
Middle School/Secondary Title I Programs

Teaching Title I at the middle school/high school level offers unique challenges. Variety in scheduling, increased content-area focus, increased student responsibility, and the unique time period called “adolescence” all impact the design of an effective Title I program.

The focus of this presentation is on

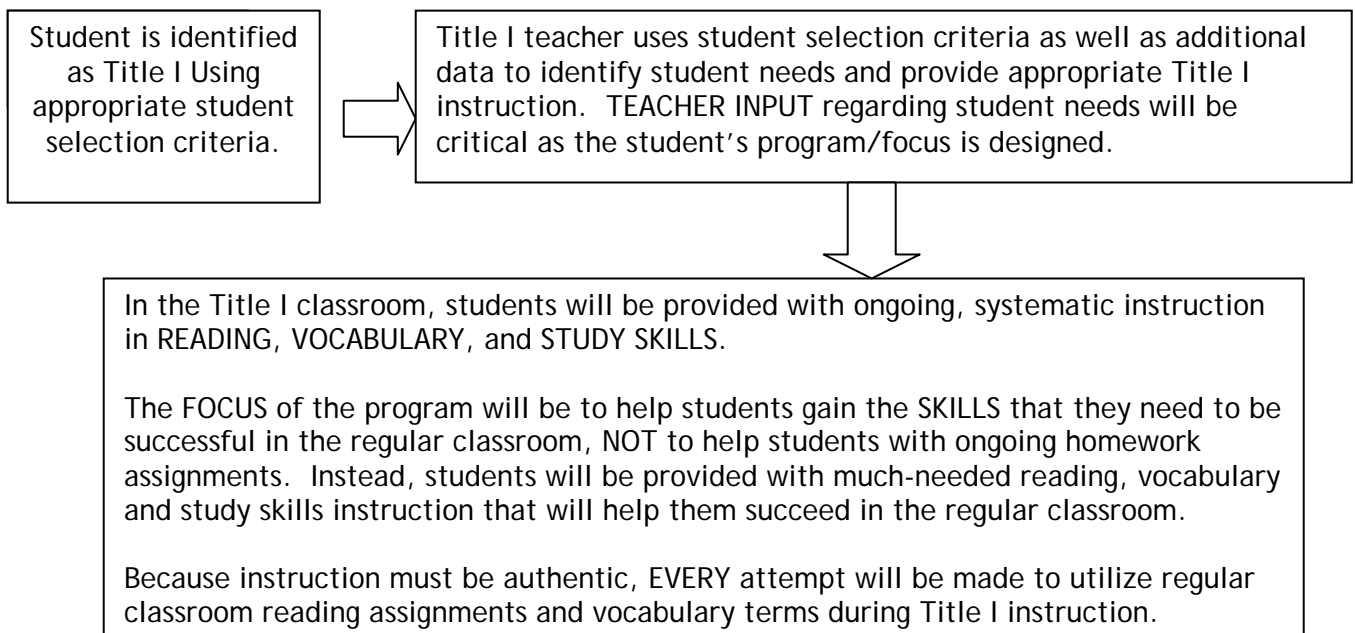
- Transitioning
- Study Skills
- Vocabulary
- Comprehension

A key question for a Title I teacher at the middle and secondary level is to determine how the Title I teacher can provide supplemental instruction, particularly when various pressures ask you to provide only “help with homework.” Unfortunately, this would be supplanting classroom instruction, and Title I programs are not to supplant but supplement a student’s curriculum.

Students who are struggling in the regular classroom DO need additional help, but walking them through their homework does not help them to become independent learners—the ultimate goal of our instruction. Instead, the Title I program should be a place that provides students with the skills that they need to complete the homework successfully on their own. Of course, this skill instruction must be authentic, and this is where the regular curriculum (i.e., students’ other classes) becomes a part of the Title I program.

With these ideas in mind, a middle/secondary Title I teacher could use the design outlined below to develop a Title I program that provides students with the skills they need to succeed in the regular classroom.

Middle/Secondary Title I Program Design



Transitioning to Middle/High School: *Ideas for a Secondary Title I Program*

1. Helping Students Transition into a “New” School
2. Teaching Organizational and Study Skills
3. Teaching Vocabulary
4. Teaching Reading

Transitioning Programs

RESEARCH:

- *Research at the secondary level points to a sharp decline in student academic performance and behavior for students who move into a high school without a transition program*
- *What do we know about early adolescents? How can we use this knowledge to help transition them into the middle and high school setting?*

PHYSICALLY*:

- Lots of changes at this age, and the changes are highly variable between students.

INTELLECTUALLY*

"...intellectual development is not as visible as physical development, but it is just as intense" (Caskey, 2007).

