Instagram, Snapchat, Fortnite: The distractions are endless. Here's how to help kids cope.

Source: The Washington Post
By Ana Homayoun
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AVID's Critical Reading Process

This lesson will follow AVID's critical reading process and will utilize the following strategies:

1. Pre-reading
2. Interacting with the text
3. Extending beyond the text

AVID's WICOR® Methodology

This lesson uses the WICOR methodology. The WICOR icon will be used throughout the lesson to indicate when an activity includes WICOR methods.

Writing
Inquiry
Collaboration
Organization
Reading

Focused Notes

Essential Question:

How do readers isolate essential information and analyze text structure in order to increase comprehension?

Critical Reading Strategy Focus

Strategy details are available for download from the AVID Weekly matrix.

First Reading

- *Marking the Text: Circling and Underlining Essential Information*
    - Identify and circle or underline information relevant to the writing task.
- *Common Core College and Career Readiness Standards*

- *CCRA.R.1:* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.
- *CCRA.R.8:* Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Second Reading

- *Writing in the Margins: Responding and Connecting*
    - Respond and connect to ideas in the text and write your thoughts in the margins.
- *Common Core College and Career Readiness Standard*
    - *CCRA.R.1:* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.

Reading Prompt: *In the article "Instagram, Snapchat, Fortnite: The distractions are endless. Here's how to help kids cope," Ana Homayoun presents the importance of learning how to manage the constant digital distractions kids face in the world today. As you read, circle key terms and underline essential ideas that illustrate the author's claims about how to help kids manage and eliminate potential distractions in the digital age. In the left margin, explain how each particular example supports the author's point. In the right margin, add notes that evaluate the effectiveness of the evidence.*

Estimated Preparation Time: 30–40 minutes

Estimated Instructional Time: 150+ minutes

Recommended Pacing: approximately 5 days (depending on language level); it is best to chunk each portion for English language learners.

English Language Learners

Here is a suggested timeline to scaffold the instructional lesson for English language learners:

Day 1: Build background knowledge

Building background knowledge can greatly increase students' reading comprehension. This is especially true for ELL students, as they are more emergent in this area in comparison with their native English-speaking peers.

Day 2: Pre-teach vocabulary words and concepts

English language learners have a much more limited vocabulary than their native English-speaking peers.

Critical Reading Lesson

Instructional Model for AVID Teachers with ELL Embedded Strategies

This limited vocabulary knowledge can interfere with reading comprehension, so building vocabulary is critical.

Day 3: First reading of article using "Marking the Text" strategies

While working through the first paragraphs as a class, students should also be encouraged to make notes in the margins in their native language and/or to illustrate key points or to write a one-sentence summary of their understanding of each paragraph.

Day 4: Second reading of article using "Writing in the Margins" strategies

English language learners often need more guidance and modeling for interacting with the text. Responding and connecting with the text will increase the students' engagement with the lesson as well as the overall comprehension of the ideas and concepts in the text.

Day 5: Writing and discussion activities using sentence frames/starters

As often as students speak they should be writing, and as often as students write they should be speaking. This provides them with the ability to practice using academic vocabulary, including content-specific vocabulary and academic language, on a daily basis.

Target Scaffolds:

Below are ways to scaffold the delivery and processing of content to meet the unique needs of ELLs. These scaffolds can all be used with any instructional strategy.

- Academic Language Scripts: Using academic language scripts provides an opportunity for oral language development by creating a structured way for students to engage in academic discourse using the formal register.

- Rehearsal and Revision: Providing opportunities for rehearsal and revision develops both oral and written language by giving students the chance to engage in deep practice in which they try on, practice, and correct their own responses.

- Sentence Frames: Using differentiated sentence frames with varying levels of complexity, students can offer more nuanced and sophisticated responses.

- Word Banks: Providing word banks helps students build their vocabulary and add sophistication and depth to their writing.

- Writing + Speaking; Speaking + Writing: W+S; S+W is simply making sure that writing and speaking activities

are paired together so as to embed opportunities for rehearsal and revision in oral and written form.

Using the AVID Weekly Resources

Before teaching this lesson, go online to AVID Weekly to access additional teaching tools. Find the following sections in the top navigation.

