Before, During, and After

Helping Your Students Understand the Content

Strategies for All Teachers - All Subjects!

Regional Offices of Education #13 and #40
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Introduction

All students need guidance in effective reading comprehension strategies when working in various content areas.

In this binder teachers will find a variety of strategies to use...

Before the lesson

During the lesson

After the lesson

Reading is a process that includes three phases:

- Before reading
- During reading
- After reading

The reader establishes in his or her mind a purpose and a plan for reading.

The reader thinks about his or her purpose for reading and about his or her prior knowledge.

The reader thinks about what he or she knew before reading and what he or she learned or what connections were made during the reading and then links this information together to build new knowledge.

The production of *Before, During and After* was a cooperative effort between Regional Offices of Education #13 and 40. Special thanks to Keri Garrett and Kathi Rhodus for compiling and creating the information.
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<thead>
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<th>Proficient Readers</th>
<th>Ineffective Readers</th>
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<tbody>
<tr>
<td><strong>Before Reading</strong></td>
<td></td>
</tr>
<tr>
<td>• Understand that reading is a process to make meaning.</td>
<td>• Think of reading only as decoding one word at a time.</td>
</tr>
<tr>
<td>• Build up their background knowledge on the subject before they begin to read.</td>
<td>• Do not expect reading to make sense.</td>
</tr>
<tr>
<td>• Use their background knowledge as they read.</td>
<td>• Start reading without thinking about the topic, the language, or the structure of the text.</td>
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<tr>
<td>• Know their purpose for reading.</td>
<td>• Do not know why they are reading.</td>
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<tr>
<td>• Strive for fluency (conversational-like reading).</td>
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<tr>
<th><strong>During Reading</strong></th>
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<tbody>
<tr>
<td>• Give their complete attention to the reading task.</td>
<td>• Do not know whether they understand or do not understand.</td>
</tr>
<tr>
<td>• Keep a constant check on their own understanding.</td>
<td>• Do not understand the concept of varying reading rates.</td>
</tr>
<tr>
<td>• Adjust their reading rate to match purpose and reading material.</td>
<td>• Do not monitor their own comprehension.</td>
</tr>
<tr>
<td>• Monitor their reading comprehension and do it so often it becomes automatic.</td>
<td>• Lose their place often.</td>
</tr>
<tr>
<td>• Can match their reading strategies to a variety of reading materials.</td>
<td>• Seldom use any of the fix-up strategies.</td>
</tr>
<tr>
<td>• Stop only to use a fix-up strategy when they do not understand.</td>
<td>• They do not self-monitor: Asking does what I just read make sense, sound right, and look right?</td>
</tr>
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<tr>
<th><strong>After Reading</strong></th>
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<tr>
<td>• Decide if they have achieved their goal for reading.</td>
<td>• Do not know what they have read.</td>
</tr>
<tr>
<td>• Respond personally and critically to what they read by making connections such as text/self; text/text; or text/real world.</td>
<td>Are unable to respond critically to what they have read, although they may have limited personal response.</td>
</tr>
<tr>
<td>• Evaluate their own comprehension of what they read.</td>
<td>Do not follow reading with comprehension self-check.</td>
</tr>
<tr>
<td>• Summarize the major ideas.</td>
<td></td>
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<tr>
<td>• Seek additional information from outside sources.</td>
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<td>• Ask questions.</td>
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(Adapted from Irvin, 1990, p. 29)
Before, During and After

The following pages give sample templates to illustrate how simple it is to provide students with the support needed to understand the content.
Sample Science Lesson
Chapter 3
The Water Cycle
p. 115 - 121

Before

Strategy needed: KIM Strategy (BDA p. 36 - 38)

Using these four words:

• evaporation
• condensation
• precipitation
• collection

During

Strategy Needed: Three Minute Pause (BDA p. 40)

After

Strategy Needed: Circle Story (BDA p. 9-11)
Sample Mathematics Lesson
Chapter 9
Geometry Angles
p. 52 – 54

Before

Strategy Needed: Vocabulary Frame (BDA p. 30-33)

During

Strategy Needed: Descriptive Frame (BDA p. 3-4)

After

Strategy Needed: Sharing with classmate the descriptive frame created by students during reading.
Sample Literature Lesson

Novel

Romeo and Juliet

Before

Strategy Needed: Anticipation Guide (BDA p. 8)

During

Strategy Needed: Anticipation Guide (BDA p.8)

After

Strategy Needed: Anticipation Guide (BDA p. 8)
Sample Social Science Lesson
Early Explorers
p. 18

Before

Strategy Needed: Open House (BDA p. 18-20)

During

Strategy Needed: Complete the discover sheet from Open House (BDA p. 18-20)

After

Strategy Needed: Question Catcher (BDA p. 1-3)
Sample Kindergarten Lesson
Topic: Click, Clack, Moo, Cows that Type
Listening Activity *

Before
Strategy Needed: Possible Sentences (BDA p. 1)

During
Strategy Needed: Possible Sentences (BDA p.1)

After
Strategy Needed: Circle Story (BDA p. 9-11)

*To be used for listening comprehension.
Template
Subject to be Taught
Chapter or Page

Before Strategy

During Strategy

After Strategy
103 Things to do Before/During/After Reading
by Jim Burke

The following collection of reading activities first appeared in the appendix of *The English Teacher’s Companion* (Boynton-Cook 1998)

- **Pantomime** a scene you choose or the class calls out to you while up there.
- **Dramatic monologue** for a character in a scene: what are they thinking/feeling at that moment--why?
- **Dramatic monologue** for a character while they are out of the book: where are they? why? thinking?
- **Business Card Book**: write the story in the most compelling way you can on paper the size of a business card.
- **Postcard**: write to a friend about this book; to the author; to a character in the book; write as if you were the character or author and write to yourself.
- **Mapmaker**: draw a map of the book’s setting.
- **Moviemaker**: write a one page "pitch" to a producer explaining why the story would or would not make a great movie.
- **Trailer**: movie previews always offer a quick sequence of the best moments that make us want to watch it; storyboard or narrate the scenes for your trailer. Focus on verbs.
- **Billboard**: as in the movies, take what seems the most compelling image(s) and create an ad.
- **Adjective-itis**: pick five adjectives for the book or character(s), and explain how they apply.
- **Collage**: create an individual or class collage around themes or characters in the book.
- **Haiku/Limerick**: create one about a character.
- **Cliffs Notes**: have each student take a chapter and, using Cliffs’ format, create their own.
- **Roundtable**: give students a chance to talk about what intrigues, bothers, confuses them about the book.
- **Silent Roundtable**: the only rule is the teacher cannot say anything during the period allotted for class discussion of book.
- **Silent Conversation**: a student writes about a story on paper; then passes it to another who responds to what they said; each subsequent respondent "talks" to/about all those before.
• **Fishbowl**: impromptu or scheduled, 2-4 students sit in middle of circle and talk about a text; the class makes observations about the conversation then rotate into the circle.

• **Movie Review**: students write a review of (or discuss) a movie based on a story.

• **Dear Author**: after reading a book the student(s) write the author via the publisher (who always forwards them).

• **Surf the Net**: prior to, while, or after reading a book check out the web and its offerings about the book, its author, or its subject.

• **Inspirations**: watch a film inspired by a story (e.g., *Franny and Alexander* is inspired by *Hamlet*) and compare/contrast.

• **Timeline**: create a timeline that includes both the events in the novel and historical information of the time. Try using Post-Its on a whiteboard or butcher paper!

• **Mandala**: create a mandala with many levels to connect different aspects of a book, its historical time, and culture.

• **Transparencies**: copy portion of text to transparency; kids annotate with markers and then get up to present interpretation to class.

• **Gender-Bender**: rewrite a scene and change the gender of the characters to show how they might act differently (e.g., *Lord of Flies*); can also have roundtable on gender differences.

• **Picture This**: bring in art related to book’s time or themes; compare, describe, discuss.

• **Kids Books**: bring in children’s books about related themes and read these aloud to class.

• **Downgrade**: adapt myths or other stories for a younger audience; make into children's books or dramatic adaptation on video or live.

• **Draw!**: translate chapters into storyboards and cartoons; draw the most important scene in the chapter and explain its importance and action.

• **Oprah Bookclub**: host a talkshow: students play the host, author, and cast of characters; allow questions from the audience.

• **Fictional Friends**: who of all the characters would you want for a friend? Why? What would you do or talk about together?

• **State of the Union**: the President wants to recommend a book to the nation: tell him one important realization you had while reading this book and why he should recommend it.
• **Interview Question:** when I interview prospective teachers, my first question is always, "What are you reading and do you like it?"

• **Dear Diary:** keep a diary as if you were a character in the story. Write down events that happen during the story and reflect on how they affected the character and why.

• **Rosencrantz and Gildenstern:** write a story or journal from the perspective of characters with no real role in the story and show us what they see and think from their perspective.

• **Improv:** get up in front of class or in fishbowl and be whatever character the class calls out and do whatever they direct. Have fun with it.

• **What If:** write about or discuss how the story would differ if the characters were something other than they are: a priest, another gender or race, a different age, or social class.

• **Interrupted Conversations:** pair up and trade-off reading through some text; any time you have something to say about some aspect of the story, interrupt the reader and discuss, question, argue.

• **Found Poetry:** take sections of the story and, choosing carefully, create a found poem; then read these aloud and discuss.

• **13 Views:** inspired by Stevens’s poem "13 Ways of Looking at a Blackbird": each stanza offers a different view of a character or chapter.

• **Personal Ad:** what would a particular character write in a personal ad for the newspaper? After posting on board, discuss.