Early adolescent youth tend to display the following traits:

- They tend to be highly curious
- Have a broad array of interests (although most are not long term).
- Enjoy active over passive learning.
- Like opportunities to interact with their peers.
- Developing abstract thought capabilities.
- Enjoy real life, authentic learning experiences.

PSYCHOLOGICALLY[▽]

Young adolescents...

...Begin to want to be able to have control over their lives.

...Are establishing personal identities.

...Are attempting to "...figure out where they fit into society, what they believe, and who they are..."[▽]

INTERPERSONALLY[▽]

- Extreme concern with relationships with friends AND adults outside the home.
- Can result in extreme self-consciousness and "...trying to avoid feelings of exposure and embarrassment."

* Caskey, M.M., & An fara, V.A., Jr. (2007). *Research summary: Young adolescents' developmental characteristics*. Retrieved September 26, 2007 from <http://www.nmsa.org/Research/ResearchSummaries/DevelopmentalCharacteristics/tabid/1414/Default.aspx>

NEEDS[∇]

- Intimacy
- Autonomy
- Cognitive challenge
- Feelings of competence

What does this mean for a Title I Program? How can we assist in facilitating smooth transitions into middle/high school?

SCHOOLWIDE TRANSITIONING IDEAS

- ★ Schedule 2-3 visitations to the incoming class (6th grade?). If possible, the middle/high school principal, school counselor, and other key teachers should visit together, introducing students to key personnel who will help them with any problems they may incur the first weeks of school.
- ★ Assign 7th grade (or whatever level the incoming class is) teacher-advisors.
- ★ Assign 7th graders an 8th grade buddy.
- ★ Host a beginning of the year picnic with 8th grade buddies, teachers, parents and students in attendance.
- ★ Conduct a survey to identify greatest fears of incoming students and design a transitioning program that addresses these fears.[◦]
- ★ Ask the counselor to develop “guidance Lessons”^{*} for all 7th grade teachers. These guidance lessons would provide the teachers with important information on how teachers can deal with issues that may arise regarding common transition issues such as peer pressure, study skills, teasing, communication, etc.

TITLE I/RESOURCE ROOM IDEAS

- ❖ Go to incoming class grades during the first week to introduce yourself, explain how you can help and encourage them to come and visit.
- ❖ Go to incoming class grades during the first week of school to teach study skills.
- ❖ Send a letter to parents letting them know who you are and how you are able to help.

[∇] Shoffner, M. F. & Williamson, R. D. (2000). Facilitating student transitions into middle school. *Middle School Journal* 31(4), 47-52.

[◦] Koppang, A. (2004). A transition program based on identified student and parent concerns. *Middle School Journal* 36(1), 32-36.

- ❖ Get the ball rolling for a more effective “schoolwide” program. Share with the principal that many of the problems you see with students are a result of poor transitioning—organizational issues, study skill problems, lack of familiarity with setting, etc.) Ask to schedule a meeting of key teachers to share ideas on improving the transition.
- ❖ Conduct a survey to identify student, teacher, and parental ideas regarding better transitioning into middle/high school.

Teaching Students Organizational and Study Skills

SYSTEMATIC TEACHING OF ORGANIZATIONAL SKILLS

- Use Carmen Howell's "A day in the life of my homework" to map out a picture of the various places homework can travel with your students. See Sample—Appendix 1.
- At www.resourceroom.net you'll find a detailed unit—including material needed, time necessary, etc.-- with very specific and practical ideas. It's entitled "Teaching study skills and learning strategies to therapists, teachers and tutors."
- The BINDER[∇]:
 - Have a SAMPLE binder designed according to your students' class schedule. Show them where notes go, where homework that is due goes, how they can keep supplies in the binder, etc. Specifically walk through the binder, slowly and systematically explaining each tab and its purpose.
 - After teaching about the binder, help students organize their binders.
 - Each week, go through each student's binder to see how he or she is maintaining it. Illustrate how items can be organized chronologically and that occasionally items must be moved to a class folder (for possible final test study materials).

SYSTEMATIC TEACHING OF STUDY SKILLS

- Create step-by-step, systematic lesson plans for teaching the basics of study skills including the following:
 - Organization
 - Note taking
 - How to study for a test
 - Reading required material (content texts)
 - Studying for a final

**See Appendix 2 for a month-long unit for teaching study skills in a systematic way.

[∇] Adapted from: Newton, D. (2003). Teaching study skills and learning strategies to therapists, teachers and tutors: How to give help and hope to disorganized students. Retrieved October 1, 2007 from www.resourceroom.net/older/ida_studyskills.asp.

