/tutor discussion; often there is no group participation.</td>
<td>• Notes are mainly reflective of the student presenter/tutor discussion; often there is no group participation.</td>
</tr>
</tbody>
</table>

Observation/Notes

| **Group Members** | Group members are responsible for helping the presenter understand his/her question in greater depth through the use of inquiry, collaboration, and discussion. | • Work on own homework independently or in pairs, with or without tutor. | • Focus on conversations between tutor and student presenter at the board and provide little input. | • Discuss questions being presented. |
|                   | | • Do not take Cornell notes. | • Take Cornell notes with tutor/teacher prompting. | • Take Cornell notes on each student presenter’s question. |
|                   | | • Do not engage in the discussion. | • May engage in the discussion. | • Engage in discussion. |
|                   | | • Seating arrangement does not promote collaboration. | • Seating arrangements enable some students to listen and collaborate. | • Seating arrangements promote collaboration and discussion between some individuals in the group. |
|                   | |                       |                       | • Seating arrangements promote collaboration and discussion among all members. |

Observation/Notes
### After the Tutorial

<table>
<thead>
<tr>
<th>Essential 8.1</th>
<th>Debrief</th>
</tr>
</thead>
</table>
| Activities/strategies for taking responsibility of learning during the tutorial process:  
- Inquiry  
- Collaboration | |

<table>
<thead>
<tr>
<th>Essential 8.2</th>
<th>Debrief</th>
</tr>
</thead>
</table>
| Site’s ongoing tutor training  
- Coaching and debriefing of the tutorial process | |

<table>
<thead>
<tr>
<th>Essential 8.3</th>
<th>Debrief</th>
</tr>
</thead>
</table>
| Tutor/student ratio  
- Tutor recruitment  
- Tutor retention | |

<table>
<thead>
<tr>
<th>Essential 8.4</th>
<th>Debrief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial questions based on classroom performance in core subjects</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Coaching Questions/Next Steps for Teacher</th>
<th>Debrief</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Next Steps for Coach</th>
<th>Debrief</th>
</tr>
</thead>
</table>
Tutorial Process Observation Checklist

Steps

☐ Both tutor and teacher complete the checklist on page 2 independently based on their observations during the tutorial session.

☐ Teacher and tutor debrief the tutorial process by sharing their completed checklists with each other.

☐ Page 4 of Handout 3.1.2 can then be used to record overall rankings, as well as strategies for refining and improving tutorials.

☐ This entire process should be repeated within four weeks and the results from both observations compared.
## Tutorial Process Observation Checklist

<table>
<thead>
<tr>
<th>Not AVID</th>
<th>Tutor Centered</th>
<th>Student Centered</th>
<th>Collaborative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Does not monitor student behavior.</td>
<td>□ Coaches tutor to monitor student behavior.</td>
<td>□ Coaches students to monitor their own behavior.</td>
<td>□ Coaches students/tutors to share responsibility for monitoring their own/each other’s behavior.</td>
</tr>
<tr>
<td>□ Works one-on-one with a student for entire period.</td>
<td>□ Works with a number of students one-on-one during the period.</td>
<td>□ Stays with 1–2 groups the entire period.</td>
<td>□ Rotates to observe each group during the period.</td>
</tr>
<tr>
<td>□ Does not model higher-level questioning.</td>
<td>□ Sometimes models higher-level questioning.</td>
<td>□ Models higher-level questioning.</td>
<td>□ Models higher-level questioning; validates students who ask higher-level questions.</td>
</tr>
<tr>
<td></td>
<td>□ Works more than two groups during the period.</td>
<td>□ Works with 1–2 groups in a period.</td>
<td>□ Coaches and works with one group the entire period.</td>
</tr>
<tr>
<td></td>
<td>□ Stands in front of group while student presenter is seated.</td>
<td>□ Works with student presenter at board; discusses possible solutions with the group.</td>
<td>□ Sits with the tutorial group and away from the student presenter.</td>
</tr>
<tr>
<td></td>
<td>□ Asks questions and teaches the solution.</td>
<td>□ Asks questions and promotes discussion towards a solution.</td>
<td>□ Facilitates the group and pushes the thinking of all students to a higher level.</td>
</tr>
<tr>
<td></td>
<td>□ Monitors students as they take Cornell notes on student questions.</td>
<td>□ Encourages students to take Cornell notes on all student questions.</td>
<td>□ Takes Cornell notes for the student presenter and models Cornell note-taking for the group members.</td>
</tr>
<tr>
<td></td>
<td>□ Insufficient number of tutors</td>
<td>□ Note-taking during tutorials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ No tutors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Presenter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Works on homework independently, in student pairs, or one-on-one with tutor.</td>
<td>□ Works at board one-on-one with tutor/peer as group listens.</td>
<td>□ Works at board presenting his/her own question to group; tutor occasionally is at board with student.</td>
<td>□ Works at board presenting his/her question to group as tutor takes Cornell notes.</td>
</tr>
<tr>
<td>□ Focuses on his/her own work. (There is no structured group interaction.)</td>
<td>□ Presents question at board, and then sits with group as tutor teaches the solution to the group.</td>
<td>□ Listens and records notes at board while group members discuss questions.</td>
<td>□ Shares prior knowledge with group and uses group member questions to assist in working toward a solution.</td>
</tr>
<tr>
<td>□ Does not write questions in advance.</td>
<td>□ May present higher-level questions from core subject areas.</td>
<td>□ May present higher-level questions from core subject areas.</td>
<td>□ Presents higher-level question based on classroom performance in core subject areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Records tutor-driven notes at board.</td>
<td>□ Records group thinking at the board.</td>
</tr>
<tr>
<td></td>
<td>□ Notes are mainly reflective of the student presenter/tutor discussion; often there is no group participation.</td>
<td>□ Notes are mainly reflective of the student presenter/tutor discussion; often there is no group participation.</td>
<td>□ Records own and group thinking on board.</td>
</tr>
<tr>
<td><strong>Group Members</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Work on own homework independently or in pairs, with or without tutor.</td>
<td>□ Focus on conversations between tutor and student presenter at the board and provide little input.</td>
<td>□ Discuss questions being presented.</td>
<td>□ Take responsibility for pushing the thinking of all students through the use of inquiry. (This promotes shared leadership.)</td>
</tr>
<tr>
<td>□ Do not take Cornell notes.</td>
<td>□ Take Cornell notes with tutor/teacher prompting.</td>
<td>□ Take Cornell notes on each student presenter’s question.</td>
<td>□ Take detailed Cornell notes on each student’s question.</td>
</tr>
<tr>
<td>□ Do not engage in the discussion.</td>
<td>□ May engage in the discussion.</td>
<td>□ Engage in discussion.</td>
<td>□ All engage in discussion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Engage in a discussion about the learning process used to arrive at solution.</td>
</tr>
<tr>
<td></td>
<td>□ Seating arrangement does not promote collaboration.</td>
<td>□ Seating arrangements enable some students to listen and collaborate.</td>
<td>□ Seating arrangements promote collaboration and discussion among all members.</td>
</tr>
</tbody>
</table>

---

**Unit 3: During the Tutorial**

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## Using the P-Q-R-S-T Technique

**Directions:** Use the P-Q-R-S-T technique to read the “Guidelines for Effective Tutorials” on Handout 3.2.2; record your responses below.

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>DESCRIPTION</th>
<th>YOUR RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td><em>Preview and identify the main parts.</em></td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td><em>Develop questions for which you want to find the answers.</em></td>
<td></td>
</tr>
</tbody>
</table>
| R         | *Read and highlight the material.*  
            | *Reread highlights.* | □ Read and highlight  
            |               | □ Reread      |
| S         | *State the central idea or theme.* |               |
| T         | *Test yourself by answering your questions.*  
            | *Teach the material to someone else; record what you shared.* |               |
Being part of a program at the forefront of education is highly challenging and requires an extraordinary amount of commitment, yet its rewards more than compensate for the amount of work. More than anything else, tutoring is the best preparation possible for a career in teaching or in any other job that is people-oriented.

**Directions:** Read and highlight the key concepts on the next two pages.

**Camaraderie**

AVID tutors and students enjoy a great deal of camaraderie. Together, the tutors and AVID site coordinator/teacher rejoice in mutual successes and support each other when encountering classroom frustrations. Tutors accompany students on field trips and often get together for supervised study sessions. Because of the common bond of AVID, tutors, students, and the AVID site coordinator/teacher become like a family.

As a tutor, you are a role model with the ability to influence a student’s attitude about high school, college, and career goals. It is imperative that you maintain a positive attitude by treating all students equally in a friendly, respectful manner, honoring their individuality and different learning styles. By maintaining an enthusiastic and professional demeanor that shows genuine interest in your students, you will be able to motivate the formerly unmotivated, bring out introverted students, and witness real academic and personal growth.

Because tutors work so closely with students on all aspects of their academic lives, and are closer in age to them than is the teacher, students often view tutors as their friends or peers. What the students need, however, is for the tutor to be a teacher and model, not another friend. Naturally, situations will arise when there is a need for the tutor to listen to students’ personal problems and they will be more open with someone of their own gender and age group. However, it is your legal obligation to inform the AVID teacher when conversations indicate serious problems with drugs, child abuse, etc.

**Communication**

Tutors are able to share valuable insights about students with the AVID site coordinator/teacher and to collaborate on academic plans. Your input will be valued and respected, but remember that the AVID site coordinator/teacher is the final authority in the classroom.

**Tutors Should Not Do the Following**

- Write passes for students.
- Assign tasks to students that take them outside the classroom.
- Take charge of the classroom in the teacher’s absence.
- Transport students.
- Provide personal contact information.

Remember that each person in your class is unique. The teaching technique that is effective with one student may be ineffective with another. One may learn best visually, another, verbally. As a tutor, you will want to vary your presentation to give each student the greatest possible chance to learn.
The following guidelines will be of help:

1. Allow students adequate time to work. You may feel you must talk throughout the tutorial session, but students need uninterrupted time to think, work, and respond. As long as you are talking, the students will not internalize what they have learned.

2. Place the burden of work on the students, not on yourself. Encourage them by asking questions that will help them be able to find their own answers. Rather than saying, “You need a comma here;” say, “You left out a punctuation mark between here and here; can you find it?” Rather than saying, “The author was trying to say...” say, “What do you think the author meant when he said...?” Rather than saying, “I’ll look up the information between now and our next session,” say, “You research that between now and next week. I’ll be ready to check what you have found.”

3. Require students to call upon all the resources they’ve learned to use—their Cornell notes, fellow students, textbooks, and their subject area teachers.

4. Have students write out the process they used to solve a problem and/or have them solve another problem of the same type to check their comprehension.

5. If the students finish early, ask the teacher for an activity your group can work on until the end of the period. Students may also use this time to create additional questions to present by looking for wrong answers on their tests/quizzes.

6. Be flexible! There is usually more than one way to do something. You might study most effectively with background music, but your students might prefer total silence. Share with them how you learn, and then allow them to explore what works best for them. For more about learning styles, see Handouts 2.9.5–2.9.9.

7. Be patient. Students do not have to do things right the first time they try. Provide the time and encouragement they need to try a different strategy or approach if the first one is unsuccessful.

8. Never try to bluff a student. Whenever a student asks a question to which you do not know the answer, refer the student to the teacher or guide him/her to the appropriate resource.

9. Because you are a vital part of the learning environment, keep absences from the classroom to a minimum. Frequent absences and tardiness are a bad example, prevent efficient operation of the class, and deny students the full benefits of instruction.

