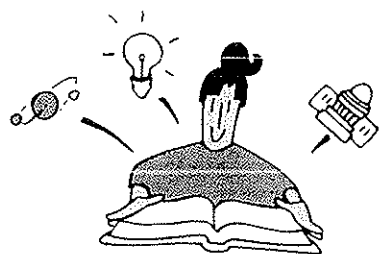

LOOKING AT HIGH YIELD STRATEGIES



FOR
ALL
STUDENTS

CLASSROOM INSTRUCTION THAT WORKS RESEARCH-BASED STRATEGIES

Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E.
Classroom Instruction That Works. Alexandria, VA; ASCD, 2001

Instructional Strategies	Percentile Gain	Strategies
Identifying similarities and differences	45	T-charts, Venn diagram, classifying analogies, cause and effect links, compare and contrast organizers, etc.
Summarizing and note taking	34	Summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, sub/delete/keep, panorama view, shared summary, etc.
Reinforcing effort and providing recognition	29	Explicit teaching of effort, seek out examples of famous people and their effort, students describe personal experiences, chart effort and achievement, establish when, and why recognition will be provided, use tokens and/or certificates, use pause, prompt/praise, etc.
Homework and practice	28	Data-driven homework, design homework policy, retell, recite, and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc.
Linguistic and nonlinguistic representations	27	Central idea graph, flow charts, cause and effect, time lines, generating mental pictures, pictographs, physical models, brainstorming webs, visual tools, kinesthetic representations, thinking process maps, etc.
Cooperative learning	27	Group engaged learning, rules of engagement, carousel, cube it, pass the pencil, circle of friends, jigsaw, integrate content and literacy through group engagement, shared reading and writing, plays, science projects, debates, group reports, language experience approach, multimedia use, etc.
Setting objectives and providing feedback	23	Set objectives, personalize objectives, communicate objectives, negotiate contracts, criterion-referenced feedback, assessment feedback, peer feedback, self assessment feedback, etc.
Generating and testing hypothesis	23	Systems analysis, student reflection, student discourse, problem solving, historical investigation, inventions, experimental inquiry, decision making, etc.
Questions, cues, and advance organizers	22	KWL and more, constructivist practices, cues, inferential and analytic questions, higher level of Bloom's Taxonomy, etc.

Learning Strategies for ALL Classes

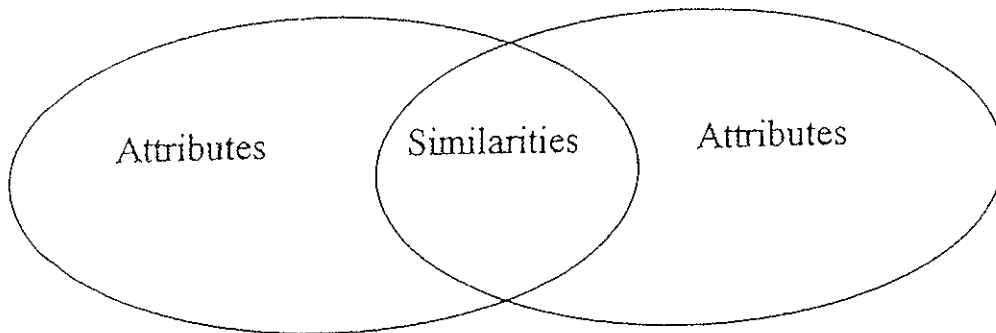
Imagine placing several typical texts from middle grades and high school classrooms side by side. Let's say you are looking at a short story from English/language arts, a driver's education handbook, a lesson in mathematics, a section of a science chapter, and directions for a procedure in applied technology and a social studies textbook. As any student can tell you, these various texts are very different. The style of writing, the purpose of reading, the way concepts are organized, the nature of activities to follow are all content dependent. Students also say it is very possible to be a competent reader of some of these texts and to struggle with others.

This distinction is especially pronounced between narrative and expository texts. **Narrative texts, such as fiction or biographies, are usually easier for students to read than expository texts, which emphasize reading for information.** It is not uncommon to encounter students who are quite comfortable with narrative texts but have difficulty coping with the expository texts of many of their classes. Although, all reading requires the traits exhibited by proficient readers, the specific nature of a text mandates different approaches to reading.

As a result, students who learn to successfully read narrative texts in their English/language arts classroom are not necessarily prepared to read science, social studies or mathematics texts. Because learning to read science texts cannot be separated from learning science, the only place where students will refine their science reading abilities will be in the science classroom. Likewise for the other subjects students will study in middle grades and high school.

Reading and writing activities will be modeled for several subject disciplines, but these activities can be adapted for use in all content areas. An activity highlighted in the science section can just as easily be applied to teaching in social studies or career/technical subjects.