- Research shows that study skills are learned best when:
 - They are taught IN CONTEXT (don't just teach them as a skill in the Title I room—teach them by using assignments given from the student's regular classroom AND review how well students are using them in the regular classroom through follow up and review).
 - They are "embedded" into the school curriculum. Although the skills are taught directly in the Title I room, homework and reading assignments from the regular classroom are used as authentic materials. Study skills are something that you expect students to do in their regular classroom and when completing work at home, not just in the Title I room.
 - They are taught as subject specific skills as appropriate.
 - Students are required to SET GOALS for improving their own study skills. The goals should be reviewed and updated on a regular basis.
 - Students are required to regularly REFLECT on how well they are using their study skills, what they are struggling with, what they could do better, and what works well for them.

Vocabulary

Michael Graves, in his recent article "Vocabulary Instruction in the Middle Grades," in *Voices from the Middle*, September 2007, identifies the following as the Components of an Effective Program of Vocabulary

Instruction:

- 1.) Frequent, Varied, and Extensive Language Experiences
- 2.) Individual Word Instruction
- 3.) Word-Learning Strategy Instruction
- 4.) Word Consciousness

Vocabulary instruction is extremely important. Many studies have found that student vocabulary levels are closely related to student achievement. Classroom teachers often do not spend enough time with teaching students assigned vocabulary terms, assuming that students will pay attention to them and learn them on their own. This is particularly difficult for a student who is struggling to understand the material.

As a Title I teacher, knowing students' vocabulary words from every course and

focusing significant instructional time on teaching these words is a beneficial use of your limited time.

SYSTEMATIC, ONGOING VOCABULARY INSTRUCTION

Vocabulary instruction needs to be systematic, and ongoing.

EXAMPLE PROCESS--

1. For each week, the Title I teacher identifies the classes that the student(s) is struggling with. Based on this, vocabulary words are identified. Each student is then required to make a personal vocabulary study list for the week.
2. Each week, words should be discussed thoroughly, with plenty of activities provided that offer students the opportunity to think about and use the word (see "Multiple Interactions" below).
3. Use the charts in Appendix 6 to chart the word. Students should make one chart per word. For the first time that you have them do this, walk them very slowly through the process, first modeling completion of the chart with one word, then working through one together. If you have more than one student working on the same words, a good activity is to have them complete 2-3 charts together.
4. Play games and provide multiple interactions (see below) so students have lots of experience with the words.
5. Create flashcards (or flashcards with pictures) or other tools for studying the word throughout the week.
6. Create word walls for words learned in the Title I room.

MULTIPLE INTERACTIONS[†]

Students need to be given ongoing and MULTIPLE opportunities to work with the same words. Some ideas for providing “multiple interactions” with vocabulary words include the following:

- Create “Word Walls” for the Title I classroom. List words from Science, Social Studies, English, etc. Categorize them by class. Use Velcro to attach them and when connections are made between words from different content areas, allow students to move words around to illustrate these connections.
- Create analogies between different vocabulary words.
- Semantic maps of related vocabulary terminology
- Word play with puns, poems, clichés, alliteration, etc.
- Word sorts
- Caught in the Act! —See Appendix 8.
- Check out the read/write/think website for many more ideas!

VOCABULARY—PROCESS OF ELIMINATION[Ⓞ]

The authors of *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher’s Sourcebook* share a good method to identify vocabulary words for further instruction. Given the numbers of vocabulary words our students are facing in various classrooms and the limited of time students have to receive Title I services, a Title I teacher might use this strategy to identify vocabulary words for the Title I classroom. Again, the Title I classroom should be a place where AUTHENTIC words are used, so the Title I vocabulary list should be based on the subjects under study in the students’ regular classrooms.

Also, keep in mind that our brains learn in “chunks” and if we give students too many words at once we are simply guaranteeing that they will not learn them. Identify a manageable number of vocabulary words to focus on in the Title I classroom, choosing from each academic area in which the student is struggling.

STRATEGY (ADAPTED FROM “THE READING TEACHER’S SOURCEBOOK”)[Ⓞ]

- STEP 1.) Preview the materials under study.
- STEP 2.) Identify CRITICAL words for learning required information. Look for “big idea” words and words students must understand in order to comprehend required reading.
- STEP 3.) Eliminate words that are adequately defined in the reading (using context). Discuss these words as students read rather than separating out for vocabulary instruction. Eliminate also words that students already know through background knowledge—use these words as “pre-reading” or anticipatory discussion.

[†] Many ideas here adapted from Cowan K. & Albers P. (2007). Mediating the Matthew effect in reading: Fostering word consciousness. *Voices from the Middle*, 15(1), 34-43.

[Ⓞ] Denton, et. al. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher’s sourcebook*. University of Texas System/Texas Education Agency.

[Ⓞ] Denton, et. al. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher’s sourcebook*. University of Texas System/Texas Education Agency.

Reading Instruction for Struggling Readers

***Research on effective instruction for adolescent-aged readers has significantly increased in the last two to three years. A good place to begin familiarizing yourself with this research—and download effective teaching ideas—is at www.texasreading.org.**

Research (as cited in *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers*)[^] shows that students, particularly struggling readers, need to be taught step by step processes, or comprehension strategies, in order to understand text as they read. Unfortunately, they receive little of this in the regular classroom. To exacerbate the situation, middle and high school reading materials are suddenly expository (rather than narrative) in nature, and many struggling readers have no idea how to tackle these more difficult types of texts.