10. Accept and act on any suggestions made by the AVID site coordinator/teacher.

11. Tutors need to show that they are mentally and emotionally capable of interacting positively with students. Mutual trust and understanding are important facets of the effective teaching process. Once you have gained your students’ trust, never abuse or take advantage of it.

12. Report to the teacher on a regular basis. You are, in the best circumstances, the teacher’s eyes and ears concerning the progress of each student.
Share One/Get One

Directions: With a partner, use what you learned from *Handout 3.2.2* to complete this activity. Chunk learning into smaller parts by taking turns listing main ideas for each category.

Camaraderie
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Communication
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Tutors Should Not
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Adequate Time
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Burden on Student
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Resources
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Process Used to Solve Problem
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Flexibility
• ____________________________________________________________________________________
• ____________________________________________________________________________________
• ____________________________________________________________________________________

Trust
• ____________________________________________________________________________________
• ____________________________________________________________________________________
Using “I” Messages

Directions: Read the information below before completing the activities on page 2. The use of “I” messages helps to create collaborative tutorials by providing all participants with a tool to communicate effectively.

Why “I” Messages?

The easiest way to start an argument is to answer an attack with another attack. Picture a scene where your spouse or roommate says to you, “You never cook dinner on the night you promise.” If you snap back with, “Well, you haven’t seen the inside of a grocery store in three years,” the fight will be on. The chances are good that the main issue won’t even be dealt with and that behaviors and attitude will remain the same.

The best way to avoid an ugly blow-up is to state your feelings without attacking the other person. This is called an “I” message. You state your feelings in such a way that the other person doesn’t feel the need to jump to his/her own defense. Sending an “I” message requires that you tell how you feel when the person does a particular thing, how that affects your life, and how you would prefer the situation to be handled.

The “I” message allows you to state a need, a desire, or a compliment in an open honest way. It can aid you in asking for help or in making sure someone knows your compliment is genuine. It is a direct approach because it states your position rather than vaguely hinting at it.

Example

Non “I” Message
“This isn’t the right way to form tutorial groups. Jose and Luis always stay together even when Luis needs to be working on another subject. It’s taking forever to get the students into groups. Why can’t you do it like they do at Southwest?”

“I” Message
“I’m really concerned about the instruction time being lost in forming tutorial groups. (Problem) I’m not able to help the students deal with all their questions. (Consequences for tutor and student) I’d like to hear your ideas and share my thoughts on how we might solve the problem. (invitation to problem-solving, not blaming)”

“T” Message
“I like the way the students were organized in writing groups this week. I was able to quickly get them on task, and we had a very productive tutorial session.

Formula for Creating an “I” Message
1. Describe behavior rather than blame someone.
2. Make your feelings known.
3. Make clear what it is you want.
4. Omit using the pronoun “you.”

“I” messages are explanations. “You” messages, whether positive or negative, are evaluations. The reaction to the latter is usually defensiveness, resentment, or anger.
Examine the “You” message in each situation and then write an “I” message.

1. **Situation:** An AVID tutor, who is grateful for how well students worked during the tutorial, says, “You are great students!” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

2. **Situation:** An AVID student who has struggled to understand difficult math concepts finally gets it. The tutor who has been helping says, “You are very smart!” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

3. **Situation:** An AVID tutor, who has been listening to students complain about a teacher, says, “You just need to pay better attention and you will understand the material.” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

4. **Situation:** An AVID teacher, who has observed an AVID tutor handling a difficult situation with students, says, “You handled that situation well.” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

5. **Situation:** An AVID tutor, who is frustrated with a student who continually comes late to tutorial, says, “You obviously don’t respect me or care about this class.” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

6. **Situation:** An AVID student, who really appreciates the extra help a tutor has given him, says, “You are a great tutor!” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

7. **Situation:** An AVID tutor, who is trying to convince a student not to give up, says, “Don’t give up! You can get it!” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

8. **Situation:** AVID students, who feel that the tutor is to blame for the tutorial being ineffective, say, “That was a crappy tutorial.” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________

9. **Situation:** An AVID tutor, who wants a student to stop a certain behavior during a tutorial, says, “You are acting inappropriately.” (‘You’ message)
   “I” message: __________________________________________________________________________
   __________________________________________________________________________
It is important to establish norms for working together in tutorial groups.

Note: Each group will need chart paper for Steps 2 and 5.

Student Directions

1. At the bottom of this page, brainstorm a list of norms that enable you to work effectively in a collaborative group setting.

2. Share your individual list with your group. Work together to create a group list of norms on a sheet of chart paper that takes into consideration everyone’s individual thinking.

3. Use the collaborative decision-making method (5–3–1) to prioritize the group’s norms. Each individual indicates his/her top three norms by recording a 5 next to the most important, a 3 by the second most important, and a 1 by the third most important norm. Tally the numbers for each norm.

4. Circle the top five norms on the group list. These norms will be used as guidelines for teachers, tutors, and students.

5. Create a poster of your group’s top five norms.

Sample norms: Don’t interrupt when someone is speaking; each group member must ask student presenter at least one question

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Step 4: Dividing into Tutorial Groups

Students are divided into tutorial groups of 7 or fewer.

Directions: Check all statements that apply to your AVID class.

Groups are formed based on:

- [ ] Content of questions
- [ ] Students’ academic classes
- [ ] Students’ academic teachers
- [ ] Core, Team, or SLC (small learning community)
- [ ] Assignment by AVID teacher
- [ ] Random
Reflection: Get it Together!

Directions: Complete the questions below based on your observations and experiences in AVID class. If you are unsure of the answer to any question, seek clarification from your AVID teacher.

1. Describe the process used in your AVID classroom to group students for the tutorial.

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2. Is the current grouping of students effective or ineffective? Explain.

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3. Tutorial Process: Step 4

Tutor Handout 3.3.2
Seating Arrangements

For students to solve problems collaboratively, it is important that they be able to make eye contact with, listen to, and hear each other during tutorials. Think of the following as you plan the seating arrangements for the tutorial:

1. Have students arrange their chairs or desks in a half circle next to the board. If your classroom has tables, students can arrange themselves in such a way that everyone can see each other as well as the board.

2. If students will be preparing for a test, quizzing each other, or engaging in a discussion about a text or course concept, arrange them in a circle facing each other. You, the tutor, can sit in the circle or move around outside the circle, standing behind the person who is talking. Students with desks can have their notes and text out where they are readily available. If sitting in chairs, it is more difficult for them to write notes and keep track of their materials.

Use Handout 3.4.2: “T-Chart/T-List” to record your thoughts as you work through the process.

Setting the Tone for the Tutorial

Because students are used to taking directions from their teachers, when they first encounter AVID tutorials, they must learn strategies to develop their independence as learners. Important cues will come from their AVID tutor. The tutor sets the tone for the importance of the tutorial, the value of spending time wisely, and the “need for speed” in getting tutorials going.

Once students begin to engage in collaborative discussions that deepen their understanding of course content and realize the value of the time spent in tutorial sessions, they will become allies in the “need for speed” effort. When AVID students are asked what part of the AVID class has helped them most, tutorials are often named. Their deepened understanding of content results in success in difficult courses, preparing them for the rigors of honors/Advanced Placement® and college courses.
This T-Chart/T-List is a reading strategy that allows one to structure content so that it can be retained for long-term memory. Use the T-Chart/T-List below to prepare the brain for learning and to organize information for storage.

**Directions:** Read Handout 3.4.1: “Seating Arrangements” and record details and examples below for the main idea.

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
<th>DETAILS OR EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEATING ARRANGEMENTS</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
3.4: Setting Up the Tutorial

3.4.3: Just Draw It!

It is important that students are able to make eye contact, listen to, and hear each other during tutorials. To ensure that this happens, have students sit in a horseshoe or half circle around a whiteboard.

**Directions:** Using the symbols at the bottom of the page, draw a diagram of what your AVID classroom looks like on tutorial days. Be sure to use the correct number of students and tutors in your diagram.

<table>
<thead>
<tr>
<th>Key</th>
<th>Additional symbols (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X = students</td>
<td>△ = teacher</td>
</tr>
<tr>
<td>O = tutor</td>
<td>□ = whiteboard</td>
</tr>
</tbody>
</table>
Let’s Collaborate!

Group Activity

Directions for Tutors

1. Have students sit in groups of six in a horseshoe shape around a board where they can write their inquiry questions.

2. Use the questions on pages 3–8 of this handout for the student questions. Give each group a packet of six Inquiry Questions (one per student) and the directions on page 2.
Student Directions for Collaboration Activity

1. Silently read the inquiry question at the top of the page.

2. Silently read the boxed answer at the bottom of the page. This answer is for another student’s question.

3. One student begins by writing his/her question on the board and presenting it to the group. The group must solve the question through inquiry by asking questions of each other. (The student with the answer to this question at the bottom of his/her page does not reveal it.) If no one asks a question, the student with the answer should ask the first question, using the hint provided.

4. Repeat Step 3 until all inquiry questions have been solved.
**Five Marks Problem**

**Question:** How can you add five more marks to make ten?

---

**Answer to Amoeba Question**

It will take the single amoeba three hours and three minutes to fill the jar. Once the amoeba in the first jar has reproduced itself (a process that takes three minutes), the jar is at the same point at which the second jar started. The only difference is that the amoeba in the first jar is three minutes behind the amoebas in the second jar.
Circle Problem

Question: What is the maximum number of parts into which a circle may be divided by drawing four straight lines?

Answer to the Water Lily Question

The lake is half covered on the fifty-ninth day. Since the water lilies double each day, the lake is half covered the day before it is fully covered.
Amoeba Problem

There are two jars of equal capacity. In the first jar there is one amoeba. In the second jar there are two amoebas.

An amoeba can reproduce itself in three minutes. It takes the amoebas in the second jar three hours to fill the jar to capacity.

**Question:** How long does it take the one amoeba in the first jar to fill to capacity?

---

Answer to the Jamais/Toujours Question

1. Make the single question a nonsense question, such as, “Are you a rhinoceros?” Clearly, the individual who claims to be a rhinoceros is from Jamais.

   OR

2. Ask any question that you can verify, such as, “Is it raining?”
Jamais/Toujours Problem

You know that the inhabitants of Jamais always lie, while the inhabitants of Toujours always tell the truth. You meet a man who you know comes from either Jamais or Toujours. You want to know which village he comes from.

Question: How can you find out by asking him only one question?

Answer to the Circle Question

Eleven segments may be formed with the four lines. The key is that each successive line must divide as many segments as possible.
Rope Ladder Problem

A ship is at anchor. Over its side hangs a rope ladder with rungs a foot apart.

The tide rises at the rate of 8 inches per hour.

**Question:** At the end of 6 hours, how much of the rope ladder will remain above the water, assuming that 8 feet were above the water when the tide began to rise?

---

**Answer to the Five Marks Question**

(Two other solutions are also possible. Can you find them?)
Water Lily Problem

Water lilies on a certain lake double in area every twenty-four hours. From the time the first water lily appears until the lake is completely covered takes sixty days.

**Question:** On what day is the lake half covered?

---

**Answer to the Rope Ladder Question**

Since the ship is afloat, the water level in relation to the ship is always the same. Therefore, eight feet of the rope ladder are above the water at the end, just as at the beginning.
Reflection: Let’s Collaborate!

Directions: In your collaborative group, discuss the following questions after completing the group activity on Handout 3.5.1.