Compare-Contrast

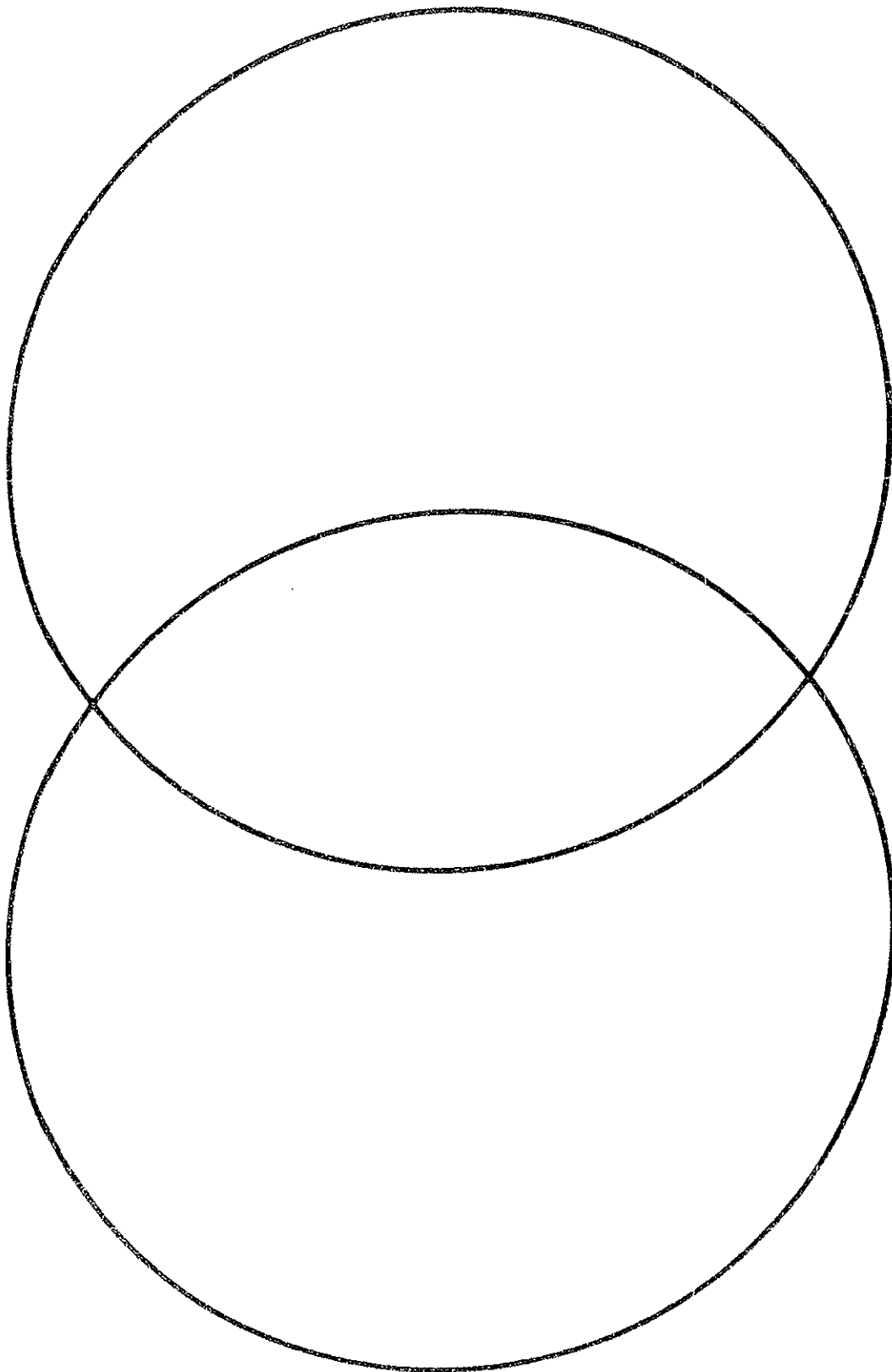


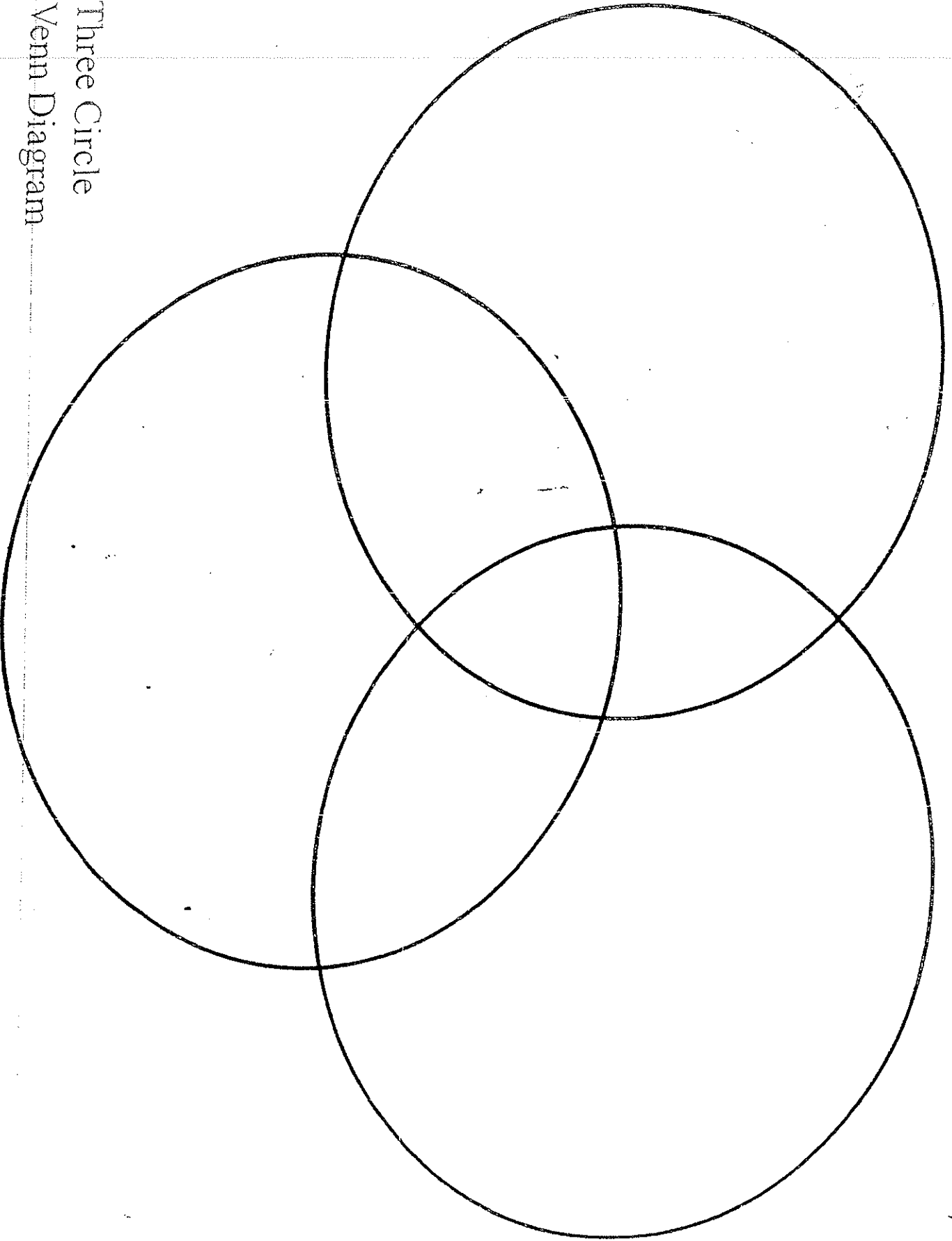
Attributes
Object 1

Attributes
Object 2

Similarities	Differences

Venn Diagram



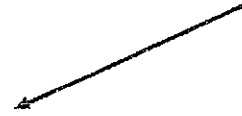


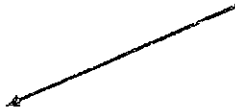
Three Circle
Venn Diagram

Compare-Contrast



Alike?



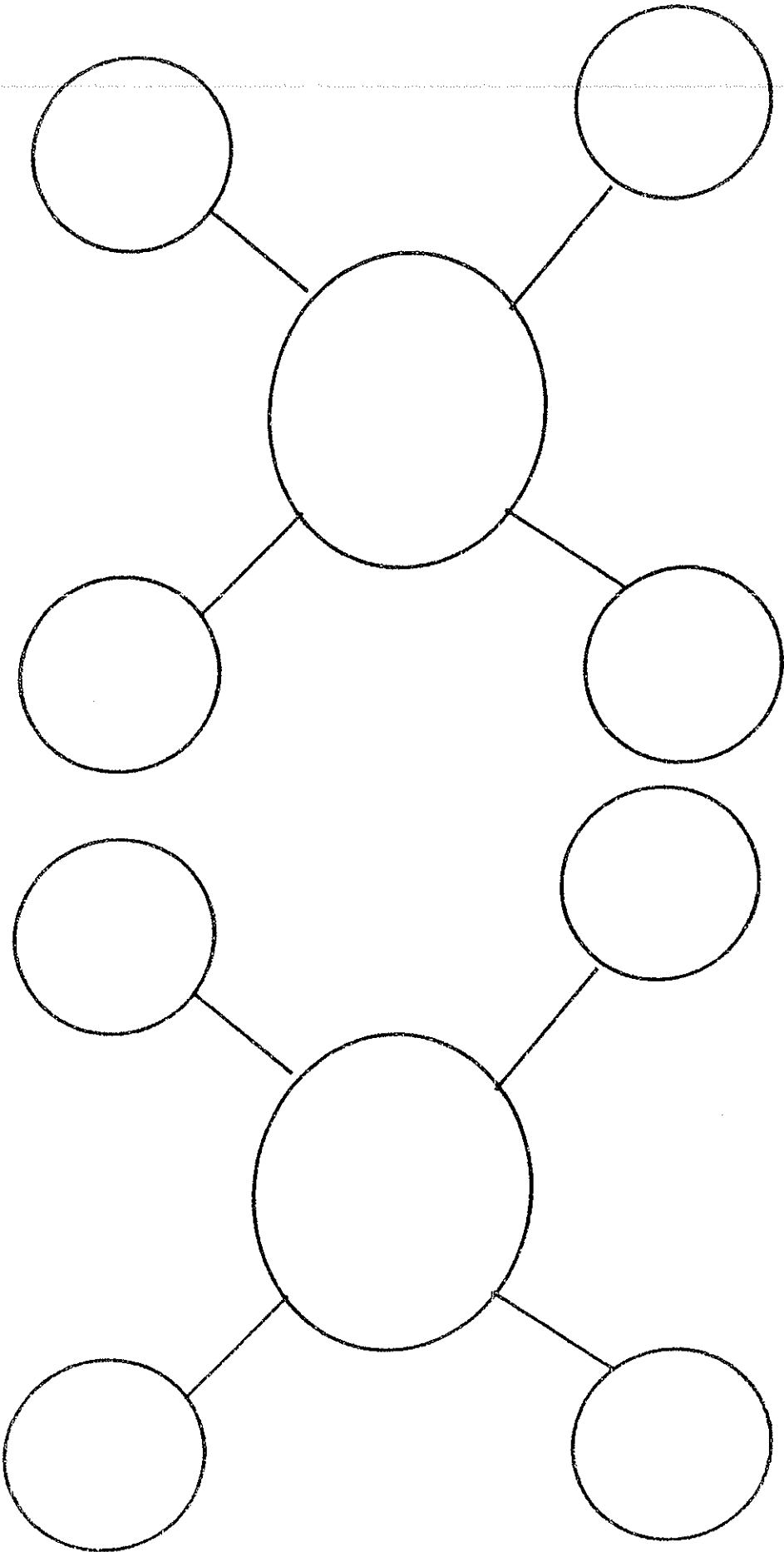


Different?



	Category of Differences	
	Category of Differences	
	Category of Differences	

Comparison Webs



Comparison Matrix

	Items to be Compared			
Items	Item 1	Item 2	Item 3	Item 4
Characteristics				
Characteristics				
Conclusions				

3-2-1 STRATEGY

This will help students summarize key ideas, rethink the ideas in order to focus on the ones that they find most interesting or difficult to understand, and then ask a question about what they still want to know. Students fill out the Chart with the following information:

3 things I found out from the reading

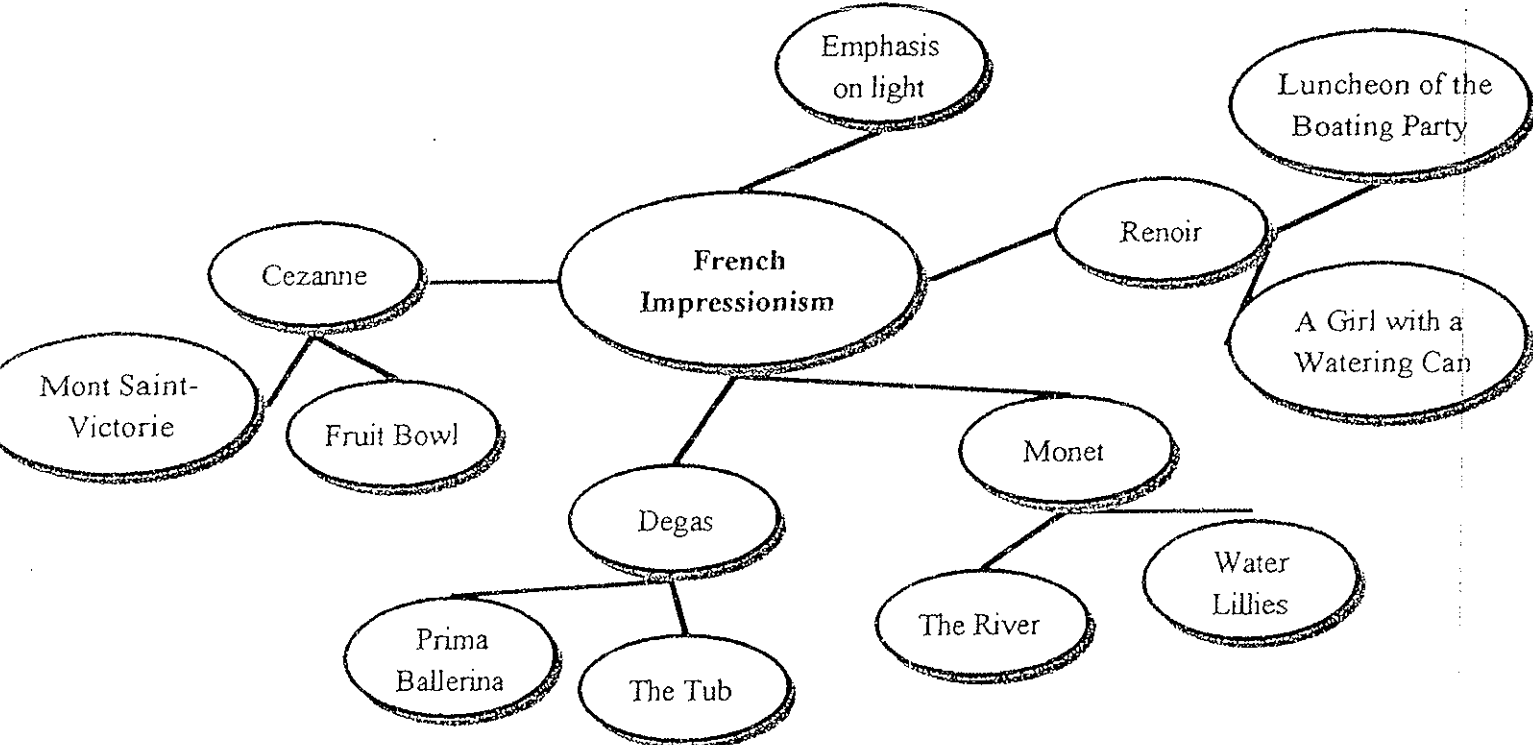
2 things that were interesting or difficult for me to understand

1 question I still have

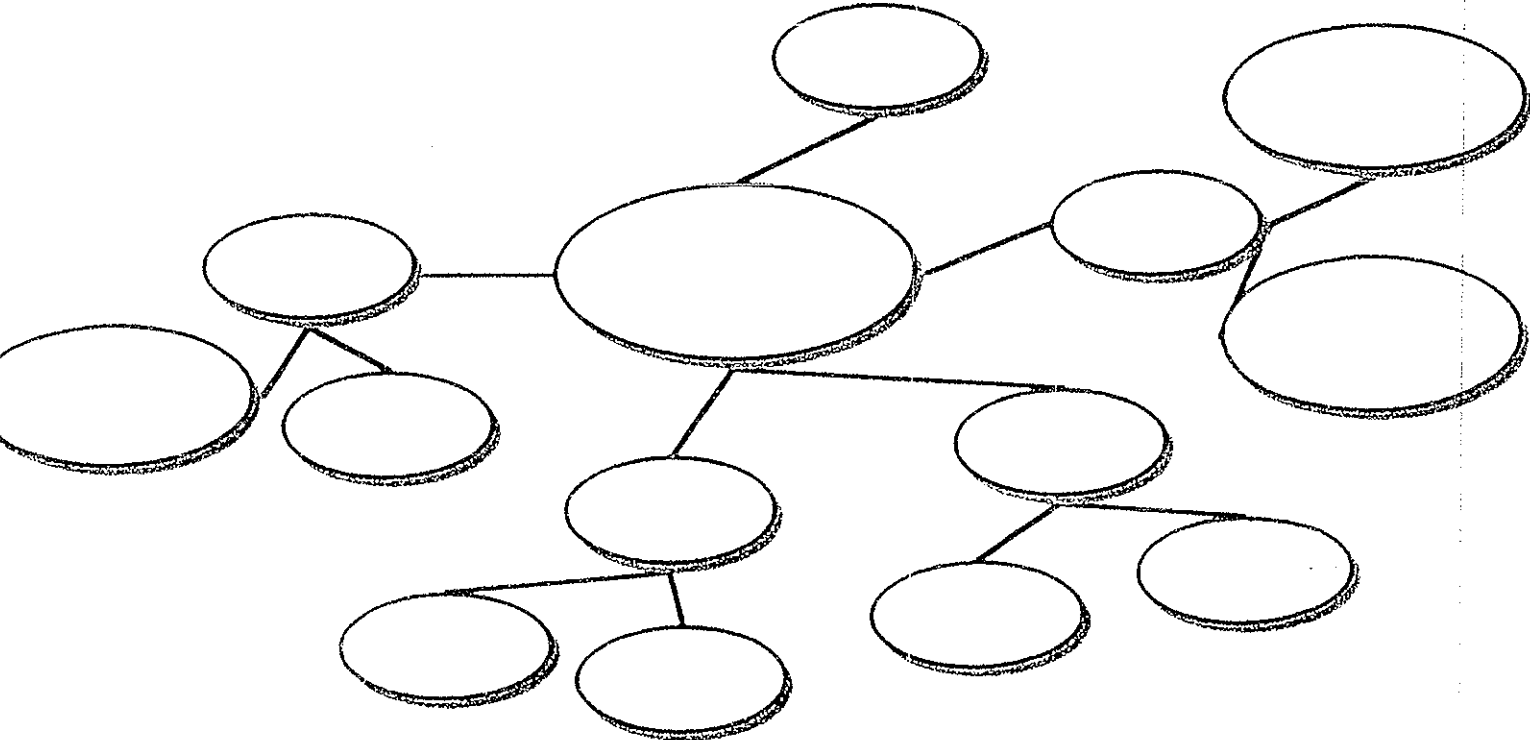
This format can be used in a variety of ways. 3 could be differences, 2 could be similarities, and 1 could be a question I still have. The format can be modified to fit the teacher's purpose. This strategy is brain-compatible (containing odd numbers and small chunks of information), and it is a simple way to get students to differentiate between important and unimportant details. This format can be used in place of worksheet questions, and the teacher can use the responses to construct an outline, make a graphic organizer, identify sequence, or isolate cause and effect. Students can use this for class discussion of the reading. Students are motivated because the discussion is based on the ideas that they found and consider important. It encourages them to make a personal connection to what they have read.

3	Write 3 things I have learned or were new to me.
2	Write 2 things that were interesting OR were difficult for me to understand OR two key words OR important people.
1	Write 1 question that I have.

Graphic Organizer: French Class



Graphic Organizer



Interactive Reading Guides

Interactive reading guides are a variation of the study guide; they involve students working with partners or small groups to discuss essential ideas as they read. The teacher previews a reading assignment to identify key information and to notice text features that students might overlook, such as pictures, charts or graphs. The teacher is especially alert for mismatches between students and the text. Does the author assume knowledge that some might lack? Does the author introduce ideas and vocabulary without providing sufficient explanation or examples? Does the author use language or a sentence style that will prove tough reading for some students?

Questions for an interactive reading guide are designed to engage students in the kinds of thinking exhibited by proficient readers. Therefore, students need to brainstorm personal knowledge that connects to a passage and to make predictions, to create visual images, to raise questions of their own and –most certainly- to make inferences. Unlike traditional study guides, the interactive reading guide takes students far beyond identification of facts and helps them pull together a personal synthesis of what they are learning as they read.

This strategy can be a way to begin to teach students how to take notes on the most important ideas from the chapter or passage read.

Interactive Reading Guide- "Immigration"

Section 1: Immigration

- 1. Both partners:** Skim Paragraph 1 silently to yourself.
Individually: Locate one name of a famous immigrant you have heard of and briefly write something you know about this person.
Both partners: Share what you know about the person you selected.
- 2. Both partners:** Read Paragraphs 2 and 3 silently to yourself. Decide together: Why were so many "common people" motivated to come to the United States?
- 3. Partner A:** Read Paragraph 4 aloud.
Partner B: As you listen, decide: How did ship lines try to attract people to sail to America?
Decide together: Think of at least two reasons why poor people might be attracted by these offers.
- 4. Partner B:** Read Paragraph 5 aloud.
Partner A: As you listen, decide: What are two ways poor people found the money for sailing to America?
- 5. Both partners:** Read Paragraphs 6 and 7 silently to yourself.
Decide together: Look for evidence that these immigrants were acutely poor.
- 6. Both partners:** Silently read Paragraphs 8 and 9.
Decide together: Describe three bad conditions for immigrants on the ships.
- 7. Partner A:** Paragraph 10 is a quote from an immigrant. Read it aloud.
Partner B: Summarize why this person would leave Italy and risk coming to America.
- 8. Both partners:** Silently skim Paragraph 11 and 12.
Decide together: Write one sentence which summarizes the tough times immigrants had on the ships.
- 9. Both partners:** Examine the photograph on page 126.
Individually: Imagine you are one of the immigrants leaving this ship. Which person would you select? Based on what you have learned in this section, write a diary entry about what traveling on this ship was like for you.
- 10. Both partners:** Share your diary entries when you have finished writing.

