

Annotated Reading with SOLO Squares, June 2& 3, 2014

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Background

SOLO stands for the **Structure of the Observed Learning Outcome**, it is a taxonomy classifying learning outcomes by the level of their complexity. It was developed and published by John B. Biggs and K. Collis in *Evaluating the Quality of Learning: The SOLO Taxonomy*, New York: Academic Press, 1982. SOLO subsequently has gained popularity as a rubric as well as a thinking map called SOLO squares.

Lesson Goals

1. Students will be able to identify key concrete details and segments of analysis in an assigned text.
2. Students will be able to group, categorize, or relate key concrete details and segments of analysis in an assigned text.
3. Students will be able to explain the structure or groupings of an author's argument.
4. Students will be able to explain the thesis or central argument in an assigned text.

Questions to Ask

1. What is the author's thesis?
2. How can the elements of the author's argument be related or grouped?

Materials Required

1. SOLO square handouts (one for each student)
2. Large newsprint sheets (one for each team)
3. Assorted colored markers
4. Printed SOLO square rubrics

Lesson Structure

Preparation

1. Students have previously been introduced to the SOLO taxonomy and SOLO squares. They have completed at least one activity with SOLO squares.

2. The students have been assigned to read and annotate an argumentative essay.

In-class Activities

3. Using a SOLO square sheet, each student, working alone, will place significant concrete details and segments of analysis in the outer square on their sheet.
4. Students, working alone will group related information from the outer square and place it in the next inner square. The groupings should be clearly seen and obvious to any other reader.
5. Students will share with their team their groupings and relationships that bind them.
6. Using newsprint and markers, student teams will create a large version of the SOLO squares will commonly agreed upon concrete details, segments of analysis, and groupings.
7. Students write out the author's thesis in the center square of SOLO square handout and in the larger version created by the team.
8. The instructor will circulate throughout the room and ask the students question about their work (during steps 6 and 7).
9. The large (team) version of the SOLO squares will be turned into the instructor while the small (individual) version will be placed on the left side of the current entry in their interactive notebook.

Debrief

10. The instructor will evaluate and score the team-generated SOLO squares.
11. A whole-class discussion will occur in which the instructor and students will evaluate the lesson and its results.