• **Holden Meets Hamlet:** what would one character (or set of them) in one story say to another if given the chance to talk or correspond? Write a dialogue, skit, or letter.

• **Character Analysis:** describe a character as a psychologist or recruiting officer might: what are they like? Examples? Why are they like that?

• **Epistle Poem:** write a poem in the form and voice of a letter: e.g., Phoebe to Holden.

• **Write Into:** find a "hole" in the story where the character disappears (off camera) for a time and describe what they do when we can’t see them.

• **The Woody Allen:** in *Take the Money*, Allen interviews the parents of a man who became a bank robber. Write an imaginary interview with friends and family of a character whom they try to help you understand.
• **Author Interview**: write an interview or letter in which the character in a story asks the author a series of questions and reflects on how they feel about the way they were made.

• **The Kuglemass**: Woody Allen wrote a story in which the character can throw any book into a time machine and it takes you inside the book and the era. What would you do, say, think if you "traveled" into the story you are reading?

• **Time Machine**: instead of traveling into the book, write a scene or story in which the character(s) travel out of the book into today.

• **Biography**: write a biography of one of the characters who most interests you.

• **Autobiography**: have the character that most interests you write their autobiography of the time before, during, or after the story occurs.

• **P.S.**: After you read the story, write an epilogue in which you explain--using whatever tense and tone the author does--what happened to the character(s) next.

• **Board Game**: have groups design board games based on stories then play them. This is especially fun and works well with the *Odyssey*.

• **Life Graph**: using the Life Graph assignment, plot the events in the character's life during the story and evaluate their importance; follow up with discussion of graphs.

• **Second Chance**: talk or write about how it would change the story if a certain character had made a different decision earlier in the story (e.g., what if Huck had not run away?)

• **Poetry Connection**: bring in poems that are thematically related to the story; integrate these into larger discussion. Use Poetry Index.

• **Reader Response**: pick the most important word/line/image/object/event in the chapter and explain why you chose it; be sure to support all analysis with examples.

• **Notes and Quotes**: draw a line down the middle of the page; on one side write down important quotes; on the other comment on and analyze the quotes.

• **Dear Classmate**: using email or some other means of corresponding, write each other about the book as you read it, having a written conversation about the book.

• **Convention Introduction**: you have been asked to introduce the book's author to a convention of English teachers. What would you say? Write and deliver your speech.
• **Sing Me a Song**: write a song/ballad about the story, a character, or an event in the book.

• **Write Your Own**: using the themes in the story, write your own story, creating your own characters and situation. It does not have to relate to the story at all aside from its theme.

• **Executive Summary**: take a 3x5 card and summarize what happened on one side; on the other, analyze the importance of what happened and the reasons it happened.

• **Read Aloud**: one student starts the reading and goes until they wish to pass; they call on whomever they wish and that person picks up and continues reading for as long as they wish.

• **Quaker Reading**: like a Quaker meeting, one person stands and reads then sits and whomever wishes to picks up and reads for as long as they wish...and so it goes.

• **Pageant of the Masters**: in Los Angeles this remarkable event asks groups to stage different classical paintings in real life. People would try to do a still life of some scene from a book or play; the class should then discuss what is going on in this human diorama.

• **Create a Diorama**: create a diorama of a particularly important scene such as the courtroom or Ewells' house in *Mockingbird*.

• **Day in Court**: use the story as the basis for a court trial; students can be witnesses, expert witnesses called to testify, judge, jury, bailiff, reporter; great fun for a couple days.

• **Censorship Defense**: imagine that the book you are reading has been challenged by a special interest group; students must write a letter defending the book, using specific evidence from the book to support their ideas.

• **Call for Censorship**: in order to better understand all sides to an argument, imagine you are someone who feels this particular book should not be read and write a letter in which you argue it should be removed.

• **Speculation**: based on everything you know now in the story, what do you think will happen and why do you think that?

• **Questions Anyone?**: students make a list of a certain number of questions they have about a particular character or aspect of the book; use these as the basis for class discussion.
• **Newspaper Connection**: have students read the newspapers and magazines to find articles that somehow relate to issues and ideas in the book(s) you are reading; bring in and discuss.

• **Jigsaw**: organize the class into groups, each one with a specific focus; after a time rotate so that new groups are formed to share what they discussed in their previous group.

• **Open Mind**: (some people use a bathtub instead). Draw an empty head and inside of it draw any symbols or words or images that are bouncing around in the mind of the character of a story; follow it up with writing or discussion to explain and explore responses.

• **Interrogation**: a student must come up before the class and, pretending to be a character or the author, answer questions from the class.

• **Post-Its**: If they are using a school book in which they cannot make notes or marks, encourage them to keep a pack of Post-Its with them and make notes on these.

• **Just the Facts Ma’am**: acting as a reporter, ask the students the basic questions to facilitate a discussion: who, what, where, why, when, how?

• **SQ3R**: when reading a textbook or article, try this strategy: (S)urvey the assigned reading by first skimming through it; then formulate (Q)uestions by turning all chapter headings and subheadings into questions to answer as you read; next (R)ead the assigned section and try to answer those questions you formulated; now (R)ecite the information by turning away from the text as soon as you’ve finished reading the assigned section and reiterate it in your own words; finally, (R)eview what you read by going back to your questions, the chapter headings, and asking yourself what they are all referring to, what they mean.

• **Brainstorming/Webbing**: put a character or other word in the middle of a web; have students brainstorm associations while you write them down; then have them make connections between ideas and discuss or write about them.

• **Cultural Literacy**: find out what students already know and address what they need to know before reading a story or certain part of a story.

• **Storyboard**: individually or in groups, create a storyboard for the chapter or story.

• **Interactive Story**: if you have a student who is a computer genius, have them create a multimedia, interactive version of the story.
• **CyberGuides**: search the Net for virtual tours based on the books you might be studying. Try www.concorde.org.

• **Tableau**: similar to the Pageant of the Masters, this option asks you to create a still life setting; then someone steps up to touch different characters who come alive and talk from their perspective about the scene.

• **Audio Books**: There are many audio editions of books we teach now available; some are even read by famous stars who turn the book into its own audio performance. Recommend to students with reading difficulties or play portions of them in class.

• **Sound Off!**: play a video version of a book you are reading---only turn off the sound while they watch it. Have them narrate or discuss or write about what is happening, what the actors are revealing about the story through their gestures. Then compare what you saw with what you read.

• **Narrate Your Own Reading**: show kids how you read a text by reading it aloud and interrupting yourself to explain how you grapple with it as you go. Model your own thinking process; kids often don't know what it "looks like" to think.

• **Magnetic Poetry**: if working with a poem, enlarge it on copier or computer and cut all words up into pieces; place in an envelope and have groups create poems from these words; later on discuss using same words for different texts. Heavier stock paper is ideal.

• **Venn Diagram**: use a Venn diagram to help you organize your thinking about a text as you read it. Put differences between two books or characters on opposite sides and similarities in the middle.

• **Write an Essay**: using one of the different rhetorical modes, write an essay in which you make meaningful connections between the text and your own experiences or other texts you have read.

• **P. O. V.**: how would it change the story if you rewrote it in a different point of view (e.g., changed it from first to third person)? Try it!

• **Daily Edition**: using the novel as the basis for your stories, columns and editorials, create an newspaper or magazine based on or inspired by the book you are reading.

• **Read Recursively**: on occasion circle back around to the beginning of the chapter or text to keep yourself oriented as to "the big picture." This is especially important if you have questions to answer based on reading.
• **Oral History:** if you are reading a historical text, have students interview people who have some familiarity with that time period or the subject of the book.

• **Guest Speaker:** if you are reading a book that deals with a subject an expert might help them better understand, invite one in. Try Veterans of Foreign Wars, for example, if reading about war.

• **Storytelling:** After reading a story, pair up with others and tell the story as a group, recalling it in order, piecing it together, and clarifying for each other when one gets lost.

• **Reciprocal Teaching:** a designated student or group reads a section of a text and comes prepared to present or teach it to the class; follow up with discussion for clarification.

• **Make Your Own Test:** have students create their own test or essay questions about the text; this allows them to simultaneously think about the story and prepare for the test on it.

• **Recasting the Text:** students rewrite a poem as a story, a short story as a poem or play. All rewrites should then be read and discussed so as to understand how the different genre work.

• **Debates:** students reading controversial texts or novels with debatable subjects such as *1984* should debate the issues.

• **Literature Circles:** students gather in groups to discuss the text and then report out to the class for full-class discussion.

• **That Was Then, This Is Now:** after reading the text, create a Before/After list to compare the ways in which characters or towns have changed over the course of the story. Follow up with discussion of reasons.
Before
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Possible Sentences

What is Possible Sentences and why is it Important?

Possible Sentences (Moore & Moore, 1992; Stahl & Kapinus, 1991) is a strategy that gets students involved in the discussing, writing and reading key vocabulary words from the assignment for the day. This strategy prepares students to read, understand and respond to the text.

How to use Possible Sentences with Students

1. Read the assigned vocabulary words to students and tell them what each word means.
2. Encourage students to write Possible Sentences using the vocabulary words. The words should be used correctly.
3. Discuss the sentences with students and decide if they need to be corrected.
4. Read the text and note how the vocabulary words are used.
5. Ask students to use the vocabulary words to create new sentences that reflect information from the text.
6. Be sure that students create sentences that are different from the ones in the text.
Possible Sentences

Vocabulary Words:

Before Reading Sentences:

After Reading Sentences:
DEVELOPING ANTICIPATION GUIDES
A BEFORE READING STRATEGY

1. Establish the big ideas, or the main principles of the lesson/unit.

2. Using the main principles to guide your statements, write 4 - 6 statements with which to ask students to agree or disagree.