Teacher Resources (for supporting ELL students)

This page offers strategies and approaches that will help you prepare for the lesson, set expectations, and prepare for the reading.

Assessment Tool

This page offers general questions teachers can use to assess students' understanding and analysis of a reading.

Pre-Reading

ELL: Developing Students' Understanding of the Subject (Day 1: *approximately 30 minutes*)

Building background knowledge can greatly increase students' reading comprehension. This is especially true for ELL students, as they are more emergent in this area in comparison with their native English-speaking peers. Building background knowledge makes content more accessible for ELL students, as it helps students to bridge gaps in prior knowledge, develop schema, and become more confident with subject matter. Students are, therefore, more prone to interact with the content of the lesson. As students begin interacting with the text, it is important that they be provided with and expected to use academic language supports, such as sentence frames, for both oral and written discussion.

Building Background Knowledge Activity Ideas:

- Realia: Bring actual tangible items into the classroom relating to the subject matter.

- Preview videos, news clips, and/or pictures on the subject matter.

- Use maps to show/explain locations.

- Use KWL charts, Venn diagrams, Think–Pair–Shares, and/or quickwrites.

Critical Reading Lesson

Instructional Model for AVID Teachers with ELL Embedded Strategies

Levels 1 and 2 (Emerging):

Provide the opportunity for students to first engage in dialogue about the reading prompt and/or content either in pairs or in groups. It will be important to talk about new vocabulary and include visual representations of identified words and concepts such as time management, barriers, solutions, distractions, trends, manage, and eliminate. Then, have students for these levels engage in a **quickwrite** individually using the following sentence frames.

Brainstorm with the class (ideas for all language levels):

- Have students complete the following time management activities from AVID's *The Student Success Path,* also included at the end of this lesson:
  - Time Log and Reflection (Student handout 2.1; pp. 14–15)
  - Time Management Questionnaire (Student Handout 2.2; p. 16)
  - Barriers and Solutions to Using Time Effectively (Student Handout 2.3; p. 17)

- Silent Rapid Brainstorm: On sticky notes, give students two minutes to write down as many specific distractions as possible (one distraction per sticky note). Students share in groups and then sort/categorize their distractions to examine trends (i.e., technology, social media, family, television, video games, pets, etc.) and discuss possible ways to manage and/or eliminate distractions.

Discussion and writing sentence frames:

- One of my biggest distractions is _____ because…
- I become distracted *by/when* _____ because…
- One way to *manage/remove/eliminate* distractions like _____ is…

Level 3 (Intermediate):

Engaging Level 3, 4, and 5 ELL students in a quickwrite and discussion is important in order to activate prior knowledge and connect with ideas in the article. Introduce vocabulary, such as *manage* and *distractions*.

Engage students in a quickwrite based on the following prompt: What are your biggest distractions and what are the best ways to manage these distractions in order to complete your work?

Discussion and writing sentence frames:

In my opinion/It seems to me that my biggest distractions are _____ [state two or three of your distractions] _____ . *I feel/believe* that these distract me the most because _____ [explain how/why they distract you] _____ . One way to manage these distractions is _____ [explain the best way to manage distractions] _____ . By managing these distractions, I will be able to _____ [state what you will be able to do when you focus instead of being distracted] _____ .

Levels 4 and 5 (Advanced):

Students will need to be introduced to the vocabulary associated with the questions and sentence frames, such as *multitasking* and *efficient*.

In groups, have students discuss the prompt using **Think–Pair–Share** or **Philosophical Chairs**.

Engage students in a quickwrite based on the following prompt: *Agree or disagree: Multitasking makes you less efficient, not more.*

Discussion and writing sentence frames:

- I *think/feel/believe* that multitasking makes you *more/less* efficient because…
- *It seems to me/In my opinion*, multitasking *promotes/creates* _____ because…
- I *agree/disagree* with what was said about multitasking because…

*Note: Encourage the use of **academic language scripts** for "Expressing an Opinion" and "Building on What Others Say" for the preceding discussion activities.*

Bell Work provides an opportunity to review, practice, or introduce subject matter, content, or specific skills; creates a sense of urgency about the classroom experience; and underscores the importance of language acquisition.

Bell Work: Quotation Analysis

Thinking prompt: Other people's words can help us understand the world better.

1. **Read** the quotation below three times to yourself and then once to someone sitting next to you.

