

Integrating Writing in CTE



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Revised Bloom's Taxonomy – Question Starters

Remembering- Knowledge

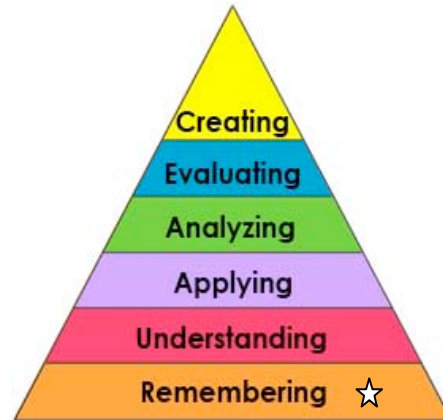
Recall or recognize information, and ideas

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Question prompts

What do you remember about _____ ?
How would you define _____ ?
How would you identify _____ ?
How would you recognize _____ ?
What would you choose _____ ?
Describe what happens when _____ ?
How is (are) _____ ?
Where is (are) _____ ?
Which one _____ ?
Who was _____ ?
Why did _____ ?
What is (are) _____ ?
When did _____ ?
How would you outline _____ ?
List the _____ in order.



Anderson & Krathwohl, 2001

Understanding-Comprehension

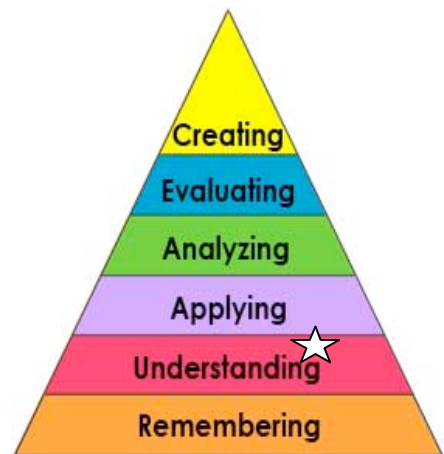
Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

The teacher should:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction

Question prompts:

How would you compare _____ ? Contrast _____ ?
How would you clarify the meaning _____ ?
How would you differentiate between _____ ?
How would you generalize _____ ?
How would you express _____ ?
What can you infer from _____ ?
What did you observe _____ ?
How would you identify _____ ?
How can you describe _____ ?
Will you restate _____ ?
Elaborate on _____ .
What would happen if _____ ?
What is the main idea of _____ ?
What can you say about _____ ?



Anderson & Krathwohl, 2001

Applying-Application

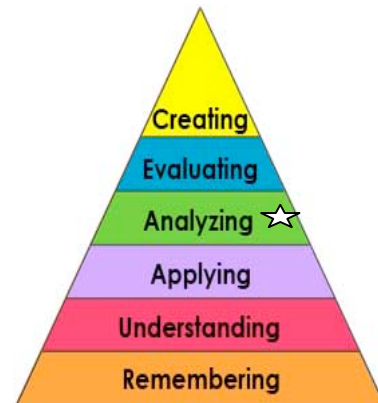
Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The teacher should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.

Questioning prompts:

What actions would you take to perform _____?
How would you develop _____ to present _____?
What other way would you choose to _____?
What would the result be if _____?
How would you demonstrate _____?
How would you present _____?
How would you change _____?
How would you modify _____?
How could you develop _____?
Why does _____ work?
How would you alter _____ to _____?
What examples can you find that _____?
How would you solve _____?



Anderson & Krathwohl, 2001

Analyzing - Analysis

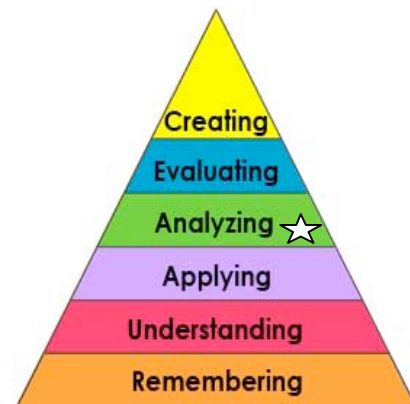
Break down a concept or idea into parts and show relationships among the parts.

The teacher should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

Questioning prompts:

How can you classify _____ according to _____?
How can you compare the different parts _____?
What explanation do you have for _____?
How is _____ connected to _____?
Discuss the pros and cons of _____.
How can you sort the parts _____?
What is the analysis of _____?
What can you infer _____?
What ideas validate _____?
How would you explain _____?
What can you point out about _____?
What is the problem with _____?
Why do you think _____?



Anderson & Krathwohl, 2001

Evaluating- Evaluation

Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning prompts:

What criteria would you use to assess _____?

What data was used to evaluate _____?

What choice would you have made _____?

How would you determine the facts _____?

What is the most important _____?

What would you suggest _____?

How would you grade _____?

What is your opinion of _____?

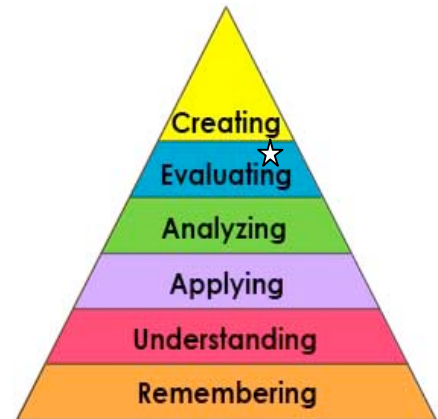
How could you verify _____?

What information would you use to prioritize _____?

Rate the _____.

Rank the importance of _____.

Determine the value of _____.