LEARNING WALLS

Some secondary teachers think that “learning walls” are for elementary teachers. However, when examining the research about learning and the importance of brain-based instruction, the power of visualization as a part of long-term memory becomes clear. (It is also one of Marzano’s 9 effective instructional strategies.) Teachers who post relevant charts or graphs on a classroom wall-and then removed it during a test- has seen how students will look at the blank space as if the chart were still there. These students are bringing the information in their memories simply by glancing a the spot where the chart was placed.

Content teachers should generate lists of essential words, concepts, formulas, or whatever students must know in the content areas if they are to succeed in class during the year. This list of essentials is the perfect place to begin as the first content area reading strategy. After creating these charts, place them in a prominent place in the classroom where students are exposed to them before, during, and after being introduced to the strategies. Pictures, words and phrases can be added to all during the year as students process and learn vocabulary, concepts, and other things from the content taught. These are not fancy bulletin boards but part of the learning process. Put them anywhere the students can see them. Start simple. Index cards can be used to write words on them and placed to the wall. Laminated and colored paper can help by using the same color for things that share the same concept; change the color when the theme, chapter, or area of study changes. **Remember, brain research has show that the brain thinks in color, location, pattern, and odd numbers. Give students access to all of these. It has been proven that black ink on yellow paper stimulates learning.**

See rules for Learning Walls on next page.

CRITICAL ELEMENTS FOR USING A LEARNING WALL

Be selective and include only essential words, formulas, or concepts that students need for your topic or subject.

Add words gradually—five a week

Make words accessible by putting them where everyone can see them, use black letters and/or different colors

Practice the word list daily so the words or concepts are read and spelled easily and instantly

Make sure learning wall words are spelled correctly in all student work.

Make sure to tell the students that all of the things on the learning wall are important because they will see them over and over again, and the terms will help them in their reading and writing skills. Give students an example of one of the words that is important because others have the same suffix or root, and then add or explain three more words or terms that have the same pattern. As there are the same words with different prefixes or suffixes, show them how the root word changes meaning. (example: -ology)

THINK ALOUDS

As students think aloud, the teacher can monitor their understanding as well as see how they are thinking. Think alouds can easily be nested within instruction, and they tend to make a teacher's oral reading exercises more engaging and understandable for all students. The **KWL** strategy (Ogle, 1986) provides a framework to help readers access knowledge about a topic before they read, consider what they want to learn, and then record what they have learned once they finish reading. It helps students focus on how they will learn the content. The graphic organizer helps transfer information to long-term memory.

K Stands for **Know**-What do I already know about this topic? Before reading, students fill in this column to activate prior knowledge. (Do not use the strategy if they do not know anything about this topic.)

W Stands for **Will** or **What**-What do I think I will learn about this topic? What will I want to know about this topic? This is a prediction by the students based on a quick preview of the text to be read. This is a good time to use titles, headings, sub-headings, bold and italicized words, pictures, charts, graphs, etc. as clues. (Organization of the chapter and frontloading reading strategy) This helps to set the purpose for the reading and focus on key ideas. This step also helps students generate questions about the knowledge and read to find the answers.

L Stands for **Learned**-What have I learned about this topic? (Reflection) After reading, students can fill in their knowledge gained from the content. This is a time to clear up any misperceptions or incorrect information about this topic.

KWL, KWHL, KWGL CHARTS

K	W	W	L
What I know <small>(Before reading)</small>	What I want to know <small>(Before Reading)</small>	Where I can find the information <small>(During reading)</small>	What I learned <small>(After reading)</small>
Put what you know here	Write two or three questions you have here	Tell <u>where</u> you will look to find your answers	Write answers to questions and important information here

OR

K	W	H	L
		Tell how you will find the answers	

OR

K	W	G	L
		Tell where you will go to find your answers	

OR

CREATE YOUR OWN CHART

Anticipation Guides

The anticipation guide is a series of statements that provoke students to inventory their knowledge and opinions about a topic prior to reading. The students respond to several statements that challenge or support preconceived ideas about key concepts. This process arouses interest, sets purpose for reading, and encourages students to pose their own questions. Anticipation guides prompt students to make connections to their own background knowledge as they read, assisting them in determining what is most important in a passage.

When creating an anticipation guide the teacher first identifies the major ideas in the text. The teacher anticipates student experiences and beliefs that might either be supported or challenged by the reading. Students may have misconceptions about a topic. Five or six statements address major ideas, especially those contradicting student beliefs. The most effective statements are those the students have some knowledge about, but not a complete understanding.

As students share, discuss, and justify their responses in small groups or class discussion, they focus upon the information they gathered. They also hear what other classmates know and believe. When students read the text, they are looking for information that confirms, elaborates or rejects each of the statements in the anticipation guide. Students could underline or highlight sections that are about each statement, or use “sticky” notes in the textbook to mark passages that are/are not supportive of each statement. Students are asked to revisit their anticipation guides to evaluate how well they have understood the material and to ensure misconceptions that have been corrected.

Anticipation Guide: Forest Fires

Directions: Each of the following statements concern forest fires in national parks and forests. Take a few moments and think about each statement. Put a check next to each statement with which you tend to agree. Be prepared to support your decisions with any arguments or information with which you are familiar.

- 1. Forest fires that burn thousands of acres are among our worse natural disasters.
- 2. Forest fires prove extremely harmful to wildlife, plants, and people.
- 3. Forest fires have destroyed much of the natural beauty of national treasures like Yellowstone National Park.
- 4. Forests need fires to be healthy.
- 5. Government policies that allow naturally-occurring fires to burn uncontested in national parks need to be changed.
- 6. Natural disasters, such as forest fires, are beneficial in many respects.

Concept Definition Maps

Concept definition mapping is a vocabulary activity that provides students with a graphic organizer that encompasses the key component of a definition: Class or category, properties or characteristics, and illustrations or examples. In addition to understanding the “formal” definition of a term, this activity also encourages students to integrate their personal knowledge into a definition.

Concept definition mapping is especially well suited for teaching key vocabulary and concepts in science. Students are guided into considering questions that a complete definition would answer: “What is it?” “What is it like?” “What are some examples of it?”

Students could work in pairs to create a word map for new concepts in a science unit. Relying upon information from the reading passage, a glossary, a dictionary, and their own background knowledge, they flesh out the different facets of a concept by completing their word maps. When finished, the students consult their maps to write a comprehensive definition of the new concept. Their definitions should include the category of the word, some of its properties, characteristics, and specific examples.

Concept definition maps engage students in determining importance when reading, making connections and synthesizing their learning of new concepts.

Concept Definition Map

What is it?

Biological community
in a wide land area

What is it like?