1. How did you collaborate with your group? ____________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
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2. What skills do you think are important when working with your peers? ____________________________
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3. What did it feel like to only be able to use inquiry (ask questions)? ______________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
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   ______________________________________________________________________________________
   ______________________________________________________________________________________

4. What did it feel like when you did not know the answer or how to solve the question? _____________
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   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
Step 5: Beginning the Tutorial Session

One student begins the tutorial by presenting a higher-level question to the group. Tutor and group members ask questions to guide the student presenter through the inquiry process.

Directions: Check all statements that apply to your AVID class.

Tutorial Process

☐ Group members sit together in a horseshoe shape facing a whiteboard.

☐ Student presenter begins by writing a higher-level question on the board, using Cornell note format.

☐ Tutor takes Cornell notes for student presenter while he/she is at the board.

☐ Group members ask questions of student presenter.

☐ Student presenter records group’s and his/her own thinking on board.

☐ Group members take Cornell notes on student presenter’s problem.

☐ Tutor tracks participation, keeps students on task, and facilitates collaboration among students.

☐ Teacher models higher levels of questioning for all tutorial groups and coaches students as they present questions.

☐ Teacher observes and coaches tutors by providing feedback.
Reflection: Observing and Questioning

Directions: Complete the questions below based on your observations and experiences during the AVID tutorial session. If you are unsure of the answer to a question, seek clarification from your AVID site coordinator/teacher.

1. If your AVID site coordinator/teacher were to observe you during tutorials, what would he or she see? (Start your description from the minute the students are seated in their tutorial groups and continue until the first student presenter’s question has been answered.)

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2. Record specific questions that you have asked in your tutorial session.

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How to Present a Question

Tutorials provide a forum for students to practice their public speaking and presentation skills in a safe and supportive environment on a weekly basis. Once a student has identified a higher-level question for the tutorial group, it is important that he/she initiate the discussion. Students need to know how to present their question in a way that will create engagement and inquiry with group members.

The steps for presenting a question are as follows:

1. Write the problem on the board.
2. Face the group members.
3. Read the question out loud to group.
4. Explain prior knowledge and what you understand about the question.
5. Explain what strategies you used in attempting to answer the question.
6. Indicate to group exactly where you became confused as you worked to answer this question.
7. Ask group members: “What questions do you have to prompt my thinking and assist me in identifying the next step?”
8. Ask group members questions to clarify anything that they asked or stated.

Use Handout 3.7.2 to observe a student presenter. For each step of the presentation process, record your observations in the center column. Review this form with the student after the tutorial and work together to come up with suggestions for improvement.
### Observation Form

<table>
<thead>
<tr>
<th>Steps to Presenting A Question</th>
<th>Record What You See and Hear</th>
<th>Next Steps for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write the problem on the board as a question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Face the group members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Read the question out loud to group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain prior knowledge and what you understand about the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Explain what strategies you used in attempting to answer the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Indicate to group exactly where you became confused as you worked to answer this question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ask group members: “What questions do you have to prompt my thinking and assist me in identifying the next step?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Ask group members questions to clarify anything that they asked or stated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How are ____________________________ and ____________________________ similar?

What is the difference between ______________________ and ________________________?

How could ____________________________ be used to ________________________________?

What do you think would happen if ________________________________?

How does _________________________________ connect to what we’ve learned before?

What is a new example of ________________________________?

What are the strengths and weaknesses of ________________________________?

In your own words, what is ________________________________?

Why is ________________________________ important?

Explain how ________________________________.

Explain why ________________________________.

How do you think ________________________________?

How does ________________________________ compare to ________________________________?

How are ________________________________ and ________________________________ different?

Imagine that ________________________________, how would you react?

What will happen to ________________________________ if ________________________________?

What speculation can we make about ________________________________?

Considering ________________________________, what conclusion can be made about __________?

Summarize ________________________________ in your own words.
Higher-level questions are at the heart of the tutorial because they prompt inquiry, a process that enables students to become independent thinkers who master their own learning. Inquiry occurs in the tutorial at Steps 5 and 6 as shown on Handout 1.8.2. (You may want to provide students with a copy of this handout for reference.)

**Directions:** Read the chart, and highlight key concepts of each level of the inquiry process. Use this page as a guide during tutorials, following the steps for each student presenter.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Description of Inquiry Level</th>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td><em>Gather and Recall Information</em> <em>(Gathering/Input)</em></td>
<td>• What do you know about your problem?</td>
</tr>
<tr>
<td></td>
<td>Ask LEVEL 1 questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.</td>
<td>• What does __________ mean?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What did you record from your class notes about the lecture?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What does it say in the text about this topic?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the formula or mnemonic device (ex., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?</td>
</tr>
<tr>
<td>Level 2</td>
<td><em>Make Sense Out of Information Gathered</em> <em>(Processing)</em></td>
<td>• Can you break down the problem into smaller parts? What would the parts be?</td>
</tr>
<tr>
<td></td>
<td>Ask LEVEL 2 questions to help student begin processing the information gathered, make connections, and create relationships.</td>
<td>• How can you organize the information?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What can you infer from what you read?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can you find a problem/question similar to this in the textbook to use as an example?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the relationship between ______ and ______?</td>
</tr>
<tr>
<td>Level 3</td>
<td><em>Apply and Evaluate Actions/Solutions</em> <em>(Applying/Output)</em></td>
<td>• How do you know the problem is correct? How could you check your answer?</td>
</tr>
<tr>
<td></td>
<td>Ask LEVEL 3 questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize, or evaluate.</td>
<td>• Is there more than one way to solve the problem? Could there be other correct answers?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can you make a model of a new or different way to share the information?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How do you interpret the message of the text?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is there a real life situation where this can be applied or used?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Could the method of solving this problem work for other problems?</td>
</tr>
</tbody>
</table>
Step 6: Checking for Understanding

Group members/tutor check the student presenter’s understanding of the answer to his/her question by asking clarifying questions.

Directions: Check all statements that apply to your AVID class.

☐ Student explains the solution and his/her understanding of the question/problem to group.

☐ Group members/tutor check student’s understanding of the question/problem by asking clarifying questions.

☐ Group members collaborate to generate a list of steps necessary to solve the question/problem.

☐ Student teaches question/problem to another student.
Reflection: Get It ... Got It ... Good!

Directions: Complete the questions below based on your observations and experiences during the AVID tutorial session. If you are unsure of the answer to any question, seek clarification from your AVID teacher.

1. How do you check to make sure students understand the process used to arrive at the solution to each question presented during the tutorial?

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2. What are some strategies that you have used during tutorials to check for student understanding?

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Step 7: Repeating the Inquiry Process for All

Steps 5 and 6 are repeated for all group members.

Directions: Check all statements that apply to your AVID class.

If you have extra time, have students:

☐ Use other questions from textbooks or class notes.

☐ Review incorrect answers on tests and quizzes.

☐ Change lower-level questions to higher-level questions.

☐ Work collaboratively to solve PSAT®/SAT®/ACT prep problems.

You can also use this time to debrief the collaborative learning process with group.
Reflection: How Do You Keep It All Going?

Since the tutorial is key to your students’ academic success, every minute of time scheduled for this activity should be used. If students finish early, they should not be allowed to work on their homework. (If students are finishing tutorials early, they are probably not bringing higher-level questions to the session.) Specific guidelines about what to do if the session ends early should be discussed with the teacher.

**Directions:** Complete the questions below based on your observations and experiences during the AVID tutorial session. If you are unsure of the answer to any question, seek clarification from your AVID teacher.

1. After the first student presenter has finished, what is the process for selecting the next one?

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   __________________________________________________________________________

2. How do you make sure that all students have an opportunity to present their questions? What happens if some students do not get to present during the tutorial session?

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   __________________________________________________________________________

3. What are the policies and procedures if students finish the tutorial early?

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   __________________________________________________________________________
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   __________________________________________________________________________
   __________________________________________________________________________
A. Read the question you wrote on your Tutorial Request Form.

B. Identify the verb (Costa’s vocabulary) in your tutorial question.

C. What is the level of your question?

D. Based on the verb (Costa’s vocabulary) indicated, you have a lower-level question.

E. Rewrite your question into a higher-level question OR

F. Create a new higher-level tutorial question. Go back to A and start the process over.

LEVEL OF QUESTIONS: COSTA’S 1 OR BLOOM’S 1 AND 2

LEVEL OF QUESTIONS: COSTA’S 2 AND 3 OR BLOOM’S 4–6

D. Based on the verb (Costa’s vocabulary) indicated, you have a higher-level question.

E. Do you have resources to assist you in finding the answer to your question? If not, obtain resources.

F. Using your resources, are you able to answer the question without assistance? If so, go to G1. If not, go to G2.

G1. Create a new higher-level question. Go back to A and start the process over.

G2. Congratulations! You have created a fabulous question and are prepared for the tutorial.
Tutorial Question Analysis
Identifying the Point of Confusion or Place Where You are Stuck

Steps
1. Identify an academic class in which you are struggling, and select a question from this class to present during
   the tutorial.
2. Using this question, write down or share orally with your peers what you know and are able to solve on your
   own.
3. Identify the point in the question/problem where you are no longer able to move forward toward an answer.
   Use specific academic vocabulary that is pertinent to the question.
4. Generate a specific question for your group to use during the inquiry process to help you arrive at the answer.
   Your group members will ask you specific questions about your point of confusion rather than addressing your
   original question. See the examples below.

Example 1
Original question from textbook/handout/quiz/test: Solve \( x^2 - 3x - 4 = 0 \) using the quadratic formula.
Your initial tutorial question: How do I solve \( x^2 - 3x - 4 = 0 \)?
Identify what you know and can do: I know that if the discriminant is positive, the equation has two solutions;
   if negative, no real solution; if 0, one solution.
New tutorial question (based on point of confusion): How do I find the value of the solution to determine
   how many solutions the equation has (2, 1, or no real)?

Example 2
Original question from textbook/handout/quiz/test: Solve using the substitution method \( 4x + 3y = 16 \) and
   \( 2x - 3y = 8 \).
Your initial tutorial question: How do I solve \( 4x + 3y = 16 \) and \( 2x - 3y = 8 \)?
Identify what you know and can do: I know how to substitute a number for \( x \).
New tutorial question (based on point of confusion): How do I solve one of the equations and substitute into
   the second equation to find an ordered pair solution?

Example 3
Original question from textbook/handout/quiz/test: Simplify \( \sqrt{9x^4} \).
Your initial tutorial question: How do I simplify \( \sqrt{9x^4} \)?
Identify what you know and can do: I know how to find \( \sqrt{9} \), which would be 3.
New tutorial question (based on point of confusion): How do I find the square root of an expression
   containing numbers and variable such as \( \sqrt{9x^4} \)?
### Your Turn

**Directions:** Revise and rewrite your tutorial questions to prompt members of your group to ask questions that specifically address your point of confusion.

