

Scholar Group Request Form

Directions: Fill out the pre-work section of this form (shaded boxes) and complete Steps 1–3 below in order to prepare for Scholar Groups.

1. Draw a vertical line next to the text where you “get stuck” or begin to not understand what you are reading.
2. Circle words/phrases that you do not recognize or cannot explain fully in your own words.
3. If possible, attach the text selection you refer to on this form, or bring the text selection with you to class.

Assessment: For each section of the Scholar Group Request Form, the teacher/tutor will evaluate your work by using the following symbols.

- + = Exceeds expectations
- ✓ = Meets expectations
- ⊗ = Incomplete and/or does not meet expectations.

| Core Class: | Name: | Eval. | | | | | | | | | | | | | | | | |
|---|--|--|---|--|--|--|--|---|--|--|--|--|--|--|---------------------------------------|--|---------------------------------------|--|
| Topic: | AVID Excel Period: | | | | | | | | | | | | | | | | | |
| My text selection is from (source): | Date: | | | | | | | | | | | | | | | | | |
| <i>This text selection is challenging for me because... (Why is this text challenging for you?)</i> | | | | | | | | | | | | | | | | | | |
| <i>I used the following reading strategies to make sense of the text:</i> | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Scanned titles and headings</td> <td style="width: 50%;"><input type="checkbox"/> Took Cornell notes</td> </tr> <tr> <td><input type="checkbox"/> Identified and circled key vocabulary</td> <td><input type="checkbox"/> Re-read confusing parts</td> </tr> <tr> <td><input type="checkbox"/> Figured out definitions of important but unfamiliar words</td> <td><input type="checkbox"/> Filled in a graphic organizer</td> </tr> <tr> <td><input type="checkbox"/> Chunked the text into smaller pieces</td> <td><input type="checkbox"/> Questioned the text</td> </tr> <tr> <td><input type="checkbox"/> Paused to connect ideas</td> <td><input type="checkbox"/> Drew pictures to illustrate ideas</td> </tr> <tr> <td><input type="checkbox"/> Underlined main ideas</td> <td><input type="checkbox"/> Looked for patterns in the text</td> </tr> <tr> <td><input type="checkbox"/> Used sticky notes to make connections</td> <td><input type="checkbox"/> Other: _____</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Other: _____</td> </tr> </table> | | <input type="checkbox"/> Scanned titles and headings | <input type="checkbox"/> Took Cornell notes | <input type="checkbox"/> Identified and circled key vocabulary | <input type="checkbox"/> Re-read confusing parts | <input type="checkbox"/> Figured out definitions of important but unfamiliar words | <input type="checkbox"/> Filled in a graphic organizer | <input type="checkbox"/> Chunked the text into smaller pieces | <input type="checkbox"/> Questioned the text | <input type="checkbox"/> Paused to connect ideas | <input type="checkbox"/> Drew pictures to illustrate ideas | <input type="checkbox"/> Underlined main ideas | <input type="checkbox"/> Looked for patterns in the text | <input type="checkbox"/> Used sticky notes to make connections | <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Scanned titles and headings | <input type="checkbox"/> Took Cornell notes | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Identified and circled key vocabulary | <input type="checkbox"/> Re-read confusing parts | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Figured out definitions of important but unfamiliar words | <input type="checkbox"/> Filled in a graphic organizer | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Chunked the text into smaller pieces | <input type="checkbox"/> Questioned the text | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Paused to connect ideas | <input type="checkbox"/> Drew pictures to illustrate ideas | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Underlined main ideas | <input type="checkbox"/> Looked for patterns in the text | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Used sticky notes to make connections | <input type="checkbox"/> Other: _____ | | | | | | | | | | | | | | | | | |
| | <input type="checkbox"/> Other: _____ | | | | | | | | | | | | | | | | | |
| <i>Up to the point I get stuck, I understand that this reading is about... (Summarize what you understand.)</i> | | | | | | | | | | | | | | | | | | |
| <i>What I still do not understand is... (In your own words, explain what you do not yet understand.)</i> | | | | | | | | | | | | | | | | | | |
| <i>My question about the text is... (What is your higher-level question about the text?)</i> | | | | | | | | | | | | | | | | | | |

| Reading Strategy Used in Scholar Group | Notes on what I learned about the text while using this reading strategy: | Eval. |
|--|---|-------|
| | | |
| | | |
| | | |

Important vocabulary from the text that I know and can use in a sentence (AWL or content words):

| Word/Part of Speech | Definition and Sentence | |
|---------------------|-------------------------|--|
| | | |
| | | |
| | | |

Write the following summary and reflection in class on a separate sheet of paper, following the Scholar Group. (Attach to this form.)

| | | |
|---|--|--|
| <p>Summary (Written individually)</p> | <p>The summary should be written in complete sentences and should include:</p> <ul style="list-style-type: none"> • title or topic of your text selection • author or source of the text selection • the main ideas of your text selection, summarized using your own words—the focus should be on the part of the text that was initially confusing | |
| <p>Reflection (Discussed verbally in the group; written individually. Choose 1–2 frames, as needed.)</p> | <p>Use these sentence frames to help talk about and write your reflection:</p> <ul style="list-style-type: none"> • As a result of____, I am now able to summarize the text I initially found challenging. • While I was reading, I got stuck when ____. • I tried ____. • I gained a new/greater understanding by/when____. • This new understanding is important because it connects to ____. • During the Scholar Group today, I found____ meaningful because ____. | |