

# Rigor, Relevance and Content Reading Strategies

**Rigor, Relevance and Content Reading Strategies**



*Peter Pappas*

**Essential Skill: Instructional Leadership**

1. Reflect on your school's vision for instruction
2. Introduction to rigor and relevance - application
3. Support literacy while improving content knowledge
4. Foster a more engaging student-centered classroom

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Variety of workshop models:

- Keynotes
- Conference presentation
- Community outreach
- Faculty - interdisciplinary
- Train-the-trainer
- One-day, multi-day, long term

www.peterpappas.com

Links to:  
Showcase of projects  
Presentations and Clients  
Resources

Copy / Paste by Peter Pappas

Go to my blog for audio podcast and updated color presentation handout



Audience Response System courtesy of:



Mike Venrose  
Turning Technologies  
(330) 884-6044  
mvenrose@turningtechnologies.com

Audience Response System in action



Engage audience  
Generate discussion  
Gather data for breakout groups  
Strategic planning / find consensus

# Rigor, Relevance and Content Reading Strategies

Feather is to peacock as scale is to:

- 2% 1. shark
- 96% 2. bass
- 0% 3. dolphin
- 2% 4. whale

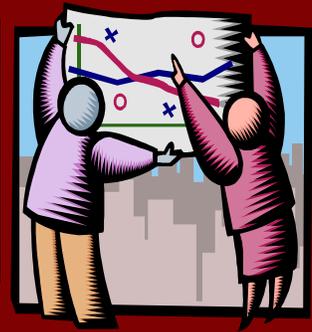
Brain is to processor as eyes are to:

- 4% 1. hard drive
- 6% 2. mouse
- 52% 3. webcam
- 38% 4. monitor

Where are you working?

- 28% 1. Elementary school
- 34% 2. Middle school
- 30% 3. High School
- 8% 4. Central office

Rigor and Relevance in the 21<sup>st</sup> Century



Students must take on the challenge of intellectual work .....rather than just look for the right answer.

Rigor: Bloom's taxonomy

*Evaluation*: appraise, defend, predict

*Synthesis*: compose, design, develop

*Analysis*: compare, contrast, categorize

----- Basic Skills -----

*Application*: demonstrate, illustrate, solve

*Comprehension*: describe, explain

*Knowledge*: memorize, name, recognize, recall

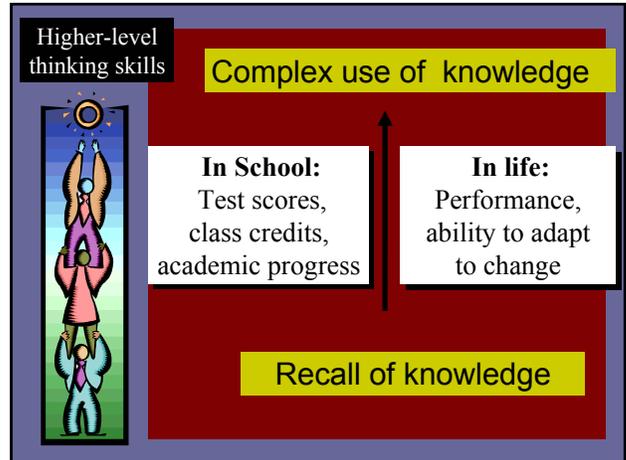
When is the earliest that students can do higher level thinking?

- You give the students a selection of familiar objects and ask them to classify them
- You scaffold / model the task, but they develop the classification independently
- They should be able to describe reasons for classification
- When adding a new object they can put in correct category or modify system to accommodate the new object

# Rigor, Relevance and Content Reading Strategies

What's the earliest level that a student of average ability could design a classification system using familiar objects?

30%	1. Age 1 - 2
42%	2. Age 3 - 4
12%	3. Kindergarten
14%	4. Grade 1 - 2
2%	5. Grade 3 - 4
0%	6. Grade 5 - 6
0%	7. Grade 7 - 8
0%	8. Grade 9 - 10
0%	9. Grade 11 - 12
0%	0. Not until post High School (use "0")



Justin, a second grader, talks about math

Justin  
Math is when you add or subtract numbers. And your teacher will make sure you have the right answer.

Only right answers count.  
Teachers tell you how to get those right answers.  
You work by yourself to solve problems.

From: Math Is Language Too: Talking and Writing in the Mathematics Classroom  
Phyllis Whittin

Question: A cruise ship carries 200 passengers and crew. Each life boat carries 30 passengers. How many lifeboats will the ship need?

Almost one-third of the 8<sup>th</sup> graders who took a NAEP math test answered

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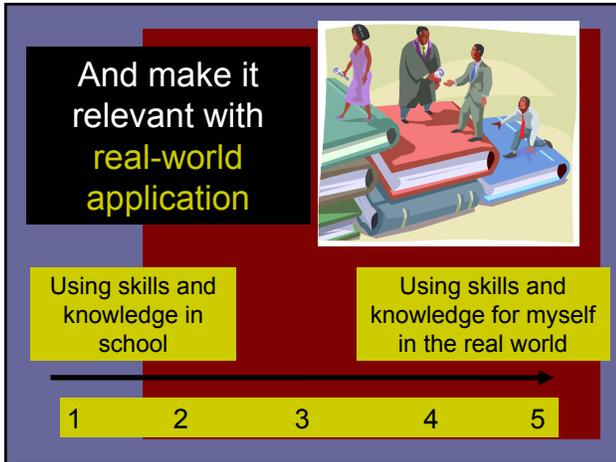
Almost one-third of the 8<sup>th</sup> graders who took a NAEP math test answered

**“6 remainder 20”**

From a high school valedictorian:  
“I could memorize very easily, and became valedictorian.  
But I was embarrassed that I understood much less than some other students who cared less about grades.  
I felt that my brain was a way station for material going in one ear and (after the test) out the other.”

