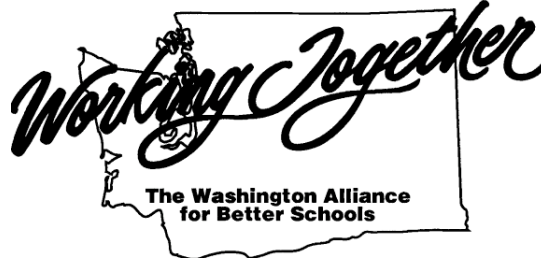# Secondary Reading Strategies

Teacher Handbook

Tools and strategies for improving reading in the content areas

Washington Alliance for Better Schools

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Table of Contents

Section 6 Student Strategies to Improve Understanding

Section 7 Connecting Reading and Writing

Section 8 Graphic Organizers

Section 9 Bibliography

Section 1

Introduction

- o Improving Reading in Secondary Grades
- o Key findings in Adolescent Literacy
- o What do Adolescent Learners Need and Deserve?
- o Starting Points – Seeing new Possibilities in Adolescent Literacy
- o Components of an Effective Literacy Program for Adolescent Literacy Learners
- o What Do Proficient Readers Do?
- o Adolescent Readers: Possible Profiles
- o Key Teacher Strategies to Improve Instruction
    - o Comprehension Monitoring
    - o Reciprocal Teaching
    - o Cooperative Learning
    - o Graphic and Semantic Organizers
    - o Text Structure and Mapping
    - o Questioning
    - o Summarizing
    - o Multiple Strategy Approach

Improving Reading in Secondary Grades: Focusing on Adolescent Literacy

The National Reading Panel (NRP) identified the following comprehension strategies as most promising and effective for helping students improve their comprehension:

- Comprehension Monitoring

- Cooperative Learning

- Graphic and Semantic Organizers

- Story (or Text) Structure and Mapping

- Questioning (Answering & Generating)

- Summarization

- Multiple Strategy Approach
          (NRP, 2000)

Why Should Secondary Teachers Focus On Improving Student Reading Skills?

Reading comprehension-- the ability to understand, interpret, and apply what one reads -- is a growing concern at the middle and secondary grades. As students move beyond the primary grades, their reading comprehension skills must become more sophisticated to retain, understand, and make sense of the demanding material. Challenging academic content-areas and the addition of more complex texts within these disciplines demand more of students. To successfully meet new rigorous content area standards, students must be able to comprehend and comprehend well.

Unfortunately, according to recent figures from the National Assessment of Educational Progress (NAEP), fewer than three percent of eighth grade students demonstrated an ability to analyze and extend information, required for reading at an advanced level (U. S. Department of Education, 2000). Another 26 percent of eight grade students performed at or below the level identified as basic, where students comprehend primarily factual information.

Reading comprehension is also a concern for the majority of adolescent readers in the state of Washington. A disproportionate number of students of color, English Language Learners (ELL), and students who are economically disadvantaged are represented among the struggling readers identified by low performance on the WASL and on the ITBS. These are the same students at high-risk of dropping out of school.

Key Findings in Adolescent Literacy

- Adolescents who are reluctant readers or have difficulty in understanding or bringing meaning to print quickly fall into a spiraling vacuum of unsuccessful learning experiences.

- "Teaching reading in the middle and secondary school isn't just an addition to an already bloated curriculum; it also provides the potential for teachers to use reading to create personally meaningful curriculum with students." (Bintz, 1997)

- Nearly 1/3 of our secondary students are seriously behind in reading; only a handful (> 5%) can be regarded as highly accomplished readers. Students in between can generally handle simpler reading tasks, but many have not yet developed the more sophisticated reading skills expected by their teachers and required by their textbooks (Buehl, 1998).

- "The educational careers of 25 to 40 percent of American children are imperiled because they do not read well enough, quickly enough, or easily enough to ensure comprehension in their content courses in middle and secondary school. Although difficult to translate into actual dollar amounts, the costs to society are probably quite high in terms of lower productivity, underemployment, mental health services, and other measures." (Snow, Burns, & Griffin, 1998)

- Proficient or good readers know what and when they are comprehending and when they are not; they can identify their purposes for reading and identify the demands placed on them by a particular text. They can identify when and why meaning of the text is unclear to them, and they can use a variety of strategies to solve comprehension problems or deepen their understanding of a text (Duffy, Roehler, Sivan, Racheliffe, Book, & Meloth, 1987); Paris, Cross, & Lipson, 1984).

- According to adolescent learners, their motivation would increase if schools were places where they could experience success (the need for mastery), curiosity (the need for understanding), originality (the need for creativity), and relationships (the need for positive involvement with others). (Strong, Silver, & Robinson, 1995).

- "Literacy learning does not occur without a deliberate, planned, sequenced literacy program." (Irwin, 1998)

What Do Adolescent Learners Need and Deserve?

- Adolescent literacy learners—like all other students—need and deserve to be placed in environments that support their personal, social, and literacy needs. When this happens, they have greater opportunities for academic success (Mehan, Villanueva & Lintz, 1996).

- Adolescent literacy learners—like all other students—need and deserve to be motivated to read for enjoyment and information; they need to have specified reading times, access to a wide variety of intriguing material, choices in what they read/study, and teacher assistance and modeling (CAL, 1999; Center for the Study of Reading, n.d.; Guth & Heaney, 1998).

- Adolescent literacy learners—like all other students—need and deserve to read/write more to enhance their literacy skills (e.g., fluency, vocabulary knowledge, comprehension, communication) (Fielding and Pearson as cited in Guth & Heaney, 1998) and assessment that shows them their strengths and their needs and informs their teachers to design appropriate instruction (CAL, 1999).

- Adolescent literacy learners—like all other students—need and deserve to have literacy instruction that is embedded with subject matter (Moore, 1998) and that builds both the skill and the desire to read increasingly complex materials (CAL, 1999).

- Adolescent literacy learners—like all other students—need and deserve to have expert teachers who model and provide explicit instruction in multiple literacies (CAL, 1999).

- Adolescent literacy learners—like all other students—need and deserve teachers who understand the complexities of individual adolescent readers, respect and celebrate their differences, and respond to their characteristics (CAL, 1999).

- Adolescent students—like all other students—need and deserve educational policy makers and curricular reformers who push us beyond the status quo of minimalist approaches and into the multiple literacies of the new millennium where teachers really care (Harste & Carey, 1999; Vacca & Alvermann, 1998).

(International Reading Association)

Starting Points—
Seeing New Possibilities in Adolescent Literacy

- Schools need to make reading a high priority with students and teachers by
- planning ongoing professional staff development in reading across the curriculum.

- Organizing in-school programs that encourage students and teachers to read.

- Assisting teachers in building collaborative relationships with representatives of trade book companies to explore what reading materials beyond textbooks are currently available for use in the classroom.

- Creating a faculty library complete with a variety of resources on recent advances in reading.

- Inviting teachers from across the curriculum to share reading strategies with colleagues at faculty meetings.

- Providing teachers with time and encouragement to discuss with colleagues what new insights about reading and teaching they learned from trying new strategies in their classrooms.

Teachers can:
- Use mini-lessons on reading as part of their daily/weekly lesson plans.

- Use different frameworks to support reading across the curriculum, such as literature circles, reading/writing workshops, reading aloud, paired reading, reading response logs, and thinking journals.

- Set up a readers-in-residence program as part of a library media center, in which students volunteer to help other students with reading.

- Begin faculty meetings or student news with an oral reading from a book, a poem, or a short story.

- Model that they are lifelong learners, readers, and writers.

(Bintz, 1997)

Components of an Effective Literacy Program for Adolescent Literacy Learners

- School-wide vision and commitment to literacy learning

- A reading or literacy council

- A vision of the school media center/library as the "hub" of the school

- Reading and writing in the content areas

- A school reading or learning specialist

- Ongoing staff development

- A read-aloud program

- Adults who model engagement in literacy events

- A school culture that supports, facilitates, and celebrates literacy learning

- Ongoing assessment and evaluation

(Irvin, 1998)

What Do Proficient Readers Do?

Proficient Readers:

- Activate background knowledge and make associations or connections with text.

- Ask questions before, during, and after reading.

- Read for different purposes. Having a purpose helps readers remember what they read and helps them determine what is important. Proficient readers use awareness of the purpose in reading the text and the text forms and features to make decisions (e.g., reading rate, reading style, etc.) based on this awareness.

- Know that in order to understand what they read, they must do more than pronounce words. They understand that if comprehension is to occur, they must engage in several thinking processes.

- Read selectively, fluently, and decode rapidly.

- Verify or change predictions based on the text and/or what is known about an author and his/her style.

- Draw inferences during and after reading.

- Don't remember everything they read. They use tools (e.g., synthesizing, summarizing, etc.) to hold on to their thinking so they can return to it later. Access tools allow readers to use the text to justify and support their thinking.

- Are flexible in their thinking and use different strategies for different types of reading. Proficient readers perceive reading as something they will do for their entire life, not just to pass a class.

- Know it is their job to monitor their comprehension. They know when they are making sense of their reading, and they know when they are confused. Proficient readers don't disguise or ignore their confusion. They acknowledge it so they can eliminate it.

- Know how to identify their confusion so they can help themselves get unstuck. Proficient readers use "fix-up" strategies when their comprehension breaks down. If they are unable to help themselves, they know they can ask an expert.

- Listen to the voices in their head to help them know when they understand and when they are confused. Proficient readers know that sometimes the voice helps the reader interact with the text and sometimes the voice pulls the reader away from the text. Proficient readers know how to bring themselves back to their reading by selecting a thinking strategy that will repair meaning.

- Visualize and use sensory images and emotions.

- Interpret text on a variety of levels (e.g., literal, interpretive, evaluative).

- Read and write a variety of text forms (e.g., narrative, expository, technical).

(Duffy, et al. 1987; Keene & Zimmerman, 1997; Paris, Cross, & Lipson, 1984; Pearson, Roehler, Dole, & Duffy 1991; Tovani, 2000)

Adolescent Readers: Possible Profiles

Highly Competent Readers

- Clear understanding of language and how it works (linguistics)
- Sufficient prior knowledge of topic/subject matter
- Rich repertoire of processing strategies
- Personal interest in reading or in topic/subject matter
- Goal-directed behavior

Effortful Processors

- Goal-directed
- Heavy reliance on strategies in the face of linguistic difficulties or limited topic knowledge
- Have to work "harder," if not always "smarter"

Knowledge-Reliant Readers

- Heavy dependence on existing topic-related knowledge to bolster their processing of linguistic information
- Relevant topic knowledge may have been acquired through direct experience of audiovisual channels

Non-Strategic Processors

- Few or faulty strategies for processing linguistic information
- Limited understanding of task demands or demonstrate little self-monitoring

Resistant Readers

- May have the requisite linguistic abilities, topic knowledge, and relevant strategies
- Lack either the "heart" or the "will" to activate the ingredients for success

Seriously Challenged Readers

- Have a number of reading problems
- The problems can include language-processing difficulties, limited background knowledge, strategic insufficiencies, and negative motivational conditions

(Alexander, P.)

Teacher Strategies to Improve Comprehension

☞ Key Strategy: Comprehension Monitoring

Definition:

Comprehension monitoring is a critical part of metacognition – the ability to think about one's own thinking. Students who practice comprehension monitoring know when they understand what they are reading and know when they do not understand what they are reading. If they do not understand, they are able to use specific strategies to improve their comprehension.

Instructional Method:

1) The teacher provides explicit instruction about the purpose of comprehension monitoring – why, when, and how it is used. "Think aloud" procedures are essential to teaching and learning this strategy.

2) In addition to explicit instruction as part of the teacher's lesson plan, comprehension monitoring may be taught when children experience difficulties in the context of their daily reading. Students can be cued to reread or look back or forward in the text to find phrases or passages that will clarify meaning for them.

Comprehension monitoring may be taught as a discrete strategy; however, the power of comprehension monitoring increases as students learn to combine it with other "fix-it" comprehension strategies. Pearson & Fielding (1991) provide four recommendations for building and monitoring one's own comprehension:

- build recall and knowledge of text structure;
- draw upon background knowledge and experiences and connect to text content;
- monitor understanding and how one understands; and
- summarize text material.

By using these four strategies, students manipulate meaning by transferring ideas from one form to another, strengthening comprehension.

Outcome:

Comprehension monitoring helps students:

- Identify where and when a difficulty occurs.
- Identify the difficulty.
- Restate the difficult sentences or passages in their own words.
- Look back through the text.
- Look forward in the text for information that might help them resolve the difficulty.

(Armbruster, Lehr, & Osborn, 2001)

Teacher Strategies to Improve Instruction

🔑 Key Strategy: Reciprocal Teaching

Definition:

Reciprocal teaching provides guided practice in the use of the four comprehension strategies. These strategies are designed to enhance students' ability to understand text (Snow, 1998).

The strategies are:

1. Predicting

2. Question generating

3. Summarizing

4. Clarifying

Instructional Method:

1) Students and the teacher read selections from text and use the comprehension strategies to guide the discussion about the text.

2) In the beginning, the teacher models the use of the strategies and provides guidance in the discussion that follows. As students increase in their ability to use the strategies on their own, the teacher's participation as facilitator decreases and the students and the teacher take turns leading the discussion of text.

3) Reciprocal teaching can be used with individuals, small groups, or whole classes. The use of question stems as prompts for discussion will reinforce students' use of comprehension strategies.

Outcome:

- Reciprocal teaching helps students improve their comprehension.

Teacher Strategies to Improve Comprehension

Key Strategy: Cooperative Learning

Definition:
Cooperative learning refers to instructional strategies in which students work together as partners or in small groups on clearly defined academic tasks.

Instructional Method:
1. The teacher provides explicit instruction about the purpose of the cooperative learning strategy and how it will help students improve their reading skills.

2. The teacher models the cooperative learning strategy and the reading task for students.

3. The teacher monitors and gives feedback to students, both on the cooperative learning strategy and the academic task, as they work cooperatively in pairs or small groups.

4. The teacher provides continuing opportunities for students to work cooperatively.

Outcome:
- Promotes intellectual discussion about reading materials between students.
- Increases the learning of reading strategies.
- Increases reading comprehension.
- Gives students more control over their learning and social interaction with peers.

(Armbruster, et.al, 2001; NRP, 2000)

Definition:

Student graphically represents ideas and relationships for either narrative or expository text while reading in either a natural reading or content-area instructional content.

Graphic organizers illustrate concepts and interrelationships among concepts in a text using diagrams or pictures. There are four main types of graphic organizers: hierarchical (main concept with ranks and levels or subconcepts under it), conceptual (central idea with supporting facts), sequential (arranges events in order), and cyclical (series of events within a process in a circular formation) (Broley, Irwin-De, & Modlo, 1995).

Semantic organizers are graphic organizers that connect a central concept to a variety of related ideas and events, like a spider web.

Instructional Method:

1. During the reading of either narrative or expository text, the teacher provides explicit instructions as to why graphic organizers work and when they should be used.
2. The teacher models the use of graphic organizers while "thinking aloud" during the reading of text.
3. The teacher routinely guides and assists students in how to use graphic organizers.
4. The teacher helps students use graphic organizers independently and strategically to improve student comprehension.

Outcome:

- Helps students focus on text structure.
- Visually represents relationships in text.
- Helps students write well-organized summaries of text.
- Helps students remember what is being read.

(Armbruster, et.al, 2001; NRP, 2000)

Definition:

Method by which teachers instruct readers how stories (and other texts) are organized as a way to facilitate comprehension and memory.

Instructional Method:

1. Provide explicit modeling and instruction.

2. Teach strategically.

Outcome

- Improves comprehension as measured by readers' ability to answer questions and recall what was read.

- Aids all kinds of readers, but improvement more marked for less able readers. More able readers may already know about story structure and do not benefit as much.

- Creates workable structures and visual representations for storage and retrieval of important information.

- Supplies students with models for organizing, integrating, and identifying relationships of text information.

Definition:

Answering: Intended to aid students in learning from text by focusing on particular content.

Generating: Intended to teach students how to engage with text by self-questioning before, during, and reading.

Instructional Method:

1. Provide explicit modeling and instruction.

2. Teach strategically using examples.

3. Include in all content areas and as part of multiple strategy approach.

Outcome:

- Leads to an improvement in answering questions after reading and in strategies for finding answers, confirming/adapting predictions.

- Benefits reading comprehension in terms of memory, answering questions based on text, integrating and identifying main ideas through summarization.

- Enables students to be actively involved in reading and to be motivated by their own questions rather than those of others.

(NRP, 2000)

Definition:

The ability to identify the most central and important ideas in text.

Instructional Method:

1. Provide explicit modeling and instruction.

2. Teach strategically.

Outcome:

- Improves memory and identification of ideas.

- Can be transferred to situations regarding general reading comprehension.

- Leads to improved written summaries and, for some students, better note taking and organizational skills.

- Can make students more aware of text structures and how ideas in different texts are related (e.g., story structure, informational text).

(NRP, 2000)

Teacher Strategies to Improve Instruction

Key Strategy: Multiple Strategy Approach

Definition:

Teaching students to use and coordinate more than one strategy in order to construct meaning while reading.

Instructional Method:

1. Provide explicit modeling and instruction.

2. Teach strategically.

3. Teach in the context of dialogue/feedback during reading.

Outcome:

- Leads to the acquisition and use of reading strategies.

- Facilitates comprehension as evidenced by memory, summarizing, and identifying main ideas.

- Improves reading ability and academic achievement.

(NRP, 2000)

Section 2

Reading Process

o Reading Process and Framework
o Planning the Reading Task
o Reading Task Planner Worksheet
o Planning the Reading Task: Text Purposes
o Processing Strategies
o Research-based Instruction

      o Explicit Instruction
      o Reciprocal Teaching
      o Scaffolding
      o Cooperative Learning
      o Think-Aloud
      o Read-Alouds
      o Answering Questions with Question
      o Questioning Suggestions for Specific Student Reading Performance

Comprehension instruction is most effective when teachers

- Model and think aloud their own use of the strategies

- Provide explicit and in-depth instruction and practice of strategies over time

- Discuss explicitly how each strategy helps readers to better comprehend text

- Make connections between each new strategy and what the reader already knows

- Gradually release responsibility for the use of strategies to students

- Build in time for actual text reading and guided practice in strategy application by the students

- Show students how each strategy applies to other texts, genres, formats, disciplines, and contexts

- Help students notice how strategies intersect and work in conjunction with one another
  (Harvey & Goudvis 2000)

Comprehension is a student's ability to make meaning from what is read. At the middle and high school levels, reading comprehension skills must become increasingly sophisticated to address the demands posed by more challenging academic expectations. Most teachers and researchers agree "weak reading comprehension, rather than an outright inability to read is the main affliction of most struggling readers in middle schools and high schools." (Allen 2000) When students leave the primary grades, they begin to encounter texts that are expository, complex, and filled with unfamiliar and more difficult vocabulary, especially in social studies, math, and science. Students are not explicitly taught to read those types of texts. In addition, they are not shown how to interpret the charts, graphs, maps, and other visuals that appear in increasing numbers in texts today. (Ogle 2000)

It is important to know about and teach comprehension because it is critical to the development of students' reading skills and the ability to obtain an education. It is essential not only to academic leaning but also to lifelong learning. (Good 2001) "Lifelong literacy is a continuum of development, and the 'ongoing literacy of adolescents is just as critical and will require just as much attention, as that of beginning readers' if we expect them to engage in learning tasks that involve higher order thinking skills across content areas." (Commission on Adolescent Literacy 1999) We need to teach students the skills to access a world rich in information. If these skills are not automatic and not continually scaffolded to improve with time, all but the most advanced readers and writers are placed at a disadvantage.

If the purpose for reading is anything other than understanding or comprehending, why read at all?

(Harvey & Goudvis 2000)

Saying words without understanding how to put the words and concepts together to make sense is not reading, and it is not comprehension.

(*Reading Links* 2002)

Research suggests the direction that efforts toward improving middle and high school students' comprehension must take:

- We know that enhancing comprehension skills will improve learning in content areas;

- We know some of the ways to reach reluctant adolescent readers;

- We know about the differences in metacognative skills of good versus poor readers;

- We know that a variety of teaching and learning strategies have been shown to be effective for middle and high school students.

The challenge is to bring the research to life in secondary content classrooms in ways that will make a long-lasting and significant difference for students.

> Although research-based reading strategies may be applied in schools on a piecemeal basis, some researchers believe that success in solving older students' comprehension problems depends on their inclusion in a strategic framework that will move students to a deeper understanding of the information they read.
>
> (Allen 1999)

Understanding the complexity of the reading process provides classroom teachers with a first step toward developing a strategic framework. When the teacher understands this and applies that understanding as he or she plans reading tasks and activities, students will more successfully master the discipline-specific concepts and skills. This, after all, is the goal of the instruction. Figure 1.1 is a graphic representation of the reading process and those factors that influence it. Clearly, improving reading comprehension is a multi-faceted task.

The Reading Process Model

Components
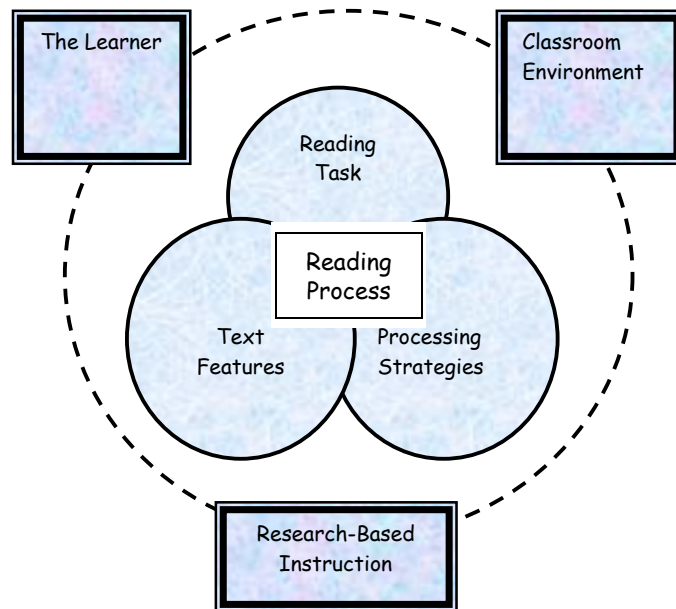
(Adapted from Beers, S. & Howell , L. 2003)

The **circles** within the outer circle represent the actual parts of the reading process itself.

In order to understand the reading task, students need to clearly understand the purpose of the assignment—what they are to read and what they should know as a result. Additionally, what students already know—or don't know—about the topic affects their understanding of the new learning from the text. As a result, it is essential to activate their prior knowledge before they read.

Text features and organizational structures provide cues that help students acquire the most meaning from their reading. Making students aware of these cues and helping them to understand how readers use them will help students decide how to approach their reading tasks. Reading assignments that are selected with the students' abilities and age in mind also improves the learners' attitude toward the task and allows

them to more actively engage in the reading.

In addition to being actively engaged, proficient readers use a wide range of metacognative <u>processing strategies</u> to meet the demands of the different forms of text they encounter in content-area classrooms.   Metacognition is thinking about thinking. Successful readers plan, think about, and reflect on their reading. They are, in other words, metacognative and conscious of their processes when they read. They plan for reading before they read; monitor their process while they read; and after they read, they evaluate their understanding and think about what they have read in light of what they already know.

Thinking about their own reading may be taught to the less proficient reader, but that alone is insufficient to improve reading comprehension. Teachers need to plan instruction to teach research-based reading strategies that students can apply to their content-area materials. Students need to know not only what they are, but also when to apply them—before, during, or after reading—and with which types of text they are most effective, so they can efficiently attack their reading assignments. When integrated with content learning, in ways that support teaching and learning in that discipline, students learn to independently apply the strategies in authentic contexts.

The **boxes** exterior to the circle represent factors outside the reading process itself that nevertheless have a significant influence on reading comprehension and that, as a result, the teacher must also consider when planning.

Most students who are not motivated to tackle assigned reading tasks may be unwilling because they perceive themselves to be poor readers. This lack of confidence combined with little or no practice produces a <u>learner</u> with poor attitudes and weak abilities. Therefore, attending to student motivation is a key element for improving reading comprehension.

To build a complete understanding of text students must feel safe and comfortable enough to be able to ask questions and

If reading is the construction of meaning, then reading is comprehension, which is the thinking, interacting, and transacting we do before, during, and after looking at text.

(*Reading Links* 2002)

offer their interpretations. <u>Classroom environments</u> that emphasize connections and interaction support the development of strategic readers. A respectful classroom culture also helps give students the chance to discuss their reading in a non-threatening climate.

Finally, recent research has provided educators with more information than ever before about what helps students learn. Using <u>research-based instruction</u> to improve reading also develops the processing skills that characterize proficient readers. Teaching reading comprehension strategies is complex because reading is a complex process. Explicitly teaching proven comprehension strategies, however, especially within a school-wide approach, improves students' ability to not only understand the meanings behind the words, but also encourages critical thinking about the topics and concepts under investigation in content-area classrooms.

The remainder of the material in this section provides detailed descriptions of specific instructional and student strategies. Coupled with explicit instruction and practice, the strategies will assist students in accessing and understanding the information in the reading they are assigned in content-area classrooms. As students improve their comprehension, they will also master the material necessary to their understanding in a variety of disciplines, which is ultimately the intent of content-area instructors.

Resources

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Reading Process Model

Components

The Learner:
Ability
Attitudes
Perceptions
Ownership

Classroom Environment:
Respect
Support
Engagement
Encouragement

Reading Task:
Clarity
Purpose
Background
Knowledge

The Reading Process

Text Features:
Text Cues
Organizational
Patterns
Text Selection

Processing Strategies
Before Reading
During Reading
After Reading

Research-Based Classroom Instruction
Explicit Instruction
Reciprocal Teaching
Cooperative Learning
Scaffolding

Adapted from Beers, S. & Howell , L. (2003)

Planning the Reading Task

Strategy

What is Planning the Reading Task? Teachers use planning books to ensure that they focus their lessons. The plan usually includes the purpose or objective of the lesson as well as the sequence of learning activities. This helps the teacher stay on track and evaluate the effectiveness of the lesson when students are asked to demonstrate what they know or are able to do as a result. Reading assignments need to be planned with the same care.

Why use it—expected outcomes? The Reading Task Planner makes it possible to be more purposeful as teachers integrate comprehension strategies into their lessons.

When to use it? Before assigning the reading task.

How to use it? Use it to plan content-area reading assignments to incorporate purposeful comprehension instruction.

Procedures

- Complete *Reading Assignment* section with specific information, i.e., page numbers, titles, due date.
- Determine the purpose for the reading and write it in terms of what the student should know or be able to do as a result of finishing the reading in the *Purpose/Results* section.
- Skim the reading assignment and choose terms in the reading that are critical for understanding the text and main concepts. List those words/phrases that students may not know in the *Vocabulary* section.
- Mark the *Text Features to Watch* that will help the students understand the material. Add unusual or unique features to the list.
- Mark the strategy(ies) that will be most useful (or that you want students to practice) to help them accomplish

the purpose of the reading assignment in the *Reading Strategies* section.
- In the *Special Attention* section, list any sections that are particularly important.

Assessment

If the students are understanding their reading tasks better and demonstrating improved mastery of content-area knowledge and concepts, the Reading Task Planner is helping the teacher be more purposeful about comprehension instruction

Variations

Other ideas for using this strategy:
- After you are familiar with the planner and have used it several times, make copies of it to share with your students. As you explain it, "think aloud" and model your planning for reading.
- After students have assessed their prior knowledge of the content of a reading assignment, work with the students to determine the purpose for the reading they have been assigned.
- After students have learned some of the comprehension strategies, give them blank planners to plan how they will approach reading assignments for the class. They should complete the tool from the teacher's directions at first. Students should be familiar with the text features and strategies listed.
- After students also begin using the planner, have them identify the vocabulary words they already know and encourage them to add new ones after they have scanned the assignment before reading. Students might also add words they still do not know after they have finished reading.

Resources

Beers, S. & Howell, L. (2003). *Reading Strategies in the Content Areas*. Alexandria, VA: ASCD.

Reading Task Planner

Reading Assignment

Title:_____

Page numbers:_____

Due date:_____

Purpose/ Results

_____
_____
_____
_____
_____

Vocabulary

Text Features to Watch

- ❑ Italicized words
- ❑ Headings/subheadings
- ❑ Pictures/graphs

- ❑ Bold-faced words
- ❑ Footnotes
- ❑ _____
- ❑ _____

Reading Strategies

- ❑ Scan
- ❑ Make predictions
- ❑ Make inferences
- ❑ Use a graphic organizer
- ❑ Summarize
- ❑ Analyze perspective

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Special Attention

_____
_____
_____

Planning the Reading Task: Text Purpose

Because the purpose of a secondary textbook differs from discipline to discipline, the skills required to comprehend the material and think critically about it also varies. This chart may help you and your colleagues plan the strategies you may need include in your instruction to help students access the text materials in your courses.

Purpose of Textbook	Specific Reading Skills
Math	
• Attach meaning to symbols; give reasons for procedures; evaluate the reasonableness of answers • Use mathematical knowledge to see real-world applications. • Engage in quantitative reasoning as a reasonable rather than arbitrary activity.	• Ability to read compact and precise language—horizontal and vertical text. • Ability to read literally and critically. • Ability to read slowly after preview and reread. • Ability to read graphics and visuals in a quantitative context. • Ability to use words, pictures, or numbers to explain thinking.
Social Studies	
• Make facts and concepts meaningful within a social/historical context. • Explain social and historical patterns. • Explore chronological patterns and causation. • Define socially responsible behavior.	• Ability to read through volumes of text—source documents as well as interpretive documents. • Ability to read inferentially and critically within chronological and cause-effect text organizations. • Ability to adapt reading rate--skimming as well as careful, slow reading-- and rereading. • Ability to read graphics and visuals for social/historical content. • Ability to read to separate fact from opinion.
Science	
• Describe real-world objects, systems, or phenomena. • Explain laws or theories in a scientific context. • Predict future observations. • Define scientifically responsible behavior.	• Ability to read to classify, measure, and examine systems and subsystems. • Ability to read compact and precise language. • Ability to read inferentially and critically. • Ability to read for explanation, to follow directions, to understand detailed statements of fact, to recognize patterns, and to link cause and effect. • Ability to read abbreviations, symbols, charts,

	equations, and text with diagrams.
Health and Fitness	
• Develop exercise, health, and moral concepts. • Illustrate competitive and non-competitive skills. • Encourage lifelong health and fitness.	• Ability to read to classify, measure, and examine systems and subsystems. • Ability to read compact and precise language • Ability to read inferentially and critically. • Ability to read for explanation, to follow directions, to understand detailed statements of fact, to recognize patterns, and to link cause and effect. • Ability to read diagrams and illustrations. • Ability to associate words with specific physical motion.
Vocational Education	
• Teach the names and functions of tools. • Interpret a work situation or job and respond with the appropriate knowledge and skill. • Build the capability to learn more in the face of changing work conditions.	• Ability to read compact and precise language. • Ability to read inferentially and critically. • Ability to read for explanation, to follow directions, to understand detailed statements of fact, to recognize patters, and to link cause and effect. • Ability to read diagrams and illustrations. • Ability to associate words with specific physical motion.
Foreign Languages	
• Teach how languages are structured. • Build the ability to use languages to make meaning. • Make connections between language and culture.	• Ability to read compact and precise language. • Ability to read inferentially and critically. • Ability to read for explanation, to follow directions, to understand detailed statements of fact, to recognize patters, and to link cause and effect. • Ability to read diagrams and illustrations. • Ability to associate words with specific physical motion.
Visual Arts	
• Teach knowledge of the basic visual elements and understanding of the meaning and components of an image • Read the compositional sources of all kinds of visual messages, objects, and experiences.	• Ability to understand relationships among dots, lines, shapes, direction, texture, hue, saturation, value, scales, dimension, and motion.

Language Arts	
• Compare actions and motivation; explore the influence of setting and of characters on each other; see recurring patterns in literature and human behavior. • Explain human characteristics and behavior. • See personal and real-world connections; develop imagination.	• Ability to recognize plot, character, conflict, setting, and theme. • Ability to read descriptive language. • Ability to read literally, inferentially, and critically. • Ability to adapt reading rate and reread. • Ability to understand text with few visuals. • Ability to read in many voices. • Ability to interpret creatively.

(Adapted from Ray Wolpow, Western Washington University)

Processing Strategies

This chart outlines behaviors that may be observed during the reading process when proficient readers are actively engaged in a reading task and may be useful for planning instruction.

Before Reading	During Reading	After Reading
Plans for reading • Builds prior knowledge • Sets a purpose for reading	**Monitors reading** • Constructs meaning • Monitors understanding	**Evaluates understanding** • Integrates old knowledge with new • Applies new understanding

Reader behaviors
• Previews text
• Surveys graphics
• Determines organizational patterns
• Establishes content focus
• Activates prior knowledge
  – Reviews content
  – Reviews vocabulary
  – Asks questions
  – Predicts
• Determines strategy for reading
• Clarifies purpose
	Reader behaviors
	• Confirms and redefines predictions
	• Clarifies ideas
	• Pays attention to key words
	• Revises ideas
	• Generates new questions
	• Identifies main ideas
	• Adjusts strategies to improve understanding
	• Slows down
	• Changes focus
	• Rereads
	• Checks context clues for unfamiliar words
		Reader behaviors
		• Builds meaning for entire passage
		• Categorizes and integrates information
		• Summarizes main ideas
		• Rereads or reviews if needed
		• Appraises achievement of purpose
		  – Confirms predictions
		  – Identifies gaps in knowledge
		• Applies learning
		  – Demonstrates understanding
		  – Transfers learning to new situations

(Center for Educational Development. 2001; Palincsar, Ogle, Jones & Carr. 1986; Billmeyer, R. & Barton, M.L.

Strategy

Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.

Put Reading First

Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text.

Put Reading First

What is Explicit Instruction? Explicit instruction is purposeful and essential and should not be confused with drills, worksheets, and lectures. When the teacher models and identifies comprehension strategies and processing skills, the students develop a clear understanding of what the strategy is, why it is important, and how, when, and where to apply it. Explicit instruction can be offered through mini-lessons, think-alouds, and/or individual and group instruction.

Why use it—expected outcomes? Teaching must be seen as guiding students to more competent learning performances. (Wilhelm, et. al. 2001). This is especially true of reading instruction. As students encounter increasingly more sophisticated texts across all content areas, their reading performances must become increasingly competent and specialized to the text at hand.

The scientific research on text comprehension instruction has not only given us important information about specific strategies effective readers use, but also the good news that reading comprehension can be substantially improved by explicitly teaching those strategies to our students in the context of their reading.

When to use it? Throughout the entire lesson.

How to use it? Regardless of the context, explicit instruction in any content area involves a common procedure that moves from the teacher's direct instruction and modeling to student independence and ownership of the new strategy.

Procedures

I do—You watch
I do—You help
You do—I help
You do—I watch

- Teacher explanation of *what* the strategy includes

- Teacher explanation of *why* this strategy is important

- Teacher modeling of *how* to perform the strategy in a context currently meaningful to the reading assignment

- Teacher explanation and modeling of *when* to use the strategy in other situations.

- Guided practice, in which the teacher and students work through several examples of the strategy using authentic text, and then a gradual release of responsibility to the student.

- Independent use, in which the students continue to use the strategy on their own.

Resources

Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The research building blocks for teaching children to read.* Jessup, MD: National Institute for Literacy.

CORE Learning. (2003). http://www.corelearn.com/researchbase.html

Wilhelm, J., Baker, T., & Dube, J. (2001). *Strategic Reading.* Portsmouth, NH: Heinemann.

Research-based Instruction
Reciprocal Teaching

Strategy

What is Reciprocal Teaching? Reciprocal teaching is a cooperative classroom strategy that provides guided practice to develop four important comprehension skills that good readers use: predicting, question generating, summarizing, and clarifying.

Why use it—expected outcomes? The National Reading Panel Report identified cooperative learning as among the most promising and effective strategies for helping students improve their comprehension, in part, because it engages unmotivated readers.

When to use it? Before, during, and after reading.

How to use it? The students and teacher read selections from text and use the comprehension strategies of *prediction*, *question generating*, *summarizing*, and *clarifying* to guide the discussion.

Procedures

- The teacher provides explicit instruction on the purpose of predicting, question generating, summarizing, and clarifying— what they are and when, why, how they are used. Think-aloud modeling with a current reading task is an effective instructional strategy for this. Spend sufficient time on each strategy over several days.
- The teacher provides guidance in the discussion that follows, using question stems as prompts for discussion, which reinforces the students' use of the four comprehension strategies.

As students increase their ability to use the strategies on their own, the teacher's participation as facilitator decreases and the students and teacher take turns leading the discussion of the text.

Assessment

Observe students discussing a text assignment, looking for evidence that they are using predicting, question generating, summarizing, and clarifying to comprehend text.

Variations

- Display student-made posters of the four strategies and accompanying question stems.
- Provide students with punched index cards upon which they write question stems for each of the four strategies. Clip the cards together with a ring, so students have them available for ready reference during small group or class discussion.
- Have students work from a four-column chart, with each column headed by a different comprehension activity.
- Put students in groups of four and give one note card to each member of the group identifying each person's role—summarizer, questioner, clarifier, predictor. The students then read a few paragraphs of the assigned text material, taking notes or using sticky notes to prepare for their role in the discussion. At the stopping point:
  - The summarizer highlights key idea.
  - The questioner poses questions about unclear parts, puzzling information, connections to previously learned concepts, etc.
  - The clarifier addresses confusing parts and attempts to answer questions that were just posed.
  - The predictor can offer guesses about what the author will discuss next.

  The roles in the group are then switched, and the next part of the selection is read. This continues until the entire assignment is read.

Resources

Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The research building blocks for teaching children to read.* Jessup, MD: National Institute for Literacy.

Chauvin, R., J. Adams, & C. McLean Kesler. (2002). *Reading Links: Comprehension.* Seattle, WA: Washington Alliance for Better Schools.

Palinscar, A.S. (1986). Reciprocal teaching. In *Teaching reading as thinking.* Oak Brook. IL: North Central Regional Educational Laboratory.

Reciprocal Strategies

Reading Assignment

Title: _____

Page Numbers:_____

Predict

Write down your prediction about what this reading will cover and explain why you made that prediction.

_____
_____
_____
_____

Question

Write down questions you have.

_____
_____
_____
_____

Summarize

Summarize the main idea of this reading in one or two complete sentences.

_____
_____
_____
_____
_____
_____
_____
_____

Clarify

Write down any unclear words, phrases, sentences or passages.

_____
_____
_____
_____

(adapted from Lysynchuk, Pressley, & Vye 1990)

scaffold, they are providing a supportive framework for students to stand on and steady themselves on as they build their reading comprehension abilities.

(Robb, L. 2002)

What is Scaffolding?

The term *scaffolding* is a useful metaphor that describes the process of supporting learners while they acquire new skills. The teacher, text materials, or other students provide temporary support, like scaffolding in the construction of a building, to help students bridge the gap between their current abilities and the intended goal. Like construction scaffolding, instructional scaffolding is temporary and adjustable. As students demonstrate greater proficiency and independence, the scaffolding is gradually removed.

Why use it—expected outcomes?

Scaffolding is used to give students needed support until they become confident with a new skill and assume responsibility for it. It provides a framework for direct instruction and transfer of ownership of strategies from the teacher to the students.

When to use it?

Scaffolding should be employed when a new skill is introduced, and it should remain in place until students demonstrate independence.

Scaffolding is used before, during, and after reading to support students as they develop the cognitive processes that proficient readers use. Pre-teaching vocabulary before reading, teaching students to use post-it notes during reading, and showing students how to reread to locate main ideas after reading are all examples of scaffolding.

How to use it?

Scaffolding can be a tool like graphic organizers, comprehension strategies, or instructional strategies such as modeling or prompting by the teacher.

Procedures

Scaffolded instruction includes explicit explanation and modeling of a strategy or tool, discussion of why and when it is useful, and coaching to apply it to new texts. Responsibility is gradually released to the student with independence the goal.

- Explain the new strategy.

- Model the skill for the student and think out loud while performing a reading task that applies the strategy.
- Regulate the level of difficulty while students practice, beginning with simple material and gradually increasing the complexity.
- Provide varying contexts for student practice, e.g., teacher-led sessions, reciprocal teaching, small groups.
- Provide various opportunities for feedback from the teacher, peers, and good models; encourage student self-reflection.
- Increase student responsibility by reducing prompts and providing more difficult texts.
- Provide opportunities for meaningful and extensive independent practice with applications to new situations.

Assessment

The student independently uses the strategy and can apply it in varying situations; it becomes a part of his or her repertoire.

Variations

Scaffolded instruction is integrated with many other instructional strategies including explicit instruction and reciprocal teaching.

Resources

Improving the Reading Comprehension of America's Children: 10 Research-Based Principles. (2002). Ann Arbor: MI. CIERA
Robb, L. (2000). *Teaching Reading in the Middle School.* New York, NY: Scholastic Professional Books.

Strategy

Developing "communities of readers" is essential to the successful development of literacy.
(Hepler & Hickman 1982)

Research-based Instruction
Cooperative Learning

What is Cooperative Learning? Cooperative learning is an instructional approach in which students work together in groups towards specific learning goals. The small teams consist of students of differing ability levels, and each team member is responsible for learning what is taught as well as for helping teammates learn. This creates an environment of achievement and cooperation where students help each other to become strategic readers.

Why use it—expected outcomes? The National Reading Panel Report identified cooperative learning as among the most promising and effective strategies for helping students improve their comprehension, in part, because it engages unmotivated readers. Several researchers have confirmed that programs stressing "the cooperative and social natures of literacy are most appropriate" (Goodman, 1980; Meek, 1982; Smith, 1978; Clay, 1980). In addition, it is fairly easy to implement and does not require additional expense.

When to use it? Before, during, and after reading.

How to use it? Two to five students are selected to work together to complete a task that includes every member. Typically, cooperative groups:
- Share leadership;
- Are homogeneous with members chosen randomly or selected by the teacher on the basis of gender, ability, interests, etc.;
- Create one product, share materials, and have a group reward based on the success of the group;
- Integrate social skills that are defined, discussed, observed, and processed;
- Are encouraged to solve their own problems; and
- Accomplish the task and include every group member as main priorities.

Procedures	Several student strategies and teacher instructional methods outlined in this material employ cooperative learning or may be adapted to include cooperative learning.
Assessment	Observe students performing the assigned activity, looking for evidence that they are using the comprehension strategies targeted for the lesson.

Resources

Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The research building blocks for teaching children to read.* Jessup, MD: National Institute for Literacy.

Chauvin, R., J. Adams, & C. McLean Kesler. (2002). *Reading Links: Comprehension.* Seattle, WA: Washington Alliance for Better Schools.

Office of Research. (2002). *Education Consumer Guide.* "Cooperative Learning." http://www.ed.gov/pubs/OR/ConsumerGuides/cooplear.html.

Reyhner, Jon (ed). (1990). *Effective Language Education Practices and Native Language Survival.* Choctaw, OK: NALI Board of Executors and Jon Reyhner. http://jan.ucc.nau.edu/~jar/NALI10.html.

Strategy

What is Think-Aloud? The teacher models how experienced readers might think and use various reading strategies when reading by verbalizing her/his thinking process for students.

Why use it —expected outcomes?

- Provide a model for effective strategy use
- Raise students' strategy use to a conscious level
- Identify strategies students use regularly
- Develop a plan for improving strategy use
- Able to use multiple strategies in one text
- Recognize that all readers struggle with some text and use strategies to deal with struggles

When to use it?

- Introducing a new textbook, style of writing, or text structure
- Teaching students to use any reading strategy
- Modeling integration of multiple strategies
- Processing as a group a particularly difficult portion of text

Procedures

- DO NOT read the text prior to the modeling. Responses will give more genuine models if you read text for the first time when students are listening.
- Teacher reads aloud a piece of text and pauses frequently to say what he is thinking and doing to make meaning of the text. The teacher models the use of reading strategies such as summarizing, visualizing, predicting, making connections, etc. The goal is not for the teacher to name the strategies, rather to model the strategy selection and

use process.

- Students follow along in the text as the teacher reads.

- Each time you speak, show students what text lead you to the confusion, thought, etc. For example, "This sounds just like my driveway. See on page 44 where it says, 'dark, bumpy and shadowy'? My driveway has big trees overhanging it that make it shadowy and dark, just like this. Their roots poke up and make big 10 inch bumps."

- After the reading, the class discusses, names and writes down strategies used.

- When thinking aloud, you may want to give students visual clues to the different roles (reading versus thinking about what was read).

    Ways to do this might include: changing position from standing to sitting or looking up versus looking down, holding a sign that says "thinking in progress," point to his temple when thinking, etc. Let students know ahead of time what this means.

    EXAMPLE:

Strategy used	What the teacher says
Visualization	"This reminds me of the earthquake last year. I can still see the lights in my dining room swaying back and forth."
Prediction	"I think the next section will explain why Washington has more earthquakes than other parts of the country."

Assessment

- Track the number of students who participate during the name and record activity. This will indicate how many understood what the teacher was doing AND know the various strategies.

- Monitor the pair activities. Listen for appropriate pausing, ability to name strategies used, ability to explain pause and show connections using the text, and clear explanations of thinking.

- One-on-one conferences where students complete a short think-aloud. Listen for the indicators listed in the monitoring paragraph above.

Variations

One teacher reads aloud to students every other day at the start of the period. He uses this as think-aloud modeling time. So, the students are getting the subject-area content and repeated opportunities to learn effective strategy use from a proficient reader.

Practice opportunities for students:
- Teacher reads and pauses when stuck, confused, etc. Students call out reading strategy options. Class discusses benefits of options.

- Students practice think-alouds with partners. One partner reads and pauses to think aloud. The other records what strategies the reader uses and/or frequency of individual strategy use.

- Students read silently and record what they are thinking. They may record in journals or on sticky-notes in the book. When finished, students share out strategies they used and where.

  Note – this is just for practice. Think-alouds are modeling for a behavior that normally takes place silently in the reader's head.

Resources

Wilhelm, J. D. Ph.D. (2001). Improving Comprehension with Think-Aloud Strategies. McREL CED.

Strategy

[Reading aloud] is the easiest component to incorporate…at any grade level. [It] is cost-effective, requires little preparation, and results in few discipline problems.
(Routman 1994)

Research-based Instruction
Read-Aloud

What is a Read-Aloud? In the read-aloud classroom, the teacher or other fluent reader reads a short text while the students listen and visualize what they hear being read. Students do not have text in front of them (In a *read-along,* students would have texts in front of them.). Allen (2000) prefers to use short readings such as poetry, short stories, essays, Dear Abby letters, or news/ magazine articles rather than novels, which she uses for shared reading activities where students follow along in the text.

Why use it—expected outcomes? "Reading aloud improves listening skills, builds vocabulary, aids reading comprehension, and has a positive impact on students' attitudes toward reading. It is the easiest component to incorporate into any language program at any grade level. Reading aloud is cost-effective, requires little preparation, and results in few discipline problems." (Routman 1994). Specifically, Janet Allen (2000) points out the following:

- *Read-Aloud is Risk-Free.* While a fluent reader reads text, struggling readers can enjoy the text "risk-free" without having to deal with the technical aspects of reading. They can focus on what the text is *about*.

- *Read-Aloud Builds Mental Models.* Because students don't have to deal with decoding the text, they can give their full attention to enjoying the text and forming pictures in their minds of what is taking place in the material as the reader reads the text.

- *Read-Aloud Sets the Stage for Learning to Read and Reading to Learn.* During read-aloud students are immersed in reading's many critical components: reading motivation, word knowledge, syntax, story grammar, genre knowledge, author's intentions, readers' choices, and understanding.