Unique community of
plants and animals

Nature of soil influences
life

Climate and weather
influence life

Terrain and landforms
influence life

BIOME

Tropical Rain Forest

Tundra

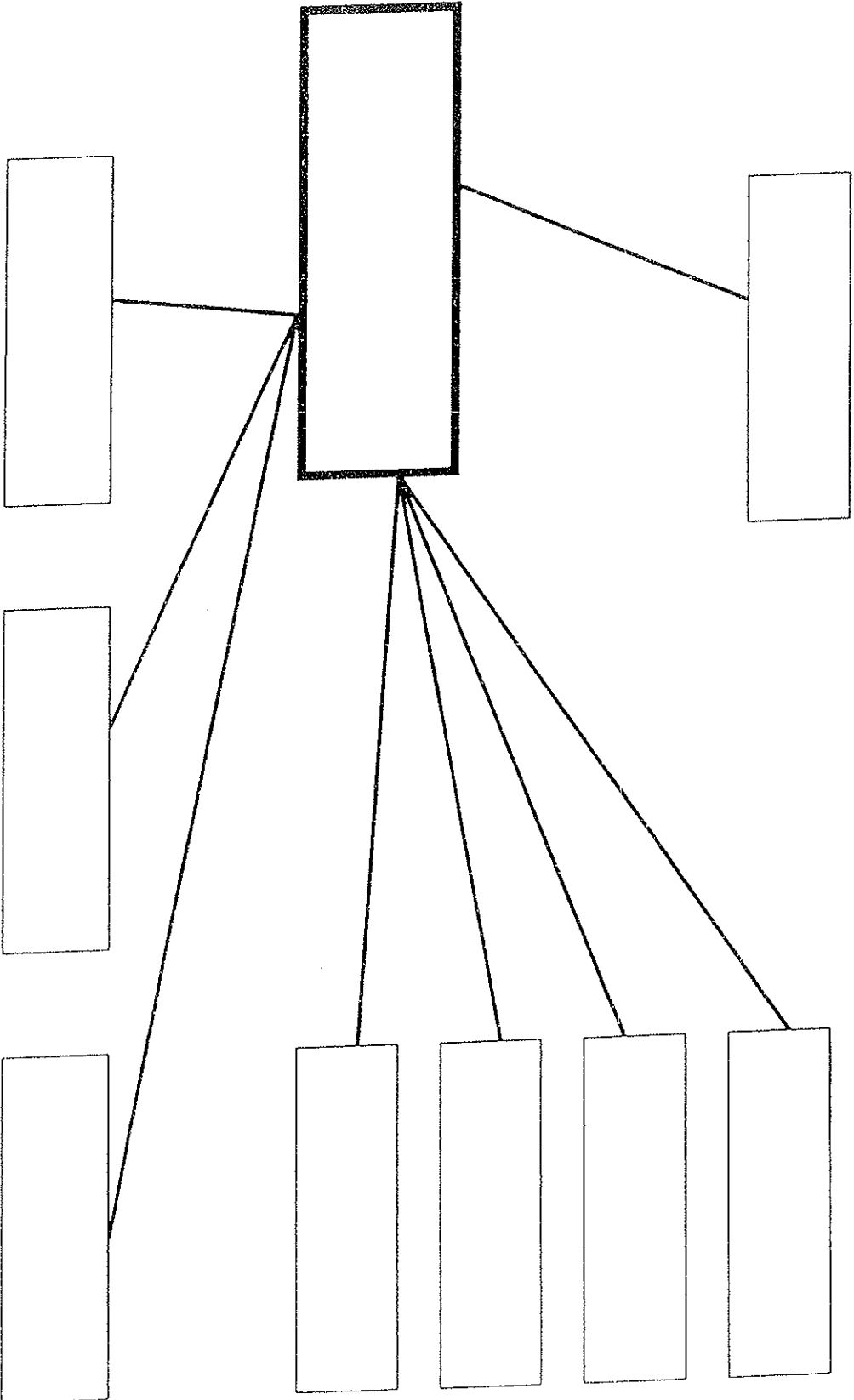
Desert

What are some examples?

Concept Definition Map

What is it?

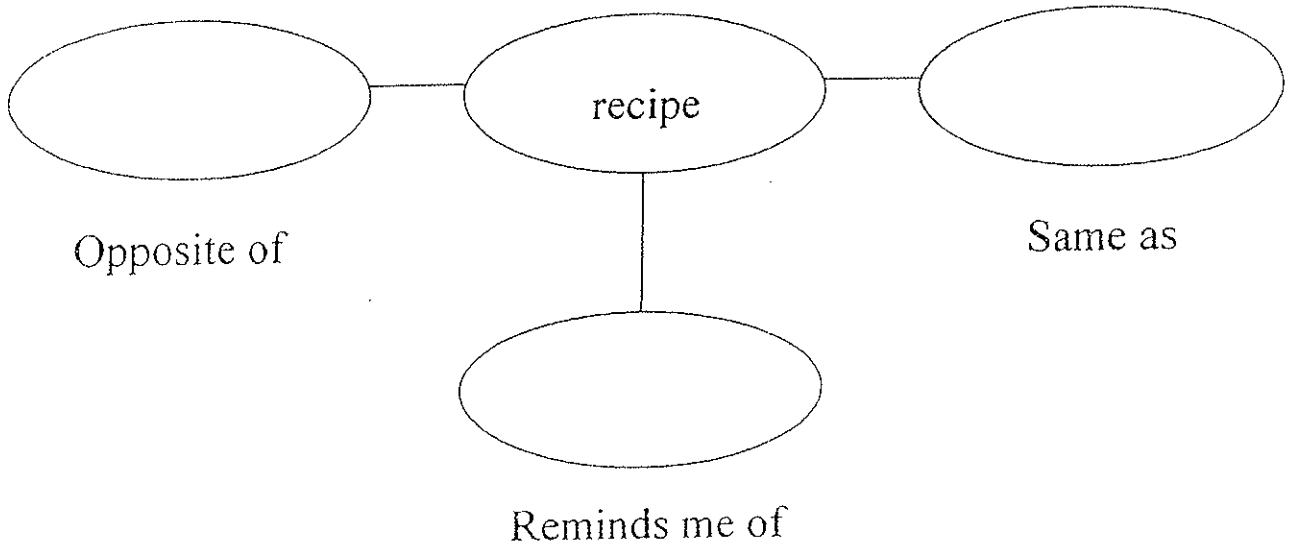
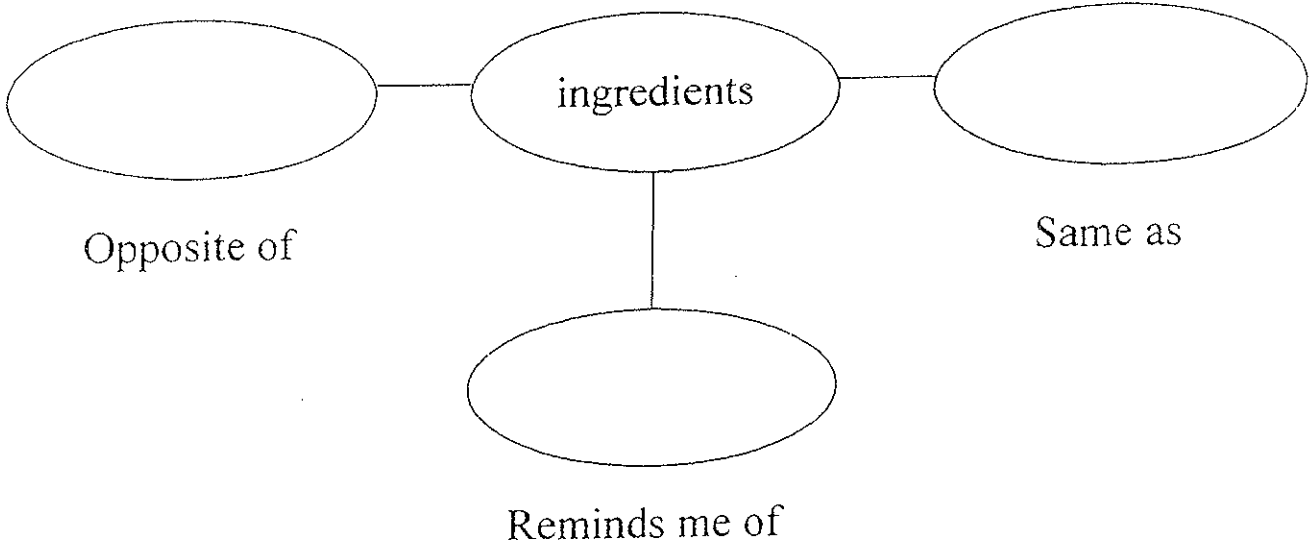
What is it like?



What are some examples?

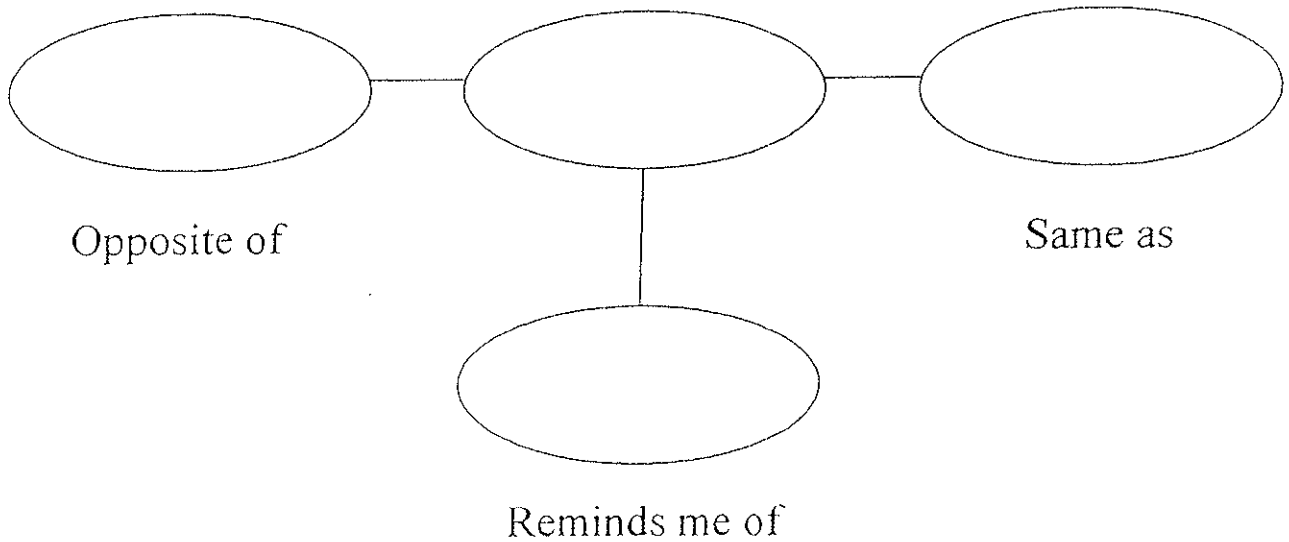
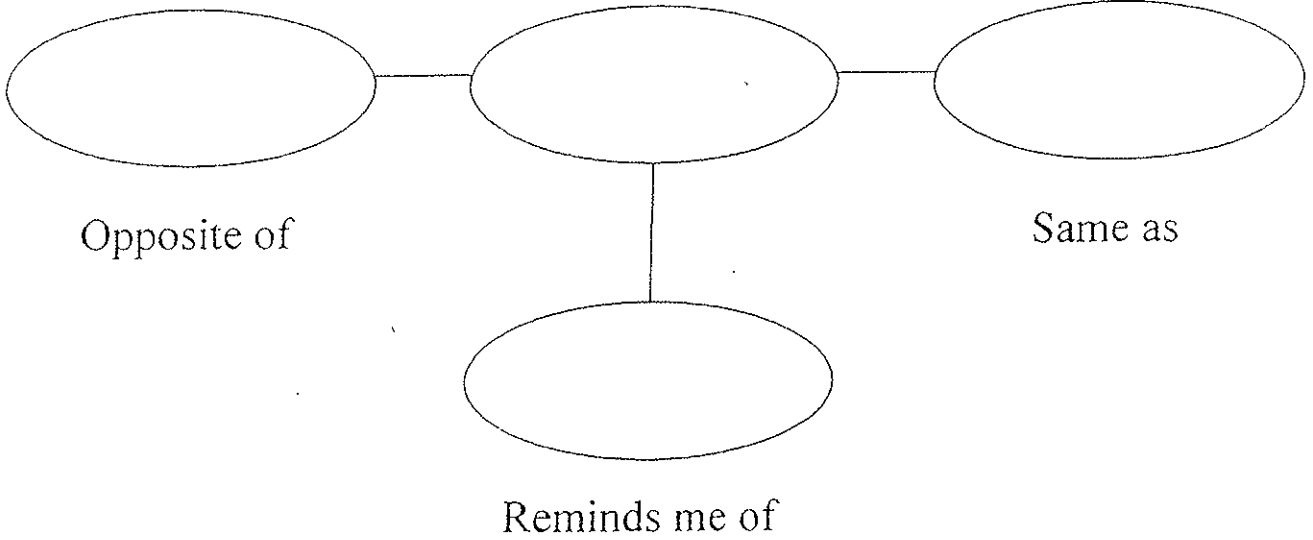
Vocabulary

