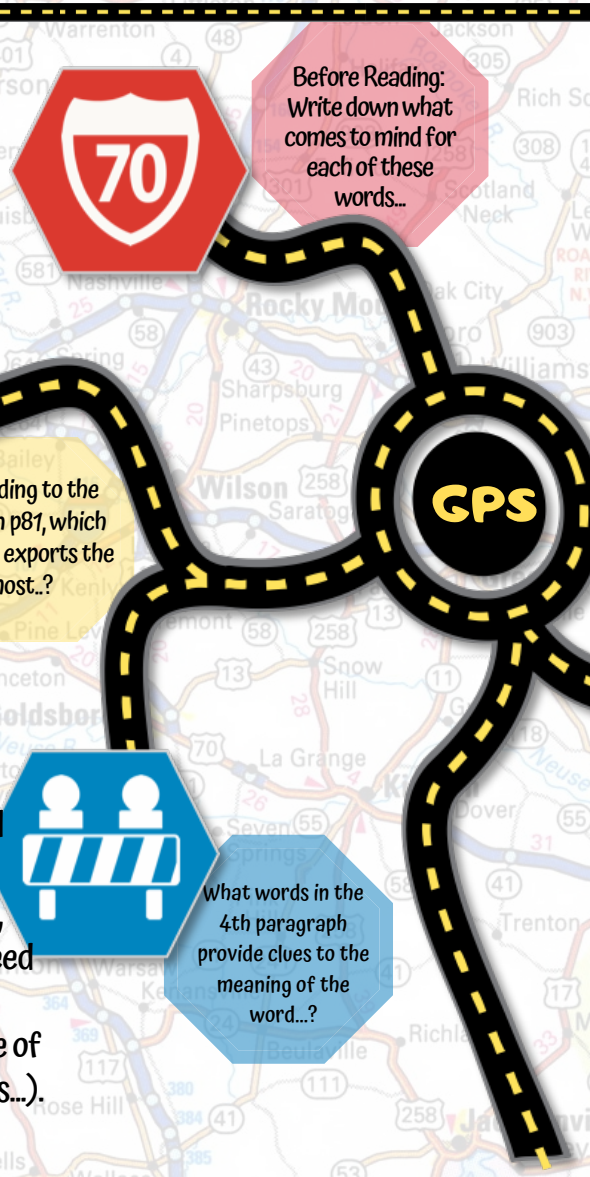
Road Maps

Purpose: To guide close reading of complex informational texts
RBTZ: ALL
Grade Level: K-12

Description: Road maps assist students with recognizing text structure and acts as a pacing guide that provides critical clues about important information, key words to consider, context clues to surmise, and text features to examine.

Procedure:
1. Determine missions (e.g., questions, activities, problem-solving) to be completed during the reading of the selected passage.
2. Design road signals as reading indicators (pause, re-read, describe, analyze, evaluate, infer) such as caution signs, speed limits, detours, one way, bumps ahead...
3. Use location and directional signs that require active use of critical text features (subheadings, images, maps, diagrams...).



Road Maps

A Roadmap for Designing Roadmaps

Stop! Caution! Slow Down!

Activate Prior Knowledge: Before reading, what initial activating tasks might help students make better sense of the text? What portions of the text require students to slow down to avoid misconceptions and detours?

- Jot Thoughts: Topic/Title
- True/False Question
- Agree/Disagree Statement
- Make Predictions
- Skim & Scan: Unknown Words
- Visual Literacy

Look Where You're Going!

Organize Your Thinking: Point out sights of interests that require students to locate, use, analyze, and evaluate content, using informational texts rich in text features.