When to use it? As read-alouds are designed to immerse students in a reading experience without the stress or risk of having to do the reading themselves, they provide excellent opportunities to prompt thinking and discussion. Some suggestions are:

- As an opener for a new unit
- For a longer piece such as a novel, daily or every other day at the same time for a portion of the period.
- To introduce or illustrate a concept, principle, or phenomenon within a larger unit of study.

Procedures

How to use it? The following framework for developing read-alouds in the classroom is adapted from Irvin (1998) and Allen (2000).

- **Choose a text.** Select a text that connects somehow conceptually with material that will be covered in class. The text should lend itself to strong visual images. If the text is fiction, the characters should be well described, and the plot should be fast moving.

- **Familiarize yourself with the text.** As one of the purposes of read-aloud is to model fluency, the reader should be very familiar with the text so that s/he can read it with appropriate expression and without stumbling over unfamiliar words. Practice reading the text before doing the read-aloud with it.

- **Establish the read-aloud environment.** Help students find comfortable places for read-aloud, but minimize distractions by asking students to put away papers, books and pens during read-aloud, and establishing clear expectations of student behavior. Keep recording materials (overhead, chart paper, etc) handy in the event of discussion or clarification that should be recorded. Help students maintain focus by monitoring active listening responses.

- **Introduce the reading.** Include the title, author, and some hint of the topic that will be explored in the reading in

order to help students connect with their prior knowledge.

- **Read the text.** Your voice is an effective tool to convey meaning, feeling, or to emphasize certain points within the text. Vary your pitch, volume and pace to emphasize mood or importance within the material.

- **Maintain eye contact.** This helps to draw the listener into the text and helps the reader establish a greater closeness with class and the material.

- **Break at a natural stopping point.** Allen (2000) favors using shorter pieces for read-alouds that can be read completely during one session. If reading a longer piece, however, you could limit the reading to a single chapter.

- **Share responses to the reading.** This may look like an informal discussion: "What do you think?" Most often it is not desirable to ask comprehension questions. If students are well engaged with the reading, they will develop their own questions afterwards, or if permitted, often during the reading.

Assessment

Janet Allen (2000) uses a process she has termed *active listening* to assess students' level of engagement with the text. Engagement can be assessed informally using the following:
- **Non-word responses**—intake of breath, hands over eyes, body language (shivers & shakes).
- **Comparisons to other works** of literature—"These women aren't like the women in the other fairy tales we've read."
- **Statements about language**—"That's a funny word. What does *bold* mean?"
- **Comments about physical characteristics** of the book—"I don't like this version. There aren't enough illustrations."
- **Offers of alternative versions** of the plotline/book—"I think CS Lewis should have written this one [*Magician's Nephew*] first. I think I'll write a different ending.
- **Opinions about characters and motivations**—"That witch is mean…inconsiderate…has to have her own way…threatening."
- **Mimicking of unique words**—"trit-trot," "whoopy once,

whoopy twice."

- **Statements of pleasure/displeasure** with the ending of the day's selection—"I knew it would end like that." "Oh, no, it can't stop here!"
- **Asking important questions**—authors' intentions; "I don't understand why the witch did that." "I wouldn't do that, would you?"
- **Judgments about the book**—"I thought I wouldn't but I liked this version better."
- **Suggestions for extending the book**—"We should make a play of that part."

Resources

Allen, J. (2000). *Yelllow brick roads: Shared and guided paths to independent reading 4-12.* Portland, ME: Stenhouse.

Irvin, J. (1998). *Reading and the middle school student: Strategies to enhance literacy.* Boston: Allyn and Bacon.

Routman, R. (1994). *Invitations: Changing as teachers and learners K-12.* Portsmouth, NH: Heinemann.

Strategy

What is Answering Questions with Questions?

Answering questions with questions is a subtle rethinking of the role of teacher outlined by Allen (2000). When a student asks a question, Allen suggests rather than answer the question directly, reformulate the student's question into another question that will direct the student toward the answer s/he seeks.

Why use it—expected outcomes?

Students are often used to just asking for the answer instead of figuring out how they might get the answer for themselves. Allen (2000) argues that "in order to create a structure supporting student choice, I had to learn to use language and practices that would force students into increased responsibility and independence." Her solution is to use questions to direct students back to finding out for themselves how they solve their questions.

> ...in order to create a structure supporting student choice, I had to learn to use language and practices that would force students into increased responsibility and independence.
>
> (Allen 2000)

When to use it?

As a rule-of-thumb, any time a student asks a question.

Procedures

How to use it?

The following process has been outlined by Janet Allen:

- **Rather than give a direct answer...** A good generic question response would be "Where could we find an answer to that?" This also models for students that teachers are learners. If the question is complex, or something for which the teacher does not have answer, student and teacher can pursue the answer together.
- **"Three before me…"** Some teachers insist that students try three other resources before asking the teacher for the answer.

Resources

Allen, Janet. (2000). *Yellow brick roads: Shared and guided paths to independent reading 4-12*. Portland, ME: Stenhouse.

Questioning Suggestions for Specific Student Reading Performance

Strategy

What are Questioning Suggestions?

These are questioning stem samples similar to those used to write the Reading WASL. These stems include comprehension, analysis, interpretation, and evaluation types of questions. The short-answer and the extended-answer questions require students to support their answers using information taken directly from the text.

Why use it?

- To practice higher-level thinking. The question stems focus on analyzing, synthesizing, interpreting, evaluating and critical thinking. Comprehension questions entail reading and understanding the words of the text. Analyzing, synthesizing, interpreting questions require students to read between the lines, and the evaluation and critical-thinking questions necessitate reading beyond the text.

- To provide practice answering WASL-like questions in preparation for the Reading WASL

Procedures

How to use it?

- Write questions for your reading assignments that use the stems for the reading skills you are targeting. Use "Questions Suggestions for Specific Student Reading Performance," to help write the questions.

- Discuss how and why you wrote the questions with your students.

- Discuss reading standards and the Washington state Reading Essential Academic Learning Requirements with your students.

- Have students write their own questions.

Informational/Expository Text — Extended Response/Short Answer Stems

	GLE	Learning Target (WASL)	Question Stem		Rubric
Comprehends Important Ideas and Details	Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea and supporting details in grade-level text	Demonstrate understanding of theme/message and/or supporting details of text	Explain how the selection shows (theme). Include **two** details from the selection in your answer. 11A	2	A 2-point response provides two text-based details to explain how the story shows (theme).
				1	A 1-point response provides one text-based detail to explain how the story shows (theme).
					Text-based details may include, but are not limited to the following:
			Any of these titles might be another title for the selection. Choose the title you think best fits the selection. Title 1 Title 2 Title 3 Include two details from the selection to support your choice. 11B	2	A 2-point response states or implies which title best fits the selection, and provides two text-based details to support the choice. Examples: title1 OR title 2 OR title 3
				1	A 1-point response states or implies which title best fits the selection, and provides one text-based detail to support the choice.
	2.1.3	IC 11			Text-based details may include, but are not limited to the following:
	Apply comprehension monitoring strategies during and after reading: summarize grade-level text	Summarize informational text	In your own words, write a summary of the selection/section. Include three main events/important ideas from the selection in your summary.	2	A 2-point response accurately summarizes the selection/section by including three main events/important ideas from the selection OR Provides a summarizing statement and two main events/important ideas from the selection.
				1	A 1-point response partially summarizes the selection/section by including one or two main events/important ideas from the selection OR Provides a summarizing statement and one main event/important idea from the selection OR Provides a summarizing statement OR Provides one main even/important idea from the selection.
	2.1.7	IC 12	12A		

	GLE	Learning Target (WASL)	Question Stem		Rubric
Comprehends Important Ideas and Details	Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade level text	Make inferences or predictions about text	Based on the information in the story/selection, predict what will most likely happen if (character) (action). Include information from the story/selection to support your prediction. 13A	2	A 2-point response states a reasonable prediction about what will most likely happen if (character) (action) and provides text-based information to support the prediction.
				1	A 1-point response states a reasonable prediction about what will most likely happen if (character) (action) OR provides text-based information that would support a reasonable prediction.
			Based on the information in the selection, why did _____ most likely happen? Include **two** details from the selection in your answer. 13B	2	A 2-point response provides two text-based details to explain why _____ most likely happened. Example:
				1	A 1-point response provides one text-based detail to explain why _____ most likely happened.
					Text-based details may include, but are not limited to the following:
			Any of these words could be used to describe (person/subject/event) in the selection. Choose the word that best describes (person/subject/event) in the selection. Adjective Adjective Adjective Provide two details from the selection to support your choice.	2	A 2-point response states or implies which word best describes (person/subject/event) in the selection and provides two test-based examples to support the choice.
				1	A 1-point response states or implies which word best describes (person/subject/event) in the selection, and provides one text based detail to support the choice.
	2.1.5	IC 13	13C		Text-based events/important ideas may include, but are not limited to the following:

	GLE	Learning Target (WASL)	Question Stem		Rubric
Comprehends Important Ideas and Details	Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade level text	Make inferences or predictions about text	What experiences most likely influenced _____? Include **two** details from the selection in your answer.	2	A 2-point response provides two text-based details to identify what experiences most likely influenced _____.
				1	A 1-point response provides one text-based detail to identify what experiences most likely influenced _____.
					Text-based details may include, but are not limited to the following:
	2.1.7	IC13	13D		
			Based on the information in the selection, what inference/assumption could you make about (event/theme/character)? Provide **one** detail from the selection to support your inference/assumption.	2	A 2-point response makes a reasonable inference/assumption about (event/theme/character) and provides **one** text-base detail to support the inference/assumption.
				1	A 1-point response makes a reasonable inference/assumption about (event/theme/character) OR Provides one text-based detail that would support a reasonable inference/assumption
			13E		

	GLE	Learning Target (WASL)	Question Stem		Rubric
Analyzes, Interprets, and Synthesizes	Apply understanding of printed and electronic text features to locate information and comprehend text	Apply understanding of text features and graphic features (titles, headings, subheadings, informational divisions, captions, maps, charts, graphs)	According to the (text feature), what are **two** ways that _____? Include information from the selection in your answer. 15B	2	A 2-point response provides information from the (text feature) to identify two ways that _____.
				1	A 1-point response provides information from the (text feature) to identify one way that _____.
					List possible text feature information.
			Explain **two** ways that (text feature) helps you to understand the selection. Include information from the selection in our answer. 15C	2	A 2-point response provides text-based information to identify two ways that (text feature) helps you to understand the selection.
				1	A 1-point response provides text-based information to identify one way that (text feature) helps you to understand the selection.
					Text-based information includes, but is not limited to the following:
			Any one of these headings might be an appropriate heading for the (number) paragraph/section. Choose the heading that best fits the paragraph/section. Heading 1 Heading 2 Heading 3 Provide **two** details from the selection to support your choice. 15D	2	A 2-point response states or implies which heading best fits the (number) paragraph/section, and provides two text-based details to support the choice.
				1	A 1-point response states or implies which heading best fits the (number) paragraph/section, and provides one text-based detail to support the choice.
					Text-based details may include, but are not limited to:
	2.2.2	IA 15			

	GLE	Learning Target (WASL)	Question Stem		Rubric
Analyzes, Interprets, and Synthesizes	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.	Compare and contrast elements within and between informational text(s).	What are **two** similarities/differences between (two pieces of information in the selection)? Include information from the selection in your answer. 16A	2	A 2-point response provides text-based information to identify two similarities/differences between (two pieces of information in the selection).
				1	A 1-point response provides text-based information to identify one similarity/difference between (two pieces of information in the selection).
			According to the (text feature), what are **two** ways that _____? Include information from the selection in your answer. 16B	2	A 2-point response provides information from the (text feature) to identify two ways that _____.
				1	A 1-point response provides information from the (text feature) to identify one way that _____.
			Explain **two** ways that (text feature) helps you to understand the selection. Include information from the selection in your answer. 16C	2	A 2-point response provides text-based information to identify two ways that (text-feature) helps you to understand the selection.
				1	A 1-point response provides text-based information to identify one way that (text-feature) helps you to understand the selection.
			Any one of these headings might be an appropriate heading for the (number) paragraph/section. Choose the heading that best fits the paragraph/section. Heading 1 Heading 2 Heading 3 Provide **two** details from the selection to support your choice.	2	A 2-point response states or implies which heading best fits the (number) paragraph/section, and provides two text-based details to support the choice.
				1	A 1-point response states or implies which heading best fits the (number) paragraph/section, and provides one text-based detail to support the choice.
					Text-based details may include, but are not limited to:
	2.3.1	IA 16	16D		

		GLE	Learning Target (WASL)	Question Stem		Rubric
Analyzes, Interprets, and Synthesizes				The author of (the first selection/story/poem in a pair) states "_____". Provide **two** examples from (the second selection/story/poem in a pair) that (demonstrate the idea in the statement). 16E	2	A 2-point response provides two text-based examples from (the second selection/story/poem in a pair) that (demonstrate the idea in the statement).
					1	A 1-point response provides one text-based example from (the second selection/story/poem in a pair) that (demonstrates the idea in the statement).
						Text-based examples include, but are not limited to:
				How do the (1st author's/poet's/subject's) feelings about _____ compare to the (2nd author's/poet's/subject's) feelings about _____? Include **one** detail from the (1st story, poem, selection) and **one** detail from the (2nd story, poem, selection) in your answer. 16F	2	A 2-point response provides one text-based detail from the (1st story, poem, selection) and one text-based detail from the (2nd story, poem, selection) to compare the (1st author's/poet's/subject's) feelings about _____ and the (2nd author's/poet's/subject's) feelings about _____.
					1	A 1-point response provides one text-based detail from the (1st story, poem, selection) to describe the (1st author's/poet's/subject's) feelings about _____ OR Provides one text-based detail from the (2nd story, poem, selection) to describe the (2nd author's/poet's/subject's) feelings about _____.
						List text-based details for both selections/stories/poems.
				How are (person's) experiences with (person/event) different from (person's) experiences with (person/event)? Include **two** details from the selection in your answer. 16G	2	A 2-point response provides two text-based details to identify how (person's) experiences with (person/event) are different from (person's) experiences with (person/event).
					1	A 1-point response provides one text-based detail to identify how (person's) experiences with (person/event) are different from (person's) experiences with (person/event).
						Text-based details may include, but are not limited to:

	GLE	Learning Target (WASL)	Question Stem		Rubric
Analyzes, Interprets, and Synthesizes			According to the selection, how are (two things) alike? Include **two** details from the selection in your answer. According to the selection, how are (two things) different? Include **two** details from the selection. 16AA	4	A 4-point response includes the following elements: One text-based detail to identify how (two things) are alike A second text-based detail to identify how (two things) are alike One text-based detail to identify how (two things) are different A second text-based detail to identify how (two things) are different
				3	A 3-point response includes three of the four elements listed above.
				2	A 2-point response includes three of the four elements listed above.
				1	A 1-point response includes three of the four elements listed above.
					List text-based similarities and differences
			What are **two** ways (character in 1st story/selection/poem) is like (character in 2nd story/selection/poem)? Include information from (1st story/selection/poem) and (2nd story/selection/poem) in your answer.	4	A 4-point response includes the following elements: One text-based way (character in 1st story/selection/poem) is like (character in 2nd story/selection/poem) A second way (character in 1st story/selection/poem) is like (character in 2nd story/selection/poem) One text-based way (character in 1st story/selection/poem) is different than (character in 2nd story/selection/poem) A second way (character in 1st story/selection/poem) is different than (character in 2nd story/selection/poem).
				3	A 3-point response includes three of the four elements listed above.
				2	A 2-point response includes three of the four elements listed above.
				1	A 1-point response includes three of the four elements listed above.
			16BB		List text-based similarities and differences
	Analyze informational/expository text (and literary/narrative text) for similarities and differences and cause and effect relationships. 2.3.1	Make connections (cause and effect) between parts of informational text. IA 17	What are **two** similarities/differences between (two pieces of information in the selection)? Include information from the selection in your answer. 17A	2	A 2-point response provides text-based information to identify two similarities/differences between (two pieces of information in the selection).
				1	A 1-point response provides text-based information to identify one similarity/difference between (two pieces of information in the selection).
					Text-based similarities/differences may include, but are not limited to:

	GLE	Learning Target (WASL)	Question Stem		Rubric
Analyzes, Interprets, and Synthesizes			The author of (the first selection/story/poem in a pair) states "_____". Provide **two** examples from (the second selection/story/poem in a pair) that (demonstrate the idea in the statement). 17B	2	A 2-point response provides two text-based examples from (the second selection/story/poem in a pair) that (demonstrate the idea in the statement.
				1	A 1-point response provides one text-based example from (the second selection/story/poem in a pair) that (demonstrates the idea in the statement.)
					Text-based examples include, but are not limited to:
			How do the (1st author's/poet's/subject's) feelings about _____ compare to the (2nd author's/poet's/subject's) feelings about _____? Include **one** detail from the (1st story, poem, selection) and **one** detail from the (2nd story, poem, selection) in your answer. 17C	2	A 2-point response provides one text-based detail from the (1st story, poem, selection) and one text-based detail from the (2nd story, poem, selection) to compare the (1st author's/poet's/subject's) feelings about _____ and the (2nd author's/poet's/subject's) feelings about _____.
				1	A 1-point response provides one text-based detail from the (1st story, poem, selection) to describe the (1st author's/poet's/subject's) feelings about _____ OR Provides one text-based detail from the (2nd story, poem, selection) to describe the (2nd author's/poet's/subject's) feelings about _____.
					List text-based details for both selections/stories/poems.
			Explain why (event) happened. 17D	2	A 2-point response provides two text-based details to explain why (event) happened.
				1	A 1-point response provides one text-based detail to explain why (event) happened.
					Text-based details may include, but are not limited to:
			What kinds of problems are associated with _____? Include **one** problem from **each** selection in your answer. 17E	2	A 2-point response provides one text-based problem associated with _____ from the (first selection) and one text-based problem associated with _____ from the (second selection).
				1	A 1-point response provides one text-based problem associated with _____ from the (first selection) OR One text-based problem associated with _____ from the (second selection).

		GLE	Learning Target (WASL)	Question Stem		Rubric
Analyzes, Interprets, and Synthesizes				According to the selection, how are (two things) alike? Include **two** details from the selection in your answer. According to the selection, how are (two things) different? Include **two** details from the selection. 17AA	4	A 4-point response includes the following elements: • One text-based detail to identify how (two things) are alike • A second text-based detail to identify how (two things) are alike • One text-based detail to identify how (two things) are different • A second text-based detail to identify how (two things) are different
					3	A 3-point response includes three of the four elements listed above.
					2	A 2-point response includes three of the four elements listed above.
					1	A 1-point response includes three of the four elements listed above.
				What are **two** ways (character in 1st story/selection/poem) is like (character in 2nd story/selection/poem)? Include information from (1st story/selection/poem) and (2nd story/selection/poem) in your answer. 17BB	4	A 4-point response includes the following elements: • One text-based way (character in 1st story/selection/poem) is like (character in 2nd story/selection/poem) • A second way (character in 1st story/selection/poem) is like (character in 2nd story/selection/poem) • One text-based way (character in 1st story/selection/poem) is different than (character in 2nd story/selection/poem) • A second way (character in 1st story/selection/poem) is different than (character in 2nd story/selection/poem).
					3	A 3-point response includes three of the four elements listed above.
					2	A 2-point response includes three of the four elements listed above.
					1	A 1-point response includes three of the four elements listed above.
						List text-based similarities and differences
				What problem does (character) face in the selection? What are **three** events that happen as a result of the problem?	4	A 4-point response states an appropriate problem (character) faces in the selection and provides three text-based events that happen as a result of the problem.
					3	A 3-point response states an appropriate problem (character) faces in the selection and provides two text-based events that happen as a result of the problem.
					2	A 2-point response states an appropriate problem (character) faces in the selection and provides three text-based events that happen as a result of the problem.

	GLE	Learning Target (WASL)	Question Stem		Rubric
			17CC	1	A 1-point response states an appropriate problem (character) faces in the selection and provides three text-based events that happen as a result of the problem.
Analyzes, Interprets, and Synthesizes			What problem does (character) face in the selection? What are **three** events that contributed to the resolution of the problem? Include information from the selection in your answer.	4	A 4-point response states an appropriate problem (character) faces in the selection and provides three text-based events that contributed to the resolution of the problem.
				3	A 3-point response states an appropriate problem (character) faces in the selection and provides two text-based events that contributed to the resolution of the problem OR Provides three text-based events that would contribute to the resolution of an appropriate problem.
				2	A 2-point response states an appropriate problem (character) faces in the selection and provides one text-based event that contributed to the resolution of the problem OR Provides two text-based events that would contribute to the resolution of an appropriate problem
				1	A 1-point response states an appropriate problem (character) faces in the selection OR Provides one text-based event that would contribute to the resolution of the problem.
			17DD		List appropriate problems and text-based events:

	GLE	Learning Target (WASL)	Question Stem		Rubric
Thinks Critically	Analyze an author's style of writing, including language choice, to achieve the author's purpose and influence an audience. 2.4.2 Understand how to verify content validity 2.4.3 Analyze the effectiveness of the author's tone and use of persuasive devices for a target audience 2.4.4 Analyze the reasoning and ideas underlying an author's perspective, beliefs, and assumptions. 2.4.7	Analyze author's purpose in an informational text, and/or evaluate effectiveness for different audiences (includes fact/opinion; author's point of view, tone, and use of persuasive devices; an/or author's assumptions and beliefs	In paragraph _____ of the selection, why does the author include _____? Include **two** details from the selection in your answer. 18C	2	A 2-point response provides two text-based details to explain why the author includes _____ in paragraph _____.
				1	A 1-point response provides one text-based detail to explain why the author includes _____ in paragraph _____.
					Text-based details may include but are not limited to:
			The author uses a _____ tone in the selection. Provide two examples from the selection to illustrate this tone. 18D	2	A 2-point response provides two text-based examples to illustrate a _____ tone.
				1	A 2-point response provides two text-based examples to illustrate a _____ tone.
		IT 18			Text-based examples may include, but are not limited to the following:

		GLE	Learning Target (WASL)	Question Stem		Rubric
Thinks Critically				What is the author's purpose for writing the selection? Provide **three** details from the selection to support your answer.	4	A 4-point response states the author's purpose for writing the selection and provides three text-based details to support the purpose.
					3	A 3-point response states the author's purpose for writing the selection and provides two text-based details to support the purpose OR Provides three text-based details that would support a reasonable purpose.
					2	A 2-point response states the author's purpose for writing the selection and provides one text-based detail to support the purpose OR Provides two text-based details that would support a reasonable purpose.
					1	A 1-point response states the author's purpose for writing the selection OR Provides one text-based detail that would support a reasonable purpose.
				18CC		List author's purpose and text-based details
		Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text (and literary/narrative text). 2.4.1 Analyze ideas and concepts in multiple texts. 2.4.6	Evaluate reasoning and ideas/themes related to the informational text.	Is this a reasonable conclusion that may be drawn from the selection? _____(statement)_____ Provide **two** details from the selection to support your answer. 19B	2	A 2-point response provides two text-based details to determine whether or not the statement is a reasonable conclusion that may be drawn from the selection.
					1	A 1-point response provides one text-based detail to determine whether or not the statement is a reasonable conclusion that may be drawn from the selection.
						Text-based details may include, but are not limited to:
				Many people like to (action related to text that the author may or may not agree with). Would the author think this is a good idea? Provide **two** details from the selection to support your answer.	2	A 2-point response provides two text-based details to determine whether or not the author would think (action related to text) is a good idea.
					1	A 1-point response provides one text-based detail to determine whether or not the author would think (action related to text) is a good idea.
						Text-based details may include, but are not limited to:
			IT 19	19C		

	GLE	Learning Target (WASL)	Question Stem		Rubric
			Is (author or expert's idea from the selection) a good idea? Provide **four** details from the selection to support your answer.	4	A 4-point response provides four text-based details to determine whether or not (author or expert's idea) is a good idea.
				3	A 3-point response provides three text-based details to determine whether or not (author or expert's idea) is a good idea.
				2	A 2-point response provides two text-based details to determine whether or not (author or expert's idea) is a good idea.
				1	A 1-point response provides one text-based detail to determine whether or not (author or expert's idea) is a good idea.
			19BB		List author's purpose and text-based details
Thinks Critically	Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text (and literary/narrative text). 2.4.1 Understand how to generalize/extend information beyond the text to another text or to a broader idea or concept. 2.4.5	Extend information beyond the informational text—make generalizations, draw conclusions, apply information, and give a response to informational text.	How might this selection be useful to someone who wanted to (do something related to the selection)? Include **two** details from the selection in your answer.	2	A 2-point response provides two text-based details to show how the selection would be useful to someone who wanted to (do something related to the selection).
				1	A 1-point response provides one text-based detail to show how the selection would be useful to someone who wanted to (do something related to the selection).
					Text-based details may include, but are not limited to:
			20A		
			How might the selection be useful to someone who wanted to (do something related to the selection)? Include **four** details from the selection in your answer.	4	A 4-point response provides four text-based details to show how the selection would be useful to someone who wanted to (do something related to the selection).
				3	A 3-point response provides three text-based details to show how the selection would be useful to someone who wanted to (do something related to the selection).
				2	A 2-point response provides two text-based details to show how the selection would be useful to someone who wanted to (do something related to the selection).
				1	A 1-point response provides one text-based detail to show how the selection would be useful to someone who wanted to (do something related to the selection).
		IT 20	20AA		Text-based details include, but are not limited to:

	GLE	Learning Target (WASL)	Question Stem	Rubric	
Thinks Critically			Suppose you are on a committee to (idea related to selection). Provide four ideas from the selection that could best be used to encourage people to (committee goal related to selection).

20BB | 4 | A 4-point response provides four text-based ideas that could encourage people to (committee goal related to the selection). |
				3	A 3-point response provides three text-based ideas that could encourage people to (committee goal related to the selection).
				2	A 2-point response provides two text-based ideas that could encourage people to (committee goal related to the selection).
				1	A 1-point response provides one text-based idea that could encourage people to (committee goal related to the selection).
					Text-based ideas include, but are not limited to:

Informational/Expository Text | Multiple Choice Stems

	GLE	Learning Target (WASL)	Multiple Choice Question Stem
Comprehends Important Ideas and Details	Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea and supporting details in grade-level text 2.1.3	Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they: Demonstrate understanding of theme/message and/or supporting details of text IC 11	According to the selection, what is the reason that _____? Which sentence states the most important idea in the selection?
	Apply comprehension monitoring strategies during and after reading: summarize grade-level text 2.1.7	Summarize with evidence from the reading IC 12	Which sentence best summarizes the selection?
	Apply comprehension monitoring strategies before, during, and after reading: predict and infer. 2.1.5	Make inferences or predictions about text IC 13	What does the author/character mean when he/she says "_____" in paragraph ___ of the selection? Based on the selection, what inference/assumption can be made about _____? Based on the information in the selection, predict what will most likely happen when (action)? Based on the selection, which sentence explains why (person/subject/event) is most likely to (action)?

	GLE	Learning Target (WASL)	Multiple Choice Question Stem
	Understand and apply content/academic vocabulary critical to the meaning of text (6-7)	Interpret vocabulary critical to the meaning of the text	What is the meaning of (word/phrase in quotes) in paragraph (number) of the selection?
	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different context, cultures, and communities (8-10)		What is the meaning of the word/phrase (word/phrase in quotes) in the sentence, "(quote)"?
			What is the meaning of the word/phrase (word/phrase in quotes) in the (number) paragraph of the selection titled "_____"?
	1.3.2	IC 14	
	Apply understanding of printed and electronic text features to locate information and comprehend text (6-7)	Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they:	What is the purpose of (text feature)?
			According to (text feature), which statement is true?
	Apply understanding of complex organizational features of printed text and electronic sources (8-10)		Which idea is included in the section titled _____?
		Apply understanding of text features and graphic features (titles, headings, subheadings, informational divisions, captions, maps, charts, graphs)	
	2.2.2	IA 15	
	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships	Compare/contrast elements within and between text(s)	Which sentence tells how (two pieces of information in the selection) are similar (or different)?
			What is the main difference (or similarity) between (information from both selections)?
			How is _____ from the two selections alike?
			How are the _____in the selection and _____ in the story/selection/poem similar?
		IA 16	
		Make connections (cause and effect) between parts of the text	Which sentence best explains why (event) happened?
			According to the selection, what happens when (action)?
	2.3.1	IA 17	

(Left vertical text spanning rows: Analyzes, Interprets, and synthesizes)

		GLE	Learning Target (WASL)	Multiple Choice Question Stem
Thinks Critically		Analyze how an author's style of writing, including language choice, achieves the author's purpose and influences an audience (6-7) Analyze author's purpose and evaluate how an author's style of writing influences different audiences (8-10) 2.4.2 Understand how to evaluate content validity (6) Evaluate the author's reasoning and the validity of the author's position (7) Analyze and evaluate text for validity and accuracy (8-10) 2.4.3 Analyze the effectiveness of the author's tone and use of persuasive devices for a target audience (6) Analyze and evaluate the effectiveness of the author's tone and use of persuasive devices (7) Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience (8-10) 2.4.4	Given an informational or task-oriented text to read silently (may include text-book-like entries, informational essays tasks, timelines, articles, boxes of facts, charts, graphs), learners respond to items in which they: Analyze author's purpose in an informational text, and/or evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tome, and use of persuasive devices, and/or author's assumptions and beliefs) IT 18	In paragraph _____ of the selection, why does the author include (technique)? Which sentence from the selection is an opinion? What is the author's purpose for writing this selection? **Note:** Use: - To persuade the reader _____ - To entertain the reader _____ - To inform the reader _____ - To describe _____ to the reader - To describe _____ to the reader - To demonstrate _____ to the reader

	GLE	Learning Target (WASL)	Multiple Choice Question Stem
Thinks Critically	Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text (6) Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights (7-10) 2.4.1 Analyze the reasoning and ideas underlying an author's perspective, beliefs, assumptions (6-7) Analyze and evaluate the reasoning and ideas underlying the authors beliefs and assumptions within multiple texts (8-10) 2.4.7	Evaluate reasoning and ideas/themes related to the informational text IT 19	Based on the information in the selection, what is the most influential (idea in the selection)? Based on the information in the selection what is the most important concept the author presents? (for 8th grade) **Note**: This is evaluating a conclusion. Which statement is the most important conclusion that may be drawn from the selection? **Note**: This is evaluating a conclusion.
	Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text (6) Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights (7-10) 2.4.1	Extend information beyond the informational text—make generalizations, draw conclusions, apply information, give a response to an informational text IT 20	Based on the information in the selection, which (solution) would help (situation outside of text)? After reading this selection, what generalization can be made about (information in selection)? Based on the information in the selection, what conclusions can be drawn about the character/event/idea/concept? Who would find the information in the selection most useful?

Section 3

Understanding the Learner

- o Introduction to Reading Assessment
- o Assessing the Role of Reading in Your Classroom
- o Motivating and Changing Student Attitudes Using Student Self-Assessment
- o Assessing Abilities Using Reading Surveys
- o CIRI: Content Informal Reading Inventory
- o Teacher-Made Content-Area Reading Inventory
- o Creating an Effective Learning Environment
- o Motivating Students: A Collection of Strategies
- o Motivating the Struggling Reader: One Strategy

Strategy

Introduction to Reading Assessment

What are Assessment Tools? Assessment tools provide ways to determine which students are successfully using strategies and which students may need more support. Assessments may take on several forms: **formalized** tests include standardized or classroom based assessment; **informal** assessments include surveys, anecdotal records, self-assessments and observations.

Why use them - expected outcomes?

Students will:

- Improve reading comprehension of course content
- Identify strengths and areas of difficulty to address
- Engage in and enjoy classroom reading

Teachers will:

- Create lesson plans which support student comprehension of the content and improved reading skills
- Monitor and adjust so that the classroom environment encourages and supports content area reading
- Monitor student comprehension and use of reading strategies
- Adjust instruction to maximize comprehension and use of reading materials
- Save instructional time

When to use them?

To assess:

- Instruction
- Classroom environment in relation to reading
- Effectiveness of strategy instruction
- Student engagement in content area reading

How to use them?

Before instruction:
- To provide data for comparison after instruction

During instruction and activities:
- To assess understanding of instruction and adjust as needed

After instruction:
- To assess instruction and make future plans

Procedures

Informal Assessments

Observations
- Are students reading during assigned reading time?

- If so, how does their progress compare to others?

- What types of notes are students making while reading?

- Which students are able to answer questions regarding literal or knowledge level of what was read? Which students can answer interpretive questions?

Anecdotal records
Use anecdotal records to track individual student concerns and improvements.

Charts or grade book
Keep a column for checking strategy use. Note – this is not graded. The grade book is just a convenient place to track data. Each time you observe a student using it successfully, put a checkmark in the column. Before monitoring during a work/reading time, check the list to see who hasn't yet shown successful use of the strategy. Use this time to question students to find out why or to give one-on-one mini-lessons.

Questionnaires
Use questionnaire to evaluate your classroom environment and instructional strategies related to reading. Use the questionnaire before, during and/or after instruction.

Assessing the Role of Reading in Your Classroom

What is the role of reading in your classroom? You are the most qualified person to teach students the skills to comprehend the unique attributes of your text materials. Your answers to these questions will provide the basis for discussion with colleagues as well as an opportunity for self-reflection. It might also prove interesting to ask your students adaptations of the same questions to see how closely your perceptions match student responses.

1. How much time do students actually spend reading both inside_____ and outside _____ of class?
2. How much reading do students routinely do in texts other than those written solely for reading or content area instruction? _____
3. Do students have clear and compelling purposes in mind when reading? _____
4. How many different genres are available to students within your classroom? _____How many students read across genres? _____
5. Do students have multiple opportunities to develop vocabulary and concept knowledge through texts? _____through discussion of new ideas? _____through direct instruction in vocabulary and concepts?
6. Are students given substantial instruction in the accurate and automatic decoding of words? _____
7. How much time do students spend writing texts for others to comprehend? _____ with reading-writing connections emphasized? _____
8. Are students afforded an environment rich in high-quality talk about text? _____
9. Are students taught the skills and strategies needed to read your specific text materials? _____

10. Are students taught to…

	Always	Sometimes	Rarely
identify their purpose for reading?			
preview texts before reading?			
make predictions before and during reading?			
activate relevant background knowledge for reading?			
think aloud while reading?			
use text structure to support comprehension?			
create visual representations to aid comprehension and recall?			
determine the important ideas in what they read?			
summarize what they read?			
generate questions for text?			
handle unfamiliar words during reading?			
monitor their comprehension during reading?			

11. Does instruction about these strategies include…

	Always	Sometimes	Rarely
an explicit description of the strategy and when it should be used?			
modeling of the strategy in action?			
collaborative use of the strategy in action?			
guided practice using the strategy, with gradual release of responsibility? Independent practice using the strategy?			
Are students helped to orchestrate multiple strategies, rather than using only one at a time?			
Are the texts used for instruction carefully chosen to match the strategy and students being taught?			
Is there concern with student motivation to engage in literacy activities and apply strategies learned?			
Are students' comprehension skills assessed on an ongoing basis?			

Resources

Farstrup, Alan E. & S. Jay Samuels, Ed. (2002). *What Research Has to Say About Reading Instruction*. Minneapolis, MN: International Reading Association.

Strategy

Motivating and Changing Student Attitudes Using Student Self-Assessment

What is Student Self-Assessment? Students assess their use of reading strategies to complete coursework.

Why use it — expected outcomes? Students will:

- Improve reading comprehension of course material
- Identify strengths
- Identify areas of difficulty and create plan for improvement

When to use it?

- To identify students who need additional assistance, instruction and/or reading materials
- To determine which strategies to teach
- To identify strategies to review
- To determine what to teach next

How to use it?

Before reading or instruction or the start of a course

- To determine student needs

During reading and/or instruction

- To monitor and adjust instruction
- To spark conversations with individual students, in order to understand issues related to reading the content

After reading or instruction and practice or the end of a course

- To determine level of success and next steps
- To develop future plans

- To celebrate successes with students

Procedures

<div align="center">Reading Strategies Checklist</div>

1. Using the *Self-Assessment of My Reading Strategies* from this section, students indicate which strategies they typically use for the course. (If this is used at the start of the course, students should respond regarding previous courses, which are similar.)
2. Since students may not have received instruction on all the checklist items, have students indicate those items with which they are unfamiliar.
3. Additional questions a teacher might ask:
   - How do you typically use a _____ (math, science, etc.) textbook? Studying, help with homework assignments, a paperweight?
   - Do you read textbook assignments? If so, what percentage of the time do you read them? Explain your choices.
   - Which strategies do you use that aren't on the checklist?
   - Indicate checklist items that you find frustrating to do. Explain what frustrates you about these.
   - What strategies do you use that aren't listed on the checklist?
   - What parts of the textbook do you find useful? Explain.
4. Use the information to help students improve their abilities to read and understand course text and materials. The following are a sampling of ways to use the information:
   - Explicitly teach strategies that many students don't understand or use
   - Pair students with complementary strategies, and assign activities where they will be able to model for each other

- Observe students whose surveys indicate they have limited use of strategies
- Meet one-on-one with students who have use few strategies to create goals and a plan for reading in the course
- Alternate the type of reading assignments given to all students in order to provide for needs identified from data, providing success opportunities for all
- Find and use supplementary or alternative materials to use with struggling readers

Self-Assessment of My Reading Strategies

Name _____Date _____ Class/period _____

For each item below, use the following scale to rate how frequently you use the strategy.
0 = never   1= tried it a few times   2 = use it occasionally 3 = use it frequently 4 = always

Before Reading
_____ I preview the text looking and thinking about the bold headings and words.
_____ I look at the charts, graphs and pictures and read the text around them.
_____ I ask questions.
_____ I think about what the general idea of the text might be.
_____ I read the questions at the end of the section (if there are any).
_____ I think about the purpose for reading the text (teacher instructions, assignment,
         etc.).

During Reading
_____ I reread when I am confused in order to understand.
_____ I look for answers to the questions from before I read.
_____ I ask new questions and look for the answers.
_____ I look for information about the purpose for reading (instructions, assignment,
         etc.).
_____ I stop and summarize each section in my head after I read.
_____ I use context clues to figure out words or ideas I don't know.
_____ I take notes if there is a lot of information to keep track of or organize.
_____ I note questions I need to ask my teacher.
_____ I use graphic organizers to organize information.
_____ I create a picture in my head from what I am reading.
_____ I think about experiences I have had that are like (or different from) what I am
         reading.
_____ I think about what I have studied in the past that is like what I am reading. (For
         example, if I am reading about explorers, I think about other explorers.)

After Reading
_____ I discuss ideas with classmates.
_____ I record and study new vocabulary.
_____ I skim what I have read to find answers to questions.
_____ I study from my notes.
_____ I reread when needed.

Adapted from Laura Robb (2003), *Teaching Reading in Social Studies, Science, and Math*, p. 229.

Strategy

Assessing Abilities Using Reading Surveys

What are Reading Surveys? Reading surveys are short written documents designed to gather information about students' experiences and attitudes about reading.

Why use it — expected outcomes? Reading Surveys provide teachers with valuable baseline information about what their students think about reading (CED, 2001).

1) Reading Surveys can give the teacher an idea of the "print environment" for most students, and suggest types of text that they may need help with.

2) Reading Surveys can be used to measure changes in reading behavior over the school year.

3) Reading Surveys can give the teacher an idea of students' attitudes toward reading.

When to use it? Reading Surveys are the most effective used at the beginning of the year or the beginning of a term as in introductory activity

Procedures

How to use it?

1) **Introduce the Survey.** Introduce the survey by telling students that reading is critical to being successful in school and in life. To give you an idea about what they feel and believe about reading, you would like them to fill out the survey. Ask them to be honest. You want to know how they REALLY feel about reading.

2) **Have students fill out the survey.** Ask students to independently respond to the survey items.

3) **Meet with students one-on-one.** Discuss their responses and help them formulate two or three goals to help them become stronger readers.

4) **Pre- and Post-assessment.** Use the completed student

surveys to monitor how students see themselves as readers, and to see how their attitudes toward reading change.

Assessment

How do you know that students are using and understanding the strategy and/or content?

- Students begin to refer to their reading goals and discuss their progress toward those goals.
- Students begin to voluntarily talk about reading they are doing for class or outside class.

Resources

Allen, J. (2000). *Yelllow Brick Roads: Shared and guided paths to independent reading 4-12.* Portland, ME: Stenhouse.

Atwell, N. (1998). *In the Middle: New understandings about writing, reading and learning.* Portsmouth, NH: Boynton/Cook Heinemann.

Name _____ Date _____ Class/period _____

Reading Attitudes Survey

Please respond to the following questions.   **1** = NOT LIKE ME;   **5** = VERY LIKE ME

1.	I walk into a doctor's or dentist's office and notice whether or not there are magazines set out. 1 2 3 4 5
2	People have made jokes about my reading in unusual circumstances or situations. 1 2 3 4 5
3.	I am in a shopping center I've been to several times when someone asks me where books and magazines are sold. I am able to direct the person. 1 2 3 4 5
4.	I *choose* to read non-required books and articles fairly regularly (a few times a week). 1 2 3 4 5
5.	I am waiting for a friend in an airport or supermarket and I find myself leafing through the magazines and paperback books. 1 2 3 4 5
6.	I have just gotten comfortably settled in a new city. Among the things I plan to do is check out the library and bookstores. 1 2 3 4 5
7.	I am tired of waiting for the dentist, so I start to page through a magazine. 1 2 3 4 5
8.	One of my first impulses is to "look it up" whenever there is something I don't know or whenever I am going to start something new. 1 2 3 4 5
9.	Even though I am a very busy person, there is somehow always time for reading. 1 2 3 4 5
10.	I find myself giving special books to friends or relatives as gifts. 1 2 3 4 5
11.	Sometimes I find myself so excited about a book I try to get friends to read it. 1 2 3 4 5

Name _____Date _____ Class/period _____

Reading Access Survey

Please respond to the following questions. Circle the appropriate response or write your answer in the space provided, as directed.

1.	Are you a reader?	Yes	No
2.	Below are some questions about how much reading material you have at home. As each question as best you can.		
	A) Does your family own an encyclopedia?	Yes	No
	B) Does your family own a dictionary, cookbooks or other manuals?	Yes	No
	If yes, how many total books of this type do you have? _____		
	C) Does your family subscribe to a daily newspaper?	Yes	No
	If yes, which one(s)? _____		
	D) Do you or anyone in your house subscribe to magazines?	Yes	No
	If yes, which one(s)? _____		
	E) Does your family own a computer & have a connection to the Internet?	Yes	No
	If yes, do you access the Internet/Web at least once a week from home?	Yes	No
	F) Do you or anyone in your house own any comic books?	Yes	No
	If yes, about how many? _____		
	G) Approximately how many books TOTAL are in your house? _____		
	H) Do you have a quiet place at home to read?	Yes	No
	If yes, where? _____		
3.	How far do you live from the nearest public library? (circle one) Six blocks or less 7-12 blocks 13-18 blocks More than 18 blocks		
4.	How convenient is it for you to get to your nearest public library? (circle one) Very convenient somewhat convenient somewhat inconvenient very inconvenient		
5.	How far do you live from the nearest bookstore? (circle one) Six blocks or less 7-12 blocks 13-18 blocks More than 18 blocks		
6.	Do you think you have enough money to buy the books, magazines, or comics you want to buy to read for your own pleasure? (Circle one) Yes Sort of Not often Not at all		
7.	The last time you got a book, magazine, comic, or other reading material as a gift was (circle one) in the last month in the last 6 months in the last year almost never		

Name _____Date _____ Class/period _____

Reading Survey

1.	**If you had to guess...**
	How many books would you say you owned? _____
	How many books would you say are in your house? _____
	How many books would you say you've read in the last 12 months? _____

2.	**How did you learn to read?**
	_____
	_____
	_____

3.	**Why do people read? List as many reasons as you can think of for reading**
	_____
	_____
	_____
	_____

4.	**What does someone have to do or know in order to be a good reader?**
	_____
	_____
	_____
	_____

5.	**What kinds of books do you like to read?**
	_____
	_____
	_____

6.	How do you decide which books you will read? _____ _____
7.	Who are your favorite authors? _____ _____
8.	Have you ever reread a book? _____ If so, can you name it/them? _____ _____ _____
9.	How often do you read at home? _____
10.	In general, how do you feel about reading? _____ _____ _____ _____

Strategy

Procedures

ASSESSMENT: CIRI
Content Informal Reading Inventory

What is CIRI?

An assessment tool to determine students' reading strengths and instructional needs based on their reading in a content-area textbook.

How to use it?

1. Compose a title and an introductory preparation/motivation paragraph. (Be aware of the readability level of your own writing.)

- Explain to the students what a CIRI is and how the results will be used.

*EXAMPLE: This is **not** a test. It is a CIRI (Content Informal Reading Inventory). No grades will be given, but you will receive points for participation and completion. The results of this CIRI will be used to help me design better lessons. It will help me to know what reading strengths you can use when reading from our textbook. It will also help me figure out where some members of the class may need extra help.*

- Provide a context for the passage to be read. This is a frame of reference statement followed by a sentence telling the reader the purpose of reading it. Be sure to ask a question about this later!

EXAMPLE: The following is from your text, <u>Magruder's American Government</u>. The text offers background on the many forms of government used throughout the world. This information will help you gain an understanding of our American government. The United States uses a form of democracy. As you read this selection, look for the differences between direct and indirect democracy. Also, consider why the United States uses its current form of government.

- Give directions for what students will need to do after completing the reading. Don't forget to tell the students that they can go back to the text as often as they need. Make sure to articulate your expectations regarding answers (e.g. complete sentences?)

EXAMPLE: Read the short passage from the novel. Then answer the ten questions about that what you have read. You may look back if you wish. You need not answer in complete sentences. Please follow the directions carefully and do your best work.

2. Next, choose the 250-400 word passage from your text. *This text sample must be typed, not copied.* **Boldface** or underline context vocabulary words (at least 3). Remember, a context vocabulary word will not have the definition provided within the text. The student must infer its meaning from the context.

3. Then compose 10 questions about your text passage. Preface your questions with a reiteration of the directions. The questions can be multiple choice, fill-ins, whatever. If you want complete sentences, remember to say so! If not, say that as well.
   - Choose 3 questions of each: literal (L), vocabulary (V), and inferential (I). Your tenth question can be from either category.

   - Start easy with a literal question, and then work your way up to inferential.

   - Be sure that literal questions are easily located in the passage.

   EXAMPLE: Two forms of democracy are mention in the passage. Which one does the United States use?
   EXAMPLE: Name the three types of musical shows described in this passage.

   - With vocabulary, make sure you repeat the word in

context in your question (quote directly from the passage).

EXAMPLE: In the first paragraph of the reading it says, "The people hold the <u>sovereign</u> power, and the government is conducted only by and with the consent of the people." What do you think the word <u>sovereign</u> means?

EXAMPLE: In the passage we read: "No one ever mentioned it; the <u>disgrace</u> was unspeakable." In the context of this sentence, what does the word <u>disgrace</u> mean?

- Remember, with inferential questions, you're asking students what *they* think. Make sure to ask for elaboration. For example, "Why do you think," or, "Why do you suppose…" and "explain your answer," or, "give two reasons why you think this is true."

EXAMPLE: After reaching the ocean, Gandhi said that he was "shaking the foundations of the British empire." What do you think he means by this? Explain your answer.

EXAMPLE: In the second line of the song, why do you suppose the word "Baltimore" is spelled (and sung) as "Baltimoe"? Explain your answer.