A Title I reading teacher at the middle and high school level should test identified students for comprehension levels, fluency, and word recognition skills. Explicit, ongoing instruction in comprehension strategies, vocabulary, fluency and word recognition should be provided to students who need it, based on these assessments.

THE READING TEACHER'S SOURCEBOOK[©] identifies four major components of reading instruction for adolescents:

1. COMPREHENSION INSTRUCTION
2. VOCABULARY INSTRUCTION
3. FLUENCY INSTRUCTION
4. WORD RECOGNITION INSTRUCTION

The handbook includes separate chapters that focus in detail on each of the above components, including specific, step-by-step lesson plans for providing systematic instruction in each area. The handbook also has three chapters devoted to assessment—formative, summative, and using results to provide instruction.

[^] *Meeting the needs of struggling readers: A resource for secondary English language arts teachers.* (2004). University of Texas Center for Reading and Language Arts/Texas Education Agency.

Downloaded from www.texasreading.org

[©] Denton, et. al. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook.* University of Texas System/Texas Education Agency. Downloaded from www.texasreading.org

COMPREHENSION

“...the research finding [is] that comprehension is indeed a complex process—one that should not be left to chance for its development.”

Alvermann, D. E. (2001). *Effective Literacy Instruction for Adolescents*. Executive Summary and Paper Commissioned by the National Reading Conference. Chicago, IL: National Reading Conference.

- Effective comprehension instruction means teaching students the step-by-step processes that a good reader uses when reading to understand difficult text. See Appendix 4 and 5 for ideas on teaching comprehension skills while reading an expository text.
- Use graphic organizers regularly to help students categorize new concepts during and after reading.
- Teach students how to use questions before, during, and after reading to understand text.
- Teach students the parts of a textbook (See Appendix 4) and how to use them to comprehend information before they read.
- Practice, practice, practice! Teach comprehension strategies systematically and then continue to practice them regularly in the Title I classroom.
- Create bookmarks, charts or other reminders of step-by-step processes students can use as they read new text. Share these with classroom teachers and encourage them to use the steps as well.

FLUENCY

- If adolescents are struggling with fluency, it is good to continue to provide fluency instruction.
- Many of the strategies we use for teaching fluency at the elementary level—repeated readings, choral reading, Reader’s Theater, etc. can and should be adapted, based on student needs, for adolescent reading programs.
- See *The Reading Teacher’s Sourcebook*, Chapter 8 on “Fluency” and Chapters 1, 2 and 3 on “Assessment” for ideas on how to identify students with fluency problems and provide them with appropriate instruction.

