



## Parkrose AVID K-5 Matrix

<i>Grade</i>	<i>Writing to Learn</i>	<i>Inquiry (Levels of Questioning)</i>	<i>Collaboration (Promoting a Scholarly Environment)</i>	<i>Organizational Tools</i>	<i>Reading to Learn</i>
<b>Kindergarten</b>  <b>SLANT</b>	<b>-Int. Notebook</b>  *First/Last Name *Date on papers	<b>-Costa's Levels</b>  *Teacher models levels of questioning	<b>-Collaborative grouping</b>  *Teacher uses a variety of ways to group students to encourage interaction  *Teacher models sentence frames to use when interrupting (Excuse me, I'm sorry to interrupt etc..  *Teacher models sentence frames to use when suggesting. 'Maybe we could, 'Here's what I think..	<b>-Tools</b>  *Homework folder  *Organized work areas with boxes to store items  *Daily agenda on board  *Notebook for reading	<b>-Critical Reading</b>  *Modeling of critical reading strategies: Teacher modeling identifying sentences and paragraphs



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Grade	Writing	Inquiry	Collaboration	Organization	Reading
<b>1st Grade</b>  <b>SLANT</b>	<p><b>-Notebook</b></p> <ul style="list-style-type: none"> <li>*First/Last Name</li> <li>*Date on papers</li> <li>*<i>Students begin to write input into notebooks</i></li> </ul>	<p><b>-Costa's Levels</b></p> <ul style="list-style-type: none"> <li>*Teacher models levels of questioning</li> <li>*Students practice use of leveled ques.</li> </ul>	<p><b>-Collaborative grouping</b></p> <ul style="list-style-type: none"> <li>*Teacher uses a variety of ways to group students to encourage interaction</li> <li>*Teacher models sentence frames to use when interrupting (Excuse me, I'm sorry to interrupt etc..)</li> <li>*Teacher models sentence frames to use when suggesting. 'Maybe we could, 'Here's what I think..</li> <li>*<i>Teacher models sentence frames to use when responding: I agree with.. That's an idea!,</i></li> </ul>	<p><b>-Homework folder</b></p> <ul style="list-style-type: none"> <li>*Organized work areas with boxes to store items</li> <li>*Daily agenda on board</li> <li>*Notebook for reading/math</li> </ul>	<p><b>-Critical Reading</b></p> <ul style="list-style-type: none"> <li>*<b>Modeling of critical reading strategies.</b></li> <li>*Teacher modeling identifying sentences and paragraphs</li> </ul>



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Grade	Writing	Inquiry	Collaboration	Organization	Reading
<b>2nd Grade</b>  <b>SLANT</b>	<p><b>-Int. Notebook</b></p> <ul style="list-style-type: none"> <li>*First/Last Name</li> <li>*Students continue input</li> <li><i>*begin processing with two column notes</i></li> </ul> <p><b>-Summary</b></p> <ul style="list-style-type: none"> <li><i>*Teacher models</i></li> <li><i>*Practice constructed response</i></li> </ul>	<p><b>-Costa's Levels</b></p> <ul style="list-style-type: none"> <li>*Teacher model and <i>students begin to identify and use level 1,2, and 3 questions</i></li> </ul>	<p><b>-Collaborative grouping</b></p> <ul style="list-style-type: none"> <li>*Teacher uses a variety of ways to group students to encourage interaction</li> <li>*Teacher models sentence frames to use when <u>interrupting</u> (Excuse me, I'm sorry to interrupt etc..)</li> <li>*Teacher models sentence frames to use when <u>suggesting</u>. 'Maybe we could, 'Here's what I think..</li> <li>*Teacher models sentence frames to use when <u>responding</u>: I agree with.. That's an idea!, I thought about that also...</li> <li><i>*Teacher models sentence frames to use when expressing an opinion: I agree with..., I had not</i></li> </ul>	<p><b>-Homework Folder</b></p> <ul style="list-style-type: none"> <li>*Organized work areas with boxes to store items</li> <li>*Daily agenda on board</li> <li>*Notebook for reading/math</li> </ul>	<p><b>Critical Reading</b></p> <ul style="list-style-type: none"> <li>*Teacher models how to identify paragraph and <i>students practice identifying them.</i></li> <li><i>*Teacher models reciprocal teaching strategies</i></li> </ul>



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3rd Grade  SLANT	<p><b>-Notebook</b></p> <ul style="list-style-type: none"> <li>*First/Last Name</li> <li>*Students continue input/ <i>process with two column notes, and teacher model revisiting notes</i></li> </ul> <p><b>-Summary</b></p> <ul style="list-style-type: none"> <li>*Teacher models</li> <li>*Students practice constructed response</li> </ul>	<p><b>-Costa's Levels</b></p> <ul style="list-style-type: none"> <li>*Teacher model and <i>students identify level 1,2, and 3 questions and use them in class</i></li> </ul>	<p><b>-Collaborative grouping</b></p> <ul style="list-style-type: none"> <li>*Teacher uses a variety of ways to group students to <u>encourage interaction</u></li> <li>*Teacher models sentence frames to use when <u>interrupting</u> (Excuse me, I'm sorry to interrupt etc..)</li> <li>*Teacher models sentence frames to use when <u>suggesting</u>. 'Maybe we could, 'Here's what I think..</li> <li>*Teacher models sentence frames to use when <u>responding</u>: I agree with.. That's an idea!, I thought about that also...</li> <li>*Teacher models sentence frames to use when <u>expressing an opinion</u>: I agree with..., I had not thought of that before, I thought about that too!</li> <li>*Teacher models sentence frames for <u>disagreeing</u>: I do not agree because, I see it</li> </ul>	<p><b>-Tools</b></p> <ul style="list-style-type: none"> <li>*Homework Folder</li> <li>*Organized work areas with boxes to store items</li> <li>*Daily agenda on board</li> <li>*Notebook for reading/math/content</li> <li>*Parkrose Agenda Planner- includes highlighting learning targets, homework, <u>student goals and parent signature</u></li> <li>*Teacher learns and models use of Google calendar</li> </ul>	<p><b>-Critical Reading</b></p> <ul style="list-style-type: none"> <li>*Teacher models how to identify paragraph and <i>students practice identifying them.</i></li> <li>*Teacher models circling key terms, essential words or numbers</li> <li>*Teacher models and students begin to practice reciprocal teaching strategies</li> </ul>