4. At the end of the questions, be sure to include a word of encouragement before the students move on to part two! *EXAMPLE: Congratulations on completing part 1. Take a breath, turn the page and move on to part 2.*

CIRI: Part II—3 Skill Areas
---

1. Design Subtests for three skill areas
   - Choose 3 skill areas (e.g. using parts of the text, locating reference materials, interpreting graphics, background vocabulary, translating symbols and formulas, reading a search engine home page, taking

and making notes from a lecture, following written directions, etc.)

- Each subtest should have an introduction that includes a rationale, and directions.

EXAMPLE: In most history classes, you are asked to do research. This is true for our class as well. Finding sources outside of your textbook is an important skill. The next five questions have to do with your ability to locate references materials. Write the answers to each question in the space provided. Please write in <u>complete</u> sentences.

EXAMPLE: The following symbols are commonly used in mathematics. You will have to use them frequently in our geometry text. Please write the meaning for each of the symbols. Use the space provided. You may already know some of these. Others may be new. Do the best you can.

EXAMPLE: An important tool to aid you in reading with understanding is the dictionary. Using the attached copy from Webster's' Dictionary, answer the following questions. Remember to use complete sentences.

- Include 5-10 questions for each skill area. When writing matching questions, in order to offset guessing, make sure to have at least three additional choices that do not match.

Resources

Tonjes, Wolpow, & Zintz, 1999

SAMPLE CIRI Class Profile Sheet*

Student Name	Part I			Part II			Overall Individual Needs
	Vocabulary (3/4)	Literal (2/3)	Inferential (2/3)	Terms (4/7)	Dictionary (4/5)	Internet (4/5)	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							

Scoring each section: To receive a ✔ in one of the skill boxes indicates that a student has mastered that particular skill. To receive a ✔ for a section of the CIRI, a student must meet or exceed the minimum score indicated inside the parentheses in the columns above.

Meeting individual needs: If a box in one of the columns does not have a ✔, the student has not mastered that skill and needs more instruction in that particular area. If a student has three or more boxes without a ✔, then that student is a candidate for individual skill instruction in those particular skill areas.

Meeting overall class needs: If more than half of the students within a class do not meet skill mastery on any or all of the skills, then extra instruction needs to be given to the class as a whole in that particular skill area.

*NOTE: Included in the grid/profile sheet is the criteria (determined by you) for mastery of each skill area (e.g. 4/5 questions or 8/10 questions) as well as an explanation of how the information in the grid will be used to identify the <u>individual</u> and <u>overall</u> needs of your students.

Strategy

What is the Teacher-Made Content-Area Reading Inventory?

You can estimate your students' ability to comprehend text material at different levels of comprehension by constructing and using this inventory. If you choose, you can also determine a measure of your students' reading rates in relation to their comprehension.

Why use it - expected outcomes?

The inventory will tell you how well your students comprehend the text you use with them in your classroom. This will help you determine how much scaffolding your students will need to access the information in your text. In addition, you will be able to know their levels of comprehension, which will help you organize specific lessons and activities. You can decide on the background preparation needed, the length of the reading assignments, and the reading activities when you apply your best judgment to the information you have learned from the assessment. You might choose to discuss the results of the assessment individually in conferences or collectively with the entire class.

Levels of comprehension:

- Literal—getting the facts

- Inferential—making some interpretations

- Application—going beyond the material

Procedures

When to use it?

Before reading to plan instruction

How to use it?

Before administering the inventory, explain the purpose of the assessment to the students. Let them know that it will be used to help you plan instruction. You can administer

this inventory during one class period or piecemeal over several days.

The following steps will be helpful in constructing a comprehension inventory.

1. Select an appropriate reading selection from the second 50 pages of the textbook. The selection does not have to include an entire unit or story, but it should be complete within itself in overall content. In most cases, two or three pages will provide a sufficient excerpt.
2. Count the number of words in the excerpt.
3. Read the excerpt and formulate 10 – 12 comprehension questions. The first part of the test should ask open-ended questions like, "What was the selection about?" The questions in the next section of the inventory should include three or more questions at each level of comprehension.
4. Prepare a student response sheet.
5. Answer the questions and include specific page references for discussion purposes after the test is completed.

When you are ready to begin, briefly introduce the selected portion of text to be read silently by the students. While the students are reading the material and completing the inventory, you should observe them and note work habits and student behavior, especially for those students who appear frustrated by the test. You might use a class checklist designed for efficiency in observation.

To get an estimate of students' rates of comprehension, follow these steps:

1. Have the students record the time when they completed the reading at the top of their response sheet. To ensure accuracy, everyone should use the same clock and start at the same time.

2. To determine their rate of reading in words per minute,
    use this formula:
        words in selection/reading time in minutes

        Example: Words in selection: 1500
                Reading time: 4 min. 30 sec. (4.5 minutes)

        1500/4.5 = 333 words per minute

3. Determine the percentage of correct or reasonable
    answers on the comprehension test. Evaluate and
    discuss their rate of reading in terms of comprehension
    performance, noting the types of comprehension
    questions with which they had most difficulty.

Resources	Adapted by Chauvin, R., Western Washington University from Vacca, R. & Vacca, J. (1999). *Content area reading: Literacy and learning across the curriculum.* New York: Longman, pp. 150-154.

Name _____   Date_____

Student Response Form

General Directions: Read pages 55-60 in your textbook. Then look up at the clock a note the time it took you to complete the selection. Record this time in the space provided on the response sheet. Close your book and answer the first question. You may then open your textbook to answer the remaining questions.

Reading time: _____ minutes _____ seconds

Part I

Close your book and answer the following question.
1.   In your own words, what was this section about? Use as much space as you need on the back of this page to complete your answer.

Part II

Open your book and answer the following questions.

1.   To prevent the closing of banks throughout the country, President Roosevelt declared a national "bank holiday."
     a.   True
     b.   False
2.   The purpose of the Social Security Act was to abolish federal unemployment payments.
     a.   True
     b.   False
3.   The National Recovery Administration employed men between the ages of 18 and 25 to build bridges, dig reservoirs, and develop parks.
     a.   True
     b.   False
4.   President Roosevelt established the Federal Deposit Insurance Corporation to insure savings accounts against bank failures.
     a.   True
     b.   False

Answers to these questions are not directly stated by the author. You must "read between the lines" to answer them.

1. Give an example of how FDR's first 100 days provided relief, reform, and recovery for the nation.

   _____

   _____

2. How is the Tennessee Valley Authority an example of President Roosevelt's attempt to help the poorest segment of American society?

   _____

   _____

3. How did the purpose of the Civil Works Administration differ from the purpose of the Federal Emergency Relief Act?

   _____

   _____

Part IV

Answers to these questions are not directly stated by the author. You must "read beyond the lines" to answer them.

1. If FDR would not have promoted his New Deal program through his fireside chats, do you think it would have been successful? Why or why not?

   _____

   _____

   _____

2. Why did FDR's critics fear the New Deal? Do you think their concerns were justified? Why or why not?

   _____

   _____

   _____

3. Which New Deal program would you call the most important? Why?

   _____

   _____

   _____

(adapted from R. Chauvin, Western Washington University)

Strategy

Creating an Effective Learning Environment

What is the Learning Environment? The learning environment is the setting for learning in any discipline. It is a complex blend of space, visual and auditory stimuli, expectations, and activity initiated by both teacher and students. The learning environment that motivates will balance these factors to provide a place where students can safely explore new ideas and revisit old ideas.

Expected outcomes? The learning environment impacts student learning. (Irvin 1998) maintains that environmental factors that encourage cooperative strategies can help significantly in motivating adolescents. Eccles and Midgley (1989) stress that schools that provide classrooms where the climate is safe and intellectually challenging are far more effective at motivating students than classrooms that rely on competition and social comparison. Students who thrive need opportunities to make decisions, demonstrate autonomy, and focus on goals where effort rather than ability is valued. Though it is difficult to change an entire school culture, individual teachers can impact their students' motivation by creating a safe environment where students can experiment, take risks, and learn.

Common elements of an effective learning environment are:

- **The Classroom Space.** Your classroom will provide a first impression from the moment your students enter the space for the first time. The key messages they receive show that you value your discipline and that you will assist them in gaining access to it through reading and understanding text. Many of the elements listed below are reminders of "just good teaching" that motivates students.

  The physical space. The physical space should be inviting, but business-like. Expectations should be clearly posted, and materials should be readily accessible. The following are helpful in establishing a

warm, work-like environment:

- Procedures and discipline plans clearly posted

- Assignments clearly posted/accessible

- Reading materials accessible, attractively displayed and rotated frequently

- Bulletin board for posting student work

- Work areas/seating arrangement that accommodates small group work, partner work and large group work. All students should be able to see the room's focal point without having to turn.

- **Creating a Cooperative Environment.** Having students become comfortable with your classroom, with you, and with the other students is critical for motivation and for getting students to see themselves as successful readers and writers.

Students talking/ listening to each other. Students need opportunities to express themselves coherently and clearly, listen to the ideas of others, and think about their audience when they write or speak. Reading is a social activity.

Interactivity and Student Buy-In. Interacting with students about their reading shows students you have an interest in their learning. When students are involved in genuine interactions with their teacher and their peers about what they read, they are far more likely to buy into "real" reading.

Classroom Discussions. Since some students may be reluctant to place their ideas before the entire class, (Irvin 1998) suggests the "Think-Pair-Share" strategy as a means of engaging all students in discourse about reading.

Student Ownership. In order to involve students

directly with the material and get them to rely on themselves as readers and thinkers, (Allen 2000) suggests answering questions with questions. This strategy encourages students to take responsibility for figuring out how to obtain the information they need to answer their own questions.

- **Writing.** Writing can be used to increase connectivity between student and teacher and help students engage in thinking about their own learning. William Zinsser suggests that writing is a way to work yourself into a subject and make it your own. In such writing back and forth with their teacher or their peers, students are engaged in authentic discourse, and as a result tend to display a higher level of involvement with the material (Atwell). Others would agree that writing about content-area ideas and understandings opens a window into the mind of each student by helping students make sense of the content and by helping teachers understand what children are learning. (M. Burns 1995)

- **Support and Encouragement.** Susan Ohanian (1994) makes the point that motivation is tricky and that "no one can *make* a resistant high school student—or a third grader, for that matter—learn anything. You can't threaten or cajole anybody into learning. You can't collaborate them into learning either. You can only provide an environment of possibilities—and hope." Part of that "hope" can be facilitated by encouraging students and providing scaffolding for learning and obtaining information.

Demonstrations. Allen (2000) suggests that teachers need to show their students a consistent, honest demonstration of interest, excitement, and passion for their content. . Demonstrations can come in many forms, but some of the most common are Think-Alouds, Read-Alouds, and discussing honestly with students what you read, and how you make your

decisions about reading.

Approximation, Use and Response*.* Allen (2000) discusses the need for teachers to get away from the "GIRFT" (Get It Right the First Time) practice. Students should be encouraged to take risks, make mistakes, then revisit those mistakes, obtain feedback (Response) and improve upon them by degrees (Approximation), without penalty.

Because students so often perceive GIRFT as the model in use in classrooms, they are often very reluctant to experiment. Use of alternative tools or strategies can be helpful in getting students to take risks. Allen has found that trying an alternative medium for articulating ideas can be effective.

As an example, for a student who writes very little in her journal about a book she is passionate about, Allen uses a tape recorder and lets the student discuss what she has trouble articulating in writing. The student's oral response is usually much more complete. Allen encourages the student by praising the oral work she did and asks her to try to translate those ideas onto paper. After several rounds of this type of support, the student begins to take more risks with written articulation and becomes more proficient at writing her thoughts.

- **Clear and Positive Expectations.** Making clear to students the expectations you have of them as readers can help provide clear direction for your instruction and goals for your students.

Resources

Allen, J. (2000). *Yellow brick roads: Shared and guided paths to independent reading 4-12.* Portland, ME: Stenhouse.

Atwell, N. (1998). In the middle: New understandings about writing, reading and learning. Portsmouth, NH: Boynton/Cook Heinemann.

Burns, M. (1995). "Writing in Math". Sausalito, CA: Math Solutions Publications.

Eccles, J.S. & Midgley, C. (1989). State-environment fit: Developmentally appropriate classrooms for young adolescents. In Ames, C. & Ames, R. (Eds.). *Research on Motivation in Education,*

3. 139-186. San Diego, CA: Academic Press.

Irvin, J. (1998). *Reading and the middle school student: Strategies to enhance literacy. Boston*: Allyn & Bacon.

Ohanion, Susan. (1994). Who's in charge? A teacher speaks her mind. Portsmouth, NH: Heinemann-Boynton/Cook.

Wong, Harry K & RT Wong. (1991). The First Days of School: How to be an effective teacher. Sunnyvale, CA: Harry K. Wong Publications.

Zinsser,W.( ). "Writing to Learn".

Strategy

Day 1

Helping Students See Themselves as Readers from Day 1 in your classroom: One Teacher's Approach

1. Begin the first few minutes of the first day by modeling a **Read-Aloud**. For example. Read a passage about a daughter describing an incident where her father embarrassed her (and she got back!) or some incident that kids can relate to. Then stop and ask, "Has anyone in here ever been embarrassed by your parent?" Let students describe incidents. End with: "The most effective readers **make connections** with what they read. You were accessing **prior knowledge!**" (In addition, their sharing helps begin building relationships because everyone is hearing something about the real person.)

2. Conduct a short **informal reading survey** to find out about your students' reading habits. You can even read the choices aloud to be sure that the choices are considered, and all that is required is to circle the answer! Ask which would you rather do:
    *   Read a newspaper everyday OR a novel once a month?
    *   Read a lot of books in a series (e.g., Anamorphs) OR an occasional award book (e.g., Newberry Awards?)?
    *   Do homework but rarely read for enjoyment OR rarely do homework but read after dinner?

3. Ask kids what **strategies they use to get through the first 50 pages** of a book.
    *   Make a list on butcher paper. Add to the list in subsequent days. These will, typically, end up being the 8 to 10 key strategies that are needed for comprehension.
    *   Most kids have not even consciously thought about having a strategy or that there is a name that can be used for referring to one. If someone knows a strategy, shouldn't he share how he copes?
    *   Someone else might describe a strategy that is different.

Draw from the kids. Reinforce that they probably already know a lot about reading. They just haven't talked about how they do it.

- As days and months go by, keep referring to the chart. Reorganize the list and explicitly name strategies as you are seeing them used.

4. Ask kids to bring two books to read for the next day (for SSR). Tell them it's important that they have something to read in class, and you will be seeing who remembers

Day 2

1. **Define SSR** by asking: "So, what is SSR?" Elicit responses for what silent, sustained reading is. Make a "What It Looks Like" T-Chart: What SSR is and What SSR isn't. Add some of your own rules. (For example, one rule might include not reading under the table, because when we go to the library, do we see people under the table? No. When people come to our class we need them to think we are doing real reading, and they might not think so if they are not used to seeing people under the table! Keep it light, but set your parameters.)

2. **Model SSR:** "Okay, let's start SSR. Take out your books that you were to bring. Any questions? Okay, start." Note who did not bring materials to read. Hand them magazines and thin non-fiction books with lots of pictures. Then after **one minute** of SSR, ask, "How do we know if we were doing it?" Take your list of students (checklist) and go down the roll call. Bobby, were you doing it? (Expect a YES or NO). Chrissy, were you doing it? (YES or NO), etc. At the end of the list, say, "It looks like we do know what SSR is. Okay, let's go back to SSR. Start."

- Go **five minutes.** (Do not say they are to read 5 minutes.) Take a couple of candid pictures of kids reading the books they brought. Then you read also. Then ask again, "Did we do SSR?" Go through the checklist again. Expect YES or NO. Check for understanding.

- Then go **fifteen minutes** (for a total of 20). Ask again by going through checklist. (Save picture taking for two or three students a day—anticipation.) Put pictures up on board of students reading. What you have just done is

set the expectations from day 2 to bring books to class and read.

- Then say, bring plenty of reading material again tomorrow. At least two books.

Day 3

1. During SSR, go **20 minutes** without interruption. At the end, use checklist and ask, "Did we do SSR?" Yes or No. This sets the expectation for self-checking and that each and everyone is expected to be reading and silently. No penalties, just verbal self-evaluation of whether they are doing their job or not!

2. Before SSR, ask "**How do you choose a book for SSR**, anyhow?"

   - Write student responses on chart paper:
     - Suzy-by the cover
     - Leora-recommendations of friends
     - Francis-how thick the book is
     - Johnny-*thin* books (emphasis on thin!)
     - Siggy-teacher recommendations
   - Validate that we all chose books differently.
   - SSR – After SSR give sticky notes to write name of book to put by their picture. (Recommendations of titles by classmates!!)

3. Let's think about how "**We Chose Books for Literature Circles**?"
   - "Is it different or the same kind of choices as for SSR?"

4. Day 3 - Create a **"WHY we read list.**" (This establishes **purposes for reading.**) Don't worry about:
   - Putting all purposes down or all ways to choose books. As kids think of these things, they will ask you to add them to the lists (anchor charts) hanging predominately in front of them!

Day 4

1. Tape a **list of strategies** onto your teacher's clipboard as a reminder until they become an intentional part of your teaching day. Talk about strategies as they come up each day. Add ideas to your strategy anchor chart posted on wall.

   Start the day with a **read-aloud**. How about a poem? Give it

voice. Ask kids to find a poem that they could give voice to. (This strategy is learning to read with expression or feeling of the character.)

2. **What do proficient readers do to make sense of their reading?** (Make an anchor chart with student responses.) Have kids identify what they do:
   - Slow down
   - Reread
   - Look ahead
   - Listen to someone else read it
   - Pay attention to the words in context

1. In following weeks – Introduce critical thinking strategy **"Say Something."** Use to question what the author says.

   - Is the author qualified to write about this?

   - Did the author exaggerate the facts or research the facts?

   - Is the author writing from first or second hand knowledge?

   - Is this something that can be generalized or just true for this one specific incident?

2. Also – Introduce **"Quick Writes"** and **"Popcorn Share"**

   Teach kids to participate in the process of Say Something by conducting Quick Writes to build rigor for putting their thinking on paper and providing an opportunity to share quickly.

   For example, read something about a topic that will interest kids. It could be something that might be good to debate. Then ask students to respond by writing for 5 minutes without stopping. Make it a game. Time them. Rule: Keep the hand moving. No idle pencil…

   Again, to motivate kids take pictures of them writing.

   Then, "Popcorn Share" by asking students to volunteer to read what they wrote when they feel inspired to speak up. Teacher's steps to all three activities:

Following Weeks

- Read aloud an article or passage.

- Invite a few students to "Say Something" about what they heard.

- "Quick Write" for certain a amount of time (2-5 minutes).

- Rule for "Popcorn Share:" one line, one paragraph, couple of lines. Only share once, then done. No one is called on. Read if and when you feel inspired.

- During the sharing, teacher responds briefly in these ways: "Yes", nods, or says "Thank you" to keep the process moving, but on a class checklist, teacher enters date and phrase that captures good word choice, sentence fluency, etc. (The purpose of date and checklist is to know who is sharing.)

- Time yourself and see how quickly you can get through these steps. For example, in 13 minutes teacher can read a piece, allow 2-3 to talk about it (say something), write about it (4 minutes), and hear 12 students read portions.

Point: Speaking and writing help inform us. Do we know more now than when we started? Some students don't have experience expressing their opinions. For a lower functioning writer who finds thinking of things to say difficult, the oral sharing provides an opportunity to hear others' thoughts to get ideas, before being asked to write about the same topic.

- Count Words. Have students count the number of words they wrote during the quick write to see if they can increase their goal.

Example: Hoonan found in his alterative middle school class, boys were writing an average of 132 words, while girls averaged 240. The same trend is true for the WASL. So we need to build rigor for writing and find ways to motivate boys to articulate and write words. Using **Quick Writes** is one option.

What are Quick Writes about? Put kids in charge of making suggestions. They might think of:

- Tell me all you know about a character in the story we have been reading about

- Dear Diary – write from the character's perspective
- Respond to a controversial piece
- Use as a ticket out the door, "You have the last two minutes before the end of class to write about _____.

3. Teach **Making Inferences** in stages:

- Pass out things to table groups to guess what is meant based on prior knowledge, e.g., quotes, bumper stickers pictures, magazine covers, two – minutes mysteries.

- Why this works? Because it is limited print and teachers process and discuss what we mean by "making an inference."

- Later when kids develop more of this abstract ability, you can teach "making inferences" by reading aloud text that has sections and ask what the author might be implying or wanting you to think about and predict what will happen.

- Then make inferences from reading independently and talking about it as a group.

Resources

Notes taken from "Designing and Applying Strategic Reading Program at the Middle Grades", OSPI Summer Institute, Everett, WA 8/1/03; presenter Barry Hoonan, Bainbridge S.D.

Motivating the Struggling Reader
One Strategy

Strategy

How to motivate the struggling reader? Even kids who consider themselves "poor" readers have "good" reader experiences; it's just difficult for them to get beyond their negative self-talk. This strategy works with any type of text, but reluctant readers usually find newspapers easily accessible and engaging. Repeating this exercise throughout the year allows for student choice, articulates how much they know about the reading process, and models the importance of reading as a life-long activity.

Procedures

How does this strategy work?

1. Model an honest **think-aloud** with your students using the local newspaper. Make a list of all the things you learned (make your list real, not just academic) and all the things you did as a good reader: skimmed, looked at the pictures, reread, visualized, looked for things that connected to your life.

2. Give students copies of the newspaper and give them time to look it over. Have them divide a sheet of paper into two columns. On one side list 15 things they learned from their reading. On the second side ask them to list 10 things they learned about themselves as a reader—what did they do?

3. Arrange students into small groups and ask them to share verbally two pieces of information they learned from reading the paper. Then ask them create a group list on a giant piece of butcher paper of all the things they did that felt like they were really comprehending the text: skipped the boring parts, sounded out words, slowed down for important facts, etc.

4. Ask students to share their posters with the entire class and begin their presentations by saying "We felt like good

readers when…"

5. Post the butcher paper around your classroom as a visible reminder of what it is to be a strong reader and how they are capable of doing it.

Variations

Other ideas for using this strategy:

Use the same procedure using content-area magazines or teacher-selected sites on the Internet.

Resources

Gallagher, Kelly. (2002). *Reading Reasons: Motivational mini-lessons for middle and high school.* Portland, ME: Stenhouse Publishers.

Section 4

Using Text Structure

- o Using Text Structure to Aid Comprehension
- o Textbook Scavenger Hunt
- o SCAN and RUN
- o Using a Transparency with Informational Text
- o Structured Note Taking
- o Literary Elements
  - o Character Comparison
  - o Theme(s) Comparison
  - o Character Analysis Pyramid
  - o Conflict and Resolution
  - o Story Mapping
- o Evaluating a Website
  - o Website Profile
  - o Evaluation form

Strategy

Using Text Structure to Aid Comprehension

What is Text Structure? Text structures are the ways a text is put together. We chose three practical elements to address text structure: organization, text features, and literary elements.

Text Organization is the order an author chooses to present information. For fiction writing, chronological order is chosen most. For nonfiction, however, an author may choose from several different possibilities. Robb (2003) and Billmeyer (1998) outline several **basic organizational patterns**: sequence, comparison and contrast, concept and definition, description, generalization and principle, cause and effect, question and answer, and problem and solution.

Text features include the **cues** publishers use to signal importance, draw the reader's attention through the text, and divide information. General features for informational text include: table of contents, glossary, index, photos and illustrations, captions, chapter, section and subsection headings, bold or italicized words, charts, graphs, maps, review questions, preview/teaser questions, chapter objectives, and sidebars or boxed text.

Literary Elements are the critical ingredients that make up literary text. These elements include character, plot, point of view, setting and theme. Though these elements can be found in some highly-stylized non-fiction texts, they are almost always found in fiction texts.

Why use it — expected outcomes? In an age where we all need to access ideas from a variety of texts, "informational literacy" (Duke, 2000) is critical for success in today's world. At the middle and high school level, research "points to a strong correlation between students' comprehension and their

understanding of expository text structures" (Robb, 2003), yet students frequently pass indiscriminately between reading fiction and nonfiction without realizing the necessity of using different strategies to obtain information from different types of text.

Difficulties in content-area reading are felt most keenly in science, math, health, and social studies classrooms (Gillet and Temple, 2000), generally viewed as divesting themselves of "teaching reading." Increasingly, content area teachers realize that their students are struggling through reading in their classrooms to the point of frustration and failure. Teachers often assign readings in textbooks that are unclear, or teachers assume a level of prior knowledge that the students lack (Beck et al., 1997).

When to use it? The way a reader utilizes text structure depends on whether the text is fiction or nonfiction.

- **Literary Elements.** Discussion about literary elements occurs primarily with the study of fiction in the language arts classroom. Text organization in fiction usually involves some sort of chronology.
- **Text Organization.** Text organization is important in non-fiction text. The organizational patterns listed above are more prevalent in certain content areas. **Problem and solution** patterns can commonly be found in science. **Cause and effect**, on the other hand, may be used in history to explain the causes of the colonists' disgruntlement with England (cause) and the resulting Revolutionary War (effect). A science text may describe coal smoke and pollution (cause) and the gypsy moth's change in color (effect) as a result. Although some texts follow a single organizational pattern throughout, many incorporate several patterns. In the following piece, readers see **description, cause and effect** and **question** (Robb, 2003):

Description

…There were people, suffragists, who held other beliefs. For the past sixty years they had been demanding votes for women, but whenever they brought their petitions before Congress it was explained most patiently, and with the exquisite courtesy due to the gentler sex,

Cause/ Effect

that politics was a filthy business. Women were pure, motherhood a sacred calling, therefore they must be protected from politics, and in any case

Question

real women did not want the vote. [sic] Who would care for the children when they went to the polling places?

--From *We Shall Not be Moved: The Women's Factory Strike of 1909* by Joan Dash, Scholastic, 1996, p. 55

- **Text Features.** Discussion of text features should take place whenever exploring nonfiction. Most textbooks share many of the generic text features previously listed. Robb (2003) outlines some of the more common forms encountered in content area classrooms.

Nonfiction Chapter Book: Text in these volumes is organized into chapters, frequently by topic or theme. Chapter books often include **photos**, **illustrations**, **diagrams**, and/or **sidebars** filled with "interesting facts". The text may also provide narratives and/or anecdotes to illustrate key points.

Science, Math, and Social Science Picture Books: These tend to have less body text, relying on **photos**, **illustrations**, **diagrams**, **charts**, and **graphs** with **caption**s to carry key information.

Photo Essay: The best examples tend to be a balance between well-chosen informative **photos with captions** and

the author's reflection or discussion of the topic.

Biographies and Autobiographies: These works cover the life story of a person of the past or present told either by the person (autobiography), or by a third-party writer (biography). **Chronology** is a common organizational pattern, and many of the **literary elements** apply in biographical or autobiographical writing. Other organizational patterns may be also used.

Newspaper Article: A **headline** provides a succinct account of what is to be covered in the article. These writings tend to begin with a lead paragraph that pulls the reader right into the topic, then continues from **most important to least important** information, answering all of the **5 W's and H** questions.

How to use it? Specific instructions for several strategies appear in this section.

Resources

Beck, I.L., MG McKeown, RL Hamilton, L Kucan. (1997). *Questioning the Author: An approach for enhancing students' engagement with text.* Newark, DE: International Reading Association.

Billmeyer, Rachel and M. Barton. (1998). *Teaching Reading in the Content Areas: If not me then who?* Aurora, CO: McREL.

Duke, Nell K. (2000). "3.6 minutes per day: The scarcity of informational texts in first grade." In *Reading Research Quarterly,* (35), 202-224.

Gillet, JW and C Temple. (2000). *Understanding Reading Problems: Assessment and instruction.* New York, NY: Longman.

Harvey, S. and A. Goudvis. 2000. *Strategies that Work: Teaching Comprehension to Enhance Understanding.* York, ME: Stenhouse.

Hoyt, Linda. (2002). *Make It Real.* Portsmouth, NH: Heinemann.

Robb, L. 2003. *Teaching Reading in Social Studies, Science and Math: Practical Ways to Weave Comprehension Into Your Content Area Teaching.* New York: Scholastic.

Salembier, G. (1999, Feb). "SCAN and RUN: a reading comprehension strategy that works. *Journal of Adolescent and Adult Literacy, 42.* 386-394.

Textbook Scavenger Hunt

Strategy

What is a Textbook Scavenger Hunt? In teams of two to four, students use a prepared list to find and identify text features in their content area textbook.

Why use it—expected outcomes? This strategy is used to familiarize students with the features of their textbook. Because they find the elements themselves and discover how they can use these features in the class, students become active readers. This activity also gives students an opportunity to explore their background knowledge and consult with classmates to solve problems.

When to use it? This strategy can be used most effectively at the beginning of the term, or whenever a new textbook is introduced. Findings from the Scavenger Hunt can then be reviewed and reinforced throughout the term.

Procedures

How to use it?

1. **Introduce the strategy.** Survey the class to find out what students know about textbooks. Discuss the characteristics they provide and point out that students often have difficulty reading texts because they may be unaware of all the features. Let them know that they will become familiar them with the text for this class. Also, mention that scanning for information becomes a real timesaving tool, once they understand how the features can help them. **Emphasize that textbooks do not always have to be read word-for word from beginning to end.**

2. **Divide the class.** Have students work in pairs or small groups.

3. **Hand out the Scavenger Hunt Sheet.** Remind groups that the purpose of the Scavenger Hunt is not just to find the items listed, but also to figure out **how those features can help them read and understand the text**.

4. **Provide enough time for teams to complete in class.** Sugges[...] that teams start the hunt about half-way through the period, collect sheets, then have them finish the first part of the period the next day. This helps reinforce the importance of the group problem-solving process.

5. **Discuss findings.** Have groups share their findings. Promote discussion of students' thought processes during the hunt. Encourage discussion about their impression of items they found "easy" and why, and items they found "hard" and why. Be sure that students consider how the feature works to enhance their comprehension of the text materials.

Assessment

The purpose of the Textbook Scavenger Hunt is to get students to identify and use text features so they can read content area textbooks with minimal guidance. To assess students' ability to use text features, use informal observations and interactions:

- **Students more accurately predict text content before reading**: When assigning a reading, have students preview materials. Suggest they use text features from the initial scavenger hunt as their guide to making predictions.

- **Students use text features as a starting point to clarify material they have questions about**: Students begin to discuss familiar text features to make sense of the reading. Teachers guide the students to the next feature, or ask a probing question to prompt student to solve the problem on their own.

Variations

The SCAN and RUN and interactive Think-Aloud may be incorporated into your instruction to preview a chapter or other chunk of text.

Resources

Robb, Laura. (2003). *Teaching Reading in Social Studies, Science and Math: Practical Ways to Weave Comprehension Into Your Content Area Teaching.* New York: Scholastic.

Textbook Scavenger Hunt

1. <u>Find the INDEX</u>. A) Where do you find the Index? B) What is the Index used for? Provide an example. C) Locate a key topic that has several pages of information. D) Find a topic that has single pages listed.

   A) _____

   B) _____

   _____

   C) _____

   D) _____

2. <u>Look through the TABLE OF CONTENTS</u>. A) Where is the Table of Contents located? B) How many units does it include? C) List three chapters you would like to study, and briefly explain why they captured your interest.

   A) _____

   B) _____

   C) 1_____

   2_____

   3_____

3. <u>Glance through the GLOSSARY</u>. A) Where is the Glossary located? B) What information can be found in the Glossary? C) Jot down two words you know something about. D) Jot down two words that are unfamiliar.

   A) _____

   B) _____

   C) 1_____

   2_____

   D) 1_____

   2_____

4. <u>Check out the first page of a CHAPTER</u>. A) List all the different things you see on this first page.

   A) _____

   _____

5. List three __**BOLDFACE WORDS** in the first chapter__. A) Find out what each word means and write the definition in YOUR OWN WORDS (YOW).

A) 1_____

2_____

3_____

6. Scan the textbook and find a PHOTOGRAPH. A) Note the page number. Study the photo and read the caption. Briefly explain what you learned.

A) _____

_____

7. Find a CHART, GRAPH, DIAGRAM or MAP. A) Note the page number. Study graphic you chose and briefly explain in your own words what this feature can teach you.

A) _____

_____

8. Take a look at the LAST PAGE of a chapter. A) List the different things you find there. B) How can these features help you understand the chapter? Explain briefly in your own words.

A) _____

_____

B) _____

_____

9. Look through the HEADERS and SUB-HEADERS of Chapter 1. A) Write down the first header you come to. B) What color is it? C) What size is this header in relation to the body text? Is it a different font? If so, how is it different? D) Now look at the rest of the headers in the chapter. If they are not all like the first header, how are they different? (Note color, size and type of font). E) Explain how the system of different colors, sizes and fonts for headers can help you understand a text.

A) _____

B) _____

C) _____

D) _____

_____

SCAN and RUN

Strategy

What is SCAN and RUN? Before reading an assigned section of text (often a textbook chapter), students quickly examine the material they are going to read using the SCAN and RUN outline to help them set the stage for their reading.

Why use it —expected outcomes? This strategy encourages students to go beyond the simple "looking at the hard words and/or the headings to find out what I'm going to read about." Using the SCAN and RUN tool, students reflect on the **headings**, use **visual clues** and consider **bold-faced words** to predict what the chapter will be about.

When to use it? This strategy may be used when a new chapter or unit is introduced. It may also be connected to the Scavenger Hunt conducted at the beginning of the term.

Procedures

How to use it?

1. **Introduce the strategy.** Tell students you are going to provide them with a tool they can use every time they read informational text. If you did the Scavenger Hunt at the beginning of the term, remind the students about their findings. Point out that the SCAN and RUN tool helps them make sense of dense text and read more confidently or quickly.
2. **Hand out SCAN and RUN sheet.** Ask students to turn to the assigned chapter or section.
3. **Use Think-Aloud to walk through SCAN.** Follow the procedure outlined on the SCAN and RUN sheet orally with your class. Using the assigned chapter, model how to do each step on the SCAN side. This pre-reading part of the strategy should be completed as the chapter preview. Your oral modeling might sound something like this:

   "The "S" in SCAN and RUN stands for "SURVEY headings and turn them into

questions." The first heading in Chapter 5 is "Spain's Powerful Empire." I could change that into a question by wording it "What is Spain's Powerful Empire?" The next subheading is "Philip II's Empire." Hmmm. Maybe Philip II was the king of Spain, and the guy who ran this powerful empire? The next sub-header says "Defender of Catholicism." I could reword that into a question by saying "How did they defend Catholicism?" I predict that Philip must have been Catholic…."

4. **Encourage students to work the steps with you.** As you model each step, let students try their hand after you have taken them through a couple of sections in the chapter.

5. **Make Predictions.** After modeling the SCAN activity, have students try each of the steps. Ask the class to predict what they think the reading will be about, based on their use of the SCAN tool. Record class predictions on chart paper, the overhead, or the white board.

6. **Walk through RUN.** Use Think-Aloud to model how students should use the RUN steps as they read the text to themselves. Begin by reading the first section of the chapter. During your reading, note orally how you adjust your speed as you READ (R), USE (U) word identification skills, and check parts that you NOTICE (N) don't make sense. Read orally through the first section only, and then ask the students to read the rest of the chapter independently.

7. **Assign the Reading.** Now, formally assign the section of text for students to read. Observe how accurate their predictions were, as they use the RUN tool.

Assessment	## How do you know that students are using and understanding SCAN and RUN?

The purpose of SCAN and RUN is to set a purpose for reading and to monitor comprehension by checking the accuracy of student predictions. Informal assessments can monitor whether students are increasing their ability to comprehend complex text:

- **Students predict text content more accurately before reading:** When assigning a reading, ask students to preview materials. Have them use text features from the initial Scavenger Hunt as their guide to making predictions.
- **Students use text features as starting points to clarify material they have questions about**: Students begin to discuss familiar text features to make sense of the reading. Teachers can guide students to the next feature or ask a probing question to prompt them to solve the question on their own. |
| Variations | ## How do you reinforce and extend Scan and Run?

As students become more confident with SCAN and RUN, you can have them use the SCAN and RUN in pairs or small groups to preview and read unfamiliar text. |
| Resources | Robb, Laura. (2003). *Teaching Reading in Social Studies, Science and Math: Practical Ways to Weave Comprehension Into Your Content Area Teaching.* New York: Scholastic.

Salembier, G. (1999, Feb). "SCAN and RUN: a reading comprehension strategy that works." *Journal of Adolescent and Adult Literacy,* 42. 386-394. |

SCAN and RUN

SCAN

S = <u>Survey heading and turn them into questions</u>

SCAN the titles, headings, and subheadings. Change each into **what, why, or how** questions. This helps you identify key questions to be answered when you read the selection.

C = <u>Capture the captions and visuals</u>

Read and try to understand each caption or visual clue. Ask yourself what the caption or visual means.

A = <u>Attack boldface words</u>

Read highlighted words in the text selection and figure out what each word means. Key vocabulary words are often boldfaced or underlined. This cue may help you better understand the text's main idea and details.

N = <u>Note and read the chapter questions</u>

Read the question at the end of the text before you read the text itself. This helps you focus on answering the questions while reading.

SCAN and RUN (continued)

RUN

R = <u>Read and adjust speed</u>

Change you reading speed depending on the level of difficulty of the text. This helps you slow down or speed up to better understand the meaning of the words in the text.

U = <u>Use word identification skills</u>

Find a way to help identify unknown words while you read (e.g. sounding it out, looking for other word clues in the sentence, breaking words into parts. etc.).

N = <u>Notice and check parts you don't understand and reread or read on</u>

Code the text by placing a (?) in the margin next to the part you don't understand. (Use a sticky note if you can't write on your text.) Reread that section again or skip it, but then go back to it after you finished the paragraph, the section, or the chapter.

Using a Transparency with Informational Text

Strategy

Why use Transparencies with Informational Texts —expected outcomes? Photocopying a page of an informational text onto a transparency is a powerful visual for students who are struggling with the concept of text features. This strategy allows the teacher to annotate the text page in order to direct students' attention to certain text features.

When to use it? This strategy introduces the concept of **Text Features in content area courses** where students are expected to read informational text. It can also be used when the teacher introduces a particularly dense or difficult text.

Procedures

How to use it?

1. **Choose the Text.** Decide which text features you want to highlight. Find a page from the assigned reading that addresses these elements. Make a transparency of that page.

2. **Introduce the Activity.** Tell students they will be looking at a new reading with different features from previous texts. Place the transparency on the overhead.

3. **SCAN and RUN through the page.** Use Think-Aloud to RUN through the page with students. Annotate using student comments.

4. **Some additional Questions.**

    *   How has the author used [other] **visual supports** to help the reader through this topic?

    *   If we were to make a **plan for reading** this page, where might we start?

    *   What part of the page is most likely to help us make connections and **apply our prior knowledge**?

- What would you read first? Second? Third? Why?

5. **Predict, Develop a Plan, and Assign the Reading.** Based on discussion and practice in 3 and 4 above, have students **predict** what the reading will be about; then have them **develop a plan** for carrying out the reading.

6. **Discuss the Reading and Debrief the Reading Process.** Discuss the content of the reading. Then ask students to consider how well their predictions and plan worked for them. Ask students about the most difficult pieces of the reading and what needed clarification.

Assessment

The purpose of focusing on specific text features is to provide tools that will help students grasp meaning as they read through complex materials. Students should begin to **monitor their comprehension** by checking the accuracy of their predictions. The following informal assessments can be used to monitor whether students are comprehending complex text:

- **Students predict text content before reading with increasing accuracy**: When assigned a reading, students preview materials to be read. Have them use text features from the initial Scavenger Hunt as their guide to making predictions.

- **Students use text features to clarify material when they are unsure of meaning:** Students begin to discuss text features they have already used to try to make sense of the reading. Teachers can then guide the students to the next feature, or ask a probing question to prompt students to solve the question on their own.

Resources

Hoyt, Linda. (2002). *Make It Real.* Portsmouth, NH: Heinemann.

Structured Note Taking

Strategy

What is Teacher-Directed or Structured Note Taking?
Students take notes, while reading, in a very structured format. The format is chosen to match the **text structure.**

Why use it—expected outcomes?
Structured notes
- guide students to focus on a specific component of the text;
- help students make connections between the text and other information; and
- prepare students for collaboration and discussions.

When to use it?
- To introduce a new **text structure**
- To prepare students for a discussion or assignment organized around a specific organizational structure such as **cause/effect** or **compare/contrast**.
- When students might not recognize the **organizational structure** on their own

Procedures

1. Preview the reading selection.

3. Identify the organizational structure of the selection. Some possibilities include:

cause/effect	compare/contrast,
problem/solution	concept/definition
argument/support	goal/action/outcome

4. Select a graphic organizer from the Graphic Organizer strategy section to fit the text structure.

5. Instruct students regarding use of the organizer and the text features, which indicate the structure.

6. Have student take notes using the organizer.

References

Acheycutts, P. Area Education Agency 7. Retrieved July 12, 2003, from http://edservices.aea7.k12.ia.us/edtech/classroom/visual/vocbemp1.GIF" * MERGEFORMATINET

Idol, L. and Croll, V.J. (1987). Story-Mapping Training as a Means of Improving Reading Comprehension. *Learning Disability Quarterly,* 10, 214-229.

Kipperman, D. & McKinstry, M. Write design: Sequence graphic organizers. http://www.writedesignonline.com/organizers

NcREL (1995). Strategic teaching and reading project guidebook. Retrieved July 12, 2003, from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm

Score: Online Resources for Teachers. Graphic organizers. Retrieved July 12, 2003, from http://www.sdcoe.k12.ca.us/score/actbank/tprobsol.htm

Teachnology, Inc. (2002). The Web Portal For Educators. Retrieved July 12, 2003, from www.teach-nology.com.

Literary Elements

What are Literary Elements? Literary Elements are the components that make up literary texts, including:

- Characters -- the people, animals, or things appearing in a literary work.
- Plot -- the sequence of events of actions in literature.
- Point of View -- the vantage point or perspective from which a story is told.
- Setting -- the time and place in a literary work.
- Theme --the central idea of a literary work or the author's general comment about human nature.

Why use it – expected outcomes? We assume students understand text structure because they read literary texts and view narrative videos. However, it is important to explicitly teach each literary element to ensure students understand the relationships among the elements themselves and between the elements and comprehension of the text. Additionally, students will have a shared vocabulary which will enable them to better discuss their reading and respond appropriately to questions on assessments like the WASL and meet standards on the Washington State EALRs.

When to use it? Discussion about text structure and literary elements should take place whenever students work with fiction text.

How to use it? Explicitly teach by modeling, guiding, and providing practice. Use the appropriate literary terms so students are accustomed to hearing, using, and applying them.

Procedures

1. Read and understand Literary Elements by Marilyn Stauffe. in the Helpful Resource Section.

2. Discuss literary element meanings with your students.
3. Make copies of the graphic organizers that directly address literary elements. Some of the organizers appear in this section as well as the section for Graphic Organizers
4. Model and Think-aloud; use familiar literature; read and discuss each of the following literary elements separately:
   - Character
   - Plot
   - Setting
   - Mood
   - Theme
   - Point of view
   - Reoccurring themes
   - Conflict
   - Rising action
   - Falling action
   - Resolution.

Select one or two elements to discuss per session. Have students work in pairs and then independently after reviewing elements. This means the modeling and "think-alouds" will occur over a period of time. Fill out a sample Story Map as a class.

Ask questions or perform tasks like these while modeling each of the elements:
- Give an example of (literary element) from the selection. Explain the point the author makes with this (literary device).
- What words best describe (character) in the story?
- What problem did (character) face? What steps did he/she take to solve this problem?
- Analyze how (character's actions or trait) contributes to the conflict in the story.
- How does the character change in this selection? What examples from the selection support this change?
- Which word best describes (character/ setting)?
- Write a short paragraph describing the setting of this (selection), and explain how it sets up the story.
- What is the main conflict in the story?

- Analyze how this story would be different if it had been told from (character's) point of view.
- What is the mood of this selection?
- What events in the selection occur in the rising action? Falling action? Resolution?

5. **Guided Instruction:** Group your students in pairs to read simple, familiar selections. Then ask them to fill out a Story Map.
6. **Independent practice:** Individual students will complete a story map.
7. **Guided Instruction:** Pairs of students answer questions similar to those listed in the teacher modeling section. They should be prepared to defend their answers with supporting details or information taken directly from the text.
8. **Independent practice:** Follow with individual students answering WASL-like questions similar to those listed in the teacher modeling section.

Assessment

Pairs of students and individual students should be able to fill out a Story Map, discuss literary elements orally, and answer WASL-like questions on familiar reading selections.

Variations

Make copies of "*Literary Elements,*" by Marilyn Stauffe. Read and discuss with it with your students.

