Steps to Achieve 3000 Success

Student guide

- The following steps which are highlighted need to be completed *on paper*.
- The following steps **not** highlighted are to be completed using the Achieve 3000 website.

| Step One: | | |
|--|---------|--|
| Name of Student: | Date: | |
| | | |
| Title of Article: | | |
| Step Two: Write down each vocabulary word provided. Also, add a synonym. | | |
| Vocabulary Words | Synonym | |
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| Step Three: Copy the "Thought Question." | | |
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| Step Four: Complete a Do/What chart for the "Thought Question" writing activity. | | |
| Do | What | |
| | | |
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Step Five: Complete "Before Reading Poll" and your short written response, click submit.

Step Six: Read the article.

| Step Seven: Read the article again, this time "Summarize" as you read. You can chunk the pa | aragraphs to get the main ideas. |
|--|--------------------------------------|
| This section is designed to assist you in completing the "Thought Question" (refer to your Do each paragraph in the article that is essential in answering the questions and helping you com also help you understand the text you are reading. | |
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| Step Eight: Below, answer the "Thought Question." It should be a minimum of five sentence | |
| Thought Question Response (use your "Summary" Notes for guidance and the Do/What of | chart as a check-off list): |
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| Step Nine: Complete the "Activity" and record your score (Your goal is 75% or h | nigher) |
| | ngner). |
| Step Ten: Complete "After Reading Poll." Click submit. | |
| Step Eleven: Students track your activities in the Activity Tracker after each activity complete activity tracker sheet per class subject. | ed in each class. You should have an |
| Please answer the questions below if you did not pass the article with a 75% or a | higher and show your teacher. |
| 1. Did I follow all the template steps and complete them? | Yes or No |
| 2. Did I read the article at least twice before answering the activity questions? | Yes or No |
| 3 Did Lask my teacher for heln/clarification? | Yes or No |