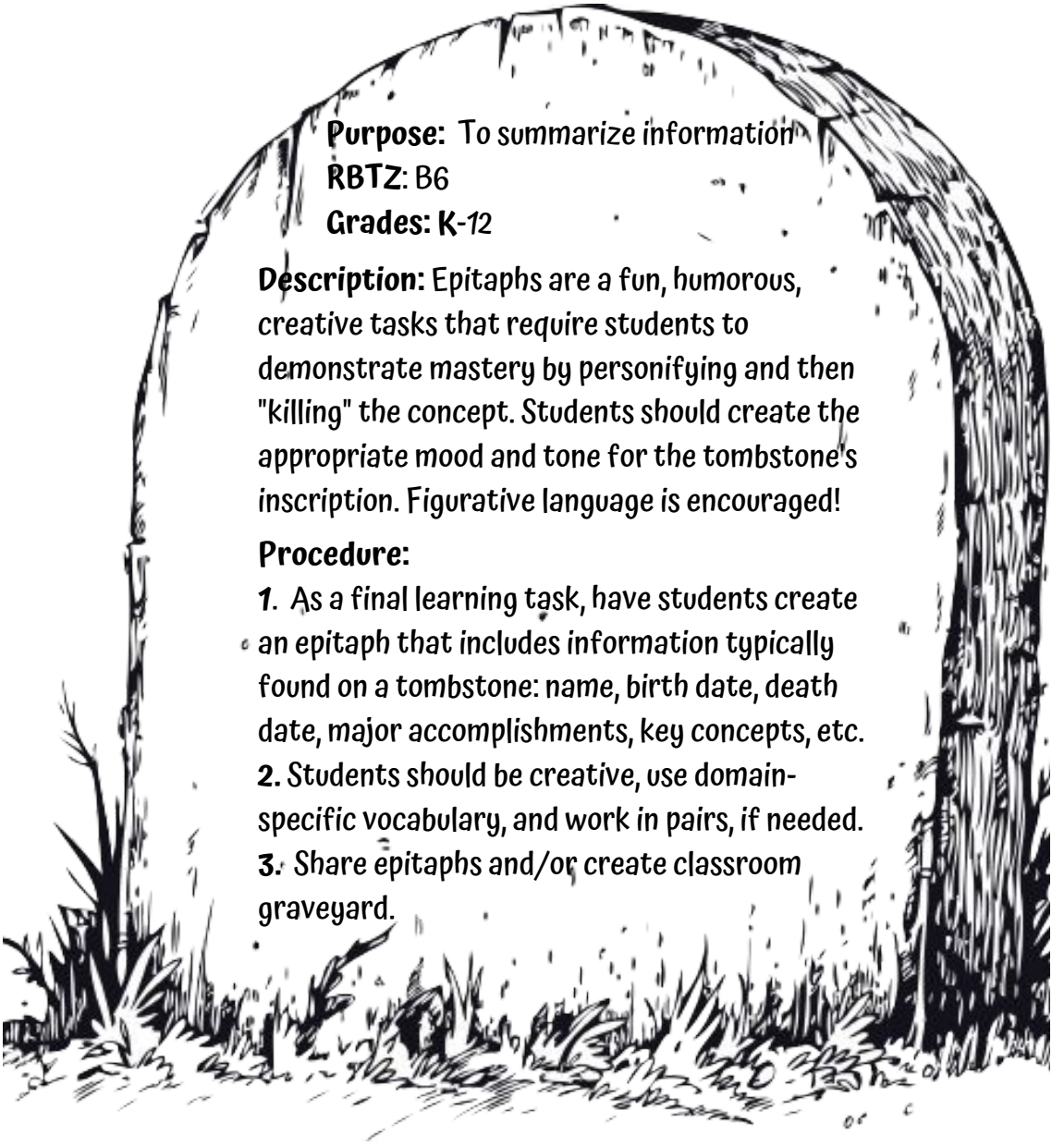
- Based on Figure 1.1, calculate the distance of...
- Using the images on p. 32, create a chart that characterizes the values of the time period.
- What other subheadings could be included in a text on this topic?

Focus on the Journey!

Make Meaning: Include mini learning tasks that require students to make meaning of what they are reading. What is the genre? How is the text structured? What is its purpose? Who is the intended audience? Main idea? Key Details? Examples? Data? Evidence? Contradictions?

--SEE ALL OUR CLOSER READING QUESTIONS: EDUCHALKBOARD.COM

EPITAPHS



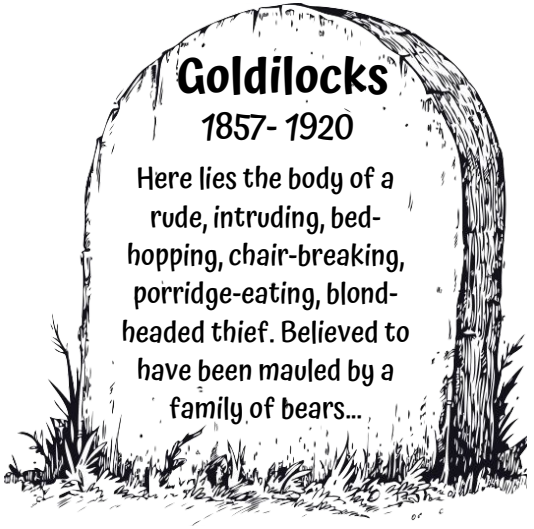
Purpose: To summarize information
RBTZ: B6
Grades: K-12