<table>
<thead>
<tr>
<th>Original question from textbook/handout/quiz/test:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Your initial tutorial question:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify what you know and can do:</th>
</tr>
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<table>
<thead>
<tr>
<th>New tutorial question (based on point of confusion):</th>
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<tr>
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<tr>
<th>Your initial tutorial question:</th>
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<table>
<thead>
<tr>
<th>New tutorial question (based on point of confusion):</th>
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</table>

**Reflection:** How did this activity help me write better questions that lead to a more effective tutorial?
Goals for AVID Tutorials

**Directions:** Set at least two personal goals that align with the AVID expectations for tutors and students on pp. 4–5 of *Handout 1.5.1.*

<table>
<thead>
<tr>
<th>Sample Tutorial Goal:</th>
<th>My Tutorial Goal:</th>
<th>My Tutorial Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to ask each student presenter at least one higher-level question during the tutorial session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tutor:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to make sure all students are actively engaged during tutorials by having them take Cornell notes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Action Needed to Accomplish This Goal:</th>
<th>My Action Needed to Accomplish this goal:</th>
<th>My Action Needed to Accomplish this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will use my “Tutorial Question Stems” worksheet and keep a tally of how many questions I ask.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tutor:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will take Cornell notes for student presenter while he/she is at the board. During this time, I will also monitor the Cornell note-taking of group members.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluating Student Performance

**Directions:** Use this observation tool to evaluate a student’s performance during a tutorial session. Use tally marks to track participation, interaction, questions, use of resources, behavior, etc. Record comments about specific things you see and hear.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Tally</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (providing information or assistance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction with group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question asked of presenter or group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference to resources, such as notes and text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-task behavior (talking, not paying attention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking Cornell notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive of group members</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use the space below to write a letter to a student you observed. Provide constructive feedback based on your observations.

Dear ____________________________________,

Sincerely,

____________________________________

Your AVID Tutor
Suggested Tutorial Make-up Activities

You can make-up tutorial time missed by doing one of the assignments listed below. If you do not make-up missed tutorial sessions, they will go into the grade book as zeros and bring down your overall AVID grade.

Make-Up Activities

1. **SQ5R**: Complete an SQ5R for a chapter from one of your college-prep textbooks. Your paper should be a minimum of one full page in length.

2. **Two College/Career Articles**: Read two articles (magazine, newspaper, or the Internet) about a college-related topic, a career that interests you, or advice on getting a job. Write a one-page reflection about each article. Submit each reflection with a printed copy of the article attached.

3. **Subject Content**: Choose a topic you are currently studying in a college-prep class to research. Write Cornell notes (including a summary!) on your findings. Your paper should be a minimum of one page.

4. **After-School Study Center**: Attend the center for one day, using a Tutorial Request Form as a guide for completing your homework. Be sure to have a teacher sign you in and out. You must attend from beginning to end in order to receive full credit!

5. **College and Career Center Guest Speaker**: Attend a presentation put on by the College and Career Center. Take Cornell notes and have the advisor sign and date your paper.

6. **Interview A Professional**: Take Cornell notes as you conduct an interview about an individual’s career or profession. Learn everything this person does, how much he/she earns, and the requirements (college, etc.) needed to attain this position. Find out the pros and cons of the job and what a typical day is like. Be sure to include in your notes the person’s name, his/her job title, and a detailed reflection of your thoughts/reactions. *(Note: This person cannot be a parent/guardian.)*

7. **Interview a College Student (someone currently enrolled)**: Interview the student by e-mail, asking a minimum of 10 questions. Print out and turn in the entire correspondence between the two of you.

8. **Watch an Inspirational Movie**: Write a full-page summary of an inspirational movie, making specific connections to your goals and AVID experiences.

Adapted from Megan Ellsworth-Reinero, Temecula Valley USD
Grade/Tutorial Analysis Activity

Evidence for Essential 8, Indicator 4

Background

The goal of the AVID tutorial is for students to focus their tutorial questions on the academic classes in which they need the most support from their peers to make connections and to deepen understanding.

The goal of this activity is to help students analyze their grades in order to determine their weakest academic area and thus focus on this area during the tutorial. Students will also analyze their last two weeks of Tutorial Request Forms to see if the questions they asked were from the academic area of greatest need. Students will re-examine their grades later in the semester to see if their tutorial focus has positively impacted their grade or performance in the selected academic class.

This activity can be completed jointly by teacher and student (or tutor and student), by the student individually, or as a whole class activity. Repeat at the end of each grading period.
Student Sample

Grade/Tutorial Analysis (Part A)
Evidence for Essential 8, Indicator 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Language</th>
<th>AVID</th>
<th>Other Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1</td>
<td>C-</td>
<td>B+</td>
<td>A</td>
<td>B-</td>
<td>A-</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

Based on your current grades, which subject should be your priority for tutorial questions?
Subject priority: Math

Specific focus within subject:
1) Test preparation - using homework and Cornell notes as tools
2) Word Problems - multistep problems
3) Checking answers through Substitution
4) Asking questions in class when confused

How can the AVID teacher/tutor/class support you in improving your academic grades?

Teacher: Please come to a meeting with my math teacher and me, where we can work together to devise a plan to improve my grade by the next grading period. Check my grade weekly.

Tutor: Push me to focus in tutorials and hold me accountable for asking Math questions on both tutorial days. Can we meet after school to have study sessions about math topics being studied?

Class: I would like to set up an after school collaborative study group that focuses on the Math being taught in Ms. Perez's class. I'd like to meet 2x a week; I will coordinate with Paolina and Tracy who are in my math class to get the sessions scheduled.
### Student Sample

#### Grade/Tutorial Analysis (Part B)

**Student’s Name:** Eddie Lopez  
**Tutor’s Name:** Liz Turner

*Using the last four graded Tutorial Request Forms, fill in the chart:*

**KEY**  
**Content Area:** M = Math, E = English, SS = Social Studies, S = Science  
**Level of Question:** 1 = Costa’s Level 1 or Bloom’s Levels 1 and 2; 2 = Costa’s Level 2 or Bloom’s Levels 3 and 4; 3 = Costa’s Level 3 or Bloom’s Levels 5 and 6  
**Where Did Question Come From:** H = Homework; T/Q = Test/Quiz; CN = Cornell notes  
**Grade:** A = 100–90%; B = 89–80%; C = 79–70%; D/F = 69% and below

<table>
<thead>
<tr>
<th>Content Area for Questions</th>
<th>Level of Question</th>
<th>Where Did Question Come From?</th>
<th>Grade on Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>E</td>
<td>SS</td>
</tr>
<tr>
<td>Tutorial #1</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Tutorial #2</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Tutorial #3</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Tutorial #4</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Based on the last four tutorials, determine the category that received the most checkmarks for each area on your Tutorial Request Form. Fill in the following table:*

<table>
<thead>
<tr>
<th>Overall</th>
<th>Content Area for Questions</th>
<th>Level of Question</th>
<th>Where Did Question Come From?</th>
<th>Grade on Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>2</td>
<td>Homework</td>
<td>B</td>
</tr>
</tbody>
</table>

In the past two weeks, did your tutorial questions reflect the subject that needs the most work based on your grades? Explain: *No, most of my questions came from science which is the subject where I have my best grade. The area where I am struggling, Math, I asked the least amount of questions. I need to do a better job at focusing my questions in the subjects with the lowest grades.*

How will your questions need to change to improve your performance in your subject priority as stated on page 5 of this handout? For the next month, my first priority for asking questions will be in the subject of math and as a second priority, Social Studies. I will focus on the following: looking at old test/quizzes and finding questions I missed, asking higher level questions, and using my class Cornell notes to assist me in answering my questions.*
# Student Sample

## Grade/Tutorial Analysis (Part C)

(6 Weeks Later or Next Grading Period)

Record your original grades from PART A (page 5) in row 1. Record your current grades in row 2.

<table>
<thead>
<tr>
<th>Date</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Soc. Studies</th>
<th>Foreign Lang.</th>
<th>AVID</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 1/11</td>
<td>C-</td>
<td>B+</td>
<td>A</td>
<td>B-</td>
<td>A-</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>#2 3/15</td>
<td>C+</td>
<td>A-</td>
<td>A-</td>
<td>C+</td>
<td>A-</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

1. Did you improve in your priority subject area? What specifically contributed to your improvement or lack of improvement? Yes, I improved my math subject area from a C- to a C+. Although my letter grade did not improve, I made progress and I’m getting closer to my goal of a B. Focusing tutorial questions in the area of math, using problems I answered incorrectly on my homework, tests/quizzes, and class work, and asking questions during tutorial really helped me better understand my questions and mistakes. Also, collaborating with my math teacher, AVID teacher, tutor and AVID classmates gave me support and encouragement.

2. Based on your current grades, how will you use the AVID tutorial to sustain your current performance or to set new focus goals? Based on my current grades, I will continue to focus on math once a week so I can reach my academic goal. I will use the other tutorial day to ask questions from my Social Studies class since that grade dropped. Tonight I’m going to look at old tests/quizzes, classwork, and homework to see where I am struggling. This will help me set some specific focus areas and goals in Social Studies.
Grade/Tutorial Analysis (Part A)
Evidence for Essential 8, Indicator 4

Student’s Name: ___________________________ Tutor’s Name: ___________________________

Record your current academic grades below. Be sure to indicate the date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Language</th>
<th>AVID</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on your current grades, which subject should be your priority for tutorial questions?

Subject priority: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Specific focus within subject: ______________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can the AVID teacher/tutor/class support you in improving your academic grades?

Teacher: __________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Tutor: __________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Class: __________________________________________________________________
________________________________________________________________________
### Grade/Tutorial Analysis (Part B)

Using the last four graded Tutorial Request Forms, fill in the chart.

**KEY**

**Content Area:** M = Math, E = English, SS = Social Studies, S = Science

**Level of Question:**
- 1 = Costa’s Level 1 or Bloom’s Levels 1 and 2;
- 2 = Costa’s Level 2 or Bloom’s Levels 3 and 4;
- 3 = Costa’s Level 3 or Bloom’s Levels 5 and 6

**Where Did Question Come From?**:
- H = Homework; T/Q = Test/Quiz; CN = Cornell notes

**Grade:**
- A = 100–90%;
- B = 89–80%;
- C = 79–70%;
- D/F = 69% and below

<table>
<thead>
<tr>
<th>Content Area for Questions</th>
<th>Level of Question</th>
<th>Where Did Question Come From?</th>
<th>Grade on Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>E</td>
<td>SS</td>
<td>S</td>
</tr>
<tr>
<td>Tutorial #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial #3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial #4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the last four tutorials, determine the category that received the most checkmarks for each area on your Tutorial Request Form. Fill in the following table:

<table>
<thead>
<tr>
<th>Content Area for Questions</th>
<th>Level of Question</th>
<th>Where Did Question Come From?</th>
<th>Grade on Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the past two weeks, did your tutorial questions reflect the subject that needs the most work based on your grades? Explain:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

How will your questions need to change to improve your performance in your subject priority as stated on page 5 of this handout?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
**Grade/Tutorial Analysis (Part C)**

(6 Weeks Later or Next Grading Period)

*Record your original grades from PART A (page 5) in row 1. Record your current grades in row 2.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>Soc. Studies</th>
<th>Foreign Lang.</th>
<th>AVID</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Did you improve in your priority subject area? What specifically contributed to your improvement or lack of improvement?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. Based on your current grades, how will you use the AVID tutorial to maintain your current performance or to set new focus goals?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Unit 4: After the Tutorial

Unit 4 activities focus on reflecting on the learning process and providing and receiving tutorial feedback. Descriptions of Unit 1 materials and suggestions for their use are provided below.

Unit 4 Handouts

4.1.1: Step 8: Reflecting On Learning (Teacher/Tutor)
Go over with participants the information presented on this page, which describes in detail what happens during Step 8 of the tutorial process; clarify as necessary.

4.1.2: Reflection: Checking Your Checking? (Tutor/Student)
Review handout with tutors, explaining that they can use this form to reflect on the ways they check for student understanding in AVID class and make improvements as necessary.

