**WHAT PROFICIENT READERS DO [[1]](#footnote-1)**

Researchers in reading comprehension have identified the strategies proficient readers use. These strategies listed below to the left create a mosaic that excellent readers create as they read--a mosaic constructed of diverse pieces, each integral to the whole, and each essential to comprehension.

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategies** |  | **Explanation of Key Strategies** | **Tools That Teach Key Ideas** |
| **Proficient readers are clear about their purpose for reading and preview the text before they read.** |  | Proficient readers understand why they are reading a particular text and read some text more carefully based on their purpose. They also review the text to examine its structure (how it is organized) and to get a notion of what it might be about. | * Reading with a Purpose (House) * Thieves * Feature Story * CATS: Text Organizational Structure Survey |
| **Proficient readers tap their prior knowledge about the subject before they read.** |  | Proficient readers use their relevant prior knowledge before, during, and after reading to enhance their understanding of what they’re reading. | * KWL and its adaptations * Dump and Clump * Anticipation Guides * STRAP |
| **Proficient readers use meta-cognitive strategies (word learning and “fix-up” strategies) in the reading process to Lift meaning from the text.** |  | Proficient readers monitor their comprehension during reading and are aware of when they understand and when they don’t. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem-solving strategies including skipping ahead, rereading, asking questions, using a dictionary, and reading the passage aloud. These are meta-cognitive strategies.. | * Think Aloud * Insert Strategy * Click and Clunk * Clarifying Cue Card * Four Square Concept Box (Frayer Model) * I Have... Who has...? |
| **Proficient readers make connections when they read.** |  | Proficient readers relate unfamiliar text to their prior world knowledge and/or personal experience generally in three forms: a) text to self connections, b) text to text connections, and c) text to world connections. | * Think, Pair, Share, (Four) Square * Ticket Exchange * LINK Thinking: List, Inquire, Note, Know * Text Connect |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategies** |  | **Explanation of Key Strategies** | **Tools That Teach Key Ideas** |
| Proficient readers determine the most important ideas or themes |  | Proficient readers identify and keep track of key ideas or themes as they read by taking notes, marking passages, using sticky notes and the like, and they distinguish between important and unimportant information. | * Folder File Folder * Cornell Notes * Folded Book Mark * Plus, Minus, and Interesting * STRAP |
| Proficient readers synthesize as they read |  | Proficient readers track their thinking, monitor the overall meaning, and note important ideas and concepts in the text as they read to get the overall meaning. | * Get the Gist * Wrap It Up * Consensus Definition * Pie Partners |
| Proficient readers evoke images while reading. |  | Proficient readers create a wide range of visual, auditory, and other sensory images as they read. They use images to draw conclusions, to create interpreta-tions of the text, and to recall details, and to enhance comprehension. | * Movie of the Mind * Open Mind |
| Proficient readers ask questions. |  | Proficient readers spontaneously generate questions before, during and after reading and use questions to clarify meaning, speculate about text yet to be read, determine an author’s intent, style and proficient readers understand many of the most intriguing question are not answered explicitly in the text. | * Thick and Thin * QAR * Stretch It * STRAP |
| Proficient readers make predictions and inferences. |  | Proficient readers use their prior knowledge plus the information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text. | * Guess and Adjust * PACA * Tea Party and We Think |



1. The student doesn’t understand the text. He experiences failure and frustration.
2. The student then practices “avoidance” of reading. The teacher compensates by providing “reading welfare” –providing the content in other ways.
3. The student experiences a loss of self esteem and develops learned helplessness.
4. The teacher assigns less and less text and the student makes no improvement. The student moves on to the next level and this process repeats itself.
5. The teacher assigns text reading. The student makes an attempt to read.

Tools For Collaborative Group Work

Think—Pair—Share—(Four) Square[[2]](#footnote-2)

**Purpose:** Think—Pair—Share—(Four) Square is a good tool to use when you want to get students to reflect on a topic by themselves and then with others. It can be used to tap prior knowledge before reading a text or starting a lesson. The strategy can also be used for review or reflection purposes. It is a social activity that promotes movement and discussion among students.

**Procedure:**

1. THINK: For about two to three minutes students individually think about a question, topic or concept and if appropriate, jot down their thoughts.
2. PAIR: Students quickly find a partner.
3. SHARE: Students spend about four minutes total discussing their thoughts with a partner. Both students must be prepared to share their discussion with the class.
4. (Four) Square: Student pairs then “square up” with another pair. They remain standing and further discuss the topic or prompt. Each student gets one minute to share their own point of view or information with the others.
5. Optional: After the class discussion, students write answers to the questions or write summaries about their discussion of the topic or concept.

**Using Think-Pair-Share During Reading of Content Area Materials**

1. Stop at a predetermined point in the reading.
2. Give students a prompt to discuss. The prompt can be a question, a concept, or making a prediction to discuss.
3. Direct students through the procedure by saying:
   1. "It’s time to think."
   2. "Now pair and share."
   3. “Now form a four square and share together. Be prepared to share what you have learned from your partners.” Add some system for recording notes as you go or stop after each four square and discuss the prompt as a class, eliciting key ideas from the reading.
4. Continue with Steps 1 – 3 until the passage is read.

**Stand Up, Hand Up, Pair Up[[3]](#footnote-3)**

**Purpose:** Stand Up, Hand Up, Pair Up is a classroom routine for helping students quickly find a partner for work and discussion.

One can use this routine to:

* increase structured oral language development and academic language development;
* increase active student engagement and cooperative learning;
* practice and review of concepts or extending the learning by revisiting and discussing related topics;
* create a change of state that increases attention by providing an opportunity to get up and move about; and
* provide a closure to the lesson, period, or day.

**Procedure**:

1. The teacher states: “STAND UP, HAND UP, PAIR UP.”
2. Each student quickly stands up and puts his hand up in the air.
3. Students pair up with the closest person not in/on their team (not sitting next to them).
4. As soon as a partner is found, both students in that team puts his hand down.
5. The teacher can designate which partner will begin or let the partners decide who will start.
6. The teacher asks question or provides a prompt for the exchange.
7. Partners share with each other.

Repeat the process as often as needed to have an adequate exchange with several partners and to meet your purpose. You may use music as a signal to start and stop each exchange. You may need to establish some ground rules as students move about forming partnerships such as: All persons participate. If you hand is up and her/his hand is up, you may not reject the partnership. In a few minutes, you will be moving on to another partner.

Give One, Get One[[4]](#footnote-4)

Give One, Get One is one activity you can use to build or activate students’ relevant background knowledge (schemata) before starting a lesson or unit or before reading the text. It can also be used after reading the text for review purposes.

**Purpose:** This collaborative activity serves two purposes including:

* raising students’ awareness about the relevant content knowledge they already have, and
* increasing that knowledge.

**Procedure:**

1. Have the students fold a piece of paper lengthwise to form two columns and write, "Give One" at the top of the left-hand column and "Get One" at the top of the right-hand column.
2. Have students brainstorm a list of all the things they already know about the topic they will be studying, writing the items down in the left-hand column.
3. After they make the list, have them talk to other students about what is on their lists.
4. Have students write any new information they get from these discussions in the right column of their lists, along with the name of the person who gave them the information.
5. Once everyone has given and gotten information, have the whole class discuss the information students have listed.
6. Again, have students write any new information they get from this discussion in the right column of their lists.

***Some suggestions for implementation-****As students brainstorm their individual lists, circulate around the room and provide information or ideas struggling to come with any of their own. That way, when it is time for students to circulate and share information, no one has an empty list.*

*Discuss the final lists of information with the aim of making sure they are accurate. Sometimes, students may have faulty content knowledge and it is important that they learn to discard incorrect information before starting the unit. Model drawing a line through incorrect facts. The following blackline can be used. And following the two columned outline, Kinsella provides another template that can be used.*

Give One Get One (Form A)

Name Date Section:

|  |  |
| --- | --- |
| What I know about the topic: | Ideas others give me about the topic: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Give One, Get One (Form B)**

Name: Date: Section:

DISCUSSION FOCUS:

BRAINSTORM Write three key ideas about



REWRITE Choose one idea to rewrite using the sentence starter.

Sentence Starter: A critical idea about is

DISCUSS Share an idea with three classmates. Take notes on their ideas.

|  |  |
| --- | --- |
| Name | Idea |
| 1. |  |
| 2. |  |
| **3.** |  |

REPORT OUT: Prepare to report one of your classmate’s ideas to the class.

# READING WITH A CLEAR PURPOSE

Hand out a copy of “The House” to every student. Then:

1. Ask students to read the piece and circle with their pencil whatever they think is important. (Key point-most students jump into the activity and don’t clarify the main focus of the reading. This lesson will help them build the understanding that effective readers always have a purpose.)
2. Ask students to read the piece again and this time use a pink highlighter to make places in the text a robber would find important. Student will notice that having a purpose makes it much easier to highlight important points.
3. Have the students read the piece a third time. Ask them to mark with a yellow highlighter any places in the story that a prospective home buyer might think are important. By now, it will be obvious how much easier it is to determine what is important when the reader has a purpose.
4. Ask students what they notice about the three times they highlighted. Point out that the first time was probably the hardest, because they didn’t have a purpose.
5. On an overhead transparency, jot down what students think is important for the robber and for the homebuyer. Compare the two lists and discuss why each item is important. If an item is on both lists, discuss why both a robber and homebuyer would find it important . Once students see the importance of establishing a purpose when they read, it’s time to teach them different purposes for reading. Knowing purpose is necessary prior to determining which note-taking strategy will be most effective.

**Alternative Directions**:

1. Divide students into groups of three.
2. Each student in the group receives “The House” reading but with a different set of directions (see attached pages).
3. Students follow their instruction while reading.
4. Afterwards, they discuss and compare.

Please read the following article and highlight or underline those sections that you think are important.

Please read the following article and highlight or underline those sections that would be important if you were considering buying the house.

Please read the following article and highlight or underline those sections that would be important if you were considering robbing the house.

**The House[[5]](#footnote-5)**

Two boys ran until they came to the driveway. “See, I told you today was good for skipping school,” said Mark. “Mom is never home on Thursday,” he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. “I never knew your place was so big,” said Pete. “Yeah, but it’s nicer now than it used to be since Dad had the new stone siding put on and added the fireplace.”

There were front and back doors, and a side door that led to the garage, which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. “Don’t worry, the nearest house is a quarter mile away,” Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn’t go to the basement because it had been damp and musty ever since the new plumbing had been installed.

“This is where my dad keeps his famous paintings and his coin collection,” Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he’d discovered that his dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother’s closet, which was filled with furs and the locked box that held her jewels. His sisters’ room was uninteresting except for the color TV that Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters’ room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.

**THIEVES: THOROUGHLY PREVIEWING TEXT[[6]](#footnote-6)**

To effectively and thoroughly preview texts, students are encouraged to be THIEVES. What is THIEVES? This strategy embodies the essential components of an intensive reading preview and is readily applicable to a wide range expository material. Students are encouraged to sneak into the chapter and “steal” information ahead of time. Instruct them to take as much as they can. THEIVES identifies the elements of the textbook chapter that should be thoroughly surveyed, perused, and pondered in advance of actual reading.

**Purpose:** Using THIEVES will help students tap their prior knowledge before reading as well as become clear about how the text is structured, what supports the author has provided to the reader, as well as clarify their purpose for reading.

**Procedure:**

1. Creator Liff Manz suggests that the teacher introduces this tool to students by telling them that they are about to become thieves. The teacher then explains that THIEVES is a memory enhancer—an acronym for what great readers do before they read to preview the text.
2. The component letters are listed and students are then challenged to discern what strategies that great readers do that each letter represents. Student responses are recorded on the board, overhead, or computer and projected for all to see.
3. The first time you use this tool in class, you should have students work together as a class to complete a THIEVES Practice Sheet. During preliminary applications of THIEVES, students should be encouraged to highlight what they preview or use sticky notes to mark the text if highlighting is not possible.
4. Then make THIEVES an integral step in reading textbook chapters and other expository selections throughout the year.