   "The key is not to prioritize what's on your schedule, but to schedule your priorities."

   —Stephen Covey (educator, author of *The Seven Habits of Highly Effective People*)

Critical Reading Lesson
Instructional Model for AVID Teachers with ELL Embedded Strategies

Note: Model reading the thinking prompt, the quotation and author's name out loud for students. To practice the language of the quotation in a low-risk environment, students should either silently mouth or "whisper read" the words while they read the quotation to themselves three times.

2. **Explain** the quote to your partner using the sentence frame:

   • I *think/feel/believe* that Covey is saying that _____ .

3. Using the sentence frames below, **write** an analysis of the quotation:

In his quotation about _____ , Covey's perspective is that _____ . This means that _____ . This is important because _____ . This connects to me as a *scholar/student* because _____ .

Word Bank: approach, attain, focus, goal, motivation

Note: Challenge students to use at least one or two AWL (Academic Word List) words from the word bank in their written response. Let students know that they can change the form of the words (e.g., motivate→motivated→motivation).

Note: Encourage the use of academic language scripts for "Expressing an Opinion" and "Building on What Others Say" throughout bell work structures speaking and listening routines.

Oral Language Practice:

It is essential that English language learners are given multiple speaking opportunities throughout each class. As often as students speak they should be writing, and as often as students write they should be speaking. This provides them with the ability to practice using academic vocabulary, including content-specific vocabulary and academic language, on a daily basis.

Here are some oral language activities that can be used with the pre-reading activities in this lesson:

• **Give One, Get One:** Have students write down ideas from quickwrites on sticky notes. Give students a time limit to get up and mingle with someone from the opposite side of the room. Have each student share their idea with a partner; then tell students to exchange sticky notes and return to their seats. Then, have students report out to the class about what their partners said (review sticky notes).

*Note: **Academic language scripts** found in the Teacher Resources section of AVID Weekly can also be used here. Use the following sentence frames for reporting out to the class:*

• _____ [Name of student] _____ *said/explained*…

• My partner, _____ [name of student] _____ , told me…

• According to _____ [name of student] _____ , …

• I learned from _____ [name of student] _____ that…

Think–Pair–Share: Have students think and respond on their own to the quickwrite prompt. Then have students pair up and share their responses. Using the reporting out frames above, have students share responses out loud to the whole class.

ELL: Building Vocabulary
(Day 2: *approximately 30 minutes*)

English language learners have a much more limited vocabulary than their native English-speaking peers. This limited vocabulary knowledge can interfere with reading comprehension, so building vocabulary is critical.

Here are some ideas for vocabulary development and review activities, by language level:

Levels 1 and 2 (Emerging):

• **Picture Dictionary:** Have students make their own picture dictionaries. Each page has four sections:

   • an illustration in the upper left corner

   • the definition in the upper right corner

   • a sentence using the word in the lower left corner

   • the word in English and in their native language in the lower right corner

Encourage students to use native language dictionaries as well. Please note that any type of dictionary used or created should not be a passive activity for students.

• **Matching Game:** Write or type out the words and student-friendly definitions. Cut them, mix the words and definitions up, and then place them in an envelope. Have students try to match the words and definitions (can be independently, in pairs, or in groups). After you review the correct matches, have students glue the matching words and definitions onto a piece of paper or into a notebook.

• **Vocabulary Skits:** Have students create and perform short "60-second skits" that incorporate the vocabulary words using the formal register with the help of sentence frames and academic language scripts.

Critical Reading Lesson
Instructional Model for AVID Teachers with ELL Embedded Strategies

Instagram, Snapchat, Fortnite: The distractions are endless. Here's how to help kids cope. Page 5

Level 3 (Intermediate):

- **Vocabulary Journal:** Have students keep a notebook that contains the following information for each vocabulary word. This can include using three-column notes.
  - the word written in English and their native language
  - a student-friendly definition
  - a sentence using the word
  - a synonym and antonym
  - an illustration/picture
- **Vocabulary Pictionary:** Divide students into teams. Students will take turns in their teams drawing illustrations that represent their vocabulary word while the remaining team members guess the correct word.
- Students can create **Vocabulary Word Wall Cards.** The cards can contain all or any combination of the following information:
  - the word written in English and their native language
  - a student-friendly definition
  - a sentence using the word
  - a synonym and antonym
  - an illustration/picture

Levels 4 and 5 (Advanced):

- **Flashcards:** You can provide the words and their definitions (though not as a handout), or you can teach the students how to look up words in the dictionary so this is an active, relevant activity as opposed to a passive activity to pass time.