WORD RECOGNITION

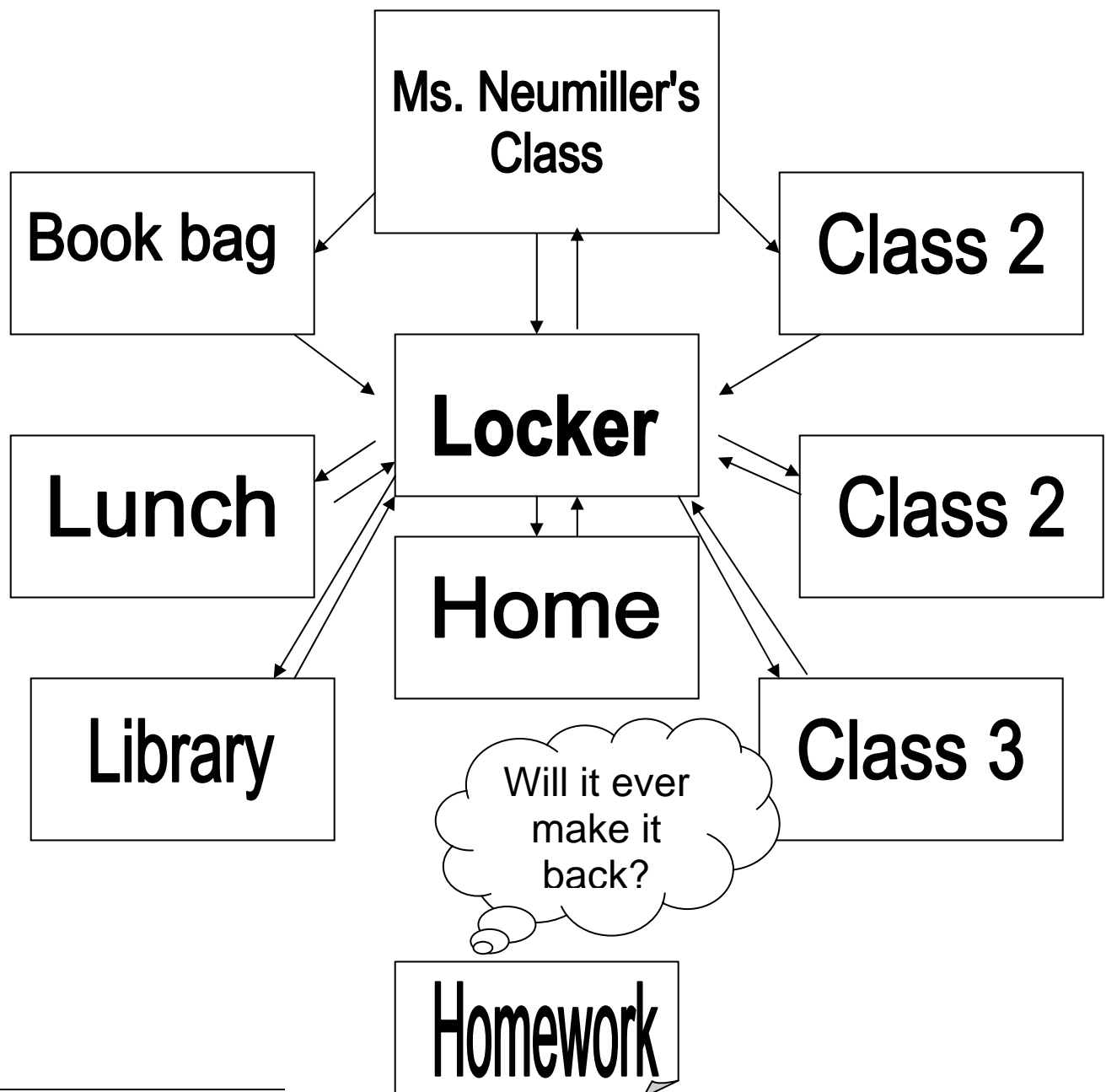
- See Chapter 9 of *The Reading Teacher’s Sourcebook*.

VOCABULARY

- See section from this packet on “vocabulary”.

Appendix 1. A day in the life of your Homework♥

Directions: Discuss with students what happens with their homework each day. Begin by asking students to pretend that they were assigned homework in their first period class. Tell them to draw a map or chart following the various places this homework could go as they go through their day. The purpose is to illustrate how many different places their homework could be if it is lost. Students need to have a specific organizational method so homework isn't lost.



♥ Idea created by Carmen Howell, High School Counselor, Kindred Public School District #2.

Appendix 2. Sample Sequence for Systematic Teaching of Organizational and Study Skills

Week 1—Getting Organized				
Day 1 The Binder	Day 2 Homework Folders and Locker	Day 3 Homework	Day 4 Study Areas	Day 5 Review
Week 2—Note Taking				
Day 6 Introduction to Note Taking	Day 7 Continue Note Taking	Day 8 More Tools for Note Taking	Day 9 Practice	Day 10 Review
Week 3—Reading Content Area Textbooks (Expository Reading Comprehension)				
Day 11 Prereading Skills	Day 12 Prereading (Cont.)	Day 13 During Reading Skills	Day 14 After Reading	Day 15 Review
Week 4: Teaching students how to review material and study for a test.				
Day 16 Getting Ready to Study for a Test	Day 17 Using Notes to Study for a Test	Day 18 Memory Devices	Day 19 Study	Day 20 Study

Week 1: Getting Organized

Day 1— The Binder	<ul style="list-style-type: none"> ▪ Show students your sample binder. In it, have two dividers for each course, one for notes and handouts, and the other for tests and quizzes (or another tab as required by a particular teacher). ▪ Walk students slowly through your binder, noting its organization. Tabs are included in the same order as the classes the student attends each day; tabs are clearly labeled and color-coded. ▪ Students should now list each class that they have, in order, and identify the number of binder tabs they will need. Discuss any additional requirements that may be needed for a particular course or teacher. ▪ Show students a zipped bag that is three whole punched and included in the binder. The zipped bag should include all supplies needed—pencils,
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	<p>pens, highlighters, sticky notes, etc.</p> <ul style="list-style-type: none"> ▪ If possible, have a student planner three hole punched and in the binder as well.
<p>Day 2— Homework Folders</p>	<ul style="list-style-type: none"> ▪ Organize student binders, labeling each tab clearly, using color-coding by classes, and following the student’s schedule. ▪ Once student binders are set up, explain that you will regularly be reviewing their binder to see how things are going (and if they are keeping up with organization). Remind them that organization leads to good grades. ▪ Introduce the HOMEWORK FOLDER. This will be the ONE place where students should ALWAYS store their homework. On the left side are assignments that are “to be completed.” When they are completed, they should move to the “completed” side. This folder should be with the students at every class, in study halls, in the Title I room, and going home with homework. ▪ Discuss locker organization techniques—where books should go, additional shelving needs and possibilities, location of file folders and other supplies, etc. ▪ If possible, visit student lockers and organize.
<p>Day 3— Homework Process</p>	<ul style="list-style-type: none"> ▪ Have students complete a chart that requires them to identify how their time is spent. Tell them they must log by the half hour and list what they have been doing. These are due back to the Title I room by tomorrow. ▪ Check each student’s binder. Discuss what things have been added since yesterday. Discuss any new issues that might have come up (e.g., requirements from the teacher, etc.) Have students write sticky note reminders to help them maintain organization of the binder. ▪ Hand out the “Homework Check sheet.” (See Appendix 3 for an example). ▪ Ask students to take out a recent homework assignment. Ask students to complete the assignment utilizing the check sheet. ▪ After the assignment is complete, reflect on the process. How did it go? Did you encounter any problems? How can we improve the process?
<p>Day 4—</p>	<ul style="list-style-type: none"> ▪ Review the results of the chart which students were to complete for