~ High School Student quoted in Wiggins and McTighe  
*Understanding by Design*

# Rigor, Relevance and Content Reading Strategies

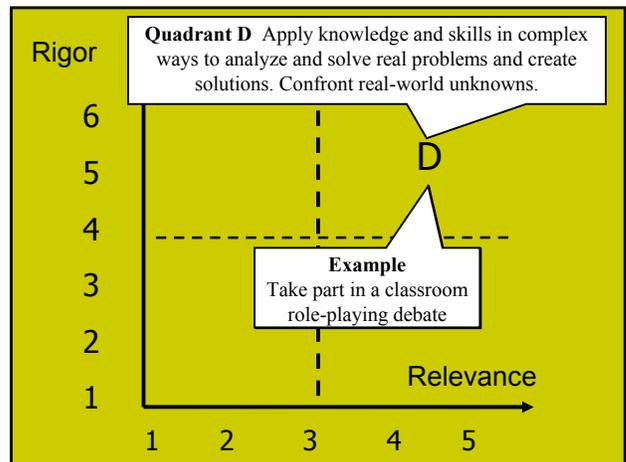
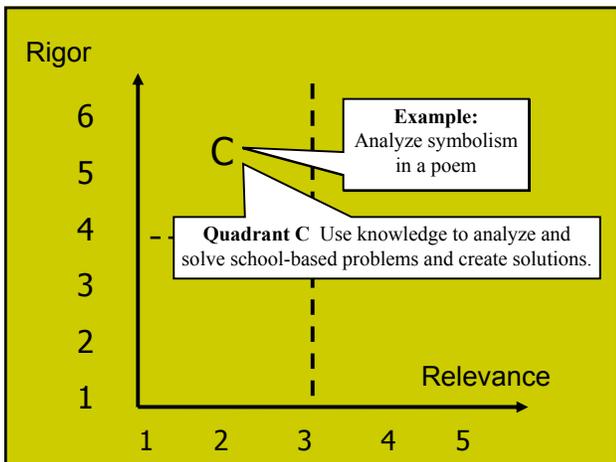
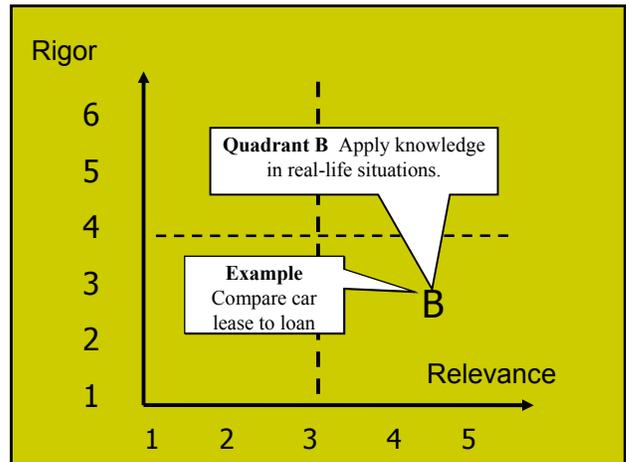
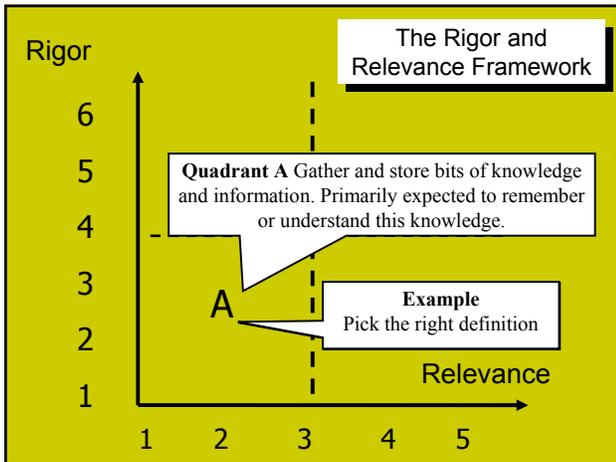


Relevance

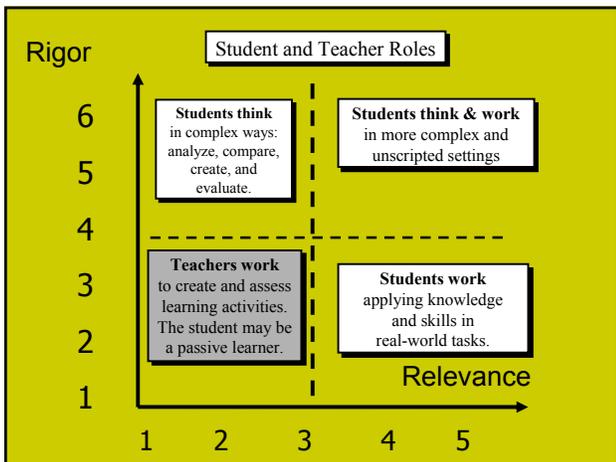
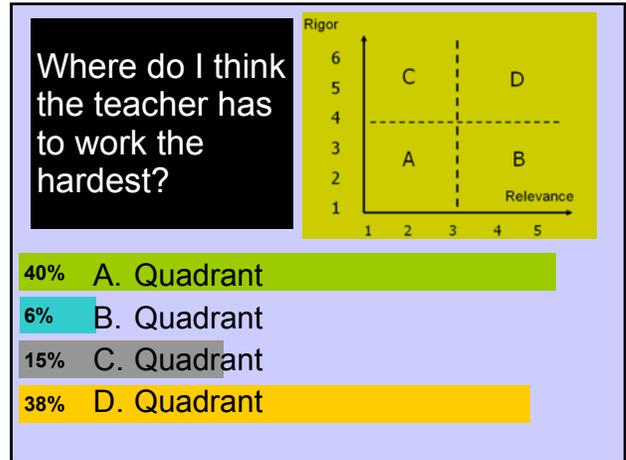
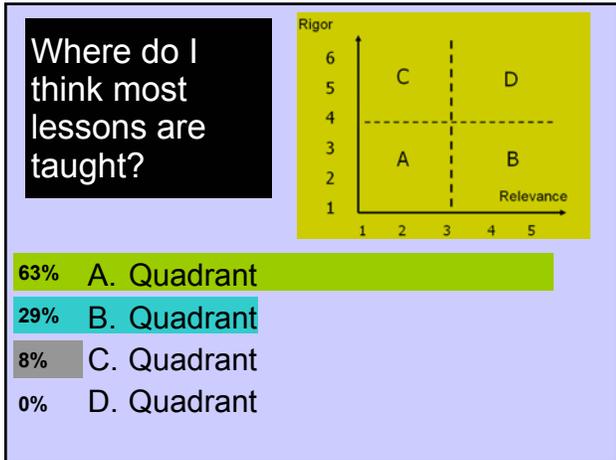
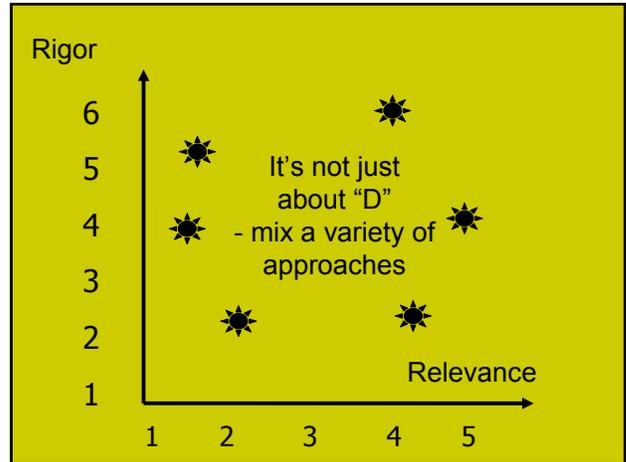
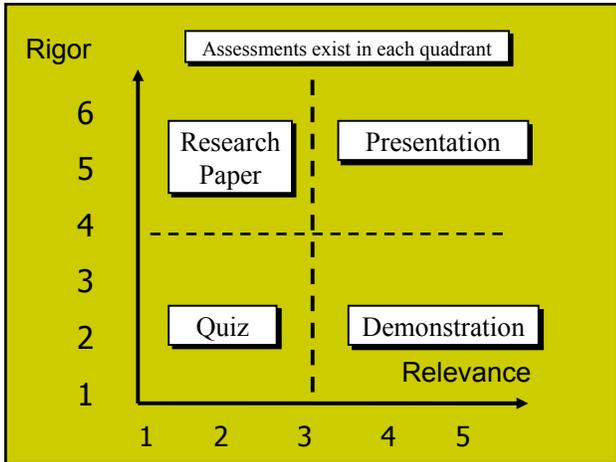
I understand how this information or skill has some application in life.