3. Develop statements 1) which students have a fair chance of knowing, 2) which students have (or think they have) some prior knowledge about, and 3) which will introduce the main principles.

4. DON’T include “trick” or “gotcha” kinds of statements.

5. DO include at least one “foil” – a statement to provoke discussion and initiate critical thinking.

6. Review statements, making sure that the reading of the passage and class discussions will provide the answers.

7. Be sure to have students in partners or in groups to share knowledge and ways of thinking after they fill out the anticipation guides individually.
Anticipation Guide

The Northern Lights and the Big Space Storm

**Directions:** Read each statement in part 1. If you believe that the statement is true, write a “T” in front of the statement. If you believe the statement is false, write a “F” in front of the statement.

**Part 1**

1. ____________ There are big storms in space.

2. ____________ The Earth is protected by a magnetic force field.

3. ____________ The Northern Lights are caused by ice crystals in the sky.

4. ____________ The magnetic field of the Earth is affected by the Sun.

**Directions:** Now read the article about the Northern Lights. If the information you read supports your choices above, place an “X” in the Support column. If the information does not support your choice, place an “X” in the No Support column and write what the article says about that information in your own words.

**Part 2**

<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Support</th>
<th>No Support</th>
<th>In Your Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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http://www.thursdaysclassroom.com/18may00/activity5.html
**Miss Rumphius**  
by Barbara Cooney

**Directions:** Before we read this story, please put a check next to those statements that you agree with in the BEFORE column. Compare your opinions with a partner’s opinions and discuss your reasons for checking or not checking each statement. After we read this book, please go back and check those statements you now agree with under the AFTER column.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
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<tbody>
<tr>
<td>______</td>
<td>______</td>
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<tr>
<td>Older people can’t do anything to help others because they need help themselves.</td>
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<tr>
<td>______</td>
<td>______</td>
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<tr>
<td>The more things you have the happier you are.</td>
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<tr>
<td>______</td>
<td>______</td>
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<tr>
<td>People can make the world more beautiful by doing simple things in nature.</td>
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<tr>
<td>______</td>
<td>______</td>
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<tr>
<td>If you have a lot of money, you will be happy.</td>
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<tr>
<td>______</td>
<td>______</td>
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<tr>
<td>We can learn many lessons from our elders.</td>
<td></td>
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</tbody>
</table>
Name: ______________________    Period: _______

Anticipation Guide

Title: ________________________________

Directions: On the continuum in front of each of the numbers, place an “x” that indicates where you stand in regard to the statement that follows. Be prepared to defend and support your opinions with specific examples. After reading the text, compare your opinions on those statements with the author’s implied and/or stated messages.

Strongly Agree  Strongly Disagree

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<td></td>
<td>9</td>
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<td></td>
<td>10</td>
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Anticipation Guide

Directions:

**Before Reading:** In the column labeled me, place a check next to any statement with which you agree.

**After Reading:** Compare your opinions on those statements with information contained in the text.

<table>
<thead>
<tr>
<th>Me</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____  _____</td>
<td>Before the building of the canal, ships traveled south to get from the Caribbean Sea to the Pacific Ocean.</td>
</tr>
<tr>
<td>_____  _____</td>
<td>The fastest way from the Caribbean to the Pacific was by plane.</td>
</tr>
<tr>
<td>_____  _____</td>
<td>The building of the canal continued the US policy of isolation.</td>
</tr>
<tr>
<td>_____  _____</td>
<td>The geographic conditions helped make the building of canal easier.</td>
</tr>
<tr>
<td>_____  _____</td>
<td>A canal through Panama would benefit the US politically and economically.</td>
</tr>
<tr>
<td>_____  _____</td>
<td>Latin America welcomed US control of the Panama Canal.</td>
</tr>
<tr>
<td>_____  _____</td>
<td>The control of Latin America by the US required the US to send troops to protect its interests.</td>
</tr>
</tbody>
</table>
# ANTICIPATION GUIDE FOR ROMEO AND JULIET

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>Violence can solve problems</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>Long-term neighborhood feuds can be solved peacefully</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>Teenaged love is real love</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>There are times when secrets must be told</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>Love at first sight is possible.</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>&quot;Luck&quot; is a figment of someone's imagination; there is no such thing as luck.</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>Your parents should have the final say in whom you date</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>You are the pilot of your own life. There is no greater force determining your outcome. You determine your own outcome.</td>
</tr>
<tr>
<td>1-2-3-4-5-6-7-8-9-10</td>
<td>Suicide is never a reasonable option.</td>
</tr>
</tbody>
</table>

1 2 3 4 5 6 7 8 9 10
Strongly disagree Somewhat disagree Somewhat Agree Strongly agree

**Before/During/After** 8 **ROE #13 & 40**
Theme Spotlight for Dr. Jekyll and Mr. Hyde

While reading Dr. Jekyll and Mr. Hyde, we will be examining the nature of evil. One of the ideas presented in the novel is that there are varying degrees of evil. Do you agree?

Below you will find twelve examples of evil, all taken from actual events. Please rank them in order from 1 to 12, with 1 the most evil and 12 being the least evil.

Degrees of Evil

1. A con artist swindles elderly people out of their life savings.
2. A racist police officer shoots a suspect and then frames him.
3. An inmate in a concentration camp becomes an assistant to his captors, helping them beat prisoners to make them work harder.
4. An unmarried woman continues to use crack cocaine during her pregnancy even after learning it could cause birth defects in her unborn child.
5. A doctor assists terminally ill patients to commit suicide.
6. Two boys open fire in a high school, killing several and wounding many others.
7. A tobacco industry executive lies to a congressional committee about the addictive qualities of smoking even after his research shows thousands of people each year will die from smoking.
8. An attorney vigorously defends a client against a murder charge even when it is clear that his client is guilty.
9. Two white men tie a black man to the back of a pickup truck and drag him to his death.
10. A disgruntled man bombs a federal building, causing the deaths of hundreds of unsuspecting people.
11. A scientist develops a biological weapon that could kill thousands.
12. A man hijacks an airplane and flies it into the Pentagon, killing everyone on the plane and many military and civilian personnel on the ground.
1. ________ The Klondike Gold Rush started in 1978 when gold was discovered by three men on Bonanza Creek in Canada.

2. ________ The first ship returning from the gold fields brought back 68 miners and over two tons of gold.

3. ________ Thousands of people quit their jobs and rushed north to make their fortunes.

4. ________ The Canadian government would not allow miners to enter the goldfields unless they had 2000 pounds of food and supplies with them.

5. ________ Dogs were often used by the miners to carry heavy loads of supplies into the Yukon.

6. ________ Many merchants sold the miners new and very useful inventions to make finding gold easier.

7. ________ By the summer of 1897 ships were leaving Seattle every day loaded down to the max with gold hunters heading north to the Klondike.

8. ________ Life in the Yukon was very difficult and many people died or gave up on the way north and returned home with no money.

9. ________ Everyone that survived and made it all the way to the Klondike found gold and returned home a wealthy person.

1. Write one new thing that you learned about the Klondike Gold Rush

2. Write one thing that surprised you in the story.

3. What else would you like to know about the Klondike Gold Rush?
**PREDICTION GUIDE FOR FUNGI**

Directions: Read each statement and place a check in the ME column if you agree with it and a minus if you do not agree with it. Then, read the textbook pages related to fungi and again use a check or a minus, except place it in the AUTHOR column. Compare your opinions with those of the author.

Taking it further: Change all the minus statements in the author column so that they agree with the textbook and write down the page number where you found the information.

<table>
<thead>
<tr>
<th>ME</th>
<th>AUTHOR</th>
<th>STATEMENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A fungus doesn’t make its own food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Most fungi can live on things that were once alive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Fungi must form spores to reproduce.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Ringworm and athlete’s foot are caused by fungi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>All mushrooms are safe for us to eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Fungi always harm the living things from which they get their food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>We have not discovered any helpful fungi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Yeast is a form of fungus.</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>Penicillin is made by a fungus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Fungi can live on clothing.</td>
<td></td>
<td></td>
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</tbody>
</table>
# Cell Division

## Anticipation/Reaction Guide

Directions: **Before** reading the assigned section, read the following statements. In the “before reading” column, put a check mark next to each statement with which you agree. Be prepared to discuss your responses. Put this guide away, and read the section assigned. Do not mark on this during your reading. **After** you read the section, place a check mark in the “after reading” column next to each statement with which you agree. Be prepared to give the reasons for your responses.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cells reproduce by a process called cell division.</td>
<td></td>
</tr>
<tr>
<td>2. The mitochondria control cell division.</td>
<td></td>
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<tr>
<td>3. New cells produced by cell division are called daughter cells.</td>
<td></td>
</tr>
<tr>
<td>4. The division of the nucleus of a body cell is called mitosis.</td>
<td></td>
</tr>
<tr>
<td>5. During cell division, each chromosome in the cell makes an exact copy of itself.</td>
<td></td>
</tr>
<tr>
<td>6. The cell membrane disappears during mitosis.</td>
<td></td>
</tr>
<tr>
<td>7. New cells are about half the size of the parent cell, but they will grow and eventually reproduce to form more daughter cells.</td>
<td></td>
</tr>
<tr>
<td>8. New plant cells stay side by side, separated by a new cell wall and cell membrane.</td>
<td></td>
</tr>
<tr>
<td>9. Cells usually divide and grow in an orderly manner. Cancer occurs when there is a rapid, disorderly growth of cells which crowd out and destroy healthy tissues.</td>
<td></td>
</tr>
</tbody>
</table>

Before/During/After 12 ROE #13 & 40
Anticipation/Reaction Guide

Read each statement. Write A if you agree with the statement. Write D if you disagree with the statement.

