

## CARD SORT – ENGLISH LANGUAGE ARTS

Individually students in their chromebooks or on a piece of paper: “Reflect on these five “labels”: a brain, an athlete, a basket case, a princess, and a criminal. What thoughts come to mind regarding their commonalities? What do these labels have to do with you? Your school? Write at least 5-7 sentences about what words come to mind and why.

- Quick Write (K20 Strategy)

After learning about Greek and Latin roots, ask students to respond on a notecard: “How can knowing the roots of words help you with reading, writing, and spelling?”

- Exit Ticket (K20 Strategy)

There is a designated place in the classroom where students put questions that they didn’t want to ask during the lesson.

- Parking Lot (K20 Strategy)

Students complete the chart on what a Siren is before participating in the lesson and finish after.

- I Used to Think...But Now I Know (K20 Strategy)

While reading a short story, have students take notes on a piece of paper chart what they notice and still wonder about as they read.

- I Notice, I Wonder (K20 Strategy)

Have students read statements on handout about love/marriage and then label them as “always true,” “sometimes true,” or “never true.” Instruct students to explain their reasoning for why they choose each label under each statement.

- Always, Sometimes, or Never True (K20 Strategy)

Students participate in a Honeycomb Harvest activity to categorize statements according to their mode of persuasion-logos, ethos, or pathos.

- Honeycomb Harvest (K20 Strategy)

Students use red, yellow, or green sticky notes to color-code their comfort level with understanding the classical essay format.

- Stoplight Stickies (K20 Strategy)

With a partner, students create a Venn diagram comparing and contrasting two main characters and determine which is the protagonist and which is the antagonist of the story.

- Venn Diagram (K20 Strategy)

### Assessment of Learning

Students take turns writing their definition of the slang on notebook paper; they then pass it to another student in the class or down the rows. When all students have written a guess on at least one of the notebook papers, they should return the paper to the student who started the chain note. Share with the group.

- Chain Notes (K20 Strategy)

### Assessment as Learning

**Assessment for Learning**