I have an opportunity to construct my own understanding rather than just learn "the facts."

In addition to learning content and skills, I am learning how to learn .



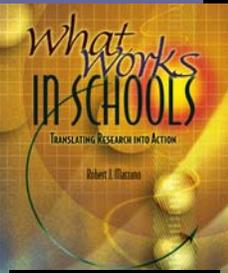
# Rigor, Relevance and Content Reading Strategies



The measure of rigor and relevance. Ask students these questions during your next observation.

1. What is the **purpose** of this lesson?
2. Why is this **important** to learn?
3. In what ways am **I challenged to think** in this lesson?
4. How will **I apply, assess, or communicate** what I've learned?
5. How will **I know how good my work is** and how **I can improve it**?

# Rigor, Relevance and Content Reading Strategies



**Robert Marzano:**  
*What Works in Schools*

“35 years of research concretely identifies the factors that are the **primary determinants of student achievement.**”

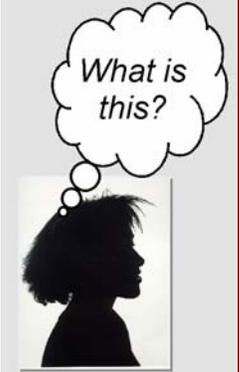
*Robert J. Marzano, What Works in Schools: Translating Research into Action, 2003*

Instructional strategies that work

Let's look at three strategy that can be the foundation of rigorous and relevant instruction

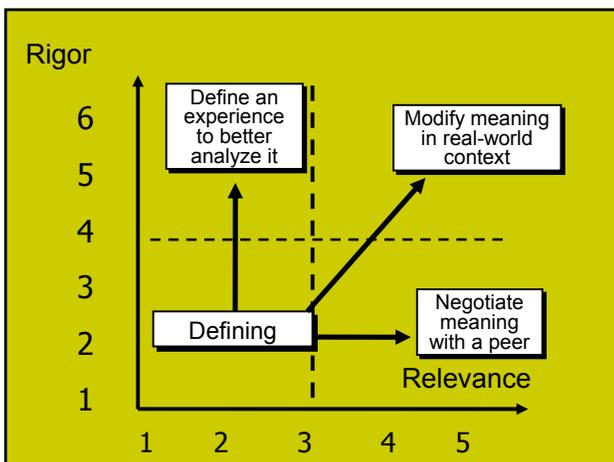
1. **Defining:** negotiating meaning
2. **Summarizing:** synthesis and judgment
3. **Comparing:** assessing similarities and differences

**Strategy #1:**  
Defining  
*negotiating meaning*



We have agreed on a set of common defining strategies to use with our students

10%	1. Strongly Agree
29%	2. Agree
50%	3. Disagree
10%	4. Strongly Disagree



**Strategies for teaching defining skills**

1. Connect new vocabulary with *prior knowledge*
  - What they **think** they know
  - Brainstorm **their own** explanations of terms
  - **Introduce with story, current event, image**
2. Give students a chance to more *deeply process* vocabulary to internalize meaning
  - Create their own **non-linguistic models** of terms
  - Activities that **explore, restate, discuss terms with peers**
  - Finalize with **reflection and revisions to vocabulary notebooks**

# Rigor, Relevance and Content Reading Strategies

Pre - reading: Let students **work together** to compare **preliminary definitions**.  
(Visual, auditory and text-based definitions)

- Students develop their own definition
- Compare to peer definition
- Similarities
- Differences

Use a **visual organizer** to map out and preview text

Reading for Academic Success ~ Strong and Silver

Third grade students **negotiate a definition for *longhouse***.

Student 1: I think it might be a house that's long.  
Student 2: The book says that animal skins, rope-like grass and tree bark were used to cover a frame of bent young trees.  
Student 3: The sentence also talks about wigwams.

**Negotiated Definition: *Longhouses were the homes built by some Native Americans.***

Let's negotiate meaning: "Adolescent"

- Work in a small group to develop a definition for "Adolescent"
- Work together until you can agree on a definition
- Group roles
  - "Definers" (2 or 3 of you) discuss possible meaning
  - "Recorder" captures evolving meaning

**Adolescent**, n., a 24-year old too busy playing Halo 2 on his Xbox or watching SpongeBob at his parents' house to think about growing up.

Adolescent



List, Group, Label **Example "Revolution"**

1. List all the words they can think of related to the subject
2. Group the words that you have listed by looking for word that have something in common
3. Once grouped, decide on label for each group

Use a variety of skills - prior knowledge, identifying, listing  
Use words in multiple contexts allow to be creative.  
Group work exposes students to thinking of others

Words, Words, Words ~ Allen

Students master new terms when they can more **deeply process** them

Define in your own words	Characteristics
Frayer Model	
Example from life	Non-example from life

Frayer Model from: Teaching Reading in the Content Areas ~ McRel

# Rigor, Relevance and Content Reading Strategies

**Student generated real-world connections**

“Way of life of a group of people”	“Their holidays and the things they make”
<b>“Culture”</b>	
“What my friends and I wear. What music we listen to”	“Color of my skin, the weather”

**Increase rigor and relevance with a personal vocabulary notebook**

<b>Term:</b>
<b>“My” definition:</b>
<b>Dictionary Definition:</b>
<b>Comparison:</b>

Reading for Academic Success ~ Strong and Silver

**Reading: “Letters from a Birmingham Jail” Martin Luther King Jr**

<b>Term:</b> <i>Segregation</i>
<b>“My” definition:</b> <i>A time when African-Americans used to have separate schools</i>
<b>Dictionary Definition:</b>
<b>Comparison:</b>

**This student has a good understanding for the meaning of “segregation.”**

7%	<b>1. Strongly Agree</b>
61%	<b>2. Agree</b>
28%	<b>3. Disagree</b>
4%	<b>4. Strongly Disagree</b>

<b>Term:</b> <i>Segregation</i>
<b>“My” definition:</b> <i>A time when African-Americans used to have separate schools</i>
<b>Dictionary Definition:</b> <i>The policy or practice of forcing racial groups to live apart from each other</i>
<b>Comparison:</b>

<b>Term:</b> <i>Segregation</i>
<b>“My” definition:</b> <i>A time when African-Americans used to have separate schools</i>
<b>Dictionary Definition:</b> <i>The policy or practice of forcing racial groups to live apart from each other</i>
<b>Comparison:</b> <i>I thought of segregation more as a time period, but the dictionary calls it a practice or policy</i>

# Rigor, Relevance and Content Reading Strategies

Be sure to consider the use of familiar terms in a specialized context

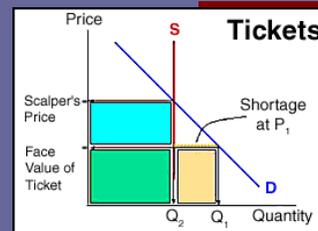
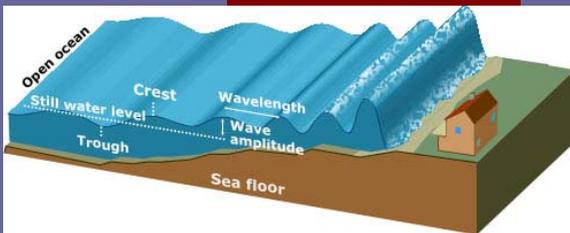
- Identify **key words** in passage
- Ask students to read the passage with **special attention to the context** in which the term is used
- Ask students to discuss **how the author has used the term** in this specific context
- Ask them to **refine their preliminary definition** of the word

Refining meaning in an academic discipline ...