  Organizing vocabulary words and definitions can also be captured in a two-column note format, with the paper folded strategically to cover up one side or the other.
  - Students write words, definitions, and an example sentence from the document camera, interactive board, etc., on an index card and attach them to binder rings for future review.
- **Crossword Puzzle:** Create a crossword puzzle to review vocabulary words and definitions with your students.

Preview the following key concepts, vocabulary words, and academic words/phrases, as well as any other words you find in the text that might be unfamiliar to your students. Please note that it will be important to check for understanding along the way as students engage with learning the definitions of the words. This can be done through whole group share-outs, comparing and contrasting words with a partner, or referring to a dictionary or glossary. Additionally, prioritizing the number of vocabulary words ELL students learn is important, so choosing the most important words will be critical to their understanding.

Key Concepts:
- managing distractions

Content-Specific Vocabulary:
- cope (title)
- paradox (par. 4)
- multitasking (par. 5)
- thwart (par. 6)
- empathy (par. 7)
- compartmentalization (par. 10)
- arduous (par. 11)

General Academic Vocabulary (Academic Word List [AWL]):
- retaining (par. 4)
- eliminating (par. 6)
- strategies (par. 8)
- regulate (par. 12)
- consistency (par. 12)

Making Predictions *(approximately 5 minutes)*

Once students have had an opportunity to build prior knowledge through writing and speaking, they are ready to make some predictions. For ELL students, they will need to be exposed to and experience text structures and text features. This is especially true for ELL students who are classified as Levels 1, 2, and 3.

- Hand out a copy of the article. Ask students to **survey the text**. Have them report on what they see. Are there subtitles? Is the text divided into sections? What is the length of the individual paragraphs? Have them scan the whole text to get an idea of its length.
- It's a good idea to have students **make predictions** before they read. Ask them to read the title and make

Critical Reading Lesson

Instructional Model for AVID Teachers with ELL Embedded Strategies

Instagram, Snapchat, Fortnite: The distractions are endless. Here's how to help kids cope.   Page 6

predictions about the message of the text. You could ask, "What will this text be about?" You could also ask them to read the first and last paragraphs and make another prediction. Provide ELL students with sentence frames and academic language scripts to enable them to authentically interact with the content and make a prediction.

- **Take a look at the publication and author information.** You can discuss this information as a class or you can have students discuss this information in collaborative groups. Why should students read this information? The publication date tells the reader when the text was written, allowing them to better understand the issues of the time in which the text was written. Author information can be useful, too. An author's personal and professional experiences can tell the reader a lot about the purpose of the text and the intended audience.

Interacting With the Text

Instructions for the lesson are provided in this section. Use an overhead projector or document camera to model and support the following activities.

Numbering the Paragraphs
(approximately 5 minutes)

Note: Students familiar with the "Marking the Text" strategy may be able to mark the text during their first read. If not, have students read the text once without marking or writing in the margins.

1. Go over the "Marking the Text" strategy with your students. (If you do not have a copy of this strategy, visit AVID Weekly and download a copy from the matrix.) Students should have copies of this handout on their desks, or the ideas from this handout should be available to them in some other way.

2. Let's begin with **numbering the paragraphs**. If students are not familiar with numbering paragraphs, help them number individual paragraphs. For ELL students, it is a good idea to number the paragraphs as a whole class to ensure accuracy. Number the paragraphs under the document camera together and ask students to say the number of each paragraph while you model reading the first one or two words of each paragraph out loud.

First Read: Marking the Text: Circling and Underlining Essential Information (Day 3: *approximately 30 minutes, depending on students' reading and language levels*)

Note: Depending on your students' skill level, you may want to work through a few paragraphs as a class. You might also reduce the amount of rereading students do by directing them to specific paragraphs that contain essential information. Consider having your students work in pairs as they learn how to circle and underline essential ideas in a text. For ELL students, provide them with native language dictionaries. While working through the first paragraphs as a class, students should also be encouraged to make notes in the margins in their native language and/or to illustrate key points or to write a one-sentence summary of their understanding of each paragraph. Please refer to the "Writing in the Margins" component of this lesson as well.