The Elements of THIEVES

|  |  |
| --- | --- |
| Title | What is the title?  What do I already know about this topic?  What does this topic have to do with the preceding chapter?  Does the title express a point of view?  What do I think I will be reading about? |
| Headings | What does this heading tell me I will be reading about?  What is the topic of the paragraph beneath it?  How can I turn this heading into a question that is likely to be answered in the text? |
| Introduction | Is there an opening paragraph, perhaps italicized?  Does the first paragraph introduce the chapter?  What does the introduction tell me I will be reading about?  Do I know anything about this topic already? |
| Every first sentence in a paragraph | What do I think this chapter is going to be about based on the first sentence in each paragraph? |
| Visuals and vocabulary | Does the chapter include photographs, drawings, maps, charts, or graphs?  What can I learn from the visuals in a chapter?  How do captions help me better understand the meaning?  Is there a list of key vocabulary terms and definitions?  Are there important words in boldface type throughout the chapter?  Do I know what the boldfaced words mean?  Can I tell the meaning of the boldfaced words from the sentences in which they are embedded? |
| End-of-chapter questions | What do the questions ask?  What information do they earmark as important?  What information do I learn from the questions?  Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located. |
| Summary | What do I understand and recall about the topics covered in the summary? |

Manz, S.L. (2002). [A strategy for previewing textbooks: Teaching readers to become THIEVES](http://www.readwritethink.org/lesson_images/lesson112/manz.pdf). *The Reading Teacher*, *55*, 434–435.

**Thieves Bookmark**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T | **Title**—Read the title of the chapter and predict what the chapter is about. |  | T | **Title**—Read the title of the chapter and predict what the chapter is about. |
|  |  |  |  |  |
| H | Headings—Look at all headings and the table of contents. Turn them into questions that the text will probably answer. |  | H | Headings—Look at all headings and the table of contents. Turn them into questions that the text will probably answer. |
|  |  |  |  |  |
| I | Introduction—Read the introduction and any questions or summaries at the beginning. Predict the main idea. |  | I | Introduction—Read the introduction and any questions or summaries at the beginning. Predict the main idea. |
|  |  |  |  |  |
| E | Everything I Know About It—Think of everything I have seen, read, or done that may relate to this text. |  | E | Everything I Know About It—Think of everything I have seen, read, or done that may relate to this text. |
|  |  |  |  |  |
| V | **Visuals**—Look at pictures, graphs, diagrams, or maps, and read their captions. Notice lists with letters or numbers that point out important information. Read all the notes in the margins and notice bold and *italicized* words. Make notes (or a web) of what I plan to learn. |  | V | **Visuals**—Look at pictures, graphs, diagrams, or maps, and read their captions. Notice lists with letters or numbers that point out important information. Read all the notes in the margins and notice bold and *italicized* words. Make notes (or a web) of what I plan to learn. |
|  |  |  |  |  |
| E | End-of-Chapter Material—Read end-of-chapter material, such as summaries or questions that I will try to answer by reading. |  | E | End-of-Chapter Material—Read end-of-chapter material, such as summaries or questions that I will try to answer by reading. |
|  |  |  |  |  |
| S | **So What?**—Why did the author write this? Why am I reading this? Knowing the purpose helps me comprehend. (S can also stand for text structure.) |  | S | **So What?**—Why did the author write this? Why am I reading this? Knowing the purpose helps me comprehend. (S can also stand for text structure.) |

Adapted from: Zwiers, Jeff. Building Reading Comprehension Habits in Grades 6-12 A Toolkit of Classroom Activities

International Reading Association, 2004

THIEVES

~ Practice Sheet ~

* Our class is going to become information thieves after this activity.
* See how much information you can “steal” from the chapter before reading it.

|  |  |
| --- | --- |
| T | From the title, predict what the text is about. |
|  | |
| H | Look at all headings (and the table of contents) and then turn two of them into important questions that you think the text will answer (Why…? How….?). |
|  | |
| I | Use the introduction and first paragraph to predict the main idea (or to create a big question you think the text will answer). |
|  | |
| E | Write down everything you know about the topic. Use the back of this paper, if necessary. Circle any of your notes you would like to know more about, or write a question about them. |
|  | |
| V | List three important visuals found in the text and predict how they will help you understand the text. |
|  | |
| E | Guess the answers for the end-of-chapter questions, read any summaries, and write down every boldface or italicized word. |
|  | |
| S | So what? Why do you think the author wrote this text? What does its structure tell you? |

THIEVES (Extended Version)

**Name:**  Date: Period:

|  |  |
| --- | --- |
| **T** | **Title:** What is the title? What do I already know about this topic?   What does this topic have to do with the preceding chapter?    Does the title express a point of view?  What do I think I will be reading about? |
| **H** | **Headings**: What does this heading tell me I will be reading about?    What is the topic of the paragraph beneath it?    How can I turn this heading into a question that is likely to be answered in the text? |
| I | Introduction: Is there an opening paragraph, perhaps italicized? Does the first paragraph introduce the chapter?  What does the introduction tell me I will be reading about?    Do I know anything about this topic already? |
| **E** | **Every first sentence in a paragraph:** What do I think this chapter is going to be about based on the first sentence in each paragraph? |

|  |  |
| --- | --- |
| **V** | **Visuals and vocabulary:** Does the chapter include photographs, drawings, maps, charts, or graphs?  What can I learn from the visuals in a chapter?    How do captions help me better understand the meaning?    Is there a list of key vocabulary terms and definitions?  Are there important words in boldface type throughout the chapter?  Do I know what the boldfaced words mean?  Can I tell the meaning of the boldfaced words from the sentences in which they are embedded? |
| **E** | **End-of-chapter questions:** What do the questions ask?    What information do they earmark as important?    What information do I learn from the questions?    Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located. |
| **S** | **Summary**  What do I understand and recall about the topics covered in the summary? |

**Feature Story[[7]](#footnote-7)**

“Feature” Story is an activity that helps students use text features to establish a context and purpose for reading.

**HOW TO USE:**

* Provide a description of the text students are using. Identify key parts of the book, where they are located, what the purpose is for each, and how students can use the cues and clues to better understand their reading.
* Next, provide students with a copy of "Feature" Story and direct them to find specific examples within the text, noting the page number. Ask them to develop a question that their peers could answer that would help them understand the importance of the feature.
* Allow the entire class to discuss examples or the completed "feature" story, or have students exchange papers and answer the questions developed by their peers.

**TIPS/VARIATIONS:**

* Use this tool as you introduce your text to the students, or consider using it at the beginning of a new unit to connect prior knowledge and predict the intended learning.
* Create your own completed third column of the "Feature" story for a unit or text and then have students (working in pairs or small groups) complete a scavenger hunt with the book, noting the page number of the correct answer. Your questions could introduce the information to be learned in the unit and make your students better users of the printed material.
* Add additional text features that are unique or important to the assigned reading. Eliminate those that do not apply.

**“Feature” Story**

**Directions:** Identify a page number on which you find the identified text feature. Develop a question that your peers could answer that would help them understand the importance of this feature. The first one has been completed for you.

|  |  |  |
| --- | --- | --- |
| **Text Feature** | **Page(s)** | **Question from the Text** |
| Unit Title | 65 | What will be the main concept or topic of this unit? |
| Heading |  |  |
| Subheading  Your teacher has identified the key features in this reading assignment. |  |  |
| Italics |  | Create a question that will increase your peers’ knowledge of this reading assignment. Remember that your goal is to help use the text features to increase our learning. |
| Boldface |  |  |
| Chart |  |  |
| Graph  Identify the page number on which the information can be found. |  |  |
| Picture |  |  |
| Maps |  |  |
| Time Line |  |  |
| Table of Content |  |  |
| Glossary |  |  |

**“Feature” Story**

Name: Date: Period:

**Directions:** Identify a page number on which you find the identified text feature. Develop a question that your peers could answer that would help them understand the importance of this feature. The first one has been completed for you.

|  |  |  |
| --- | --- | --- |
| **Text Feature** | **Page(s)** | **Question from the Text** |
| Unit Title | 65 | What will be the main concept or topic of this unit? |
| Heading | 68 | What will be the focus of the reading under this heading? |
| Subheading | 69 | What is a supportive point this subheading makes for the heading on page 68? |
| Italics | 73 | What is significant about the italicized word “geothermal?” |
| Boldface | 78 | What significance do the three bold-faced words have on page 78? |
| Chart | 8 | How does the chart’s title relate to this unit of study? |
| Graph | 83 | What do the x-axis and the y-axis of this chart indicate? |
| Picture | 87 | Explain the picture’s relationship to the Unit Title or one of the headings in this unit. |
| Maps | 94 | How does the map on page 94 help us better understand this unit? |
| Time Line | 65 | Based on the time line of information, what can you predict for the next 15 years? |
| Table of Content | xii | Identify three units that you believe will develop our understanding of “geothermal.” |
| Glossary | 356 | Define “geothermal.” |

**“Feature” Story**

Name: Date: Period:

**Directions:** Identify a page number on which you find the identified text feature. Develop a question that your peers could answer that would help them understand the importance of this feature. The first one has been completed for you.

|  |  |  |
| --- | --- | --- |
| **Text Feature** | **Page(s)** | **Question from the Text** |
| Unit Title |  |  |
| Heading |  |  |
| Subheading |  |  |
| Italics |  |  |
| Boldface |  |  |
| Chart |  |  |
| Graph |  |  |
| Picture |  |  |
| Maps |  |  |
| Time Line |  |  |
| Table of Content |  |  |
| Glossary |  |  |

**CATS: Content Area Text Structure**

**What is Text Structure?**

Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what’s to come, and monitor their comprehension as they read.

As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).

Obviously, all texts are different to a certain extent, but depending upon the author's purpose, the topic and the genre, reading selections tend to be organized to employ a few predominant structural patterns. The following should be explicitly taught to teach students to comprehend more effectively:

**Text Structure: How the Text is Organized**

|  |  |
| --- | --- |
| **Narrative** | **Expository** |
| Story Elements:   1. Characters 2. Setting 3. Problem/Solution 4. Plot | 1. Cause and Effect 2. Sequence 3. Problem/Solution 4. Description 5. Compare and Contrast |

The ability to identify and take advantage of text structure—the way ideas in a text are interrelated so as to convey meaning to readers—contributes to students’ comprehension. The two major text structures, narrative and expository, place different demands on readers’ comprehension.

**Narrative texts** typically have literary elements such as characters, setting, problem/solution, and plot. Hearing stories told and read aloud helps children internalize the elements of fiction. When they begin to read, they expect that there will be characters and that some will be more important than others. They also expect a resolution, a satisfying ending.

The structure of **expository texts** varies greatly. Indeed, it is more accurate to talk about expository text structures. Some common text structures used in expository materials are: cause and effect, sequence, problem/solution, description, and compare and contrast.

One effective way to help students identify expository text structures is to teach words and phrases that frequently signal that particular organization. For example, if students know that words such as like, unlike, and in contrast are often used when one thing is being compared to another, they can readily spot the author's intention and they'll be better equipped to understand the text as a whole.

**CATS Signal Words**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cause and Effect** | **Compare and Contrast** | **Sequence** | **Problem** /  **Solution** | **Description** |
| So  Because  Since  Therefore  If…then  This led to  Reason why  As a result  May be due to  Effect of  Consequently  For this reason | Same as  Similar  Alike  As well as  Not only…but also  Both  Instead of  Either…or  On the other hand  Different from  As opposed to | First  Second  Next  Then  Before  After  Finally  Following  Not long after  Now  Soon | Question is…  Dilemma is…  The puzzle is…  To solve this…  One answer is…  One reason for the  problem is… | For instance  Such as…  To begin with  An example  To illustrate  Characteristics  \*Look for the topic word (or a synonym or pronoun) to be repeated |

Students tend to be more familiar with narrative text structure than with expository structures. Not only is narrative the form of text that they know from their early experiences with storybooks; it is also the kind of text that is found most frequently in basal reader selections.

In typical content area classrooms, however, teachers use textbooks as the basis for their instruction. And textbooks most often use expository structures. Indeed, authors may use some or even all of the text structures in any given chapter or section of a textbook.