4.2.1: Think About It (Teacher/Tutor)
This handout builds on Handout 4.1.2 by having tutors create several reflection prompts for working with students following the tutorial.

4.2.2: Reflective Learning Log (Student)
This activity helps students retain they have learned in the tutorial by having them express—in writing and illustration—how they would teach this information to another person. If possible, have a student sample available to share with participants. Alternatively, work as a group to complete the activity during the training session. (Tutors should have a completed sample when introducing the activity to their students.)

4.2.3: Higher-Level Reflections (Tutor/Student)
Explain to tutors that they can use these pages to work with students on creating higher-level reflections. Emphasize that students need to become familiar with key words from Costa’s levels of questioning if they are to move their reflections from Level 1 to Levels 2 and 3.

4.3.1: Step 9: Providing and Receiving Tutorial Feedback (Tutor/Student)
This overview of Step 9 of the tutorial process will introduce tutors to the importance of providing feedback to their students.

4.3.2: Reflection: It’s Almost Curtains! (Teacher/Tutor)
This handout provides another opportunity for tutors to reflect, this time on what happens after students have turned in their TRFs. Emphasize that constructive feedback from tutors and teachers increases the effectiveness and quality of tutorials and leads to higher academic achievement by AVID students.
Several Unit 4 handouts are correlated to the CD that has been included with this training curriculum. All such handouts have been marked with the following symbol: to alert trainers to review the CD for additional information on concepts, strategies, etc. The chart below shows these connections.

<table>
<thead>
<tr>
<th>HANDOUT</th>
<th>CORRESPONDING SECTION OF VIDEO</th>
</tr>
</thead>
</table>
| 4.1.1   | **Home Page:** Matt’s & Itzel’s Story  
Itzel’s Story  
After Tutorial: Reflection #1  
**Home Page:** Matt’s & Itzel’s Story  
Matt’s Story  
After Tutorial: Reflection |
| 4.3.1   | **Home Page:** Matt’s & Itzel’s Story  
Itzel’s Story  
After Tutorial: Wrap Up |
Step 8: Reflecting On Learning

Students complete a written reflection on their learning (content and/or process).

Directions: Check all statements that apply to your AVID class.

☐ Students reflect in writing about the process of answering and solving their questions.

☐ Students identify who or what helped them to deepen their understanding.

☐ Teacher conducts a whole-class reflection by choosing one member of each group to debrief the learning process.

☐ Tutor facilitates a discussion among group members about the collaborative learning process.
Reflection: Checking Your Checking?

Directions: Answer the questions below based on your observations and experiences in the AVID class. If you are unsure of the answer to a question, seek clarification from your AVID teacher.

1. How do you check for student understanding regarding how they arrive at the solution to the question presented during the tutorial? ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. What are two reflection questions you asked during the last tutorial session to prompt student’s thinking about the learning process? ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

Tutorial Support Curriculum Resource Guide
Think About It

Directions: Read the following prompts and then record your ideas for additional reflection prompts.

Reflection Prompts

☐ How would you best teach another student to find an answer to your question?
☐ What is a different way to solve your problem?
☐ What helped you better understand your question?
☐ How could you apply this learning to another subject, topic, or concept you are currently studying?
☐ How would you apply what you learned today to solve or better understand a real-world situation?

Create three additional reflection prompts to be used during or after tutorials to assess student learning or understanding.

1. ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

2. ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

3. ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
Reflection is an ongoing process that occurs throughout the tutorial, not just at the end of the session. Research has shown that one of the best ways to retain new knowledge is to teach what you have learned to another person.

In the box below, create a visual representation that teaches a concept you learned in a tutorial to another student.

Explain how you would teach this concept to another student. Use the back of the page if more space is needed.
Higher-Level Reflections

Just as it is important to bring higher-level questions to the tutorial, it is equally important to write a higher-level reflection at the conclusion of the tutorial.

Costa’s Levels of Questioning

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete</td>
<td>compare</td>
<td>evaluate</td>
</tr>
<tr>
<td>define</td>
<td>contrast</td>
<td>generalize</td>
</tr>
<tr>
<td>describe</td>
<td>classify</td>
<td>imagine</td>
</tr>
<tr>
<td>identify</td>
<td>sort</td>
<td>judge</td>
</tr>
<tr>
<td>list</td>
<td>distinguish</td>
<td>predict</td>
</tr>
<tr>
<td>observe</td>
<td>explain (why?)</td>
<td>speculate</td>
</tr>
<tr>
<td>recite</td>
<td>infer</td>
<td>if/then</td>
</tr>
<tr>
<td>select</td>
<td>analyze</td>
<td>hypothesize</td>
</tr>
</tbody>
</table>

Student Samples

Level 1 Reflection

Today I learned that the perimeter of a polygon is the sum of the lengths of all its sides. Since a rectangle has 4 sides, and the opposite sides of a rectangle have the same length, a rectangle with sides 5 cm and 8 cm would have a perimeter of 26 cm. When I write my answer to a perimeter problem, I need to remember to indicate the specific units I’m using. *(Describe)*

Level 2 Reflection

The perimeter of a polygon is the sum of the lengths of all its sides while the area of a figure measures the size of the enclosed region of the figure. Area is expressed as square units whereas perimeter is not. For example, the perimeter of a figure would be centimeters while the area would be described as square centimeters. If a polygon has sides that measure 5 cm and 8 cm, the perimeter (5+5+8+8) would be 26 cm while the area of the polygon (5 x 8) would be 40 square cm. *(Compare and Contrast)*

Level 3 Reflection

The perimeter of a polygon is the sum of the lengths of all its sides while the area of a figure measures the size of the enclosed region of the figure. Area is expressed as square units whereas perimeter is not. For example, the perimeter of a figure would be centimeters while the area would be described as square centimeters. If a polygon has sides that measure 5 cm and 8 cm, the perimeter (5+5+8+8) would be 26 cm while the area of the polygon (5 x 8) would be 40 square cm. In my own life, I needed to know the perimeter of my poster paper for my science project when I was making a special border for it. My father asked me to help him calculate the area of our kitchen floor at home when he needed to find out how many tiles to buy. *(Evaluate/Generalize)*
**Student Directions**

Review page 1 of this handout. Using a recent Tutorial Request Form, rewrite your reflection to create both a Level 2 and Level 3 reflection in the spaces below. At the end of each one, indicate why it is a Level 2 or Level 3 reflection, using key words from Costa’s Levels. When you are done, read your reflections to another student to see if they agree with you on the level.

**Level 2 Reflection:**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

This is a Level 2 reflection because: ______________________________________________________
____________________________________________________________________
____________________________________________________________________

**Level 3 Reflection:**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

This is a Level 3 reflection because: ______________________________________________________
____________________________________________________________________
____________________________________________________________________
4.2: Reflections

Tutor/Student Handout 4.2.3 (3 of 3)

Tutor Directions
Select a student’s written reflection from a previous tutorial. Rewrite it as both a Level 2 and Level 3 reflection in the spaces below. At the end of each entry, indicate why it is a Level 2 or Level 3 reflection, using key words from Costa’s Levels.

Level 2 Reflection: __________________________________________________________
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This is a Level 2 reflection because: __________________________________________
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Level 3 Reflection: __________________________________________________________
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________________________________________________________________________
This is a Level 3 reflection because: __________________________________________
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Step 9: Providing and Receiving Tutorial Feedback

Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.

Directions: Check all statements that apply to your AVID class.

☐ Students turn in Tutorial Request Form (TRF) to teacher/tutor/specified location to be graded.

☐ Tutorial Request Forms are graded by teacher or tutor.

☐ Tutors provide feedback to each student regarding completion of form, participation in the tutorial, quality of work, and level of question asked.

☐ Teacher identifies procedure and policy for returning the Tutorial Request Form and for future use of the form.

☐ Students use their Tutorial Request Forms and Cornell notes as a resource for academic classes and to study for upcoming tests.
Reflection: It’s Almost Curtains!

It is important that grading be objective and justifiable so students know expectations and what to do to improve their grade.

Directions: Answer the questions below based on your observations and experiences during AVID tutorials. If you are unsure of the answer to a question, seek clarification from your AVID teacher.

1. Describe the process that occurs after students turn in their Tutorial Request Forms for grading and feedback.

______________________________________________________________________________________
______________________________________________________________________________________
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2. What are the policies and procedures for having tutors grade student work?

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3. If a parent/guardian or student were to question a grade on a Tutorial Request Form, what evidence could you provide to justify the grade?

______________________________________________________________________________________
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“I attribute the rise in academic achievement for our students who have participated in AVID to that program’s approach of scholastic rigor and high expectations. That has helped level the academic playing field for all students both in our school district and for others throughout Texas.”

“AVID serves as a model for what the modern education program ought to be; one that directly impacts students achievement in a positive way through a method which is lean and focused, supported by quantitative, independent data, and aligned with state priorities.”

—Dr. Ruben D. Olivarez, Superintendent
San Antonio Independent School District
Unit 5: Debriefing the Tutorial

Unit 5 includes debriefing and refining activities for teacher, tutor, student presenter, and group members, as well as suggestions for coaching each participant in the tutorial process. A family involvement section has been included to involve parents in tutorial debriefing.

Unit 5 Handouts

5.1.1: Step 10: Debriefing the Learning (Tutor/Student)  
Go over with participants the information presented on this page, which describes in detail what happens during Step 10 of the tutorial process; clarify as necessary. Stress that debriefing, in which strengths and weaknesses are identified, is critical to the success of the AVID tutorial.

5.1.2: Reflection: Maximizing Tutorial Time (Tutor/Student)  
This reflection provides tutors a tool for evaluating tutorials to ensure they are helping students increase their academic performance.

5.1.3: Documenting Tutor Meetings (Site Tutor Trainer/Teacher/Tutor)  
Explain the value of this form, which is used to document tutorial debriefing meetings—dates held, topics discussed, agreements reached. Such documentation is needed to provide evidence for Essential 8.2.

5.2.1: The Teacher’s Role in Tutorials (AVID Site Coordinator/Site Tutor Trainer/Teacher)  
This handout not only outlines the responsibilities of the teacher during tutorials, but also suggests ways the site tutor trainer and AVID site coordinator can coach and support the teacher.

5.2.2: Teacher Reflection (Site Tutor Trainer/Teacher)  
5.2.3: Reflecting on Coaching Your Students (Site Tutor Trainer/Teacher)  
These two handouts provide opportunities for AVID teachers to reflect on their role in the tutorial process, as well as examine the effectiveness of the strategies, techniques, systems, and materials used in the program.

5.2.4: The Debriefing Meeting (Site Tutor Trainer/Teacher/Tutor)  
5.2.5: Meeting Dates and Topics (Site Tutor Trainer/Teacher/Tutor)  
5.2.6: Debriefing Meeting: Notetaking Form (Site Tutor Trainer/Teacher/Tutor)  
These three handouts provide additional aids for teachers to use when planning and conducting debriefing meetings with tutors. Emphasize to participants that debriefing is essential to the refinement of tutorials.

5.3.1: The Tutor’s Role in Tutorials (AVID Site Coordinator/Site Tutor Trainer/Teacher/Tutor)  
This handout outlines the responsibilities of the tutor during tutorials and suggests ways the site tutor trainer/AVID site coordinator/teacher can coach and support tutors.

5.3.2: Tutor Reflection (Tutor)  
In this activity, tutors complete a reflection on what happens during the tutorial and examine strategies and procedures used in their AVID classroom.
5.3.3: R.S.V.P. to Meet and Debrief (Teacher/Tutor)
Go over this sheet with tutors to emphasize the importance of meeting with the AVID teacher weekly to debrief the tutorial.

