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Reading Notations

EV for evidence

Annotated text is one of the best things we can teach according to research.

Journalistic vs. Encyclopedic writing.

Read the journalistic version first then read the encyclopedia version is workable.

They'll hang on the encyclopedic version if they read the journalistic stuff first.

Create narrative versions of boring stuff that we have to teach.

Text structure: The kids memorize the key words for each structure to identify it in class.

Chronological Order

Definition and Key words:

Compare and contrast

Proposition and support

Enumeration

Virtual Metaphors: Graphic Organizers

Matrix

Venn Diagram

Writing is 98% thinking!

"If I had more time, I'd have written less." -Pascal

Kids need feedback in 1 - 3 days to internalize it.

Shorter is better, less is more.

T-Chart/T-List

Cornell Note-Taking format

T-Chart with summarization at the bottom.

Somebody wanted but so

Somebody (characters)

wanted (plot motivation)

but (conflict)

so (resolution)

Something Happened and Then

Something (independent variable)

happened (change in that independent variable) ...

and (effect on the dependent variable) ...

then (conclusion) ...

Narrowing the Topic

Is the topic narrow enough to be focused , but broad enough to have plenty to write about?

24:53 When we summarize, we:  
25:01 Delete some elements  
25:06 Keep some elements  
25:10 Substitute for some elements. (DKS) Ask students to memorize these three  
25:41 actions.

26:26 TaRGeTS

26:29 Trivia

26:36 Redundancies

26:40 Generalize

26:43 Determine Topic Sentence (Subject and author's claim about it)

28:39 (What's the headline for this?)

28:55 Writing Concisely

29:05 Avoid redundancies and saying the same thing in different ways: see  
30:11 slide.

30:27 -Write Tight, 1993 by William Brohaugh

30:50 More Summarization Tips.

31:22 Use reading notations.

31:27 Allow students to mark consumable and non-consumable text. (Highlighting  
32:22 tape) Eraseable highlighters and wikisticks

32:00 Emphasize opinion free summaries - no commentaries.

32:43 Teach students to evaluate their own summarizations.

32:53 Set length slimit of 10 to 25% of the original text, <1% for longer text.

33:27 Encourage two or more readings or exposures.

35:25 Evaluating our Summaries (see handout)

35:30 Does it convey the information accurately?

35:42 Is it too narrow or too broad? Does it convey . . . .

36:05 Help with Paraphrasing

36:11 Build students' vocabulary and verbal dexterity. Post word banks. Use  
36:36 vocabulary immersion.

37:20 Provide repeated experiences with varied sentence combinations and word  
37:38 play.

37:41 Use repeated think-alludes

37:54 Play renaming and clue games such as Password, Taboo, and \$25,000

38:11 Pyramid.

38:23 3-2-1

39:08 3: Identify

39:15 2: List

39:21 1: Name/What

39:29 Unique Summarization Formats/Products

40:16 See slide on handout.  
41:25 Endless list of writing possibilities see slide

## 42:04 RAFTS

42:47 Raise the complexity:

43:03 Lower the complexity:

43:13 Change the verb:

44:29 See the verb list from the slides.

## 45:21 Backwards Summaries

45:26 "Make the web from which this paragraph came."

## 45:45 Save the Last Word for Me

45:52 Read a passage, making notations as they go.

46:02 They identify three or more sentences to which they have a response.

46:31 Place students in groups of 3 to 5, then one member of each group to read a  
46:47 line that he has identified. He reads; there is no commentary or reason for  
47:02 choosing it given.

47:40 Each group member other than the reading person responds to ... see  
47:50 slides.

## 47:53 Change the point of view

47:59 Tell the story from the points of view of other objects/people . . .

## 48:16 Bloom's Taxonomy.

## 48:21 Frayer Model

## 48:32 "Word Link"

48:37 Each student gets a word and they have to find someone to join with and  
48:57 explain the connection.

## 49:10 Summarization Pyramid.

49:16 Great prompts for each line: Synonymy, analogy, question, three attributes,  
49:30 alternative title, causes, effects, reasons . . .

## 49:45 One word summaries

## 50:28 Exclusion Brainstorming

51:40 Premise: There is not any curriculum so symbolic or abstract that we cannot  
52:00 "physicalize" it for better student learning.

53:04 Funny: Yelling Movie in a crowded Firehouse ...

## 53:33 Physicalizing Process:

53:39 Identify essential pieces

53:47 Physicalize those pieces and present them to the class.

53:55 Class critiques the physicalization in terms of accuracy, comprehensiveness.  
54:09 see slides

## 54:15 Statues (Body Sculpture)

## 54:41 Line-up

55:43 "If I get the kids to say it, they hear it."

55:54 Summary Ball

56:57 The ones left standing are declared the winners.

57:22 Human Bingo

59:36 Always put something in there that's crazy.

1:00:17 Human Continuum (Mobile Socratic seminar)

1:00:29 Masking tape on the floor (winding)

1:00:49 A=Gree

1:00:55 D= Duh, or disagree

1:01:00 Middle Line is uncomfortable to respond.

1:02:17 It's ok to tell little white lies to protect the kid.

1:02:40 \$25,000 Pyramid

1:04:06 Pictionary

1:04:12 Taboo Cards

1:04:16 Share one, Get one

1:04:39 We think primarily in physical terms. Over time we become adept at

1:04:54 translating symbolic and abstract concepts into meaningful structures or

1:05:12 experiences.

1:05:40 Metaphor

1:05:42 Make one!

1:06:09 \_\_\_\_\_ is/are a \_\_\_\_\_ because \_\_\_\_\_ .

1:06:21 Ask students ...

1:06:27 Metaphors Break Down

1:06:57 Descriptions with and without metaphors.

1:07:37 Common Analogous Relationships (kids memorize)

1:08:44 4-Square Synectics

1:08:54 Brainstorm four objects from a particular category

1:09:38 How is the human digestive system like each household item: sink, old

1:09:52 carpet, microwave, broom.

1:10:05 Highly Recommended and Scummarization Ideas

1:10:16 Go to NCTE's ReadWriteThink website.

1:10:45 Where do we go from today?

1:10:56 3x3x3!

1:11:01 Three Strategies/principles/aspects that will be in your thinking in the

1:11:15 next three weeks for four weeks.

1:11:23 Three topics/ skills . .