<p>Time & Space for Homework</p>	<p>today on how they spend their time. Identify how much time is spent on homework. Set a goal for increasing that time.</p> <ul style="list-style-type: none"> ▪ Identify a time in each student’s schedule that should be set aside EVERY DAY for homework. ▪ Discuss study areas at home. Explain that all students should have a space/area at home that they use everyday to complete their homework. Explain that it should be a quiet place that is removed from normal household distractions (i.e., no TV!). Discuss supplies that should be nearby and how they should be organized. ▪ If time, work through another homework assignment using the check sheet.
<p>Day 5— Review</p>	<ul style="list-style-type: none"> ▪ Discuss all prevalent topics for the week: <ul style="list-style-type: none"> ○ Go through each student’s binder (if you have a small group, have them do a “peer review” of each other’s binders). ○ Visit student lockers and do a check on their organization. Make changes and discuss problem areas, ideas for improvement, etc. ○ Review homework. Does anyone have a missing assignment? Are you using the check sheet? Are you remembering to use your homework folder for due and completed assignments? ○ Discuss regular study time and study places. ▪ If there is time, consider doing a survey scoring student comprehension. Have students read in class doing a chapter/section from a CONTENT area textbook that they are taking (one they are struggling in). When they are done, test them for comprehension. If comprehension is low, start planning instruction for teaching comprehension in content area texts (or reading expository texts).

<p>Week 2—Note Taking</p>	
<p>Day 6— Note</p>	<ul style="list-style-type: none"> ▪ Ask students: what do you do in class while the teacher is talking/lecturing? Do you find it difficult to pay attention? Do you sometimes find yourself daydreaming and then suddenly realize you may have missed an important direction or point from the teacher? To solve

<p>taking</p>	<p>this problem, you need to become good at taking notes in class.</p> <ul style="list-style-type: none"> ▪ Teach the classic two column form of note taking, wherein students draw a vertical line about in from the left side of the page. Then, during class, students should write notes in the right hand (2/3 side) of the paper. ▪ After class, students must write in topic areas/key points on the left side of the paper. ▪ Do a sample “lecture” for students on a topic from one of their current classes. Ask them to take notes on the right hand side of the paper as you lecture. ▪ When you are done, ask students to put in main topic words on the left hand side. ▪ Ask students how they knew when to record information. Discuss “signal words” like “next,” “first, second, third,” “this is important,” “listen,” and “remember.” ▪ Tell students to take notes in their next class using the above format.
<p>Day 7— More Note Taking</p>	<ul style="list-style-type: none"> ▪ Review the note taking assignment. See how it went. Discuss problems, questions, issues, etc. ▪ Go through, step by step, how to use the review/labeling side of the note taking space (left side). How do you identify key/main ideas? Where can you go to for ideas when you are struggling (suggestion: text)? ▪ Note that the REVIEW/LABELING in the left hand column should be done AFTER lecture. This helps you to further process the information being studied and identify the key components. ▪ Practice note taking again.
<p>Day 8— Other tools</p>	<ul style="list-style-type: none"> ▪ Today discuss how the use of HIGHLIGHTERS and STICKY NOTES can also help review information and highlight important facts in notes. ▪ Review student binders to see if they are keeping up organizationally. ▪ Discuss additional strategies for note-taking including the following: <ul style="list-style-type: none"> ○ Write on only one side of each piece of paper for ease in reading later. ○ Skip lines between topics and use bullets for lists. ○ Immediate review the notes after class to identify the key/main ideas (before you forget the lecture).