<table>
<thead>
<tr>
<th>Response Before Research</th>
<th>Statement</th>
<th>Response After Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Story Impressions
Before Reading Strategy
www.allamericareads.org

Reading Skills

- Establishing a purpose for reading
- Forming an overall impression of the text through predictions

Overview of the "Story Impressions" Strategy

- The teacher chooses key words, phrases, or concepts from several chapters and lists them in the order in which they appear in the chapters.
- The list will normally consist of 10 to 15 items.
- Students should be given enough words to form an impression of the chapters but not so many that they are able to create entire episodes that they will encounter in reading.

Activity for the "Story Impressions" Strategy

1. Make a list of words or phrases.

2. Now present the words in a linked order by displaying the words in a vertical line with arrows connecting one word to the next. The students should see that the words must be used in a particular order. This strategy will help them when they encounter words or terms that are unfamiliar.

3. After the initial discussion, have each student write a paragraph, using all the words in the given order and summarizing what he or she thinks the chapters will be about, thus creating a Story Impression.

4. Place the students in groups of 4 to 5, and allow the group members time to share their Story Impressions so they can compare their predictions.

Important Tips to Remember

1. Students need to write down all their Story Impressions so that they will have something to reference once they read the text.

2. Have students discuss the key words so they are given the opportunity to figure out words that they do not know before they begin reading.
3. In order to prevent giving away the ending, give the students only words that suggest the main idea. Finalizing your list with an event found earlier in the selection rather than at its conclusion will solve this problem.

4. Once the students have written their Story Impressions, have them immediately begin reading the chapters. You should decide how much discussion your students need prior to reading. Some students can complete this assignment at home and return to the next class meeting prepared to read the next chapters.

5. While the "Story Impressions" strategy is similar to the "Probable Passage" strategy, it is less structured.

Assessment

Students can be assessed on the quality of their participation in their groups and receive a class-work grade according to the following rubric:

- EXCELLENT participation (Score 4)
- ABOVE AVERAGE participation (Score 3)
- ADEQUATE participation (Score 2)
- BELOW AVERAGE participation (Score 1)
- NO participation (Score 0)

Below are some specific features for evaluating the paragraph.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Revise</th>
<th>Accept</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic sentence is clear and correctly placed.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Mechanics are correct.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Vocabulary and word choices are interesting.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Sentences are clear and related to topic.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Sentences vary in length (8 to 15 words).</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Agreement is correct.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Typing is neat with no mark-outs or whiteout.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Paragraph focuses on a single, unified idea.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Paragraph achieves its intended purpose.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>Paragraph is interesting and appealing.</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
</tbody>
</table>
Probable Passage 1
Before Reading Strategy

Reading Skills

• Establishing a purpose for reading
• Making predictions
• Using prior knowledge
• Analyzing chronological order

Overview of the "Probable Passage" Strategy

This strategy can be adapted for use prior to the students' reading any section of the novel. The lesson will give students practice in predicting what a passage will be about. They will also learn to activate prior knowledge when they approach a reading assignment. They will further develop their skill at monitoring their own reading comprehension and will develop their understanding of narrative conventions.

• The teacher chooses a passage, analyzes it, and selects 10 to 15 important words and phrases from the passage that the students will need to understand.

• The teacher then constructs a "probable passage" that uses the selected words and summarizes/condenses some of the ideas in the actual passage.

• The teacher makes a fill-in-the-blanks version of the probable passage by deleting the selected words and phrases and replacing them with blanks.

• After discussing the list of key words with the students, the teacher asks them to insert the key words and phrases into the blanks.

• The students then compare their filled-in probable passages to the actual passage.
Activity for the "Probable Passage" Strategy

1. Before the students read, present them with a list of key words. Review the words, and discuss the definitions of any that are unfamiliar.

2. Ask students to arrange the words into categories on a chart. Example:

   | Setting | Characters | Actions |

3. Distribute the probable passage from which the key words have been deleted, and ask the students to insert the words into the blanks.

4. Ask the students to read their probable passages and discuss their choices.

5. Assign the reading of the text.

6. Ask the students to compare their probable passages to the actual passage.
Open House
Before Reading Strategy

Reading Skills
- Making predictions
- Making generalizations
- Making inferences
- Rereading

Overview of the "Open House" Strategy

Strong readers automatically make predictions, inferences, and generalizations when they read. Reluctant readers do not come by these skills naturally, but they can be taught the skills by practicing. The "Open House" reading strategy (also known as the "Tea Party") gives the students an opportunity to talk to each other about segments of a short story, chapter, or poem and predict what will happen next. They will make inferences and generalizations about the characters, setting, mood/tone, plot/action, conflicts, and point of view by discussing the segments.

Before starting this activity, discuss the characteristics of an open house, making sure the students understand that people are supposed to mingle, talk, and share information.

Activity for the "Open House" Strategy

1. Photocopy the first chapter and cut the chapter into segments, one segment for each class member. If you have a large class, you may wish to have the class members work in pairs in order to keep the segments from being too short.
2. After mixing the segments, distribute the segments to the students.
3. Give the students a few minutes to read silently their given segments.
4. Distribute the "To Discover" sheet.
5. Next, tell the students that they have 10 minutes to "meet and greet" as many "guests" in the room as possible. The idea is to create an open house atmosphere in which the students spend a minute or two with other students and share the information from the chapter as revealed in their given segment. Have the students record on their sheets what they discover from others.
6. After the open house, ask the students to return to their seats and take a few minutes to record additional questions, predictions, inferences, and
generalizations related to the chapter. Ask for volunteers to share their discoveries, predictions, and questions. You may wish to compile and display the shared information on a chart, on an overhead transparency, or on the board.

7. Now, hand out the books and ask the students to read Chapter 1.
8. After the students are finished, ask them to write down the differences between their predicted information and the actual information.
9. Follow up with a class discussion.

This activity works well with the first chapters. It is also effective when used at a turning point in the middle or at the conclusion of the novel. This strategy works with nonfiction, such as reports and essays, poetry, and short stories. Customized "To Discover" pages will need to be created to match the objectives of the reading.

**Assessment**

Students may be assessed on participation in the mingling section of the "Open House" activity according to the following rubric:

- **EXCELLENT participation (Score 4):** The student meets with at least four other class members and fills in all boxes on his or her "To Discover" sheet.
- **ABOVE AVERAGE participation (Score 3):** The student meets with at least three other class members and fills in all but 1 or 2 boxes on his or her "To Discover" sheet.
- **ADEQUATE participation (Score 2):** The student meets with two other class members and fills in 4 or 5 boxes on the "To Discover" sheet.
- **BELOW AVERAGE participation (Score 1):** The student meets with one other class member and fills in 2 or 3 boxes on his or her "To Discover" sheet.
- **NO participation (Score 0):** The student does not meet with any class members and fills in 0 or 1 box on his or her "To Discover" sheet.
Sample for Literature
Open House - Discover Sheet

Characters

Point of View

Setting

Mood/Tone

Plot/Action

Conflict(s)

I predict...
Question – Answer Relationships (QARS)
Raphael, 1982, 1984

QARs helps students realize that the answers they seek are related to the type of question that is asked: it encourages them to be strategic about their search for answers based on an awareness of what different types of questions to look for:

There are 4 QARS:

1. **Right There** - Answers are usually contained in a single sentence and the words used to create the sentence are often also in that one sentence.

2. **Think and Search** - The answer is in the text, but you might have to look in several different sentences to find it.

3. **Author and You** - The answer is not in the text, but you still need information the author has given you, combined with what you already know, in order to respond to this type of questions.

4. **On My Own** - The answer is not in the text, and in fact, you don't have to read to text to be able to answer it.
The sun was setting, and as the Senator gazed out his office window, he could see the silhouettes of some of the unique buildings and monuments of Washington, D. C. Directly in front of him at the other end of the National Mall, the stark obelisk of the Washington Monument thrust dramatically skyward, its red warning lights blinking in the approaching dusk. Although he couldn’t quite see it, he knew that beyond the Washington Monument and the reflecting pool just past it, a huge statue of Abraham Lincoln sat thoughtfully in the Lincoln Memorial.

The senator was worried. A bill was before the Congress, called Safe Surfing for Safer Schools, that would deny federal education dollars to states that didn’t have laws against Internet pornography on their books. He was concerned about kids having access to dirty pictures and even more concerned about Internet predators having access to kids. But he also believed strongly in the right of people to freely access information, even if it meant that sometimes children might be exposed to adult materials. And it seemed dangerous to take money away from schools, where the need was desperate, if state legislatures balked at this federal pressure on them.

His constituents had let him know in no uncertain terms that they supported strict standards of decency on the Internet. He knew if he didn’t support the bill, his next election opponent would paint him as pro-pornography and anti-child. But he didn’t want anything to get in the way of providing monetary support to schools through federal grants.