Resource

Stauffe, M. (1991). "Outline on Literary Elements" *USF University of South Florida*. [On-line] retrieved on July 20, 2003 from http://www.cas.usf.edu/lis/lis6585/class/litelem.html

Name _____   Date _____

Character Comparison

Characters

Differences

Similarities

Conclusion(s)

Name _____   Date _____

Theme(s) Comparison

Theme(s)

Differences

Similarities

Conclusion(s)

Character Analysis Pyramid

Name or Title

Physical Appearance

Character's Role

Character's Problem or Challenges

Major Accomplishments
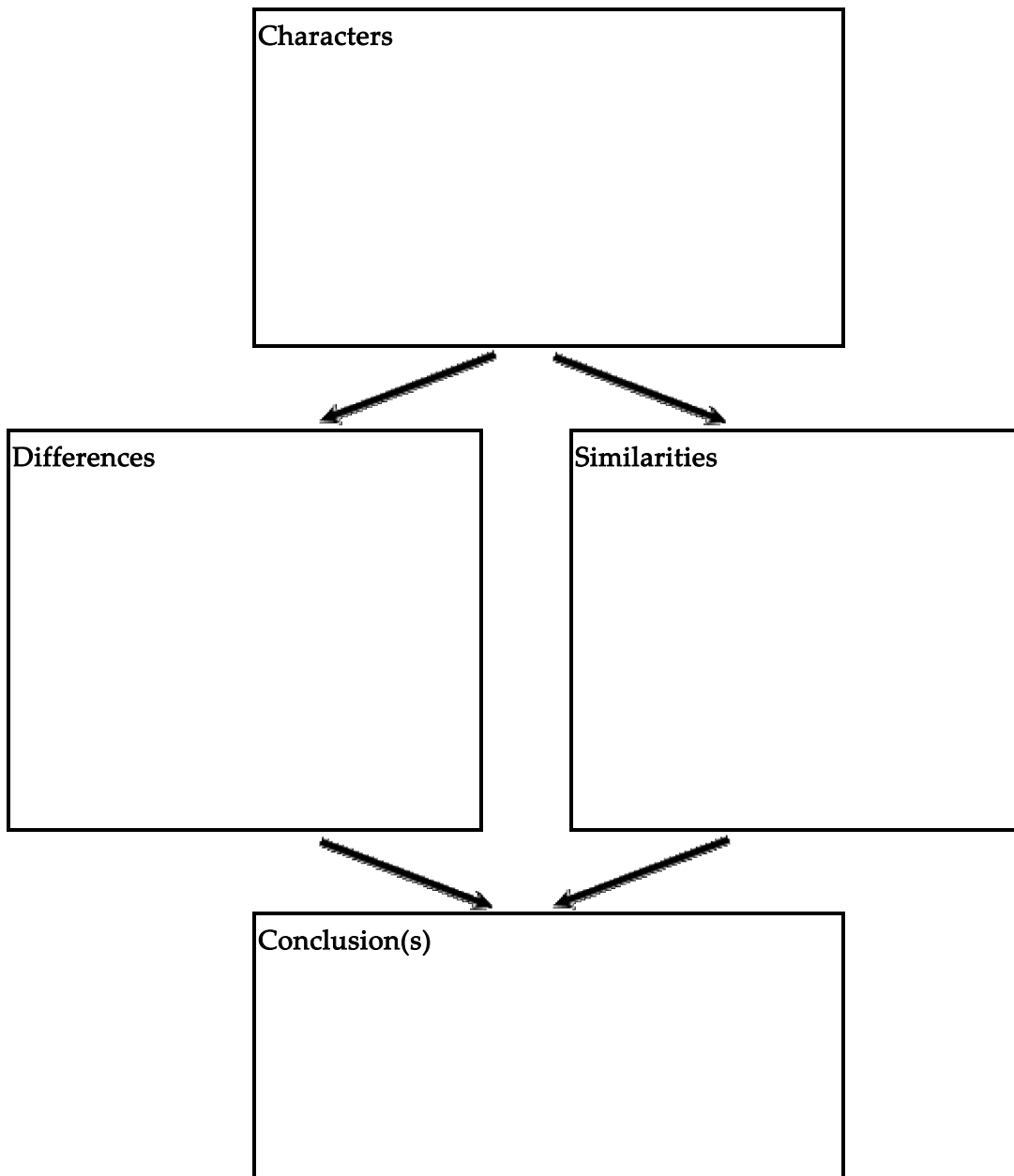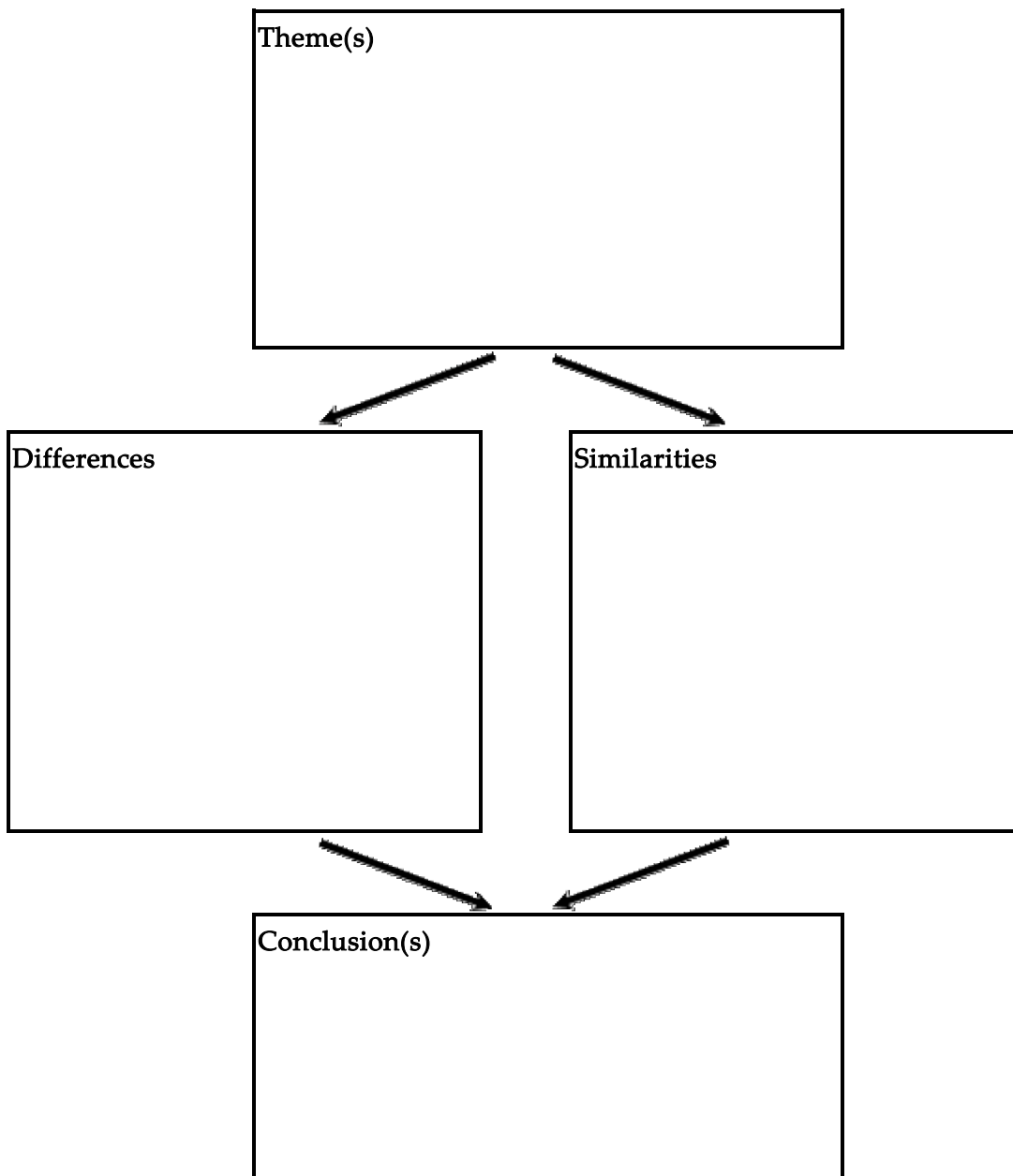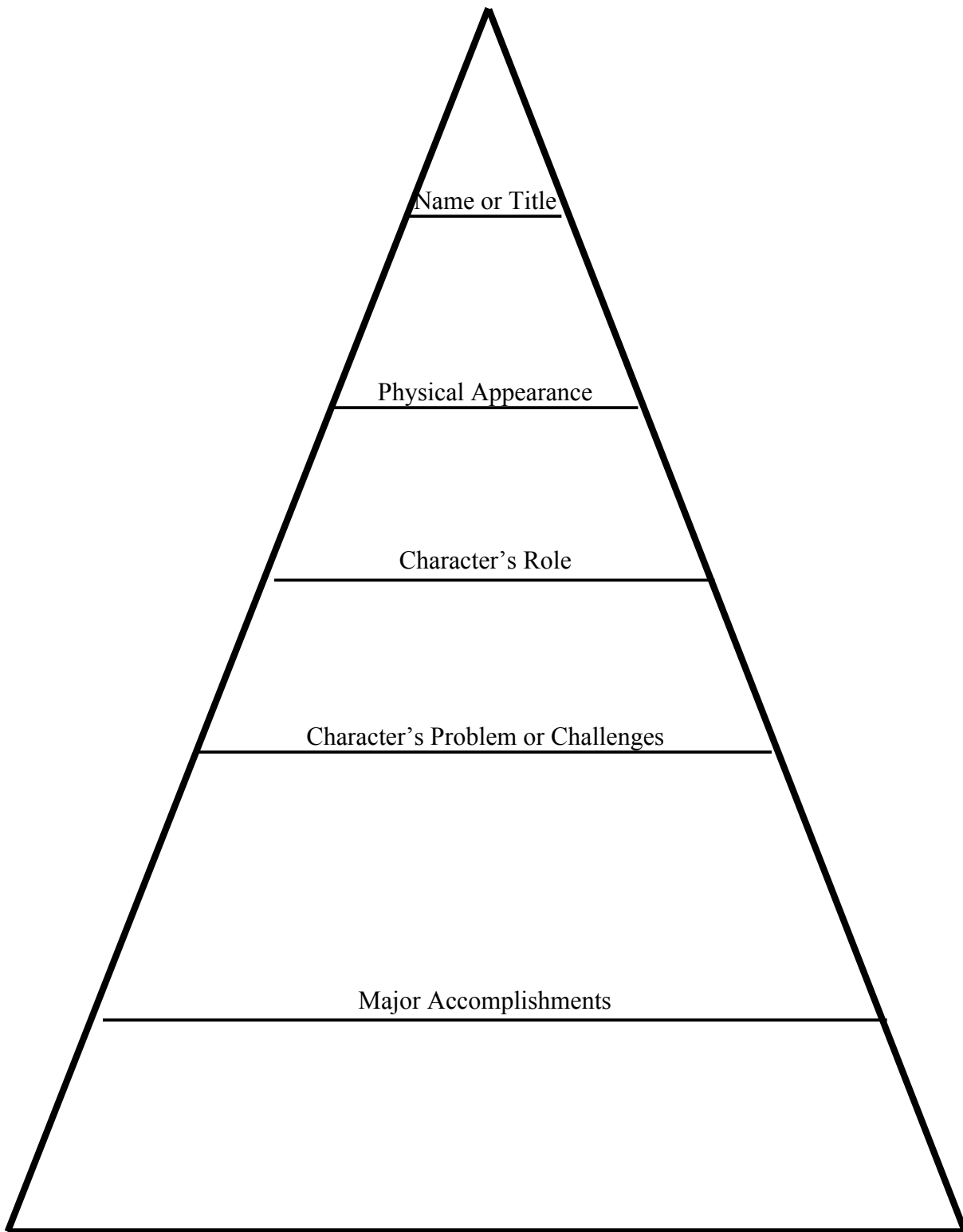
Conflict and Resolution

Problem and Solution requires you to identify a problem, considering multiple solutions and possible results.
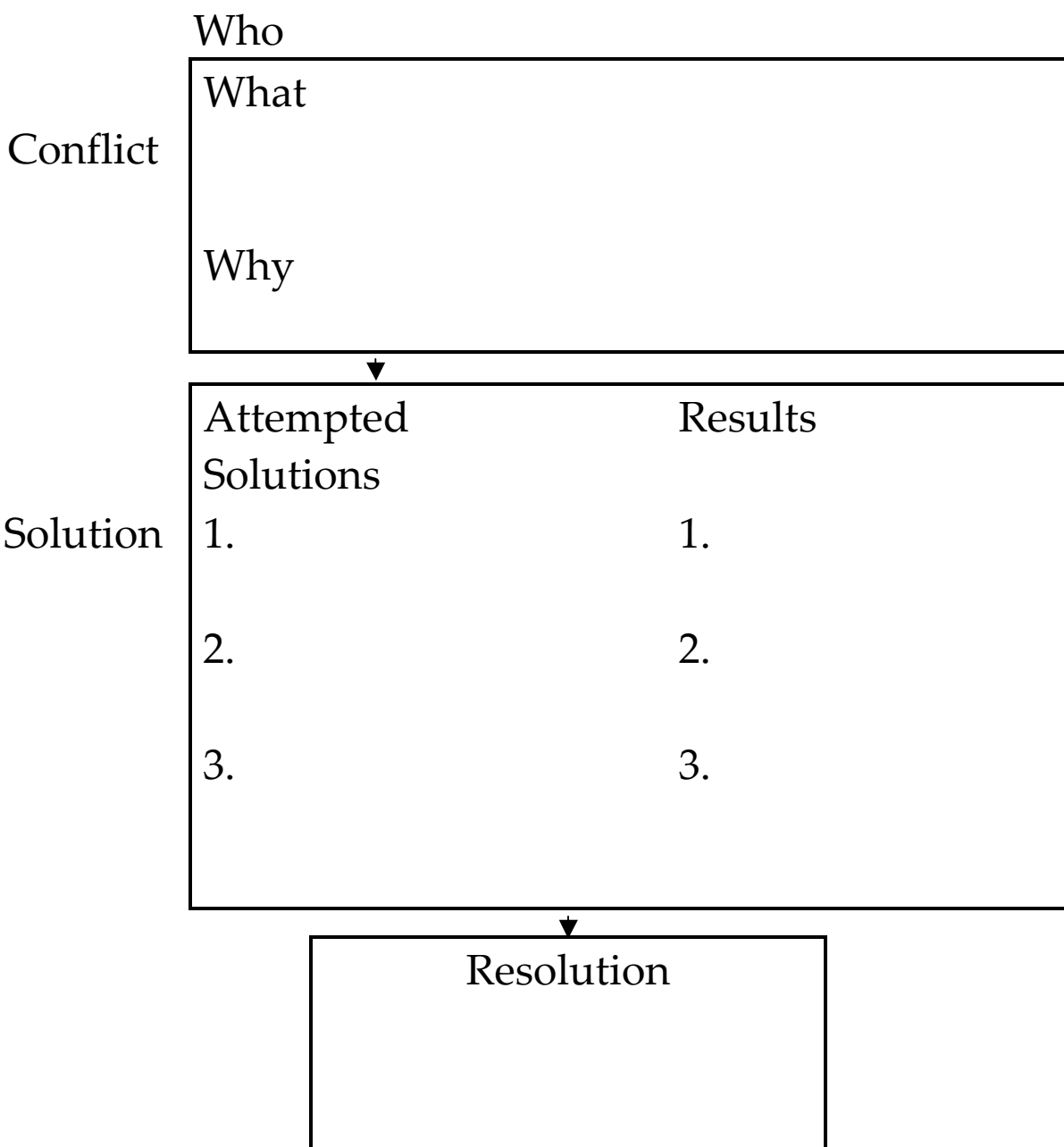
Who

| Conflict | What

Why |

Solution

	Attempted Solutions	Results
1.	1.
2.	2.
3.	3.

Resolution

Adapted from: Score: Online Resources for Teachers. *Graphic Organizers* [Electronic version]. Retrieved July 12, 2003, from http://www.sdcoe.k12.ca.us/score/actbank/tprobsol.htm

Story Map

Setting: Time: _____   Place: _____

Characters: _____

⇩

The Conflict::

_____
_____

⇩

The Goal:

_____
_____

⇩

Action:

_____
_____
_____
_____

⇩

The Resolution:

_____
_____

Evaluating a Website

Strategy

What is Evaluating a Website? This strategy asks students to evaluate the content of websites. Not all information on the web is accurate, reliable, authoritative, current, fair, adequate, appropriate, or well organized. The content needs to be valid and written by someone who is an authority. Since it is very easy for anyone to publish information on the web, students need to be especially careful about the information they use from websites.

Why use it — expected outcomes? Learning to evaluate a website will help our students determine the validity of the content. Students need to be able to recognize when a web page is a thinly disguised commercial or opinion page, or when it is more strictly a source of information. More importantly, students need to realize when each type of page is appropriate for their purpose or task. In addition, a site should enable the user to easily find out about the author--where the author works; what credentials the author possesses that make it appropriate for him/her to write about the topic; and how to contact the author for further questions. Website evaluation will teach students to:

- Read critically
- Understand the organization of website
- Use the text features of a website

When to use it? Before, during and after reading

Procedures

How to use it?

- Ask students to evaluate a number of pre-selected websites by answering questions about the website(s) and/or completing the Website Profile.
- Conduct a discussion about what they have discovered.

- If students are researching, ask students to evaluate a representative number of websites and summarize their conclusions.

- If possible students should verify all information in a traditional, edited (print or electronic) source. A good rule to follow is to find similar facts in two other places before using the information on a website.

Assessment

How do you know that students are using and understanding the strategy and/or content?

Students will evidence understanding in class discussions and selection of resources for research projects.

References

Kugler, K. (2003). Media Specialist. Foster High School. Tukwila, WA.

Robb, L., Klemp, R., & Schwartz, W. (2002). Reading a website. *Reader's handbook: A student guide for reading and learning.* Wilmington, MA: Great Source.

Website Profile

For each website you visit and consider as a resource for your research, complete a profile to help you evaluate the website and the information you find there.

Name of website	
Address	
Author/Sponsor	Credentials/Authority
Viewpoint/Objectivity	Date
Reaction	

Adapted from *Reader's Handbook*

Evaluating a Website

Do you feel you can trust the website you are visiting? Consider the following questions:

Authority/Credentials

1. Who wrote the information?

2. What do you know about the author?

3. What group or organization runs this site?

4. What do you know about this organization?

Objectivity

1. Does the information appear to be biased?

2. If so, what makes you think so?

3. If not, how do you know it is objective?

4. Do you feel this is an appropriate site?

Date

1. How old is the information?

2. If it does not appear to be current, why do you feel this is still an appropriate site?

Reliability

Based on the information you have gathered regarding this site, do you feel it is appropriate and reliable? Explain.

Kugler, K. Media Specialist, Foster High School, Tukwila, WA

Section 5

Vocabulary

o Vocabulary Development
o Pre-Teaching Vocabulary: Knowledge Rating Chart and Visual Connection
o Word Sorts
o Keyword Method
o Word Relatedness
    o Coin-A-Word
    o Create and Name a Life Form
    o Etymology
o Categorization Strategy: List, Group, Label
o Semantic Mapping
    o Word Map
    o Semantic Feature Analysis
    o Frayer Model
o Concept Definition Mapping

What is Vocabulary Development?

Vocabulary development is essential to comprehension because of its long-term impact upon individual powers of communication and concept development. It includes ongoing instruction in increasing students' familiarity and understanding of words, instruction in expanding students' recognition and understanding of most frequent sight words, teaching vocabulary across academic areas from elementary and through high schools, integrating writing with vocabulary development, and encouraging enhancement of learning through meaningful projects, research, and independent reading.

Vocabulary is **difficult to define**, but most people connect the word *vocabulary* with **individual words**, word **meanings**, and word **usage**. It includes the words

- We use when we speak

- We need to know to understand what we hear

- We need to know to construct meaning from what we read

- We use in writing

(Armbruster, Lehr, & Osborn, 2001)

Why is it important?

- Vocabulary development is **essential** to **comprehension.**

- Readers **must know what** most of the **words mean** before they can **understand** what they are reading.

- **Vocabulary** refers to the words we **must know** to **communicate effectively**.

- Vocabulary has a **long-term impact** upon individual powers of **communication and concept development**.

How Can Students Strengthen Their Comprehension and Memory of New Vocabulary?

Students learn the meanings of most words **incidentally (or indirectly)** through everyday experiences with oral and written language by

- **Engaging daily in oral language** (e.g., by conversing/interacting with others, hearing others use new words repeatedly, asking questions)
- **Listening to adults read** to them and then **talking abou the texts** read
- **Reading extensively** on their own
- **Reading/writing** about their world and the worlds of others

However, some vocabulary needs to be taught **intentionally or explicitly** by providing children with

- **Specific word instruction**
- **Word-learning strategies**

Student comprehension and memory is strengthened when students

- <u>Relate</u> to the content/words by experiencing it, by imaging it, and by using other sensory experiences or images such as sensing or experiencing its smell, taste, feel, or outcomes
- <u>Represent</u> it by brainstorming, identifying associations, comparing/contrasting words, structured mapping, visual organizers, drawing, writing about the words or using them in conversations
- <u>Reason</u> with words/concepts by developing their definitions, identifying cluster associations, classifying words, discussing words, acting them out, using them in creative writing

What Does This Mean for Vocabulary Instruction?

Vocabulary instruction should be an integral part of all instruction—it may begin with the major concepts or "big ideas" of the content (e.g., perimeter, symmetry, environment, photosynthesis, voice, sequence) or the foundations of content information—but it should also be expanded to include words identified from literature in texts, from class discussions, from videos and newspapers, or any other information source.

- Every teacher – regardless of content area or grade level focus – is responsible for vocabulary instruction.

- Research since 1980 suggests the following principles to guide vocabulary instruction:

    Students should
    - Be active in developing their understanding of words and ways to learn them
    - Personalize word learning
    - Be immersed in words
    - Build on multiple sources of information to learn words through repeated exposures

What Are the Implications for Instructional Practice in Vocabulary Development?

The National Reading Panel report (2000) offers the following implications for practice:

1. Vocabulary should be taught both directly and indirectly.

2. Repetition and multiple exposures to vocabulary items are important.

3. Learning in rich contexts is valuable for vocabulary learning.

4. Vocabulary tasks should be restructured when necessary.

5. Vocabulary learning should entail active engagement in learning tasks.

6. Computer technology can be used to help teach vocabulary.

7. Vocabulary can be acquired through incidental learning.

8. How vocabulary is assessed and evaluated can have differential effects on instruction.

9. Dependence on a single vocabulary instruction method will not result in optimal learning.

But, I'm a Content Teacher….What Do You Recommend for Teaching Vocabulary in My Class?

1. Select fewer words, such as the big ideas or key concepts. Help your students to recognize that many words have shades of meaning.
2. Encourage outside recreational reading with a similar content theme as the one being studied.
3. Pre-teach vocabulary connected to the key concepts when necessary.
4. Help students to make connections and/or associations between familiar and unfamiliar concepts.
5. Use words in context.
6. Avoid mindless drill or ineffective dictionary work. When students need to consult a dictionary, make sure that they know how to find the definition appropriate to the content being studied, not just the first definition.
7. Be enthusiastic about word study, the vocabulary of your discipline, and your own vocabulary development.

What Are the Challenges for Teachers?

The challenges are to understand, choose, model, and use varied teaching and learning strategies on a regular basis.

Suggestions:

- <u>Model</u> word associations by teaching the meanings in a variety of ways—using similar words, stating

Most promising and effective strategies for improving vocabulary development:

Keyword method

Incidental learning

Repeated exposure

Pre-teaching vocabulary

Restructuring reading materials

Context method

> "Teaching [vocabulary] well means giving students multiple opportunities to learn how words are conceptually related to one another in the material they are studying."
>
> (Vacca & Vacca, 1999, p. 315)

explanations in a variety of ways, and using "tell, show and do" methods of teaching.

- <u>Provide</u> vocabulary instruction using word clusters and involving students in associations and classifications.
- <u>Use</u> visuals and graphic organizers—teacher examples and student-created examples.
- <u>Post</u> important words on the walls or using other means to keep the words before the students.
- <u>Use</u> word journals where students identify unknown words, write their definitions and illustrations on a regular basis.
- <u>Review</u> and reinforce words on a regular basis.
- <u>Include</u> writing activities in which students use the vocabulary words.

- <u>Provide</u> multiple sources or contexts for encountering new words.
  - Use clear images or concrete objects, either visual or auditory or both.
  - Include authentic opportunities that require active participation for students to use words being studied.
  - Integrate oral and written language across all content areas and throughout the whole day.

Resources

Armbruster, B., Lehr, F., & Osborn, J. (2001). Put *reading first: The research building blocks for teaching children to read*. Washington, D.C.: Partnership for Reading.

Billmeyer, R., & Barton, M. L. (1998). *Teaching reading in the content areas: If not me, then who?* Alexandria, VA: Association for Supervision and Curriculum Development.

Blachowicz, C., & Fisher, P. (2002). Teaching *vocabulary in all classrooms.* 2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

Blachowicz, C., & Fisher, P. (2000). Vocabulary instruction. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.) *Handbook of reading research* (Vol. III, pp.503-523). Mahway, NJ: Lawrence Erlbaum Associates, Inc.

Nagy, W., & Herman, P. A. (1987). Depth and breadth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown and M. E. Curtis (Eds.). *The nature of vocabulary acquisition.* Hillsdale, NJ: Erlbaum.

Nagy, W., & Scott, J. (2000). Vocabulary Process. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.) *Handbook of reading research* (Vol. III, pp.269-284). Mahway, NJ: Lawrence Erlbaum Associates, Inc.

National Reading Panel Report, Chapter 4 Part 1 Comprehension – Vocabulary. (can be downloaded—or go to www.reading.org for IRA Summary of NRP Report)

Stahl, S. (1999). *Vocabulary development.* Cambridge, MA: Brookline Books.

Vacca, R., & Vacca, J. (1999). Content area reading: Literacy and learning across the curriculum (6th ed.). New York, NY: Longman.

Strategy

PRE-TEACHING VOCABULARY:
Knowledge Rating Chart and Visual Connection

What is the Knowledge Rating Chart?

Commonly used as a starting point to learning, the Knowledge Rating Chart is a student self-evaluation tool. It emphasizes word learning as something that does not happen in one moment by sensitizing the learner to the fact that definitions of words fall on a continuum of knowledge. To complete the Knowledge Rating Chart, students are presented with a teacher-chosen list of key words and asked to rate their knowledge of each.

Why use it?

It **activates background knowledge** about the words that the students will encounter in a unit of study. Further, it demonstrates that our knowledge of words gradually deepens as it accrues over time. Knowing that our understanding of words differs from being unfamiliar with a word, to having some knowledge of its definition, to having a rich understanding of it, gears the learner to the understanding that vocabulary is about word learning and not word memorizing.

When to use it?

At the beginning (activates background knowledge) and/or completion (assessment tool for student and teacher) of a reading assignment or complete unit of study.

Procedures

How to use it?

1. Select key words that are pertinent for concept development and list them in the chart.
2. Have students rate their familiarity with the words as per the column headings. (See sample on next page.)

Word	Can define/use it	Heard it	Don't know it

3. Use the ratings in a partner or group-share discussion. Help lead the students to make appropriate predictions.
4. Compile the information from the chart.
5. Share this information with the class.

TEACHER TALK:

"The words you all **know** are in this **first** column. *(Pointing to first column)* This is your background knowledge. We'll be building on this knowledge as we go through the unit. Then **these** *(pointing to second column)* are the terms you are less familiar with. From this column, I will select the key concept words for our lessons."

Known Words	New Words

6. Pre-teach the key words to help with vocabulary learning and reading comprehension (*Put Reading First,* 2001). Using visuals to represent the concepts and associating concrete objects, or the familiar, with new concepts, or the unknown, helps all students, including English Language Learners, to internalize their learning. (Blachowicz & Fisher, 2002)
7. Read the selection(s); execute the unit.
8. After the unit, have the students re-rate themselves and refine the vocabulary.
9. Return to readings or selections to clarify words.
10. Use the words in written work. Encourage the use of the chart in student writing or organizing for assessments .

Assessment

How do you know that students are using and understanding the strategy and/or content?
1. The teacher can use a transparency version of the class record sheet periodically throughout the unit of study by reflecting on the depth of understanding of the terms as the learning accrues.
2. The students are given the entire Knowledge Rating Chart at the conclusion of the study to compare the depth of their knowledge at that time.

Variations

Other ideas for using this strategy:
1. See sample templates for holding students responsible for the definition as well as the definition source.
2. After assessing the class's knowledge of the terms, assign 3-4 unknown words for groups of students to define. Provide a variety of text materials as resources and discuss the literacy skills like skimming and scanning that the students will use given the purpose of their task. Have each group define their assign words on chart paper that can be posted.

Resources

Blachowicz, C., & Fisher, P. (2002). *Teaching vocabulary in all classrooms.* 2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

KNOWLEDGE RATING CHART

Rate the following words below according to how well you know them. Briefly define the words that you rate with a 3 – can define/use it—and identify the source of the definition.

WORD	3 Can define/ use it	2 Heard it	1 Don't know it	Definition and Source
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

(adapted from Blachowicz, 1991, as cited in Readance, J. Bean, T., & Baldwin, R. (1998). Content area literacy:

An integrated approach. Dubuque, Iowa: Kendall Hunt Publishing Company, pp. 73-74.)

Word Sorts

Strategy

What are Word Sorts?

Word Sorts are short activities where students sort a set of words listed individually on cards into various categories, either determined by the teacher (closed sort) or by the student (open sort).

Why use them—expected outcomes?

- To activate background knowledge

- To allow students to share their understanding of new concept words prior to reading

- To help students recognize the semantic relationships among key concepts

- To reduce decoding issues as students read through complex material the first time. If most concept words are identified and discussed before the reading, students do not have to spend as much time pausing to identify the word and fit it into the context of the reading

When to use them?

- Before reading to serve as a strategy to engage students and evaluate what they already know about the terms

- During reading to monitor students' understandings of terms and their relationships

- After reading to see if students can explain their understanding of the concepts

Procedures

How to use them?

1. **Choose the words students will sort.** Choose "meaty" concept words from the upcoming material, but make sure that *not all words* chosen are new to students. Words that may be familiar to them, but have a new meaning or use for

the upcoming reading are good words to choose, also (e.g. "web" for a life science class). Students may already be familiar with spider webs or writing webs, but unfamiliar with food webs.

2. **Introduce the material to be read, and the Word Sort.** Introduce the topic about which students will be reading.

3. **Provide students with the words.** Read them aloud, so students can hear the pronunciation.

4. **Have students sort the words individually or in small groups.** Model this process for students by "thinking aloud" as you begin the sort. As students become more familiar with the strategy, encourage "open sorts," where students determine the categories.

5. **Discuss the sorts.** Have students compare their sorts and share some with class. Discuss similarities and differences and clarify definitions.

6. **Have students do a second sort.** With students now somewhat familiar with the words, have them work in groups to sort words into at least two but no more than five categories of their own choosing. Instruct them to be able to defend why they chose their categories.

7. **Groups share categories.** Have each group share the categories they chose for their words.

8. **Repeat.** Repeat steps 6 & 7 as many times as seems appropriate.

Assessment

How do you know that students are using and understanding the strategy and/or content?

1. Students begin to use new words appropriately in discussing the reading material.

2. Students begin to voluntarily use the new words and search for expanded contexts for using words.

Resources

Sotak, Bob & M. McClellan. (2003). Workshop given at Puget Sound Science Supervisors, January 27, 2003.

Word Sort Template

Topic:

Keyword Method

Strategy

What is Keyword Method?

The keyword method is a mnemonic device that uses visual and/or auditory clues to connect words with their definitions.

Why use it—expected outcomes?

- To make connections or associations between words and their meanings
- To personalize learning

When to use it?

- Ideally suited for learning new words in a beginning form because it can be a "superficial" way of learning vocabulary
- Best combined with another method or multiple exposures

Procedures

How to use it?

1. After selecting the "target word" or new vocabulary word that your students are to learn, have your students think of another familiar word that looks or sounds like it. For example, for the target word brilliant, a student might select Brillo. The following are further examples:

Target Word	Familiar Student Word
apex	ape
corpuscle	corpse
dispensable	pen
gradient	grade
modality	model

2. The next step for students is to relate their familiar word with the definition of the target word using imagery. For

example, the definition of brilliant is shining brightly so a student might see a Brillo pad scrubbing a pan until it shines. In another example, the definition of apex is the highest point so a student might see an ape like King Kong on the highest building.

Other examples may include the following:
- Word: Corpuscle (a blood cell)
- Image: a *corpse* traveling through an artery picking up oxygen

- Word: Dispensable (to give out or distribute)
- Image: a student handing out *pens* to classmates

- Word: Gradient (a slope)
- Image: a student's report card displaying grades from low to high in the subject areas

3. The final step is to teach the students to retrieve the definition of the target word by using their image as a link. In other words, after the image is evoked, it is deliberately used to recall the meaning of the target word.

Assessment	**How do you know that students are using and understanding the strategy and/or content?** Assess through discussion and teacher-made quizzes
Variations	**Other ideas for using this strategy:** Have your students draw their mnemonic to further imprint the image.
Resources	Blachowicz & Fisher, 2002

Word Relatedness
Coin-A-Word

Strategy

What is Coin-A-Word?

Coin A Word is a strategy designed to help students become actively engaged in creating/coining and defining words based on the meaning of individual word parts.

Why use it—expected outcomes?

- Helps students learn how to figure out unfamiliar English words by recognizing their structure
- Helps students learn how to construct many English words by putting word parts together

When to use it?

- When studying Greek and Roman mythology
- When studying scientific names in content classes
- When trying to improve vocabulary development

Procedures

How to use it?

1. Tell students that more than half of the words we use in our daily conversations come to us from or through Latin. If students were to learn fewer than three hundred selected Latin and Greek word elements (prefixes, roots, and suffixes), they would gain a new knowledge and understanding of **thousands** of English words, both *common* and *not so common,* derived from these two classical languages.

2. Discuss how knowing the meaning of a Latin or Greek root, prefix, or suffix can help students to better understand, and more easily remember, vocabulary words built on Latin or Greek elements that make up many English words.

3. Discuss how many of our English words are spelled based on their meaning and not on their phonetic

structure. Tell students that knowing the meanings of word parts and their origins can also help them learn how to spell words more easily.

4. Introduce the strategy Coin-A-Word as a way to help students become actively engaged in creating/coining new words from roots and affixes. Begin by discussing the meanings of each morpheme (i.e., the smallest unit of meaning in a language; for instance, the word *dogs* has two morphemes: *dog* and the plural *s*) and then let the students mix and match them to create/coin original words. (See handout on next page.)

5. Have students write their unique words and definitions and sharing them with the whole class.

6. Have students discuss their word "coining" process. Have them look for patterns in how words being studied in your content were coined.

7. Be sure to be explicit about how learning word parts and word coining can help to improve their vocabulary development.

Assessment

How do you know that students are using and understanding the strategy and/or content?
Assess their coined words and definitions.

Variations

Other ideas for using this strategy:
• Have groups create/coin new words and then have other groups define them using the key.
• Have students illustrate their new words.
• Have students create different keys or legends based on the affixes being studied and coin additional words.
• See www.wordexplorations.com for Latin and Greek elements used in English.

Resource

Blachowicz & Fisher, 2002; http://www.wordsources.info/

Coin-A-Word

DIRECTIONS: Choose a number from each column and coin/create a new word. Using the key, write the corresponding meaning for the new word. For example, if I chose 1-2-1-4 or *trans* from column A, *helio* from Column B, *graph* from Column C, and *phobia* from Column D, my new word would be *transheliographobia*. Using the key or legend, the corresponding meaning for my new word is the following: *fear of writing across the sun.*

	A	B	C	D
1.	trans	luno	graph	ological
2.	tele	helio	vis	ic (or al)
3.	proto	stella	phon	ology
4.	neo	terre	trop	phobia

KEY or LEGEND

trans--across   graph--write
tele--distant   vis--see
proto--first   phon--sound
neo--new, modern   trop--turning
luno--moon   ological--having to do with
helio--sun   ic (al)--having to do with
stella--star   ology--science of
terre--earth, land   phobia--fear of

New Word	Definition

Word Relatedness
Create and Name a Life Form

Strategy

What is Create and Name a Life Form?
Create and Name a Life Form is a strategy designed to help students become actively engaged in creating/coining and defining new words based on the meaning of individual word parts as well as constructing visual representations of words.

Why use it—expected outcomes?
- Helps students learn how to figure out unfamiliar English words by recognizing their structure

- Helps students learn how to construct many English words by putting word parts together

- Helps students construct visual representations as a way to improve memory of new words

When to use it?
- When studying trying to improve vocabulary development through the use of word scientific names in content classes

Procedures

- When relatedness or associations along with visualizations

How to use it?

1. Tell students that more than half of the words we use in our daily conversations come to us from or through Latin. If students were to learn fewer than three hundred selected Latin and Greek word elements (prefixes, roots, and suffixes), they would gain a new knowledge and understanding of **thousands** of English words, both *common* and *not so common*, derived from these two classical languages.

2. Discuss how knowing the meaning of a Latin or Greek root, prefix, or suffix can help students to better understand, and more easily remember, vocabulary words built on Latin or Greek elements that make up many

English words.

3. Discuss how many of our English words are spelled based on their meaning and not on their phonetic structure. Tell students that knowing the meanings of word parts and their origins can also help them learn how to spell words more easily.

4. Introduce the strategy Create and Name a Life Form as a way to help students become actively engaged in creating/coining new words from roots and affixes. Begin by discussing the meanings of each morpheme (i.e., the smallest unit of meaning in a language; for instance, the word *dogs* has two morphemes: *dog* and the plural *s*) and then let the students mix and match them to create/coin original words. (See handout on next page.)

5. Have students create, name and illustrate their new life forms and share them with the others in the class.

6. Have students dialogue about their word "coining" process. Have them look for patterns in how words being studied in your content were coined.

7. Be sure to be explicit about how learning word parts, word coining, and constructing visuals can help to improve their vocabulary development.

Assessment	**How do you know that students are using and understanding the strategy and/or content?**

1. Assess their descriptions and scientific names.

2. Assess using the visual images as comparisons.

Variations	Other ideas for using this strategy:

Variations

Other ideas for using this strategy:

- Have groups create/coin new life forms and then have other groups illustrate them using the key.
- Have students create different keys or legends based on the affixes being studied and create new life forms and their scientific names.
- See www.wordexplorations.com for Latin and Greek elements used in English.

Resources

Blachowicz, C., & Fisher, P. (2002). *Teaching vocabulary in all classrooms.* 2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

http://www.wordsources.info/

Irwin, J.W. & Baker, I. (1989). *Promoting Active reading comprehension strategies.* Englewood Cliffs, NJ: Prentice Hall.

Word Relatedness -- Create and Name A Life Form

DIRECTIONS:

Imagine you are a scientist exploring a wilderness that has never before been visited by man. Many unusual life forms inhabit the area, and it is your job to name them. The names must be understood by scientists around the world; so, we will have to use prefixes, roots, and suffixes that come from ancient languages--Latin and Greek--and are understood by people in many countries. The first life form you see is a <u>lineatus bicephalotriped</u>. As soon as I looked at my chart, I knew your new life form must look like…Illustrate what a <u>lineatus bicephalotriped</u> looks like in the space provided below. Use the Scientists' Vocabulary Chart on the next page, which shows terms that scientists use for naming living things, to help you with the illustration.

A lineatus bicephalotriped looks like this:

WORD RELATEDNESS -- CREATE AND NAME A LIFE FORM

Scientists' Vocabulary Chart

mono--one	pedi--foot	melano--black
bi--two	cornis--horn	leuco--white
tri--three	cephalus--head	erythro--red
quadro—four	lineatus--lined	bruno--brown
penta--five	punctata--dotted	

Describe, illustrate, and name your new life form using terms from the Scientists'
Vocabulary Chart. You may use the terms as prefixes, roots, or suffixes.

Description	Illustration	Scientific Name

Word Relatedness - Etymology

Strategy

What is Etymology? Etymology deals with the origin or derivation of words. It includes a word's history, where it originated, and how it came to be a part of the language.

Why use it—expected outcomes?

• Helps students develop an interest in English words and their origins

• Helps students learn many new words and remember them longer because of their relatedness to other words or concepts

When to use it?

When teaching students how relating words to other concepts or categories of information helps to remember a word's meaning

Procedures

How to use it?

1. Tell your students that this strategy offers a colorful means of helping them remember word meanings. Etymology includes a word's history, where it originated, and how it came to be a part of the language. The etymological portion of a dictionary entry, when given, generally follows the pronunciation guide and part of the speech and is enclosed in boldfaced brackets.

2. Share an example with students on an overhead transparency and discuss the etymology of the word.
   For example, this is the etymological entry for the word *carnival*:
   [Italian *carnevale*, from Old Italian *carnelevare*, "the putting away of flesh"; from Medieval Latin *carnelevamen*: Latin *caro* (stem *carn-*) flesh + *levare*, to raise, remove]

3. Share that some words are used to name things after people associated with them. These words are called *eponyms* (*epi* meaning after + *onoma* meaning name).

4. Assign words or eponyms that have interesting etymologies– preferably from your unit of study—to individual students or small groups. (The following content-related words and eponyms have interesting origins:

5. Science: alkali, barnacle, cobalt, crayfish

6. Social Studies: assassin, ballot, boycott, filibuster

7. English: anecdote, dumbbell, enthrall, fib

8. Eponyms: bloomers, magnolias, Virginia

9. Have students research word etymologies and share them with the rest of the class—either as written on overheads or on chart paper to post around the room.

Assessment

Discuss how knowing a word's origin can help students to relate the word to something else they already know, which can then help them to better remember the word's meaning.

How do you know that students are using and understanding the strategy and/or content?
When students can use the etymology of words to help them to remember/associate words being studied.

Resources

Blachowicz, C., & Fisher, P. (2002). *Teaching vocabulary in all classrooms.* 2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

Readance, J., Bean, T., & Baldwin,R. (1998). Content area literacy: An integrated approach. Dubuque, IO: Kendall/Hunt Publishing Company.

Categorization Strategy
List, Group, and Label

Strategy

What is List, Group, and Label?

List, Group, and Label is a technique attributed to Hilda Taba (1967), which asks students to lists words related to a given topic, group them, and then specify the criterion they used for grouping with a label. The categorization of the words is the structure in which students begin to learn the definitions and meanings. These applications allow the student an opportunity to develop their vocabulary without having to be concerned with definitions or supplying meanings.

Why use it—expected outcomes?

- Helps students to improve their vocabulary and categorization skills

- Helps students to organize their verbal concepts

- Helps students to remember and reinforce new vocabulary

When to use it?

- To help students deal with technical vocabulary associated with all disciplines or content areas using the process of connecting the unknown or unfamiliar with the known or familiar

- To assess background knowledge and to inform instructional decisions before a new unit is taught

Procedures

- To assess what students have learned at the end of a unit

How to use it?

1. The teacher asks the students to think of words to do with the word *danger*.
   The brainstormed list might include:

enemy	alarm	fire	shelter
shout	fright	scare	cry
siren	poison	shoot	wolf

2. Next the students work with the entire list in order to break it down into categories and place the words accordingly.

For example, students may select *wolf, poison,* and *enemy* to be things that are dangerous or *shout, cry,* and *shoot* to be done when encountering danger.

3. The students label and display their categories.

4. Last, a key step is to have the students explain the processes they used to group the words. Have them explain the commonalities of the words in each group that resulted in how they categorized the groups.

NOTE: Be prepared to have students categorize words in many different ways (e.g., number of letters or syllables, alphabetically, part of speech, meaning, etc.). Some teachers prefer to allow this to happen before stressing that semantic or meaning-oriented categories are desired.

Recommendation: Keep the list to 25 words; however, consider grade level and ability when adjusting the amount.

Assessment

How do you know that students are using and understanding the strategy and/or content?
Informally assess based on students' explanations and rationales for the groups and categories they formed.

Variations

Other ideas for using this strategy:
1. Have students work in small groups to categorize and label rather than having students work individually.

2. Allow some friendly competition to occur by having students list and group, but then having others predict the category based on the commonalities of words grouped together.

3. Have students sort words from given lists. An excellent resource is Words Their Way (2000; 2004) by Bear, Invernizzi, Templeton & Johnston.

Resources

Taba, H. (1967). *Teacher's handbook for elementary social studies.* Reading, MA: Addison-Wesley.

Semantic Mapping
Word Map

What is Word Map?

The Word Map is an interactive vocabulary web that intertwines essential elements of effective vocabulary development to demonstrate that students who use background knowledge, context, morphology, and dictionaries learn words more effectively.

Why use it—expected outcomes?

- To activate and extend background knowledge

- To help students clarify word meanings using synonyms, brief descriptions, examples and non-examples, rephrasing, repetition, associations, and unique expressions

- To help students use context, dictionaries, and structural analysis to construct and elaborate personal meanings of words

- To help students acquire control over their own vocabulary development and learning in general (e.g., eventually, students choose their own words to map, develop sensitivity to new words and independence in their acquisition as well as a commitment to long-term growth in vocabulary)

When to use it?

- Recommended as a daily tool students use to find interesting word during independent or assigned readings

- To pre-teach important or difficult words to students

How to use it?

1. In any reading, the student or teacher writes a new word and page number in the center bubble and writes the sentence in which it was found in the first elongated bubble. (See sample)

2. Next, a dictionary definition is written above the word with a synonym and antonym beside it. (Manipulation of prefixes is very helpful to students discovering antonyms and should be modeled easily and frequently. In some cases a non-example, as in the Frayer Model, is helpful because not all words have antonyms. In either case, discussion with the teacher or other students will help a child develop the concept of polarity or oppositional thinking.)

3. Another form of the word is written next to the word and page number. This is essential for the learning of morphological features and structural analysis, extending a student's learning. When a new word with a similar root or affix is encountered, the reader will have knowledge of a least some of the word.

4. The student then writes an expression or unique association that helps to memorize it. This engages the student personally and is often the most helpful part of the map.

5. Finally, the student writes an original sentence using the new word independently and appropriately.

Option for Younger Students: This map is very thorough and utilizes many aspects of quality vocabulary development. When considering the development and grade level of your students, it can be simplified by reducing the number of options.

Assessment

How do you know that students are using and understanding the strategy and/or content?
- Informally assess through observation and discussion
- Periodically collect completed word maps to evaluate more formally

Resources

Rosenbaum, 2001

Word Map

Antonym	Definition	Synonym

randomness

ordered plan

1. To fashion or create (verb form)
2. A pattern or arrangement (noun)

Expression or association	New word and page number	Another form

designer jeans
(or genes)

design (p. 321)

designate
designer

Sentence from the book

The architect's design was not acceptable to the committee members because they feared it did not meet the city's building codes.

My original sentence

Our science teacher designed an experiment on patterns in nature, and our art teacher required us to create an original rubber stamp design.

Word Map

Antonym	Definition	Synonym

Expression or association	New word and page number	Another form

Sentence from the book

My original sentence

Semantic Mapping
Semantic Feature Analysis

What is Semantic Feature Analysis?

Semantic Feature Analysis is a grid-like matrix used to organize topics that have overlapping characteristics

Why use it—expected outcomes:

- To improve students' vocabulary
- To help students understand commonalities and differences among different concepts
- To improve students' categorization skills

When to use it?

- Use Semantic Feature Analysis as a post-reading or post-unit strategy or as a review
- Use Semantic Feature Analysis as a during-reading strategy, filling in the chart as the unit progresses

How to use it?

1. Select a category. Begin with categories that are concrete and within the experience of your students and then progress to more abstract or less familiar categories.
2. List in a column some words within the category.
3. List in a row some features shared by some of the words.
4. Put pluses or minuses beside each word beneath each feature. (See the example chart that follows.)
5. Add additional words.
6. Add additional features.
7. Complete the expanded matrix with pluses and minuses.
8. Discover and discuss the uniqueness of each word/feature. This is crucial. Give students opportunities to make generalizations based on the completed matrix. Be prepared with questions to spark the generalizations or

patterning process until students are familiar with this procedure.

9. Repeat the process with another category.

NOTE: It is also recommended that you duplicate a large stack of single page grid sheets for individual or small group use.

Assessment

How do you know that students are using and understanding the strategy and/or content?

- Informally assess based on the discussion of the matrix.

- Have students write out and explain the patterns—commonalities and differences—across the matrix.

Resources

Anders & Bos (1986)

Pittelman, S.D., Heimlich, J.E., Berglund, R.L., & French, M.P. (1991). *Semantic feature analysis: Classroom applications*. Dewark, DE: International Reading Association.

Example of a Semantic Feature Analysis

FEATURES of PLANETS

	Big	Small	Cold	Hot	Rings	Moons	Life	
Mercury	-	+	-	+	-	-	-	
Venus	-	-	-	+	-	-	-	
Earth	-	-	-	-	-	+	+	
Mars	-	+	-	-	-	+	-	
Jupiter	+	-	+	-	+	+	-	
Saturn	+	-	+	-	+	+	-	
Uranus	+	-	+	-	+	+	-	
Neptune	+	-	+	-	+	+	-	
Pluto	-	+	+	-	-	+	-	

Practice:

Create a Semantic Feature Analysis chart in the space provided below.

FEATURES OF _____

SEMANTIC MAPPING
Frayer Model

Strategy

What is the Frayer Model?

The Frayer Model is a semantic mapping strategy for **teaching key concepts and related vocabulary** by teaching students how to discriminate features of key concepts (e.g., essential and non-essential characteristics; relevant and irrelevant attributes; superordinate, coordinate, and subordinate aspects).

Why use it—expected outcomes?

- Helps students integrate their personal knowledge and discriminating features of a key concept.

- Helps students develop their understanding of concepts by studying them in a relational manner

When to use it?

Procedures

- When introducing terms that are new to students but are key to their deep understanding of new concepts

How to use it?

1. Display on the overhead a transparency of the Frayer model. (An example follows.)

2. Using an example from one of your units of study, **think aloud** how to complete the Frayer Model. For instance, if you were introducing the new term *polygon* in your mathematics class using the Frayer Model, you would begin by writing the word *polygon* in the middle box. Then you would continue filling in the boxes, listing essential characteristics (e.g., straight sides, 2-dimensional, plane figure, more than 2 sides, closed, made of line segments, etc.), non-essential characteristics (e.g., equilateral, scalene, isosceles, number of sides—must be greater than 2 though, etc.), examples (e.g., square, rectangle, trapezoid, pentagon, quadrilateral, etc.), and non-examples (e.g., cube, sphere, cone, ray, circle,

cylinder).