“Model”



Model of how a tsunami develops



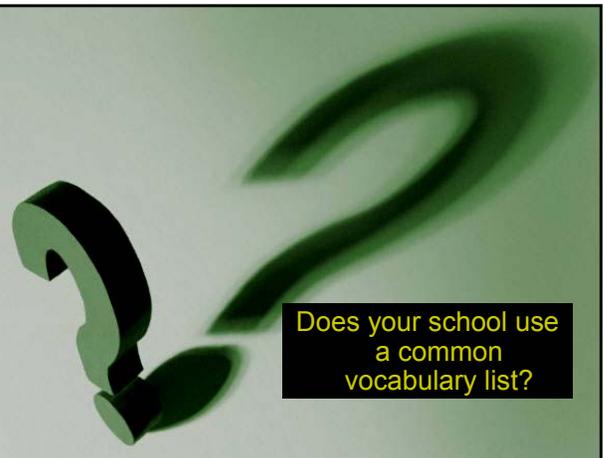
“The market **model** provide a base from which mathematical **models** can be constructed and refined.

— Michael H. Best, *The Politicized Economy*

How does it compare to the dictionary definition?

**Model - n.**

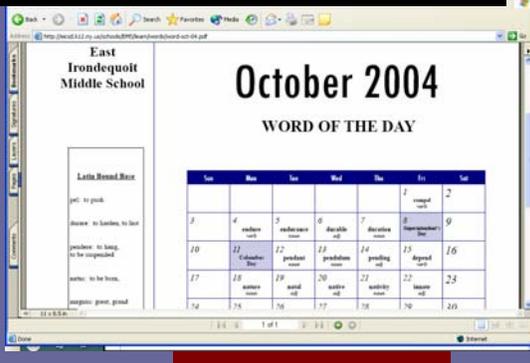
1. a standard or example for imitation or comparison.
2. a representation, generally in miniature, to show the structure or serve as a copy of something.
3. a person or thing that serves as a subject for an artist, sculptor, writer, etc.
4. a person, esp. an attractive young woman, whose profession is posing with, wearing, using, or demonstrating a product for purposes of display or advertising.
5. a pattern or mode of structure or formation.



Does your school use a common vocabulary list?

# Rigor, Relevance and Content Reading Strategies

Teamwork! Organize a school or department **academic vocabulary list**



	Mon	Tue	Wed	Thu	Fri
<b>Latin Bound Base</b>					1
pel: to push					2
durare: to harden, to last	4 endure verb	5 endurance noun	6 durable adj	7 duration noun	8 Super
pendere: to hang, to be suspended	11 Columbus Day	12 pendant noun	13 pendulum noun	14 pending adj	15
natus: to be born,	18 nature noun	19 natal adj	20 native adj	21 nativity noun	22
magnus: great, grand	25 magnificent adj	26 magnify verb	27 magnanimous adj	28 magnitude noun	29

I think it would be a good idea if we organized **a common vocabulary list**

- 57% **1. Strongly Agree**
- 20% **2. Agree**
- 20% **3. Disagree**
- 2% **4. Strongly Disagree**

Teachers must monitor accuracy of student work

1. Use introductory activities as a chance to “pre-test” their understanding
2. Circulate to check work and vocabulary notebooks during group time
3. During review activities listen for misconceptions and areas of confusion. Clear them up!

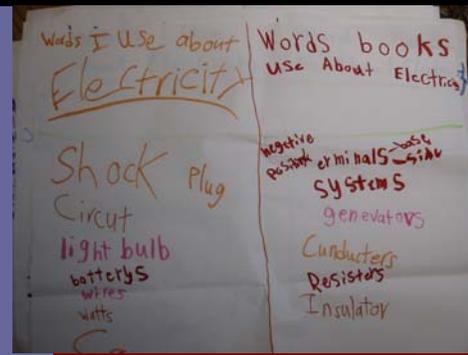
Consider having students keep records of their own progress

4<sup>th</sup> graders check for understanding - midpoint in unit on electricity



If you were discussing electricity, what words would you use?

What words might you find in a book about electricity?



# Rigor, Relevance and Content Reading Strategies

**Words I use**

Light bulbs  
Plugs  
Lightning  
Outlet

**Words I'd find in a book**

Resistor  
Conductors  
KILOWATTS  
AMPS

In 15 minutes teacher got insight into what they knew, recognized (with some uncertainty) or never made it on either list.  
Conclusion – “They know more than I thought about electricity!”

### Tracking Vocabulary Progress

Rubric Level	Description
4	I understand even more about the term than what I was taught. I know multiple meanings.
3	I understand the term and I'm not confused about any part of what it means.
2	I'm a little uncertain about what the term means, but I have a general idea.
1	I really don't understand what the term means.

**My Understanding**      Rubric 4 | 3 | 2 | 1

**Term:** *Segregation*

**“My” definition:** *A time when African-Americans used to have separate schools*

**Dictionary Definition:** *The policy or practice of forcing racial groups to live apart from each other*

**Comparison:** *I thought of segregation more as a time period, but the dictionary calls it a practice or policy*

### Student Progress Chart      Unit 3

Student Name \_\_\_\_\_ Date \_\_\_\_\_

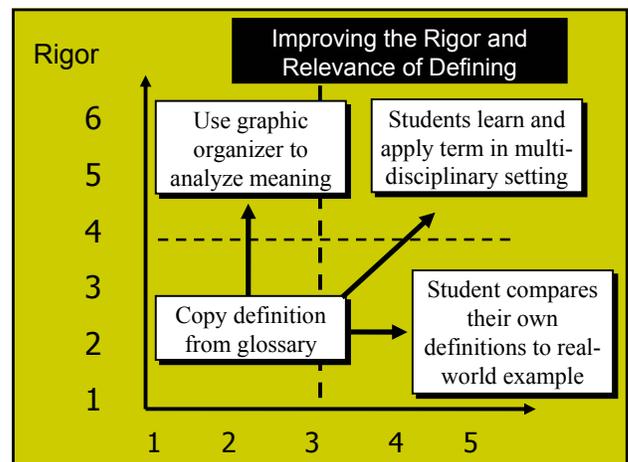
Rubric 4	X	X	X					
Rubric 3	X	X	X	X	X			
Rubric 2	X	X						
Rubric 1	X							

Building Academic Vocabulary - Bob Marzano

**“Finalize” the mastery by asking students to make connections to the new term**

- How the term is **related to previous subject matter** they have learned
- Identify **something from their personal life** associated with the term
- How the term is **used in real-life situations**
- How their **understanding** of the term **has evolved**

An essential part of this elaboration process is having the students explain the connection.