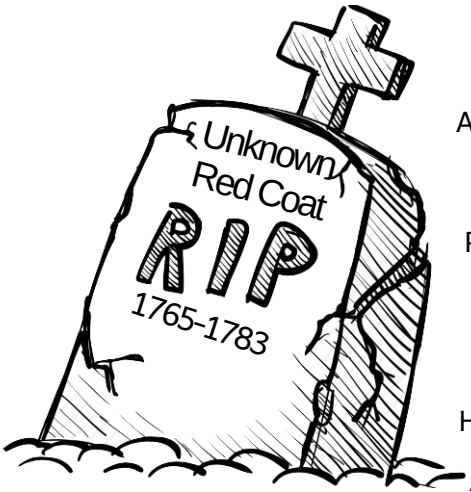
Description: Epitaphs are a fun, humorous, creative tasks that require students to demonstrate mastery by personifying and then "killing" the concept. Students should create the appropriate mood and tone for the tombstone's inscription. Figurative language is encouraged!

Procedure:

1. As a final learning task, have students create an epitaph that includes information typically found on a tombstone: name, birth date, death date, major accomplishments, key concepts, etc.
2. Students should be creative, use domain-specific vocabulary, and work in pairs, if needed.
3. Share epitaphs and/or create classroom graveyard.

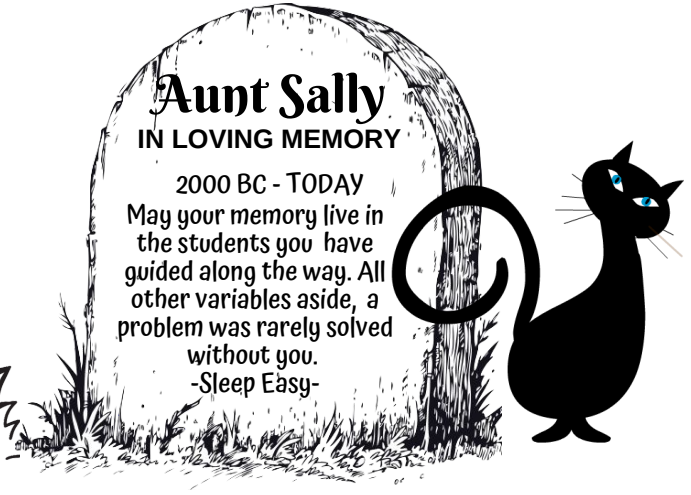
ACADEMIC GRAVEYARD





This unknown Red Coat dreams of loyalty to his King and his country.
A British man of war who was simply nothing more than an inmate,
Prisoned, enlisted, and poor.
Through strife and toil,
he lost his life on foreign soil.
Honor his memory:
Pour out tea
As Patriots shout
For liberty.

INDUSTRIAL AGE
1760-Unknown
Your glory dimmed by flashing, buzzing gigabytes, vibrating off your steam.
Mass-produced efficiency fuels the love of your residue.
Your memory flickers forever.



Sentence EXPANSION

Purpose: To increase vocabulary usage; deepen understanding of concepts; and improve written expression
RBTZ: B6
Grades: K-12

Description: Sentence Expansion is a writing exercise that requires students to transform a simple sentence by expanding its meaning through the additions of adjectives and adverbs, the use of action words, and substitutions of synonyms to improve diction and written expression. The goal is to expand the sentence in ways that demonstrate creative, deep conceptual understanding of the content and its context, including the use of domain-specific language.

Procedure:
1.Using a simple sentence (e.g., teacher or student-generated; lifted from a text; taken student work sample), model how to expand the sentences by adding details, setting, context, descriptions, proper nouns, figurative language, domain-specific vocabulary, etc.
2. Student pairs or trios expand sentence, using a Round Robin method, each making one edition per turn. Encourage students to reference content resources, notes, anchor charts, etc., in preparation for expansions.

SAMPLE

Sentence EXPANSION

- **Original:** A hypothesis is a guess.
- **Revision 1:** A hypothesis is an educated guess.
- **Revision 2:** A hypothesis is an educated guess based on limited information.
- **Revision 3:** A hypothesis is an educated guess based on limited evidence.
- **Revision 4:** A hypothesis is an assumption based on limited evidence.
- **Revision 5:** A hypothesis is an assumption based on limited evidence and can be tested.
- **Revision 6:** A hypothesis is an assumption based on limited evidence and can be scientifically tested.