The unique spires of the original Smithsonian Institution were getting harder to see, but there was still a faint gleam on the green dome of the Museum of Natural History. What was the right thing to do?

| Right There | What legislation is the Senator worried about? |
| Think and Search | What are some of the buildings and monuments the Senator could see outside his office window? |
| Author and You | Whom does this Senator remind you of and why? |
| On My Own | What’s a tough decision you’ve had to make? |
### Question Answer Relationships
Raphael, 1982, 1984

<table>
<thead>
<tr>
<th>In The Book QARs</th>
<th>In My Head QARs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RIGHT THERE</strong></td>
<td><strong>AUTHOR &amp; YOU</strong></td>
</tr>
<tr>
<td><em>Answer in the text.</em></td>
<td><em>Answer NOT in the story.</em></td>
</tr>
<tr>
<td><strong>THINK &amp; SEARCH</strong></td>
<td><strong>ON MY OWN</strong></td>
</tr>
<tr>
<td><em>Put it together.</em></td>
<td><em>Don’t even have to have read the story.</em></td>
</tr>
</tbody>
</table>
QAR

IN THE BOOK

RIGHT THERE

THINK and SEARCH

IN MY HEAD

AUTHOR AND ME

ON MY OWN
Admit Slip: Establishing a Purpose for Reading

When we take the time to help readers establish a purpose prior to beginning their content reading, we offer them the opportunity to read for specific purposes: answering questions related to the content, finding information, connecting reading to their background knowledge and meeting assessment and evaluation challenges. Clear purposes add to student motivation and engagement in reading.

Many teachers have used Exit Slips to help them assess students’ learning and determine their next teaching steps. Admit Slips achieve both these goals but have the additional benefit of helping students think about what they will learn prior to class. The Admit Slip enables students to focus their attention on the reading and study planned for class by preparing responses, ideas and questions that anticipate the reading for that day.

1. Give students a one-page challenge as homework. For example, I might copy an illustration from our textbook or the cover of a textbook, copy the information from a book jacket, or make a typed list of the title, headings and sub-headings used in the book we will read the next day.

2. Then ask students to study the illustrations or text and write three questions they think the next day’s reading will answer or list three pieces of information they believe we will learn from the reading.

The Admit Slip is accessible for almost all students so more students are likely to complete the task. If class begins each day with credit given for completed Admit Slips, and if those slips are used as part of cooperative or collaborative learning, most students develop some motivation for completing the slips. As a result, students begin to develop the strategic reading habit of establishing a purpose for reading before beginning to read.
Before reading, students should place the vocabulary words in the literary element category they predict the word will appear.

**VOCABULARY WORD SORT**

**KLONDIKE FEVER**

<table>
<thead>
<tr>
<th>mountains</th>
<th>gold</th>
<th>millionaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>glittering</td>
<td>prospector</td>
<td>frontier</td>
</tr>
<tr>
<td>crowds</td>
<td>gold fields</td>
<td>headlines</td>
</tr>
<tr>
<td>claim</td>
<td>miners</td>
<td>trail</td>
</tr>
<tr>
<td>merchants</td>
<td>stampede</td>
<td>bankrupt</td>
</tr>
<tr>
<td>Yukon</td>
<td>nuggets</td>
<td>Klondike</td>
</tr>
<tr>
<td>Clarence Berry</td>
<td>hardship</td>
<td>search</td>
</tr>
<tr>
<td>Seattle</td>
<td>grubstake</td>
<td>dishonest</td>
</tr>
</tbody>
</table>

**Setting:**

**Characters:**

**Problem/Events:**

**Solution/Outcome:**

**Unknown Words:**
### Klondike Fever

**Vocabulary Knowledge Rating**

<table>
<thead>
<tr>
<th>Sourdough</th>
<th>Fortune</th>
<th>Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millionaire</td>
<td>Poverty</td>
<td>Prospector</td>
</tr>
<tr>
<td>Provisions</td>
<td>Spectators</td>
<td>Gangplank</td>
</tr>
<tr>
<td>Bankrupt</td>
<td>Nuggets</td>
<td>Solitude</td>
</tr>
<tr>
<td>Grubstake</td>
<td>Stampedede</td>
<td>Solitude</td>
</tr>
</tbody>
</table>

Write each of the above words into one of the columns below.

1. I know this word and can define it.
2. I've seen or heard this word before.
3. I don't know this word.
Fish Pattern

The Fish Pattern is used for synthesizing information after pre-reading, or skimming a chapter. Pre-reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be, and for getting a general idea of what will be discussed in each reading. When students take the time to pre-read they are better prepared to read and understand the information presented in a text.
Fish Pattern

WHO ?

WHEN ?

WHERE ?

HOW ?

WHY ?

MAIN

WHAT ?
Vocabulary Frames/Maps

Vocabulary Frames are a flashcard method for learning new vocabulary. Do not use Vocabulary Frames for every new vocabulary word encountered. **Words that introduce new concepts are best used with Vocabulary Frames.**

- **Top Right Corner:** Write the word’s definition.
- **Top Left Corner:** Write the word’s opposite and cross it out.
- **Lower Left Corner:** Write a silly sentence that uses the definition of the word.
- **Lower Right Corner:** Draw a graphic to help you visualize the concept.
- **In the Center:** Write the word.
## Vocabulary Frame

<table>
<thead>
<tr>
<th>Antonym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Word**

**Silly sentence with definition of word**

**Graphic/ Picture**

---

**Before/During/After**

31

ROE #13 & 40
V O C A B U L A R Y W O R D M A P

Definition in Your Own Words

Synonyms

Use It Meaningfully in a Sentence

Draw a Picture of It

VOCABULARY WORD

Thanks to Debbie Petzick for design idea.
VOCABULARY WORD MAP

**VOCABULARY WORD**

**DEFINITION or SYNONYM**

**ANTONYM**

**USE IT IN A SENTENCE**

**DRAW A PICTURE or RELATE IT TO YOURSELF**
The 30-15-10 List

If students have memorized the meaning of the 30 most used prefixes, fifteen most popular roots, the ten most used suffixes, they can decipher INDEPENDENTLY during reading. TEACH THESE BEFORE THEY READ.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, ab, abs</td>
<td>away, from</td>
<td>absent, abstinence</td>
</tr>
<tr>
<td>ad, a, ac, af, ag, an, ar, at, as</td>
<td>to, toward</td>
<td>adhere, annex, accede, adapt</td>
</tr>
<tr>
<td>bi, bis</td>
<td>two</td>
<td>bicycle, biped, bisect</td>
</tr>
<tr>
<td>circum</td>
<td>around</td>
<td>circumference</td>
</tr>
<tr>
<td>com, con</td>
<td>together, with</td>
<td>combination, connect</td>
</tr>
<tr>
<td>de</td>
<td>opposite, from, away</td>
<td>detract, defer, demerit</td>
</tr>
<tr>
<td>dis, dif, di</td>
<td>apart, not</td>
<td>disperse, different</td>
</tr>
<tr>
<td>epi</td>
<td>upon, on top of</td>
<td>epicenter</td>
</tr>
<tr>
<td>equi</td>
<td>equal</td>
<td>equality, equitable</td>
</tr>
<tr>
<td>ex, e</td>
<td>out, from forth</td>
<td>eject, exhale, exit</td>
</tr>
<tr>
<td>hyper</td>
<td>over, above</td>
<td>hyperactive, hypersensitive</td>
</tr>
<tr>
<td>hypo</td>
<td>under, beneath</td>
<td>hypodermic</td>
</tr>
<tr>
<td>in</td>
<td>in, into, not</td>
<td>inject, endure, incorrect</td>
</tr>
<tr>
<td>inter</td>
<td>between, among</td>
<td>intercede</td>
</tr>
<tr>
<td>mal, male</td>
<td>bad, ill</td>
<td>malpractice, malevolent</td>
</tr>
<tr>
<td>mis</td>
<td>wrong</td>
<td>mistake, misunderstand</td>
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<td>mono</td>
<td>alone, single, one</td>
<td>monotone, monopoly</td>
</tr>
<tr>
<td>non</td>
<td>not</td>
<td>nonsense</td>
</tr>
<tr>
<td>ob</td>
<td>in front of, against</td>
<td>obvious</td>
</tr>
<tr>
<td>omni</td>
<td>everywhere, all</td>
<td>omnipresent</td>
</tr>
<tr>
<td>preter</td>
<td>past, beyond</td>
<td>preternatural</td>
</tr>
<tr>
<td>pro</td>
<td>forward</td>
<td>proceed, promote</td>
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<tr>
<td>re</td>
<td>again, back</td>
<td>recall, recede</td>
</tr>
<tr>
<td>retro</td>
<td>backward, behind, back</td>
<td>retroactive</td>
</tr>
<tr>
<td>se</td>
<td>apart</td>
<td>secede</td>
</tr>
<tr>
<td>sub</td>
<td>under</td>
<td>subway</td>
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<tr>
<td>super</td>
<td>greater, beyond</td>
<td>supernatural, superstition</td>
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<td>trans</td>
<td>across, beyond</td>
<td>transcend, transcontinental</td>
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<tr>
<td>un, uni</td>
<td>one</td>
<td>unilateral, unity</td>
</tr>
<tr>
<td>un (pronounced uhn)</td>
<td>not</td>
<td>unhappy, unethical</td>
</tr>
<tr>
<td>Root</td>
<td>Meaning</td>
<td>Example</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>bas</td>
<td>low</td>
<td>basement</td>
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<td>cap, capt</td>
<td>take, seize</td>
<td>capture, capable</td>
</tr>
<tr>
<td>cred</td>
<td>believe</td>
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<tr>
<td>dict</td>
<td>speak</td>
<td>predict, dictionary</td>
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<td>duc, duct</td>
<td>lead</td>
<td>induce, conduct</td>
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<tr>
<td>fac, fact</td>
<td>make, do</td>
<td>artifact, facsimile</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>autograph, graphic</td>
</tr>
<tr>
<td>log</td>
<td>word, study of</td>
<td>dialog, biology</td>
</tr>
<tr>
<td>mort</td>
<td>die, death</td>
<td>mortal, mortician</td>
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<tr>
<td>scrib, script</td>
<td>write</td>
<td>transcribe, subscription</td>
</tr>
<tr>
<td>spec, spect</td>
<td>see</td>
<td>specimen, aspect</td>
</tr>
<tr>
<td>tact</td>
<td>touch</td>
<td>contact, tactile</td>
</tr>
<tr>
<td>ten</td>
<td>hold</td>
<td>tenacious, retentive</td>
</tr>
<tr>
<td>therm</td>
<td>heat</td>
<td>thermostat, thermometer</td>
</tr>
<tr>
<td>ver</td>
<td>true</td>
<td>verify</td>
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</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>able to (adj.)</td>
<td>usable</td>
</tr>
<tr>
<td>-er, -or</td>
<td>one who does (n)</td>
<td>competitor</td>
</tr>
<tr>
<td>-fy</td>
<td>to make (v)</td>
<td>dignify</td>
</tr>
<tr>
<td>-ism</td>
<td>the practice of (n)</td>
<td>rationalism, catholicism</td>
</tr>
<tr>
<td>-ist</td>
<td>one who is occupied with</td>
<td>feminist, environmentalist</td>
</tr>
<tr>
<td>-less</td>
<td>without, lacking (adj)</td>
<td>meaningless</td>
</tr>
<tr>
<td>-logue, -log</td>
<td>a particular kind of speaking or writing</td>
<td>prologue, dialog</td>
</tr>
<tr>
<td>-ness</td>
<td>the quality of (n)</td>
<td>aggressiveness</td>
</tr>
<tr>
<td>-ship</td>
<td>the art of skill of (n)</td>
<td>sportsmanship</td>
</tr>
<tr>
<td>-tude</td>
<td>the state of (n)</td>
<td>recititude</td>
</tr>
</tbody>
</table>
K.I.M. – for vocabulary words and new ideas