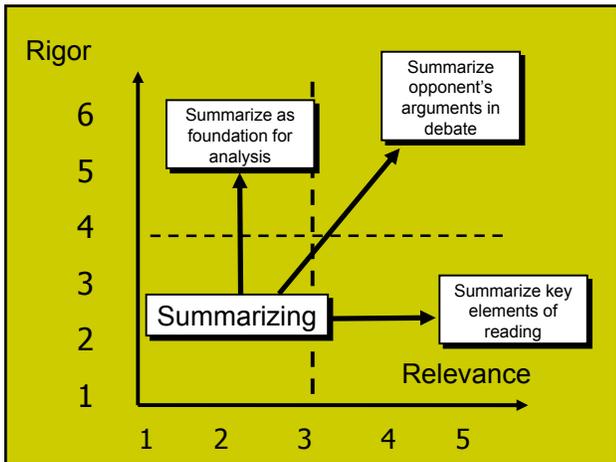


# Rigor, Relevance and Content Reading Strategies

**Strategy #2:**  
Summarizing  
*synthesis and judgment*

We have agreed on a set of common summarizing strategies to use with our students

7%	1. Strongly Agree
19%	2. Agree
60%	3. Disagree
14%	4. Strongly Disagree



Research shows student use of summarizing skills results in a 34-percentile gain in student performance.  
*Classroom Instruction that Works, ASCD, 2001*

Case 1:	Teacher lectures on the essential characteristics of mammals	
Case 2:	Teacher lectures and then students do a summarizing exercise on the essential characteristics of mammals	+ 34% gain in content mastery

Summarizing is an active task calling for more than accuracy

- Calls for active, **creative thinking** and writing.
- Engages student **judgment**.
- Works in **coordination with other strategies**.

*Example: use a summary when making a comparison*

Does your school use common strategies to set the purpose for reading?

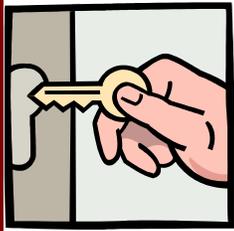
# Rigor, Relevance and Content Reading Strategies

If we expect our student to synthesize the essential information, do we help them set a purpose for their reading?

Think of purpose we set for our reading

Students need to know what they should expect to learn

- Main points or details?
- Sequence of events?
- Author's viewpoint?
- Connections to previous learning?



Would your students benefit from standardized reading assignment form?

1. **Specific passage and due date**
2. **Purpose** – what should they know or be able to do?  
And pay special attention to:
  - **New vocabulary** that they will encounter
  - **Text features** – headings, bold face, images, data, graphs, footnotes
  - **Reading tips** – skim, make predictions, summarize, organize details, take notes

Model **active viewing, listening, and reading** as a foundation for summarizing

Getting the **visual message** right  
"So what the artist is saying is..."

Getting the **spoken message** right  
"So what you're saying is..."

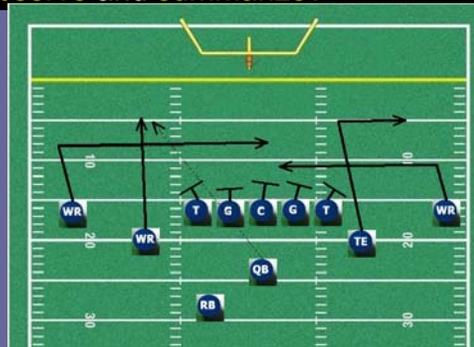
Getting the **written message** right  
"So what the author is saying is..."

"Telling Board" Each frame is a place for the writer to put information, pictures, text, symbols to sequence a story Roger Essley - Author, Illustrator



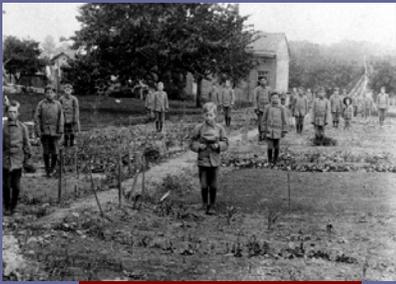
Big, bold, black, basic  
Stop, sequence and summarize  
Use a cue to retell to another

We can all give students a chance to **observe and summarize?**

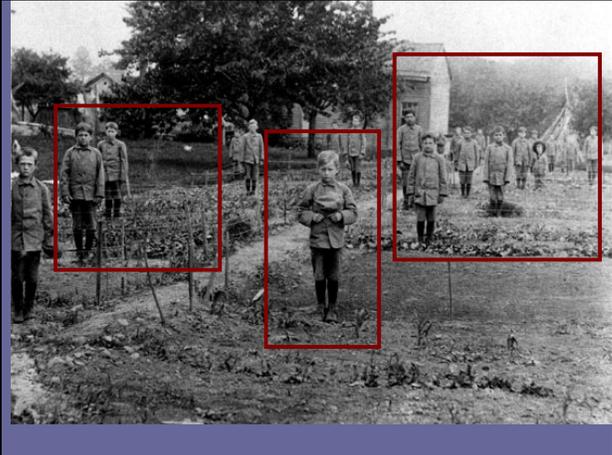


# Rigor, Relevance and Content Reading Strategies

Focus on accurate observation:  
Inventory the Image



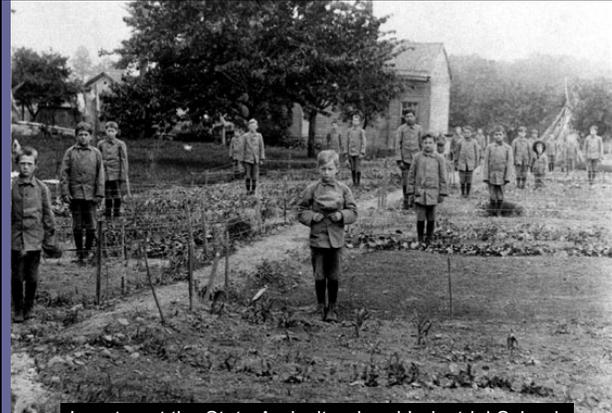
- Study the image for 2 minutes. Form an overall impression of the image and then examine individual items.
- Next, divide the image into sections and study each to see what new details become visible.
- List **people**, **objects**, and **activities** in the image.



**Increase rigor with inference** - Based on what you have observed, list three things you might infer from this image.



What questions does this image raise?  
Where could you find answers to them?



Inmates at the State Agricultural and Industrial School, Rochester NY, 1910.

**Differentiate the objective by ability level**

Using the visual document supplied by the teacher

- Identify - **comprehension**
- Compare - **analysis**
- Draw your version - **synthesis**
- Judge based on criteria - **evaluation**

Choose image appropriate to student ability

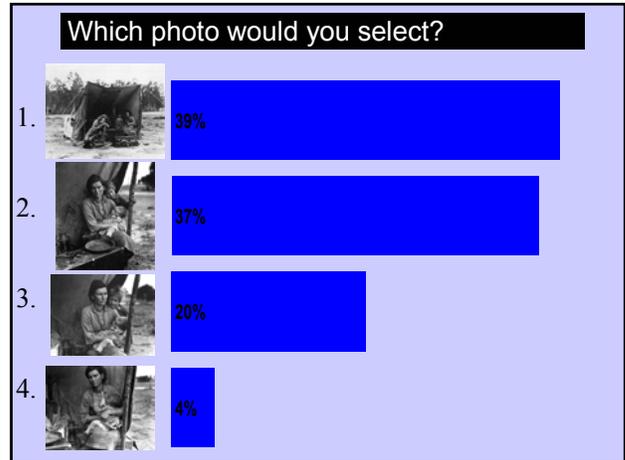
Make it more rigorous and relevant with **Evaluation**



Which photo would you use?  
What's in the images? What's left out?