5.3.4: Tutorial Strategies (Tutor)

5.3.5: Tutorial Scenarios (Tutor)

5.3.6: Tutorial Trouble Shooting (Teacher/Tutor)
These three handouts are intended to help build tutor confidence as they facilitate tutorials. Successful classroom strategies (Handout 5.3.4) and trouble shooting suggestions (Handout 5.3.6) are presented and tutors have an opportunity to role-play how they would respond to various scenarios they might encounter in tutorials (Handout 5.3.5).

5.3.7: Observing a Fellow Tutor (Tutor)
Go over form with tutors and encourage them to partner up with another tutor at their site to do this two-way observation. Emphasize that they will not only get feedback on their performance, but may also learn some new strategies they can put into practice in future tutorials.

5.4.1: The Student Presenter’s Role in Tutorials (AVID Site Coordinator/Site Tutor Trainer/Teacher/Tutor/Student)
This handout outlines the responsibilities of the student presenter during tutorials and suggests ways the AVID tutorial team can offer support (coaching).

5.4.2: Student Presenter Reflection (Student)
This activity allows the student presenter an opportunity to reflect on his/her performance and come up with ways to improve in future tutorials.

5.5.1: The Group Member’s Role in Tutorials (AVID Site Coordinator/Site Tutor Trainer/Teacher/Tutor/Student)
This handout outlines the responsibilities of the group member during tutorials and suggests ways the AVID tutorial team can offer support (coaching).

5.5.2: Group Member Reflection (Student)
In this activity, each group member assesses his/her performance and suggests ways to help make future tutorials more collaborative and effective.

5.5.3: Group Member Observation (AVID Site Coordinator/Site Tutor Trainer/Teacher/Tutor/Student)
Walk through this observation activity with participants to familiarize all with how it would be used in the AVID classroom. After students have had a chance to observe their tutorial group and evaluate performances (teacher/tutor and student presenter/group members), students—and others on the AVID tutorial team—reflect on the results and how to use these observations to improve the tutorial process.

5.5.4: Monthly Group Goal-Setting Sheet (Tutor/Student)
Explain to tutors that they can use this form to help their tutorial group select a goal to focus on for the coming week. At the end of the week, each group can assess its progress toward the goal, and—depending on the outcome—continue working on the original goal or select a new one.

5.6.1: Family Involvement (Site Tutor Trainer/Teacher)

5.6.2: DinnerTable Talk for Families (Site Tutor Trainer/Teacher/Student)

5.6.3: (Spanish Version) Dinner Table Talk for Families (Site Tutor Trainer/Teacher/Student)
These three handouts stress the importance of parent involvement in the AVID tutorial process. Handouts for students to take home and discuss with their parents/guardian are provided in both English and Spanish.
Several Unit 5 handouts are correlated to the CD that has been included with this training curriculum. All such handouts have been marked with the following symbol:  to alert trainers to review the CD for additional information on concepts, strategies, etc. The chart below shows these connections.

<table>
<thead>
<tr>
<th>HANDOUT</th>
<th>CORRESPONDING SECTION OF VIDEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1</td>
<td><strong>Home Page:</strong> #3 Supporting the AVID Class</td>
</tr>
<tr>
<td></td>
<td><strong>Menu:</strong> Mentoring Tutors: Matt’s Story</td>
</tr>
<tr>
<td>5.2.1</td>
<td><strong>Home Page:</strong> #3 Supporting the AVID Class</td>
</tr>
<tr>
<td></td>
<td><strong>Menu:</strong> Site Team Meeting: Itzel’s Story</td>
</tr>
<tr>
<td>5.3.1</td>
<td><strong>Home Page:</strong> #3 Supporting the AVID Class</td>
</tr>
<tr>
<td></td>
<td><strong>Menu:</strong> Mentoring Tutors: Matt’s Story</td>
</tr>
</tbody>
</table>
Step 10: Debriefing the Learning

Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

Directions: Check all statements that apply to your AVID class.

☐ Teacher and tutor debrief the tutorial process with students.

☐ Teacher asks tutor questions about the tutorial to help identify areas of strength and areas for improvement.

☐ Tutor communicates with teacher about student concerns and issues.

☐ Teacher debriefs tutor(s), using observation/debriefing tools from the training curriculum.

☐ AVID site coordinator/site tutor trainer supports the refinement of tutorials.
5.1: Tutorial Process: Step 10

Reflection: Maximizing Tutorial Time

Directions: Answer the questions below based on your observations and experiences during AVID tutorials. If you are unsure of the answer to a question, seek clarification from your AVID teacher.

1. Identify strategies students are using that show they are using tutorials to increase their performance in their academic classes. 

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2. What processes are in place for students to identify their strengths and weaknesses to guide them in selecting areas in which they need tutorial support? 

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3. How are students debriefing what they learned in the tutorial? When and with whom does this occur? 

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Documenting Tutor Meetings

Record below the dates and discussion topics for all debriefing meetings held between the AVID site coordinator/teacher/site tutor trainer and tutors. This form provides evidence for Essential 8.2.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of coaching, monitoring, or other support provided for tutors</th>
<th>Handouts from this Guide</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
The Teacher’s Role in Tutorials

Checklist

*In a collaborative tutorial, the teacher does the following:*

- Monitors the tutorial to coach the process
- Models higher-level questioning
- Supports tutors and students in developing relevant skills
- Handles classroom management

Coaching the Teacher

*Ways in which the AVID site coordinator/site tutor trainer might provide coaching include:*

- Validate tutors who are seated as part of the group and are taking Cornell notes for the student presenter.
- Validate tutors who are asking higher-level questions of the group members, which in turn encourages group members to ask questions of the student presenter.
- Acknowledge tutors who take the initiative to create systems that result in highly collaborative tutorial groups and provide feedback both in the tutorial and during reflection. (These systems might include: tracking participation by keeping a visual tally of group members, asking questions of student presenters, recording the actual words students use to encourage and support others.)
- Recognize tutors who coach students through the problem-solving (inquiry) process, even when students are frustrated and ready to give up.
- Praise tutors who make clear their high expectations of students as they facilitate the tutorial.
**Teacher Reflection**

**Directions:** Reflect on the following questions, and then record your responses.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Reflective Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify three past tutorial challenges, and explain how you successfully overcame each one.</td>
<td></td>
</tr>
<tr>
<td>2. How does the Tutorial Request Form help you and your tutors to monitor the tutorial process (e.g., behavior, participation, source documentation)? Is your form working or do you need to make adjustments? Explain.</td>
<td></td>
</tr>
<tr>
<td>3. What system is in place to receive input from tutors and address the progress of tutorials on a regular basis?</td>
<td></td>
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<tr>
<td>4. How are the levels of inquiry used on a regular basis to improve the quality of the questions students ask and write from their Cornell notes?</td>
<td></td>
</tr>
<tr>
<td>5. List three coaching questions you can use with your tutors and students to create collaborative tutorials.</td>
<td>1.</td>
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<td>2.</td>
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<td></td>
<td>3.</td>
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</tbody>
</table>
To create effective, collaborative tutorials, it is essential to use specific strategies and techniques as you coach students through this process. Record your responses to the questions below.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What strategies do you use to show the value of tutors’/students’ ideas and comments?</td>
<td></td>
</tr>
<tr>
<td>What questioning techniques do you use to help tutors/students think more deeply about a subject?</td>
<td></td>
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<tr>
<td>How do you coach tutors/students to move beyond the immediate homework problem and think critically about the work?</td>
<td></td>
</tr>
<tr>
<td>What strategies do you use to incorporate the students’ Cornell notes and other resources into tutorial work?</td>
<td></td>
</tr>
<tr>
<td>What strategies do you use for including students who are not prepared (e.g., have no question, resources, or Cornell notes)?</td>
<td></td>
</tr>
<tr>
<td>How do you facilitate written or oral reflection among students at the end of the tutorial session?</td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>RESPONSE</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>What do you do to create a positive learning environment and to ensure that students value their learning time?</td>
<td></td>
</tr>
<tr>
<td>How do you know that your groups of students are well-functioning tutorial groups?</td>
<td></td>
</tr>
<tr>
<td>How do you keep students on task and guide them to be active participants in learning?</td>
<td></td>
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<tr>
<td>What do you do to maintain a professional and positive rapport with tutors/students?</td>
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<tr>
<td>How do you encourage tutors/students to help each other and share their knowledge?</td>
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</tr>
<tr>
<td>What strategies do you use to identify individual needs within a group? How do you prioritize in order to meet all tutor/student needs?</td>
<td></td>
</tr>
</tbody>
</table>
The Debriefing Meeting

Debriefing meetings help teacher and tutors refine the tutorial process, leading to more collaborative tutorials. Meetings and topics can be initiated by tutors and/or teachers as situations arise. (See suggested topics below.) Use *Handout 5.2.6* to take notes at debriefing meetings.

**Examples**

<table>
<thead>
<tr>
<th>SUGGESTED TOPICS</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>1. How do we encourage all students in tutorial groups to participate equally; how will this be tracked?</td>
</tr>
<tr>
<td>2. Behavior</td>
<td>2. How do we help group members stay engaged when a student presenter is at the board?</td>
</tr>
<tr>
<td>3. Inquiry/level of questions</td>
<td>3. How do we encourage students to bring in higher-level questions based on their work in academic classes?</td>
</tr>
<tr>
<td>4. Source of questions</td>
<td>4. How do we ensure that students’ questions are based on actual notes, texts, tests, or quizzes?</td>
</tr>
<tr>
<td>5. Tutor facilitation</td>
<td>5. If students rely on tutor to ask questions, what can be done to transition to a more student-centered model?</td>
</tr>
</tbody>
</table>
Meeting Dates and Topics
(Essential 8.4)

Keep a list of meeting dates and the topics discussed.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
# Debriefing Meeting: Notetaking Form (Essential 8.4)

**Date:** ________________________________  
**Topic:** ________________________________

**People in attendance:**

1. ________________________________________

2. ________________________________________

3. ________________________________________

4. ________________________________________

5. ________________________________________

**Observations/feedback identifying the current situation:**

- ________________________________________
- ________________________________________
- ________________________________________
- ________________________________________

**Guiding Question:** __________________________

- ________________________________________
- ________________________________________
- ________________________________________
- ________________________________________

**Discussion Notes:** __________________________

- ________________________________________
- ________________________________________
- ________________________________________
- ________________________________________

**Next Steps/Adjustments to be Made:** ____________

- ________________________________________
- ________________________________________
- ________________________________________
- ________________________________________
## 5.2: Coaching the Teacher

### Site Tutor Trainer/Teacher/Tutor Handout 5.2.6 (2 of 2)

**Date:** ____________________________

**People in attendance:**

1. ______________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________
5. ________________________________________

**Topic:** __________________________________

**Observations/feedback identifying the current situation:** __________________________________

**Guiding Question:** __________________________

**Discussion Notes:** __________________________

**Next Steps/Adjustments to be Made:** ____________

---

*Tutorial Support Curriculum Resource Guide*
The Tutor’s Role in Tutorials

Checklist

In a collaborative tutorial, the tutor does the following:

☐ Sits away from the front of the group
☐ Takes Cornell notes for student presenter
☐ Facilitates questioning and interaction between the student presenter and the group
☐ Pushes the thinking of all to a higher level

Coaching the Tutor

Ways in which the AVID site coordinator/site tutor trainer/teacher might provide coaching include:

☐ Validate group members who ask questions of student presenters.
☐ Assist students in changing lower-level questions to higher-level questions.
☐ Track and monitor participation, on-task behavior, and questions asked.
☐ Model how to ask higher-level questions of student presenter.
☐ Ask coaching questions that help tutors and students improve their note-taking skills, use of inquiry, collaboration, and reflection.
# Tutor Reflection

**Directions:** Reflect on the following questions, and then record your responses.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Reflective Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are students’ Cornell notes and reference materials used during the tutorial session?</td>
<td></td>
</tr>
<tr>
<td>2. Identify three ways to push your students’ thinking beyond their homework problems.</td>
<td></td>
</tr>
<tr>
<td>3. List and explain three strategies used in your AVID class to keep students engaged throughout the tutorial process.</td>
<td></td>
</tr>
<tr>
<td>4. What opportunities do you provide for your students to reflect on their learning on tutorial days?</td>
<td></td>
</tr>
<tr>
<td>5. How do you provide input into the tutorial process to ensure that your tutorial groups are working collaboratively, effectively, and efficiently?</td>
<td></td>
</tr>
</tbody>
</table>
R.S.V.P. to Meet and Debrief

Refining of the Tutorial Process

Meet with your AVID elective teacher to formally debrief your site’s tutorials. Debriefing should happen formally and informally each week and should be documented.