Authors also use **text features** to bring attention to important details. Students can use the following features to become more successful and efficient in their reading:

**CATS Text Features**

|  |  |
| --- | --- |
| **Fiction** | **Non-Fiction** |
| 1. Title 2. Chapter Index (for Chapter Books) 3. Illustrations 4. Bold Print 5. Continuous Text 6. Paragraphing 7. Dialogue | 1. Title 2. Table of Contents 3. Index\* 4. Photos 5. Captions 6. Diagrams 7. Glossary 8. Date line (periodicals) 9. Bold Print 10. Headings 11. Sub-titles |

**CATS: Content Area Text Structure**

Name: Date: Section:

Take a close look at the text you are about to read and respond to the questions below to identify the text’s structure. Knowing the structure will help you comprehend more of the text.

|  |  |  |
| --- | --- | --- |
| 1. Does the text use special organizational features such as text headings, subheadings, chapter and section previews and summaries, tables of content, indices, and glossaries, graphics, such as tables, charts, diagrams, figures, photographs, and illustrations, accompanied by explanatory captions. | Yes | No |
| If you answered “yes”, this type of text is called ***expository text.*** | | |
| 1. Does the text focus on **cause-and-effect relationships**—the text presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event. Such text usually includes key words and phrases, to signal a cause-and-effect relationship structure. Some common causal indicators are *because, for, since, therefore, so, consequently, due to,* and *as a result.* | Yes | No |
| If you answered “yes”, this type of text is called a ***cause and effect*** form of ***expository text.*** | | |
| 1. Does the text focus on **sequencing**—the text presents information in terms of a time or order progression, such as the actions that led to an important historical event or the steps in a scientific process. This kind of structure most often includes time or order signal words such as *first, second, last, earlier, later, now, then, next, after, during,* and *finally.* | Yes | No |
| If you answered “yes”, this type of text is called a ***sequence*** form of ***expository text***. | | |
| 1. Does the text focus on a ***problem and solution***—the text presents a problem, perhaps explains why it is a problem, and then offers possible solutions, usually settling on one solution as most appropriate? Some problem and solution words are *problem is, dilemma is, if/then, because, so that, question/answer, and puzzle is solved.* | Yes | No |
| If you answered “yes”, this text is called a ***problem and solution*** form of ***expository text.*** | | |
| 1. Does the text focus on ***description***—the text provides specific details about a topic, person, event, or idea? | Yes | No |
| If you answered “yes”, this type of text is ***descriptive*** form of ***expository text***. | | |
| 1. Does the text focus on **comparing two or more things**—the text points out differences and similarities between two or more topics, including ideas, people, locations, or events. This text structure can be signaled by key words and phrases such as *like, as, still, although, yet, but, however,* and *on the other hand.* | Yes | No |
| If you answered “yes”, this text is called a ***compare and contrast*** form of ***expository text***. | | |

**Dump and Clump[[8]](#footnote-8)**

This is a tool I learned from Spence Rogers, Jim Ludington, and Shari Graham, in their book Motivation and Learning.The purpose **of Dump and Clump is t**o provide a step by step process for organizing thinking and facilitating learning of new and difficult material. This is a great strategy to use when the students are faced with learning new and difficult information. It provides students with a process for organizing their prior knowledge and making projections. Depending on the subject matter, this strategy could utilize up to a full class period.

Procedure One**:**

* Group students into small groups of 2-3
* "Dump"- Have students develop a list of words, items, or new information related to the topic of study.
* "Clump"- Using the "dump" word list, students should then group words on the list into categories and assign labels.
* Have students write a descriptive summary sentence for each category of words in their list.
* Upon completion, these should be posted around the room or shared in some manner with the entire class.

Procedure Two:

* Have students work individually to fill the dumpster with all of the background knowledge each has on the topic to be studied.
* Then have students walk around the room and “Give One, Get One.” Give One, Get One is a simple strategy where one student gives one idea to another student and the second student gives an idea to the first student. They each give one idea, and get one idea.
* After folks have filled in the dumpster, then students can work in teams of three or four to cluster like items together from everyone’s dumpsters into related groups. After clustering, each team records the clustered items in a group in the dumpster and labels that group on the line at the top of each square in the clumpster.
* To facilitate this process, have one student take one item from his dumpster and share it with the group, and ask if anyone has a phrase or word that relates to his statement. If agreement is reached that these items in fact, do go together, then record them in one of the clumpster and add a label to that group at the top.

**Dump and Clump[[9]](#footnote-9)**

Name: Date: Period

Directions: Brainstorm words related to your topic. Place these words in the Dumpster. Then, work as a group to pull your words out of the dumpster and clump them into categories in the big boxes in the clumpster. Finally, assign your category labels and write a summary sentence (on the back) describing each category.

**The Dumpster**

**The Clumpster**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**K-W-L & K-W-L Adaptations[[10]](#footnote-10)**

**Purpose:**

An effective strategy students can use to tap their prior knowledge about with content area text is the K-W-L activity. Donna Ogle developed this “Before, During, and After Reading” Tool. It has been used for a number of years and is the grand momma of many other tapping prior knowledge tools.

**Procedure:**

1. The letters stand for what I **K**now; what I **W**ant to know; and what I have **L**earned.
2. Students record this information in a three-column chart either as a class or individually. In column one the students tap their prior knowledge by list everything they know about the topic.
3. In column two they list what they would like to learn. Many teachers have students forecast by writing column two statements in the form of questions.
4. And in column three students record what they learn. The tool then becomes a great integrating strategy to help students pull key unit ideas together in one place.

Many variations of the K-W-L have been developed. They include creating:

* a K-W-H-L chart, adding the H for “how I will learn”;
* a K-W-W-L chart adding the second W for where I will locate the information.
* a K-W-L-S chart, adding the S for what I Still want to learn.
* a K-T-W-L chart where students list in column one the things they Know, in column two the things they Think they know but are not positive about, in column three what they Want to learn, and in column four what they have Learned.

K-W-L Chart

Name: Date: Section:

|  |  |  |
| --- | --- | --- |
| K What I know... | W What I want to find out... | L What I learned... |
|  |  |  |

**ANTICIPATION GUIDE[[11]](#footnote-11)**

Purpose:

Anticipation guides can be used to activate and assess students' prior knowledge, to focus reading, and to motivate reluctant readers by stimulating their interest in the topic. Because the guide revolves around the text's most important concepts, students are prepared to focus on and pay attention to read closely in order to search for evidence that supports answers and predictions. Consequently, these guides promote active reading and critical thinking. Anticipation guides are especially useful in identifying any misperceptions students have so that the teacher can correct these prior to reading.

**Procedure:**

1. Identify the major concepts that you want students to learn from reading.
2. Determine ways these concepts might support or challenge the students' beliefs.
3. Create four to six statements that support or challenge the students' beliefs and experiences about the topic under study. Do not write simple, literal statements that can be easily answered.
4. List each statement followed by a continuum on which to rank one’s agreement or disagreement with each statement. See below.

|  |  |  |
| --- | --- | --- |
| Strongly Agree | 1 2 3 4 5 6 7 8 9 10 | Strongly Disagree |

1. Share the guide with students. Ask the students to react to each statement, formulate a response to it, and be prepared to defend their opinions.
2. Discuss each statement with the class. Ask how many students agreed or disagreed with each statement. Ask one student from each side of the issue to explain his/her response.
3. Have students read the selection with the purpose of finding evidence that supports or disconfirms their responses on the guide.
4. After students finish reading the selection, have them confirm their original responses, revise them, or decide what additional information is needed. Students may be encouraged to rewrite any statement that is not true in a way that makes it true.
5. Lead a discussion on what students learned from their reading.

Motiviation ANTICIPATION GUIDE

Name: Date: Section:

**Directions:**

Read each statement below about motivation. Place an X along the continuum that reflects your level of agreement or disagreement with each statement.

1. All students are motivated to learn.

|  |  |  |
| --- | --- | --- |
| *Strongly Agree* | 1 2 3 4 5 6 7 8 9 10 | *Strongly Disagree* |

1. If a certain behavior does not occur, it demonstrates a lack of motivation to engage in that behavior.

|  |  |  |
| --- | --- | --- |
| *Strongly Agree* | 1 2 3 4 5 6 7 8 9 10 | *Strongly Disagree* |

1. Rewarding students for good work or good behavior destroys internal or intrinsic motivation.

|  |  |  |
| --- | --- | --- |
| *Strongly Agree* | 1 2 3 4 5 6 7 8 9 10 | *Strongly Disagree* |

1. Students are more motivated to read when they work together on their reading.

|  |  |  |
| --- | --- | --- |
| *Strongly Agree* | 1 2 3 4 5 6 7 8 9 10 | *Strongly Disagree* |

1. Students are more motivated to read when the reading follows an anticipatory set or learning activity.

|  |  |  |
| --- | --- | --- |
| *Strongly Agree* | 1 2 3 4 5 6 7 8 9 10 | *Strongly Disagree* |

**Click and Clunk[[12]](#footnote-12)**

**Click and Clunk** is a tool developed by Janette Klingner and Sharon Vaughn.[[13]](#footnote-13) It is a useful tool to use in reading to construct meaning from the text. **Click and Clunk** is when you think about what you are reading and check to make sure you understand everything. When you find words you don’t understand, you figure out what they mean. We say that words or ideas we understand “click.” Words or ideas we don’t understand “clunk.”

**Clicks:**

* When we understand what we read, everything “clicks” along smoothly.

**Clunks:**

* When we don’t understand what we read, “clunk,” we stop.
* When we get to a clunk, we use fix-up strategies to try and figure out what the clunk means, so we can continue onward.

Students are taught the following Clunk Fix-Up Strategies

* Reread the sentence with the clunk. Look for key ideas to help you figure out the word.
* Think about what makes sense.
* Reread the sentences before and after the clunk looking for clues.
* Look for a prefix or suffix in the word that might help.
* Break the word apart and look for smaller words that you know.

**USING THINK ALOUDS TO PRACTICE**

**METACOGNITIVE THINKING[[14]](#footnote-14)**

**Purpose:**

The purpose behind think-aloud lessons is to help students be aware of what they are thinking when they are reading; that is, develop the ability to stay connected with the text as they read, monitor their reading comprehension and employ strategies to guide or facilitate understanding.

Several studies have shown that students who verbalize their reading strategies and thoughts while reading score significantly higher on comprehension tests.

Through this lesson, the teacher will model the think-aloud strategy for students. Components of think-alouds will be introduced, as well as type of text interactions. Students will develop the ability to use think-alouds to aid in reading comprehension tasks.

**Basic Procedure:[[15]](#footnote-15)**

Think-alouds require a reader to stop periodically, reflect on how a text is being processed and understood, and relate orally what reading strategies are being employed. The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text.  This metacognitive awareness (being able to think about one's own thinking) is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust their strategies for greater success.

1. **Initiation** — Present the term "think-aloud" to your students. Have them brainstorm what they think it might mean. Ask students to report how it might be applied to reading.
2. **Modeling** — Model a think-aloud by presenting a poem on the overhead. As you read each line out loud to the students, stop and vocalize "thinking aloud" about the poem.
3. **Example** — This is a think-aloud for the poem "Dream Variation" by Langston Hughes.

|  |  |
| --- | --- |
| Poem | Comments for the Modeling |
| To fling my arms wide  In some place of the sun,  To whirl and to dance  Till the white day is done. | *I’m picturing a young girl with bare feet and a summer dress twirling in her front yard with her arms outstretched.* |
| Then rest at cool evening  Beneath a tall tree | *I'm picturing a large willow tree and sitting underneath it. Fireflies are blinking among the branches.* |
| While night comes on gently,  Dark like me— | *I'm now going back to my original picture of the young girl and can add more detail to the image in my mind. I'm also thinking about the words "white day" and how they contrast with the words "night" and "dark."* |
| That is my dream! | *I think about how children's lives are so filled with dreams. This young girl seems to be free spirited and probably has many dreams.* |
| To fling my arms wide  In the face of the sun,  Dance! Whirl! Whirl! | *I once again see the image of the young girl twirling in her yard and how free she is...like she is flying.* |
| Till the quick day is done.  Rest at pale evening... | *Hmmm...This poem includes several words that relate to color--white, dark, and pale. I wonder if the poet is trying to make a point about color.* |
| A tall, slim tree...  Night coming tenderly  Black like me. | *There is another color word--black. I think the poet has some kind of hidden meaning here but I'm not sure what it is. The poem seems to portray freedom. Maybe the title "Dream Variation" helps make this point. Is this poem about slavery and the only way to be free is in a dream? I think that I might want to look up some information about the author and the date that this poem was published. That might help me to understand it better.* |

1. **Model with Student Interactions** — Model a second poem and ask for students to volunteer what they are thinking after each line or stanza. Record their responses on the transparency.
2. **Brainstorming** — Ask students to recognize different types of responses from the two models of think-alouds. List these responses on chart paper. Responses can include but are not limited to the following:

|  |  |  |
| --- | --- | --- |
| Forming mental pictures, creating images |  | Making predictions |
| Making connections to personal experiences |  | Stating understanding |
| Making connections to what I already know or from what I read in other texts |  | Stating the parts that are confusing |

Discuss how all of these responses can help students better understand/comprehend what they are reading.

