

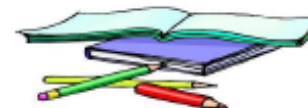
## ***AVID Curriculum Cues from Kathy Josephson***

### Middle Level Writing with Integrated Reading and Oral Language

"Learning Log Activity"      Activity 1.2      pages 14-18

### High School Writing

Learning Logs Activity 1.1      pages 2-7



**Purpose:** *To provide the elective teacher and student an ongoing assessment of learning*

Essential 5, Indicator 4 requires that the students keep a written reflection of their learning. One example is for the AVID student to keep a learning log. Learning logs foster reflection on text content, students' reading, and learning processes. They focus on what is presented in class rather than journal writing, which encompasses students' feelings or personal responses. Teachers can assess where learning occurred, where meaning broke down, and where confusion exists. Learning logs can be used occasionally as a replacement for the required Cornell Notes if students are unable to take notes in a class. Both of the above texts provide the elective teacher with 3-4 days of activities to teach learning logs.

### Write Path, English Language Learners

"Bloom's Taxonomy Reference Cards"      pages 110-111

**Purpose:** *To provide the teacher with a handy way throughout the year to reteach or provide a resource for levels of questioning during whole-class discussions and questioning, and/or while monitoring group work*

The activity provides the teacher with Bloom's Taxonomy reference cards. The suggestion is for the teacher and students to print, cut, laminate, and place the cards on a ring for constant use. I would suggest the use of card stock if laminating is not an option. Many times I have listened to teachers suggest students locate their Costa's or Bloom's hand-outs. This would allow for quick reference and an interactive way for teachers to check for understanding. The reference card is easily adapted to Costa's levels.