	<ul style="list-style-type: none"> ○ Don't try to write too much and therefore miss information. ○ Remind students about "signal words" and how they can be used to "catch" important lecture information.
Day 9—	<ul style="list-style-type: none"> ▪ Continue practicing note taking. Review the notes students are taking in the regular classrooms. Provide feedback, encouragement and praise.
Day 10— Review	<ul style="list-style-type: none"> ▪ Continue practicing note taking. Review the notes students are taking in the regular classrooms. Provide feedback, encouragement and praise.

Week 3— Reading Content Area Textbooks (Expository Reading Comprehension)

Days 11 & 12— Pre-reading Skills	<ul style="list-style-type: none"> ▪ Ask students to take out a textbook from one of their classes. Tell them to page through the current unit of study and identify any special features of the unit. ▪ Discuss these special features (and any additional that are important to the book being reviewed): <ul style="list-style-type: none"> ○ Bolded and/or italicized words (ask: why are they bolded/italicized?) ○ Headings/Subheadings (Ask: Why do books have these?) ○ Pictures/Graphs/Charts and other visual aides (Ask: What is the purpose of these?) ▪ Ask students to make a list of how they could use the above features BEFORE THEY READ assignments in class. <p>Teach the following process for BEFORE reading:</p> <ul style="list-style-type: none"> ▪ First, use the text features discussed above to identify the MAIN topics of the chapter. ▪ Second, students should be required to THINK ABOUT the topic that they are going to read about (activating prior knowledge). Ask students to write 1-2 sentences explaining what they already know about the topic. ▪ Third, tell students to think about what they DON'T know about the topic.
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	<p>Tell them to generate 2-3 questions that they have about what they're going to read.</p> <ul style="list-style-type: none"> ▪ Pass out the BEFORE YOU READ worksheet (Appendix 4). Tell students to go through the same process with one of their reading assignments from a class. ▪ Illustrate how the pre reading process can be helpful as you read. Together, read a chapter from a textbook that has been assigned. As you read, think aloud so students can hear the mental process that you go through as you read in order to understand the text. Pause at special features as you encounter them and give your reaction ("Hmmm...this word is in bold. I bet it's important. I had better write it down in my notes and read the definition a couple of times to better understand it"). Pause when you encounter the answer to one of your pre-reading questions and think about it out loud. Also, pause when you get to something that clarifies (or disputes) the prior knowledge you shared on the subject. ▪ Tell students to use the pre-reading process, using the BEFORE YOU READ worksheet, on their own tonight with a reading assignment from one of their classes.
<p>Day 13— During Reading</p>	<ul style="list-style-type: none"> ▪ Ask students to share the pre reading they did before reading an assignment last night. How did it go? What difficulties did you experience? Did you make any correct predictions? ▪ Now, ask students to consider what does a good reader do WHILE he/she reads? ▪ Distribute Appendix 5. Explain that for any class in which the student is receiving a "D" or below, he/she needs to keep a reading log. Whenever reading is assigned in that class, he/she must do an entry in the log (which includes responding to three of the eight prompts). ▪ Read a chapter from a textbook currently under study in one of the student's classes. Model both the BEFORE reading process and the reading log. Encourage students to complete the logs as they go or to take notes on areas while reading that might be good for the log ("Hmmm. I'm struggling with this section of the text. I don't quite understand why water has a low specific heat. I think I'll write about this in my reading log.")
<p>Day 14— After</p>	<ul style="list-style-type: none"> ▪ Use the sample lesson on "After-reading" on p.130 of <i>The Reading Teacher's Sourcebook</i>. This is available online at www.texasreading.org.

Reading	
Day 15— Review	<ul style="list-style-type: none"> ▪ Select a reading assignment from one of the student's classes. Do the reading, working together through the BEFORE, DURING, and AFTER reading requirements.

Week 4: Teaching students how to review material and study for a test. [Possible outline of activities for Week 4]	
Day 16— Getting Ready to Study	<ul style="list-style-type: none"> ▪ Teach students how to identify key items from a unit in order to study for an upcoming test. Make flashcards and other study tools. ▪ Review notes, handouts, test/quizzes, the text and other materials to identify important information in the unit. ▪ Conduct a learning style survey to identify with the student how they best learn. Use this to create tools for studying for the test.
Day 17— Using Notes to Study for a Test	<ul style="list-style-type: none"> ▪ Show students how notes from class should be reviewed to identify items for the test. The left hand column of the two column notes can be covered while students review the information on the right. Then students can try to identify the topic being described (the title in the left). This could also be done vice-versa. ▪ Continue to refine the list of important information for the upcoming test and updating/creating study tools.
Day 18— Memory Devices	<ul style="list-style-type: none"> ▪ Show students various mnemonic devices that they can use to help them memorize information.
Day 19— Study	<ul style="list-style-type: none"> ▪ Summarize work from days 16 through 18 to make a study guide.
Day 20— Study	<ul style="list-style-type: none"> ▪ Study!