1. **Small group** — Put students into groups of three or four. Distribute copies of a poem that is unfamiliar to each group. Direct students to read the poem and use the think-aloud strategy that was presented. Each group should record the types of responses that were used.
2. **Whole group** — Have each group report the types of responses that were used. Record these on the chart paper from the previous lesson by placing tally marks next to the strategy. Make comparisons of what responses are used most commonly within the classroom**.**
3. **Individual Practice —** Have students think aloud using the Pledge of Allegiance. However, have them write down what they are thinking as they go. See attached “Think Aloud” form.
4. **Follow-up activity** — Discuss the types of responses that are used most often. Ask students what they could do to increase comprehension of a particular text. Explain how students can use the think-aloud technique to assess their comprehension of a text. Ask students what responses they could use to help them read their content area textbooks versus fictional literature. If interested, students may use a chart similar to the one below to track their use of metacognitive strategies. Have students work in a small group or with a partner. Each time they do a think aloud, one of their partners can tally the type of responses they use by putting a slash mark in the tally column by that type of response. After several uses, students can then give themselves an overall rating of how frequently the use a particular type of response. The effort here is to expand the metacognitive responses that they use.

**Have a partner tally which type(s) of responses you use when you think metacognitively. After several times, give yourself a rating to the right based on the total tallies.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name: | Tally Below | Not Much | A Little | Most of the Time | All the Time |
| Forming mental pictures, creating images |  |  |  |  |  |
| Making connections to personal experiences |  |  |  |  |  |
| Making connections to what I already know or from what I read in other texts |  |  |  |  |  |
| Making predictions |  |  |  |  |  |
| Stating understanding |  |  |  |  |  |
| Stating the parts that are confusing |  |  |  |  |  |
| Making and revising predictions |  |  |  |  |  |
| Creating analogies |  |  |  |  |  |
| Using fix-up strategies |  |  |  |  |  |

**The Pledge of Allegiance Think Aloud**

Name: Date: Section:

The Pledge of Allegiance is a great example of something that many people read very fluently without much comprehension. Reread this version of the Pledge, and make notes for each line about:

* what you understand it to mean,
* any parts that are not clear to you,
* any reactions or feelings you have as you think about its meaning,
* any images you see in your mind as you read,
* any fix up strategies that you use.

After we all read and record, we will talk about how we figured out what each part means.

|  |  |
| --- | --- |
| I pledge allegiance to the flag |  |
| of the United States of America |  |
| and to the Republic for which it stands, |  |
| one Nation under God, indivisible, |  |
| with liberty and justice for all. |  |

Key ideas I got from our class discussion that I didn’t have before:

Did your understanding of the pledge improve by using this process?

My understanding of the pledge definitely improved.

My understanding is about the same.

INSERT[[16]](#footnote-16)

An Interactive Notation System for Effective Reading and Thinking

Vaughn and Estes (1986) developed INSERT, which is a simple procedure to help students become more involved in their reading and to help them make decisions as they read and clarify their own understanding. This strategy consists of a marking system that records students’ reactions to what is being read. If marking a book is a problem, supply students with strips of paper to place along side the text.

Some example marking codes:

|  |  |  |
| --- | --- | --- |
| P | **=** | I agree |
| X | **=** | I disagree/I thought differently |
| + | **=** | New information |
| ! | **=** | WOW |
| ? | **=** | I wonder |
| ?? | = | I don’t understand |
| \* | = | Important |

The entire INSERT marking system should be introduced gradually and may be simplified and changed when needed. Regardless of what notation system is used, the INSERT method provides a guide for thinking about and reacting to reading, which serves to improve metacognitive abilities in students.

*(Special education students and ELL students also benefit from color-coded post-it notes. Use a different color for each code. Use consistent code markings and teach them one at a time. “Today we are going to read and notice when we see information that is new to us. Please place a yellow post-it note marked with a + at the location of new formation and facts you learn while reading.”)*

If teachers would rather use a more simplified marking code, they may try this one.

|  |  |  |
| --- | --- | --- |
| **+** | **=** | New Information |
| **!** | **=** | **WOW** |
| **?** | **=** | **I wonder** |
| **??** | **=** | **I don’t understand** |
| **\*** | **=** | **Important** |

# Simplified Insert Note Taking

1. Students place post-it notes alongside the text as they are reading. Students label post-it notes with a "+" for new information they have read which they understand or a "?" for new information which is confusing, new words which they don't know, etc. Students also write a phrase or sentence on the post-it note that specifically describes what they know or have questions about. They should also write down the page number from the text.
2. After completing the reading, students transfer their post-it notes to the form.
3. In small groups or as an entire class, students first discuss new information they understood. Next they discuss new information they don't understand. Students should be encouraged to reread sections where they still have questions. In this way all post-it notes can be moved to the "+" column.
4. The insert note taking form can be used later as a review tool.



**Good, Better, Best Understanding[[17]](#footnote-17)**

Purpose: The purpose of using this tool is to:

* get students to see the value of rereading a passage to enhance comprehension; and
* get students to understand the value of collaborating with others to increase one’s understanding of the text.

Directions:

1. Students are assigned a passage to read silently. Tell them to concentrate on just getting the gist of the passage. After reading the assigned passage the first time, students are asked:
   1. to rate their understanding on a scale from 1 to 10 with 1 representing having no understanding of what was read and with 10 having perfect understanding of what was read; and
   2. to record what they learned about the gist from the text after this first read.
2. Students then read the passage a second time silently to themselves and repeat the process of rating their understanding and recording what they learned. This time ask them to focus on questions they may have about the passage.
3. Students read the passage a third time but this time they are allowed to mark up the text by:
   1. circling words that they do not know; and
   2. adding comments or questions by sections of the text.
4. After they finish the third reading, students then partner up with a classmate and
   1. discuss their text markings and questions with each other;
   2. note any new learning that they acquired from this process; and
   3. then rate their understanding again.
5. Follow this up with a class discussion about the value of rereading and collaboration in understanding text. As the teacher, reinforce these points:
   1. When you read a passage more than once:
      1. you pick up details in the text that you may have missed the first time.
      2. sometimes you figure out the meanings of unknown words by studying the context—the sentence in which the word occurs and the sentences around that sentence.
      3. you make connections that you missed during your first reading.
   2. When you discuss the passage with others:
      1. you both may share some things that each of you knows about the topic but that the other person has no knowledge of.
      2. you both may understand key words that you didn’t understand previously.
      3. you both may resolve some questions that you had about the text through your discussion.

Teachers may use short mystery stories as reading passage or short newspaper pieces.

**Good, Better, Best Understanding**

Name: Date: Section:

1. Read the passage to get the gist. Rate how will you understand what’s going on by circling a number from 1 to 10.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I don’t understand it. | | | I understand some of it but not all. | | | | | | I understand it all. | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | 8 | | 9 | 10 |

After your first read, what did you learn?

1. Now read the passage a second time and again rate your understanding below.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I don’t understand it. | | | I understand some of it but not all. | | | | | | I understand it all. | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | 8 | | 9 | 10 |

After your second read, what else did you learn? What questions to do have?

1. Read the passage a third time. You may mark up the passage. Circle any words that you do not understand and/or write comments or questions by sections of the text. Then turn to a partner and discuss the passage. Start with the text that you marked up. See if your partner understands these things. Then rate your understanding.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I don’t understand it. | | | I understand some of it but not all. | | | | | | I understand it all. | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | 8 | | 9 | 10 |

After your third read and discussion with a partner, what else did you learn?

Does rereading a passage pay off? Do you now understand more than you did after your first reading?

CLARIFYING CUE CARD[[18]](#footnote-18)

*When you read a word you don’t understand, try the following strategies:*

|  |
| --- |
| MINE YOUR MEMORY Have you ever seen the word before? Can you remember what it means? |
|  |
| STUDY THE STRUCTURE Do you know the root or base word? Does the word have a prefix or suffix that you know? Try to use clues in the word to figure out the meaning. |
|  |
| CONSIDER THE CONTEXT Look at the information in the sentence And the whole paragraph. Can you figure out the word? |
|  |
| SUBTITUTE A SYNONYM When you think that you know what the word means, try putting a similar word in the sentence. Does it make sense? |
|  |
| *If those strategies don’t work:* |
|  |
| ASK AN EXPERT Does someone in your group know what the word means? Can you figure it out together? |
|  |
| PLACE A POST-IT If you can’t figure out the meaning of the word, put a Post-It by the word, and check with the teacher or look it up in the dictionary. |
|  |
| *And if you speak Spanish, try this:* |
|  |
| CATCH A COGNATE Does the word look or sound like a word in Spanish? Try the Spanish word’s meaning to see if it makes sense. |

CLARIFYING CUE CARD BOOKMARKS

Use the template below to make bookmarks for students to use when reading. Have them simply refer to the steps in the chart to help them determine the meaning of unknown words.

|  |  |  |
| --- | --- | --- |
| *When you read a word you don’t understand, try these strategies:* |  | *When you read a word you don’t understand, try these strategies:* |
| MINE YOUR MEMORY Have you ever seen the word before? Can you remember what it means? |  | MINE YOUR MEMORY Have you ever seen the word before? Can you remember what it means? |
|  |  |  |
| STUDY THE STRUCTURE Do you know the root or base word? Does the word have a prefix or suffix that you know? Try to use clues in the word to figure out the meaning. |  | STUDY THE STRUCTURE Do you know the root or base word? Does the word have a prefix or suffix that you know? Try to use clues in the word to figure out the meaning. |
|  |  |  |
| CONSIDER THE CONTEXT Look at the information in the sentence And the whole paragraph. Can you figure out the word? |  | CONSIDER THE CONTEXT Look at the information in the sentence And the whole paragraph. Can you figure out the word? |
|  |  |  |
| SUBSTITUTE A SYNONYM When you think that you know what the word means, try putting a similar word in the sentence. Does it make sense? |  | SUBSTITUTE A SYNONYM When you think that you know what the word means, try putting a similar word in the sentence. Does it make sense? |
|  |  |  |
| *If those strategies don’t work:* |  | *If those strategies don’t work:* |
|  |  |  |
| ASK AN EXPERT Does someone in your group know what the word means? Can you figure it out together? |  | ASK AN EXPERT Does someone in your group know what the word means? Can you figure it out together? |
|  |  |  |
| PLACE A POST-IT If you can’t figure out the meaning of the word, put a Post-It by the word, and check with the teacher or look it up in the dictionary. |  | PLACE A POST-IT If you can’t figure out the meaning of the word, put a Post-It by the word, and check with the teacher or look it up in the dictionary. |
|  |  |  |
| *And if you speak Spanish, try this:* |  | *And if you speak Spanish, try this:* |
|  |  |  |
| CATCH A COGNATE Does the word look or sound like a word in Spanish? Try the Spanish word’s meaning to see if it makes sense. |  | CATCH A COGNATE Does the word look or sound like a word in Spanish? Try the Spanish word’s meaning to see if it makes sense. |

**FRAyer Four Square Concept Box[[19]](#footnote-19)**

This graphic organizer was designed by Dorothy Frayer and her colleagues at the University of Wisconsin to help students thoroughly understand of new words. It is a word categorization activity. Using the Frayer model, students analyze a word’s essential and nonessential attributes and refine their understanding by choosing examples and non-examples of the concept.

The Frayer Model is an adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non-examples of the concept word.  It is important to include both examples and non-examples, so students are able to identify what the concept word is and what the concept word is not.