Directions: Fill in the circles for each word.



Vocabulary

Directions: Fill in the circles for each word.



Graphic Outline

PROBLEM

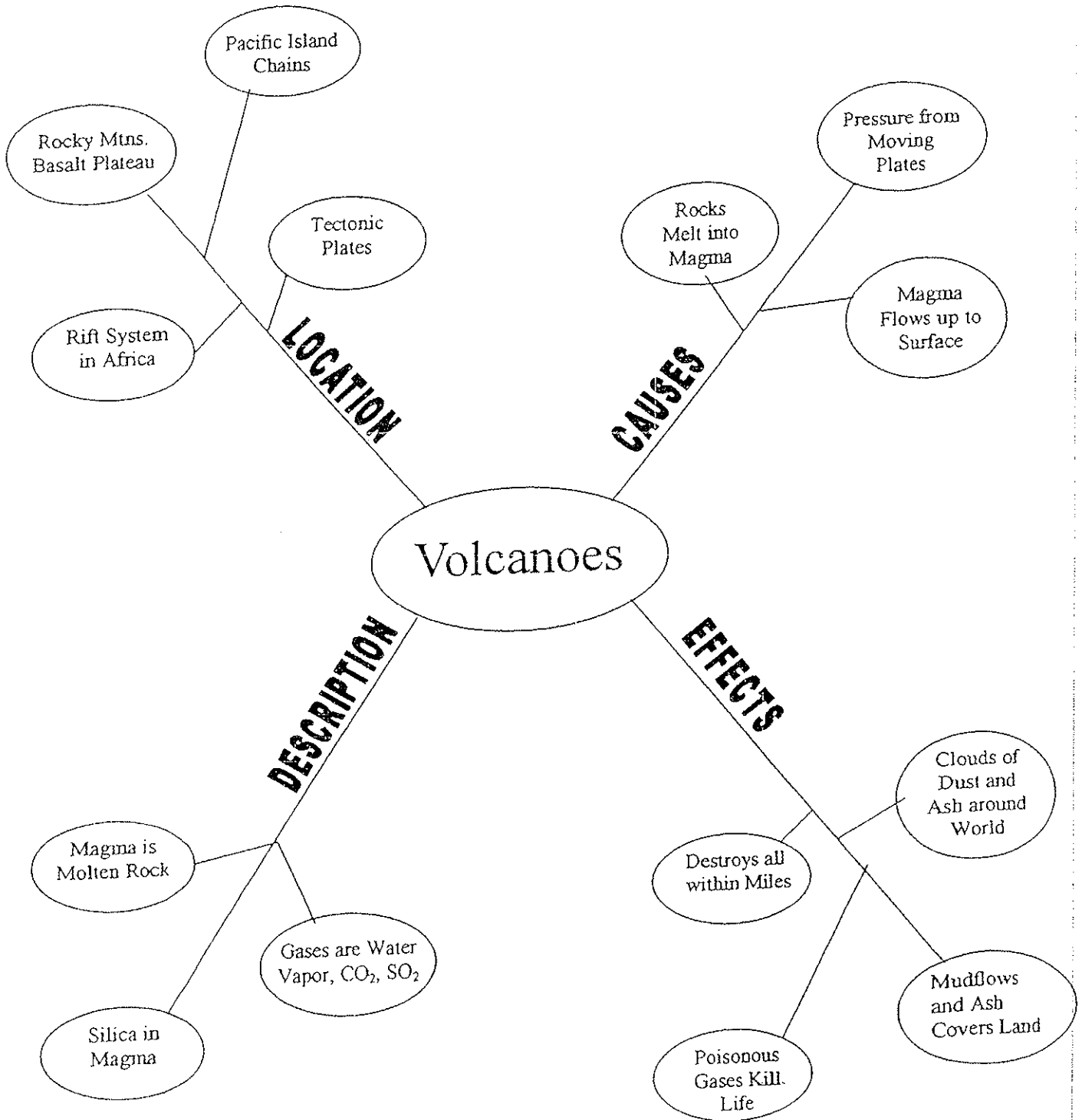
Causes of this problem

Negative effects of this problem

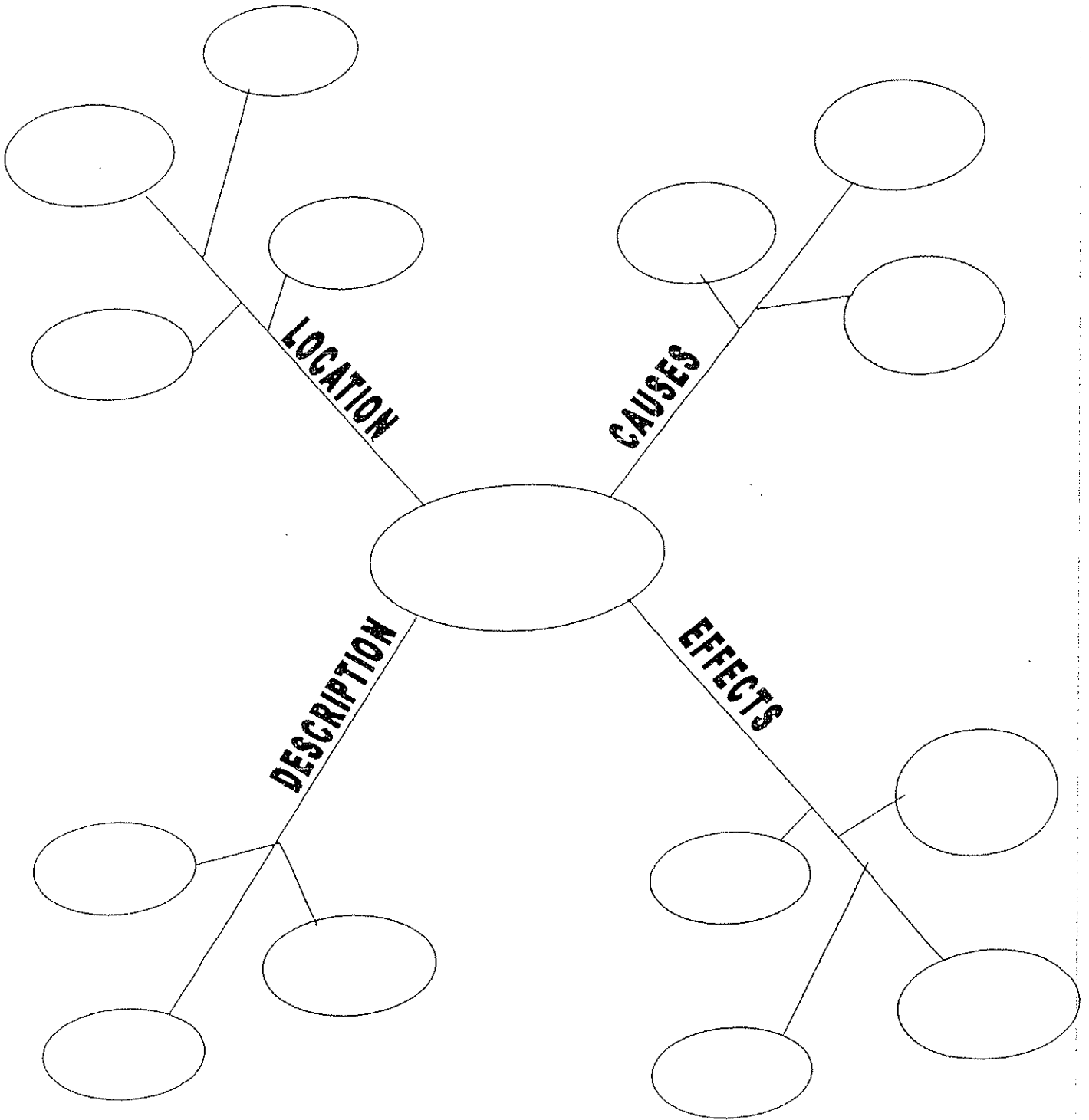
Solutions to this problem

Disadvantages of these problems

Volcanoes Concept Map



Concept Map



RAFT Writing Activity

The RAFT activity allows students to personalize their responses to learning. RAFT is an acronym for Role/Audience/Format/Topic. A RAFT activity asks students to assume a particular persona and write from that perspective as they dig deeper into a topic. The assignment is not specifically written with the teacher as an audience, but with an eye toward potential read audience for the person whose identity they are assuming. They use information gained from their research as the basis for their writing. When students assume a false persona, they are writing to demonstrate what they have learned.