R.S.V.P.

Next Meeting Date:

Why: To debrief and communicate about the refinement of the tutorial process.

Who Will Meet:

When Will You Meet:

Where Will You Meet:

Start Time:

Finish Time:

Bring:
Tutorial Strategies

Directions: Read the following examples of helpful tutorial strategies.

1. Record steps and processes used to arrive at the solution.
2. Indicate the level of question presented.
3. Visit academic classes in which students are struggling.
4. Keep track of group members who ask higher-level questions of student presenter by recording the actual words he/she uses.
5. Debrief with teacher/student/other tutors/group.
6. Model higher-level questions to students throughout the tutorial.
   a. “Why is this a higher-level question?”
   b. “How can we change this lower-level question to a higher-level question?”
7. Analyze a test from an academic class in which students are struggling. Look for trends, patterns, and the types of questions being asked.
8. Encourage and help to organize problem-solving groups among AVID students (e.g., lunch study group).
9. Invite a subject area teacher to attend the tutorial as a guest tutor.
10. Keep track of student participation during the tutorial.
11. Have students solve a math question similar to the one asked, substituting different numbers.
12. Have students practice creating higher-level questions from their Cornell notes.
13. Provide various graphic organizers (Venn Diagram, KWL) for students to use during tutorials.
14. During the tutorial, be a model for students by participating as a group member and taking Cornell notes for the student presenter.
15. Use each student’s first name and make eye contact to make a personal connection.

List other strategies you have found to be effective during tutorials:

1. 
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2. 
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3. 
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Tutorial Scenarios

Directions: Read the following tutorial scenarios and write your response to each situation. Use the tutorial strategies (Handout 5.3.4) as a guide to assist you with your responses.

1. All the students in your tutorial group today have Algebra II questions, a subject you are not strong in. Knowing it is your job to assist students in the tutorial process and provide support in solving academic questions, how do you effectively coach this tutorial session?

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2. As you are facilitating your tutorial group, you realize that all of your students failed their last chemistry test. What can you do to support the students in this and future tutorials—as well as in AVID class—to help them improve their academic performance in chemistry?

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3. While conducting tutorials, you notice that when a student is presenting a question, some group members are easily distracted and get off-task. What do you do to help these students refocus?

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4. While the first student presenter is at the board, you circulate among group members to grade their tutorial questions. You notice few higher-level questions are being asked, some questions have been previously presented, and math problems are not stated in question form. Knowing how important effective questions are to the tutorial process and to academic success, what do you do to improve this situation?

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5. You notice that when students present higher-level math and science questions, they often have a difficult time checking their answer or explaining the process. What strategies do you use to check for understanding and to review new learning with students?

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6. While checking your MySpace account one night, you notice a friendly e-mail from a student in your AVID class. The student asks for a reply and for your phone number. What do you do?

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__________________________________________________________________________________________
__________________________________________________________________________________________
### Tutorial Trouble Shooting

<table>
<thead>
<tr>
<th>Situation</th>
<th>Suggestion</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students do not bring in questions for tutorials.</td>
<td>• Assign students a PSAT®/SAT® test preparation question to use for that day.</td>
<td>2.6.1, 2.6.2</td>
</tr>
<tr>
<td>2. Students do not know what to do during the tutorial.</td>
<td>• Review steps of the tutorial process.</td>
<td>1.8.1, 1.8.2</td>
</tr>
<tr>
<td></td>
<td>• Model the tutorial process with the group or entire class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have older AVID students model the tutorial process as newer students observe and take Cornell notes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chunk the tutorial process for students; teach and practice one step of the tutorial process per day.</td>
<td></td>
</tr>
<tr>
<td>3. Students take a long time to get into tutorial groups.</td>
<td>• Create a system for breaking up quickly into groups and practice it for a week.</td>
<td>3.3.1, 3.3.2, 3.4.1</td>
</tr>
<tr>
<td></td>
<td>• Offer extra credit incentives for the first group to start working.</td>
<td>3.4.2, 3.4.3</td>
</tr>
<tr>
<td>4. Students bring lower-level questions to the tutorial.</td>
<td>• Have student rewrite lower-level questions into higher-level questions (with your help) as part of the tutorial.</td>
<td>2.5.1, 2.5.2, 2.5.3</td>
</tr>
<tr>
<td></td>
<td>• Conduct one or more inquiry practice activities.</td>
<td>2.5.9</td>
</tr>
<tr>
<td></td>
<td>• Make accountability for higher-level questions a part of the Tutorial Request Form.</td>
<td>3.10.1</td>
</tr>
<tr>
<td>5. Students do not bring resources and are off-task during tutorials.</td>
<td>• Make sure TRF includes accountability for resources brought to the tutorial and participation in the tutorial.</td>
<td>2.8.1, 2.8.2</td>
</tr>
<tr>
<td>6. Students fail to understand the connection between the tutorial and</td>
<td>• Use student grade/tutorial analysis activity to help students make the connection between their tutorial questions and their academic grades.</td>
<td>3.12.1</td>
</tr>
<tr>
<td>achievement in their academic classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Group members do not ask questions of student presenters during the</td>
<td>• Do a practice tutorial using Handout 3.5.1.</td>
<td>3.5.1</td>
</tr>
<tr>
<td>tutorial.</td>
<td>• Provide students with copies of Handout 3.7.3.</td>
<td>3.7.3, 3.7.4</td>
</tr>
<tr>
<td></td>
<td>• Provide students with copies of Handout 3.7.4.</td>
<td></td>
</tr>
<tr>
<td>8. Roles and expectations seem unclear to students and tutors.</td>
<td>• Use Handout 3.1.2 to clearly define roles and expectations.</td>
<td>3.1.2, 3.1.3</td>
</tr>
<tr>
<td></td>
<td>• Use Handout 3.1.3 on an overhead to review what a collaborative tutorial looks like.</td>
<td></td>
</tr>
</tbody>
</table>
Review the elements of effective tutorials listed on the left. Then observe another tutor as he/she facilitates a tutorial, and record your observations on this form. Have the person you have observed use the same form to observe you. Once all observations have been recorded, debrief with your fellow tutor.

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>OBSERVATION (What I Hear/What I See)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tutor gets students working right away, making good use of tutorial time.</td>
<td></td>
</tr>
<tr>
<td>Students use their Cornell notes to formulate questions for the tutorial.</td>
<td></td>
</tr>
<tr>
<td>The students bring higher-level questions to the tutorial based on their academic classes.</td>
<td></td>
</tr>
<tr>
<td>The tutor incorporates the students’ Cornell notes into the tutorial.</td>
<td></td>
</tr>
<tr>
<td>The tutor incorporates student class resources (textbook, worksheets or graphic organizers) into the tutorial.</td>
<td></td>
</tr>
<tr>
<td>Students take Cornell notes on each student presenter’s question during the tutorial.</td>
<td></td>
</tr>
<tr>
<td>The “Levels of the Inquiry Process” are used.</td>
<td></td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>OBSERVATION (What I Hear/What I See)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>The tutor asks specific questions to promote inquiry and engagement.</td>
<td></td>
</tr>
<tr>
<td>The tutor coaches students to ask questions of each other.</td>
<td></td>
</tr>
<tr>
<td>The tutor is a facilitator, not “an answer giver.”</td>
<td></td>
</tr>
<tr>
<td>Students work collaboratively.</td>
<td></td>
</tr>
<tr>
<td>Group members stay on task.</td>
<td></td>
</tr>
<tr>
<td>The tutor and students value each other’s ideas and comments.</td>
<td></td>
</tr>
<tr>
<td>The tutor involves all students in the tutorial and has a method for tracking participation.</td>
<td></td>
</tr>
<tr>
<td>The group closes with each student completing a written reflection.</td>
<td></td>
</tr>
</tbody>
</table>
The Student Presenter’s Role in Tutorials

Checklist

In a collaborative tutorial, the student presenter does the following:

☐ Visually and orally presents a question/problem to the group at the board
☐ Thinks deeply about solutions
☐ Interacts with group members by responding to their questions
☐ Records thinking of all on the board

Coaching the Student Presenter

Ways in which the AVID tutorial team might provide coaching include:

☐ Support the tutor in coaching the student presenter to:
  — Write the problem on the board as a question.
  — Read the question out loud to the group.
  — Explain prior knowledge and what he/she understands about the question/problem.
  — Explain what strategies he/she attempted to use.
  — State point of confusion.

☐ Encourage the student presenter to ask group members questions to clarify what has been asked and/or stated.

☐ Validate student presenters who record the group’s thinking on the board in Cornell note format.

☐ Support students who have difficulty presenting in front of a group or asking for help.

