

Scholar Group Request Form

Directions: Fill out the pre-work section (page 1) of this form and complete Steps 1-3 listed 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.

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

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

Core Class: Topic: LT/EQ: (+ = Standard)	Name: AVID Excel Period: Date: My text selection is from (source):	Eval. <hr style="width: 20px; margin: 0 auto;"/> 2
To meet the learning expectations, I need to... (List the steps you need to take to meet the learning target.) However, this text selection became challenging when... (Where did you get stuck?) (+ = steps to meet LT; step 1 from above is addressed)		<hr style="width: 20px; margin: 0 auto;"/> 4
I used the following reading strategies to make sense of the text: (+ = thoughtfully selected strategy/strategies & proof of use)		
<input type="checkbox"/> Scanned titles and headings <input type="checkbox"/> Identified and circled key vocabulary <input type="checkbox"/> Figured out definitions of important but unfamiliar words <input type="checkbox"/> Chunked the text into smaller pieces <input type="checkbox"/> Paused to connect ideas <input type="checkbox"/> Underlined main ideas <input type="checkbox"/> Used sticky notes to make connections	<input type="checkbox"/> Took Cornell Notes <input type="checkbox"/> Re-read confusing parts <input type="checkbox"/> Filled in a graphic organizer <input type="checkbox"/> Questioned the text <input type="checkbox"/> Drew pictures to illustrate ideas <input type="checkbox"/> Looked for patterns in the text <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	<hr style="width: 20px; margin: 0 auto;"/> 4
Up to the point I get stuck, I understand that this reading is about... (Summarize what you understand.) (+ = accurate, thorough summary)		<hr style="width: 20px; margin: 0 auto;"/> 4
However, I cannot apply the learning target because I still do not understand... (In your own words, explain what you do not yet understand. What, specifically, is preventing you from applying the learning target?) (+ = detailed and specific)		<hr style="width: 20px; margin: 0 auto;"/> 4
My question about the text is... (What is your higher-level question about the text?) (+ = specific, higher-level question)		<hr style="width: 20px; margin: 0 auto;"/> 4

Student presenter	Reading strategy/strategies used during SG presentations	Notes about what I learned about the text while using this reading strategy/strategies:	Eval.
Important vocabulary from the text discussed during Scholar Group presentations (AWL or content words):			
Three most important vocabulary words:			
Word	Part of speech and definition	Sentence (underline the vocabulary word)	

Write your summary and reflection on a separate sheet of paper. (Attach to this form.)

Check the last page of your AVID Excel NB.