For example, one student studying the Great Depression in American history might write a diary entry to herself about unfolding events as her family loses its farm to a foreclosure. A student in a world history class might assume the identity of a key historical figure and write from the perspective of a guest on a talk show, explaining his or her role in societal change. A student in a geography class might write a travel brochure for tourists about what to expect when visiting Peru.

RAFT activities encourage students to think about what they are learning from another angle and to apply new knowledge in a meaningful context. They also allow students to add their personal touches and creativity. Students are more motivated to do RAFT writing than other types of assignments because they become personally invested in their role and are using information rather than merely reporting it. RAFT assignments are tailor-made for sharing among students in small groups or for inclusion in a collection of student writing about topics within a study unit that can be shared with the entire class. RAFT activities involve students in visualizing, determining importance of information, making inferences and most specifically, synthesizing.

Examples of RAFT Assignments

Role	Audience	Format	Topic
Newspaper Reporter	Readers in 1870's	Obituary	Qualities of General Custer
Lawyer	U.S. Supreme Court	Appeal Speech	Dred Scott Decision
Abraham Lincoln	Dear Abby	Advice Column	Frustrations with his generals
Oprah	Television Public	Talk Show	Women's Suffrage in the early 20 th century
Frontier Woman	Self	Diary Entry	Hardships in West
Constituent	U.S. Senate	Letter	Need for Civil Rights legislation in the 1950's
Chemist	Chemical Company	Instructions	Dangerous combinations to avoid or how to dispose of chemicals
Graham Cracker	Other graham crackers	Travel guide	Explain how the journey through the digestive system takes place
Plant	Sun	Thank you note	Sun's role in the Plant's growth
Square Root	Whole Number	Love Letter	Explain the relationship
Repeating Decimal	Set of Rational Numbers	Petition	Prove you belong to this set
Cook	Other cooks	Recipe	Ingredients for developing alcoholism
Julia Child	TV Audience	Script	How yeast works in bread
Doctor's Association	Future Parents	Web Page	Need for prenatal nutrition
Lungs	Cigarettes	Complaint	Effects of smoking
Mozart	Prospective Employer	Job Interview	Qualifications as a composer
Comma	Ninth-grade Students	Job Description	Use in sentences
Advertiser	TV Audience	Public Service Announcement	Importance of fruit
Trout	Self	Diary	Effects of acid rain on lake
Huck Finn	Jim	Telephone Conversation	What I learned during the trip
News Writer	Public	News Article	Ozone layer is being destroyed

Frayer Model

The Frayer model is a graphic organizer that differentiates characteristics, defining an important concept from those merely associated with it. As students complete a Frayer model grid, they are prompted to distinguish between examples representing the concept and non-examples. As a result, students construct rich and sophisticated meanings of important vocabulary terms.

A Frayer model grid contains four compartments for recording information about a concept: essential characteristics and nonessential characteristics, examples and non-examples. It can be given to students as a worksheet or developed by the teacher on the board or on a transparency. It can serve as a guide to students as they read.

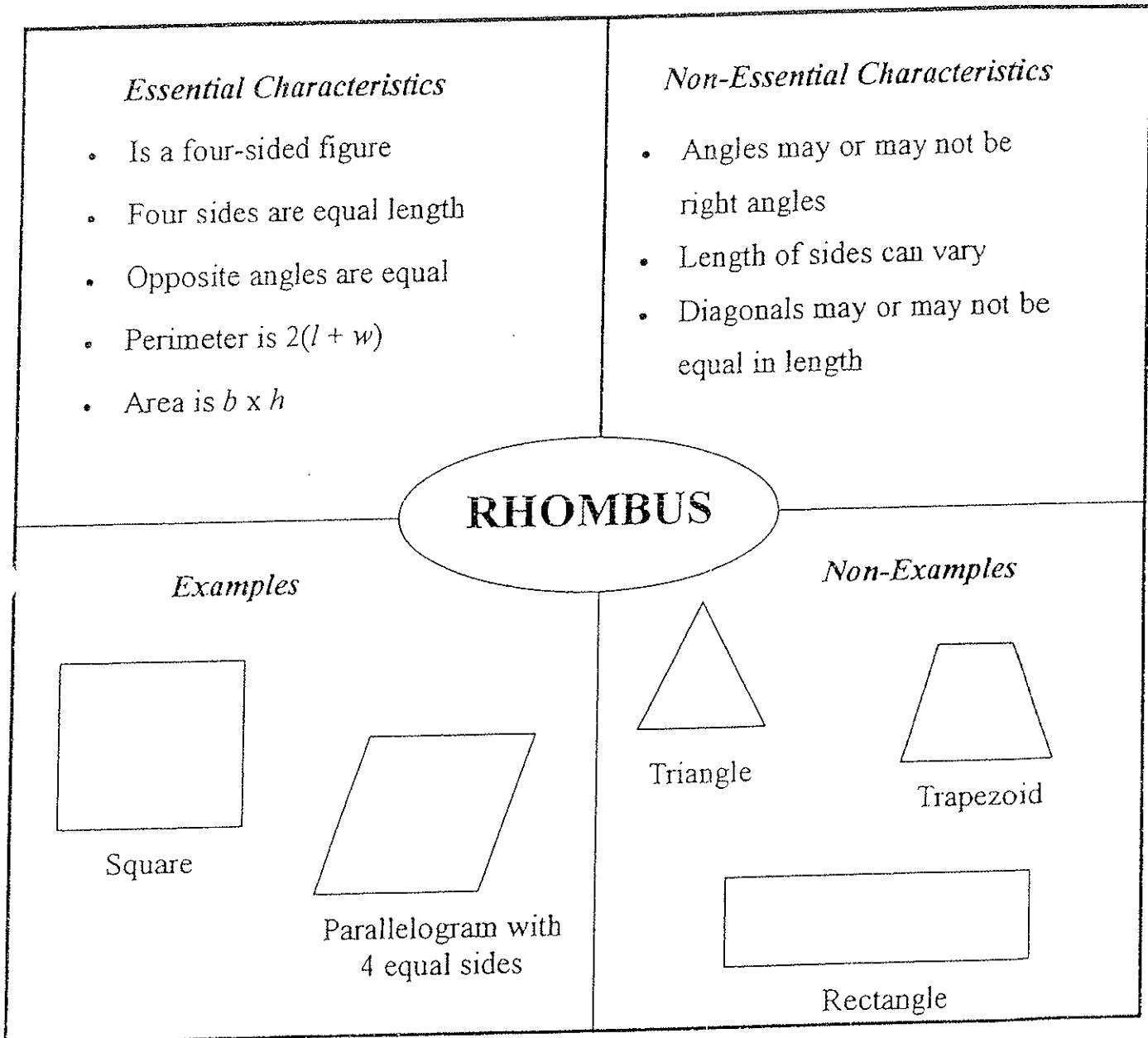
To introduce this activity, the teacher will break students into cooperative groups tasked with listing as many concept examples as possible. The examples are recorded on the chalkboard and students are encouraged to add to the list or challenge examples offered. Then student analyze these examples to ascertain what all have in common. In so doing, the students identify key characteristics of a concept.

As students read, they locate information which belongs in each of the four model quadrants. A natural result of this activity is that students confirm or reject information generated earlier from the class as they complete the grid.