Write the term or key idea (K) in the left column (I) information that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.

The key idea may be a new vocabulary word or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new key ideas.
K.I.M. – for vocabulary words and new ideas

<table>
<thead>
<tr>
<th>K</th>
<th>Key Idea</th>
<th>I</th>
<th>Information</th>
<th>M</th>
<th>Memory Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>drought</td>
<td></td>
<td>Little or no rain over a period of time</td>
<td></td>
<td><img src="sun.png" alt="Image" /> 2H2O help'</td>
</tr>
<tr>
<td></td>
<td>coup</td>
<td></td>
<td>Takeover of government by military</td>
<td></td>
<td><img src="tank.png" alt="Image" /> Get out</td>
</tr>
<tr>
<td></td>
<td>sovereignty</td>
<td></td>
<td>Political Independence</td>
<td></td>
<td>&quot;Yeah we're FREE to make our own choices.&quot;</td>
</tr>
</tbody>
</table>

Before/During/After

ROE #13 & 40
K.I.M. - for vocabulary words and new ideas

<table>
<thead>
<tr>
<th>K</th>
<th>I</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Idea</td>
<td>Information</td>
<td>Memory Clue</td>
</tr>
</tbody>
</table>
RIVET
Introducing Vocabulary Words

A game that is similar to the age-old game of Hangman, RIVET can be used to focus students’ attention on several key vocabulary words for the text being read. (Cunningham, 1999)

1. The teacher begins by telling the students, “Today there are four words that are important to the text we’re going to be reading. Let’s see if any of you can guess these words.

2. Then, on the board or on an overhead transparency, he numbers 1-4 and begins by supplying dashes rather than letter for the first word:

   1. ______________

3. “Now, let me reveal the first letter to get us started with some guesses.”

   1. I________________

4. “Any guesses for a word starting with “I” that has ten letters?”

   • If the teacher has already helped students establish prior knowledge, their guesses are likely to be more reasonable than if they are making wild guesses.
   • Also, teachers may want to prompt students by giving definitions as they go, such as “This word starts with an “I” and it relates to …”

5. The teacher continues to reveal each letter in the order it occurs in the word, taking guesses each time.

6. If a student makes a guess, the teacher has the student tell the next letter and then adds the correct letter to see if the spelling and the guess match.

7. The complete word is finally guessed or revealed.

8. The teacher should take a brief opportunity to explain the definition of the word in the context of what they will read.

9. The teacher may want to jot a simple definition beside the reveal word.
PICTURE RIVET

An additional step can be added to the game of RIVET to aid students in making more personal connections to the words being presented. This personal connection may be what helps students store these words in the associative memory, rather than in short term memory.

As the game of RIVET is played, each student will keep a sheet of paper on his desk. The paper will be folded into quarters or eighths, depending upon the total number of words to be presented over several days. Each time one of the words is revealed, the teacher asks the student to write the word in one of the cells of their folded paper and to draw a picture that will remind them of the meaning of the word. As the students read the text, they have a picture dictionary to use as a glossary of terms as they encounter difficult or keywords.
K-W-L

K-W-L is the creation of Donna Ogle and is a 3-column chart that helps capture the Before, During and After components of reading a text selection.

- K stands for Know - What do I already know about this topic?
- W stands for Will or Want - What do I think I will learn about this topic? What do I want to know about this topic?
- L stands for Learn - What have I learned about this topic?

1. Before reading, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
2. Then have students predict what they might learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set their purpose for reading and focuses their attention on key ideas.
3. Alternatively, you might have students put in the middle column what they want to learn about the topic.
4. After reading, students should fill in their new knowledge gained from reading the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually read anything. This is the stage of metacognition: did they get it or not?
<table>
<thead>
<tr>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What Do I Already Know?</td>
<td>What Do I Think I Will Learn? Or What Do I Want to Know?</td>
<td>What Have I Learned?</td>
</tr>
</tbody>
</table>

Before/During/After 42 ROE #13 & 40
**K W L (Modified)**
Adapted from Ogle, 1984, 1986

<table>
<thead>
<tr>
<th>What is the concept?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I know about:</th>
<th>What I WANT to know or wonder about or think I WILL learn:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>?</td>
</tr>
<tr>
<td>2.</td>
<td>?</td>
</tr>
<tr>
<td>3.</td>
<td>?</td>
</tr>
<tr>
<td>4.</td>
<td>?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How I might FIND OUT about . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>⇒</td>
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<td>⇒</td>
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</table>

<table>
<thead>
<tr>
<th>What have I learned?</th>
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<tr>
<td>•</td>
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<td>•</td>
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</table>
**K-W-L PLUS**

**Description:** *K-W-L PLUS* is designed to foster active reading of expository text. The basic three steps of: **K** - What do I already **know**?, **W** - What do I **want** to know?, and **L** - What did I **learn**? The “plus” is the extension or connection of the learning. KWL provides a structure for activating and building prior knowledge, for eliciting student input when established purposes for reading, and for personalizing the summarization of what is learned. It is a method that students can use independently and master in various settings. The process mirrors what good readers should always do. A complete KWL chart can help students reflect and evaluate their learning experiences as well as serve as a useful assessment tool for teachers.

**Step-by-Step**

1. Identify ideas and concepts that students must get from a reading assignment and structure the lesson to ensure that students are led to an understanding of these points.

2. Introduce the KWL and model how to use it with a new topic or reading assignment.

3. Individually, in pairs or in small groups, students brainstorm what they already know about the KWL PLUS topic. Emphasize the tentative nature of what we remember by encouraging reluctant students to try to remember what they think they know.
4. The information is recorded and displayed for the whole class. During class discussion, model how to organize and categorize information.

5. Lead the class into the next phase where students generate a list of what else they want to learn or questions they want answered. Continue to demonstrate how to organize and categorize their responses and how to use this information to set purposes for their reading.

6. Students read with the purpose of discovering the information to answer their questions or to verify their knowledge. They record what they learned in the L column.

7. Record and display information gained after reading, modeling how to reflect upon the entire learning experience.

8. Encourage students to decide what other information they would like to know about the topic and discuss why they are interested in this information.

Extensions

The PLUS
- Change the W to or just add N as a category to let students think about what they need to Know. Or simply use the need category to let students know what will be tested.
- Add an H - KWHL. How am I going to Learn (research or investigate)?
- Add another L or S - KWLL or KWLS. What do I Still want to Learn?
- Add a U - KWLU. How can I Use (apply) this information?
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you <strong>KNOW</strong> about the topic?</td>
<td>What do you <strong>WANT</strong> to know about the topic?</td>
<td>What did you <strong>LEARN</strong> about the topic?</td>
<td>What did you <strong>STILL</strong> want to learn about the Topic?</td>
</tr>
<tr>
<td>K</td>
<td>N</td>
<td>W</td>
<td>S</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>What facts do I KNOW from the information in the problem?</strong></td>
<td><strong>Which information, if any do I NOT need?</strong></td>
<td><strong>WHAT does the problem ask me to find?</strong></td>
<td><strong>What STRATEGY - operation - tools will I use to solve the problem?</strong></td>
</tr>
</tbody>
</table>
During
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**Action Belief Chart**

**What is an Action Belief Chart and why is it important?**

An Action Belief Chart helps students focus on the actions, beliefs and attitudes of characters in a story. The chart helps students understand that how a character feels may affect how a character acts.

**How can I use an Action Belief Chart with my students?**

As students read a story, help them understand the relationship between what a character does and what a character believes. Ask students questions such as, "Why do you think Miss Nelson stayed away from school and allowed a substitute to teach?" As students read the story, continue to help them infer characters' beliefs and attitudes by asking similar questions.

When students have finished reading the story, encourage them to complete an Action Belief Chart.