Circling Key Terms

3. Here are a few key words and names students should identify and circle. Encourage ELL students to use native language dictionaries or to write the word in their native language where applicable.

   a. Paragraph 2: "organization" and "time management"

   b. Paragraph 4: "challenging paradox" and "digital workflow"

   c. Paragraph 5: "2015 survey," "1,800 teachers," "400 principals," "67 percent," "multitasking with technology," and "negatively distracted"

   d. Paragraph 6: "digital temptations," "2017 study," and "Social Psychological and Personality Science"

   e. Paragraph 7: "empathy," "compassion," and "collaboration"

   f. Paragraph 9: "visualization," "intrinsically motivated," "attitude," and "approach"

   g. Paragraph 10: "compartmentalization," "2009 study," "Stanford researchers," "Pomodoro technique," "25 minutes focused," "five-minute break," and "monotasking mindset"

   h. Paragraph 11: "fun," "apps," and "Forest or Flipd"

   i. Paragraph 12: "structured support," "self-regulate," and "consistency"

Critical Reading Lesson

Instructional Model for AVID Teachers with ELL Embedded Strategies

   j.   Paragraph 13: "regrouping," "focus on progress," and "open-ended questions"

   k.   Paragraph 15: "ripple effects"

You may find additional key terms that are not included in the list above. Identifying these words will help students summarize the text either orally or in writing.

Underlining Essential Ideas

4.   Here are some essential ideas students should identify and underline.

   a.   Paragraph 1: "…a focus on managing distractions is just as important as promoting good digital citizenship."

   b.   Paragraph 2: "…How many of you would like an extra seven to 10 hours of free time per week?"

   c.   Paragraph 3: "…they are distracted by Instagram, Snapchat, Fortnite, YouTube, Netflix and general messaging."

   d.   Paragraph 4: "…students face a challenging paradox: The very tools they use to get their word done – tablets and computers – often provide the biggest distraction from completing their work and retaining information," and "…we've failed to help students develop habits to manage their digital workflow and get their work done more effectively."

   e.   Paragraph 5: "…the number of students negatively distracted by digital technologies in the classroom was growing."

   f.   Paragraph 6: "…today's students are faced with a constant stream of digital temptations that thwart their ability to complete work in a timely manner," "…successful goal attainment was less about self-control and more about blocking and eliminating potential distractions," and "The best approach is to use empathy, compassion, and collaboration…"

   g.   Paragraph 8: "Encourage visualization for inspiration and motivation," "Students (and adults, too) are more likely to make changes when they are intrinsically motivated," and "Attitude and approach matter…"

   h.   Paragraph 9: "Focus on compartmentalization," and "they focus on the task at hand for a set block of time … spending 25 minutes focused on one task followed by a five-minute break…"

   i.   Paragraph 10: "Make focus fun," and "Students in my office use apps such as Forest or Flipd to motivate them to stay off their phones during class or when doing homework."

   j.   Paragraph 11: "Provide structured support as needed," and "Structured support could include setting a time and place for work to be done, coming up with way to block certain apps or sites during specific times of the day, or taking devices away at night."

   k.   Paragraph 12: "Allow opportunities for regrouping," "It's important to focus on progress rather than perfection," and "Beginning with the end goal in mind … can be more effective than we realize."

   l.   Paragraph 14: "Kids, like adults, want and need these strategies more than they might reality admit," and "…we also need to provide them with the tools to manage potential distractions – digital and otherwise."

You may want students to underline additional ideas that are not included in the list above.

Second Read: Responding and Connecting to Ideas in the Text *(approximately 30 minutes)*

Note: Consider engaging your students in pair-share and small group activities as they work through the paragraphs. Responses will vary. For ELL students, encourage them to draw illustrations or write notes in their native language.

5.   For this second read, have students go back through the text and respond and connect to ideas in the margins. Students' responses will vary. What's important is that students make personal connections to the ideas in the text. One way to support students is to limit the number of paragraphs they reread by pointing to specific paragraphs in the text that they should respond to.