?

# Rigor, Relevance and Content Reading Strategies

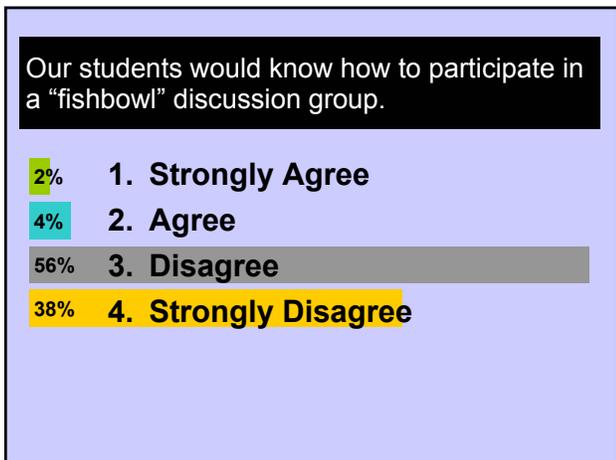


"I approached the hungry and desperate mother, as if drawn by a magnet. I do not remember how I explained my presence ... she asked me no questions. ... I did not ask her name.

She told me that she was thirty-two. They had been living on vegetables from the surrounding fields, and birds that the children killed.

She seemed to know that my pictures might help her, and so she helped me. There was a sort of equality about it." Dorothea Lange

"Migrant Mother" 1936 Nipomo, California



Comprehension, summarizing *and the spoken message*

The teacher **models strategies** then **transfers responsibility** to students working in small groups.

Students learn to independently and flexibly **apply the strategies on their own.**

- Fishbowl
- 4-2-1- Free write
- Jigsaw
- Paraphrase Passport
- Peer Reading Coach

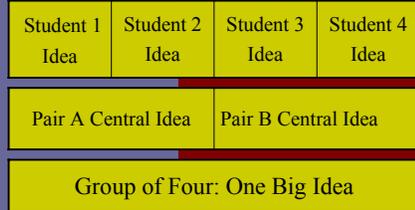
# Rigor, Relevance and Content Reading Strategies

Effective questioners are also careful listeners – encourage students to think through original response to deepen understanding

- **Clarifying** - restate an idea in another way.  
“What do you mean, when you say \_\_\_\_\_?”
- **Verifying** - provide evidence or examples  
“How do you know \_\_\_\_\_?”
- **Narrowing the focus** to limit the idea talked about.  
“Tell us more about that idea.”

Improving Comprehension, Jill Slack, SEDL Letter, June 2005

Increase relevance – use a **4-2-1 Free Write** to collaborate and reflect on a main idea



All 4 students do a free write “explaining” the big idea to someone who wasn’t in the group

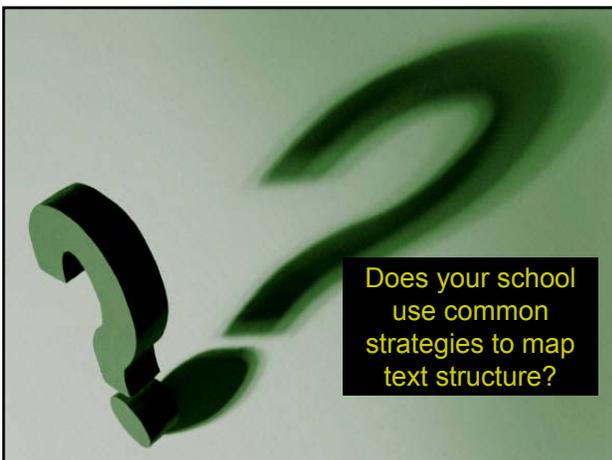
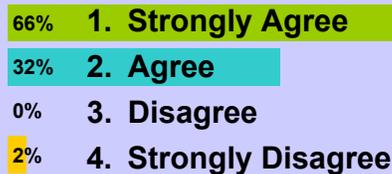
Reading for Academic Success ~ Strong and Silver, 2002

Effective discussion groups give students a chance to learn by verbally **rehearsing their thinking**.

Learning happens during the work of **negotiating meaning**.

The key is **consistent structure and training for discussion groups**.

I think it would be a good idea if we used **common discussion group techniques**



Writing a summary matched to text structure

Recognizing how a piece of writing is organized helps to summarize it

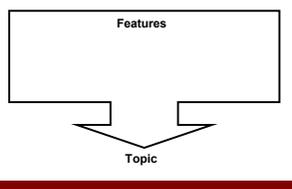
Students may need to first map out the main points in a rough outline so that they can see the relationships

Critical Strategies for Academic Thinking and Writing  
by Mike Rose, Malcolm Kiri

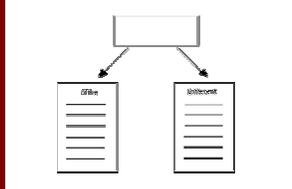
# Rigor, Relevance and Content Reading Strategies

Pattern	Description	Cue Words
<b>Description</b>	Describes a topic by listing characteristics, features, and examples	for example, characteristics are
<b>Comparison</b>	Explains how two or more things are alike and/or how they are different.	different; in contrast; alike; same as; on the other hand
<b>Cause and Effect</b>	Lists one or more causes and the resulting effect or effects.	reasons why; if...then; as a result; therefore; because
<b>Problem and Solution</b>	States a problem and lists one or more solutions for the problem.	problem is; dilemma is; puzzle is solved; question... answer
<b>Sequence</b>	Lists items or events in numerical or chronological order.	first, second, third; next; then; finally

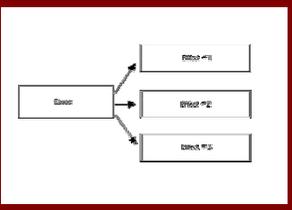
**Description:** listing characteristics, features, and examples



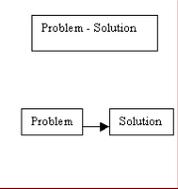
**Comparison:** how two or more things are alike or different



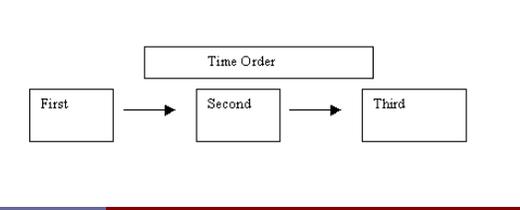
**Cause and Effect:** one or more causes and the resulting effect or effects