Tips

Specify expansion criteria, including but not limited to..

- action verbs
- adjectives
- adverbs
- proper nouns
- setting
- numbers, data, stats
- figurative language
- domain-specific vocabulary
- dates
- evidence
- quotations
- dialogue

Hold students accountable for the necessary changes in grammar and mechanics as the sentence develops and expands.

digital nonlinguistics

Purpose: To offer a media-savvy alternative to traditional nonlinguistic representations of conceptual understandings

RBTZ: B2, B6

Grades: 3-12

Description: Student-generated nonlinguistic representations drive content learning into long-term memory quickly , thereby increasing vocabulary acquisition. Digital nonlinguistic representations allow students to use smart applications (e.g., explore www.commonsense.org for top picks) and their own digital ingenuity to create "memes" that cleverly convey content meaning.

Procedure:

CAUTION! Avoid overkill. Maintain novelty.

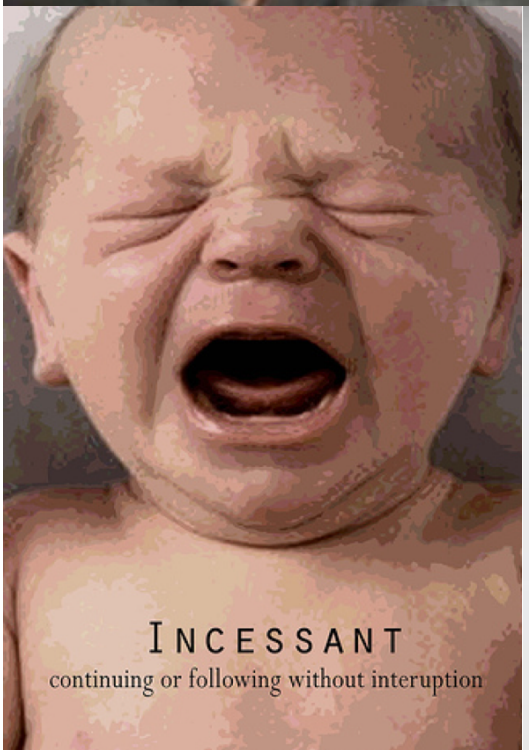
1. Extend student choice: avoid overkill by asking each student to select a current content term/concept to master and exemplify as digital nonlinguistic.

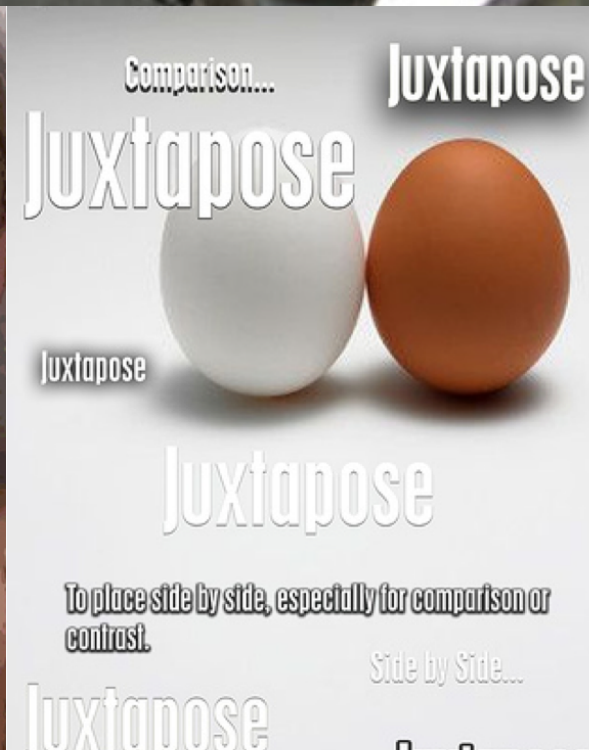
2. Maintain novelty by requiring students to share, describe, trade, teach, learn, compare, evaluate all the completed digital nonlinguistic representations, insisting on collective responsibility: students are given a specific amount of time over a number of days to use these nonlinguistic representations to ensure all peers master the required terminology.

digital nonlinguistics

Considerations:

- Nonlinguistics can take numerous forms, including images, icons, sketches, symbols, free-form maps, etc. Nonlinguistics pair well with note-taking.
- With the array of available royalty-free images (e.g., pixabay.com), digital artists should be expected to be very discerning and clever in their image selection--using only those graphics that meet specified criteria (e.g., convey emotion, project mood or tone, emulate appropriate setting, fit time period, etc.).
- Require students to verbally describe their representations. Peer evaluations can easily be included. Task produces study and teaching aids.