1. First, have students write the name of each character down the left side of the chart.

2. Then, ask students to write an action for each character.

3. Finally, have students fill in the column, connecting the character's action with the character's belief.
Name: ____________________________ Date: ______________

**Action Belief Chart**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character:</td>
<td>Action:</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Descriptive Frame

Frames (Jones, 1986) are graphic outlines that can help students understand different text patterns. Students can use them to understand, organize, and think about information in a particular way (e.g., comparing and contrasting information versus listing information). A Descriptive Frame helps students give information about a topic by presenting its attributes.

1. After reading a passage that describes a person, object or event, encourage students to complete a Descriptive Frame.

2. Guide students through the passage by asking questions such as: "What can you tell me about the topic?" and "Can you give me an example of what the topic is about?"

3. A Descriptive Frame is sometimes called a Simple Listing Frame because the attributes of a topic can be presented in a list format.

Following a Descriptive Frame for the topic, tornado.

- Tornado
  - windy storm
  - gray and black
  - can kill people
  - knocks things down
  - like a vacuum cleaner
  - swirls around and around
  - air warm and still
Most Important Word
During Reading Strategy
www.allamericareads.org

Reading Skills

• Identifying the main idea
• Making generalizations
• Summarizing

Overview of the “Most Important Word” Strategy

Students select what they believe to be the most important word in a text they have read. They justify their choice and state the reasons that they think this particular word is the most important by using examples from the text.

The “Most Important Word” strategy may be used at any point in the reading, but teachers and students may find the strategy most useful if it is used from the beginning to the end of the text.

Activity for the “Most Important Word” Strategy using Literature

1. Invite students into a discussion of two words found in the title of the novel.
2. Begin the discussion by brainstorming definitions of the two words. These definitions may be from the dictionary or may be student generated. Record these definitions on an overhead.
3. Ask students to identify various passages in which these two words are used as part of a phrase or alone and ask them to explain the significance of these instances.
4. With a number of examples, have the students discuss in small groups or write about the significance of the words.
5. Divide students into small groups and assign each group a certain number of chapters of the novel to examine.
6. Have the students scour their assigned chapters for important words to support the theme of the novel.
7. Have each group report to the class the words they found most important in their second reading.
8. Keep a tally of the “Most Important Word” each group identifies.
9. Use this list as the basis for a whole-class discussion, noting any common words/phrases identified. The ensuing discussion will help solidify for students an author’s intent in choosing words carefully to craft a message.
Read, Rate and Reread
During Reading Strategy

Reading Skills

- Determining writer’s purpose
- Identifying the main idea
- Monitoring reading
- Establishing a purpose for reading

Overview of “Read, Rate and Reread” Strategy

This lesson will help students improve their reading comprehension by emphasizing the importance of careful, repeated readings of material. This strategy can be adapted for use during students’ reading.

The students will read a short selection three times and evaluate their understanding of the passage on each successive reading. They will further develop their skill at monitoring their own reading comprehension.

Activity for “Read, Rate and Reread” Strategy

1. Assign a chapter to be read in class. Ask students to rate their understanding of their reading on a scale from 1 to 10. Also, ask them to list any questions they have about their reading. Explain that questions may be about what happened, vocabulary, motivation or anything else that seems unclear. Although students could do this activity without a chart, one that may prove helpful has been provided below.

2. Direct students to read the chapter and rate their understanding again. Have them indicate which earlier questions they can now answer.

3. Ask students to work in groups of two or three to discuss any unanswered questions they have. Students who answer the questions should indicate the portion of the text that led them to their answer. The groups should list any questions they are still unable to answer. At this point, the questions should include some discussion/opinion questions that might be discussed by the entire class.

4. Ask students to read the chapter for a third time and rate their understanding of the passage one last time.

5. Discuss any remaining questions with the entire class.
Assessment

Ask students to write a sentence or two about what they learned from this reading strategy. Then assess the exercise through discussion with the entire class. Include such questions as the following:

- What did you learn from this activity?
- What was most useful about the activity?
- How will this experience affect the way you approach reading material in the future?
- Did your understanding ratings change? If so, how?
- How do you think your reading of the four previous chapters affected your understanding of this chapter of the novel?

Read, Rate and Reread

1. Read the assigned selection, and in the second column, rate your understanding, using a scale of from 1 to 10 with 10 as the highest rating. In the third column, list any questions you have about the selection.
2. Read the selection a second time and again rate your understanding. In the third column, list any additional questions you have. In the fourth column, note those questions that were answered by the second reading.
3. Work in a group to answer any of your remaining questions. Note those questions that are now answered.
4. As a group, list any questions that remain unanswered.
5. Read the selection for a third time and again rate your understanding.

<table>
<thead>
<tr>
<th></th>
<th>Understanding Rating (Scale 1-10)</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Before/During/After 7 ROE #13 & 40
Literature Circles
During Reading Strategy

Reading Skills

- Reading and discussing books
- Connecting with books
- Taking responsibility as readers and constructing meaning together
- Debating and challenging one another
- Making drawings and notes that reflect readers' ideas
- Asking open-ended questions
- Reading aloud of favorite passages
- Revisiting the text constantly
- Proving points and settling differences by using specific passages
- Thinking critically

Overview of the "Literature Circle" Strategy

"Literature Circles" - small groups of students gathered together to discuss a piece of literature in depth - is a teaching method that allows students to become critical thinkers as they engage in ongoing dialogue with a book. Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss and respond to the book. Collaboration is at the heart of this approach. In classrooms all across the country, literature circles are helping to create a student-center learning environment. Through structured discussion and extended written and artistic response, this strategy guides the students to a deeper understanding of what they read. The key aspect of this strategy is the structured use of role sheets as the students learn to discuss and contribute to the group. These sheets can also be used as evaluation tools.


Activity for the "Literature Circle" Strategy

1. Select members for the Literature Circles (discussion groups).
2. Assign roles for the members of each circle.
3. Assign reading to be completed by the circles inside or outside of class.
4. Select circle meeting dates.
5. Help students prepare for their roles in their circle.
6. Act as a facilitator for the circles.
Discussion Sheet for Literature Circles

Name: _________________________________________________________

Group:____________________________ Book: ________________________

Role: _____________________________ Pages:________________________

While you are reading or after you have finished reading, prepare for the circle meeting by assuming the identity of one of the strategists below and completing and then presenting your strategy:

1. Clarifier: Your job is to find five words or concepts that are important to the story, list and explain each word/concept and write down its page number.
   1. 4.
   2. 5.
   3.

2. Summarizer: Your job is to prepare a brief summary of the book. You want to convey how the characters are influenced by the various events and how the main conflict contributes to the resolution.
   Key Events:
   
   Summary:
   
3. Questioner: Your job is to develop a list of four questions about this book that your circle might discuss. Your task is to help circle members discuss the big ideas in the book and share their reactions. Center your questions on the 5 Ws + How. Be prepared to read aloud key passages that present the answers. List page numbers.
   
   Question 1: Question 3:
   Answer Answer
   Question 2: Question 4:
   Answer Answer

4. Predictor: Your job is to predict what you think will happen next in this story. After each prediction, defend your reasoning.
   Based on what I have read, I predict that the following events will happen:
   
   1: Why:
   2: Why
   3: Why

Other job possibilities include: 1) investigator, 2) illustrator, 3) connector, 4) travel tracer, 5) vocabulary enricher.
**Clarifier**

Name: _______________________________  Circle: __________

Book: ____________________________________________________

Meeting Date: __________ Assignment: Pages _________ to _________

**Clarifier:** Your job is to find five words or concepts that are important to the story, list and explain each word/concept and write down its page number.

<table>
<thead>
<tr>
<th>Word or Concept</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Literature Circles Role Sheet

Summarizer

Name: _______________________________ Circle: ______________

Book: ____________________________________________________

Meeting Date: __________ Assignment: Pages __________ to _________

Summarizer: Your job is to prepare a brief summary of today’s reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights and general idea of today’s reading assignment.

Summary:

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Key Points:

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

4. ___________________________________________________________________

Connections: What did today’s reading remind you of?

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Before/During/After  11  ROE #13 & 40
Literature Circles Role Sheet

Question Director

Name: _______________________________ Circle:____________________

Book: ________________________________________________________________________________

Meeting Date: __________ Assignment: Pages __________ to _________

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don’t worry about small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings and concerns as you read. You can list them below or during or after your reading. You may also use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today:

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

4. ______________________________________________________________________________________

5. ______________________________________________________________________________________

Sample questions
- What was going through your mind while you read this?
- How did you feel while reading this part of the book?
- What was discussed in this section of the book?
- Can someone summarize briefly?
- Did today’s reading remind you of any real-life experiences?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- What are some things you think will be talked about next?

Topics to be carried over to tomorrow: ________________________________

Assignment for tomorrow: Pages _________to__________
Literature Circles Role Sheet

Predictor

Name: _______________________________ Circle:__________________

Book: ______________________________________________________

Meeting Date: __________ Assignment: Pages __________ to __________

**Predictor:** Your job is to predict what you think will happen next in this story. After each prediction, defend your reasoning. “Based on what I have read, I predict that the following events will happen.”

<table>
<thead>
<tr>
<th>Event</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Investigator*: Your job is to dig up some background information on any topic related to your book. This might include:

- The geography, weather, culture or history of the book’s setting
- Information about the author – her/his life and other works
- Information about the time period portrayed in the book
- Pictures, objects or materials that will illustrate elements of the book
- The history and derivation of words or names used in the book
- Music that reflects the book or its time

This is not a formal research report. The idea is to find bits of information or material that helps your group better understand the book. Investigate something that really interests you – something that struck you as puzzling or curious while you were reading.