**Problem and Solution:** States a problem and lists one or more solutions for the problem

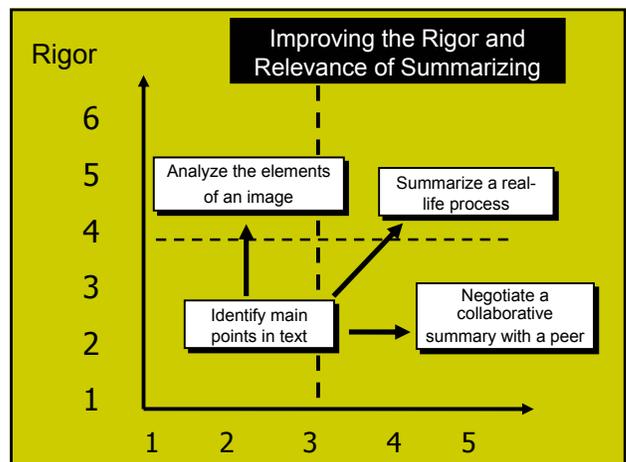


**Sequence:** Lists items or events in numerical or chronological order



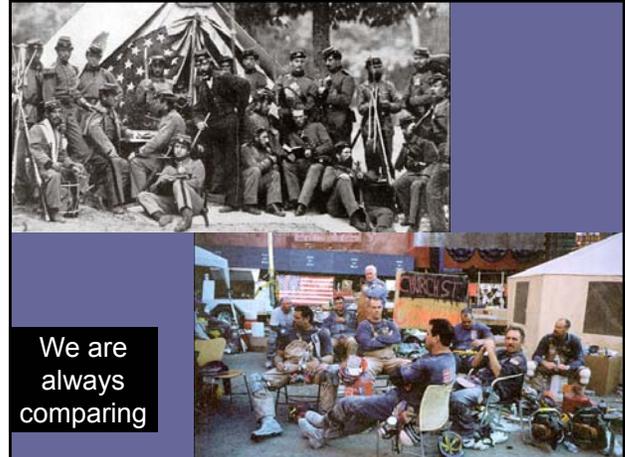
I think it would be a good idea if we used common text structure maps

57%	<b>1. Strongly Agree</b>
38%	<b>2. Agree</b>
2%	<b>3. Disagree</b>
2%	<b>4. Strongly Disagree</b>



# Rigor, Relevance and Content Reading Strategies

**Strategy #3:**  
**Comparing /**  
**Classifying**  
*assessing*  
*similarities and*  
*differences*



We are always comparing

Research shows student use of comparison skills results in a 45 - percentile gain in student performance.  
*Classroom Instruction that Works, ASCD, 2001*

Case 1:

Teacher lectures on the essential characteristics of mammals

**+ 45% gain**  
**in content mastery**

Case 2:

Teacher lectures and then students do exercise comparing the essential characteristics of mammals to birds

What do you observe?  
 How do things compare?  
 Can you effectively write about it?

Comparison	Square		Rectangle		
	1 x 1 cm	2 x 2 cm	4 x 6 cm	3 x 7 cm	3 x 8 cm
Perimeter	4 cm	8 cm	20 cm	20 cm	22 cm
Area	1 sq cm	4 sq cm	24 sq cm	21 sq cm	24 sq cm

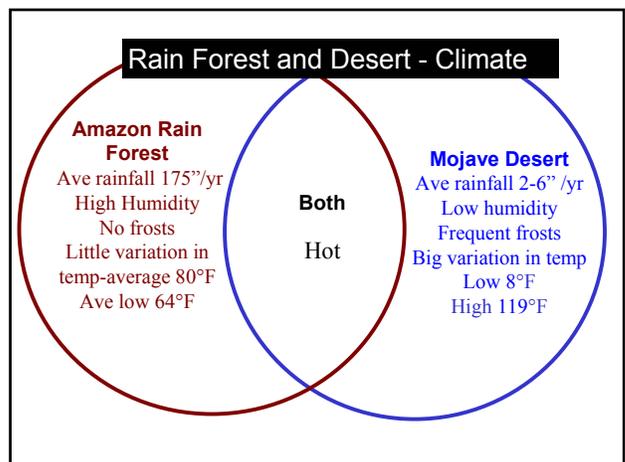
Two rectangles can have the same perimeter, but different areas. That also means that a square and a rectangle could have the same perimeter, but different areas. Also, two rectangles can have the same area, but different perimeters. If you double the size of a square, the perimeter doubles, but the area increase by four times.

*Handbook for Classroom Instruction that Works,*  
 Robert Marzano

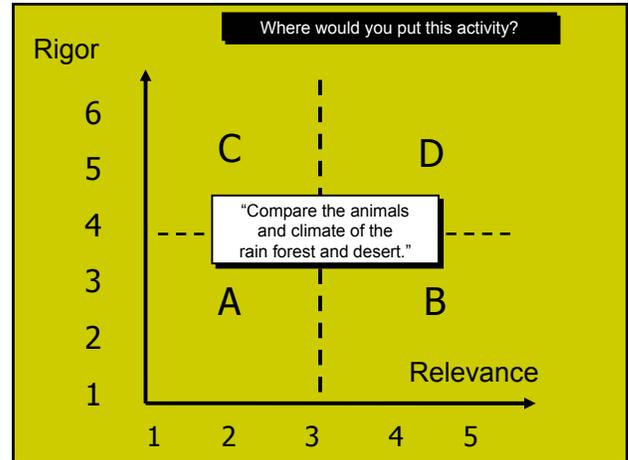
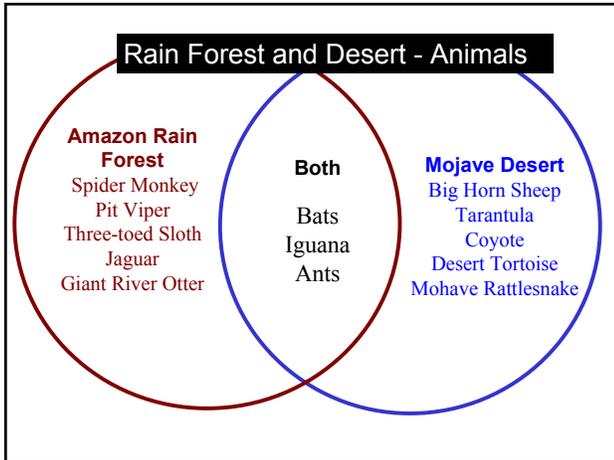
**"Compare the animals and climate of the rain forest and desert."**

Amazon Rain Forest	Mohave Desert
Ave rainfall 175"/yr High Humidity	Ave rainfall 2-6" /yr
No frosts	Low humidity
Little variation in temp-average 80°F	Frequent frosts
Ave low 64°F	Big variation in temp
Hot	Low 8°F
Spider Monkey	High 119°F
Pit Viper	Bats
Three-toed Sloth	Iguana
Jaguar	Ants
Giant River Otter	Big Horn Sheep
Bats	Tarantula
Iguana	Coyote
Ants	Desert Tortoise
	Mohave Rattlesnake

*Classroom Instruction that Works, ASCD*



# Rigor, Relevance and Content Reading Strategies



In which quadrant would you put this activity?

"Compare the animals and climate of the rain forest and desert."

Quadrant	Percentage
A. Quadrant	9%
B. Quadrant	24%
C. Quadrant	46%
D. Quadrant	22%

But who is doing the thinking in this exercise?