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Grade	Writing	Inquiry	Collaboration	Organization	Reading
4th Grade  SLANT	<p><b>-Notebook</b></p> <ul style="list-style-type: none"> <li>*First/Last Name</li> <li>*Students continue input/ process with two column notes, and teacher model revisiting notes</li> <li><b>*Teacher model three column notes</b></li> <li><b>*Students begin to revisit notes</b></li> </ul> <p><b>-Summary</b></p> <ul style="list-style-type: none"> <li><b>*Teacher models</b></li> <li><b>*Students practice constructed response</b></li> </ul>	<p><b>-Costa's Levels</b></p> <ul style="list-style-type: none"> <li>*Teacher model and students identify level 1,2, and 3 questions and use them in class</li> </ul> <p><b>*Teacher models philosophical chairs</b></p> <p><b>*Teacher models cat/fish socratic seminar</b></p>	<p><b>-Collaborative grouping</b></p> <ul style="list-style-type: none"> <li>*Teacher uses a variety of ways to group students to <u>encourage interaction</u></li> <li>*Students use sentence frames when <u>interrupting</u> (Excuse me, I'm sorry to interrupt etc..)</li> <li>*Students use sentence frames when <u>suggesting</u>. 'Maybe we could, 'Here's what I think..</li> <li>*Students use sentence frames when <u>responding</u>: I agree with.. That's an idea!, I thought about that also...</li> <li>*Students use sentence frames when <u>expressing an opinion</u>: I agree with..., I had not thought of that before, I thought about that too!</li> <li>*Students use sentence frames <u>for disagreeing</u>: I do not agree because, I see it another way...</li> </ul> <p><b>*Teacher models</b></p>	<p><b>-Tools</b></p> <ul style="list-style-type: none"> <li>*Homework Folder</li> <li>*Organized work areas with boxes to store items</li> <li>*Daily agenda on board</li> <li>*Notebook for reading/math/content</li> <li>*Parkrose Agenda Planner- includes highlighting learning targets, homework, <u>student goals</u> and parent signature</li> <li>*Teacher learns and models use and students begin to use Google calendar for</li> </ul>	<p><b>Critical Reading</b></p> <ul style="list-style-type: none"> <li>*Students identify paragraphs and can number them for critical reading.</li> <li>*Teacher models and <i>students start circling key terms, essential words or numbers</i></li> <li><b>*Teacher models <u>underlining</u> author's claims</b></li> <li><b>*Teacher models and students begin to practice reciprocal teaching strategies</b></li> </ul>



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Grade	Writing	Inquiry	Collaboration	Organization	Reading
5th Grade	<p><b>-Notebook</b></p> <ul style="list-style-type: none"> <li>*First/Last Name</li> <li>*Students continue input/ process with two column notes, and teacher model revisiting notes</li> <li><b>*Students write three column notes</b></li> <li><b>*Students revisit notes</b></li> </ul> <p><b>-Summary</b></p> <ul style="list-style-type: none"> <li>*Teacher models</li> <li>*Students practice constructed response</li> <li><b>*Students write summary of notes</b></li> </ul>	<p><b>-Costa's Levels</b></p> <ul style="list-style-type: none"> <li>*Teacher model and students identify level 1,2, and 3 questions and use them in class</li> <li><b>*Students participate in philosophical chairs</b></li> <li><b>*Students participate in Socratic seminar</b></li> </ul>	<p><b>-Collaborative Groups</b></p> <ul style="list-style-type: none"> <li>*Teacher uses a variety of ways to group students to <u>encourage interaction</u> Sentence frames when <u>suggesting</u>. 'Maybe we could, 'Here's what I think..</li> <li>*Students use sentence frames when <u>responding</u>: I agree with.. That's an idea!, I thought about that also...</li> <li>*Students use sentence frames when <u>expressing an opinion</u>: I agree with..., I had not thought of that before, I thought about that too!</li> <li>*Students use sentence frames for <u>disagreeing</u>: I do not agree because, I see it another way...</li> <li>*Teacher models sentence frames to use when seeking clarification: Could you repeat that, Could you say more about that, Can</li> </ul>	<p><b>-Tools</b></p> <ul style="list-style-type: none"> <li>*Homework Folder</li> <li>*Organized work areas with boxes to store items</li> <li>*Daily agenda on board</li> <li>*Notebook for reading/math/content</li> <li>*Parkrose Agenda Planner- includes highlighting learning targets, homework, <u>student goals</u> and parent signature</li> <li><b>*Students begin to use Google calendar for</b></li> </ul>	<p><b>-Critical Reading</b></p> <ul style="list-style-type: none"> <li>*Students identify paragraphs and can number them for critical reading.</li> <li>*Teacher models and <i>students start circling key terms, essential words or numbers</i></li> <li><b>*Students underline author's claims</b></li> <li><b>*Students use reciprocal teaching strategies</b></li> </ul>



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			you give an example. *Teacher models sentence frames for soliciting a response: Do you agree, What do you think?	<i>planning</i>	
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