How to Use It:

1. Assign the word or concept being studied.

2. Explain all of the attributes of the Frayer Model to be completed.

3. Using an easy word or concept, complete the model with the class.

4. Have students work in pairs and complete the assigned word or concept.

5. Once the diagram is complete, have students share their work with other students.

Students may make charts or posters using colorful markers and display them for others to see. If a concept has been assigned, students could continue to add to the charts during the unit.

|  |  |
| --- | --- |
| **Write the definition here in your own words.**  Write the word or concept here. | **Write some characteristics of the word here.** |
| **Write examples here.** | **Write non-examples here.** |

Name Date Period

|  |  |
| --- | --- |
| **Write the definition here in your own words.**  Write the word or  concept here. | **Write some characteristics of the word here.** |
| **Write examples here.** | **Write non-examples here.** |

**Frayer Model Examples**

|  |  |  |
| --- | --- | --- |
|  | Definition  A mathematical shape that is a closed plane figure bounded by 3 or more line segments.  Polygon | Characteristics   * closed * plane figure * more than 2 straight sides * 2-dimensional * made of line segments |
| *Teaching Reading in the Content Areas* by Rachel Billmeyer and Mary Lee Barton, Aurora, Colorado: Mid-continent Educational Laboratory, 1998. | Examples   * pentagon * hexagon * square * trapezoid * rhombus | Non-examples   * circle * cone * arrow * cylinder |

|  |  |  |
| --- | --- | --- |
| Definition (in own words)  Something that goes around and around again and again in the same order.  Cycle | Characteristics   * happen in the same order * happen again and again * you can predict what will happen next |  |
| Examples (from own life)   * Plants start from seeds, grow, drop seeds, and die. * My bike wheel goes around and around in the same way to go forward. | Non-examples (from own life)   * A snowstorm comes at different times. * A swing goes back and forth. * A jump rope varies. | Source: Karen Antikajian |

**I Have . . . Who Has?[[20]](#footnote-20)**

**I Have... Who Has?** uses listening and reading to reinforce the semantic cueing system and word meanings. This strategy was developed by Kristin Troeger to help her fourth grade students when she noticed many of them having trouble remembering difficult science vocabulary. The strategy is used with the whole class and is especially good for verbal/linguistic, interpersonal bodily/kinesthetic, and existential learning.

These are the steps involved in playing I Have... Who Has?

1. Select vocabulary words that have been introduced in class and need to be reviewed. You need enough words so that you have one word for each student in your class.
2. On 3 x 5” cards, write a vocabulary word on one side and the definition of a *different* word on the other side.
3. Pass out one card to each student and have all students read both sides silently before the game begins.
4. Ask one student to read his/her word, saying “I have (reads the vocabulary word).”
5. He then turns the card over, and asks “Who has (reads the definition)?”
6. The student who has the word that matches the definition says “I have (reads the vocabulary word)” then, he/she turns the card over, and asks “Who has (reads the definition)?”

The game continues until everyone has had a turn and all word cards are matched with the right definition.

Kristin’s students love this game so much, they beg to play it every week. Over time, she has let them choose the words and make the cards themselves, requiring them to use textbooks, glossaries, and dictionaries to make sure definitions were correct. She checks the cards before the game starts. “I Have . . . Who Has . . .?” can also be played in smaller groups by giving each student several cards.

**Example:**

Student 1: I have “seismic waves.” Who has “the exact location on the Earth’s surface directly above the focus of an earthquake or underground nuclear explosion?”

Student 2: I have “epicenter.” Who has “an instrument that measures how much ground moves in an earthquake?”

Student 3: I have “ seismograph.” Who has . . .

See sample words on the next page.

algorithm

an operation used to calculate the number of times one number is contained in another

sharing and grouping a number into equal parts

division

a logical step-by-step procedure for solving a mathematical problem in a finite number of steps, often involving repetition of the same basic operation

a way of setting out a step-by-step mathematical procedure

a method used to find an answer

front of card

front of card

back of card

back of card

**TEXT CONNECT[[21]](#footnote-21)**

“Students who make connections while reading are better able to understand the text they are reading. It is important for students to draw on their prior knowledge and experiences to connect with the text. Students are thinking when they are connecting, which makes them more engaged in the reading experience. Reading is not to be a passive activity but rather one which gets the reader involved in the story as he connects to other reading texts, himself, or the world around him. Students are more willing to continue to read if they become active participants in the process. Text to text, text to self, and text to world are ways for students to connect with the text. Making connections while reading encourages students to ask questions when text is familiar or unfamiliar. It also allows a student to share her knowledge to help another student understand the text.”[[22]](#footnote-22)

Students who struggle to make connections to the text require a supportive structure to make all three levels of connections—to their life experiences, to other texts, and to events and issues in the world around them (Harvey & Goudvis, 2000). Advanced students require a framework for extending their connections to include responses that incorporate higher-level thinking. Readers have both intellectual and emotional connections as they read. Both are equally valid and each is supported within these differentiated reading comprehension activities.

**Text connect Activities**

**Text-to-Self Connections**: Encourage and model for students how to make connections that resonate with their lives and draw them closer to the text. Focus on events and ideas that reoccur across the text, rather than minor details such as individual words that are useful only on that one page (Miller, 2002).

**Text-to-Text Connections**: You may display a cumulative chart of books and other reading materials that you have read together as a class to support these connections. Introduce and make a list of the types of text-to-text connections students can make, such as comparing characters’ personalities and actions, story events, themes or messages the author is trying to convey, and different versions of the same story.

**Text-to-World Connections**: Many of the stories we read aloud to students may reflect issues and events taking place in the world beyond the classroom. World issues and events are often reflected in nonfiction magazine articles students may read and discuss, and can also be found in literature where a character is in conflict with larger societal issues, such as the prejudice depicted in the books written on the life of Ruby Bridges. Historical fiction and nonfiction, biographies, and survival stories depicting conflict with nature often provide examples for this type of connection.

TEXT CONNECT

Name: Date: Section:

Reading is not to be a passive activity but rather one that gets you as the reader involved in the text. By connecting a text to other reading texts you have read, or to yourself and your experiences, or the world around you, you get more involved in the reading and understand the text better. As you read, write connections that you make on this bookmark under each heading.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Text to Text |  | Text to Myself |  | Text to the World |
|  |  |  |  |  |

**LINK Thinking**

**List, Inquire, Note, Know**

Purpose: Teachers can use LINK Thinking to:

* help students tap their own and other’s prior knowledge about the concept/s to be studied; and/or
* summarize new content knowledge they acquire from class activities and reading.

Process:

1. The teacher identified one, two or three key concepts to be studied.
2. Students are given a LINK Thinking Sheet designed to link their prior knowledge to new information presented in the text.
3. The teacher selects one of the key concepts and models the use of the LINK Thinking strategy on that concept with the whole class by adding comments and having the class share their knowledge of the concept.

1. Students are then invited to select one of the other key concepts identified and address it using the LINK Thinking Strategy.
2. The concept is recorded at the top of the form.
3. Things the individual student already knows about the concept are listed under "List.”
4. Students then work in pairs to inquire from another student regarding their knowledge. That student’s name is listed under “Inquire.”
5. That new knowledge is then listed under “Note.”
6. The partners work together to create and write a summary statement under “Know.”
7. Each student finds a new partner and repeats the process.
8. Or, the partners can stay together and join another partnership and repeat the process as a foursome. It is critical that students write a summary of the new knowledge they glean.

**Link Thinking**

Name: Date: Section:

The Concept or Topic We Are Studying:

|  |  |
| --- | --- |
| L | List: List all you know about this concept here. |
| I | Inquire: Find a partner and record his/her name here. |
| N | Note: Note any new ideas you learn from this partner here. |
| K | Know: Restate what you now know here. |
| Now, find another partner and repeat this process. | |
| L | List: List all you know about this concept here. |
| I | Inquire: Find a partner and record his/her name here. |
| N | Note: Note any new ideas you learn from this partner here. |
| K | Know: Restate what you now know here. |

**TICKET EXCHANGE**

**Purpose:** Ticket Exchange is an activity that engages participants, encourages discussion, promotes movement and provides a needed change of pace during a meeting or lesson. Ticket Exchange can be used to introduce new ideas and information or review old ideas and information.

**Procedure**

* Each participant is given a “ticket” (such as a 3” by 5” card) with the written side face down. Each ticket contains a written prompt, statement, idea or fact.
* All participants stand up and hold their ticket face down in their hand. Participants are instructed to not look at their tickets.
* At the signal, participants move about the room and simply exchange tickets with each other. As they exchange tickets, participants say “hello” and “thank you”. They do not stop moving until signaled to do so and they do not look at the tickets. This part of the activity is designed simply to get participants moving and to randomly redistribute the tickets.
* At the next signal, participants quickly pair up with a person closest to them.
* Once partnered, each participant takes a turn revealing his ticket and discussing it (see below for a suggestion on how to structure these paired discussions).
* At the next signal, participants resume the ticket exchange to redistribute the tickets and set up the next partner discussion.
* This process continues as needed. Generally, a whole group discussion concludes the activity.

**Paired Discussion: The Final Word**

Paired discussions encourage all participants to get involved by providing an opportunity to think and talk in a safe and small group setting. There are many ways to structure discussions with pairs. Some are very informal and some are highly structured. One structured discussion strategy that works well with the Ticket Exchange activity is called “Final Word” or “Save the Last Word for Me”. It’s an activity that encourages active listening and helps keep the discussion on topic.

**Procedure**

* Partner 1 turns over their ticket and reads what’s written aloud to partner 2.
* Partner 1 then has 45 seconds to react and talk aloud about their ticket. Partner 2 listens only.
* At the signal, Partner 2 has 45 seconds to talk about Partner 1’s ticket. Partner 1 listens only.
* At the signal, Partner 1 has 45 seconds to share any final thoughts and have the last word about their ticket.
* Repeat this process for Partner 2 and the 2nd ticket.

**Tools to Identify the**

**Most Important Ideas and Themes**

# PMI: Plus, Minus, Interesting*[[23]](#footnote-23)*

A tool that can be used to address and challenge or validate current conceptions is **PMI: Plus, Minus, Interesting**. It is one of ten basic thinking tools from the CoRT Thinking Skills Program. Dr. Edward de Bono developed this program.

When using **PMI: Plus, Minus, Interesting**, students are encouraged to identify the *Pluses*: listing why they think the idea is a good one – why it is sound. They then identify the *Minuses*: listing why they think the idea is not a good one – why it is unsound. Usually when brainstorming, someone identifies a factor about the idea that, from his point of view, is neither a plus nor a minus. This is what de Bono calls *Interesting* – something to think about but not clearly identified as a plus or a minus.

A Model Lesson Sequence

De Bono suggests that you follow this sequence in teaching the lesson using the attached card:

|  |  |
| --- | --- |
| ONE  3 minutes | Do not mention the subject or title of the lesson. Instead share a story or example that illustrates the aspect of thinking that is the subject of the lesson. |
| TWO  5 minutes | Introduce the tool you are teaching and share its name (acronym) with students. Explain in simple terms what it does. You can use the information on the top of the student work card. |
| THREE  6 minutes | Practice by sharing a practice example and discussing it with the whole class. You can use a practice example from the work card or create your own practice example. Ask students to respond individually as you record these ideas on an overhead or on the board. Be sure to repeat the name of the tool (its acronym) frequently. |
| FOUR  5 minutes | Place all students in groups of four or five. Assign one student to serve as the recorder. Assign a practice item from the student work cards for all groups to use as a practice item. Remind students that the focus of this lesson is on learning how to use the tool—not on the content of the practice item. Give four or five minutes for group practice. |
| FIVE  6 minutes | Get feedback from each group. Ask one group to share one point. Then ask if any other group has something similar. Record these ideas. Then move on to a different group to share another separate idea followed again by other related ideas. You don’t need to have every group share every idea. |
| SIX  2 minutes | Give constructive feedback. Acknowledge ideas that have merit, are creative, and are unique from others. Point out weak ideas by asking students to come up with a better statement. (De Bono shares it is o.k. to tell a group that their idea is weak/doesn’t hold up.) |
| SEVEN  3 minutes | Refer to the student work card as you discuss the principles found toward the bottom of each work card. |

Pass out one of these cards to each small group of students or make an overhead of the card and display it as you teach this tool.

|  |  |
| --- | --- |
| **PMI: Plus, Minus, Interesting** | P = Plus – the good things about an idea – why you like it.  M = Minus – The bad things about an idea – why you don’t like it.  I = Interesting – What you find interesting about an idea. |
| Instead of just saying that you like an idea, or don’t like it, you can use a **PMI**. When you use a **PMI** you give the good points first, then the bad points, and then the points, which are neither good nor bad, but are interesting. You can use a **PMI** as a way of treating ideas, suggestions and proposals. You can ask someone else to do a **PMI** on an idea or you may be asked to do one yourself.  Principles:   * The **PMI** is important because without it you may reject a valuable idea that seems bad at first sight. * Without a **PMI** you are very unlikely to see the disadvantages of an idea that you like very much. * The **PMI** can show that ideas are not just good or bad but can also be interesting if they lead to other ideas. * Without a **PMI** most judgments are based not on the value of the idea itself but on your emotions at that time. * With a **PMI** you decide whether or not you like the idea after you have explored it instead of before. | |
| Ideas that can be used as practice examples:   1. All the seats should be taken out of buses. 2. Services of specialists should be provided regionally. 3. We should establish an “Adopt a Senior” program at our school so that we can get more help in class. | |

**The Cornell Note-taking System[[24]](#footnote-24)**

Have students use their own notebook paper to create a blank template similar to the one below. During lectures or while reading, follow the steps recorded below.

|  |  |
| --- | --- |
| **Cue Column** | **Notetaking Column**  1. **Record**: During the lecture or while reading, use this notetaking column to record the lecture using telegraphic sentences.  2. **Questions**: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.  3. **Recite**: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.  4. **Reflect**: Reflect on the material by asking yourself questions, for example: “What’s the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What’s beyond them?  5. **Review**: Spend at least ten minutes every week reviewing all your previous notes. If you do, you’ll retain a great deal for current use, as well as, for the exam. |
| Summary:  After class, use this space at the bottom of each page to summarize the notes on that page. | |

**The Folded File Folder[[25]](#footnote-25)**

Larry Lewin developed this great tool and has used it extensively with his students The FFF teaches students some important comprehension strategies. Distribute one 8.5x11 inch sheet of colored paper (colored, just to get their attention) to each student. They are instructed to fold the paper in half leaving a 1/2 to 1 inch tab on top on which to record a label of the topic that is about to be viewed/read/heard. The following graphic uses the example of Colonial America -- in particular, Jamestown Colony.