"Compare the animals and climate of the rain forest and desert."

- Did students select the **information** and **decide on the categories**?
- Did they **design the graphic organizer**?
- Is it **really an exercise in memorizing and repeating** the appropriate (complex) information that others have told the student?

What's the point of the comparison?  
What does it enable us to do or see?

How would students independently compare regions?

- Select two geographic regions of the world
- Develop a model to compare the regions
- Select at least two factors to compare
- Develop a graphic organizer to display your comparison.

I think that a **freshman of average ability level** would be able to **independently design** a comparison

Response	Percentage
1. Strongly Agree	25%
2. Agree	54%
3. Disagree	21%
4. Strongly Disagree	0%



# Rigor, Relevance and Content Reading Strategies

## Move from Comparing to Classifying



1. **Comparing** is the process of **identifying similarities and differences** between or among things or ideas (technically contrasting is looking for differences.)
2. **Classifying** is the process of **grouping things that are alike into categories** on the basis of the **characteristics**

*Comparison depends on classification.*  
The student may not be aware of the connection, because the teacher did the classifying in advance, leaving only the comparing for the student.

It's like comparing **apples** and **oranges**



## Can your students move from comparing to **designing classifications systems**?

- We typically ask students to **take someone else's classification system** and apply it.
- We rarely ask students to **generate a classification system of their own**.
- Creating categories gives them a chance to **assert their intellectual independence**.

- Of what use is the classification system?
- What does it enable us to do or see?

Start by classifying buttons?



**"Post it" classification strategy.** Give students a reading. They each write key info from reading on sticky notes. They then work in groups to *silently* classify the info.



## A 5<sup>th</sup> grade student-centered vocabulary classification

1. Do you remember we studied **slavery** last year?
2. Break into groups and brainstorm all the words you can think of when you hear **slavery**. Words you might find in your reading.
3. Write your words on the poster paper and we'll share them
4. Teacher guides them through creating groups of associated words

# Rigor, Relevance and Content Reading Strategies

## Students brainstorm



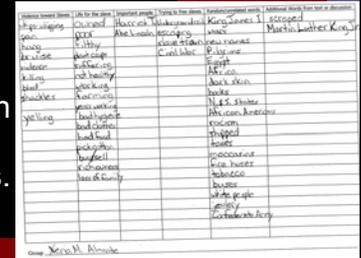
## Groups of Words Related

Violence Toward Slaves  
 Life of for a Slave  
 Random Words  
 Important People  
 Trying to Free the slaves

Let's see if we can find groups of related words?  
 Students guided into creation of categories.

Teacher comes back the next day with a worksheet with heading for each word group.

Students work in teams to assign words to groups.



Violence toward Slaves	Life for the slaves	Important people	Trying to free slaves	Random/unrelated words	Additional Words from text or discussion
Imag	Planting	Harriet Tubman	escaping	money	King James I
Killing	Crops	Abrams	unhappy	Pilgrims	States
blood	shipped	Confederate Army	Civil War	Rice hoses	Jewelry
pen	jail cells		rights	King James I	egypt
beatings	nonhealthy			States	new records
whipping	bad case			Jewelry	books
violence	bad hygiene			egypt	faces
whips	little time			new records	
breasts	Rilly			books	
	no school			faces	
	farm work				
	subcess				
	working				
	yearling				
	loss of family				
	years				
	bad clothes				
	no freedom				
	suffering				
	owned				

Group: Cortney

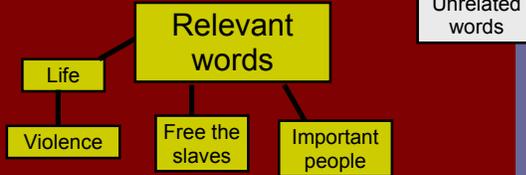
## Categories



- Violence toward slaves
- Life for the slaves
- Important people
- Trying to free slaves
- Random / unrelated word
- Additional words from text or discussion (for adding words later on)

# Rigor, Relevance and Content Reading Strategies

Students must work develop deeper understanding of slavery and related words



A chance to check for understanding

Violence towards slaves	Trying to free the slaves	Unrelated
Underground railroad	Confederate army	Civil war

Rigor and relevance in practice:  
Student-designed classifying exercise

1. What do I want to classify?
2. What **things are alike** that I can put into a group?
3. Does **everything** fit into a group now?
4. Would it be better to **split up any of the groups** or put any groups **together**?

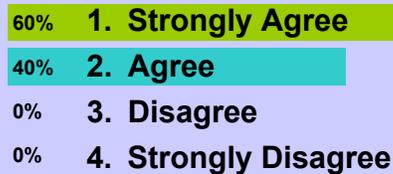
Increase rigor of classification  
– add evaluation and decision-making

Decision	Criteria for evaluation		
	Criteria 1	Criteria 2	Criteria 3
Option 1			
Option 2			
Option 3			

Make it relevant - Choose a Mp3 Player	Reasons for picking a Mp3 Player		
	Cost	Features	Memory
Choice 1			
Choice 2			
Choice 3			

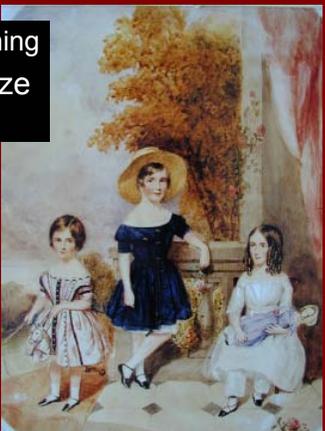
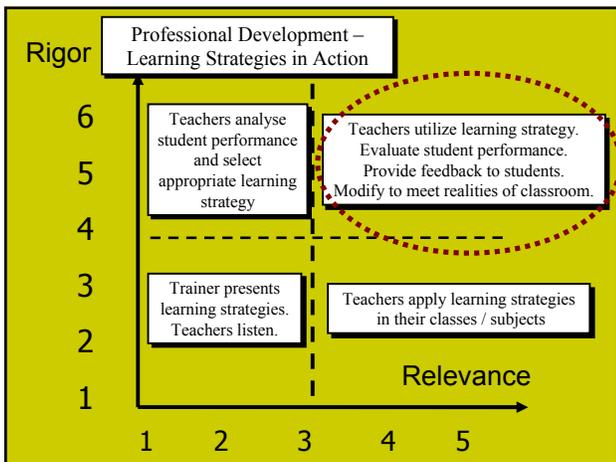
What reasons will you use?  
Are they of equal importance?  
How can your evaluations be quantified?  
How can you use your analysis to justify a decision?

I think that our students should have more opportunities to **design their own comparisons and classifications**



# Rigor, Relevance and Content Reading Strategies

**Constructing Meaning**  
Define, summarize and compare

How do we prepare our students for a future we cannot describe?

What skills will the 21<sup>st</sup> century workplace require?

*Literacy / numeracy*

*Creativity*

*Self-discipline*

*Adaptability – independent learner*



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*Popular workshops*

- Rigor and Relevance
- Content Reading Strategies
- Digital Literacy
- Ninth Grade Academy
- Instructional Leadership
- Strategic Planning (with audience response)