3. Demonstrate how to **write a short definition** using the information from the Frayer Model on the overhead. An example of a definition might be the following: A polygon is a closed, plane figure that is made up of more than 2 straight sides or line segments. The sides do not have to be equilateral or scalene, but there must be more than 2 sides. While a square, a trapezoid, and a pentagon are polygons; cubes, circles, and spheres are not.

4. Present a second word or concept to the students. In small groups or as individuals have the students complete the Frayer Model using information from the text, class discussions, and/or their own background knowledge. (You might want to have the students complete the models on a transparency to facilitate sharing and discussion so that they can share and discuss their models with the rest of the class.)

5. Have students share their models in small groups and or with the whole class.

6. Provide multiple opportunities for students to practice using the Frayer Model.

Assessment	**How do you know that students are using and understanding the strategy and/or content?**
	• Informally, assess how students have completed their models by having them explain each category as well as the definition that is constructed using the completed model.
Resources	Frayer, Frederick, & Klausmeier, 1969

FRAYER MODEL

Essential Characteristics	Non-Essential Characteristics
straight sides 2-dimensional plane figure more than 2 sides closed made of line segments	equilateral scalene isosceles number of sides (must be greater than 2 though)

polygon

square rectangle trapezoid pentagon quadrilateral	cube sphere cone ray circle cylinder
Examples	Non-Examples

FRAYER MODEL

Essential Characteristics	Non-Essential Characteristics
fields	type of data
data	cost of databases
records	computer type
uses filters	application type
uses search	operator of database
uses sorts	

database

rolodex	spreadsheet
phonebook	webpage
electronic card catalog	multimedia stack
SIMS	word processing
Examples	**Non-Examples**
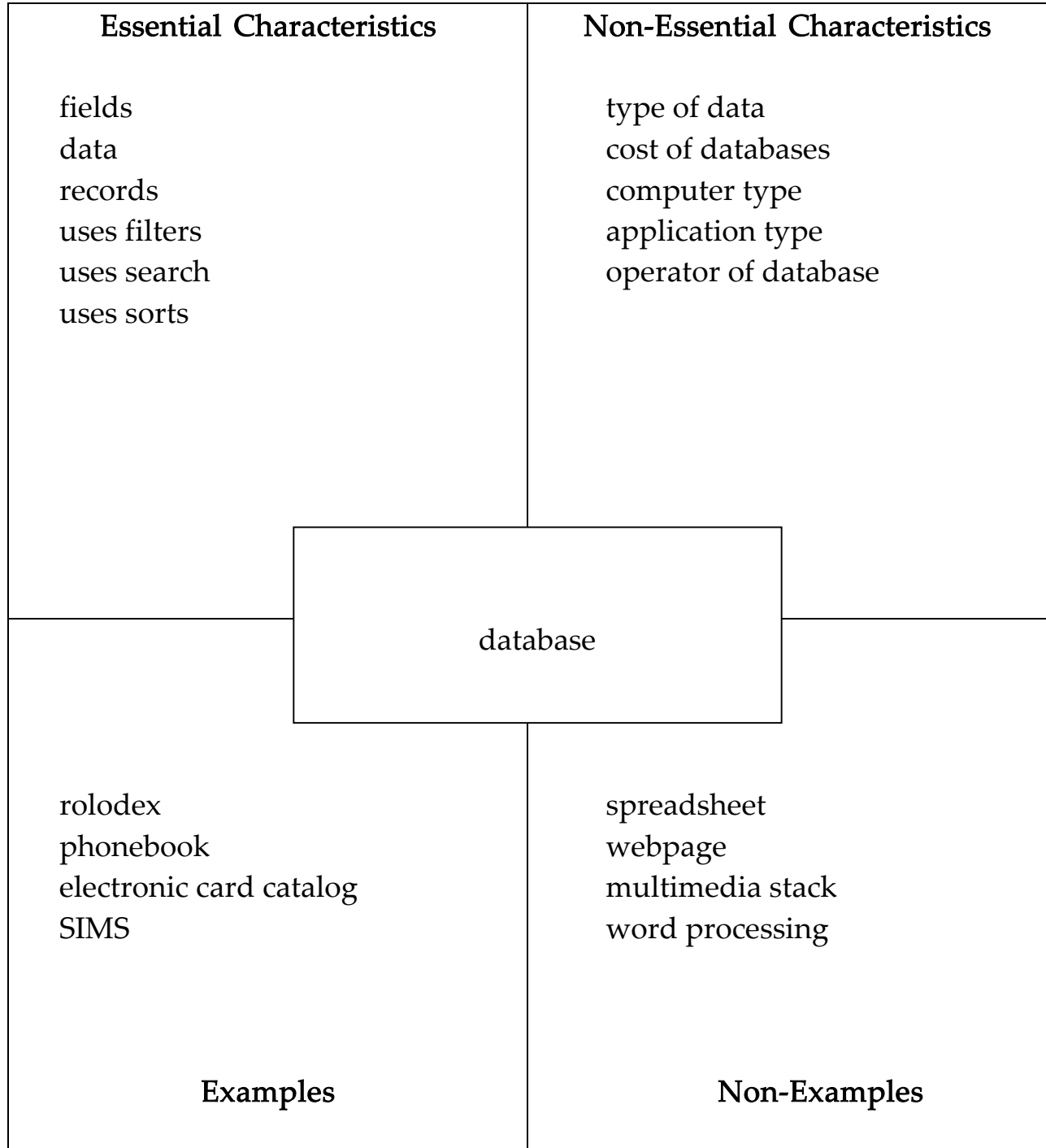
FRAYER MODEL

Essential Characteristics	Non-Essential Characteristics

Examples	Non-Examples

Concept Definition Mapping

Strategy

What is Concept Definition Mapping?

The Concept Definition Map teaches students the meaning of key concepts in science and other content areas. These graphic organizers map the essential characteristics of a word's meaning. Students **describe** the concept, **make comparisons or contrasts**, provide **key characteristics**, and give **examples** of it.

Why use it—expected outcomes?

- To activate and extend background knowledge by citing examples from students' own experiences

- To provide a structure for students to organize their understanding of the concept

- To help students clarify word meanings

- To help students use context, dictionaries, and structural analysis to construct and elaborate personal meanings of words they encounter in the content

- To help students acquire control over their own vocabulary development and learning in general (e.g., eventually, students choose their own words to map, develop sensitivity to new words and independence in their acquisition as well as a commitment to long-term growth in vocabulary)

When to use it?

- To pre-teach important or difficult words to students

- After reading to provide a structure for students to organize and explain their understanding of key concepts.

Procedures

How to use it?

1. Show an example of a concept definition map.

2. Discuss the characteristics of a useful definition as outlined on the concept definition map graphic organizer.

3. Model how to use the map.

4. Provide students with time to practice in small groups as well as independently.

5. When students have finished their maps, ask them to write a complete definition of the concept using the information on the graphic organizer. These might be posted in the classroom or lab for the duration of the unit.

Assessment

How do you know that students are using and understanding the strategy and/or content?

- Informally assess through observation and discussion
- Periodically collect completed concept definition maps to evaluate more formally
- Ask students to present their maps to the class
- Post maps during a unit of study

Resources

Rosenbaum, C. (2001, September). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent and Adult Literacy*, 45, 44-49.

Barton, M. L. & Jordan, D. (2001). *Teaching Reading in Science*. Aurora, CO: McREL

CONCEPT DEFINITION MAP

Comparisons/Contrasts　　　　**What is it? (Category)**　　　　**What is it like?**

The Word ➤

What are some examples?
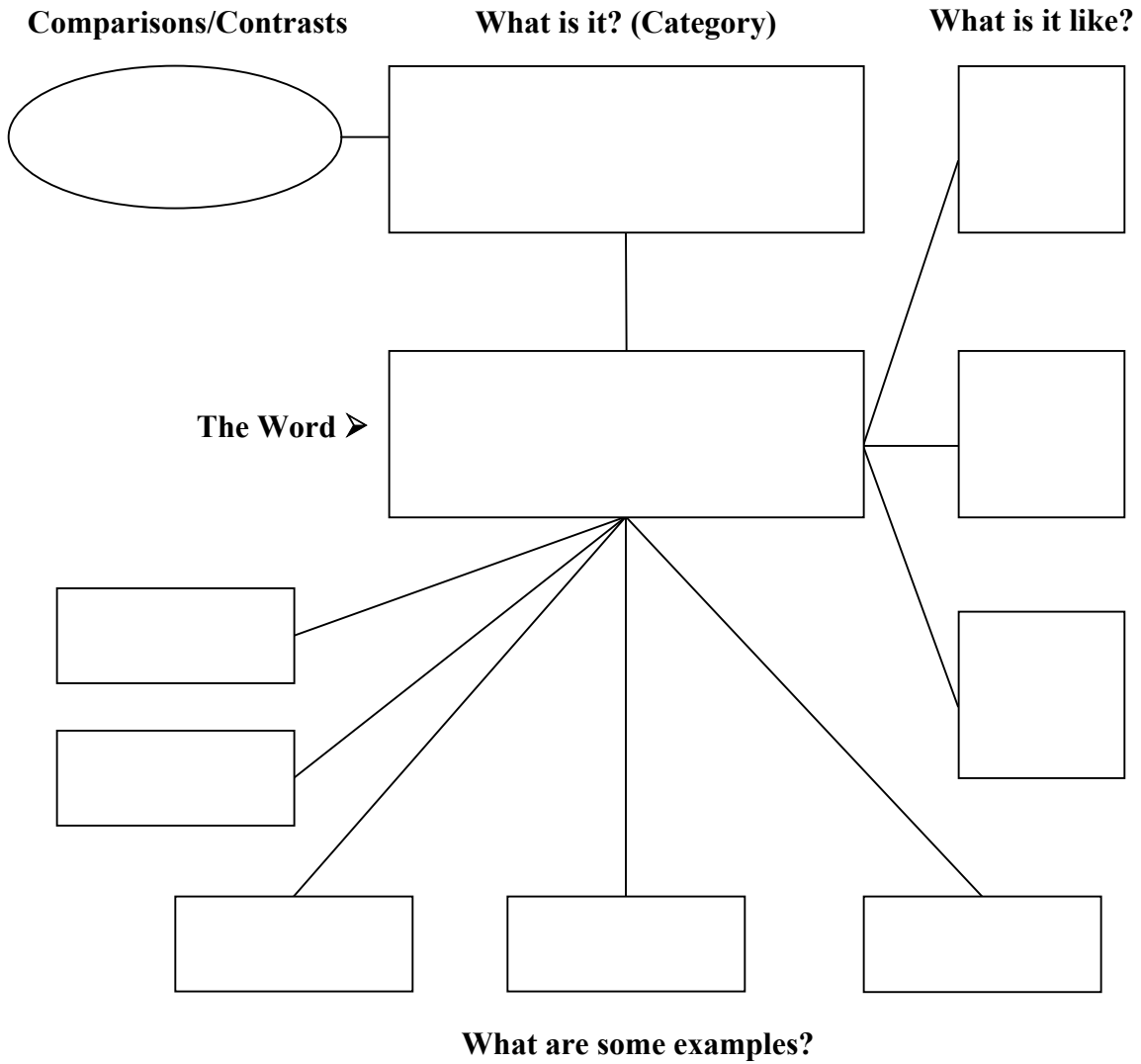
Section 6

Student Strategies to Improve Understanding

- ○ Anticipation Guides
- ○ Text Coding
- ○ Making Text Connections
- ○ Connecting the Text Through the Coding
- ○ Coding Text Connections
- ○ Compare and Contrast
- ○ Comprehension Monitoring
  - ○ Click-Clunk
  - ○ When I Get Stuck
  - ○ Inner Thoughts
- ○ Partners Reading and Reviewing
- ○ Improving Comprehension: Self Questioning
- ○ Scanning and Skimming
  - ○ SQ3R
- ○ KWL+
- ○ Q-A-R
- ○ Text Refresher Walk
- ○ Think-Ink-Pair-Share
- ○ Questioning the Author

Strategy

What are Anticipation Guides? An Anticipation Guide is a before-, during-, and after-reading tool that prompts students to examine their thoughts and opinions about a topic prior to doing the reading about it. The Guide consists of five to ten statements about the topic that students will explore in a text. Prior to reading, students respond to each statement by indicating whether they agree or disagree with it. Students then discuss their views with classmates to widen their understanding. Finally, as students read, they note evidence from the text that supports or refutes their view on each statement.

Why use them — expected outcomes? Use of Anticipation Guides will create interest in the material and establish a purpose for the reading in a number of ways.

1. *Activating students' prior knowledge* of the topic to be explored. Students read the prepared statements on the Anticipation Guide "cold" and respond to each one based on what they know, think, feel or believe.

2. *Motivating students to read by stimulating their interest in a topic.* Once students have discussed the topic and argued their point of view on each statement, they will want to "check to see who is right."

3. *Promoting active reading and critical thinking.* As students read, they will look for evidence to support their views on each statement. To do this, students must interact with the text by noting key passages and explaining the connection or how they support their opinion.

Anticipation Guides can also help the teacher gather information about where her/his students stand on the topic prior to the reading:

1. *Assessing students' prior understanding of a topic.* In the

before reading discussion the teacher informally assesses students' understanding of the topic based on oral responses and interactions with other students.

2. *Identifying misconceptions students have.* During discussion the teacher can informally assess key misconceptions about the topic and guide students by developing questions that prompt them to examine their views.

Anticipation Guides can be designed to deliberately create a mismatch between what the student knows/believes and what is presented in the text, in order to prompt deeper thinking.

When to use it? The purpose of the Anticipation Guide is to get students to examine what they know and believe and identify their misconceptions.

Procedures

How to use it?
1. **Analyze** the material and determine the main ideas. These are the concepts you will want students to understand from the reading.
2. **Determine students' knowledge** of these concepts. The teacher uses knowledge of her/his students to predict where students' stand on the topic to be explored.
3. **Develop five to ten declarative statements** that address important points, major concepts, controversial ideas, or misconceptions.
4. **Order the statements** following the order they are presented in the reading.
5. **Present the Guide.** Ask students to independently respond whether they agree or disagree with each statement.
6. **Facilitate discussion of students' predictions/responses.** Have students share their responses to the statements. Encourage debate and ask probing questions that will require students to think about their views and which will arouse students' curiosity and prepare them to assimilate new information.
7. **Have students read and interact with the text.** As they read students should note examples from the text that support or refute their views on each statement on the Anticipation

Guide.

8. **Have students complete after-reading reflection.** Ask students to re-examine each of the Anticipation Guide statements and the evidence from the text they found as they read. Using these two pieces of information, have students once again indicate whether they agree or disagree with each statement.

9. **Conduct a follow-up discussion**. Once students have completed responding to the statements for the second time, have students share and discuss if or how their views on the topic changed. Be sure to have students cite evidence from the text to support their [new] views. Encourage students to discuss how they ended up changing their mind on specific items.

Assessment

How do you know that students are using and understanding the strategy and/or content?

1. Initially, students provide reasons for the opinions they put forth in addressing the statements on the Anticipation Guide (before reading discussion).

2. After reading, students cite evidence from the text to support their views (after reading discussion).

3. After reading, students articulate how they "changed their mind" on individual statements, based on what they found in the text (after reading discussion).

4. Student turns in completed Anticipation Guide that includes notes, annotations and comments from reading & discussion.

References

ASCD. (2002). Haven't a clue: Handout 7: Strategy 1—Anticipation guide. USA: ASCD.

Billmeyer, R., & Barton, M. (1998). Teaching reading in the content areas: If not me, then who? Aurora, CO: McREL.

Ready-to-use strategies and activity sheets for improving comprehension. USA: Big House Publishers.

Anticipation Guide for _____

Before Reading

Directions: Respond to each statement. Write **A** if you agree with the statement; write **D** if you disagree with the statement.

1. ____

2. ____

3. ____

4. ____

5. ____

During Reading

Fold to cover During- & After- Reading

Directions: As you read note passages from the text that support or refute your opinion for each statement.

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

After Reading

Fold to cover After- Reading

Directions: After reading, discussing and reflecting on the content read, respond again to each statement: this time write **A** if you agree with the statement; write **D** if you disagree with the statement.

1. ____

2. ____

3. ____

4. ____

5. ____

Teacher Sample Anticipation Guide for *Animal Farm*

Before Reading

Directions: Respond to each statement. Write **A** if you agree with it; write **D** if you disagree with the statement.

1. ____   It is a good idea to be distrustful of political leaders.

2. ____   Those who work harder than others should be paid more.

3. ____   When someone is unable to work s/he should be supported by the government.

4. ____   People are generally motivated by self-interest.

5. ____   Power eventually corrupts those who have it.

Fold to cover During- & After- Reading

Directions: As you read note passages from the text that support or refute your opinion for each statement.

1. _____

2. _____

3. _____

4. _____

5. _____

Fold to cover After- Reading

Directions: After reading, discussing and reflecting on *Animal Farm,* respond again to each statement: this time write **A** if you think Orwell would agree; **D** if you think Orwell would disagree.

1. ____   It is a good idea to be distrustful of political leaders.

2. ____   Those who work harder than others should be paid more.

3. ____   When someone is unable to work s/he should be supported by the government.

4. ____   People are generally motivated by self-interest.

5. ____   Power eventually corrupts those who have it.

Sample Anticipation/Reaction Guide

Response Before Reading	Anticipation/Reaction Guide
	
	Directions: Respond to each statement twice: once before the lesson and again after reading it.
	
	    • Write **A** if you agree with the statement
	    • Write **B** if you disagree with the statement
		Response After Reading

	TOPIC: *Dinosaurs*	
	Dinosaurs are the most successful group of land animals ever to roam the Earth.	
	Paleontology is the study of fossils.	
	Human beings belong to the Zenozoic Era	
	Most dinosaurs have Greek names.	
	Some dinosaurs are named for places in which their fossilized remains were found.	
	Dinosaurs ruled our planet for over 150 million years.	
	Dinosaurs had small brains	

Adapted from: NCREL (1995). *Strategic Teaching and Reading Project Guidebook* {Electronic version}. Retrieved July 12, 2003 from Http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm

Text Coding

Strategy

What is Text Coding? Coding the text is highlighting or otherwise marking a text using a consistent set of codes while reading a text. If students may not mark a text, sticky notes are a good alternative.

The accompanying "Coding the Text" key adapted from Keene & Zimmerman (1997) provides possible text codes students can use as they read.

Why use it — expected outcomes? Coding provides a record of key ideas the reader encountered while reading the piece, which s/he can use to review the reading at a later time. Coding text also provides readers with a record of when they became aware of or used a specific reading strategy.

When to use it? Code the text during reading, and use the coded text to review and reflect on the material after reading.

Procedures

How to use it?

1. **Choose a text and familiarize yourself with it.** You might choose a story or nonfiction piece that is conceptually or thematically connected to an upcoming unit, or, choosing the text might be as simple as looking through the next chapter or unit.

2. **Introduce the reading.** Include the title, author and some hint of the topic that will be explored in the reading in order to help students connect with their prior knowledge.

3. **Model Text Coding.** Use a **think-aloud** (Section 2, p. 28) to model how to code a section of the text for the during-reading strategy students are learning (e.g., questioning, drawing inferences, making predictions). You can do this on a photocopy transparency (section 4, p. 14) of a text page. Rather than marking the text itself, you may want to have students use **sticky notes** for their coding. Use the accompanying Black Line Master as a guide for coding or devise your own codes with the students.

4. **Students practice in groups.** Have students work in small groups to read a short section and code the text. Have them share their ideas with the class.

Assessment

How do you know that students are coding text and using the information to help them understand the content?

- **Students share knowledge gained after reading.** After students read, have them share their coding in small groups or with the class.

Variations

Other ideas for using this strategy:

- The accompanying black line master can be used as a guide for coding.

- The **Text Refresher Walk** in this section can be used as an after-reading strategy to reinforce student text-coding practices.

Resources

Harvey, Stephanie. & Goudvis, A. (2000). *Strategies that Work: Teaching comprehension to enhance understanding.* York, ME: Stenhouse.

Keene, Ellin O., & Zimmerman, S. (1997). *Mosaic of Thought: Teaching comprehension in a reader's workshop.* Portsmouth, NH: Heinemann.

McLaughlin, M. & Allen, M. (1997). *Guided Comprehension: A teaching model for grades 3-8.* Newark, DE: International Reading Association.

Coding the Text

Code the text and/or your questions during and after your reading.

Students can use highlighters, markers, post-its or paper clips to mark or code text.

Blank spaces have been included at the end for you to add your own text codes.

Code	Strategy
?	Question
P	Prediction
PC	Prediction Confirmed
!	Important
MI	Mental Image
I	Inference

Making Text Connections

Strategy

What are Text Connections? Students need to connect what they are reading with what they already know in order to be active readers. (See **Daily Journal: Making Text to Self Connections**, Section 7, p. 16, for a companion strategy.)

Text-Self connections are connections a reader makes between a text and an experience or memory. A student encountering the concept of the semi-permeable membrane in a life science class might connect the membrane with a roadblock: the police let those through who have no signs of intoxication, but hold those who appear to be drunk.

Text-Text connections are connections readers make with other types of texts, such as movies, songs or stories, as they read. A student in an algebra class may encounter a story problem that asks her to analyze the statistics advertisers use to figure out the best marketing plan. Her TT connection could be the analysis her Contemporary World Issues teacher has asked the class to do of a nightly news broadcast. In this assignment the teacher has asked students to look at the proportions of different types of news stories allotted during a half-hour segment.

Text-World connections are connections the reader makes between a text and the world (facts and information). For a student just being introduced to *The Scarlet Letter* in American Literature, a Text-World connection might look like, "Oh, yeah, we learned about the Puritans in Mr. Smith's US History class. They were getting dumped on in Europe because of their religion, so they came over to the New World to make a fresh start. So *The Scarlet Letter* is about people who lived back then?" The teacher then monitors and helps students refine these connections by having students discuss and share their connections with their classmates.

Why use it — expected outcomes? When students make connections with what they already know, they have taken the first step to becoming active readers. If they can connect what they are about to read (or have read to them, in the case of the Read-Aloud), students become intrinsically motivated. Because they have a connection with the material, they are more inclined to predict what the text will be about, and therefore be more inclined to want to check their predictions. Tovani (2000) points out that connecting to text helps readers create visual pictures; raises reader's interest in the material so that s/he interacts with the reading rather than just calls words; and helps the reader construct meaning of the material.

When to use it? Because making connections directly relates to motivation, connecting can be effective in any content area, and with both fiction and nonfiction materials.

Procedures

How to use it?

1. **Choose a text and familiarize yourself with it.** You might choose a story or nonfiction piece that is conceptually or thematically connected to an upcoming unit, or, choosing the text might be as simple as looking through the next chapter or unit.
2. **Introduce the reading.** Include the title, author and some hint of the topic that will be explored in the reading in order to help students connect with their prior knowledge.
3. **Read a section of the text.** Read fluently and well, using appropriate expression. As you read, pause and share your own TS, TT and TW connections. As students become familiar with the connection concepts, encourage them to make and share their own connections with the class.
4. **Preview the next section of the text.** Have students make TS, TT, and TW connections. Record these connections on large medium such as overhead, whiteboard or chart paper. Have students finish the reading on their own, noting or discussing the connections they make.

Assessment

How do you know that students are making connections and using those connections to help them understand the content?

The purpose of TS, TT, and TW connections is to get students to connect personally with the text. When they do this, their level of involvement with the text increases, and they become more motivated to follow through in working their way through a complex reading task. To measure students' use of connections, the following informal observations and interactions can be used:

- **Students make their own connections with text.** When assigning a reading, have students share and discuss TS, TT, TW connections they have with the topic prior to reading. After students read, have them share their further connections.

- **Students share knowledge gained after reading.** After students read, have them share their further connections.

Variations

- The accompanying black-line master can be used for students to record their connections.

- **Coding the Text** can be helpful in getting students to make connections.

- The **Text Refresher Walk** in this section can be used as an after-reading connection strategy.

Resources

Harvey, Stephanie & A. Goudvis. (2000). *Strategies that Work: Teaching comprehension to enhance understanding.* York, ME: Stenhouse.

Tovani, Chris. (2000). *I Read It, But I Don't Get It: Comprehension strategies for adolescent readers.* Portland, ME: Stenhouse.

Making Connections

I connect to page _____ TS TT TW	This part reminds me of: _____ _____ _____ _____ _____	This connection helps me: _____ _____ _____ _____ _____
I connect to page _____ TS TT TW	This part reminds me of: _____ _____ _____ _____ _____	This connection helps me: _____ _____ _____ _____ _____
I connect to page _____ TS TT TW	This part reminds me of: _____ _____ _____ _____ _____	This connection helps me: _____ _____ _____ _____ _____
I connect to page _____ TS TT TW	This part reminds me of: _____ _____ _____ _____ _____	This connection helps me: _____ _____ _____ _____ _____

Coding Text Connections

Strategy

What is Coding Text Connections? Coding the text is highlighting or otherwise marking a text using a consistent set of codes while reading a text. This is a strategy students can use as they make Text-Self, Text-Text, and Text-World (TS, TT, TW) connections while reading.

The accompanying "Coding the Text" key adapted from Keene & Zimmerman (1997) provides possible text codes students can use as they read.

Why use it — expected outcomes? Coding text provides readers with a record of when they became aware of making a specific text connection. Coding also provides a record of key ideas the reader encountered while reading the piece, which s/he can use to review the reading at a later time.

When to use it? Code the text during reading, and use your coded text to review and reflect on the material after reading.

Procedures

How to use it? The following framework for using Text Coding is adapted from Harvey & Goudvis (2000) and McLaughlin & Allen (2002).

1. **Choose a text and familiarize yourself with it.** You might choose a story or nonfiction piece that is conceptually or thematically connected to an upcoming unit, or, choosing the text might be as simple as looking through the next chapter or unit.

2. **Introduce the reading.** Include the title, author and some hint of the topic that will be explored in the reading in order to help students connect with their prior knowledge.

3. **Model Text Coding.** Use a **think-aloud** (Section 2, p. 28) to model examples of making connections, which may include TS, TT, or TW. While reading out loud,

demonstrate how to code a section of the text that elicits a connection. You can do this on a photocopy transparency of a text page (Section 4, p. 14). Rather than marking the text itself, you may want to have students use **sticky notes** for their coding. Use the accompanying Black Line Master as a guide for coding.

4. **Students practice in groups.** Have students work in small groups to read a short section and code the text. Have them share their ideas with the class.

Assessment

How do you know that students are making connections and using those connections to help them understand the content?

The purpose of TS, TT, and TW connections is to get students to connect personally with the text. When they do this, their level of involvement with the text increases, and they become more motivated to follow through in working their way through a complex reading task. To measure students' use of connections, the following informal observations and interactions can be used:

- **Students make their own connections with text.** When assigning a reading have students share and discuss TS, TT, TW connections they have with the topic prior to reading.

- **Students share knowledge gained after reading.** After students read, have them share their coding in small groups or with the class.

Variations	• The accompanying black line master can be used as a guide for coding.
	• The **Text Refresher Walk** in this section can be used as an after-reading strategy to reinforce student text-coding practices.
Resources	Harvey, Stephanie. & A. Goudvis. (2000). *Strategies that Work: Teaching comprehension to enhance understanding.* York, ME: Stenhouse.
	Keene, Ellin O, & S. Zimmerman. (1997). *Mosaic of Thought: Teaching comprehension in a reader's workshop.* Portsmouth, NH: Heinemann.
	McLaughlin, Maureen & M. Allen. (1997). *Guided Comprehension: A teaching model for grades 3-8.* Newark, DE: International Reading Association.

Coding Text Connections

Code the text and/or your questions during and after your reading.

Students can use highlighters, markers, post-its or paper clips to mark or code text where (as readers) they became aware of or used a strategy.

Blank spaces have been included at the end for you to add your own text codes.

Code	Connection
TS	Text to Self connection
TW	Text-to-World connections
TT	Text to Text Connection

Compare/Contrast

Strategy

What is Compare/Contrast? Students will be able to see similarities and differences between people, concepts, actions, ideas, experiments, reactions, etc. that are being studied.

Why use it — expected outcomes?
- To identify similarities and differences between two or more ideas, concepts, persons, or groups
- To learn something new about the topics or to see them in a new way
- To extend and refine knowledge

When to use it?
- To highlight similarities and/or differences that are not obvious
- To draw conclusions about how similarities or differences may have played a role in what is being studied.

How to use it?
Before Reading
- Use **retrieval charts**, **anticipations guides**, or **knowledge rating charts** to record prior knowledge or studies that will be compared to what will be read.

During Reading
- Track similarities and differences between procedures, events, people, etc. that are covered in the reading.
- Collect specific details from text to use in a discussion after reading.

After Reading
- Compare text with an activity, experiment, etc. that is done after the reading.
- Use organizers to discover, draw conclusions, complete writing assignments, etc.

Procedures

A Venn Diagram for Comparison and Contrast:

A Venn diagram consists of two (or three) partially overlapping circles. This strategy is used to compare and contrast items (e.g., topics, concepts, ideas, characters, etc.). It has many possibilities for adaptations and can be used in all content areas.

Procedures for Venn Diagrams:
Select two (or three) items (e.g., topics, concepts, ideas, characters, etc.) from the reading material that could be compared and contrasted.

1. Considering each item separately, brainstorm a list of characteristics/descriptions.
2. Identify a set of criteria to compare and contrast the items. Note – in some instances you may have already identified criteria to compare/contrast before step two.
3. Using the brainstormed list from each item, select characteristics/descriptions common to both items. Write the commonalities in the overlapping area of the two circles.
4. Using the brainstormed list from each item, select characteristics/descriptions that differ for each item. Write the information that indicates differences in the appropriate outside circles.

A Retrieval Chart for Comparison and Contrast:

A Retrieval chart is a table used to compare multiple subjects according to a variety of concepts. For example, one might compare several countries by size, languages spoken, geography, etc. It is an especially useful tool when there are more than three subjects being compared. It has many possibilities for adaptations and can be used in all content areas

Procedures for a Compare/contrast Retrieval Chart:
1. Select items (e.g., topics, concepts, ideas, characters, etc.) from the reading material that could be compared and contrasted.

2. Write these subjects across the top row of the table – one

per cell. Leave the far left cell blank.
3. Considering each item separately, brainstorm a list of characteristics/descriptions.
4. Identify a set of criteria to compare and contrast the items. Note – in some instances you may have already identified criteria to compare/contrast before step two.
5. Write the criteria you want to compare/contrast in the cells down the far left column. Leave the top cell blank.
6. Using the brainstormed list from each item, fill in the chart. Commonalities and differences will be relatively easy to see in this way. If you wish for a clearer visual, write the shared items in the top of each cell and different in the bottom. Another option is to use a highlighter to indicate items across in rows that are similar.

A Theme Comparison Chart for Comparison and Contrast:
A Theme Comparison Chart could be used to compare:
- one theme across several different texts
- one theme from the view of different perspectives in one text
- several themes in one text
- several themes in different texts

For example, students might look at the theme of change in a fiction and a non-fiction reading. They might look at change from the viewpoint of two different characters in one story. They might look at change and freedom in one or several texts. Slight variations on the chart will make some variations easier to complete.

Procedures for Theme Comparison Chart for Comparison and Contrast:
Similar to those listed above, but choosing themes rather than subjects.

Assessment

How do you know that students are using and understanding the strategy and/or content?

Informal checks

As students brainstorm, watch for items listed in the correct spots. Ask student to explain if something seems to be in the wrong part of the organizer.

Formal checks

Students write explanations for one or more items. Explanations should state whether item is a similarity or difference and use examples from the reading to explain why. Content will determine what constitutes a correct answer.

Resources

Cudd & Roberts (1987)

Fowler (1982).

Chauvin, R., J. Adams, & C. McLean Kesler. (2002). *Reading Links: Comprehension.* Seattle, WA: Washington Alliance for Better Schools.

Compare/Contrast
Venn Diagram

Name

Differences   Shared   Differences
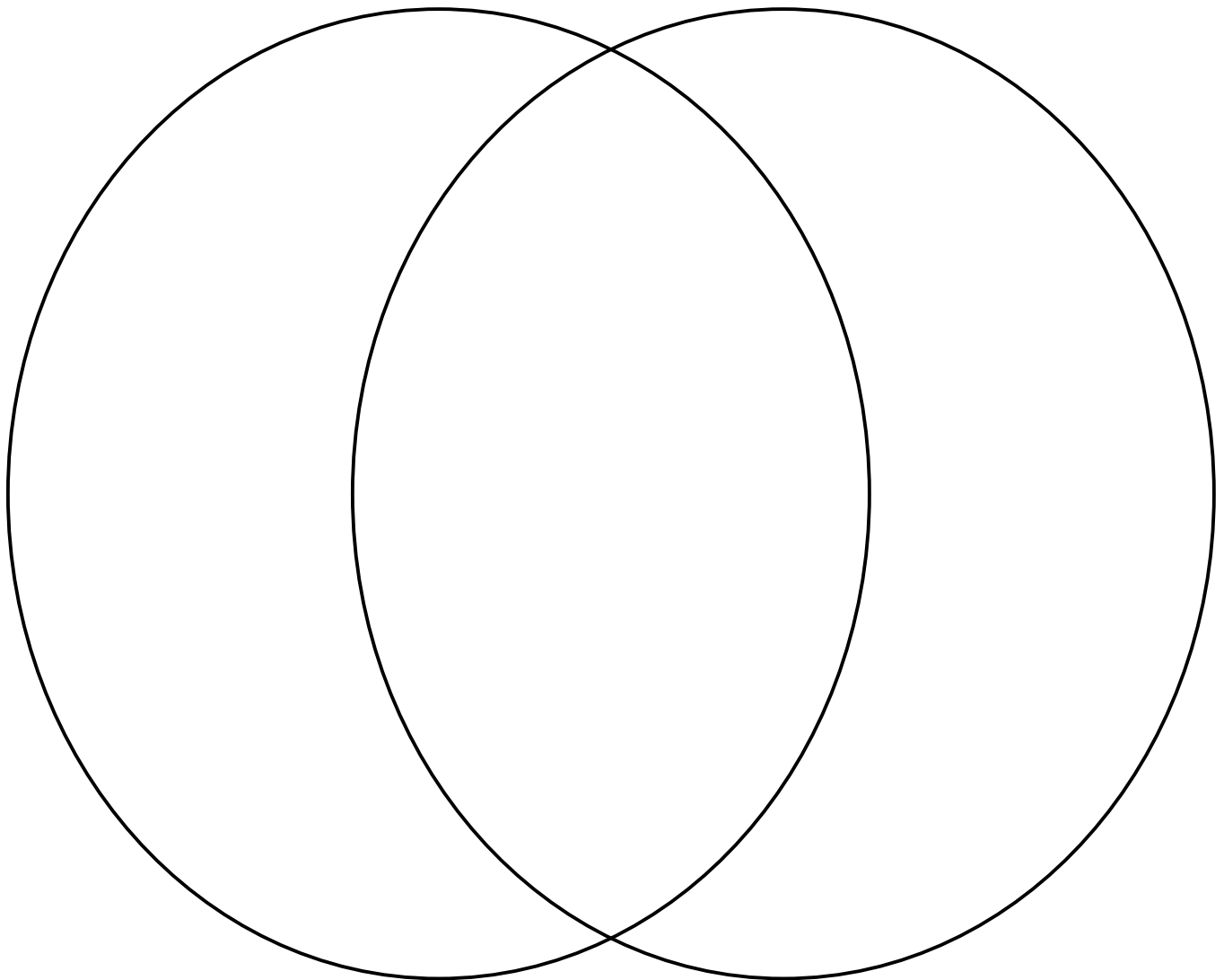
Triple Venn Diagram
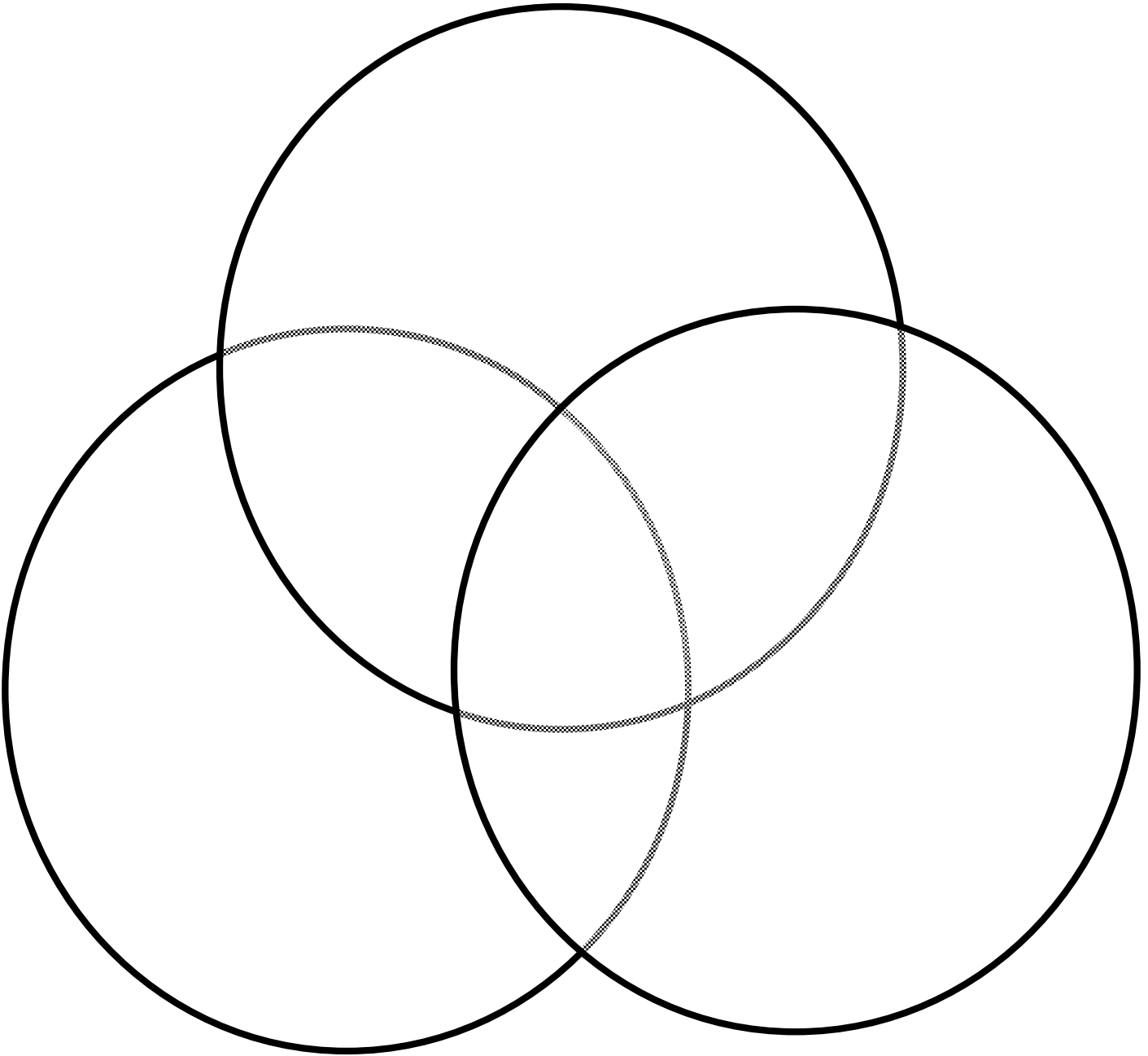
Retrieval Chart Examples

Characters/ Characteristics	Mercutio	Benvolio
Temperament	Mercurial, changeable, quick to heat up, has a temper (could use quote and page number to support statement)	Benevolent, peaceful (could use quote and page number to support statement)
Roles in play	Fans flames of conflict Represents innocent bystanders in the community who suffer due to the feud.	Tries to prevent conflict

Major ideas/ concepts/questions	British	Revolutionaries	French Trappers	Native Americans
Goals of exploration				
Time period of exploration				
Locations settled				

Major ideas/ concepts/questions	Subject #1	Subject #2	Subject #3	Subject #4

Name _____   Date _____

Theme(s) Comparison

Theme(s)

Differences

Similarities

Conclusion(s)
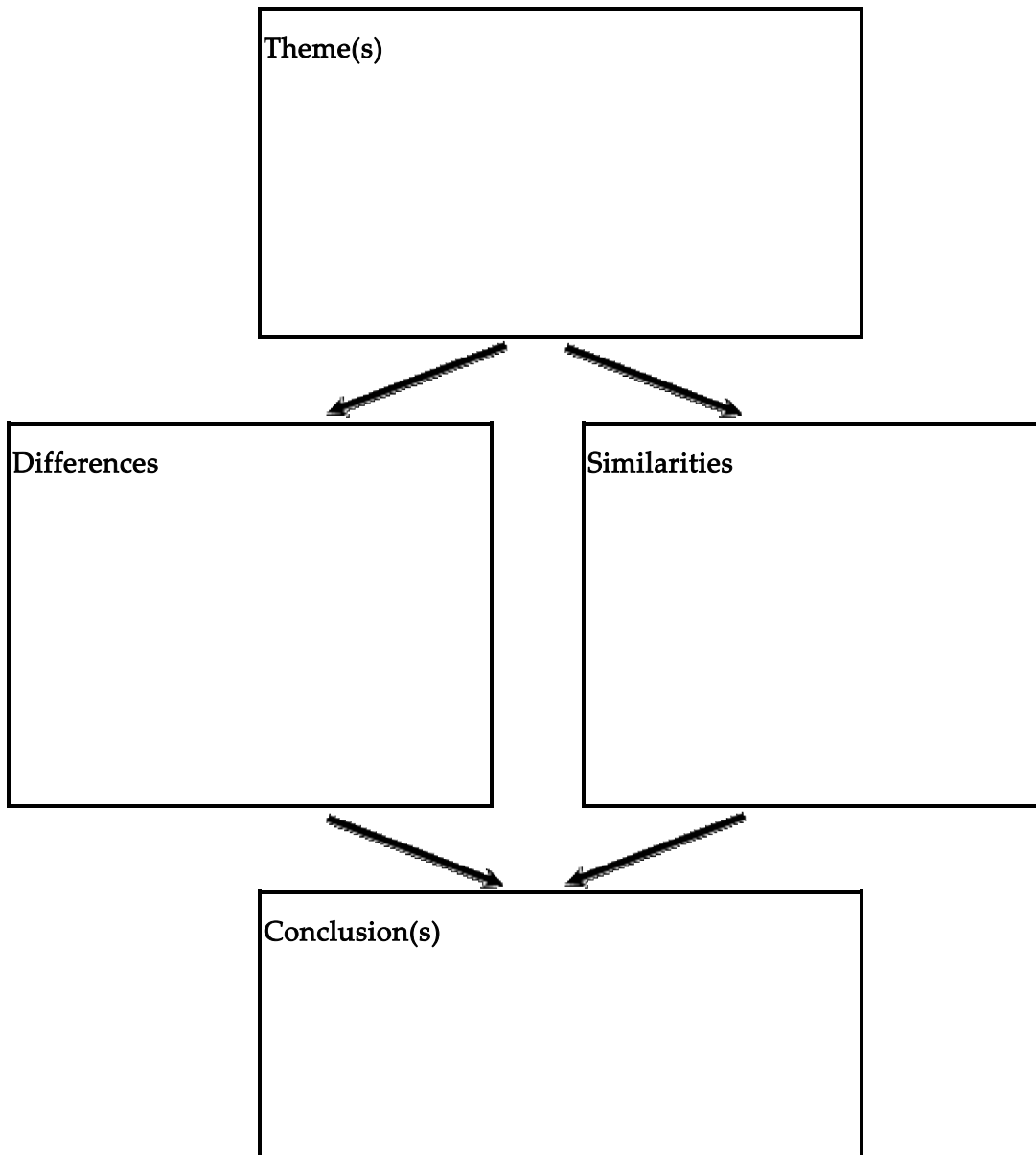
Comprehension Monitoring: Click - Clunk

Strategy

What is Click-Clunk? Students who are good at monitoring their comprehension know when they understand what they read (Click) and when they do not (Clunk). They have strategies to "fix up" problems in their understanding as the problems arise. Click-Clunk is a strategy to help students become aware of when they do and do not understand their reading.

Why use it - expected outcomes? The National Reading Panel identified comprehension monitoring as having a firm scientific basis for improving text comprehension. Comprehension monitoring instruction teaches students to

- Be aware of what they do understand
- Identify what they do not understand, and
- Use appropriate "fix up" strategies improve their understanding.

When to use it? During reading.

Procedures

- The teacher provides explicit instruction on the purpose of comprehension monitoring— what it is and when, why, how it is used. Think-Aloud modeling is an effective instructional strategy for this.
- The teacher reads a passage as the students follow along. The teacher pauses during the reading and asks students to respond.
- Depending on whether or not they are having difficulty comprehending the reading, they may say "Click" or "Clunk," hold up different colored cards, signal with thumbs up or down, or use any other signal the teacher has chosen.
- Student responding with "Click" are expected to verbalize their thinking, explaining what they understand.
- Students responding with "Clunk" are guided through possible "fix up" strategies, which may include

	- Rereading the word or sentence that is causing the "clunk"
	- Going back and re-reading the previous paragraph
	- Looking in the glossary or another resource if it is a problem with a word
	- Paraphrasing
	- Summarizing
	- Reading ahead to see if understanding improves
	- Using picture or graphic clues
Assessment	Students who are successfully using this strategy will be able to independently use "fix up" strategies during reading. They will be able to verbalize when they do not understand and explain which strategy they are using and why in either a student-teacher conference, small group, or on paper.
Variations	## Other Ideas for Using This Strategy:

These variations should only be used after students become more independent in using this strategy.

- As students read silently, they may use a journal or sticky notes to note where they are having trouble understanding. Individual or group discussion of "fix ups" would follow.
- As students read silently, they fill out a monitoring sheet, which can be used later as the basis for an individual conference, small peer group discussion, or large group discussion.
- Display student-made posters of "fix up" strategies in the classroom for easy reference.

  Supply students with punched index cards upon which they write the "fix up" strategies. Clip the cards together with a ring, so students have them available for ready reference at home or in other classes.

| **Resources** | Armbruster, B., Lehr, F., and Osborn, J. (2001). *Put Reading First: The research building blocks for teaching children to read.* Jessup, MD: National Institute for Literacy.

Chauvin, R., J. Adams, and C. McLean Kesler. (2002). *Reading Links: Comprehension.* Seattle, WA: Washington Alliance for Better Schools.

Tovani, C. (2000). *I Read it, But I Don't Get It.* Portland, ME: Stenhouse |

Comprehension Monitoring
When I Get Stuck, Getting Unstuck

What is Comprehension Monitoring? When I Get Stuck is a self-questioning strategy students can use to monitor their understanding as they read difficult text.

Why to use it — expected outcomes? Self-monitoring strategies help students become autonomous readers. Tovani (2000) uses a baseball analogy: "When you are at the plate, you are there alone. It's your job to figure out how to get on base." This is not unlike situations adolescents face in doing homework every day; most often they are alone when they are doing the reading they are asked to do for school. In that situation, they must be able to recognize and solve their own confusion.

When to use it? Work with students closely at first by modeling the strategy with an unfamiliar text ("I do"). Work through the strategy a second and third time with different texts. The second time model and allow students to contribute to the reading process; the third time encourage a student to model the process, and you contribute when appropriate. ("We Do"). The fourth time have students work in pairs or small groups to practice the strategy with yet another text. ("You Do"). By the time the student is assigned to do the independent reading, s/he has been through the process four times.