Creating-Synthesis

Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

What alternative would you suggest for _____?

What changes would you make to revise _____?

How would you explain the reason _____?

How would you generate a plan to _____?

What could you invent _____?

What facts can you gather _____?

Predict the outcome if _____.

What would happen if _____?

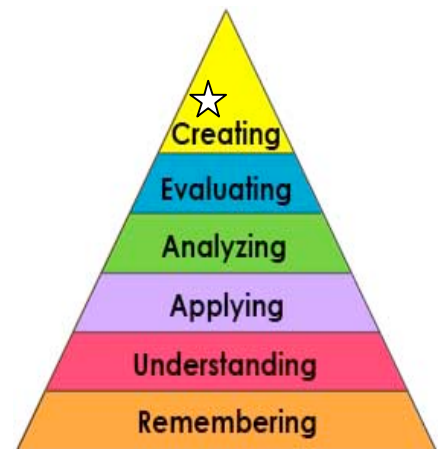
How would you portray _____?

Devise a way to _____.

How would you compile the facts for _____?

How would you elaborate on the reason _____?

How would you improve _____?



MVP Journal

My Vocabulary Progress

Summary: The MVP journal is intended to help students track the vocabulary words they learn. The goal is for students to focus on words unfamiliar to them and not study words they already know.

Directions:

Teacher provides students with an opportunity to read informational text which includes the vocabulary focus words/phrases.

Teacher provides students a with a list of the Tier II and Tier III focus vocabulary words/phrases from the text and a copy of the the MVP organizational chart.

Students choose the most difficult words from the list and use those words to complete the MVP chart.

Focus Word	What I think it means	Location	Example	√
Students record the word they intend to study. These should choose the words they find the most difficult from the ones provided by the teacher.	Students write a definition in their own words. It should not be a definition copied from a dictionary.	Students record where they saw the word in the informational text.	Students can draw a picture, write a synonym, use the word in a sentence-anything memory clue that helps them connect the term to their life.	When students routinely demonstrate mastery understanding of the word, they check this box.



My Vocabulary Progress Journal Entry

Name:

Date:

Focus Words:				
Focus Word	What I think it means	Location	Example	✓



Talk the Talk

Summary: For this activity, students must create a conversation between two individuals utilizing the Tier II and Tier III vocabulary words/phrases provided by the teacher. Correctly utilizing the vocabulary terms in context will demonstrate understanding of the term.

Directions:

Teacher provides students with an opportunity to read informational text which includes the vocabulary focus words.

Teacher provides students a with a list of the Tier II and Tier III focus vocabulary words/phrases from the text.

Teacher prompts students to create a dialogue which correctly incorporates the provided words.



Talk the Talk: Weed Control in No-Tillage Systems

Directions: Read the article [Weed Control in No-Tillage Systems by D. Childs, T. Jordan, M. Ross, T. Bauman](#). Then create a conversation between an extension agent and a farmer. In the conversation, the farmer and the extension agent should discuss the proper way to control weeds using a no-tillage system. Be sure to use the following vocabulary terms/phrases in your dialogue. no-tillage, germinate, early preplant herbicide, postemergence, canopy closure, burndown, and cover crop.

Farmer: _____

Extension Agent: _____

Farmer: _____

Extension Agent: _____

Farmer: _____

Extension Agent: _____

Farmer: _____

Extension Agent: _____

Talk the Talk: Weed Control in No-Tillage Systems

Sample Conversation:

Farmer: Hi. I'm thinking about moving to a **no-tillage** system this spring. Can you give me some details as to how to best do that?

Extension Agent: Sure. There's a lot to consider. Let me walk you through some of the steps. First, you want to make sure you apply an **early preplant herbicide** before germination of weeds.

Farmer: Why? How does that help?

Extension Agent: A preplant herbicide will ensure your fields are free from weeds when you plant your crop. This will allow your plants a better chance at growing successfully.

Farmer: What if I still have weeds **germinate** after a preplant herbicide?

Extension Agent: If this happens, you should consider applying a **burndown** herbicide which control weeds before or just after planting.

Farmer: Anything else I should consider?

Extension Agent: You may need to apply a **postemergence** treatment if you have perennial weeds. For a postemergence treatment to work properly, you must correctly identify the perennial weeds.

Farmer: Thanks.

Extension Agent: Once your crops are established, they will create a **canopy closure** which keeps many weeds from growing. In the fall, you may want to consider planting a **cover crop** which will keep many of the spring weed problems from occurring.

Farmer: Sounds great. I will work with these recommendations.

My Learning Log

Resource:	
Date:	
Thoughts	Questions

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My Vocabulary Progress Journal Entry

Name:

Date:

Focus Words:				
Focus Word	What I think it means	Location	Example	✓



Jigsaw

Name _____

Date _____

Text _____

Group Members _____

Directions: As you carefully read the text, write down important information about your topic and the page where the information was found. Once all group members are finished reading, each will share what they learned with the rest of the group.



Important Information		Page
1		
2		
3		
4		
5		
Important Information from Group Members		Page
1		
2		
3		
Summary of Article:		

Reciprocal Teaching



<p>Predict What do you think will happen? Why do you believe that will happen?</p>	<p>Summarize What are the most important ideas from the text?</p>
<p>Questions What questions can you ask to ensure the group understands the most important information?</p>	<p>Clarify What vocabulary terms are new or unclear?</p>

RAFT

Name _____

Date _____

Text _____

Author _____

Directions: Read the text closely. Then write a response, giving special consideration to your role, audience, format, and topic.

Role:	Audience:
Format:	Topic:
Writing:	