Appendix 3. Homework Check Sheet

Step One. Go to your homework/study spot

Step Two. List all assignments and their due dates. List them in the same order as your daily schedule of classes (e.g., period 1 first, period 2 second, etc.).

Prioritizing homework:

#1 Items = Due tomorrow

#2 Items = Due in 1-2 days

#3 Items = Longer term

Class	Homework	Due Date	Priority #

Step Three. Begin with high priority items first.

Step Four. Do any required reading BEFORE you begin the homework assignment. Use content-area reading strategies while you pre-read, during your reading, and after you complete the reading.

Step Five. Complete homework.

Step Six. Put completed homework on the "completed" side of your homework folder.

Step Seven. Cross off the completed work on the above chart.

Step Eight. Do the next priority item.

Appendix 4. Prereading (BEFORE You Read)^x

Course Name: _____

Today's Reading Assignment is: _____

Topic: _____

Step One. Go through the text features and think about what they mean.

What are the main headings/subheadings?

Headings/Sub Headings	What do they tell me?

What are the words that are bold and/or italicized?

Bold/Italicized Words	What do they mean?

^x Adapted from the Texas Reading Initiative's "Research-based content area reading instruction: 2002 online revised edition." (2002). Downloaded from www.texasreading.org on September 21, 2007.

What pictures, graphs, charts, etc. are included?

Pictures and other Images	What do they tell me?

Step Two. What do I already know about this topic? What experiences have I had with it? What have I heard about it?

Step Three. What questions do I have about this topic?

1.)

2.)

3.)

Appendix 5. WHILE You Read

As you read, keep a reading log. For each reading assignment, you must do THREE of the following:

1. **SUMMARIZE.** Summarize the main points of the reading assignment, identifying key terms and concepts. Explain your understanding of these concepts and why they are important.
2. **CHART/MAP:** Create a map or chart that displays visually an important part of the reading. If, for example, a concept is described with several parts, draw a picture or a chart to illustrate that relationship.
3. **RELATE:** Relate a portion of the text to something you have experienced in your personal life. Share your experience and how you feel it relates.
4. **PREDICT:** Predict two to three items/facts from this reading that will appear on the next test.
5. **QUESTION:** List any questions that you have after reading the text. Identify areas of the text that you had trouble understanding and explain why you felt that area was difficult.
6. **CONNECT:** Connect the reading to something that you are currently studying or have studied in another class.
7. **QUOTE:** Identify two quotes that you think are the MOST important in this reading. Explain why you think they are important.
8. **EXPAND:** Identify how you could find out more about the topic and why finding more information might be beneficial to you.

Appendix 6. Charting Vocabulary Words—SAMPLE: Conform

Word: <i>Conform</i>		
<p>Dictionary Definition: [Write the dictionary definition]</p> <p><u>Synonyms:</u></p> <p><u>Antonyms:</u></p>	<p>Paraphrase: [Put the definition into your own words]</p>	<p>:</p>
<p>Background Knowledge: [What do I know about this word?]</p>	<p>Draw a Picture: [Represent the meaning of the word through a picture]</p>	<p>Don't confuse this word with/... [List words that sound similar or are spelled similarly and explain the difference].</p> <p>OR</p> <p>This word DOESN'T mean... [Identify clearly what the word DOESN'T refer to or opposites]</p>

Appendix 6. Charting Vocabulary Words

Word: _____			
Dictionary Definition:		Paraphrase:	Ask Questions About the Word:
Synonyms:	Antonyms:		
Background Knowledge:		Draw a Picture:	<p>Don't confuse this word with/...</p> <p>OR</p> <p>This word DOESN'T mean...</p>

Appendix 7. Caught in the Act!

Challenge students to your own version of the Title I “Caught in the Act” award, but using vocabulary words instead.

Tell students that they can receive five extra credit points from the corresponding teacher for getting someone to use one of the vocabulary words in conversation (of course, discuss this with classroom teachers first to see that they agree to give the extra credit).

RULES:

- FIVE extra credit points for the first one, ONE point for each additional.
- The same words may be used more than once if different people are saying them.
- One student can get no more than 15 total extra points per game.
- The person who says the word must say the word in regular conversation. You CAN'T write the word down and ask them to pronounce it or what it means. You can't tell a younger sibling simply to say the word.
- You must not say the word first to that person—you must get them to say it.

Brainstorm with students good questions or conversation topics for each word which might illicit someone to say the word. Also, identify good people to use as targets—who is likely to use the word in real life? Use the chart below.

Word:	Meaning:	Who would be a good target?	What questions and/or conversations might get him/her to say the word?

PROOF:

In order to receive the bonus points, students must bring back signatures of the person who used the word. Create for students (or pass out blank index cards and have them label themselves) a card like the one below.

Student Name: _____

Date: _____

Time: _____

**Caught in
the Act!**

"You caught me! I admit it. I used the vocabulary word:

_____."

SIGNATURE