Procedures

How to use it?
  1. **Discuss reading and reading difficulties with students.** Tovani points out that it is important for students to come to the realization that they should be in control of their reading and that they need to know when they are confused. Once students have grappled with this

understanding, they are ready to start thinking about their internal processes as readers.

2. **Teach students to figure out when they are stuck.** The following are six "look-for's" Tovani teaches her students to be aware of so they can identify when they are stuck:
   - The voice inside my head is not interacting with the text or the characters.
   - The camera inside my head shuts off.
   - My mind begins to wander.
   - I can't remember what I just read.
   - I can't answer any questions I might have about the text from what I just read in the text.
   - I just came across a character for the second or third time, and I can't remember why that character is important or when that character was introduced.

3. **Help students describe where they got stuck.** Have students identify the spot (mark the text with sticky notes or highlighters) where they first noticed they were not "getting it," and have them describe what was going through their brain (or what that little inner voice was saying) when their understanding began to break down. Was it a term they didn't understand? Was it something a character did, and the student doesn't understand why the character did it?

4. **Have students share their confusions.** This can be done in small groups or in a whole-group setting. Having students share their confusions gives students an opportunity to ask for clarifications on their own terms, and as they share information with each other, with occasional clarification from you, students begin to construct meaning of the text.

| Assessment | **How do you know that students are making connections and using those connections to help them understand the content?** |

The purpose of "When I Get Stuck" is to get students to connect with the text by clarifying what they don't understand. When they do this, their level of involvement with the text

increases, and they become more motivated to follow through in working their way through a complex reading task. To measure students' use of self-questioning, the following informal observations and interactions can be used:

Students ask for increasingly sophisticated clarification. Often students will begin by wanting definitions to unfamiliar words, terms or concepts. As they work their way through the decoding and first level of comprehension, they will begin to ask questions about motivation of characters, sources of information, they might begin to ask for the particulars of how something works, or they might begin to evaluate the justness of a situation explored in a reading.

References

Tovani, Chris. (2000). *I Read It, But I Don't Get It: Comprehension strategies for adolescent readers.* Portland, ME: Stenhouse.

When I Get Stuck

1. I'm stuck (copy from the text and record page number)_____
    _____

    I think I am stuck because_____
    _____

    I will try to get unstuck by! _____
    _____

    I think I understand _____
    _____

2. I'm stuck (copy from the text and record page number) _____
    _____

    I think I am stuck because_____
    _____

    I will try to get unstuck by! _____
    _____

    I think I understand _____

Comprehension Monitoring: Inner Thoughts

Strategy

What is Monitoring Inner Thoughts? Students who are good at monitoring their comprehension know when they understand what they read and when they do not; then they apply "fix up" strategies to resolve the problem. Before students can employ strategies to "fix up" a comprehension problem, however, they must be aware that they did not understand. Learning to monitor your inner thoughts is a strategy to help students become aware of the conversation that takes place within their heads as they read, so they can begin to recognize when they are distracted or when they are actively engaged.

Why use it—expected outcomes? The National Reading Panel identified comprehension monitoring as having a firm scientific basis for improving text comprehension. Comprehension monitoring instruction teaches students to

- Be aware of what they do understand
- Identify what they do not understand, and
Procedures
- Explain how their inner voices contributed.

When to use it? During reading.

- The teacher provides explicit instruction on the purpose of comprehension monitoring— what it is and when, why, how it is used. Think-Aloud modeling is an effective instructional strategy for this.
- The teacher reads a passage as the students follow along. The teacher pauses during the reading and thinks aloud about the voices she is hearing in her head as she reads text.
- The teacher identifies the voices and explains how they

help or distract her as she reads.

Reciting Voices The voice a reader hears when he is word calling or reciting the words and not drawing any meaning from the text.

Conversation Voice: The voice that has a conversation with the text. It represents the reader's thinking as s/he talks back to the text in an interactive way.

Conversation Voice: Interacting The voice inside a reader's head that makes connections, asks questions, identifies confusions, agrees and disagrees with ideas. This voice deepens the reader's understanding of text.

Conversation Voice: Distracting The voice inside the reader's head that pulls him away from the meaning of the text. It begins a conversation with the reading but gets distracted by a connection, a question, or an idea. Soon the reader begins to think more about something unrelated to the text than to the text itself.

- The teacher asks students to read a short passage and identify the voice they hear as they read, explaining how it helped the student interact or become distracted.
- Students practice this strategy with each other in small groups as they read passages from an assigned text.
- The teacher provides many opportunities for students to practice the strategy with classroom materials, gradually increasing the length of the passage and student independence.

Assessment

Students who are successfully using this strategy will be able to independently verbalize when they do not understand and explain why in a student-teacher conference, small group, or on paper.

Variations

Other Ideas for Using This Strategy:

These variations should only be used after students become more independent in using this strategy.

- As students read silently, they may use a journal or sticky notes to identify their inner voices. Individual or group discussion would follow.
- As students read silently, they fill out a monitoring sheet, which can be used later as the basis for an individual conference, small peer group discussion, or large group discussion.

Resources

Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The research building blocks for teaching children to read.* Jessup, MD: National Institute for Literacy.

Chauvin, R., J. Adams, & C. McLean Kesler. (2002). *Reading Links: Comprehension.* Seattle, WA: Washington Alliance for Better Schools.

Tovani, C. (2000). *I Read it, But I Don't Get It.* Portland, ME: Stenhouse Publishers.

Monitoring Inner Thoughts

Reciting Voice	The voice a reader hears when he is word calling or reciting the words and not drawing any meaning from the text.
Conversation Voice	The voice that has a conversation with the text. It represents the reader's thinking as s/he talks back to the text in an interactive way.
Conversation Voice: Interacting	The voice inside a reader's head that makes connections, asks questions, identifies confusions, agrees and disagrees with ideas. This voice deepens the reader's understanding of text.
Conversation Voice: Distracting	The voice inside the reader's head that pulls him away from the meaning of the text. It begins a conversation with the reading but gets distracted by a connection, a question, or an idea. Soon the reader begins to think more about something unrelated to the text than to the text itself.

Monitoring Inner Thoughts Worksheet

Reading Assignment

Title _____

Page Numbers _____

Write at least 4 sentences per box. Identify the inner voice and explain how it helped you interact with the text or how it distracted you.

Inner Voice on p._____

Interacting or Distracting
_____
_____
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_____
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Inner Voice on p._____

Interacting or Distracting
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Inner voice on p. _____

Interacting or Distracting
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Inner voice on p. _____

Interacting or Distracting
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Inner voice on p. _____

Interacting or Distracting
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Partner Reading and Reviewing

Strategy

What is Partner Reading and Reviewing? This strategy is used to review a reading.

Students review the reading in pairs or threes, using each other as resources to help remember and organize key points of the reading.

Why use it - expected outcomes? Students have the advantage of working with one or two partners, and collectively the partners can help each other get a complete view of key parts of the text just read.

When to use it? After completing a reading, use it as a means of getting students to discuss and begin to analyze the reading.

Procedures

How to use it?

1. **Read the Text.** Assign a section of text for students to read.

2. **Form groups.** Have students get into groups of two to three students.

3. **Retell.** Have students retell what they have read to their partner(s). Graphic organizers or maps can be used to guide retellings. Students "pool" their ideas and interpretations to get a complete version of the reading.

4. **Prepare a visual.** Have each group construct a visual to communicate the key concepts they unearthed from the reading.

5. **Present findings.** Have each group present their findings, using the visual they prepared during their group discussions.

Assessment	## How do you know that students are using Paired Retellings effectively?
	The teacher can informally monitor students' understanding of the reading by touring the room while students are sharing their findings in small groups.
	If you wish, you can make the visual aid and sharing exercise a formal assignment with rubric.
Resources	Irvin, Judith. (1998). *Reading and the Middle School Student: Strategies to enhance literacy*. Boston: Allyn and Bacon.

Improving Comprehension: Self-Questioning

Strategy

What is self-questioning? As readers use the self-questioning reading strategy, they are creating questions in their minds, predicting possible answers to the questions, and searching for answers as they read. Self-Questioning:

- Requires active interaction with the reading material, which results in better understanding.

- Breaks the reading task into small tasks, i.e. questioning, predicting, reading, answering, and confirming.

- Motivates the reader because s/he determines own purpose for the reading task.

- Requires the reader to verbalize the newly learned information.

- Helps teachers know what kids are thinking or how well they understand the text.

Each of these reading activities promotes better retention and comprehension. Self-Questioning helps students become better readers.

Why use it —expected outcomes? Self-questioning helps students demonstrate their comprehension of a text and become more proficient readers. This reading strategy enables students to gain meaning from text and will create more active readers.

Asking and responding to questions when reading helps students establish what is already known, examine ideas, use and extend this knowledge and formulate new ideas from their inquiry. Self-questioning is integral to developing reflective and metacognitive thinking, and it requires students to reflect on their understanding. Using self-questioning reading strategies can lead to changes and improvements in the students' learning and thinking.

When to use it? Use Before, During and After reading techniques to monitor and adjust reading.

> ***Before Reading*** - When *developing* the reading plan of action.
> ***During Reading*** - When you are *maintaining/monitoring* the plan of action.
> ***After Reading*** - When you are *evaluating* learning from the selection.

How to use it? The reader should:

- Think about questions.
- Ask questions about the new topic before reading.
- Ask questions aloud.
- Write questions.
- During reading, answer questions that have been formulated and create additional questions.
- After reading students ask self what else they would like to learn about the topic.

Procedures

Select or prepare three selections based on familiar topics. Keep in mind the grade level and reading ability of your students when selecting passages.

Select or prepare three selections based on familiar topics.

Explain the purpose of self-questioning to the class.
Teach self-questioning by modeling.

- **Before reading** look at the title, look at cover pictures, make predictions, and create questions. Introduce the text to the students by asking:

Have you ever wanted to learn about _____?
What in your prior knowledge helps you understand this selection?
What do the title, graphics/visuals, and text features tell you about the content of this selection?
Why are we reading this selection? What do you expect to do or learn from the selection?
What do you know about _____?

- **During reading**
  Read the text to the students.
  Use pre-written questions about text content.

How did the (   ) _____?
What is a _____?
Why did (   ) _____?
Who _____?
How did the _____?
Are you on the right track? Does it make sense?
What information is important to remember?
What questions do you still have?
Should you adjust the pace depending on the difficulty?
What do you need to do if you do not understand?

- **After reading**
  Answer questions about the reading, and write any additional questions that might arise.

Why do we have to _____?
What did you learn?
What was the main point of this selection, and what are the essential details?
How well did you understand?
Is there anything else that you need/want to know about this topic?
What could you have done differently?
Do you need to go back through the material to fill in any "blanks" in your understanding?

Assessment

How do you know that students are using and understanding the strategy and/or content?

Assessment should be formative as the students are quizzed orally, assigned to provide written responses.

Variations

Try the **Q-A-R** reading strategy in this section, or try **Socratic questions**. These are questions, which probe the underlying logic or structure of thinking and make reasonable judgments. Socratic questions are open-ended, and if used appropriately can stimulate inquiry and exploration.

Questions that clarify • What do you mean by that? • Can you give me an example?
Question that probe assumptions • What is being assumed? • Why do people assume that?
Questions that probe reason and evidence • What are your reasons for saying that? • What criteria do you base that argument on?
Questions that probe implications and consequences • What might be the consequences to other topics or systems?
Questions about viewpoints or perspectives • What would be another way of saying that? • How does _____ differ from _____?
Questions about the question • How is that question going to help us? • Can you think of any other questions that might be useful?

_

Resources

Hartman. (Professor at UCSU Colorado). *Self-questioning*. Retrieved July 19, 2003, from http://ucsu.colorado.edu/~wilcoxl/heatherread.html.

Painter. J. (1996). *Questioning techniques for gifted students*. Retrieved from the Australian Association for the Education of the Gifted and Talented at http://www.nexus.edu.au/teachstud/gat/painter.htm.

Strategic teaching and reading project guidebook. (1995). North Central Regional Educational Laboratory. Retrieved July 19, 2003, from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1metn.htm.