Content Frames

Purpose: To organize (for understanding) new content information found in complex texts, videos and other media, student-taken notes, guided notes, etc.
RBTZ: B2, B4
Grades: K-12

Description: Content frames act as graphic organizers and provide visual breakdowns of concepts. These frames deepen conceptual understandings by focusing on commonalities, differences, and interrelationships of the topic's content. Content frames help students distinguish and organize content by categories and/or characteristics.

Procedure:
1. Introduce content frames by modeling how to determine the major categories or components of the concept as evidenced in the source.
2. Based on student readiness, ask students to either complete or create content frames by analyzing content.
3. Demonstrate how content frames help learners make meaning by asking students to generate 3-5 statements summarizing the interrelationship among content concepts:

- What do the components have in common?
- What is the biggest difference between...?
- What other examples may be relevant to these categories/characteristics?
- What conclusions can you draw about...?

Content Frames

Master Teacher Tip: Differentiate content frames based on student readiness. Practice and /or model use of content frames with material that appeals to student interests first.

The Struggle Is Real: Provide a content frame that includes both categories and component labels pre-filled, asking students to analyze content info to complete the frame. Thoughtfully, pair students for peer support. Set time limits. Chunk time based on the how the content is organized. Where in the source is it logically a good time to assess and redirect whole group progress before asking students to proceed to the next chunk?

Zone of Proximal Development: Provide one or the other or some combination of categories and components, asking students to analyze content information to complete the frame.

Mastery: Based on a conceptual understanding of content material, students generate a content frame that accurately categorizes components of the concept.

ORGANISM	Role: Ecosystem	Habitat	Food Source	Examples
Producers				
Predators				
Consumers				
Scavengers				
Parasites				

CONCEPT CIRCLES

Purpose: To elevate students' understanding of large content concepts
RBTZ: B2, B6
Grades: K-12

Description: Concept Circles can be used to activate, to predict, and/or demonstrate understanding of interrelationships. Concept Circles require students to consider related components of a single concept. Promoting critical thinking about commonalities, concept circles reinforce and extend conceptual understandings.

Procedure:

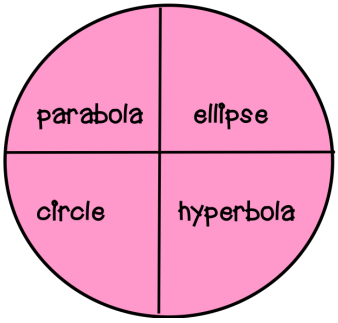
1. Choose common attributes, characteristics, or relationships among a number of terms relative to a single concept.
2. Draw a circle divided into sections. Place a term in each section, all of which have common attributes, characteristics, or a defined relationship.
3. Instruct students to identify the commonality or relationship that exists among all the terms, thus identifying the concept.

Variations

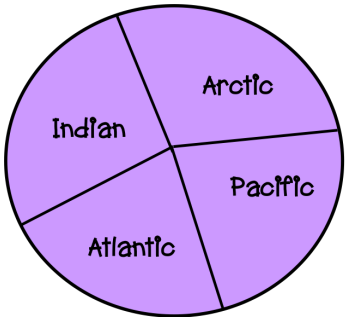
- Leave one of the sections of the circle empty, requiring students to provide an example
- Include a term that does not belong and have students justify why
- Require students to create their own Concept Circles

CONCEPT CIRCLES

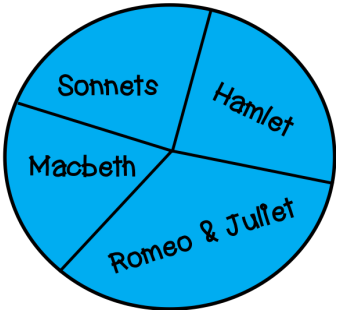
Identify the general concepts, the missing component, or the item that does not belong in the concept circles below.