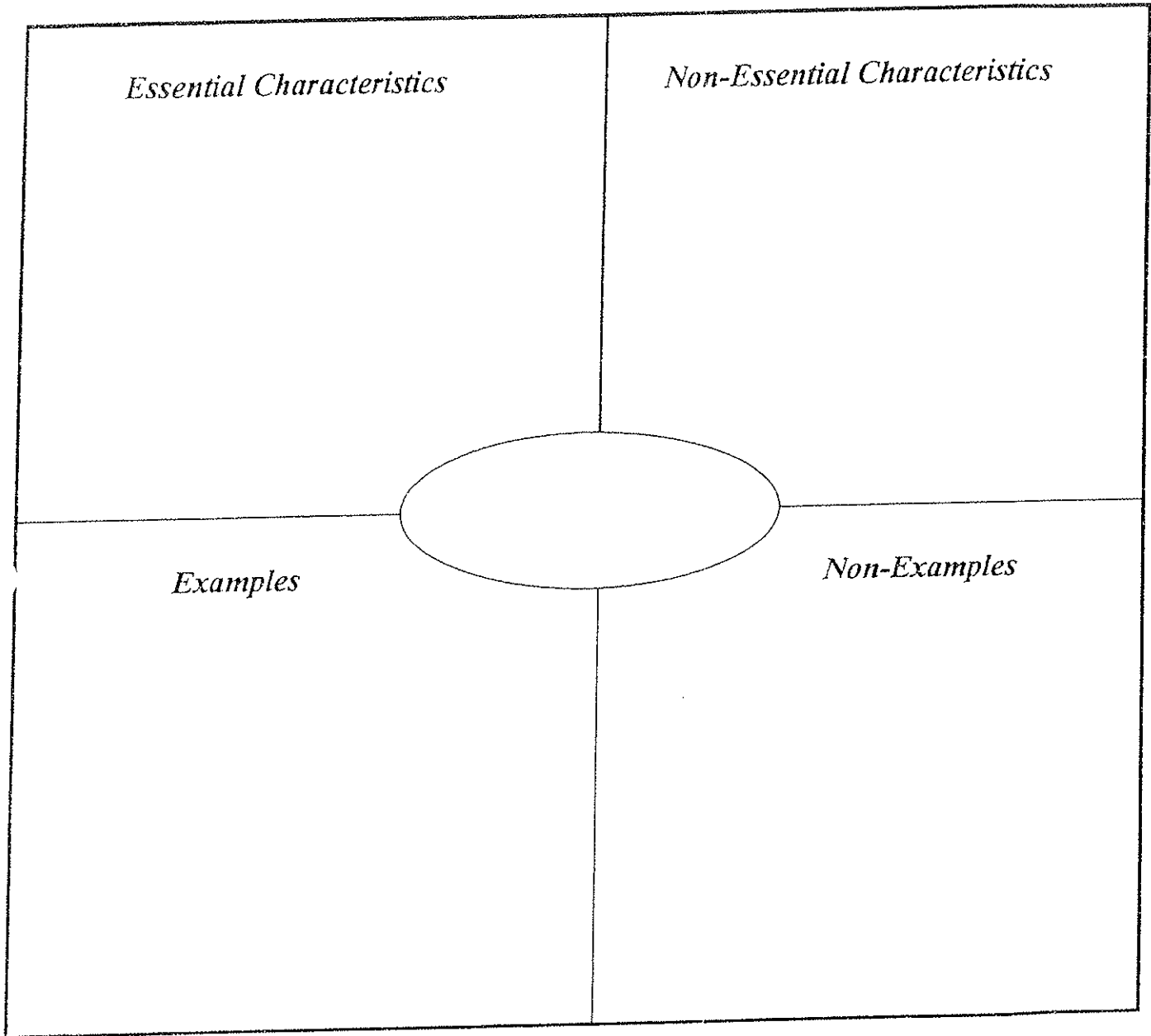
After reading, the teacher leads a discussion on the examples and characteristics that students were able to confirm from the text. Other characteristics and examples are then placed in the non-essential or non-example quads.

As a final step, the students write a definition of the concept including all key or defining characteristics. This model emphasizes making connection, self-questioning, determining importance, making inferences and synthesizing.

Frayer Model



Freyer Model



Visual Prediction Guide

Visual information such as: charts, tables, graphs, and illustrations are often key components of career/technical materials. Publishers tend to adopt an either/or policy to satisfy space demands. Information is either presented in words or in visuals, but rarely both. As a result, students need to pay careful attention to visual information if they are to successfully learn from many current texts.

The Visual Prediction Guide is an activity that guides students in “reading” visual information in texts. Because many students may skip over this information when hurrying through an assignment, they can benefit from more in-depth study of how visuals contribute to understanding.

FIRST: The teacher talks students through a text offering using only visual information. Students note its form: Charts, diagrams, or illustrations.

NEXT: The teacher asks students to consider why the author included this information in visual form and how it enhances their understanding of a text.

THEN: Students also brainstorm two or three questions a visual addresses.

DURING READING: The teacher provides study questions requiring students to connect visual elements with information provided as prose. In addition, students can be asked to evaluate how the visual contributed to their understanding and whether additional visuals might enhance their learning.

FINALLY: Students can be asked to create their own visual alternatives. They could work with a partner or groups to create visuals for text lacking them. They could improve a text’s visuals by examining what made the visual hard to understand. These can be affixed to the text page on sticky notes. In effect, students become illustrators for their own textbooks. Creating charts or graphs to represent text is an especially powerful strategy to integrate visual learning into a content text.

VARIATION of the ACTIVITY: A student could be asked to copy important visuals into a notebook. This requires the students to carefully notice elements of a visual that might otherwise be overlooked.

COLUMN NOTES

The column note format, based on the Cornell Note Taking System, has many variations depending on the purpose of the teacher and the content being read. Column notes are best used when teaching the advanced comprehension skills like: cause and effect, compare and contrast, similarities and differences, predict outcomes. Information is grouped according to type, then arranged in columns. Two column notes are the easiest because the students can fold the paper down the middle to create the columns. The number of columns can be increased depending on the type of information and the purpose of the notes.

COLUMN ONE	COLUMN TWO
Main idea	Details
Cause	Effect
Vocabulary word	Definition
Question	Answer
Fact	Opinion
Prediction	Outcome

OR

COLUMN ONE	COLUMN TWO	COLUMN THREE
Vocabulary	Definition	Sentence/example
Topic	Explanation	Supporting details
Questions	Notes from reading	Class discussion
Key term/concept	In my own words	Picture
Process	Procedure	Results

As students learn to do this process the teacher can have some columns filled in and students write in information during presentation or discussion.

Two Column Notes

Family and Consumer Education

Habits

Definition of Habits	1. Habits: patterns of acting, thinking, feeling are repeated until automatic 90% of our behavior habitual
Why we have habits	2. Habits Are Survival Techniques -can do one thing while thinking of something else (talking while driving. -helps us to adapt to change -calms body-reduces stress just act automatically
Some effects of habits	1 st Hab. =eating to feel good, not just for hunger
Why practice is important in school/sports	Hab. In School From practice (multiplication tables) Music- playing the right notes Athletics- form bad habits if you do not practice.
Why habits are hard to break	Hard to break Need to unlearn-Brain cells have to Be programmed for new Behavior Why Neg. Hab. Hard to break to overcome smoking, overeating, biting nails
Types of bad habits	Fears Neg. Habit such as heights, animals, snakes, spiders, dogs

Habits are necessary for our survival, because we can do many things at one time, without thinking. Bad habits are hard to get rid of.

Questioning the Author

Questioning the author is an activity that can help students cope with challenging texts. It conditions students to think about what the author is saying, not what the textbook states. This begins as a dialogue between the teacher and students about an author's intentions and goals in a text. At first the teacher walks students through a segment of text by asking a set of questions.

Model Questions

- * What does the author seem to think is most important?
- * What is the author's message?
- * Does the author assume we already know something here? If so, what?
- * How does this connect with what the author has told us before?
- * Is this consistent with what the author told us before? If not, why not?
- * Does the author tell us why?
- * Did the author explain this clearly? If not, what was unclear?
- * How could the author make this easier to understand?
- * What is the author's "attitude" toward this?

This is a teacher discussion during reading. Students might read a part of the passage before the teacher interjects a discussion break and poses some of the questions from above. The teacher's role is to model how a proficient reader uses strategies to make sense of confusing or difficult text. As the discussion about what the author is trying to communicate unfolds, the teacher affirms key points offered by students, sometimes paraphrasing them and encourages students to examine the text for clarification. Students can begin asking questions on their own after they have practiced this with the teacher.

Mathematics Reading Keys

Especially significant questions for math are “What does this author assume I already know?” and “What previous math concepts does this author expect that I remember?” The Mathematics Reading Keys can be used to provide practice in using these strategies. Students can work with a partner to read portion of the math text during class time. Typically, such reading is assigned as independent work, and many students overlook it and attempt to solve problems by trying to mimic the examples provided in the text. As students follow the keys and reach points of confusion, they use their peers as resources or as a final resort, consult the teacher. **A critical study requirement for students is mastery of the language of mathematics.** This activity encourages students to develop working definitions of key terms to translate math into language meaningful to them. They then file their definitions, along with formal math language, in a section of their notebook or on index cards. These keys emphasize: self-questioning, determining importance, making inferences, synthesizing and monitoring comprehension.

Mathematics Reading Keys Bookmark

1. Read carefully and make sure each sentence makes sense.
2. Try to summarize what you read in your own words.
3. When you encounter a difficult word, try to think of easier words that mean the same thing and substitute.
4. Talk over what you read with a partner:
 - a. To ensure you got it right.
 - b. To clear up anything you don't understand.
5. Be on the lookout for:
 - a. Things the author thinks you already know.
 - b. Things you have learned in math before.
6. “Read” with a pencil:
 - a. Work the examples as you read them.
 - b. Re-read each section after trying the examples.
7. Make your own definitions for key terms and keep them in a section of your notebook or on index cards.