

FEAP 3b.-Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>When introducing new content, the teacher states, “We will be studying World War II” then proceeds to pass out an article for the class to read.</p> <p>After completing their required reading, students are assigned a worksheet to complete and turn into the “Completed Work” basket.</p> <p>Teacher says, “This is a picture of symmetry... now we will make symmetrical butterflies.”</p> <p>Students are instructed to “fill-in-the-blanks” in a reading assignment and are given a word box.</p>	<p>The teacher gives students questions to guide their preview of new content. (M)</p> <p>Students are asked to use “Think-Pair-Share” to compare their definitions from a preview assignment.</p> <p>After completing their required reading, students are asked to complete and share responses from their worksheet with a peer before turning into the “Completed Work” basket.</p> <p>Students are asked to write a narrative analyzing how particular elements of a story interact.</p> <p>Teacher says, “Edit your narrative to be sure the conclusion reflects what is experienced over the course of the narrative.”</p> <p>Teacher sings a song about the colors of the rainbow.</p> <p>Teacher shares pictures of butterflies and asks class to raise their hand if the wings are symmetrical.”</p>	<p>The teacher incorporates preview of new content for a large group Jeopardy game. (M)</p> <p>Students are asked to work collaboratively to create a new title for their assigned reading.</p> <p>Students are asked to work in an assigned group to write five prepositional phrases.</p> <p>Everyone is required to take notes during the teacher’s lecture.</p> <p>The teacher created a menu with ways her students can choose to learn about cloud formations. (D)</p> <p>After describing the assignment, the teacher told students they could choose their working partners. (D)</p> <p>Students are asked to discuss how particular elements of a story interact and then write a narrative analyzing the story.</p> <p>Teacher asks students to choose a peer to exchange papers with and “edit the narrative to be sure the conclusion reflects what is experienced over the course of the narrative.”</p> <p>Teacher shares mnemonic ROY G BIV to help students remember the colors of the rainbow.</p>	<p>Teacher has students preview new content by generating preview questions. (M)</p> <p>Teacher breaks content into “digestible bites” by doing a jigsaw activity for introducing Battles of the Revolutionary War. (M)</p> <p>Teacher has students do “quiz-quiz-trade” to practice vocabulary introduced for a new AP history unit.</p> <p>The teacher provides a partial outline for her students to complete during the teacher’s lecture. (D)</p> <p>The teacher asked students to evaluate their own effectiveness during their cooperative group. (D)</p> <p>When grouping students, the teacher uses clock partners, drawing a card or student choice regularly. (D)</p> <p>Students are asked to work collaboratively to create a new ending for their assigned reading.</p> <p>Students are assigned to a group and asked to edit five prepositional phrases to make them more descriptive.</p> <p>Teacher says, “I want you to read one another’s papers and ask clarifying questions on their perspective of how</p>

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		<p>Teacher says, Use probability to decide what the odds are of the student’s name being chosen randomly to answer a question.</p> <p>Teacher says, “Look at the butterflies on the board and with choose one with symmetrical wings to copy.”</p>	<p>particular elements of a story interact.</p> <p>Teacher asks students to choose a peer to exchange papers with and “write a new conclusion reflecting what is experienced over the course of their narrative.”</p> <p>Teacher asks students to create their own mnemonic to help them remember the colors of the rainbow.</p> <p>Teacher says, “Analyze the decision to pull the hockey goalie at the end of the game.”</p> <p>Teacher says, “Discuss with your partner what you need to consider so you can make a butterfly with symmetrical wings.”</p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

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Resources:

Effective Questioning

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=28&ved=0CGUQFjAHOBQ&url=http%3A%2F%2Fwww.nsead.org%2Fdownloads%2FEffective_Questioning09_%282%29.doc&ei=XnbuT9ilKKK36wHMreiYBg&usg=AFQjCNFEEQGYNaYdJDsFKapiAMJ0jhU9fg&sig2=1cvhASSr5EhJUHfPQfxBTQ

Reading strategies to help high school students and middle school students understand their textbooks

<http://www.ernweb.com/public/1056.cfm>

Content Area *Literacy* Guide

http://score.rims.k12.ca.us/score_lessons/content_area_literacy/

Cooperative Learning strategies

<http://ethemes.missouri.edu/themes/1746>

Visualization and Verbalization of Thought:

<http://www.polk->

[fl.net/staff/teachers/reading/documents/Read180Day1/Monday3/ToThinkOrN_Escandell/TOTHINKORNHO_ESCANDELL1.pdf](http://www.polk-fl.net/staff/teachers/reading/documents/Read180Day1/Monday3/ToThinkOrN_Escandell/TOTHINKORNHO_ESCANDELL1.pdf)

http://chs.smusd.org/learning_community/content_literacy/reciprocal_teaching.html

http://chs.smusd.org/learning_community/content_literacy/think_aloud.html