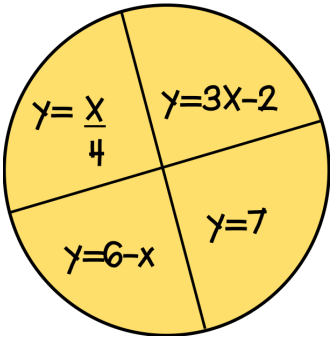
a. Concept: _____



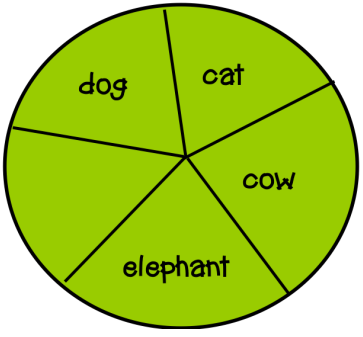
b. Concept: _____



c. Concept: _____

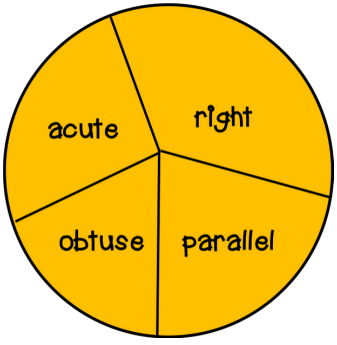


d. Concept: _____



e. Concept: _____

e.1. Complete the circle.



f. Concept: _____

f.1. What does not belong?

Answers: a. conic sections, b. oceans, c. Shakespearean, d. linear equations, e. mammals--dolphin, squirrel, bear; f. triangles--parallel

Purpose: To develop metacognitive knowledge
RBTZ: D2, D3, D4 D5, D6
Grades: K-12

Description: Learning logs should provide multiple methods for students to reflect, review, revise, and strategize about their learning, thinking, and strategize for improvement. Learning logs provide a platform for students to personalize their learning, monitor their progress, assess their needs, and problem-solve. Learning logs chronicle learning events, including thoughts, reactions, responses, and challenges relative to content learning.

Procedure:

1. Students will need a dedicated notebook or place inside a notebook to maintain their log.

2. Teacher can provide specific learning log prompts, pointed questions, and/or routine responses based on learning intentions, content, student needs, etc.

3. To validate student engagement, give students feedback regularly, set aside time to revisit/review logs, establish goals, and encourage student data collection.

- **Free Response:** What do you think...? Why? If anything could be different...
- **Peer Response:** After recording your own thoughts about..., trade log with a neighbor and respond to his/her thoughts about...
- **Visualization:** What images come to mind...? What would a picture of the problem look like? Draw a digram of...
- **Dialogue:** What would you say to...? What questions do you have? Who could you ask?
- **Connections:** This topic reminds me... The most confusing part is... I need to remember...Next time I will... I'm aiming for...
- **Summarizer:** Draft a quick note to your parents describing three things you learned.

AR GUIDES

Anticipation/Reaction Guides

Anticipation Reaction

Purpose: Activate and assess prior knowledge; build anticipation for learning
RBTZ: B2, C3, B4, B5
Grades: K-12

Description: Using the Anticipation / Reaction Guide, students will make predictions based upon prior knowledge and evaluate those predictions after exposure to new information. This strategy also focuses students' attention on the essential elements to be learned, creating a deliberate purpose for reading, attending, and participating in the intended

Procedure:

1. Generate a list of 8-10 statements related to your topic of study. Statements could easily be generating using question stems as prompts.
2. Prior to introducing new information, have students indicate whether they AGREE or DISAGREE with the statements. Be sure to discuss students' initial responses to build anticipation for reading.
3. After reading the intended selection (or teaching the intended content), have students react to the new information by responding to the statements again.
4. Discuss the differences in students' before and after answers, asking students to cite the text explicitly to support the need for either justifying or changing their initial responses.

Anticipation Reaction

Anticipation Reaction

AR GUIDES

Construct AR Guides to...

- address with misconceptions about the content.
- embed domain-specific vocabulary.
- highlight critical content by establishing lookfors
- guide text annotation and citations

In math, focus on procedures /vocabulary

SAMPLE STATEMENTS:

- The difference of two positive integers is always positive.
- The sum of two negative integers is always negative.
- The product of two negative integers is always negative.

For Advanced Students

Provide opportunities for advanced students to develop AR Guides based on new content, cold texts, and problem-solving (B6, C6).

Include visual literacy. Include statements that require critique of images, visuals, graphics, maps, etc.

I teach!
They learn!

*edu*Consulting Firm