☐ Praise student presenters who can apply what they have learned, teach it to another student, and/or synthesize the steps necessary to arrive at a solution.
### Student Presenter Reflection

**Directions:** Reflect on the following questions, and then record your responses.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Reflective Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do you ensure that your question will help you in your academic class?</td>
<td></td>
</tr>
<tr>
<td>2. How do you prepare prior to the tutorial so you can make the best use of your tutorial time?</td>
<td></td>
</tr>
<tr>
<td>3. If someone said to you, “The tutorial is a time to get one-on-one help with a tutor on your homework,” how would you respond?</td>
<td></td>
</tr>
<tr>
<td>4. What three things can you do to improve each tutorial? Explain.</td>
<td></td>
</tr>
<tr>
<td>5. What could a tutor do to support you so that your tutorial time is more effective?</td>
<td></td>
</tr>
</tbody>
</table>
**The Group Member’s Role in Tutorials**

**Checklist**

*In a collaborative tutorial, each group member does the following:*

- Takes responsibility for pushing the thinking of the presenter through inquiry and collaboration
- Takes Cornell notes
- Engages with other students in the group, including the presenter

**Coaching Group Members**

*Ways in which the AVID tutorial team might provide coaching include:*

- Validate group members who are asking questions of student presenters.
- Validate students who are taking Cornell notes on each question presented by a student.
- Acknowledge groups where students are working collaboratively and demonstrating a high level of respect for each other’s learning.
- Praise groups in which students take responsibility for ensuring that the student presenter understands the answer to his/her question and has internalized the learning.
- Commend groups in which members use their Cornell notes and other resources to help the student presenter solve his/her problem.
### Group Member Reflection

**Directions:** Reflect on the following questions, and then record your responses.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Reflective Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are you held accountable for asking higher-level questions and pushing the thinking of the group?</td>
<td></td>
</tr>
<tr>
<td>2. What are some specific things you do to help your group function effectively and collaboratively during the tutorial session?</td>
<td></td>
</tr>
<tr>
<td>3. What are some specific ways you encourage, motivate, and hold other group members accountable during the tutorial process?</td>
<td></td>
</tr>
<tr>
<td>4. As a group member, sometimes it is easier to tell someone how to solve a problem rather than ask questions that might help him/her arrive at a solution. What do you do to ensure that inquiry is used to deepen learning and problem solving?</td>
<td></td>
</tr>
<tr>
<td>5. What other things might group members do to improve the tutorial?</td>
<td></td>
</tr>
</tbody>
</table>
Group Member Observation (Students)

1. Select a day when all tutorial groups will be able to participate in this observation activity.

2. Distribute copies of the “Tutorial Process Observation Checklist” (page 2 of this handout), and review with students.

3. Have students individually complete the observation checklist based on what he/she sees and hears during the tutorial. Provide the following instructions:
   a. Write your name at the top right of the checklist.
   b. During the tutorial, record your observations for the “Teacher,” “Tutor,” and “Group Members” by making check marks next to all statements that apply to the person(s).
   c. “Student Presenter:” Each person in your group will be observing one student presenter. When it is your turn to be student presenter, pass your paper to the person on your left so he/she can observe you as you present a question to the group. (You will have a chance to observe the person on your right when it is his/her turn.)
   d. At the end of the tutorial, discuss your observations with the other members of your group.

4. Distribute copies of “Reflection: Tutorial Process Observation” (page 3 of this handout), and review with students. Have students individually complete the reflection based on the results of their observation checklists.

5. To debrief the activity, have each group meet with the tutor and complete page 4 of this handout (“Tutorial Process Observation Debrief”).
### 5.5: Coaching the Group Member

**AVID Tutorial Team Handout 5.5.3**

#### Tutorial Process Observation Checklist

<table>
<thead>
<tr>
<th>Not AVID</th>
<th>Tutor Centered</th>
<th>Student Centered</th>
<th>Collaborative</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Does not monitor student behavior.</td>
<td>□ Coaches tutor to monitor student behavior.</td>
<td>□ Coaches students to monitor their own behavior.</td>
<td>□ Coaches students/tutors to share responsibility for monitoring their own/each other’s behavior.</td>
</tr>
<tr>
<td>□ Works one-on-one with a student for entire period.</td>
<td>□ Works with a number of students one-on-one during the period.</td>
<td>□ Stays with 1–2 groups the entire period.</td>
<td>□ Rotates to observe each group during the period.</td>
</tr>
<tr>
<td>□ Does not model higher-level questioning.</td>
<td>□ Sometimes models higher-level questioning.</td>
<td>□ Models higher-level questioning.</td>
<td>□ Models higher-level questioning; validates students who ask higher-level questions.</td>
</tr>
</tbody>
</table>

#### Tutor

| □ Conducts one-on-one homework help sessions. | □ Works with more than two groups during the period. | □ Works with 1–2 groups in a period. | □ Coaches and works with one group the entire period. |
| □ Makes copies or completes teacher requests. | □ Stands in front of group while student presenter is seated. | □ Works with student presenter at board; discusses possible solutions with the group. | □ Sits with the tutorial group and away from the student presenter. |
| □ Asks questions and teaches solution to individual students. | □ Asks questions and teaches the solution. | □ Asks questions and promotes discussion towards a solution. | □ Facilitates the group and pushes the thinking of all students to a higher level. |
| □ Does not encourage Cornell note-taking during tutorials. | □ Monitors students as they take Cornell notes on student questions. | □ Encourages students to take Cornell notes on all student questions. | □ Takes Cornell notes for the student presenter and models Cornell note-taking for the group members. |
| □ Insufficient number of tutors | □ No tutors | | |

#### Student Presenter

| □ Works on homework independently, in student pairs, or one-on-one with tutor. | □ Works at board one-on-one with tutor/peer as group listens. | □ Works at board presenting his/her own question to group; tutor occasionally is at board with student. | □ Works at board presenting his/her question to group as tutor takes Cornell notes. |
| □ Focusses on his/her own work. (There is no structured group interaction.) | □ Presents question at board, and then sits with group as tutor teaches the solution to the group. | □ Listens and records notes at board. | □ Shares prior knowledge with group and uses group member questions to assist in working toward a solution. |
| □ Does not write questions in advance. | □ May present higher-level questions from core subject areas. | □ Records tutor-driven notes at board. | □ Presents higher-level question based on classroom performance in core subject areas. |
| □ Notes are not recorded on the board. | □ Records group thinking at the board. | □ Notes are mainly reflective of the student presenter/tutor discussion; often there is no group participation. | □ Records own and group thinking on board. |

#### Group Members

| □ Work on own homework independently or in pairs, with or without tutor. | □ Focus on conversations between tutor and student presenter at the board and provide little input. | □ Discuss questions being presented. | □ Take responsibility for pushing the thinking of all students through the use of inquiry. (This promotes shared leadership.) |
| □ Do not take Cornell notes. | □ Take Cornell notes with tutor/teacher prompting. | □ Take Cornell notes on each student presenter’s question. | □ Take detailed Cornell notes on each student’s question. |
| □ Do not engage in the discussion. | □ May engage in the discussion. | □ Engage in discussion. | □ All engage in discussion. |
| □ Seating arrangement does not promote collaboration. | □ Seating arrangements enable some students to listen and collaborate. | □ Seating arrangements promote collaboration and discussion between some individuals in the group. | □ Engage in a reflection about the learning process used to arrive at solution. |
| | | | □ Seating arrangements promote collaboration and discussion among all members. |
1. Check the description that best represents you as a student presenter based on the observation done on you.

☐ Not AVID  ☐ Tutor Centered  ☐ Student/Group Centered  ☐ Collaborative

What specifically can you do to be a collaborative student presenter?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

2. Check the description that best represents your group based on the observation you completed.

☐ Not AVID  ☐ Tutor Centered  ☐ Student/Group Centered  ☐ Collaborative

What specifically can you do to be a collaborative group member?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Tutorial Process Observation Debrief

Tutor’s Name: __________________________________________________________________________

Date: ____________________ Subject of Tutorial: __________________________________________

1. Based on the “Tutorial Observation Checklist,” how are the following best described overall? Please circle.
   
   a. Tutor:  
   Not AVID  Tutor Centered  Student/Group Centered  Collaborative
   
   b. Student Presenter:  
   Not AVID  Tutor Centered  Student/Group Centered  Collaborative
   
   c. Group Member:  
   Not AVID  Tutor Centered  Student/Group Centered  Collaborative

2. What specific strategies, actions, or changes can be implemented to move each of the following to the next level?
   
   a. Tutor
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   
   b. Student Presenter: 
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   
   c. Group Members: 
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________

3. Based on this observation, what are some of your strengths and areas of growth? Please list.

   Area of Strength:
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________

   Area of Growth:
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
   _____________________________________________________________________________________
### Monthly Group Goal-Setting Sheet

**Group Members**

- 
- 
- 
- 
- 
- 

<table>
<thead>
<tr>
<th></th>
<th>Goal</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
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<td></td>
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<tr>
<td>Week 3</td>
<td></td>
<td></td>
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<tr>
<td>Date:</td>
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<tr>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Family Involvement

It is important that family members understand the tutorial process and are aware of student roles and responsibilities so they can support their student in this process. The following activities will promote family involvement:

☐ Organize a Back-to-School Night family workshop that is run as a tutorial. Have students demonstrate binder checks, Cornell notes, and the inquiry process.

☐ Involve parents/guardians in grading their student’s binder, and have them sign the agenda each week.

☐ Use the agenda to communicate weekly with the student’s family.

☐ Have a parent/guardian check grades regularly and sign progress reports and report cards.

☐ Arrange meetings between content area teachers, AVID elective teachers, students, and family members as a way to support students in their academic classes.

☐ Invite family members to your class to observe tutorials so they can experience first-hand the value of tutorial time.
## Dinner Table Talk for Families

### Student’s Tutorial Question

**Directions:** Review with your student a recent graded Tutorial Request Form, paying particular attention to the question he/she presented during the tutorial. Then ask the following questions and have your student record his/her responses in the boxes on the right.

<table>
<thead>
<tr>
<th>PARENT QUESTION</th>
<th>STUDENT RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do you know that this is a higher-level question?</td>
<td></td>
</tr>
<tr>
<td>2. Why did you choose this question?</td>
<td></td>
</tr>
<tr>
<td>3. What is your strongest academic area right now? What are you most proud of learning?</td>
<td></td>
</tr>
<tr>
<td>4. What class provides the greatest challenge for you? Why is this your most difficult class?</td>
<td></td>
</tr>
<tr>
<td>5. How did your tutorial group help you with your question today?</td>
<td></td>
</tr>
<tr>
<td>6. Based on your tutorial today, what did you learn that you can take back and apply in your academic class?</td>
<td></td>
</tr>
<tr>
<td>7. If I had been at today’s tutorial, what would I have seen you doing?</td>
<td></td>
</tr>
<tr>
<td>8. How can I better support you in your learning?</td>
<td></td>
</tr>
<tr>
<td>9. (Add your own question below.)</td>
<td></td>
</tr>
</tbody>
</table>
### A Conversar Para Familias

#### Pregunta de Estudiante para Tutoría

**Instrucciones:** Repase con su hijo/hija una reciente forma de Tutoría, prestando atención a la pregunta que él/ella apuntó durante la Tutoría. Entonces haga las siguientes preguntas mientras su hijo/hija escribe sus respuestas en los espacios a la derecha.

<table>
<thead>
<tr>
<th>PREGUNTA DE PADRE</th>
<th>RESPUESTA DE ESTUDIANTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ¿Cómo sabes que esta pregunta es de un nivel más avanzado?</td>
<td></td>
</tr>
<tr>
<td>2. ¿Porqué escogiste esta pregunta?</td>
<td></td>
</tr>
<tr>
<td>3. ¿En qué materia académica eres mas fuerte? ¿Qué aprendiste que te da más orgullo?</td>
<td></td>
</tr>
<tr>
<td>4. ¿Cuál de tus clases es tu mayor reto? ¿Porqué se te hace más difícil?</td>
<td></td>
</tr>
<tr>
<td>5. ¿En cuál manera te ayudo tu grupo de estudio hoy?</td>
<td></td>
</tr>
<tr>
<td>6. De acuerdo a lo que aprendiste hoy en tu grupo; ¿Cómo puedes aplicar lo aprendido a tu clase?</td>
<td></td>
</tr>
<tr>
<td>7. Si te hubiera observado hoy ¿Qué hubiera observado?</td>
<td></td>
</tr>
<tr>
<td>8. ¿Cómo se te puede ayudar a que mejor superes en tus estudios?</td>
<td></td>
</tr>
<tr>
<td>9. Añada aquí su propia pregunta.</td>
<td></td>
</tr>
</tbody>
</table>
“The first and most critical goal is to raise expectations for all students and provide support for students to reach them. High schools should be encouraged and assisted to expand successful programs like Advanced Placement, AVID... In addition, we should require every high school student to complete ‘A-G’ requirements—the standard, minimum course load required for admission to our four-year universities.”

—Jack O’Connell, California State Superintendent of Public Instruction