Colonial America: Jamestown

The Colony Captain John Smith Pocahontas

Right on the fold, record a prediction here.

Record any new learning on this side of the fold.

Record what you know already on this side of the fold.

After labeling the tab, students open the Folded File Folder (FFF) and use the top inside section between the tab and fold to record what they already know about the subject. In this case students were asked to create three columns. At the top of each column a subtitle was added. Students then were instructed to tap their prior knowledge of each subtitle by jotting down anything they already knew, or thought they knew.

Students then make a quick prediction about what they think they might learn and record their prediction in the middle of the FFF -- writing right across the centerfold. The bottom portion is reserved for note taking new information during the reading, presentation or viewing.

Folded Bookmark[[26]](#footnote-26)

This First Dare Tool developed by Yvonne Fasold makes notetaking easy and portable. Take an 8 and 1/2” by 11” piece of paper and turn it landscape. Fold it in half and in half again. Open the paper and number the panel on one side with 1, 2, 3, and 4. Flip the paper over and number the back panels with 5, 6, 7, and 8.

1

2

3

4

The bookmark can be used in a number of ways including:

1. Students can use the bookmark as a running record for notetaking. Instruct students to take notes on each section, page, or chapter in each panel.
2. As the teacher you can print a prompt on each panel and hand the bookmarks to students. The prompts can be tightly structured or more loosely structured and can include items such as theme, vocabulary, quotations, and the like.
3. Younger students can copy words and phrases or illustrate the panels and can be used for both reading and listening comprehension.
4. If prompts are used, students should be weaned away from them as they mature. The goal is to have students become self-directed in taking notes.

Folded Bookmark: A Streetcar Named Desire

|  |  |  |  |
| --- | --- | --- | --- |
| Scene 1:   * Blanche comes to visit her sister, Stella, in New Orleans. * Stella is married to Stanley. Stanley is rough and hangs out with his friends. * Stella and Blanche come from a more refined family than Stanley. * Stella is more secure and Blanche is weak and sensitive about everything. * Blanche acts like she is above everyone else. * Blanche clearly thinks that Stanley is crude and can’t understand what her sister sees in him. * Blanche got there by taking a streetcar named desire and can’t believe that he sister lives here. * I don’t know what “a streetcar named desire and Elysian Fields. * Blanche seems to drink a lot. * I don’t know why but Blanche lost the family home, Belle Reve. * Is Blanche an alcoholic? | Scene 2:   * It is the next evening and Stanley comes home from work to get ready for his poker party. * Stella is all dressed up and Stanley realizes that Stella is taking Blanche out to dinner. * Stanley get upset when he realizes that Blanche has lost the family home. He thinks he is entitled to a share of the family property. * Blanche asks Stanley to help her button her dress and she flirts with him a little. * Stanley rips open the trunk to look for the papers on Belle Reve and finds a bunch of Blanche’s love letters. * Stanley announces to Blanche that he is just looking out for his wife’s interests now that she is going to have a baby. * I wonder what is going on between Blanche and Stanley? | Scene 3:   * Blanche and Stella come home and Stella introduces Blanche to the men. * Stella tells the men to wind up the poker game. * Stanley orders the women out of the room. * Blanche decides to take a bath and meets Mitch coming out of the bathroom. * Blanche kind of likes Mitch because he is so polite. * Stanley has been drinking too much and starts picking on others including Stella and Mitch. * He accuses Mitch of looking through the curtain at Blanche * Blanche turns on a little radio and starts dancing with Mitch in the bedroom. * Stanley barges in and throws the radio out of the window. * Stella and Stanley have a big fight and Stella gets hit. * The men pull Stanley off of Stella. * Is Blanche trying to get Stella and Stanley to fight? | Scene 4:   * It is the next morning and Stella is asleep on the top of the bed. * Stanley is out. * Blanche is very upset and does not want Stella to return to her husband. * Stella explains that Stanley is not a bad guy and that he often gets a little violent when he has been drinking. * Blanche trashes Stanley to Stella and tries to convince her to leave him for good. She says that she cannot live in a situation like this. * Blanche has a plan to get money from a famous Texan and then decides that that won’t work. * Stanley up to the door and hears Stella call him apelike and common. * Stella pleads with Stella not to hang out with brutes like Stanley. * Stanley walks back out into the street and calls for Stella. * Now that it is pretty clear that Stella is sticking with Stanley, what will happen to Blanche? |

**Exit Tickets**

**Purpose:** Before students leave for the day or switch classes, they must complete an exit ticket that prompts them to answer a question/s targeting the big ideas of the lesson.

**Procedure:**

1. At the beginning of class, distribute the Exit Ticket. Take a moment to describe the directions and expectations for the Exit Ticket. Distributing this at the beginning of the lesson will help students focus on the most important ideas. Assure students that you are interested in what they think about the class and how it is going for them.
2. Give students time at the end of the lesson to complete their exit ticket.
3. As they leave, stand at the door with your hand out, and tell students: “Lay it on me!” Collect the exit tickets and review them for planning purposes for the next day’s instruction.

Below are a few ideas for prompts on exit tickets:

* Two Minute Response
  + Most important thing you learned today
  + Main Unanswered question you leave class with today
  + Muddiest point (most confused about)
* A & E Card (Assessment and Evaluation)
  + Show 3 different ways to complete this math problem.
  + Briefly explain gravity. Give an example of gravity in the classroom or on the playground.
  + Which event is most important in the story? Why?
* 3-2-1 Card
  + 3 key ideas, 2 questions, 1 thing I want to read more about
  + 3 words I think are most important to this topic, 2 connections I made, 1 thing I do not like

**Variations:**

*A Verbal Exit Ticket*

Have students line up at the door at the end of the period and as they leave they must share an idea or concept they learned from that class. Each student must give a different answer.  No copying! As the students stand in line, they can discuss different possibilities with their peers.

*Admission Ticket*

Students record a fact, concept, or question related to their assigned reading and hand it in as they enter the classroom. The teacher may prefer to assign a guiding question.  An admission ticket serves as a great technique for reading/homework check.

Two-Minute Response

Name: Date: Period:

The most important thing I learned today:

One question I still have about class today:

I am most confused about:

Other things I want you to know:

Two-Minute Response

Name: Date: Period:

The most important thing I learned today:

One question I still have about class today:

I am most confused about:

Other things I want you to know:

Name: Date: Period: \_\_\_\_

A and E Card

Before you leave class today, take a couple of minutes and write here what you think were the two or three main ideas we addressed in the lesson.



Name: Date: Period: \_\_\_\_

A and E Card

Before you leave class today, take a couple of minutes and write here what you think were the two or three main ideas we addressed in the lesson.



Name: Date: Period:

“Lay It On Me”

Tell me how you feel about class today. Put a check in the box. From your point of view:

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Did the lesson go too slow or too fast today? | Too Slow | About Right | Too Fast |
| 2. How would you rate the help I gave you today? | No help and/or  Not helpful | Help About Right | Too helpful |
| 3. Did the lesson make sense for you? | Made no sense | Made some sense | Make a lot of sense |
| 4. Was there enough activity in class today? | Too little activity | Activity just right | Too much activity |
| 5. Did you feel safe to express yourself in class? | Not safe | O.K. | Very safe |
| Class would be better if.... | | |  |

Name: Date: Period:

“Lay It On Me”

Tell me how you feel about class today. Put a check in the box. From your point of view:

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Did the lesson go too slow or too fast today? | Too Slow | About Right | Too Fast |
| 2. How would you rate the help I gave you today? | No help and/or  Not helpful | Help About Right | Too helpful |
| 3. Did the lesson make sense for you? | Made no sense | Made some sense | Make a lot of sense |
| 4. Was there enough activity in class today? | Too little activity | Activity just right | Too much activity |
| 5. Did you feel safe to express yourself in class? | Not safe | O.K. | Very safe |
| Class would be better if.... | | |  |

**3-2-1 Exit Ticket**

Name: Date: Period:

Record 3 key ideas from the class today.

Record 2 questions you have from class today.

Record 1 thing that you want to learn more about from class today.

**3-2-1 Exit Ticket**

Name: Date: Period:

Record 3 key ideas from the class today.

Record 2 questions you have from class today.

Record 1 thing that you want to learn more about from class today.

**Tools for Synthesizing**

**Get the Gist[[27]](#footnote-27)**

“Get the Gist” is a tool that comes from Collaborative Strategic Reading (CRS). The purpose of “Get the Gist” is for students to identify the main idea of a section. It can be completed by individual students, by pairs, or by 4-squares.

Give students a section of text that you have already read. Then have students follow the steps in “Getting the Gist” are:

1. To **get the gist** of a reading assignment, a student will:
2. Name the *who* or *what* a paragraph or section was mostly about.
3. Tell the most important thing about the *who* or *what.*
4. Say the gist in 10 words or less.
5. Write the gist in a Learning Log (individual student journal) or on a worksheet designed for this purpose.

Model the process with the whole class on two or three occasions before asking students to use this tool independently. And, when working with younger students, routinely have them work in pairs or 4-squares, rather than alone.

**Wrap It Up[[28]](#footnote-28)**

“Wrap It Up”, also from Collaborative Strategic Reading, is a tool designed to help students identify the theme, major thrust of the whole chapter or book. It has two parts: Questioning and Review. When using “Wrap It Up” students follow these steps.

1. Students generate questions about the important ideas in the passage, answer the questions and discuss them with a partner or in a 4-square. Give students about six to eight minutes to do this.
2. Have students then work in 4-squares to review what they have learned and draft a summary paragraph.
3. Debrief each of the 4-squares with the whole class and create a class “Wrap Up.”

**Consensus Definition**

Nancy McCullum developed this “Prepare” through “Share” tool, Consensus Definition. It should be used at the beginning of a unit, during the course of the unit, and again at the end of the unit. Students work individually and then collectively to write a short definition of the concept being studied.

|  |  |
| --- | --- |
| Step: |  |
| One: | Start out by sharing with students a concept of topic to be studied. Ask each student to work alone and come up with a two or three sentence statement that defines the concept as he or she currently understands it. Each student records his/her definition on paper. When working with younger students, teachers and other helpers (upper grade students, volunteers) can record responses for them. |
| Two: | Pair students with one other student (maybe two other students in a pair as necessary). This group works to combine the ideas in their individual thinking into one common definition. The pair writes its combined definition on a larger sheet of paper. |
| Three: | Have two groups combine together to form a “Four Square.” The goal of this group is to create a “Four Square” consensus definition. This new definition should be recorded on large chart paper and posted in the class for all to see. |
| Four: | Bring the class together and have all groups share their “consensus definitions.” (Be mindful that these definitions may be riddled with errors because this tool is used as an introduction to the unit.) |
| Four A: | After all groups have shared their definitions, ask the class to identify any key words from each posted definition that they believe might be critical to understanding the concept. With felt tip pens underline or circle these words. |
| Five: | Work with the class to construct just one consensus definition from which the class will work throughout the unit. Post it in the classroom. Throughout the unit of study, as students receive new information from a variety of sources, they can suggest modifications and revisions to it. Make these edits while keeping the original definition posted so that students can see the evolution of their thinking over time. |
| Six: | At the end of the course or unit, have students compare their original definition with the final definition. Point out that new knowledge can shape one’s construction of meaning about a concept. |

My best thinking

The best thinking of our pair.