Critical Reading Lesson
Instructional Model for AVID Teachers with ELL Embedded Strategies

Paragraphs	Your responses and/or connections
4–5	
6	
8–12	
14	

ELL: Writing in the Margins
(Day 4: *approximately 30 minutes*)

English language learners often need more guidance and modeling for interacting with the text. Responding and connecting with the text will increase the students' engagement with the lesson, as well as their overall comprehension of the ideas/concepts in the text. Have students review the underlined essential ideas and use the following reading response sentence starters to respond and connect to the text in the margins.

Note: It is important to model the reading responses and your own thinking for the students on an overhead projector or underneath a document camera.

Reading Response Sentence Starters for All Language Levels:

Here are some reading response sentence starters for this article:

a. Paragraph 1: *I agree/disagree* with the idea that managing distractions is equally as important as good digital citizenship because…

b. Paragraph 2: If I had an extra 7–10 hours of free time per week, I would _____ because…

c. Paragraph 3: I *think/believe* my biggest distractions are _____ because…

d. Paragraph 5: *In my opinion/It seems to me* that students *are/are not* negatively distracted by technology in the classroom because…

e. Paragraph 8: The phrase "intrinsically motivated" means _____ because…. This applies to me as a *student/scholar* because…

f. Paragraph 9: I can shift from a "multitasking" to a "monotasking" mindset by…

g. Paragraph 10: I *would/would not* use apps like the ones mentioned in this paragraph to help me focus because…

h. Paragraph 11: I *think/feel/believe* "structured support" can help me manage distractions *by/because*…

i. Paragraph 14: The "ripple effects" of not learning how to manage distractions *might be/include* _____ because…

Extending Beyond the Text

Closing activities do not need to be process papers or writing assignments that go through multiple drafts. As students learn how to read more critically, give them opportunities to write brief analyses of what they read. These focused responses will help deepen their understanding of the texts they read while developing their academic writing skills. Writing or speaking exercises like the ones listed here can also serve as formative assessments, providing valuable feedback about what your students know and what they still need to learn.

ELL: Writing (Day 5: *approximately 30 minutes*)

Being able to communicate effectively through writing is an essential skill for academic success for English language learners. With proper support, ELL students can participate in a variety of academic writing opportunities. The following frames for writing will help students think critically about what they read and learn how to express their ideas more clearly through guided writing activities.

Writing Prompt: *In the article "Instagram, Snapchat, Fortnite: The distractions are endless. Here's how to help kids cope," Ana Homayoun presents the importance of learning how to manage the constant digital distractions kids face in the world today. Summarize the author's argument and explain whether or not you agree with the author's claims based on the evidence provided in the text.*

Here are some ideas for writing activities for various language levels:

Levels 1 and 2 (Emerging):

One-Sentence Summary: Use the following sentence frame to help students write a sentence using academic language that captures the main idea or author's purpose.

Using supports such as graphic organizers, "tree maps" to sort information, and KWLA charts with questions affords ELL students the opportunity to better organize their thoughts on their journey to becoming better writers.

Critical Reading Lesson

Instructional Model for AVID Teachers with ELL Embedded Strategies

In the article "Instagram, Snapchat, Fortnite: The distractions are endless. Here's how to help kids cope," the author *states/explains/describes* _____ [state the main idea of the article in one complete sentence] _____ .

Level 3 (Intermediate):

In the article, the author explains that _____ [state the main idea of the article] _____ . For example, the article *states/explains/describes* how distractions _____ [complete the sentence with an idea from the article] _____ . *Additionally/Also*, the author *claims/describes/ states* _____ [complete the sentence with another idea about distractions and how to manage them effectively] _____ .

Levels 4 and 5 (Advanced):

Paragraph Summary with Source Integration:

"Instagram, Snapchat, Fortnite: The distractions are endless. Here's how to help kids cope" is an article *about/that* _____ [state author's claim, purpose, or main idea] _____ . First, Ana Homayoun _____ _____ [present-tense verb] _____ _____ [summarize the first main idea from the reading] _____ . _____ *Give an example from the reading to support your idea* _____ . This example *shows/emphasizes* __ [explain how the example supports the main idea] _____ . *Second/Also/Additionally,* the author _____ [present-tense verb] _____ _____ [summarize second main idea from the reading] _____ . _____ *Give an example from the reading to support your idea* _____ This is *important/significant* because _____ _____ [explain importance] _____ . *Finally/Lastly*, the author [present-tense verb] _____ [summarize the last main idea from the reading] _____ . _____ *Give an example from the reading to support your idea* _____ _____ [Explain how your example supports the author's idea] _____ . *Overall/Generally/ In conclusion,* Homayoun _____ [present-tense verb] _____ [final concluding message from the reading] _____ .