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┌─────────────────────────────────────────────────┐
│              Self-Questioning                   │
│                    To                           │
│        Help Write Questions for Reading         │
└─────────────────────────────────────────────────┘
```

Directions: Select 5 of the Question starters and write questions on our reading selection. Then write possible answers below your question.

1. Explain why…………………

2. Explain how…………………

3. What is the main idea of …………………

4. How would you use ……………… to ………………

5. What is a new example of ………………

6. What do you think would happen if ………………

7. What is the difference between …………… and ………………

8. How are ………… and ………… similar/different?

9. What conclusions would you draw about …………………

10 How does ………………… affect …………………

11. What are the strengths and weaknesses of …………………

12. What is the best ………………… and why?

13. How is ………………… related to ………………… that we studied earlier?

- # Sampling Before Reading: Self-Questioning Strategy:
  - # Understanding Social Studies

The Ice Age Migration of Asian People to North America

The long, cold Ice Age began more than 70,000 years ago and covered about one fourth of the earth. During this incredibly cold, harsh period, gigantic glaciers moved slowly southward from the North Pole and spread across the northern parts of North America, Asia, and Europe. The ocean's water froze to make up these huge glaciers, causing the depth of the ocean to drop and the shallow seas to dry up. The results were a dry-land route from Asia to North American. This land bridge, called Beringia, provided a passageway for the first migrants to reach the Western Hemisphere.

Archaeologists believe that Asian people crossed over the dry land bridge to North America starting a massive, thousand-year migration that brought the first people to our continent.

BEFORE READING Self Questioning Strategy:

Directions: Look at the title, look at text features, make predictions, and <u>create questions</u>. Some questions have been done for you, but you need to **complete the unfinished questions** on the line after the introduction of the question-starter sentence.

Use this self-questioning strategy for all your assignments.

1. **Set a purpose** for doing the problem by looking at the title and changing it into a question.
   - Why is the title of the text "<u>(_____)</u>"?
   - How do I _____?
   - What do I know about _____?
   - What do I need to find out?
2. **Survey** and plan—Look at headings and subheading, examples of similar, text features (highlighted, underlined, italicized, or different colored or sized font), and sidebar or boxed texts.
   Ask yourself questions:
   - What do the title, graphic/visuals, and text features tell you about the content of this selection?
   - What is _____?
   - What do you know about <u>(_____)</u> s?
   - Where do <u>(_____)</u>?
   - How did the <u>(_____)</u> _____?
   - What is a _____?
   - What happened to <u>(_____)</u> when _____?
   - What did <u>(_____)</u> feel after _____?
   - Why did _____ _____?
   - Who _____?

As you continue to read, answer your questions and ask new questions as the need arises.

Sampling Before Reading: Self-Questioning Strategy:
Understanding Science

Electric Circuits: The parts of a Circuit

The necessary parts to make a complete electric circuit include: a source of electrons, a load or resistance, wires, and a switch. The source can be a battery, photocell, power plant's electric generator, or a thermocouple. A load is anything that causes resistance to the flow of electrons—a light bulb, appliance, machine, or motor. Of course, you need an unbroken, complete path of wires to make a circuit. The path of the circuit can be interrupted by a break in the wire or an open switch. Remember that electrons don't flow through an open circuit—just a closed one. When the switch is "on," the circuit is closed, which makes a complete path for the electrons to flow.

Source of electricity

<Input/output>

When the switch is on (closed), you have a uninterupted path for theelectrons to travel, i.e. circuit

Load or resistance to the flow of electrons

BEFORE READING Self Questioning Strategy:

Directions: Look at the title, look at text features, make predictions, and <u>create questions</u>. Some questions have been done for you, but you need to **complete the unfinished questions** on the line after the introduction of the question-starter sentence.

Use this self-questioning strategy for all your assignments.

3. **Set a purpose** for doing the problem by looking at the title and changing it into a question.
   - Why is the title of the text "<u>(_____)</u>"?
   - How do you _____?
   - What do you know about _____?
   - What do you need to find out?
4. **Survey** and plan—Look at headings and subheading, examples of similar, text features (highlighted, underlined, italicized, or different colored or sized font), and sidebar or boxed texts.
   Ask yourself questions:
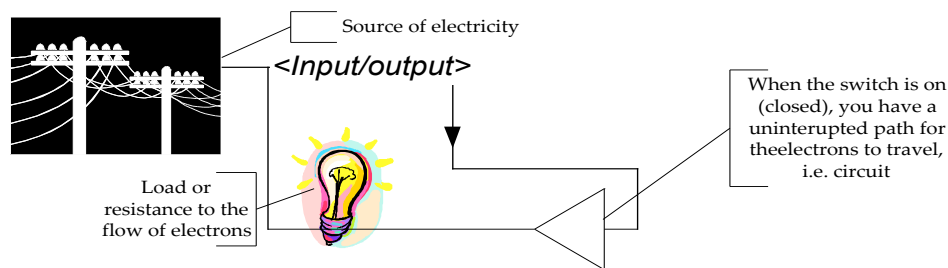   - What do the title, graphic/visuals, and text features tell you about the content of this selection?
   - What is _____?
   - What do you know about <u>(_____)</u> s?
   - Where do <u>(_____)</u>?
   - How did the <u>(_____)</u> _____?
   - What is a _____?
   - What happened to <u>(____)</u> when _____?

Sampling Before Reading: Self-Questioning Strategy:
Understanding Math Word Problems

Sample problem-Probability Simulation using a coin flip

Explore the probability that in a family of three children, at least two of them are girls:

The chances that a boy or a girl will be born are equal—just as it is equally likely that the heads or the tails will show when tossing a coin. Try this simulation:

1. Put three coins in a cup and toss them.
2. Count the number of coins that land heads up, which will represent the girls. Count the number of coins that land tails up, which will represent the boys.
3. Record the results in a table like this:
4. Repeat these 3 steps until you have 50 trials

	Outcome of Coin Toss		
Trial 1	Tails	Tails	Heads
Trial 2	Heads	Heads	Heads
Trial 3	Heads	Heads	Tails
Trial 4	Tails	Tails	Heads
Trial 5			
Trial 6			
Trial 7			

(Hint: If 27 of the 50 trials have at least 2 girls, then the probability that at least two of the three children are girls is 27/50.)

BEFORE READING Self Questioning Strategy:

Directions: Look at the title, look at the chart, make predictions, and <u>create questions</u>. Some questions have been done for you, but you need to **complete the unfinished questions** on the line after the introduction of the question-starter sentence.
Use this self-questioning strategy for all your assignments.

5. **Set a purpose** for doing the problem by looking at the title and changing it into a question.
   o   Why is the title of the text "<u>(_____)</u>"?
   o   How do you _____?
   o   What do you know about _____?
   o   What do you need to find out?
6. **Survey** and plan a **probable strategy** for the math problem by looking at headings and subheading, examples of similar, text features (highlighted, underlined, italicized, or different colored or sized font), and sidebar or boxed texts.
   Ask yourself questions:
   o   What do the title, graphic/visuals, and text features tell you about the content of this selection?
   o   What is the problem _____?
   o   What information is _____?
   o   Are there unnecessary _____?
   o   What operation will you need to do?
   o   How will you check my work?
   o   How will you know that my answer is reasonable?

Scanning and Skimming
To Find and Organize Information

Strategy

What are Scanning and Skimming? Scanning and skimming are reading strategies for quickly finding and organizing information.

Scanning: The reader glances through text looking for specific facts, text/graphic features, key words, phrases to find specific information such as: "who, what, when, where, or why?" Readers, who know what they are looking for or are looking for particular resource information, can scan for specific words or phrases. Scanning takes place before skimming.

Skimming: The reader quickly surveys the text to understand its main idea and essential details. By using the text/graphic features, noting the bold words, and reading the first and last paragraphs, the reader previews new text material or reviews it to help retain information. Skimming is three or four time faster than normal reading and isn't word-by-word; therefore, the reader can survey much text in a limited time

Why use it —expected outcomes? Scanning and Skimming improve comprehension, help identify main points, refresh memory, enhance study skills, and help find answers to questions or research assignments. When searching for specific information, looking for clues, or reviewing information, and/or reading large volumes of information, scanning and skimming may be more practical than regular reading.

When to use it?
- Before reading new material to help connect the reader's prior knowledge to the text or to see if the text included information that the reader wants. When introducing new, complicated material that is unfamiliar to the student.

How to use it?

- Before instruction:
- Use <u>scanning</u> to find key words or phrases. This will help determine if the source text contains information that the reader needs.
- Use <u>skimming</u> to survey the text, activate prior knowledge on the subject, make a connection with the text, and develop a conceptual framework for learning new material.

- During instruction:
- Scan ahead to evaluate predictions made during reading.

- After instruction:

Skimming can be used for review and retaining new information.

Procedures

Scanning and skimming instruction:

1. Teacher introduces the purpose of scanning and skimming including how, when, and why the students should use them.

2. The teacher introduces either **SQ3R** (follows) or **SCAN and RUN** (Section 4, p. 9) techniques—depending on which reading strategy she is using.

3. After introducing and discussing the reading strategy, the teacher **thinks aloud** as she introduces, reads, and reviews a short text.

- The teacher guides the students through a text using the scanning and skimming reading strategy. Students write the specific information they gleaned when they "surveyed" the selection.

- The students write the "question" they have written using the each section headings.

- The students make notes from their reading after they've finished.

4. Finally, the students repeat the strategy independently.

Assessment	## How do you know that students are using and understanding the strategy and/or content?
	Review the students "survey" responses, "questions" for the headings, and "notes" taken after reading. Also, observe improved reading comprehension through discussion and extension work.
Variations	## Other ideas for using this strategy: Previewing new text books
Resources	42eXplore (2001) *Topic: Skimming and SCANning* [Electronic version]. Retrieved July 14, 2003, from http://www.42explore.com/skim.htm
	CULI (2001). *English for Academic Purposes (Science).* (From College Reading and Study Skills and Academic Reading and Study Skills for International Students). [Electronic version]. Retrieved July 14, 2003, from http://pioneer.netserv.chula.ac.th/~pkanchan/html/skim.htm
	Hoyt, A. (2002). *Make It Real.* Portsmouth, NH: Heinemann.
	Robinson, F. P. (1970). *Effective Study.* New York: Harper Row.
	Salembier, G. (1999, February). "SCAN and RUN: A reading comprehension strategy that works, *Journal of Adolescent and Adult Literacy, 42.* 386-394.
	Silver, L. (2000). *English Rules: Learn english with me* [Electronic version]. Retrieved July 14, 2003, from http://www.lsilver.net/literacynewspaper.htm
	Virginia Tech: *Skimming and Scanning Scientific Material* [Electronic version]. Retrieved July 14, 2003, from http://www.ucc.vt.edu/stdysk/skimming.html

Scanning and skimming

Evaluate how scanning and skimming skills influence your understanding of your reading through your thoughtful responses to the following questions.

Scan:

Now start getting into the topic.

- Read the title, the headings and skim the biggest pictures. What will this be about? What are the big ideas?

  _____
  _____

- Look at the table of contents. What topics will be addressed?

  _____
  _____

  Check out the index and glossary. Do some of these words look familiar? _____

Skim:

You want to skim quickly and think—

- What kind of reading is this? What is the topic?

  _____
  _____

- What challenges might I be prepared for? Is this a topic that is new for me? Do I know something about it? Is the page layout unusual?

  _____
  _____

- What supports are here? Is there a table of contents, boldface words, headings or other support? Are there photographs, diagrams, or illustrations to help me?

  _____
  _____

Read;

You are now ready to read the selection. Think about your ideas from scanning and skimming. Are they matching what you are learning? _____

Reflect:

How did scanning and skimming help you understand the selection better?

Scanning and Skimming Social Studies Sample

The Ice Age Migration of Asian People to North America

The long, cold Ice Age began more than 70,000 years ago and covered about one fourth of the earth. During this incredibly cold, harsh period, gigantic glaciers moved slowly southward from the North Pole and spread across the northern parts of North America, Asia, and Europe. The ocean's water froze to make up these huge glaciers, causing the depth of the ocean to drop and the shallow seas to dry up. The results were a dry-land route from Asia to North American. This land bridge, called Beringia, provided a passageway for the first migrants to reach the Western Hemisphere.

Archaeologists believe that Asian people crossed over the dry land bridge to North America starting a massive, thousand-year migration that brought the first people to our continent.

Evaluate how scanning and skimming skills influence your understanding of your reading through your thoughtful responses to the following questions.

SCAN:
Now start getting into the topic.
Read the title, the headings and skim the biggest pictures. What will this be about? What are the big ideas?

_____

Skim:
You want to skim quickly and think—What kind of reading is this? What is the topic?

_____

What challenges might I be prepared for? Is this a topic that is new for me? Do I know something about it? Is the page layout unusual?

_____

What supports are here? Is there a table of contents, boldface words, headings or other support? Are there photographs, diagrams, or illustrations to help me?

_____

Read:
You are now ready to read the selection. Think about your ideas from skimming and SCANning. Are they matching what you are learning? _____

Reflect:
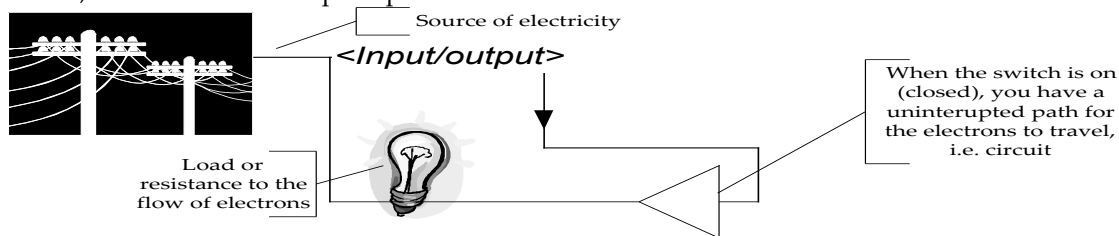How did scanning and skimming help you understand the selection better?

_____

Scanning and Skimming Science Sample

Electric Circuits: The parts of a Circuit

The necessary parts to make a complete electric circuit include: a source of electrons, a load or resistance, wires, and a switch. The source can be a battery, photocell, power plant's electric generator, or a thermocouple. A load is anything that causes resistance to the flow of electrons—a light bulb, appliance, machine, or motor. Of course, you need an unbroken, complete path of wires to make a circuit. The path of the circuit can be interrupted by a break in the wire or an open switch. Remember that electrons don't flow through an open circuit—just a closed one. When the switch is "on," the circuit is closed, which makes a complete path for the electrons to flow.

Source of electricity

<Input/output>

When the switch is on (closed), you have a uninterupted path for the electrons to travel, i.e. circuit

Load or resistance to the flow of electrons

Evaluate how scanning and skimming skills influence your understanding of your reading through your thoughtful responses to the following questions. _____

SCAN:

Now start getting into the topic.

Read the title, the headings and skim the biggest pictures. What will this be about? What are the big ideas?

_____

Skim:

You want to skim quickly and think—What kind of reading is this? What is the topic?

_____

What challenges might I be prepared for? Is this a topic that is new for me? Do I know something about it? Is the page layout unusual?

_____

What supports are here? Is there a table of contents, boldface words, headings or other support? Are there photographs, diagrams, or illustrations to help me?

_____

Read:

You are now ready to read the selection. Think about your ideas from scanning and skimming. Are they matching what you are learning? _____

Reflect:

How did scanning and skimming help you understand the selection better?

SQ3R
Survey, Question, Read, Recite, & Review

SQ3R is a useful study skill strategy for finding answers to questions or tasks, faster reading, picking out important details, and fixing them in your memory. You will find that quiz questions seem familiar, because you have answered key questions about each reading section.

Step 1	**Survey**	Glance over the headings, pictures, maps, and graphs. Read the summary at the end of the selection.
Step 2	**Question**	Turn each section heading into a question.
Step 3	**Read**	Read to the end of each section to answer the question. Read it again if you need to.
Step 4	**Recite**	Recite the important details to answer your questions.
Step 5	**Review**	Make notes of your reading when finished with the selection.

! SR3R

Record important titles and subtitles from the reading.

Survey:
_____
_____
_____

Question: *Write "Who, What, When, Where, and Why" questions from main topics.*
_____
_____
_____
_____

Read: *Write answers to questions from above.*
_____
_____
_____
_____

Record key facts and phrases as needed for each question.
_____
_____

Recite: _____

K-W-L

What is K-W-L? What Do I **K**now—What Do I **W**ant to Know—What Have I **L**earned. The **K-W-L** reading strategy guides students into and through a learning experience by having them pre-think what they already **K**now and what they want to know about expository material. The student-generated questions for what they **W**ant to know about the topic, become a reading guide and set the purpose for their learning. After gathering information, they discuss or write about what they've **L**earned.

Why use it — expected outcomes?

K-W-L activates students' prior knowledge by asking what they already **K**now about a topic, by devising questions and setting goals specifying what they **W**ant to learn, and—after reading—by identifying what they've **L**earned to answer their own questions. The students learn to think critically about their reading to help them organize and apply their learning. This helps students, who have reading and writing difficulties, respond appropriately to the text. By helping them apply higher-order thinking strategies to construct meaning from their reading, **K-W-L** helps students monitor progress toward their reading goals   The metacognition that takes places gives the students the onus and responsibility for their own learning.

When to use it?

- <u>Before reading</u>—Students evaluate what they **K**now about a topic and construct questions about what "I **W**ant to Know" to serve as guides through their reading.

- <u>During reading</u>—Students look for the answers to the questions they've developed in the "What I Want to **K**now" section. They record this information in the "What I **L**earned" section

- <u>After reading</u>—Students reconstruct, organize and apply their reading.

How to use it?

- Before instruction:
    1. To activate their prior knowledge, the students brainstorm ideas and discuss what they know about the topic.
    2. The students categorize the information generated during their brainstorming.
    3. The students generate questions they want answered as they read—thus focusing and giving purpose to their reading.
- During instruction:
    1. The students look for answers to their questions as they read.
    2. They record these answers in the (L) column of the worksheet.
    3. As they encounter new information, they might add questions to the (W) column of the worksheet.
- After instruction:
    1. The students discuss what they have learned from the reading
    2. If they have unanswered questions, they should be encouraged to read additional texts on the topic.

Procedures

1. Teacher introduces the purpose for **K-W-L** including how, when, and why the students should use them.
2. The teacher presents the K-W-L graphic organizer.
3. After discussing the reading strategy, the teacher "thinks aloud" as she introduces, reads, and reviews a short text using the K-W-L reading strategy.
4. In a large group, the teacher guides the students through a sample K-W-L by using the overhead projector or blackboard.
5. Have students practice K-W-L in pairs.
6. Practice Independently. To be able to use this technique unaided, the students will need several practices.

Assessment

How do you know that students are using and understanding the strategy and/or content?

Review the students **K-W-L** charts for content and understanding throughout the teaching/learning process. Also, observe improved reading comprehension through discussion and extension work.

Other ideas for using this strategy: Have students try these **K-W-L** variations: **K-W-H-L** and **K-W-L Plus.**

Variations

The **K-W-H-L** strategy adds a step, which is—"**How** Can I Find Out."

The K-W-L Plus strategy helps students organize and categorize "What I have **Learned**" information to be used in a summary. (Teaching **K-W-L Plus** includes adding the following instructions to the **Procedures** section above.)

1. To produce a graphic organizer map of the text, students determine what each statement describes and categorize the information listed under **L.**

2. Using the article title or topic as the center of their map, the categories on the **K-W-L** work sheet become the map's major concepts. Explanatory details are listed underneath with lines showing the relationship to the major concepts

3. Guide students to use the map as an outline to write a summary with each category becoming the topic for a new paragraph. Finally, supporting details in each category are used to expand the paragraph or explain the main idea.

Resources

Carr, E., and D. Ogle. (1987). K-W-L Plus: A strategy for comprehension and summarization, *Journal of Reading, 30.* 626-31. [Electronic version]. Retrieved July 14, 2003, from http://www.smuhsd.k12.ca.us/chs/instructionaltoolkit/content_literacy/kwl_plus.html

Strategies for Teaching [Electronic version]. Retrieved July 14, 2003, from http://www.aldridgeshs.qld.edu.au/sose/skills/strategi.doc

K-W-L

What I Know	What I Want to Learn	What I Have Learned

K-W-H-L

What I Know	What I Want to Learn	How can I find out	What I Have Learned

KWL Plus

K-What I Know	W-What I Want to Learn	L-What I Have Learned

Categories of Information I Expect to Use:

1.

2.

3.

4.

5.

- ## K-W-L Social Studies Sample

The Ice Age Migration of Asian People to North America

     The long, cold Ice Age began more than 70,000 years ago and covered about one fourth of the earth. During this incredibly cold, harsh period, gigantic glaciers moved slowly southward from the North Pole and spread across the northern parts of North America, Asia, and Europe. The ocean's water froze to make up these huge glaciers, causing the depth of the ocean to drop and the shallow seas to dry up. The results were a dry-land route from Asia to North American. This land bridge, called Beringia, provided a passageway for the first migrants to reach the Western Hemisphere.

     Archaeologists believe that Asian people crossed over the dry land bridge to North America starting a massive, thousand-year migration that brought the first people to our continent.
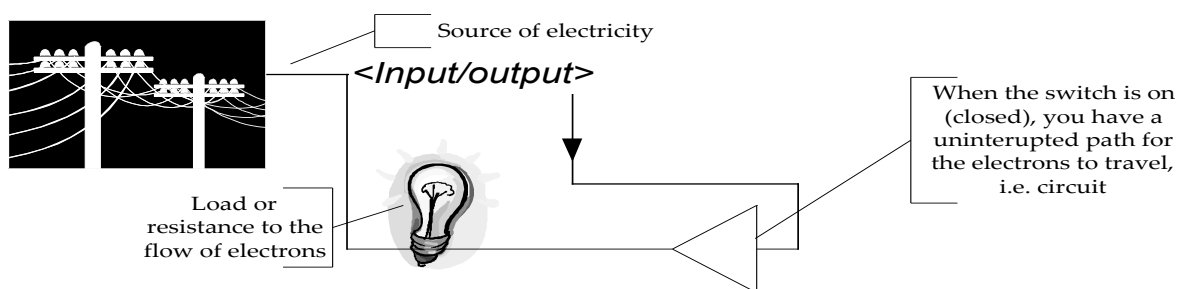
Directions: Pre-think what you already **Know** about the topic and write it in the first column. Decide what you **Want** to know about it and write that in the middle column. When you've finished the assignment, reflect on your original ideas and questions by writing what you've **Learned** in the last column.

What I Know	What I Want to Learn	What I Have Learned

I know that the Ice Ages happened a long time ago.
 	
I know that people living in North America had to come from somewhere—but where?
 	
I know that there was a land bridge—but from where to where?
	I want to know:
	  o How long ago the Ice Age happened
	  o What effect it had on living things
	  o What it did to the environment
	  o What it has to do with people coming to North America
	
	I want to know:
	  o Where the first North American people came from
	  o Why they came
	  o How they came
	
	I want to know more about the land bridge.	

K-W-L for Science Sample

Electric Circuits: The parts of a Circuit

       The necessary parts to make a complete electric circuit include: a source of electrons, a load or resistance, wires, and a switch. The source can be a battery, photocell, power plant's electric generator, or a thermocouple. A load is anything that causes resistance to the flow of electrons—a light bulb, appliance, machine, or motor. Of course, you need an unbroken, complete path of wires to make a circuit. The path of the circuit can be interrupted by a break in the wire or an open switch. Remember that electrons don't flow through an open circuit—just a closed one. When the switch is "on," the circuit is closed, which makes a complete path for the electrons to flow.

Source of electricity

<Input/output>

When the switch is on (closed), you have a uninterupted path for the electrons to travel, i.e. circuit

Load or resistance to the flow of electrons

Directions: Pre-think what you already **Know** about the topic and write it in the first column. Decide what you **Want** to know about it and write that in the middle column. When you've finished the assignment, reflect on your original ideas and questions by writing what you've **Learned** in the last column.

What I Know	What I Want to Learn	What I Have Learned

I know that when you turn on the light switch, the lights come on.
 	
I know that you can use a battery, some copper wire, and a light bulb to make your own circuit.
	I want to know:
	  o What happens when the wire breaks
	  o What it means to have an open switch
	  o Why electrons RUN along the wire
	  o What kinds of power sources there are	

K-W-L for Math Sample

(Sample problem: Probability Simulation using a coin flip)

 Explore the probability that in a family of three children, at least two of them are girls:

The chances that a boy or a girl will be born are equal—just as it is equally likely that the heads or the tails will show when tossing a coin. Try this simulation:

1. Put three coins in a cup and toss them.
2. Count the number of coins that land heads up, which will represent the girls. Count the number of coins that land tails up, which will represent the boys.
3. Record the results in a table like this:
4. Repeat these 3 steps until you have 50 trials

Outcome of Coin Toss		
Trial 1	Tails	Tails	Heads
Trial 2	Heads	Heads	Heads
Trial 3	Heads	Heads	Tails
Trial 4	Tails	Tails	Heads
Trial 5			
Trial 6			
Trial 7			

(Hint: If 27 of the 50 trials have at least 2 girls, then the probability that at least two of the three kids are girls is 27/50.)

Directions: Pre-think what you already **Know** about the topic and write it in the first column. Decide what you **Want** to know about it and write that in the middle column. When you've finished the assignment, reflect on your original ideas and questions by writing what you've **Learned** in the last column.

What I Know	What I Want to Learn	What I Have Learned
I know that the chances of having a girl is 50/50, but there might be variations on the percentage. I know that if I toss a coin enough times, the results should be about equal. I know that probability odds might cause the results to be somewhat higher or lower than 50/50	I want to know what happens when a family has 3 children—how do you know how many girls might be expected. I want to know if the percentages stay about the same or change a lot when I toss the coins 50 times. I curious about what the chances that in a family with 3 children that 2 of them are girls. I wonder what other things might influence the odds	

Q-A-R

Strategy

What is Q-A-R? The Question-Answer-Relationships reading strategy's purpose is to help students analyze comprehension questions in order better understand what they've read. The Question-Answer-Relationships reading strategy helps readers improve their questioning skills, because it helps make reading personally meaningful by analyzing relationships and connecting prior knowledge with textual content.

Why use it — expected outcomes? This strategy allows students to understand their own thinking processes and develop their metacognitive abilities. By using **Q-A-R**, students learn to classify questions and locate answers.

Explicitly teaching questioning/thinking-skill strategies helps develop the students' abilities to make sense of what they read. **Q-A-R** helps students understand different levels of questioning and relationships between questions and answers. This reading strategy enhances the students' abilities to question, evaluate, and answer on a higher level of comprehension.

When to use it? Question-Answer-Relationship is appropriate to use when reading any fiction or non-fiction text. .

Q-A-R helps students read, answer questions, and make a personal connection to what has been learned; therefore, teach this reading skill early and expect students apply it throughout the school year

How to use it? Teach your students the steps of **Q-A-R**.

Right There (Explicit) –Retrieve an answer straight out of the textbook. The answer is "Right There" in the form of a definition or example.

Think and Search (Implicit) –"Search" through the passage and "think" about how the ideas in the passage relate to one another in order to answer this kind of question.

Author and Me – Requires that prior knowledge (me) be combined with information in the passage (author) to answer the question.

On My Own – Question can be answered without reading the text or only requires prior knowledge

Procedures

Select or prepare three selections based on familiar topics. Keep in mind the grade level and reading ability of your students when selecting passages.

Prepare at least one question for each passage from each of the four Q-A-R categories.

Instructional Procedures: Provide explicit modeling and instruction

1. Explain the categories of questions to students as an introduction to the Q-A-R strategy. Use the overhead and/or student handouts to show visual representation of **Q-A-R.** Distinguish between "in the book" and "in your head" questions and answers.

2. Discuss the concept of **Q-A-R** categories, in reference to the first passage. Discuss the questions, answers, categories, and reasons why the categories are appropriate. Model the placement of the questions in the framework of the **Q-A-R** model.

3. You might give the students a selection with questions and answers but no labels. Have them label the **Q-A-R's.**

4. Provide the students with the second passage and set of questions. They answer the questions while working in small groups, place the questions in the **Q-A-R** framework, and justify their selections. Give immediate feedback for accuracy and completeness of explanations.

5. Give students the third passage and have them work in groups to prepare questions representing each **Q-A-R** category. Have the students evaluate their own questions in light of the **Q-A-R** framework. Groups

then exchange questions, answer them, and evaluate the appropriateness of the questions in relation to the **Q-A-R** categories they are supposed to represent.

6. Allow students to practice the **Q-A-R** approach on progressively longer passages while increasing the number of questions asked.

Assessment

How do you know that students are using and understanding the strategy and/or content?

Assessment should be formative as the students are quizzed orally, assigned to provide written responses as they generate their own student-constructed questions to assigned texts, as well as observed in group discussions and oral presentations.

Variations

The **QAR** strategy may also be used with three classifications (Right There, Think and Search, Author and You) instead of four.

Resources

Project LEAD-Title VII Strategies. (1999). *Question-Answer Relationships* [On-line] Retrieved July 18, 2003 from http://www.smuhsd.k12.ca.us/chs/instructionaltoolkit/content_literacy/question_answer.html

Answering Comprehension Questions. Central Junior High [On-line] Retrieved on July 18, 2003 from http://teamtech.jhu.edu/globetech/lsupplements/questionanswerrelationship.htm

Taffy, R. Teaching question and answer relationships, revisited, *Reading Teacher*. [On-Line] Retrieved on July 18, 2003 from http://www.pwcs.edu/curriculum/sol/Q-A-R.htm

White, C. (1998*). Strategy 1: Inquiry* [On-line] Retrieved on July 18, 2003 from http://education.wsu.edu/literacy/98_spring/TU-math_page/strategy_1.html

Question-Answer Relationships

Right There

The words used in the question and the answer can be found "right there" in the text.

Think and Search

"Search" through the passage and "think" about how the ideas in the passage relate to one another in order to answer this kind of question.

Author and Me

Requires prior knowledge be combined with the information in the passage to answer the question.

On My Own

The question can be answered without reading the text or only requires the reader's prior knowledge.

Question Answer Relationship

Question stems for developing Q-A-R- question

Right There	Think and Search

Who is. . .

Where is . . .

What is . . .

When is. . .

How many . . .

When did . . .

Name the . . .

What kind of . . .

Summarize…

What caused…

List…

Contrast…

How did…

Explain…

Find examples…

Compare…

On My Own	Author and Me

Compare/contrast . . .

Explain how you . . .

Cause and effect . . .

What do you think…

Prove…

What if…

Solve…

Evaluate…

Create

Q-A-R Worksheet

RT = Right There   AY = Author and You
PIT = Putting it Together   OYO = On Your Own

Type	Question	Answer

Q-A-R Sample Chart for Social Studies

The Ice Age Migration of Asian People to North America

> The long, cold Ice Age began more than 70,000 years ago and covered about one fourth of the earth. During this incredibly cold, harsh period, gigantic glaciers moved

slowly southward from the North Pole and spread across the northern parts of North America, Asia, and Europe. The ocean's water froze to make up these huge glaciers, causing the depth of the ocean to drop and the shallow seas to dry up. The results were a dry-land route from Asia to North American. This land bridge, called Beringia, provided a passageway for the first migrants to reach the Western Hemisphere.

> Archaeologists believe that Asian people crossed over the dry land bridge to North America starting a massive, thousand-year migration that brought the first people to our continent.

Directions: Look at the questions and think about where you can find the answers to determine the Question-Answer-Relationship category: RT, PIT, AY, or OYO. Put the abbreviation in the first column. Then answer the question in the third column.

RT = Right There   AY = Author and You

PIT = Putting it Together   OYO = On Your Own

Type	Question	Answer
	What was Beringia?	
	What caused the shallow seas to dry up and make a land bridge?	
	What if the land bridge had never developed? Would the people from Asia ever get to the Western Hemisphere?	
	What event(s) caused the land bridge to form?	
	Why do you think that the migration lasted for about one thousand years?	

Q-A-R Sample Chart for Math

Probability Simulation using a coin flip: <u>Explore the probability that in a family of three children, at least two of them are girls</u>.

The chances that a boy or a girl will be born are equal—just as it is equally likely that the heads or the tails will show when tossing a coin. Try this simulation:

1. Put three coins in a cup and toss them.
2. Count the number of coins that land heads up, which will represent the girls. Count the number of coins that land tails up, which will represent the boys.
3. Record the results in a table like this:

	Outcome of Coin Toss		
Trial 1	Tails	Tails	Heads
Trial 2	Heads	Heads	Heads
Trial 3	Heads	Heads	Tails
Trial 4	Tails	Tails	Heads
Trial 5			
Trial 6			
Trial 7			

4. Repeat these 3 steps until you have 50 trials

(Hint: If 27 of the 50 trials have at least 2 girls, then the probability that at least two of the three kids are girls is 27/50.)

<u>Directions:</u> Look at the questions and think about where you can find the answers to determine the Question-Answer-Relationship category: RT, PIT, AY, or OYO. Put the abbreviation in the first column. Then answer the question in the 3rd column.

RT = Right There   AY = Author and You

PIT = Putting it Together   OYO = On Your Own

Type	Question	Answer
	What does a heads up flip of the coin represent in the simulation?	
	Based on the results of your simulation, what is the experimental probability that at least 2 of the three kids are girls?	
	If 27 of the 50 trials have at least 2 girls, what is the probability that at least two of the three kids are girls?	

Italian Volcano Flexes its Muscles

Stromboli is one of the most active volcanoes in Europe.

This volcano has erupted off Italy's Sicilian coast injuring at least six people and bringing chaos to the surrounding area.

A burst of gas from the tiny volcanic island, which is home to the Stromboli volcano, sent a mass of rock into the sea, causing a tidal wave.

Water overturned boats and flooded the village of Ginostra injuring at least six people, one of them seriously.

"I saw the sun obscured by a cloud of lava ashes and a wave which was at least 20 meters high," an eyewitness told the Italian newspaper La Repubblica.

"There were other people on the beach, it was a miracle that the sea did not carry them away."

According to La Repubblica, the tidal wave started by Stromboli reached the northern coast of Sicily.

It displaced two boats being loaded with fuel causing an oil spill into the sea. The spill is said to be under control.

Tourist attraction

Situated on an island of the same name in the Lipari archipelago 60 kilometers (40 miles) northeast of Sicily, the Stromboli volcano is known for its frequent minor eruptions.

The volcano is considered to be one of the most active in Europe. Its flow of lava, which slowly slides down the mountainside into the sea, is a tourist attraction.

Vulcanologists are expected to monitor the Stromboli closely, but some predicted renewed activity a month ago. More eruptions are expected although they are not believed to pose an immediate danger to the island's few hundred inhabitants.

Stromboli's activity followed the eruption of Sicily's Mount Etna two weeks ago when at least 15 people were injured and around 1,000 evacuated.

Practice Q-A-R for Science

(Do after you've had some discussion of volcanic eruptions)

Directions: With your partner, complete the Q-A-R questions after reading and understanding the reading selection:

"Italian Volcano Flexes its Muscles"

1. What is Stromboli?

    Right There _____

    Think and Search_____

    Author and You_____

    On your Own_____

2. What chain of actions/reaction caused the eruption of Stromboli?

    Right There _____

    Think and Search_____

    Author and You_____

    On your Own_____

3. Explain what happens in a volcanic eruption.

    Right There _____

    Think and Search_____

    Author and You_____

    On your Own_____

4. If you were a tourist on Lipari Island when Stromboli erupted, what would you do to protect yourself from the tidal wave?

    Right There _____

    Think and Search_____

    Author and You_____

Text Refresher Walk
Text Review

Strategy

What is a Text Refresher Walk? This strategy is used to review a reading that students have been away from for a while. Students re-connect individually with the text, share their findings with small groups, and then prepare a visual that the groups share with the whole class.

Why use it - expected outcomes? After being away from a text for a period of time—this could be overnight, over a weekend, or over a school vacation—students are more effective at interacting with text if they have an opportunity to re-orient themselves with the material, or even take a new, "fresh" look at the material.

When to use it? After completing a reading, when students have been away from the text for a time.

Procedures

How to use it?

1. **Quiet Time to reflect and "jot".** Give students 5-10 minutes to review the text independently. Ask them to jot down words or phrases that "jump out" at them and be prepared to share their findings. Post-it's might be useful for students. The teacher may want to suggest a finite number (e.g. five) responses.
2. **Form groups.** Have students get into groups of two to five students.
3. **Share.** Have students share their responses with the other members of their group.
4. **Prepare a visual.** Have each group construct a visual to communicate the key concepts they unearthed from the reading.
5. **Present findings.** Have each group present its findings, using the visual they prepared during their group

discussions.

Assessment

How do you know that students are using the Text Refresher Walk effectively?

- The teacher can informally monitor students' understanding of the reading by touring the room while students are sharing their findings in small groups.

- If you wish, you can make the visual aid and sharing exercise a formal assignment with rubric.

Variations

How do you reinforce and extend making connections during the Text Refresher Walk?

- This activity can be used as an after-reading activity in conjunction with the Text-Self, Text-Text, Text-World Connecting activities in this section.

- The Text Refresher Walk can also be used in conjunction with Coding the Text in this section.

- A variation would be to break up the text into sections for longer readings and have each team review just the part of the text assigned.

Resources

Chauvin, R. (2003). Western Washington University

Think-Ink-Pair-Share

Strategy

What is a Think-Ink-Pair-Share? Think-Ink-Pair-Share is a discussion strategy used to get full participation from the entire class without putting any individual on the spot.

Ordinarily, the teacher will pose a question, usually requiring some type of abstract thought. Students think and jot down responses to the question; then they talk about their answer with a partner. As a class, partners share insights from their paired discussions.

Why use it - expected outcomes? Students are often reluctant to share and make contributions in a full-class, large-group setting. These students, however, most often are willing to share and discuss ideas in smaller groups or partnerships. This strategy gives all students an opportunity to share their ideas, with many ideas being shared with the larger group, without the focus being placed on a student reluctant to share in a large group.

When to use it? Think-Ink-Pair-Share can be used as a discussion strategy at the beginning of a unit, or as a means of discussing complex ideas or concepts before reading to activate prior knowledge and provide schema.

Procedures

How to use it?

1) **Pose a question to the class.** The question should require a somewhat abstract thought, and should be relevant to a concept within the text to be assigned.

2) **Have students respond individually.** Let students jot down individually how they would address the problem presented.

3) **Students pair off.** Have students share their writing.

4) **Share with the large class.** Have each pair share their ideas with the large class. Having pairs present their thinking takes the focus off individuals. This can be effective for helping reduce anxiety of students who are fearful of presenting in front of their peers.

Assessment

How do you know that students are using Think-Ink-Pair-Share effectively?

The teacher can informally monitor students' understanding of the reading or problem by touring the room while students are sharing their solutions in pairs.

Variations

Think-Pair-Share is an effective variation. The strategy has the same goals, but it does not require that students write (ink) before they pair. This is an excellent strategy to use during reading when you want students to interact briefly about the text before they continue to read.

Resources

Irvin, Judith. (1998). *Reading and the Middle School Student: Strategies to enhance literacy.* Boston: Allyn and Bacon.

Questioning the Author

Strategy

What is Questioning the Author? This strategy asks students to question to make sense of the **ideas** and the **author's intent** in their text material while they read, rather than assuming that learning facts equates to understanding concepts and ideas. Students build understanding by using the **text**, **queries**, and **discussion**.

Why use it — expected outcomes? Using Questioning the Author

- Encourages students to think more deeply about segments of the text during the reading task

- Allows students to raise questions or challenge what the author is saying if what they are reading does not make sense to them

- Teaches students to actively participate in the reading to **construct meaning** rather than passively extract information

- Places value on the quality and depth of students' interactions with text and their responses to the intended meaning

When to use it? During reading

Procedures

How to use it?

- The teacher determines what (s)he wants students to learn from a text and what might hinder students' understanding.

- As students read the text aloud, the teacher intervenes at selected points and queries students in order to prompt them to consider the information they are reading. These queries create discussion and keep the students focused on meaning.

- When the class has determined the key concepts in the piece of text under discussion, it moves on to the next part of the passage.

Examples of queries :

- What is the author's conclusion about _____?

- Summarize the author's explanation of _____.

- What generalizations is the author trying to make about _____?

- What is the author's evidence that _____ caused _____?

- What arguments does the author make about _____?

Assessment

How do you know that students are using and understanding the strategy and/or content?

Students will be more engaged in their reading. They will be willing to participate in discussion and start to see the author as, in part, responsible for communicating the ideas in the text. Student discussions will focus more on ideas and the author's intent than on facts.

References

Barton, M. L. & D. Jordan. (2001). *Teaching Reading in Science*. Aurora, CO: McREL.

Beck, I. L. & McKeown, M.G. (2002, November). Questioning the author: Making sense of social studies. *Educational Leadership*. Alexandria, VA: ASCD.

Questioning the Author

Use the following chart to determine the questions you will use based on the goal of the dialogue about the selected reading.

If the goal is to…	Then, ask the following…
Initiate a discussion	What is the author trying to say? What is the author's message? What is the author talking about?
Help students focus on the author's message	That is what the author says, but what does it mean?
Help students link information	How does that connect with what the author already told us? What information has the author added here that connects to or fits in with?
Identify difficulties with the way the author has presented information or idea	Does that make sense? Is that said in a clear way? Did the author explain that clearly? Why or why not? What's missing? What do we need to figure out or find out?
Encourage students to refer to the text either because they've misinterpreted a text statement or to help them recognize that they have made an inference	What did the author say to make you think that? Did the author tell us that? Did the author give us the answer to that? (If so, where?)

Beck, I.L. & McKeown, M. G.

Section 7

Connecting Reading and Writing

- o Connecting Reading and Writing
- o Summarizing and Synthesizing: Admit and Exit Cards
- o Response Journaling
    - o Response Journal Rubric
    - o Learning Log
    - o Partner Journal
    - o Daily Journal: Making Text-to-Self Connections
- o Summarizing
    - o Summary Funnel
    - o Fishbone
    - o GIST
    - o Magnet Summary
- o Building Meaning: Cubing
- o Brain Writing
- o Note Taking: General Overview
    - o Double-entry or Two-column
    - o Triple-entry

Connecting Reading and Writing

> A special value of writing is that it provides a permanent record of thoughts.
> (Readance 2000)

Most people would agree that reading and writing are linked. "Research shows that students learn to read and write better when the reading and writing are connected." (Reading Links)

Reading and writing have common goals:

- They help students understand what they already know.

- They help students understand what they know but do not think they know.

- They help students discover new information.

> Each of us writes to understand. Writing is a way of knowing; it lets us know what we know.
> (Santa 1996)

When used together, reading and writing help to foster critical learning (Shanahan 1990). Both reading and writing are processes of constructing meaning; the writer attempts to create a clear text, and the reader tries to understand that text (Vacca & Vacca 1996). The interaction among the reader, writer, and text develops meaning and results in learning (Knopak, Martin, & Martin 1987). When students are asked to read text and respond in writing, the learning is even richer because they must construct, refine, and communicate their own depiction of what they have learned. Connecting reading and writing requires that students synthesize, evaluate, and summarize—all higher order thinking skills necessary for critical understanding of text (McKenna & Robinson 1990).

> If we can explain things to ourselves and others, we can claim knowledge as our own. We cannot write about something we do not understand.
> (Santa 1996)

Additionally, students who read and write in specific content areas learn the vocabulary of that discipline, the technical terms, the way language is generally used, and the way ideas are organized and presented. As a result, students learn to read, write and think like historians, mathematicians, or scientists, which improves comprehension of increasingly sophisticated text and, ultimately, achievement (Squire 1983).

Writing assists learning by helping students explore, clarify, and think deeply about text. Exploration of meaning characterizes first-draft writing. Further writing, rewriting, and revision moves students from exploration to clarification

and revision moves students from exploration to clarification to understanding.

Effective reading writing strategies should:

- promote active thinking, reflection and evaluation;

- encourage engagement in the revision process during reading and writing;

- provide steps during which students use their prior knowledge of the topic under study; and

- foster personal connections with activities that ask students to make choices, take positions, etc.

Teachers frequently assign writing tasks connected with something students have read. These writing activities have as their purpose either **Writing to Learn** or **Writing to Communicate**. Understanding the difference and being clear about your intent before assigning written work will greatly improve the quality of writing your receive and the depth of understanding students achieve.

Writing to Learn helps students process what they read and gain a better understanding of what was read. It also encourages students to connect the content to themselves, their prior knowledge and experiences. Writing to learn is solely for the benefit of the student. The student uses a journal or other written response to reflect upon, process, question, organize and/or summarize what has been read or discussed. Whenever possible, this type of writing should not be graded, and students should be allowed to choose an organizational format that works best for them. To grade it moves the value from an intrinsic to extrinsic value.

Occasionally, teachers will grade **initial** writing to learn activities to assure that students understand the format and requirements and are correctly completing the assignment. The teacher then follows up only with those who don't seem to have an organizational style or format that is working. Grading for content sends the message that there are right and wrong answers. Since writing to learn is a way for students to process what they have encountered, questions, comments and observations written by the teacher, a peer or the writer

Writing to Learn

(after some time away from the piece) are much more effective ways to assess understanding and prompt further growth.

The main goal of **Writing to Communicate** is to connect with the teacher or another audience. This communication may be about what the student has learned, her opinions, questions, or areas of confusion. These activities help students learn to organize, articulate ideas, support ideas with specific details, and /or recognize audience needs and biases.

Writing to communicate is written for a specific audience. The purpose is to share with someone the student's view, thought process, and/or new knowledge. This type of writing may have a required, structured format. The clearer the instructions and expectations, the better the writing will be. Writing should be evaluated for content and pertinent writing skills. Opportunities for students to evaluate or receive meaningful feedback from peers and teacher before revising will improve the quality of the final product.

Reading and writing share similar processes.

It is important to include reading and writing instruction across content areas for several reasons.

- Students need to know how to comprehend, analyze, interpret, synthesize, evaluate, and construct text.

- Rapid progress in content area subjects depends, to a large degree, on the ability of students to read and write independently and intelligently.

- Texts used in various subject areas often contain unfamiliar concepts, new terms, and diverse ways of presenting information.
- Students require instruction and guidance in reading/writing/connecting texts.
- Authentic literacy experiences most easily occur in content area courses
    Heller, 1995; Vacca, 2002; Tompkins, 2001)

Writing to Communicate

Therefore, every teacher is responsible for including reading and writing connections as an integral part of all instruction because every discipline has a need for reading, writing, and making connections.

Connecting reading and writing across the content areas means:

- Having student's use reading and writing as tools for learning in the content areas.

- Sharing the responsibility for teaching and reviewing reading and writing strategies that apply to your specific content area.

- Using content writing across the curriculum as a viable method for literacy development.

- Having students articulate what they know and do not know about any subject, supporting language development, and concept formation.

- Involving all of the language processes – reading, writing, speaking, listening, and viewing (multimedia)—to construct content knowledge.

(Heller, 1995; Vacca, 2002; Tompkins, 2001)

Classrooms where reading and writing are connected share many best practices that develop proficient readers.

- The teacher has knowledge of the reading levels of the students.

- The lessons capitalize on students' cultural backgrounds.

- The teacher has evaluated the text for the presence/ absence of characteristics of a well-organized text.

- A variety of materials are chosen for instructions that match the reading levels of the students.

- Textbook features are explained.

- Class time is spent discussing and practicing how to read the text effectively.

- The teacher presents the specialized vocabulary and

"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history."

Vacca, 2001

concepts in the context of a well-planned lesson.

- Prior knowledge of the concepts is activated before the reading of the text.

- The purpose for reading is discussed/identified before each reading assignment.

- Assignments are stated clearly and concisely.

- The teacher adapts instruction to suit the ability and language levels of the students.

- The teacher asks questions designed to promote thinking at all levels of comprehension (literal, interpretive, evaluative)

- The teacher provides some form of study guide, listening guide, or outline to aid in comprehension.

- The course content requires more than reading a single textbook.

- Students are taught to use appropriate reference materials.

- Small Group instruction is used where appropriate.

(Readance, Bean, & Baldwin, 1998)

Besides the specific approaches to reading-writing connections that follow, many of the strategies in other sections of the materials use writing or are easily adapted to include it.

Resources

Hettinger, D. & J. Hook. (2001). *Reading and Writing in the Content Areas Grades 6-12: Strategies for Building Literacy*. Los Angeles, CA: Canter and Associates.

Readence, J., et.al. (2000). *Prereading Activities for Content Area Reading and Learning*. Newark, DE: International Reading Association.

Santa, C., et.al. (1996). *Creating Independence through Student-owned Strategies*. Dubuque, Iowa: Kendall Hunt Company.

Sejnost, R. & S. Thiese. (2001). *Reading and Writing Across Content Areas*. Arlington Heights, Il: Skylight Professional Development.

Summarizing and Synthesizing
Admit and Exit Cards

Strategy

What are Admit and Exit Cards? Admit and exit cards are brief writings in which students react to what they are reading by responding to prompts.

Why use it—expected outcomes? Admit cards can help clarify content, start or focus discussion, and provide a way for students to ask questions or verify perceptions. Exit cards bring closure to a class session and require students to think critically about the text under consideration. Students may be asked to summarize, synthesize, predict, or evaluate.

When to use it? After reading.

How to use it? Admit cards may be required as students enter class after being assigned reading to be completed for that day's lesson, or they may be written at the beginning of class. Exit cards are written the last few minutes of class and given to the teacher as students leave.

Procedures

Admit cards
- The students read the passage, chapter, or section.
- Students take two or three minutes before or at the beginning of class to write brief comments or responses to a prompt on an index card or half-sheet of paper.
- The teacher collects the admit cards and reads some of them aloud without revealing who wrote them. This can start class discussion and begin clarification or develop deeper understanding of the assigned reading.

Exit cards
- Students take the last five minutes of class to write exit cards regarding the reading and/or discussion of the reading.
- The teacher collects the cards as students exit.
- The teacher can use the information to develop the next day's lesson and may even choose to begin class the following day by reading some of the cards aloud

without revealing who wrote them to start discussion or to clarify understanding.

Assessment

Admit cards themselves are an informal assessment of students' initial understanding of an assigned text; exit cards show what students understand after consideration of the text in the classroom.

Variations

Other ideas for using this strategy:

Admit cards may ask students:

- Now that you have read the assignment, what is on your mind about…?
- What do you like or dislike about…?
- What is confusing to you about…?
- What problems did you have with your text assignment?

Exit cards may ask students to:

- Summarize (Summarize what you read in class today.)
- Synthesize (Put together the information you read with the video we watched today.)
- Predict (What do you think will happen next based on what you read today?)
- Evaluate (What is you opinion about…?)

Resources

Hettinger, D. & J. Hook. (2001). *Reading and Writing in the Content Areas Grades 6-12: Strategies for Building Literacy.* Los Angeles, CA: Canter and Associates.

Response Journal

Strategy

What is Response Journal? A response journal is "a notebook, folder, section of a binder, or electronic file in which students record their personal reactions to, questions about, and reflections on what they read…" (Parsons 2001). Response journals accompany reading and assist students to as they move from exploring main ideas and concepts in a text to clarifying those key learnings.

Why use it—expected outcomes? Students are prompted to interact with the text as they look for connections and meanings that are "between the lines." As they "write to learn," they clarify their understanding. In addition, students may be prompted to become more aware of their own processes when they read so they can more effectively monitor their comprehension.

When to use it? During and after reading.

How to use it? Response journals are usually employed with narrative text and provide a chance for students to explore meaning during and after the first reading or to monitor their metacogitive processes.

Procedures

- The students read the passage, chapter, or section.
- Then, they take two or three minutes after reading to write down their initial thoughts about what they have read or respond to a prompt.
- The journal entry is dated and the title and pages of reading are identified.

Assessment

Assessment practices for response journals vary widely. Generally, the most important consideration is that students participate and that the entries themselves focus on connections and clarification rather than plot summary. Some teachers use rubrics to assess the quality of the responses.

Response journals help monitor student reading development and provide a simple way to track how much and what a

student is reading.

Variations

Other ideas for using this strategy:

Prompts can be used to guide responses and encourage students to explore alternate ways to respond to text besides writing their initial thoughts:

- What interested or excited you the most about what you read?
- What are your feelings or attitudes about what you read?
- What experiences have you had that help you connect to what you read?

Prompts may also be used to help students think about their reading processes:

- I got confused when…
- I was distracted by…
- I started to think about…
- I got stuck when…
- The time went quickly because…
- A word/some words I didn't know were…
- I stopped because…
- I lost track of everything except…
- I figured out that…
- I first thought…but then I realized…

Resources

Hettinger, D. & J. Hook. (2001). *Reading and Writing in the Content Areas Grades 6-12: Strategies for Building Literacy*. Los Angeles, CA: Canter and Associates.

Schoenbach, R., et.al. (1999). *Reading for Understanding*. San Francisco, CA: Jossey-Bass, Inc.

Response Journal Rubric

Criteria	1	2	3	4	5
Brief retell or **summary** of what was read	Summary is too short or too long, weak in content and difficult to follow.	Summary is adequate in length; content is weak or difficult to follow.	Summary is reasonable in length; content may lack descriptive words and detail	Summary is clear; content is solid and easy to understand.	Summary is very clear and precise, informative, and strong in content.
Personal reactions to characters, plot, and text	Gave a reaction, but no explanation; used simple words.	Some reactions, but the explanation was weak; some words too simplistic.	Reactions present, but didn't expand on reasons or give examples; word choice is average.	Explained reactions supported by examples; word choice is adequate.	Explained reactions in great detail, using clear explanations and examples from the text.
Made **connections** with the characters, plot, or author	Made a connection, but no explanation was given; connection is irrelevant.	Made some connections, but the content was weak; some connections irrelevant.	Made some relevant connections, but support may be lacking in detail.	Connections are relevant and explored.	Connections are relevant and are explained in great detail.
Thoughts on author's **style** or **voice** in the writing	Made a reference to the author's writing but explanation is weak.	Made some references to the author's writing; explanations may be lacking in support.	Expressed opinions on the style or voice of the author's writing; support may be general.	The author's writing is discussed; supported with adequate detail and explanation.	The author's writing is discussed in great detail and supported through explanation.
Made some **predictions** of what is to come	Made an unrealistic prediction; no explanation given.	Made some predictions, but they were poorly supported.	Made some predictions that were realistic and support is attempted.	Made realistic, relevant predictions with adequate support and explanation.	Made relevant, realistic predictions which are supported and explained thoroughly.
Personal reflections about reading	Attempted to reflect, but didn't discuss in detail.	Attempted to reflect, but explanation was weak in content.	Some reflections made; support is attempted.	Reflections are explained and supported.	Reflections are thoroughly explained and supported.

Regina Public Schools and Saskatchewan Learning. (2003). http://wbird.sk.ca/~bestpractice/response/assessment/html/

Learning Log

Strategy

What is Learning Log? A learning log is an adaptation of the response journal, which is "a notebook, folder, section of a binder, or electronic file in which students record their personal reactions to, questions about, and reflections on what they read…" (Parsons 2001). It is similar to a response journal in that students use them to collect their thoughts and react to text to make sense of it. The main difference is that learning logs are intended to be shared with teachers so teachers can review what their students are learning and address concerns they may have. The focus of a learning log is on content covered in class rather than personal feelings. If students reflect on how they feel, it is always in relation to what they are studying.

Why use it—expected outcomes? Students are prompted to interact with the text as they clarify meanings and come to a deeper understanding of concepts and key learning.
When to use it? During and after reading.

How to use it? Learning logs are usually employed with expository text and provide a chance for students to explore and clarify meaning or reflect on learning processes. Besides responding to prompts, students may record brainstorming ideas from discussions, predictions, or comprehension strategies like **K-W-L** in Section 6. They can also create **concept** or **semantic maps (**See Section 5) or keep track of vocabulary and discipline-related terms. A learning log may be assigned at any time during class depending on the purpose of the assignment. For example, a log may be assigned in the middle of a reading assignment to prompt students to explain whether their initial predictions about the passage were correct.

Procedures

- Explain the guidelines and the purpose of the learning log. The purpose may vary depending upon the content area.
- Provide content-specific or procedural prompts and

give students three to five minutes to consider their response.
- Provide five minutes for students to write their responses with the intent that they will be using the information in some way.
- Provide time for students to share their logs with partners, small groups, or the entire class. Learning logs may form the basis for class discussion of the topic.
- Periodically, have students reread their entries and reflect on how their ideas or understanding may have changed.
- Have students use their learning logs as study guides for exams, for research projects, or for writing assignments.

Assessment

Assessment practices for learning logs vary widely. Generally, the most important consideration is that students participate and that the entries themselves focus on clarification, deep understanding, or learning processes. Some teachers use rubrics to assess the quality of the responses.

Response journals help monitor student reading and content knowledge development and provide a simple way to discover students who may potentially have problems learning the material or reading the text. This allows the teacher to intervene before it becomes a serious concern.

Variations

Other ideas for using this strategy:

Prompts guide responses and provide ways for students to reflect not only on what they are learning, but also how they are learning it:
- Which "fix up" strategies did you use most often when you read this material? Explain how it helped your comprehension.
- What strategies did you use to make sense of the facts in this selection?
- What generalizations or conclusions can you make about the topic as a result of having read this material?
- What questions do you have?

- What did you learn from the classroom demonstration that helped you understand what you read?
- Summarize the text material we read in class today. Explain how it relates to or reminds you of information or skills you have learned elsewhere.
- Consider how your opinions have changed as a result of what we have studied during this unit. How have class discussion, reading, or class activities influenced the way you think abut the topic or unit?
- Write about the upcoming test. List the questions you think may be asked, and develop answers for each.
- Write about an idea or concept in the text that confuses you. What is it you find particularly hard to understand? What could you do to gain a better understanding?

Resources

Billmeyer, R. & M. L. Barton. (1998). *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO: McREL.

Hettinger, D. & J. Hook. (2001). *Reading and Writing in the Content Areas Grades 6-12: Strategies for Building Literacy.* Los Angeles, CA: Canter and Associates.

Riordan-Karlsson, M. (1999). *Teaching Reading Across the Curriculum.* Westminster, CA: Teacher Created Materials, Inc.

Partner Journal

Strategy

What is Partner Journal? A partner journal is another form of the response journal, "a notebook, folder, section of a binder, or electronic file in which students record their personal reactions to, questions about, and reflections on what they read…" (Parsons 2001). The partner journal requires students to respond to a text selection and share the response with a partner, who responds in writing.

Why use it—expected outcomes? Reading is a social process. The partner journal gives students the opportunity to "talk" with another student about perceptions, connections, and understandings about a text. Both the initial response and the answering response give the students a way to explain their thinking and a reason to reread to verify and clarify their interpretations and ideas. The strategy encourages students to support their thinking with evidence from text, and since students have an immediate audience, it is very motivational.

When to use it? During and after reading.

How to use it? Partner journals may be employed with both narrative and expository text and provide a chance for students to explore meaning during and after the first reading. This journal may be used not only for reading reactions, but also to raise questions, create dialogues about concepts, or provide tips on doing problems (math).

Procedures

- The students read the passage, chapter, or section.
- Partners are assigned.
- The teacher models responding to a partner.
- Students divide a sheet of paper into two columns and respond in their journals in the left-hand column. They may respond to a prompt or an idea in the text.
- Students trade journals and respond to their partner in the right-hand column.

- The journal is retuned and students have the option of spending a few minutes with their partner giving additional feedback.

Assessment

Assessment practices for partner journals vary widely. Generally, the most important consideration is that students participate and that the entries themselves focus on connections and clarification rather than summary, unless a summary is requested. Some teachers use rubrics to assess the quality of the responses.

Partner journals help monitor student reading development and provide a simple way to track how much and what a student is learning.

Variations

Other ideas for using this strategy:

- Partners may change frequently or remain together for a unit.
- Use three columns instead on two with the third column reserved for the originator to record reactions to the partner response or to clarify/rethink an original position or idea.
- Instead of pairs, use groups of three students.
- In foreign language classes, students may create a dialogue with their partner as they practice new vocabulary and language structures.

Resources

Stephens, E. C. & J.E. Brown. (2000). *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas*. Norwood, MA: Christopher-Gordon Publishers.

Daily Journal: Making Text-to-Self Connections

Strategy

What is Making Text-to-Self Connections? This is where the student identifies sections from the text that they made a personal connection with. (See **Making Text Connections**, Section 6, p. 22, for a companion strategy.)

Why use it —expected outcomes? By writing down a specific sentence or two from the text and the personal connection made, the student will be aware that this is a powerful tool to internalize when reading.

When to use it? At first encourage oral discussion of what it read. Then encourage daily writing where students may write freely about their reading to help them become more cognizant about how they are making connections to what they are reading. Use the "Daily Journal" sheet provided in this section.

Procedures

How to use it?

1. Model by reading a passage aloud. Think aloud by repeating a sentence or two from the text. Tell the person the connection you made with the text. "This reminds me of… Copy the text quote onto a transparency of the Daily Journal sheet on the following page. Write down the personal connection made between the quotation and your own life.

2. Have students practice using this text-to-self strategy by stopping when they are ready in pairs to tell their partner about a connection made.

3. Have students do this independently when reading silently. Ask them to stop when they realize they are making a connection. Write down the quote and what they are reminded of.

Daily Journal

In the space below, copy a sentence or two from the text and then write down the connections you made between the quotation and your own life. Be as specific as possible.

1. Text Quote: _____

_____

_____

_____

This reminds me of _____

_____

_____

_____

2. Text Quote: _____

_____

_____

This reminds me of _____

_____

_____

_____

Summarizing

Strategy

What is Summarizing? Students identify the central or key ideas in text, put them into their own words, and organize them into a condensed version of the piece.

Why use it — expected outcomes? Students will:

- Remember key ideas from what was read
- Write better summaries
- Become more aware of text structures and other text clues

When to use it?

- Text has a lot of extraneous detail
- Text is unorganized
- To check for student understanding of content
- To prepare for a jigsaw activity
- Students are collecting information for research assignments

Procedures

How to use it? When teaching students to summarize, it is helpful to model it first and practice as a group. This can be done quickly with short (1-3 paragraphs) articles or textbook entries.

Summary Funnel

1. Preview the text to determine what type of text it is. The type of text will determine what components you will watch for while you read. Specific text types are addressed following these directions.

2. Take notes while you read.

3. When finished reading notes, decide what is most important.

4. Using the Summary Funnel, place key ideas from your notes in the small circles. Be sure to use your own words and leave out unimportant detail. Only write ONE big idea or concept per circle.

5. Combine key concepts into a short summary and write it in the big circle at the bottom of the funnel.

Reminder – Summaries are written in a neutral voice. It should not have a judgmental tone or words.

Narrative Text key components to watch for when taking notes:
- Setting or mood
- Main characters
- Major problem or conflict
- Actions taken which are related to the conflict
- Conflict Resolution (may or may not be pleasantly resolved)

Expository Text some possible key components or text features to watch for when taking notes are:
- Headings
- Main idea/topic sentences (not always specifically stated)
- Charts, diagrams, key statistics
- Bold type, indicating key words or concepts
- Repeated information is usually important
- Summary paragraphs

Fishbone Graphic Organizer

1. Students ask themselves
   - Who (person or group) was involved?
   - What did this person or group do?
   - When was it done?
   - Where was it done?
   - How was it done?
   - Why did it happen?

2. Write answers on the appropriate lines of the fishbone. Be sure to use your own words.

3. Combine the answers into a summary paragraph.

Writing a polished summary

1. Give the author's complete name and the title of the work in the first sentence or two.

2. After the above introduction, use only the author's last name. For example: *Baerwald uses metaphors to explain the connections between reading and writing.*

3. Use present tense verbs.

4. Use your own words. If you need to clarify by using information from the text, quote it directly.

5. Use standard quoting guidelines.

Assessment

How do you know that students are using and understanding the strategy and/or content?

- Summaries include all key components and no unnecessary detail.

- Summaries are in student words not borrowed terms from the text.

- Summaries show that student was aware of text type (narrative or expository) and addressed unique components of the type.

- Students followed guidelines for a polished summary, if turning in as an assignment.

Variations

Other ideas for using this strategy:

- Write notes into the funnel circles, as you read. When finished, put an X through any that are not important ideas or key concepts. Write the summary using those that are not crossed out.

- Fishbone labels may be removed. This allows it to be used with a different set of questions created by the teacher to match the text.

Resources

Reading Links (2002)
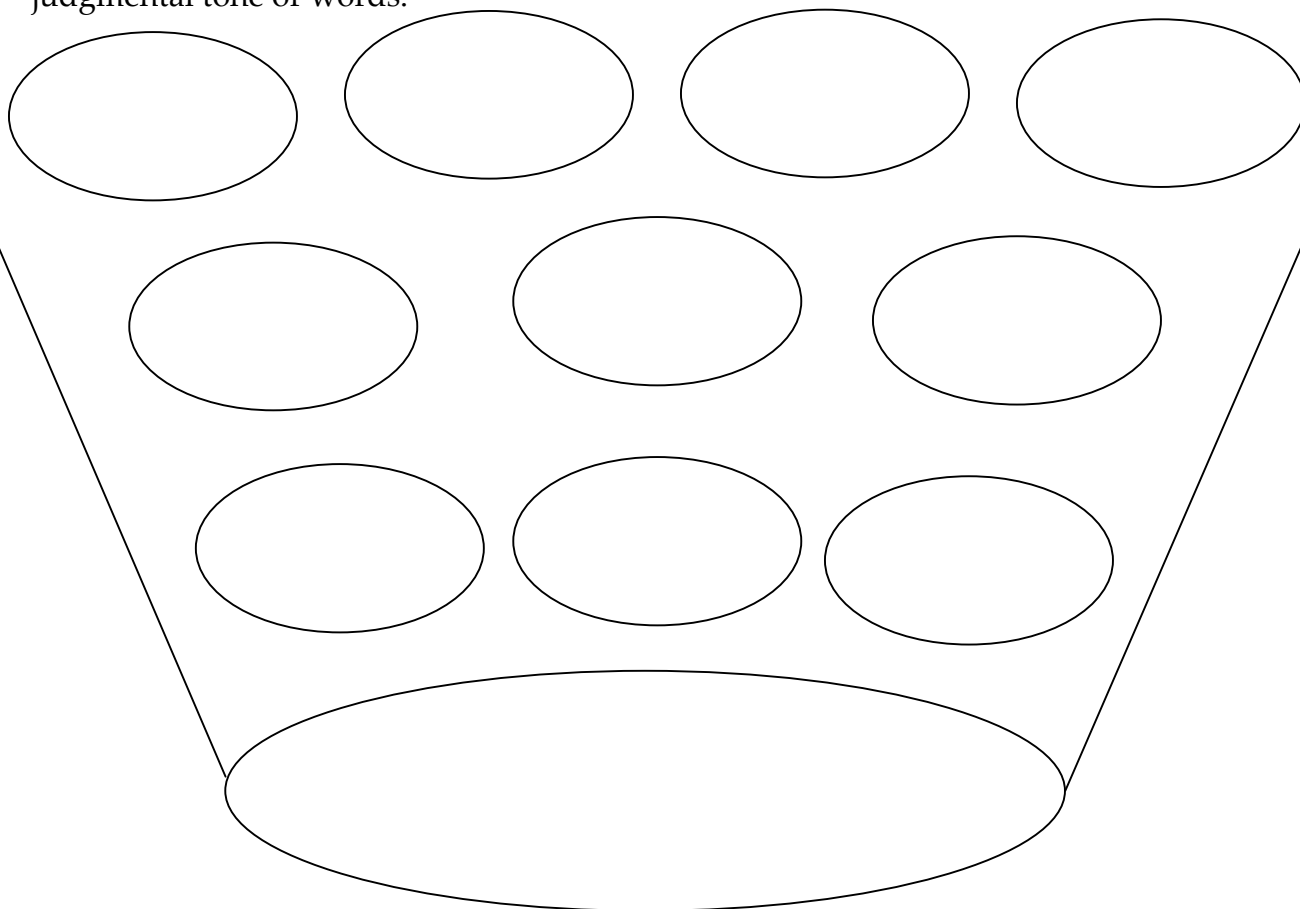Tierney, Readance, and Dishner, (1990)
Washington State Office of Superintendent of Public Instruction –
    Commission on Student Learning. (2001).

Summary Funnel

Directions: Place key ideas from your notes in the small circles. Be sure to use your own words and leave out unimportant detail. Only write ONE big idea or key concept per circle.

Combine key concepts into a topic sentence and write it in the big circle at the bottom of the funnel. Then use the lines below to write your short summary

Reminder – Summaries are written in a neutral voice. It should not have a judgmental tone or words.

Fishbone

Where?

Who?

How?

(Did) What?

Why?

When?
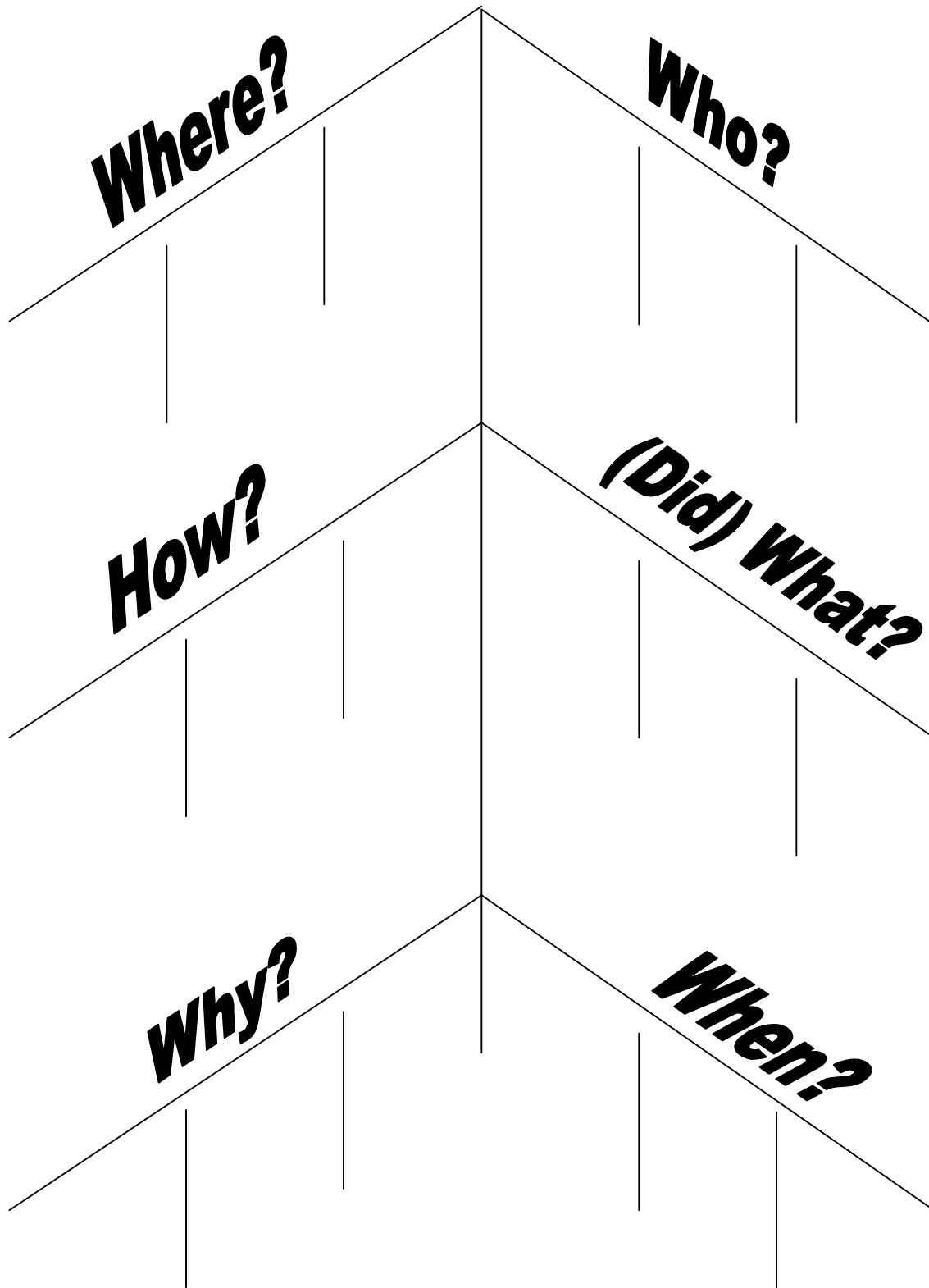
GIST

Strategy

What is GIST? Summaries are brief statements that contain the main ideas from longer passages. Although it does not sound difficult, writing a summary is not a simple task. Not only must students must decide which details are important enough to include and which ones should be eliminated, they must also organize the material into a readable, coherent piece of writing. The **GIST**, "Generating Interactions between Schemata and Text," (Cunningham 1982) is a strategy that helps students accomplish this task.

Why use it—expected outcomes? GIST improves both comprehension and summary writing skills by sharpening students' abilities to analyze and synthesize content area readings. In order to effectively summarize text, student must use analysis and synthesis. Additionally, students learn to eliminate trivial information, determine main ideas, and use their own words to make generalizations when they restrict the length of their summaries. These three strategies have been identified as critical to good comprehension and retention of key ideas (Kintch & Van Dijk 1978).

When to use it? After reading.

How to use it?   Students may do this individually or in small groups. The success of this strategy depends on teacher modeling to steer students through the procedure and sufficient guided practice before students can be released to independently use the strategy.

Procedures

- From your text, choose a three to five paragraph passage that contains an important concept. Reproduce it on an overhead transparency.
- Show the students the first paragraph of the passage. Have them read it silently and then write a twenty

words or fewer summary of the passage, encouraging them to use as many of their own words as possible.
- Develop a class summary using the individual summaries the students wrote as a basis of discussion.
- Show the next paragraph and again have students write a summary of twenty words or fewer, which encompasses **both** paragraph one **and** paragraph two.
- Continue this process until a GIST statement of no more than forty to fifty words has been developed for the entire passage.
- After sufficient guided practice, students will be able to generate GIST statements independently.

Assessment

The GIST statements should accurately sum up the main ideas and critical supporting ideas for the passage in a smooth, coherent summary.

Variations

Other ideas for using this strategy:
- After introducing this strategy, ask students to work in small groups or pairs to develop their GIST statements.
- After individual students, student pairs, or small groups have written their statements, read several aloud and discuss the similarities and differences.

Resources

Sejnost, R. & S. Thiese. (2001). *Reading and Writing Across Content Areas.* Arlington Heights, Il: Skylight Professional Development.

Traits of the Effective Reader. (2001). Portland, OR: Northwest Regional Educational Laboratory.

Magnet Summary

Strategy

What is Magnet Summary? Summaries are brief statements that contain the main ideas from longer passages. Although it does not sound difficult, writing a summary is not a simple task. Not only must students must decide which details are important enough to include and which ones should be eliminated, they must also organize the material into a readable, coherent piece of writing. The Magnet Summary (Buehl 1995) is a strategy that helps students accomplish this task.

Why use it—expected outcomes? The Magnet Summary encourages summarizing and improves writing skills at the same time. Students practice putting main ideas into their own words and, more importantly, the strategy provides a logical and simple procedure to help students determine pertinent and irrelevant details while they synthesize information.

When to use it? After reading.

How to use it? Students first identify keywords from the passage they have read. Keywords are words that relate directly to the concept being taught. The keywords are then used to develop a summary of the reading. Students may do this individually or in small groups. The success of this strategy depends on teacher modeling to steer students through the procedure and sufficient guided practice before students can be released to independently use the strategy.

Procedures

- After reading a passage, help students determine some keywords from the passage.
- Explain to students that the keywords are like magnets since they attract information that is important to the topic.
- Distribute 3 x 5 index cards to students and ask them to record each key word on an index card.
- Next, ask students to recall details from the passage

that are connected to the keywords. The details relevant to each magnet word should be recorded on the appropriate index card.

- After students have recorded the magnet words and supporting details on cards, show them how to develop the information into a short summary. Have students attempt to develop a one-sentence summary whenever possible.
- Once each card has been summarized, ask students to arrange their sentences (cards) in logical order to develop a coherent summary.
- Students then write a summary from the keywords cards, editing sentences so the summaries will flow smoothly.

Assessment

The Magnet Summaries should accurately sum up the main ideas and critical supporting ideas for the passage in a smooth, coherent summary.

Variations

Other ideas for using this strategy:

- After introducing this strategy, ask students to work in small groups or pairs to determine keywords, relevant and important details, and write the summaries.
- After individual students, student pairs, or small groups have written their summaries, read several aloud and discuss the similarities and differences.
- After students have finished reading a chapter, assign a different section of it to small groups of students. Each group prepares a magnet summary of the assigned portion of text and shares their summary with the rest of the class.

Resources

Sejnost, R. & S. Thiese. (2001). *Reading and Writing Across Content Areas*. Arlington Heights, Il: Skylight Professional Development.

Wood, K.D. & J. M. Harmon. (2001). *Strategies for Integrating Reading and Writing in Middle and High School Classrooms*. Westerville, OH: National Middle school Associations.

Magnet Summary: Social Studies

Directions: Select a keyword from the passage. Write the keyword (Magnet Word) in the middle of the card and record pertinent details at the top and bottom of the card. Finally write a summary sentence in the space provided.

Sample Magnet Summary for Social Studies

changing lifestyles	_popular sports_	_motion pictures_
	Keywords	

Roaring Twenties
Magnet Word

People spending money	_more consumer goods_
	Keywords

Summary Statement:
During the Roaring Twenties, Americans were enjoying new lifestyles that included spending money on pleasures, such as sports and motion pictures, and on readily available consumer goods.

_1929_	_stock market crash_	_Great Depression_	_no work_
	Keywords		
widespread hunger			

Hard Times
Magnet Word

failed businesses	_closed banks_	_fortunes lost_
	Keywords	

Summary Statement:
In 1929 hard times began when the stock market crashed, causing banks to close, businesses to fail, families to lose their fortunes, and, ultimately, widespread hunger and unemployment.

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│  1932      Franklin Roosevelt        relief      Social Security Act │
│                               Keywords                            │
│            widespread hunger                                      │
│                                                                   │
│                                                                   │
│                            New Deal                               │
│                          Magnet Word                              │
│                                                                   │
│                                                                   │
│       help from government   recovery    reform    WPA     TVA    │
│                               Keywords                            │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

Summary Statement:

In 1932, President Roosevelt designed a government program, called the New Deal, to provide relief, recovery, and reform to help the American people get on their feet.

Summary Paragraph

- *During the Roaring Twenties, Americans were enjoying new lifestyles that included spending money on pleasure, such a sports and motion pictures, and on readily available consumer good. Unfortunately, hard times began in 1929 when the stock market crashed, causing banks to close, businesses to fail, and families to lose their fortunes, and ultimately, widespread hunger and unemployment. To solve this problem, President Roosevelt designed a government program in 1932, called the New Deal, to provide relief, recovery, and reform to help Americans get back on their feet.*

Magnet Summary Worksheet

Directions: Select a keyword from the passage. Write the keyword (Magnet Word) in the middle of the card and record pertinent details at the top and bottom of the card. Finally write a summary sentence in the space provided.

_____ _____ _____ _____ _____
Keywords

_____
Magnet Word

_____ _____ _____ _____ _____
Keywords

Summary Statement:

Building Meaning: Cubing

Strategy

What is Cubing? Cubing (Cowen & Cowen 1980) is a strategy that gives students the chance to build meaning about a topic or concept from six perspectives. Students write on the sides of a cube (or a flat representation of a cube); each side represents a different way to think about the material.

Why use it—expected outcomes? Cubing encourages students to use different thinking processes as they build meaning about a specific topic or concept. This strategy helps students to think about, reflect on, and apply the information they have gained from their reading as they use their writing skills to demonstrate their knowledge. Even the most reluctant reader will be engaged and motivated to comprehend the text.

When to use it? After reading.

How to use it? Students are asked to visualize a six-sided cube; on each side of the cube is a different way to think about the concept or topic in the text reading:

- Describe it – What is it like?
- Compare it – What is it similar to or different from?
- Association – What does it make you think of?
- Analysis – How is it made or what is it composed of?
- Application – What can you do with it? How is it used?
- Argumentation – Take a stand, arguing for or against it.

Procedures

- Model cubing with the class.
- After reading a passage, introduce the concept or topic under consideration.
- Give students three to five minutes to write on each of the six sides of the cube.
- Have students share their cubes with a partner or small group.
- Use the completed cubes as the basis for discussion or a

longer writing task, focusing on any one of the six perspectives.

Assessment

The cubes should reflect knowledge from the text as presented from the different perspectives.

Variations

Other ideas for using this strategy:

- Students may work in small groups with each member writing about a different side of the cube and then combining their responses in the finished product.
- Students may actually create three-dimensional cubes and hang them from the classroom ceiling during a unit of study or as a culminating demonstration of their knowledge.
- Adapt the designations on each of the sides to make them appropriate to a specific content area, e.g., literary terms as they apply to a particular novel.

Resources

Stephens, E. C. & J.E. Brown. (2000). *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas.* Norwood, MA: Christopher-Gordon Publishers.

Sejnost, R. & S. Thiese. (2001). *Reading and Writing Across Content Areas.* Arlington Heights, Il: Skylight Professional Development.

Cubing

Directions: Write for three to five minutes on each side of the cube.

Describe it

Compare it

Associate it

Apply it

Analyze it

Argue for or against it

Brain Writing

Strategy

What is Brain Writing? Brain writing (Brown, Phillips, & Stephens 1993) helps students actively engage with the text they are reading by having them write ideas based on the material. Small teams of students add to the ideas of others in the group, which helps them to clarify and build meanings they are building from their reading.

Why use it—expected outcomes? This strategy not only assists students with clarification, but also promotes metacognitive thinking because students must reread to check and verify text information.

When to use it? After reading.

How to use it? This strategy is used to deepen the students' understanding of major concepts and ideas from their reading. As the students build upon each other's understanding, difficult ideas are made more accessible.

Procedures

- After students have read the assigned material, the teacher identifies the topic for student writing.
- Small groups of three to five students are identified.
- From what they remember about the topic from their reading, students individually write several ideas for about five minutes.
- At the end of five minutes, students put their papers in the middle of the group, and each member takes another person's paper, reads it, and adds to it.
- They repeat the process until all have read and added to all of the papers.
- Students may ask each other questions about what they have written, and they may also go back to the original text to check and verify information during the process.
- From the papers, each group prepares a master list to share with the rest of the class.
- The master list may be modified as the class and

teacher determine what is suitable to include or
eliminate

Assessment

The Brain Writes should accurately depict the concept, clarify
it, and be supportable with evidence from the text.

Variations

Other ideas for using this strategy:
- This process can also be done with a partner instead of
  a small group.
- Students may develop short writing assignments from
  one or more of the ideas.
- Students may select five to seven related ideas and use
  them as a basis for an essay or major project.

Resources

Stephens, E. C. & J.E. Brown. (2000). *A Handbook of Content Literacy
Strategies: 75 practical reading and writing ideas*. Norwood, MA:
Christopher-Gordon Publishers.

Note Taking: General Overview

What is General Overview/Note Taking? Students choose and use a specific structure to take notes while reading. This helps them record, organize, summarize and/or respond to what they read. Students use notes to participate in discussions, prepare presentations and study. Note taking is typically for personal use. (See **Structured Note Taking**, Section 4, p.16.)

Why use it—expected outcomes? Note taking is generally used to identify and separate key points from supporting details. Various outcomes may result from note taking. The desired outcome and the type of text determine what note taking format to use.

Note taking may be used to:

- Condense and organize information
- Read text more deeply
- Find answers to specific questions
- Make connections between previous knowledge and new information
- Make and record connections between text and self
- Record information for later use (studying for tests, etc.)
- See connections between points within a text
- Understand an author's viewpoint

When to use them? During independent reading and study of textbook, articles, and other texts.

The various note taking formats lend themselves to different situations and goals. Situations include when:

- Comparing a text to something else (move, text, play, etc.)
- Information is disorganized
- Making connections between text and reader will help reader understand the information at a deeper level

- There is a lot of extraneous detail

Procedures

How to use it?

Generally, it is best to let students choose formats that fit their preferred organizational styles. However, students should have an understanding of various styles and purposes for styles before selecting a format.

Students may already be familiar with several styles. Ask which they know and what they know about the purpose of each. You might also demonstrate various styles or variations on a style and ask students to use them with small assignments to practice.

There will be times when certain format styles will lend themselves better to the desired goal. If possible, offer students options within the format so they may learn to make appropriate choices for themselves. Variations may be as simple as using rows instead of columns.

Helping students understand the choices and benefits of various choices makes this a skill students will use independently, too.

To help students with the choices, clearly state the goal for the reading activity. Students will need to know if their task is to identify key points, collect as much detail as possible for key points, relate ideas to previous knowledge or search for answers to specific questions, etc.

Assessment

How do you know that students are using and understanding the strategy and/or content?

Students will be able to explain:
- Why they chose the formats they did.
- How the format helps with the current task or project.
- The significance of specific notes they have written.

Students will independently choose and use note-taking formats to support their study needs and style.

Criteria for effective notes:

- Concise excess words (an, the, etc.) are cut; abbreviations are used
- Only important ideas are noted
- Individual codes are used – abbreviations, initials, stars, etc.
- Notes are primarily in the student's own words
- Note taker can "translate" own notes
- Clear organizational system
- Note taker can explain the organizational system and how the system fits her learning style and needs
- New content vocabulary used in notes is defined
- OPTIONAL depending upon assignment – sources noted, key points highlighted

Variations

Other ideas for using this strategy:

- Students pretend to be the instructor and write possible test questions for each section they read. This is done in place of summarizing.
- Students use sticky notes to write questions, key points, etc. as they read. Notes are attached directly to the spot in the text where the information was found.
- Students compare notes to look for patterns, similarities and differences. This helps less skilled readers see how others organize and what others view as key points. All students benefit from seeing other's point of view and are able to fill in information they may have missed.
- Use black line masters, which follow, instead of having students create their own forms. This is especially useful when first teaching a specific format or what you want students to have your written directions in front of them as they take notes. However, forms like this are less flexible and user-friendly than those students draw themselves.

Resources

Harvey, S. *Nonfiction matters: Reading, writing, and research in grades 3-8*

Note taking: Double-entry or Two-column

Strategy

What is Double-entry or Two-column Note taking?

Students use a structure to take notes while reading in order to record personal responses to what is read and the part of the text that sparked the response. Students may use these notes to participate in discussions, prepare presentations and study. Note taking is typically for personal use.

Why use it—expected outcomes?

- Encourages students to discuss what they read
- Highlights differing opinions and interpretations of a text
- Prepares for a group or class discussion
- Records parts of the text that sparked a personal response
- Monitors change in student thinking due to classroom and reading experiences
- Fosters questioning

When to use it?

During reading

Procedures

How to use it?

1. Create a journal page with two columns. Label one column "Text" and the other "Response".

   If students make their own forms, the forms are usually more flexible and adjustable to individual student styles, needs and preferences. However, several black-line master variations are included. These may be used as models or copied for student use.

2. As students read, they record ideas, information and quotes from the text in the text column. Include page number and use quotation marks for any text taken directly from the page.

3. In the response column, students write personal responses to whatever they note from the text.

Assessment

How do you know that students are using and understanding the strategy and/or content?

Note taking is typically for personal use and not graded for content. However, there are some criteria for effective note taking in the "Note taking – General Overview" description.

Variations

Other ideas for using this strategy:

Before reading:
Have students brainstorm what they expect to find in the text and questions they want answered. (See **KWL** strategy). Write questions in one column and answers from text in the other.

Students skim text and use **text structures** to identify key points and create an organizational structure for notes. Use headings from the text for divisions in the left column. Under each heading write main points for that section. In the right column, write responses.

Students use textbook **questions** as the organizational structure for note taking. Look at the questions first. Before reading, write each question in the left hand column, leaving plenty of space between each. Write answers and note page numbers of answers in the right column.

During reading:
Have students use index cards. Record one response on one side of card and text that sparked the response on the other. Collect and share anonymously with class. Discuss. May also do in small groups.

Other:
Instead of labeling columns "text" and "response" try:

Facts	Supporting details
Opinion	Proof
Facts	Questions
Writing convention	Purpose
Familiar concept	New concept
Direct Quote	Personal response
What's interesting	What's important
Note Taking	Note Making
Big questions	Small questions

Resources

Harvey, S. *Non-fiction matters: Reading, writing, and research in grades 3-8*

Double-entry Journal

Name   Date   Class/period

Use this column to record ideas, quotes, and information. Number each item. We've done the first one for you. Be sure to included page numbers so you can find the information again.	Use this side to write what you remembered, wondered, questioned, saw, etc. when reading the quote, etc. recorded on the left.
1.	1.

Chauvin 2003 modified

Double-Entry Journal – Author response

Name   Date   Class/period

Use this column to record ideas, quotes, and information. Number each item. We've done the first one for you. Be sure to included page numbers so you can find the information again. 1.	Use this side to write what you think is the author's message and your reaction to it. 1.

Chauvin 2003 modified

Triple-Entry Journal

Name   Date   Class/period

TEXT	RESPONSE	COMMUNICATION
Use this column to record ideas, quotes, and information from what you read. Be sure to note page numbers so you can find the information later.	Use this column to note what you remembered, wondered, questioned, saw, etc. when reading the quote, etc. recorded on the left.	Use this column to communicate with someone else regarding what you read. This person may be a classmate, parent or teacher. We will discuss this more in class.

Section 8

Graphic Organizers

- Anticipation/Reaction Guide
- Character Analysis Pyramid
- Create a Time Line
- Knowledge Rating Chart
- Word Sort Template
- New Word
- Word Map
- Frayer Model
- Concept Definition Map
- Semantic Feature Analysis Chart
- Making Connections Template
- Retrieval Chart
- Fishbone
- It's All in the Title
- K-W-L
- K-W-H-L
- K-W-L +
- Persuasion Map
- Prediction Tree
- Problem/Solution

- Sequence Chart
- Chronological Sequence
- SQ3R
- Story Map
- Theme(s) Comparison
- Triple Venn Diagram
- Venn Diagram
- Word Investigation

Strategy

Graphic Organizers

What is a Graphic Organizer? Students use graphic organizers to graphically represent ideas and relations in narrative or expository text. Graphic organizers help students make concrete, visual connections using words, phrases, diagrams, pictures, and arrows.

Why use them — expected outcomes? Graphic organizers help students understand how ideas and concepts are connected or interrelated using visual representation.

Graphic organizers help students:
- Focus on text structure
- Visually represent connection in text
- Organize writing
- Remember what is being read

When to use them? Before, during, and after instruction and/or reading.

How to use them?

- **Before instruction:**
  Use graphic organizers to organize prior knowledge and provide a conceptual framework for learning new material.

- **During instruction:**
  Graphic organizers can be used to take notes.

- **After instruction:**
  Graphic organizers can be used to summarize, reconstruct, and synthesize reading.

Design group work to promote student interaction and conversation. Use the graphic organizer to encourage students to talk about concepts being studied, and to test and challenge others students' ideas.

Procedures

Instruction:

1. Teacher provides **explicit instructions** on what graphic organizers are and that graphic organizers are a work in progress. Special attention should be placed on how, when, and why the students should use them.

2. Teacher models using graphic organizers while **thinking aloud** before, during, or after reading the text.
   - Shows an example of a completed graphic organizer students could use with what is being studied.
   - Discusses the graphic organizer and its design.

3. Teacher guides and helps students use graphic organizers by discussing:
   - What is the main idea of the graphic organizer?
   - How does the format help the user construct meaning?
   - How are relationships identified?
   - How can this graphic organizer be used and reused?
   - In what ways does this graphic organizer help understanding the concept?
   - What changes could be made to better use the graphic organizer?

4. The students practice using graphic organizers to improve comprehension. After students have worked with the teacher to complete a graphic organizer, distribute a blank graphic organizer to students.

   - Have students work in pairs to complete a graphic organizer using their own experiences and background knowledge as they work through the organizer.

5. Students complete a similar blank graphic organizer independently.
   - Have students refine their graphic organizers as they deeper, more complex connections.
   - Encourage students to create their own graphic organizers and construct their own format.

Classroom Assessment	**How do you know that students are using and understanding the strategy and/or content?**
	The teacher should either view student work as they are completing their graphic organizers or collect them. Increased comprehension should be observed and noted.

Black-line Masters

Variations	Use graphic organizers to help student develop ideas, content and organization for writing.
Resources	Adapted from Acheycutts, P. Area Education Agency 7. [Electronic version] Retrieved on July 12, 2003 from http://edservices.aea7.k12.ia.us/edtech/classroom/visual/vocbemp1.GIF" * MERGEFORMATINET Idol, L. and Croll, V.J. (1987). "Story-Mapping Training as a Means of Improving Reading Comprehension." *Learning Disability Quarterly,* 10, 214-229. Adapted from Kipperman, Douglas and McKinstry, Melissa. *Write Design: Sequence Graphic Organizers.* http://www.writedesignonline.com/organizers Adapted from: NCREL (1995). *Strategic Teaching and Reading Project Guidebook* [Electronic version]. Retrieved July 12, 2003 from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm Adapted from: Score: Online Resources for Teachers. *Graphic Organizers* [Electronic version]. Retrieved July 12, 2003, from http://www.sdcoe.k12.ca.us/score/actbank/tprobsol.htm Adapted from: Teachnology, Inc. (2002) The Web Portal For Educators [Electronic version]. Retrieved July 12, 2003 from www.teach-nology.com.

Anticipation/Reaction Guide

Anticipation/Reaction Guide
Directions: Respond to each statement twice: once before the lesson and again after reading it.

- Write **A** if you agree with the statement
- Write **B** if you disagree with the statement

Response Before Reading	TOPIC	Response After Reading

NCREL (1995). *Strategic Teaching and Reading Project Guidebook* [Electronic version]. Retrieved July 12, 2003 from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm.

Character Analysis Pyramid

Name or Title

Physical Appearance

Character's Role

Character's Problem or Challenges

Major Accomplishments

Adapted from *Teachnology, Inc.* (2002) The Web Portal For Educators [Electronic versionl. Retrieved Julv 12. 2003 from www.teach-nologv.com.

Create a Time Line

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

KNOWLEDGE RATING CHART

Rate the following words below according to how well you know them. Briefly define the words that you rate with a 3 – can define/use it—and identify the source of the definition.

WORD	3 Can define/ use it	2 Heard it	1 Don't know it	Definition and Source
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

(adapted from Blachowicz, 1991, as cited in Readance, J. Bean, T., & Baldwin, R. (1998). Content area literacy:

An integrated approach. Dubuque, Iowa: Kendall Hunt Publishing Company, pp. 73-74.)

Word Sort Template

Topic:

New Word
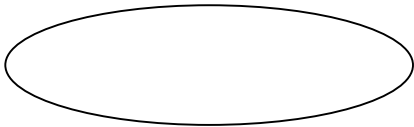
Resources

Dictionary

Thesaurus

Personal Experiences

Vocabulary word

Characteristics

Examples

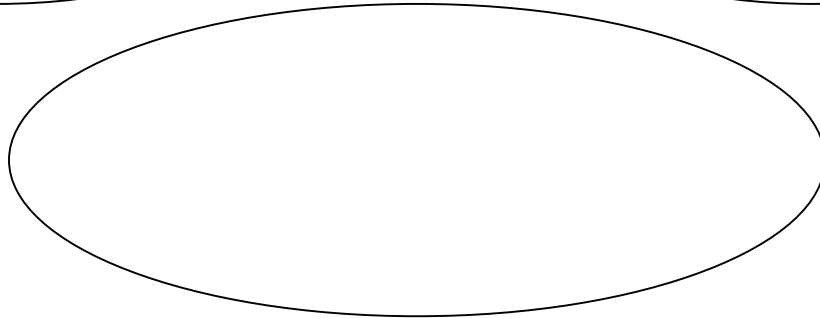Write a sentence using the vocabulary word.

Directions:
1. Write the New Word in the center rectangle
2. Look up the meaning of the word and select synonyms to place in the characteristics boxes
3. Add examples to illustrate the word in the 3 "example" boxes
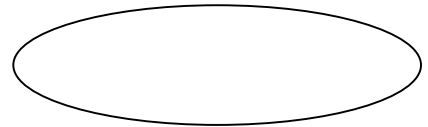4. Write a complete, grammatically correct sentence using the word in the rectangle.
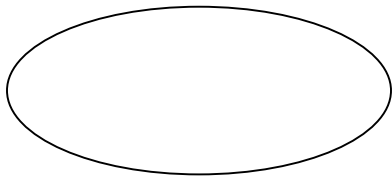
Word Map

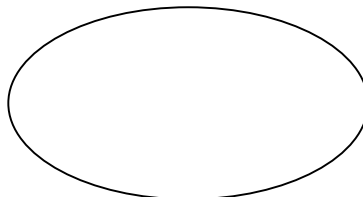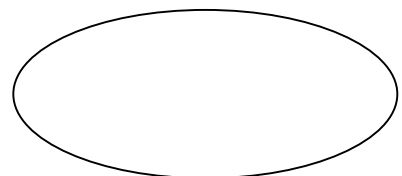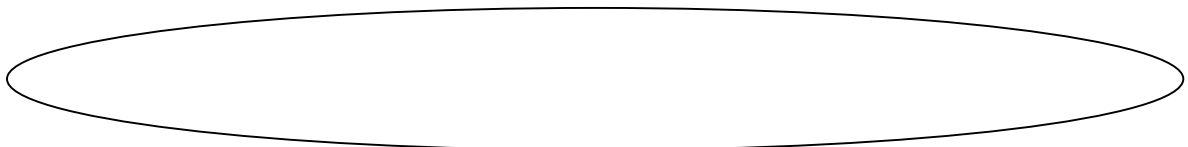| Antonym	Definition	Synonym

Expression or association

New word and page number
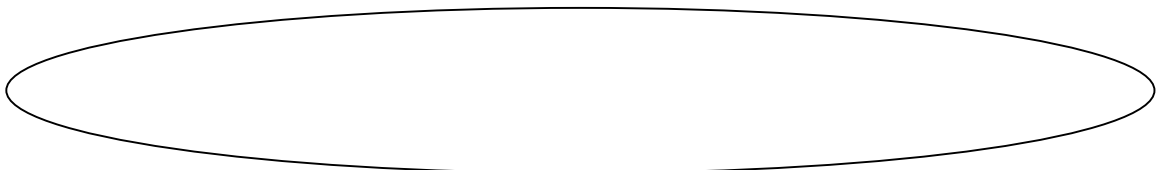
Another form

Sentence from the book

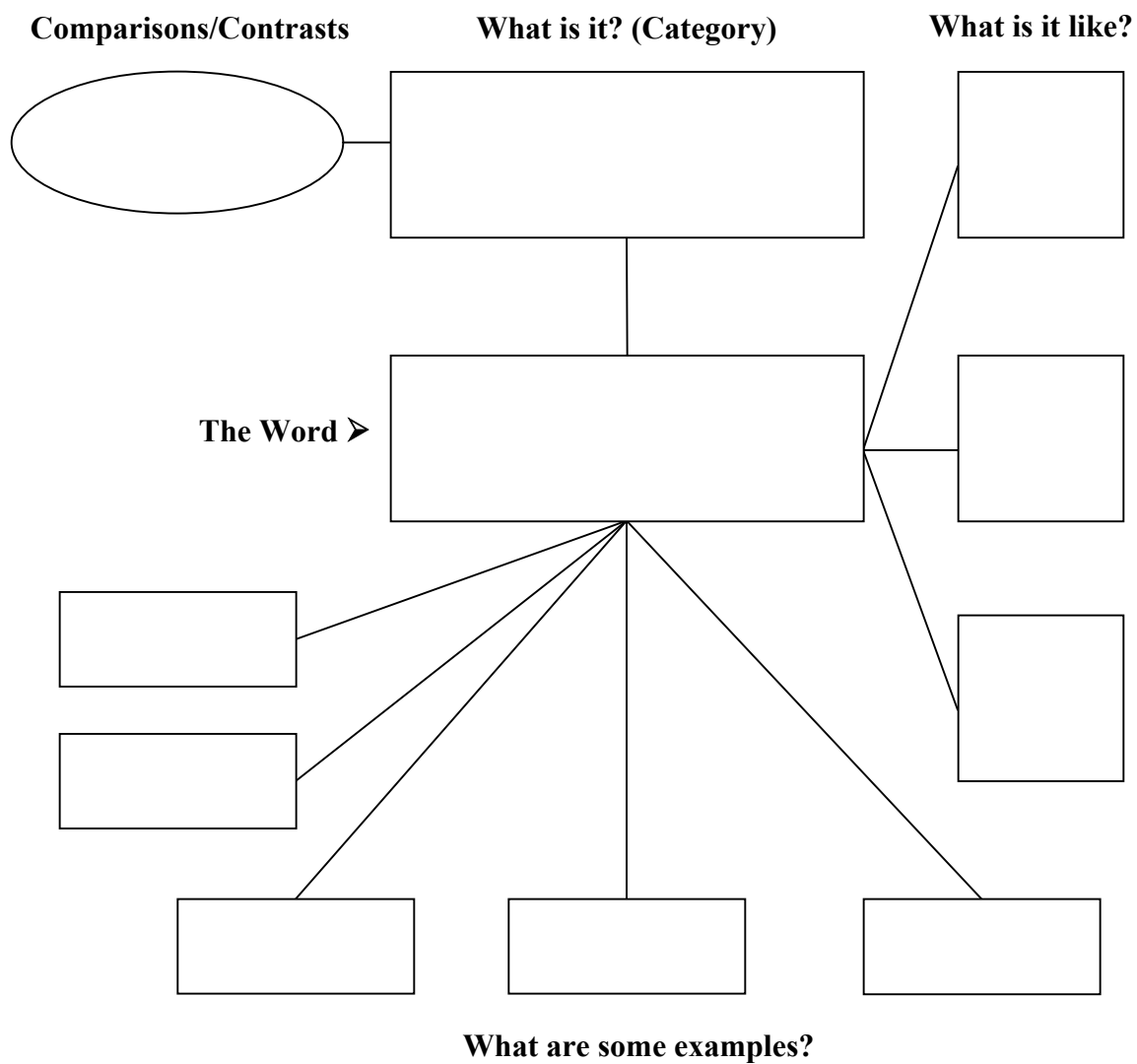My original sentence

FRAYER MODEL

Essential Characteristics	Non-Essential Characteristics
Examples	**Non-Examples**

CONCEPT DEFINITION MAP

Comparisons/Contrasts   **What is it? (Category)**   **What is it like?**

The Word ➤

What are some examples?

Semantic Feature Analysis

Create a Semantic Feature Analysis chart in the space provided below.

FEATURES OF _____

Making Connections

Name:_____
Date:_____

| I connect to page _____	This part reminds me of:	This connection helps me:
TS TT TW	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
I connect to page _____ TS TT TW	This part reminds me of: _____ _____ _____ _____ _____	This connection helps me: _____ _____ _____ _____ _____
I connect to page _____ TS TT TW	This part reminds me of: _____ _____ _____ _____ _____	This connection helps me: _____ _____ _____ _____ _____
I connect to page _____ TS TT TW	This part reminds me of: _____ _____ _____ _____ _____	This connection helps me: _____ _____ _____ _____ _____

Retrieval Chart

Major ideas/ concepts/questions	Subject 1	Subject 2	Subject 3	Subject 4

Fishbone

Where?

Who?

How?

(Did) What?

Why?

When?
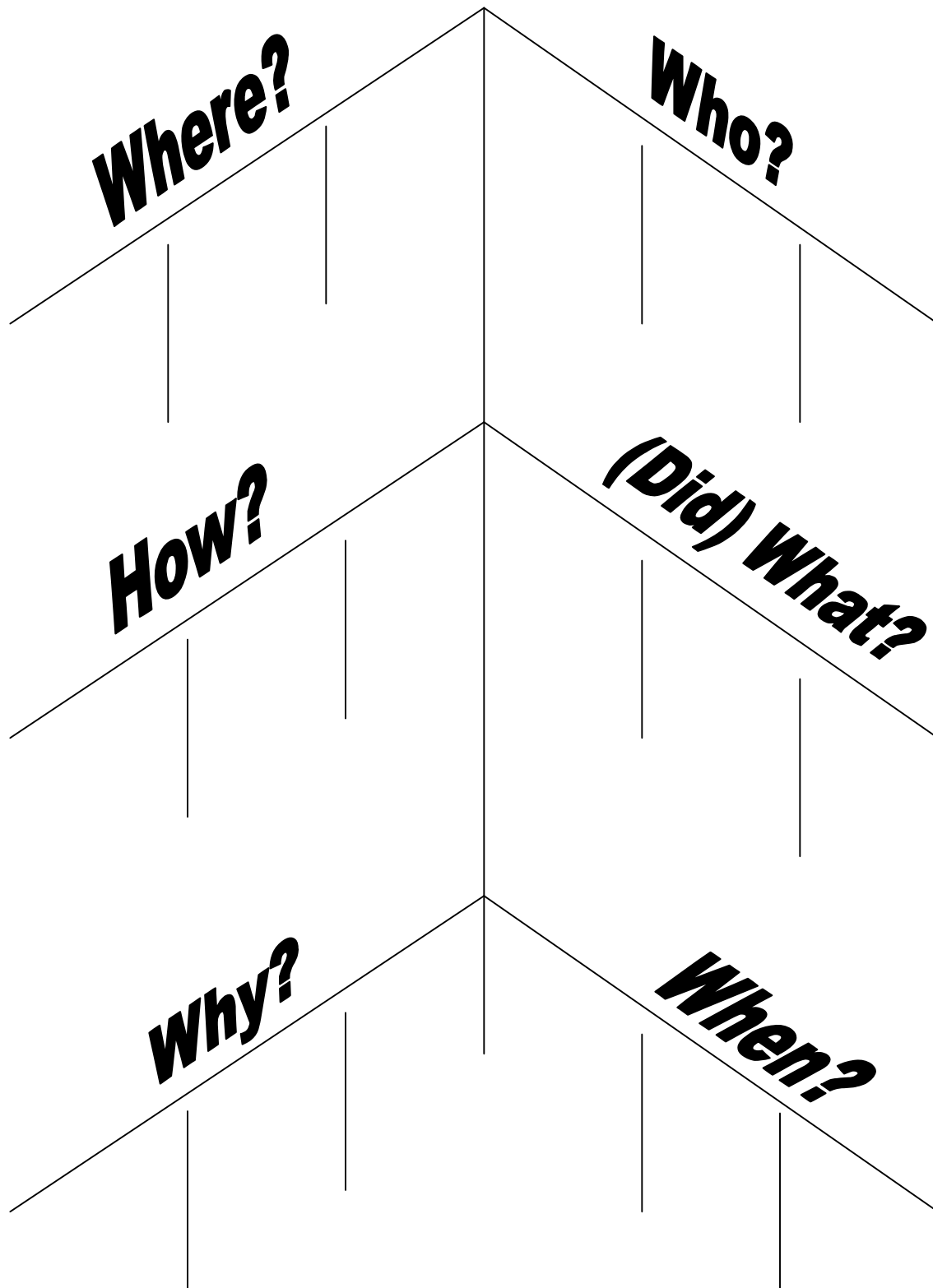
Name _____   Date _____

It's All In the Title

Title of Chapter/section:
Based on the title, what do you think this chapter/section might be about?
Based on the title, what types of information do you think might be in this chapter/section?
In the space provided below, draw a cover page for the chapter/section based on the title.

KWL

What I Know	What I Want to Learn	What I Have Learned

K-W-H-L

What I Know	What I Want to Learn	How can I find out	What I Have Learned

KWL+

K-What I Know	W-What I Want to Learn	L-What I Have Learned

Categories of Information I Expect to Use:

1.

2.

3.

4.

5.

Persuasion Map

Write your goal or point of persuasion in the first box. Write three reasons supporting your goal in the next boxes. List facts and examples in the branching boxes.

		fact/example
	Reason 1	**fact/example**
		fact/example
		fact/example
Goal	**Reason 2**	**fact/example**
		fact/example
		fact/example
	Reason 3	**fact/example**
		fact/example

Prediction Tree

Supporting
Details

Prediction

Supporting
Details

Supporting
Details

Prediction

Prediction

Directions:
1. The major topic or problem is written in the rectangular box at the bottom of the tree.
2. Possible predictions or probable outcomes are recorded in the various prediction boxes.
3. On the proof lines, record facts that either support or negate the predictions.

Major Questions
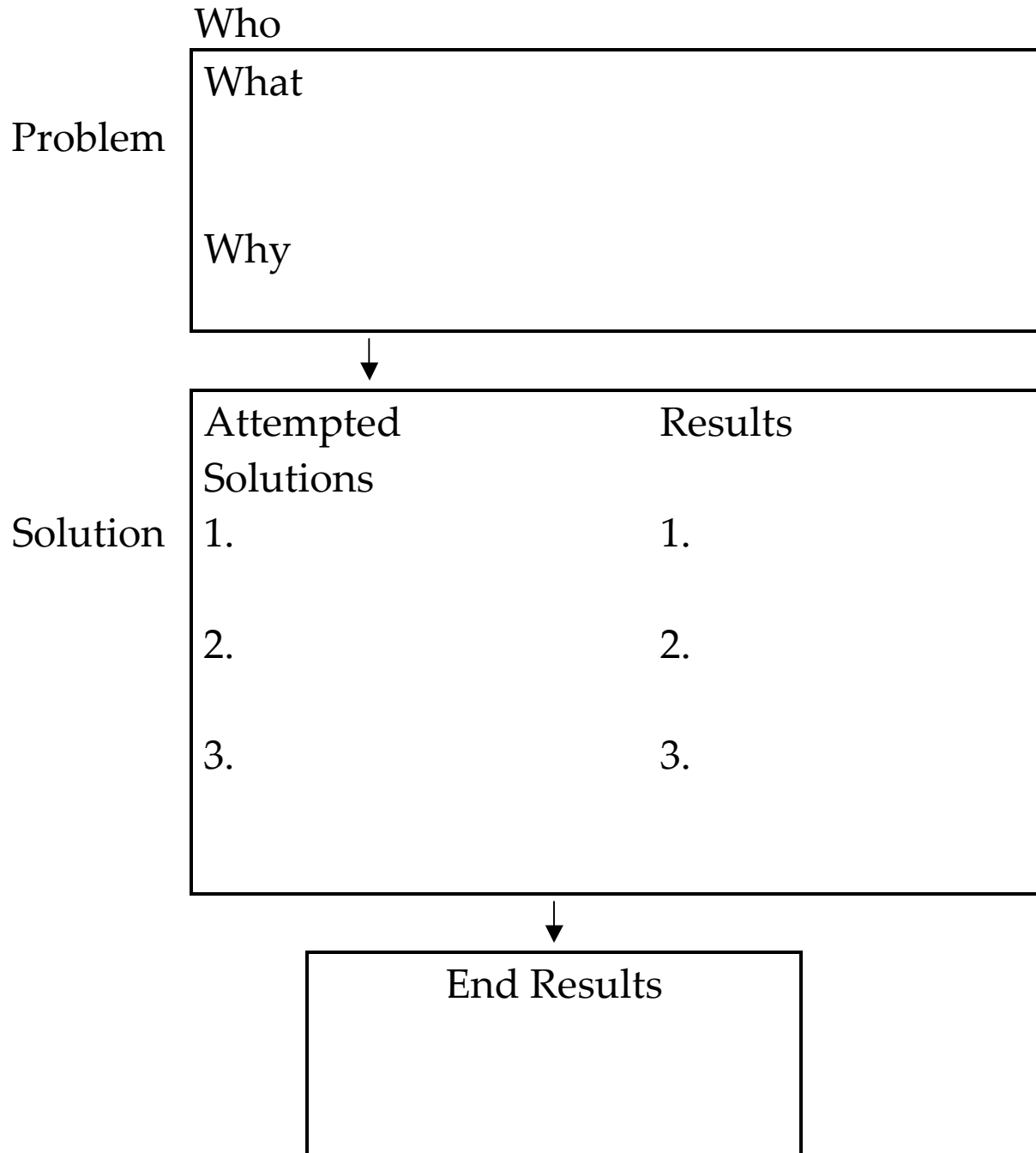
Problem/Solution

Problem/Solution require you to identify a problem and consider multiple solutions and possible results.

Who

Problem

What
Why

↓

Solution

Attempted Solutions	Results
1.	1.
2.	2.
3.	3.

↓

End Results

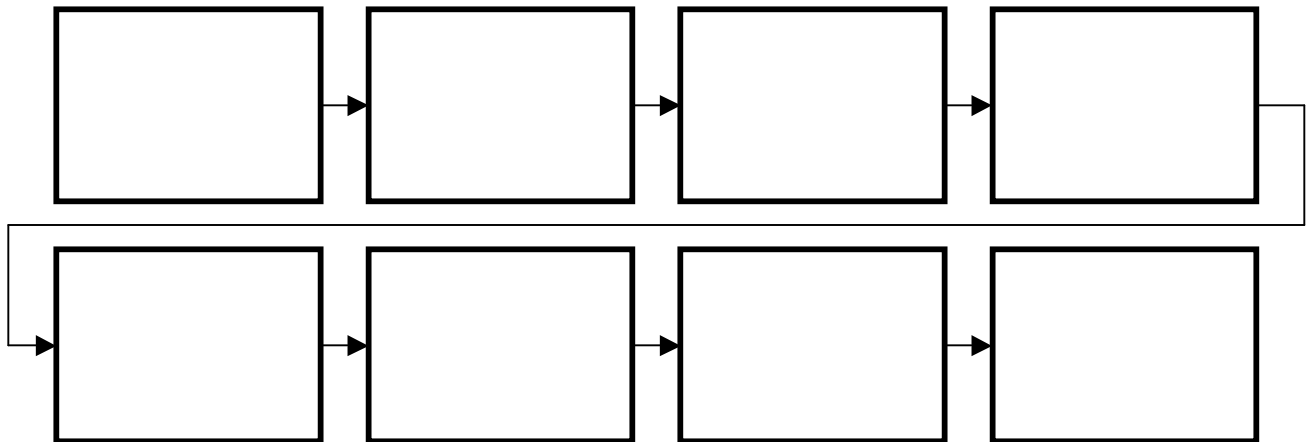Adapted from: Score: Online Resources for Teachers. *Graphic Organizers* [Electronic version]. Retrieved July 12, 2003, from http://www.sdcoe.k12.ca.us/score/actbank/tprobsol.htm

Sequence Chart

List steps or events in time order.

Topic:
First:
Next:
Next:
Next:
Next:
Next:
Next:
Last:

Chronological Sequence

Topic:

```
┌─────────┐    ┌─────────┐    ┌─────────┐    ┌─────────┐
│         │ ─▶ │         │ ─▶ │         │ ─▶ │         │ ─┐
└─────────┘    └─────────┘    └─────────┘    └─────────┘  │
┌─────────┐    ┌─────────┐    ┌─────────┐    ┌─────────┐  │
│         │ ─▶ │         │ ─▶ │         │ ─▶ │         │ ◀┘
└─────────┘    └─────────┘    └─────────┘    └─────────┘
```

Example:

Topic:

Give Your Dog a Bath
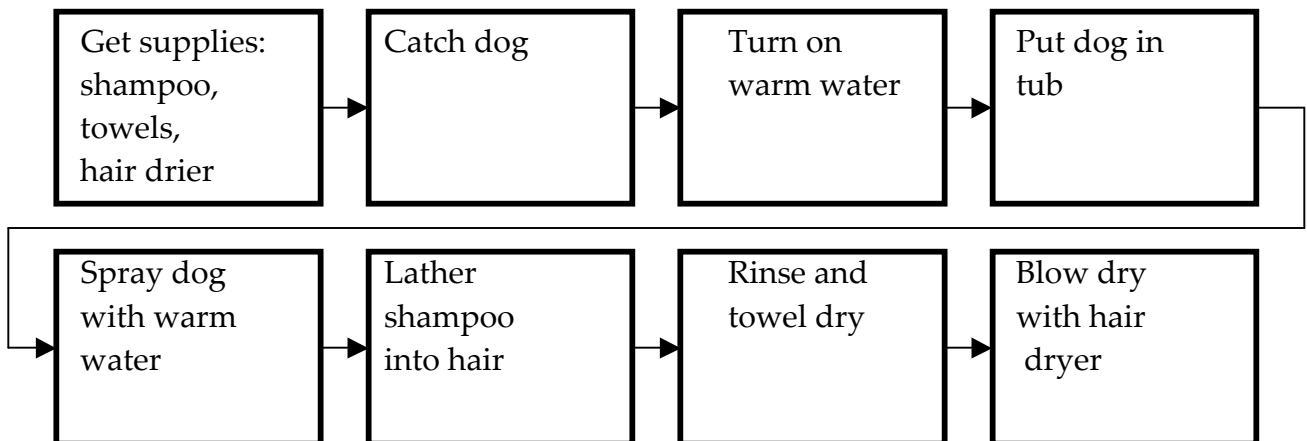
Get supplies: shampoo, towels, hair drier	Catch dog	Turn on warm water	Put dog in tub

Spray dog with warm water	Lather shampoo into hair	Rinse and towel dry	Blow dry with hair dryer

Adapted from: NCREL (1995). *Strategic Teaching and Reading Project Guidebook* [Electronic version]. Retrieved July 12, 2003 from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm

! SQ3R

Record important titles and subtitles from work.

Survey:

_____

_____

_____

Question: *Write "Who, What, When, Where, and Why" questions from main topics.*

_____

_____

_____

_____

Read: *Write answers to questions from above.*

_____

_____

_____

_____

Recite: *Record key facts and phrases as needed for each question.*

_____

_____

_____

Review: *Create a summary paragraph for each question.*

_____

_____

_____

Story Map

Setting: Time: _____   Place: _____

Characters: _____

⬇

The Problem:

_____

_____

⬇

The Goal:

_____

_____

⬇

Action:

_____

_____

_____

_____

⬇

The Outcome:

_____

_____

Name _____   Date _____

Theme(s) Comparison

Theme(s)

Differences

Similarities

Conclusion(s)
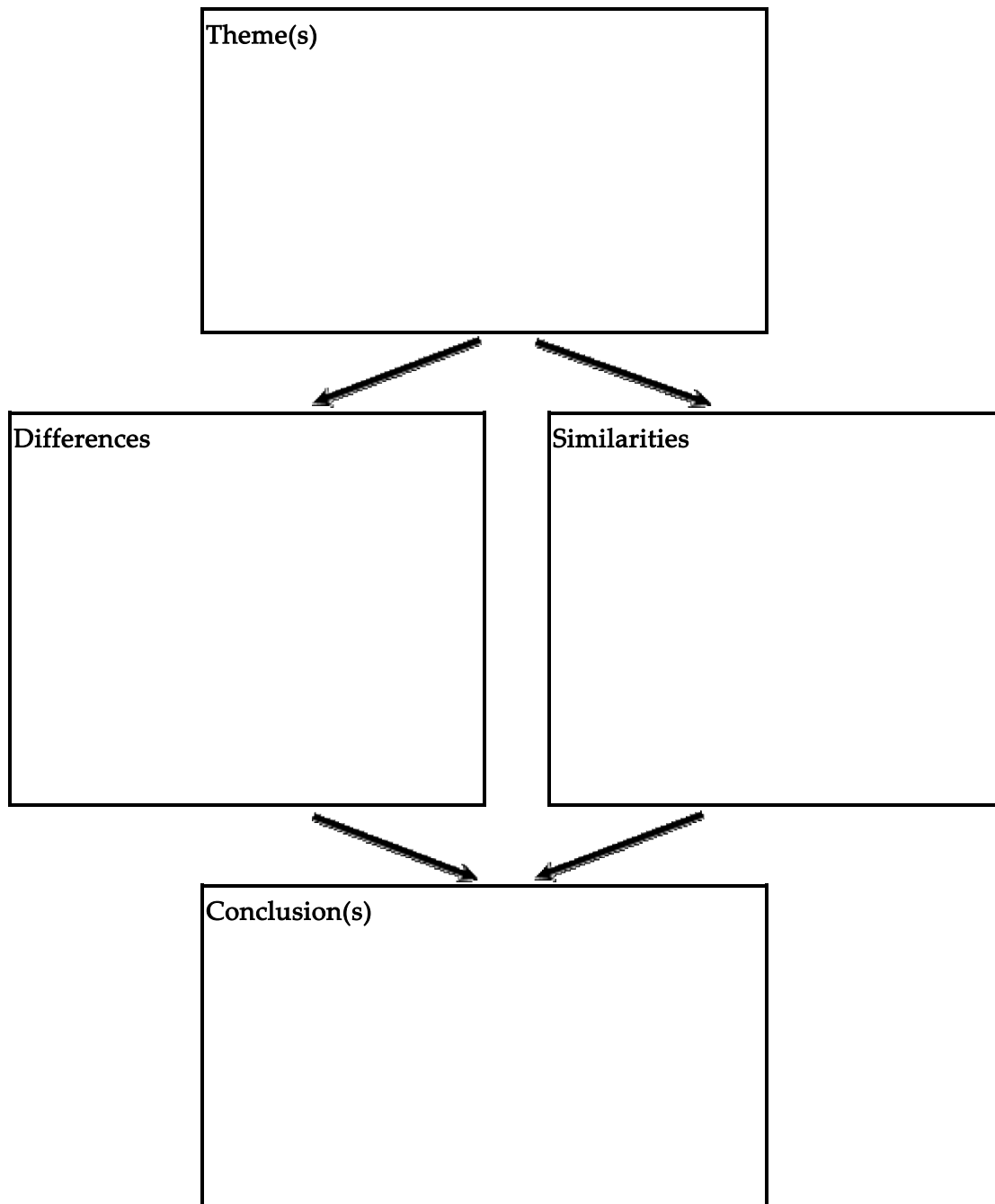
Triple Venn Diagram

_____
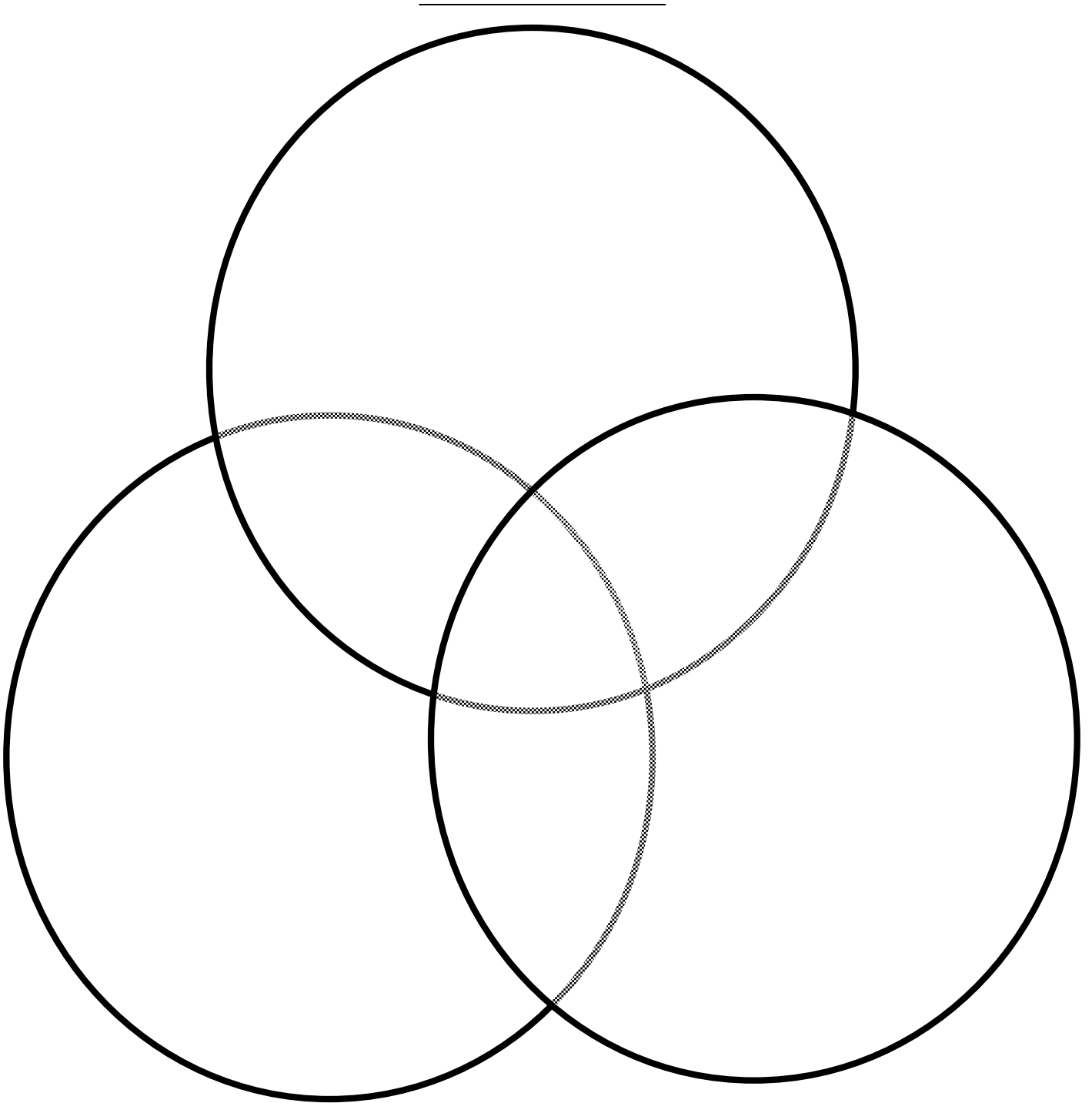
Name _____   Date _____

Venn Diagram
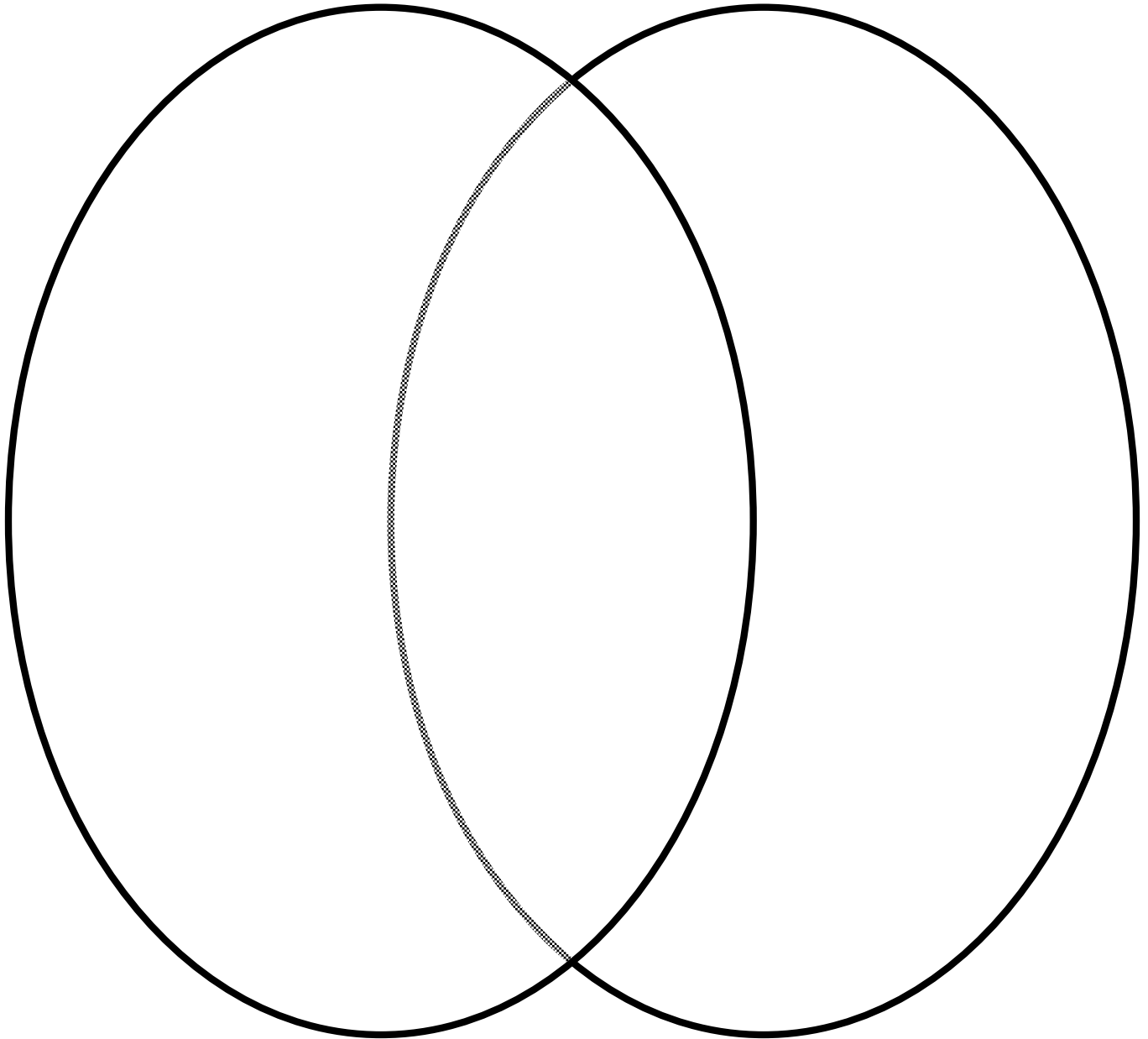
Word Investigation

Directions:
1. **Define the words**—use a dictionary
2. Create direct analogies—What words have **similar** meanings?
3. Make personal analogy—What would it **feel like** to have the characteristic or traits of . . ?
4. Identify words with the **opposite** meaning or characteristics
5. Use the word in an **original sentence**—with correct grammar and at least 6 words long.

Word: _____		
1. Definition:		
2. Similar (analogy)	3. Feels like:	4. Opposite
5. Your sentence using the **word:**		

Word: _____		
1. Definition:		
2. Similar (analogy)	3. Feels like:	4. Opposite
5. Your sentence using the **word:**		

Side two of Word Investigation

Word: _____		
1. Definition:		
2. Similar (analogy)	3. Feels like:	4. Opposite
5. Your sentence using the **word:**		

Word: _____		
1. Definition:		
2. Similar (analogy)	3. Feels like:	4. Opposite
5. Your sentence using the **word:**		

A word of your choice from the reading--Word: _____		
1. Definition:		
2. Similar (analogy)	3. Feels like:	4. Opposite
5. Your sentence using the **word:**		

Section 9

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