Pairs

Four Square

The best thinking of our four square.

Posted Four Square definitions with **key words** highlighted

Posted Group Class Consensus Definition with edits.

Final Consensus Definition created from the beginning of the unit, editing throughout and ending up with a final statement based on the study.

6.

1. 2. 3. 4. 5.

**Pie Partners: Everyone Has a Piece of the Pie**

This is a strategy one can use to get students to reflect and synthesize at the end of a lengthy unit of study. Follow these steps:

1. Identify major conceptual headers that would cover the major ideas covered in the unit of study.
2. Create blank pie charts as illustrated below for each of these headers.
3. Label each pie chart with one header label at the top of the chart.
4. Have each student take one pie chart and choose an outside section in which to record his thoughts about the topic listed at the top of the chart.
5. At about three and a half minutes, give a signal to finish up recording one’s thoughts in 30 seconds.
6. At four minutes, pass the charts clockwise.
7. Students repeat the process with the next topic header.
8. Again, in four minutes, pass the charts and repeat the process until all group members have responded to each topic.
9. Now come together as a whole group and synthesize all of your ideas in the center circle.

After all have recorded comments individually, the group works together to record the key ideas on the topic here.

Each one writes his/her comments in one of these outside sections.

Write the major conceptual header here.

**Tools for Visualizing**

**The Open Mind**

Name Date: Period:

In the Open Mind below, draw pictures, symbols, and images to show what you already know or think you know about the topic.

**Movie of the Mind**

MAKE a motion picture in one’s mind. I call it “Picture This” from the work or Ruth Scroggins. Give students the attached film strip. Read a brief section from one of your favorite books and ask students to illustrate as you read. Here is an example from The Lion, the Witch and the Wardrobe” by C.S. Lewis. Every time you see an asterisk, pause and have students draw what they are seeing in their mind’s eyes. Explain to students, that as you read, you learn new information that allows you to change your images as you go. Sometimes it is helpful to sketch briefly what it is you see as you go and then create a final image at the end of the section or chapter.

Everyone agreed to this and that was how the adventures began.  It was the sort of house that you never seem to come to the end of, and it was full of unexpected places.\*  The first few doors they tried led only into spare bedrooms, as everyone had expected they would, but soon they came to a very long room full of pictures and there they found a suit of armor;\* and after that there was a room all hung with green, with a harp in one corner;\* and then came three steps down and five steps up, and then a kind of little upstairs hall and a door that led out onto a balcony,\* and then a whole series of rooms that led into each other and were lined with books-most of them very old books and some bigger than a Bible in a church.\*  And shortly after that they looked into a room that was quite empty except for one big wardrobe; the sort that has a looking glass in the door.  There was nothing else in the room except a dead blue bottle on the window-sill.\* (pg.76)

Another example you could use is from page 125 of The Trumpet of the Swan. Again, stop at each asterisk and let students sketch what they see in their minds’ eyes.

When the desk clerk at the Ritz Hotel saw the boatman enter the lobby followed by an enormous white swan with a black beak, they clerk did not like it at all.\* The clerk was a carefully dressed man—very neat, his hair carefully combed.\*

The boatman stepped boldly up to the desk. “I’d like a single room for tonight for my friend here,” said the boatman.\*

The clerk shook his head. “No birds,” he said. “The Ritz doesn’t take birds.”\*

“…You take celebrities… My friend here is a celebrity. He’s a famous musician.”\*

NAME: PICTURE THIS FOR



**Tools for Questioning**

**THICK AND THIN Questions**

**INTRODUCING THIN AND THICK QUESTIONS**

**Note:** If small-group guided reading is a regular routine for your students, the introduction to thin and thick questions could be done in that setting. However, carrying out the following steps is also viable in a whole-group setting.

Let students know that they can ask questions for many different reasons. Before reading a text, perhaps they are curious about something they might find out. During reading, asking questions can help them stay engaged with difficult or unfamiliar material. Stress the importance of stopping to consider what has been read along the way and let them know that turning the information into questions—even questions that they already know the answers to—leads them to reflect on and better comprehend what has been read.

Introduce the idea of two different types of questions: thin (or factual) and thick (or inferential). Describe thin questions as ones whose answers can be found in the text and that can be answered with a few words or short sentences. Describe thick questions as ones that readers have to think about more fully since the answers come from one's head, not solely from the text. Let students know that answers to thick questions are open to argument, but that the text should support the answer and, again, one's own reasoning comes into play.

Display the T-chart that you prepared with the columns labeled as 'Thin' and 'Thick.' Write a sample thin question in that column of the T-chart. Develop a question from a text your students already know, preferably one you have read recently. Have students state more thin questions based on their knowledge of the book you have chosen. As you proceed, let other students answer the questions and discuss with students why these questions are thin ones.

Point out that some thin questions may only have one answer, such as 'Which legs do frogs use to jump?' (Answer: The rear) Some, however, can have multiple answers, such as 'What are the colors of some frogs?' (Possible answers: Green, yellow, spotted, etc.)

Next, pose a thick question to the students. A good practice here is to *change* a thin question into a thick one. For instance, one could change the thin question 'Who is Captain Underpants?' into 'Why is the *principal* Captain Underpants so funny?' [Two possible answers: 1) Principals don't usually come to school in their underwear 2) It is funny to see a character who is normally an authority figure become ridiculous]

You might ask how we know that these are truly thick questions. With both sample responses, the answer is not found completely in the book; rather, the person answering the question would have to form an opinion or offer support in order to answer it.

**THICK AND THIN Questions continued**

Accept thick questions from students and allow other students to answer them. Make sure that students see that they are expressing something of their own mind for thick answers, not just recalling facts as they did with thin questions.

Post the list of question words near the T-chart for easy reference during the read-aloud.

Let students know they should write questions on sticky notes (one question per sticky note) as you read aloud. Students are not to interrupt the reading with oral questions at this sitting, just to listen and write their questions.

Since they have some experience with thin and thick questions from the previous activity, they should be able to differentiate between the two types of questions; however, it is normally more difficult for students to compose thick questions initially as opposed to thin ones. Remind them that they can try changing their thin questions into thick ones.

Begin the read-aloud, pausing from time to time to model for students your thinking when you have a question about an important point in the material.

After the read-aloud, have students place their sticky notes on the T-chart under the appropriate headings and explain to the group what their questions are and why they are thin or thick. Remind students to make up their minds before they approach the chart, possibly writing 'thin' or 'thick' at the top of the sticky beforehand.

Have students give feedback to see if they agree with where classmates put the thin or thick questions (pointing thumbs up or down works well here). If repeated questions come up, organize them in groups so that when questions are answered, entire groups are addressed.

It is not necessary to answer all the questions at this time. The primary purpose of generating questions is to give students practice in forming questions, hearing the questions of their classmates, and giving and receiving feedback.

**Question Answer Relationship Strategy (QAR)[[29]](#footnote-29)**

The **QAR** is an effective tool for students to use when sharing what they have learned. However, the teacher may want to teach QAR up front to students to help them in answering key focus questions. **QAR** was created Dr. Taffy E. Raphael to assist students to respond to questions traditionally found at the end of textbook chapters.

**QAR** is built upon a taxonomy of questions. This taxonomy classifies questions according to their relationship to two sources of information that will help the reader answer the question. The two sources of information are the text or the reader's background knowledge. The taxonomy includes three types of questions. They are:

|  |  |
| --- | --- |
| Textually Explicit: | * A question whose answer is stated explicitly in the text. |
| Textually Implicit: | * A question where the information needed to answer the question is located in several sentences or paragraphs. The reader must integrate this information to generate the answer. |
| Scriptually Implicit: | * A question whose answer must be supplied from the reader’s background knowledge. The reader needs to activate a schema or script to generate the answer. |

To teach students these three different question types, Raphael created four QAR strategies. The figure below summarizes the four strategies.

Four QAR Strategies

|  |  |
| --- | --- |
| Strategy | Definition |
| Right There  (Textually Explicit) | The answer is easy to find in the reading. The words used to make up the question and the words used to answer the question are right there in the same sentence. |
| Think and Search  (Textually Implicit) | The answer to the question is in the reading. The answer is made up of information that comes from more than one sentence or paragraph. You have to put together information from different parts of the reading to find the answer. |
| The Author and You  (Scriptually Implicit) | The answer to the question is not in the reading. Think about what the author tells you and what you already know. |
| On My Own  (Scriptually Implicit) | The answer to the question is not in the reading. You can answer the question without reading the story. You can answer the question by thinking about what you already know. |

So, craft a set of key focus questions with students. Be explicit with your students who are struggling with the text. Help them identify which questions are “right there” in the text, which are “think and search” questions, which are “the author and you” questions, and which are “on my own” questions.

**QAR: Question Answer Relationship**

**Answering Questions About the Text**

**The answers are in the book.**

**Right There**

The answer is in one place in the text. Words from the question and words that answer the question are often “right there” in the same sentence.

**Think & Search**

The answer is in the text. I need to “think and search,” or put together different parts of the text, to find the answer. The answer can be within a paragraph, across paragraphs, or even across chapters and books.

**Author & Me**

The answer is not in the text. To answer the question, I need to think about how the text and what I already know fit together.

**On My Own**

The answer is not in the text. I need to use my own ideas and experiences to answer the question.

There are four types of questions. If you understand the type of question that is asked, it will help you understand how to answer that question.

**The answers are in my head.**



**Using QAR to Frame Questioning**

**Within the Reading Cycle**

**Before Reading**

**On My Own**

From the title or the topic, what do I already know that can connect me to the story or text?

**Author & Me**

From the topic, title, illustrations, or book cover, what might this story or text be about?

**During Reading**

**Author & Me**

What do I think will happen next? How would I describe the mood of the story and why is this important?

**Think & Search**

What is the problem and how is it resolved?

What role do [insert characters’ names] play in the story?

What are the important events? (literary, informational)

**Right There**

Who is the main character? (literary)

Identify the topic sentence in this paragraph. (informational)

What are some words that describe the setting? (literary)

**After Reading**

**Author & Me**

What is the author’s message?

What is the theme and how is it connected to the world beyond the story?

How can I synthesize the information with what I know from other sources?

How well does the author make his or her argument?

How is the author using particular language to influence our beliefs?

**Think & Search**

Find evidence in the text to support an argument.

**Stretch It[[30]](#footnote-30)**

The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction.

Lemov shares that, when students finally get an answer all the way right, there’s a temptation to respond by saying “good” or “yes” or by repeating the right answer. He suggests that the learning can and should continue after a correct answer has been given. Champion teachers continue by asking students to answer a different or tougher question, or by using questioning to make sure that a right answer is repeatable. It confirms that the student knows how to get similar right answers again and again. He calls this strategy of rewarding right answers with more questions “*Stretch It*.”

He suggests the use of several types of *Stretch It* questions: These types are:

* Asking *how* or *why.*
  + How did you get that?
  + How did you know to use...?
  + Why did that happen?
  + Why do you know you are right?
* Asking for another way to answer.
  + Is there another to get that?
  + And if you did this, what would you get?
  + Is there a better way to do that?
  + Can you think of another way to state that?
* Asking for a better word.
  + Can you answer with a word different than ?
  + What is another word you could use to describe that?
* Asking for evidence.
  + How would you describe how is feeling?
  + What sentences in the article show me that is feeling ?
  + Where in the text did you get that understanding?
* Asking students to integrate a related skill.
  + Who can use new vocabulary word in a sentence?
  + Can you add some detail to show more about what means?
  + Can you think of a synonym for the word ?
* Asking students to apply the same skill in a new setting?
  + So, what’s the setting of this short story?
  + Can you remember another story with a similar setting?
  + What about a movie? Do movies have settings? What movie setting is similar to the setting here?