ELL: Oral Language Practice
(Day 5: *approximately 15–30 minutes*)

Many English language learners lack the confidence and academic language skills to successfully participate in class discussions. Oral language practice gives students the skills and ability to participate in more academic discussions, listen effectively, and increase comprehension skills. Students should be given multiple speaking opportunities and encouraged to speak in class as much as possible.

- Engage students in one of the AVID Weekly lessons. Visit the AVID Weekly *Teacher Resources* page and click Resources in the left navigation. This page offers instructions on how to run Socratic Seminars, Four Corners Discussions, and other student-centered activities (approximately 20–50 minutes).

Note: Consider using the following sentence frames to help students share and build upon ideas in the article (all levels of ELL students should be encouraged to interact with these):

- *I agree/disagree* with _____ because…
- In my opinion, _____ because…
- I believe that _____ because…
- I think _____ because…
- It seems to me that…
- I *like/dislike* the idea of _____ because…
- The idea of _____ makes me *feel/think about* _____ because…

Have students participate in a Reflection Whip-Around by completing the following sentence frames and then sharing out loud (as a whole class, in small groups, or in pairs):

- *After/By* reading the article today, I *learned/realized/ discovered…*
- *After/By participating* in the discussion today, I *learned/ realized/discovered…*

Time Management[1]

This unit is designed to help you and your school introduce time-management skills within a structured unit plan. It also provides the means for you to place into your curriculum a sequence of activities that will develop the students' use of these skills over the course of time. These activities are organized in three sets, the first being applicable for students who have not learned time-management skills. The second set of activities is appropriate for students who have experienced the first set of activities, and the third for students who have experienced two or more years of these activities. Obviously, these sets of activities provide a grade-level structure suitable for a schoolwide approach to the teaching of time-management skills.

Teacher Tips

- At the beginning of the school year, survey your students to determine the level of their time-management skills.

- Enlist the support of your students' parents by involving them in their child's time-management efforts. For example, you can ask them to sign off periodically on a time log being kept by their child, or you can suggest they monitor their child's efforts to keep a planner.

- If time management is not formally taught schoolwide where you teach, share your students' success stories with your colleagues whenever possible with the hope that they, too, might include these activities in their curriculum. Time-management skills need continual reinforcement.

Activities

Set I:

- Introduce students to time-management concepts and their application to the students' academic work in class and at home.

- Implement the day-by-day, time-management unit plan that follows these three sets of activities.

- 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).

[1] Risi, R., Schiro, P. , & Serret-Lopez, C. (2005). Unit Seven: Time Management. *Strategies for Success* (pp. 79-98). San Diego, CA: AVID Press.

Set II:

- Begin the year by having students reflect in writing on their successes and challenges in developing their time-management skills last year; 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 themes and skills of time management 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.

- 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.

Set III:

- Assess students' skills at the beginning of the year; use activities from the previous two sets, as needed, to further develop skills.

- Ensure that all students have a planner. (Schools often make available a school planner.)

- From the start, remind students to maintain and correctly use their planner. Put into place a system whereby they can frequently assess their strengths and challenges.

- Have students begin to integrate goal-setting strategies into their planning activities.

- At the beginning of the school year and the beginning of each grading period, have students, individually or as a group, calendar deadlines, school events, personal activities, etc.

AVID Weekly®

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.*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Try to use codes to fill in your boxes.

For example: **HW** = homework; **C** = in class; **P** = talking or texting on the phone; **TV** = watching television; **I** = browsing the Internet.

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 were you not able to 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. For 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, think of your future and what you want to accomplish. If you plan to go to college, think about what you will need to do to make that happen. If you want to prepare for a particular type of career, such as being a police officer, a salesperson, or a politician, what do you need to do now and in the rest of your school years to achieve that goal? Will 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?