Reading: Strategies for Comprehension

S.T.R.A.P.

Always buckle your STRAP when reading.



Survey: Look at the pictures, graphs, headings, and/or topic sentences; read questions; get your mind in gear.

**S**

Think: This is the part that most readers skip. What do you already know about this subject? How can you relate this information to something that you already know? What seems confusing? What do you think you’ll learn?



**T**

Read: As you read, look at charts and pictures. Create images in your mind.

**R**



Answer: Answer any assigned questions. Answer any other questions given or those you generated when you were thinking.

**A**



Paraphrase: Put the main parts in your own words. What did the author want you to learn or know? This can be mental, but if you actually write it in a reading log you’ll have a handy study guide for the unit test.

**P**



Created by Yvonne Fasold, Ph.D., Sheldon High School, Eugene

**Tools for Predicting**

Guess and Adjust

This quick and easy activity from Jeff Zwier’s book Building Reading Comprehension Habits in Grades 6-12: a Toolkit of Classroom Activities,[[31]](#footnote-31) serves three important purposes: (1) building background knowledge for reading; (2) using word parts to predict word meaning, and (3) figuring out words using context related to the title and author’s purpose.

1. The teacher identifies 3 to 5 new words critical to understanding the text.
2. The teacher identifies 6-10 clue words. Clue words are words from the text that provide “hints” to assist the reader in figuring out the meanings of the new words.
3. Make a transparency of the attached graphic organizer.
4. Give each student a copy of the graphic organizer.
5. Work together to begin filling out the graphic organizer.
6. Write the title of the text to be studied at the top.
7. Write the new words in the “New Words” column.
8. Write any clue words that are important to the text in the oval at the lower left of the graphic. Have about 6-10 clue words.
9. Then have students guess the meanings of the new words using the text’s title and their knowledge of word parts and record their guesses in the middle column.
10. Have students do a quick write in the triangle that predicts the text content.
11. Read aloud the first part of the text while students follow along in their own books. Stop often to allow students to look at any new words in context and to mentally adjust their original guesses. Model the process for students of comparing the guessed meaning with the text.
12. Model recording an adjusted meaning in the last column.
13. Direct students to finish reading the text on their own or in pairs and complete the adjusted meanings column.
14. At the bottom of the graphic organizer have students write a final three-sentence summary of the text, incorporating in some of the new words.

Name Date Period

Title:

|  |  |  |  |
| --- | --- | --- | --- |
| New Words | Guessed Meanings | **R**  **E**  **A**  **D** | Adjusted Meanings |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Clue Words  Text Prediction  Summary: |  |  |

**PACA: Prediction and Confirming Activity[[32]](#footnote-32)**

Based on Beyer’s Inquiry Model, this strategy, like most prereading strategies, uses student predictions to set a purpose for reading: this process is what most good readers do naturally. PACA allows students to make predictions about a topic based on some initial information provided by the teacher, even if they have little prior knowledge. Given additional information, they can revise their predictions (or hypotheses) and pose them as questions for further reading. Suppose a teacher wishes to teach a lesson about the Hausa people of Nigeria and surmises that students will probably have little prior knowledge of the culture or geographical location of the Hausa people. The teacher gives a short explanation that the Hausa people live in Nigeria and shows students where Nigeria is located within Africa.

Step 1: *The teacher poses a general question such as “What are the Hausa people like?”*

Step 2: *The teacher provides initial information*. The teacher places students into small groups for discussion and provides them with a list of Hausa words and again poses the question, “Based on the words commonly used by the Hausa people, what are the Hausa people like?” Word lists can generally be found in content area textbooks.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| cotton | goat | sabbath | God | mining |
| rainy season | trader | desert | yams | amulet |
| prohibition | merchant | ghost | farm | cattle |
| witchcraft | grandmother | aunt | umbrella | sister |
| Koran | debtor | servant | slavery | adobe |
| walled town | tent | tax collector | son | cultivate |
| blacksmith | dry season | camel | clay oven | crop |
| mosque | mountain | sheep | mother | baker |
| prophet | devil | gold | bargain | priest |

Step 3: Students and the teacher write predictions.

Step 4: Teacher presents new information such as pictures from the textbook, slides, a video, or a story.

Step 5: Students and teacher revise or modify statements.

Step 6: Students read a selection in their textbooks (or view a video, or listen to information) and revise their predictions using their predictions as a purpose for reading.

Step 7: The teacher helps students revise their predictions based on their reading (or viewing).

PACA may be used with a variety of topics for which teachers need to build background information. This strategy is good for vocabulary and concept building before having students use this information in their reading or writing.

**Tea Party[[33]](#footnote-33)**

Tea Party offers students an opportunity to consider parts of the text before they actually read it. Tea Party also encourages active participation with the text and gives students a chance to get up and move around the classroom. This before reading activity allows students to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on their prior experiences.

Select key words, phrases or sentences from the text and write them on index cards. Try to select half as many key words, phrases, or sentences as you have students. Duplicate enough cards so that there is one card for each student.

* Distribute one card per student.
* Have students get up and move from student to student.
* Ask them to share their card with as many classmates as possible.
* Insist they listen to others as they read their cards.
* Ask student partners to discuss how these cards might be related.
* Have them speculate what these cards, collectively, might be about.
* In small groups, have students complete a "We Think" statement.
* Ask students to share their "We Think" statements with the entire class. Make sure students explain how they reached their predictions.
* Read the text.
* Compare the text with their predictions on the "We Think" statements.

**Tea Party Instructions**

1. Share your card with as many others as possible. Read your card and listen to others as they read their card to you.
2. Discuss how these cards might be related and what they might be about.
3. Complete a “We Think” statement.

**“We Think” Statement**

**Group Members:**

We think the reading is going to be about

**“We Think” Statement**

**Group Members:**

We think the reading is going to be about

1. Created by Bette Shoemaker and drawn from several sources including *Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop* by Ellin Oliver Keene and Susan Zimmerman, *Seven Keys to Comprehension* by Zimmerman and Hutchins, and *Deeper Reading* by Kelly Gallagher. [↑](#footnote-ref-1)
2. This tool is adapted from McTighe, J., & Lyman, F. T., Jr. (1988). Cueing thinking in the classroom: The promise of theory-based tools. *Educational Leadership,* 45(7), 18-24. [↑](#footnote-ref-2)
3. This routine is one of several structures developed by Spencer Kagan and colleagues and is published in his book, Cooperative Learning. Go to their website for numerous excellent resources for engaging students at: <http://www.kaganonline.com/>. [↑](#footnote-ref-3)
4. This approach is described in Schoenbach, Ruth et al*.* Reading for Understanding: A Guide to Improving Reading in the Middle and High School Classrooms. San Francisco: Jossey-Bass Press, 1999. It was developed by Kate Kinsella, Ed.D. Faculty member, Department of Secondary Education, San Francisco State University and can also be found in *Initiating ESL Students to the Cooperative College Classroom,* in Cooperative Learning and College Teaching, 5(3), 6-10. [↑](#footnote-ref-4)
5. Pichert, J.W., & Anderson, R.C. (1977). Taking different perspectives on a story. *Journal of Educational Psychology, 69,* 309-315. [↑](#footnote-ref-5)
6. [↑](#footnote-ref-6)
7. From Billmeyer, R. & M. L. Barton (1998). *Reading Strategies for the Content Areas*. Aurora, Colorado: Mid-continent Regional Educational Laboratory. [↑](#footnote-ref-7)
8. Rogers, S., Ludington, J., & Graham, S. (1999). Motivation and learning. Evergreen, CO: Peak Learning Systems Evergreen, CO: Peak Learning Systems [↑](#footnote-ref-8)
9. This strategy is adapted from Rogers, S., Ludington, J., & Graham, S. (1999). *Motivation and learning*. Evergreen, CO: Peak Learning Systems. [↑](#footnote-ref-9)
10. Ogle, D. (1986). A teaching model that develops active reading of expository text. *The Reading Teacher* 39, 564. [↑](#footnote-ref-10)
11. Head, M. H., and Readence, J. E. (1992). Anticipation guides: Using prediction to promote learning from text. In E.K. Dishner, T. W. Bean, J. E. Readence and D. W. Moore (Eds), Reading in the content areas: Improving classroom instruction (3rd ed., pp. 227-233). Dubugue: Kendall/Hunt. [↑](#footnote-ref-11)
12. Klingner, Vaughn, Dimino, Schumm, and Bryant, (2001). *Collaborative Strategic Reading*. Longmont, Colorado: Sopris West, 2001. [↑](#footnote-ref-12)
13. Adapted from Klingner, J.K., & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English acquisition through Collaborative Strategic Reading (CSR). *The Reading Teacher*, 52, 738-747. [↑](#footnote-ref-13)
14. Baumann, J.F., Jones, L.A., & Seifert-Kessell, N. (1993). Using think alouds to enhance children's comprehension monitoring abilities. [*The Reading Teacher*](http://www.reading.org/publications/journals/rt/index.html)*, 47,* 184-193. Oster, L. (2001). Using the think-aloud for reading instruction. [*The Reading Teacher*](http://www.reading.org/publications/journals/rt/index.html)*, 55,* 64-69. [↑](#footnote-ref-14)
15. This work is drawn from a ReadWriteThink Website, a collaborative effort of the International Reading Association and the National Council of Teachers of English at: <http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html>. [↑](#footnote-ref-15)
16. Vaughn, J.L. & Estes 1986.) Reading and Reasoning Beyond the Primary Grades. Needham Heights. MA: Allyn & Bacon. [↑](#footnote-ref-16)
17. This tool was developed by Bette Shoemaker based on her reading of *Deeper Reading* by Kelly Gallagher, published by Stenhouse Publishers. Portland, Maine, 2004. [↑](#footnote-ref-17)
18. From Getting into Words: Vocabulary Instruction that Strengthens Comprehension by Shira Lubliner, published by Paul Brookes Publishing, 2004. This is definitely a book worth buying. [↑](#footnote-ref-18)
19. Frayer, D. A., A.W.D. Frederick, and H. J. Klausmeier (1969). A schema for testing the level of concept mastery (Working Paper No: 16). Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning. [↑](#footnote-ref-19)
20. Adapted from: Bromley, Karen. (2002) *Stretching Students’ Vocabulary: Best Practices for Building the Rich Vocabulary Students Need to Achieve in Reading, Writing, and the Content Areas*. New York: Scholastic. Pg. 46. [↑](#footnote-ref-20)
21. Several of the ideas listed below are from a Scholastic website: http://www2.scholastic.com/browse/unitplan.jsp?id=331 [↑](#footnote-ref-21)
22. This text was written by Debbie DeSpirt and can be found at: http://lesson-plans-materials.suite101.com/article.cfm/making\_connections\_and\_reading [↑](#footnote-ref-22)
23. For more information, the reader can go to de Bono’s website at: <www.edwdebono.com/debono/index.html>. [↑](#footnote-ref-23)
24. Adapted from *How to Study in College* by Walter Pauk, 2001 Houghton Mifflin Company [↑](#footnote-ref-24)
25. Larry Lewin may be contacted at Larry Lewin.com. [↑](#footnote-ref-25)
26. This tool was developed by Dr. Yvonne Fasold, former Eugene 4J teacher. [↑](#footnote-ref-26)
27. Klingner, J. Vaughn, S., Dimino, J., Schumm, and Bryant, (2001). *Collaborative Strategic Reading*. Longmont, Colorado: Sopris West, 2001. [↑](#footnote-ref-27)
28. Ibid. [↑](#footnote-ref-28)
29. Adapted from Raphael, T. E. (1984). Teaching learners about sources of information for answering comprehension questions. Journal of Reading, 27, 303-311. [↑](#footnote-ref-29)
30. from Lemov, D. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco, Jossey-Bass Teacher. [↑](#footnote-ref-30)
31. Zwiers, J. 2004. Building Reading Comprehension Habits in Grades 6-12: a Toolkit of Classroom Activities. Newark, Delaware: International Reading Association. [↑](#footnote-ref-31)
32. Irvin, J.L. (1998). *Reading and the Middle School Student: Strategies to Enhance Literacy*. Boston: Allyn and Bacon. [↑](#footnote-ref-32)
33. Tea Party and We Think are both drawn from *When Kids Can't Read* by Kylene Beers and published by Heinemann, 2003. [↑](#footnote-ref-33)