Sources for information:

- The introduction, preface or “about the author” section of the book
- Library books and magazines
- Online computer search or encyclopedia
- Interviews with people who know the topic
- Other novels, nonfiction or textbooks you’ve read

Topic to be carried over to tomorrow: ________________________________

Assignment for tomorrow: Pages ____________ to ____________

*Adapted from Literature Circles: Voice and Choice in the Student-Centered Classroom by Harvey Daniels (Stenhouse Publishers: York, Main, 1994. Published in Canada by Pembroke Publishers, Markham, Ontario, 1994).
Literature Circles Role Sheet

Illustrator*

Name: _______________________________ Circle:________________

Book: ____________________________________________

Meeting Date: __________ Assignment: Pages __________ to _________

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart or stick figure scene. You can draw a picture of something that is discussed specifically in your book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay. You can even label with words if that helps. Make your drawing on this paper. If you need more room, use the back.

Connections: What did today’s reading remind you of?

_________________________________________________________

_________________________________________________________

_________________________________________________________

* Adapted from Literature Circles: Voice and Choice in the Student-Centered Classroom by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham Ontario, 1994).
Literature Circles Role Sheet

**Connector**

Name: _______________________________  Circle: ______________

Book: ____________________________________________________

Meeting Date: __________ Assignment: Pages __________ to _________

**Connector**: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. You might also see connections between this book and other writings on the same topic or other writings by the same author. There are no right answers here. Whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors:
1. _______________________________________________________
   _______________________________________________________

2. _______________________________________________________
   _______________________________________________________

3. _______________________________________________________
   _______________________________________________________

4. _______________________________________________________
   _______________________________________________________

Topic to be carried over to tomorrow: __________________________

Assignment for tomorrow: Pages ___________ to _____________

* Adapted from *Literature Circles: Voice and Choice in the Student-Centered Classroom* by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham Ontario, 1994).
Travel Tracer: When you are reading a book in which characters move around often and the scene changes frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. So that is your job: to tack carefully where the action takes place during today’s reading. Describe each setting in detail, either in words or with an action map or diagram you can show to your group. You may use the back of this sheet or another sheet. Be sure to give the page locations where the scene is described.

Describe or sketch the setting
• where today’s action begins
  Page where it is described __________

• where today’s key events happen
  Page where it is described __________

• where today’s events end
  Page where it is described __________

Topic to be carried over to tomorrow: ____________________________

Assignment for tomorrow: Pages ___________ to _____________

* Adapted from Literature Circles: Voice and Choice in the Student-Centered Classroom by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham Ontario, 1994).
Vocabulary Enricher: Your job is to be on the lookout for a few especially important words in today’s reading. If you find words that are puzzling or unfamiliar, mark them while you are reading and then later jot down their definition, either from a dictionary or from some other source. You may also run across familiar words that stand out somehow in the reading - words that are repeated a lot, are used in an unusual way, or provide a key to the meaning of the text. Mark these special words and be ready to point them out to the group. When your circle meets, help members find and discuss these words.

<table>
<thead>
<tr>
<th>Page No. &amp; Paragraph</th>
<th>Word</th>
<th>Definition</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Topic to be carried over to tomorrow: ________________________________

Assignment for tomorrow: Pages ___________ to _____________

* Adapted from Literature Circles: Voice and Choice in the Student-Centered Classroom by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham Ontario, 1994).
**Literature Circles**

**Daily Literature Study Record**

Circle: ____________________________

Book: ______________________________

Date started: _______________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Book Brought</th>
<th>Prepared for Discussion</th>
<th>Participated in Discussion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Literature Circles

Novel Study Self-Evaluation Guide

Name: _______________________________ Circle:______________

Book: ____________________________________________________

Date started: _____________________________________________

I brought my book to class. _____

I read to where I was supposed to each time. _____

I talked about the book in the discussion group. _____

I listened to what other people had to say about the book. _____

I didn’t fool around in my group. _____

I used sticky notes to mark places I didn’t understand or places I wanted to talk about with in my group. _____

I wrote in my reading log and finished any assignment on time. _____

My overall rating of myself is as follows:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

I think the person who should get the best grade in my group is:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Literature Circles

Self-Assessment Form

Name: _______________________________  Circle: __________________

Book: ____________________________________________________

Date started: ___________________________________

My Contribution to Group Discussion

Rate each entry as: 1 - Needs Improving, 2 - Satisfactory, or 3 - Very Good

<table>
<thead>
<tr>
<th>Type of Contribution</th>
<th>Rating</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shared my ideas and offered my suggestions</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I spoke clearly and slowly enough to be understood.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I answered others questions.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I remained on topic and helped the group stay focused.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I encouraged others to participate.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I disagreed without hurting others feelings.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I summarized or repeated my ideas when necessary.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I gave reasons for opinions.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I listened courteously and effectively.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>I tried to understand and extend the suggestions of others.</td>
<td>1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

My most important contribution to the discussion was ______________________

My plan for improvement is _____________________________________________

Before/During/After 21  ROE #13 & 40
# Literature Circles

## Literature Circle Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am preparing for our meetings by consistently doing my preparation work in my notebook</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I am prepared for our meetings by reliably bringing my literature book to class</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I am prepared for our meetings by completing my reading assignments on time.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I participate well in discussions by asking questions of others.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I participate well in discussions by offering my own ideas.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I participate well in discussions by encouraging and respecting others’ opinions.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I participate well in discussions by making eye contact with others.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I participate well in discussions by keeping my voice at arm’s length (cool, objective).</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am doing my job well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, I do this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t always do this and I need to improve.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Literature Circles

Assessment Form for Discussion Groups*

Name: __________________________________ Circle: __________________

Book: __________________________________________________________

Date started: ________________________________________________

Groups Discussion Topic or Focus: ______________________________

Check the appropriate box. Provide evidence where possible.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone participates and shares in the discussion process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication is interactive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The group is supportive of its individual members. Group climate promotes friendliness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members often ask questions for clarification or elaboration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The group discussion stays on topic or on directly related issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The group is energetic and enthusiastic.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What was the best thing about the way this group worked together?
________________________________________________________________________

What was one problem the group had?
________________________________________________________________________

How did you solve it? _____________________________________________________

What else might you have done? ___________________________________________

What specific plans do you have for improvement? ___________________________
________________________________________________________________________

* Saskatchewan Education, English Language Arts: A curriculum Guide for the Middle Level (draft) (Regina: Saskatchewan Education, 1996

Before/During/After  23  ROE #13 & 40
Save the Last Word for Me
During Reading Strategy

Reading Skills
• Rereading
• Comparing and contrasting
• Articulating meaning
• Identifying literary elements
• Analyzing descriptive writing
• Identifying theme
• Identifying conflict
• Analyzing persuasive technique
• Drawing conclusion

Overview of the "Save the Last Word for Me" Strategy
The "Save the Last Word for Me" strategy requires the students to find a passage in the text that illustrates an example of something, such as a literary element or a technique, specified by the teacher. It also requires the students to discuss their choices and defend them.

Sample Activity for the "Save the Last Word for Me" Strategy
1. Have the students choose a passage from the text.
   • that is humorous (More advanced students should also be able to explain a method used by the author to make the passage funny.)
   • that uses figurative language, explaining what is literally meant by the author
   • that supports the conflict of the novel, or passage
   • in which the author uses imagery
   • that defines irony of situation in the novel, or passage
2. Have the students copy their selected passage onto a note card.
3. Then have the students write a paragraph on the back of the card, explaining why they selected this passage.
4. Group the students into small groups, and have each student read his or her selected passage to the group and get feedback about what the others in the group think the passage means, listening for comments related to the given assignment.
5. Then have each student turn his or her card over and read what he or she has written about why this particular selection was made - why this passage illustrates the given concept/idea.
6. Tell the other students that if they disagree with the choice, they must express their reasons for disagreeing.
7. Tell the class that the "last word" is "saved" for the student who made the selection, and he or she may choose either to alter or stand by the choice.
# Save the Last Word for Me

**Name_____________________________________

Date________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Consistent</th>
<th>Inconsistent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads and understands the book</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Completes assigned reading on time</td>
<td></td>
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</tr>
<tr>
<td>Participates in SLWM discussion</td>
<td></td>
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<tr>
<td>Provides at least two reasons for choosing his or her passage</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Contributes thoughtful comments to SLWM group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens attentively and responds appropriately to peer comments in discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assigned SLWM activity on time</td>
<td></td>
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<tr>
<td>Completes SLWM to the best of his or her ability</td>
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</table>

**Final SLWM Grade ____________________
THINK ALOUD

Description: Thinking aloud allows others to see what you think by narrating how you think as you read text or discuss and idea. Often students are directed to read a chapter and take notes on important ideas. Knowing how to think about what is read and knowing what such thinking looks like is innate to good readers. Students often do not know what good thinking is, so teachers must constantly model it for them and ask them to model it in order to shape their performance through feedback.

Another important outcome of modeling a thinking aloud is the realization that reading is complex. When the teacher models, false starts, guesses, confusions, revisions and questions he or she demonstrates the thinking/reading process.

Step-by-Step

1. Use think-alouds to
   * Demonstrate what students should do and how they should do it
   * Reflect on what they read
   * Help them comprehend their reading
   * Develop their internal reader

2. Use think-alouds in a variety of configurations, such as
   * Teacher to students
   * Student to teachers (in conference or class discussions)
   * Students to students
   * Author to readers (via interviews with the authors or the teacher's summary of an author's remarks taken from an article)

3. Express your thinking aloud
   * On paper
   * In your head
   * A small/large group
   * On a tape
4. Keep in mind that thinking aloud strategies are not a sequence but a set of habits of mind common to all effective readers which, if used well, can help readers make sense of a wide variety of texts in different media and of varying complexity. When we use the think-aloud technique, we

- Predict
- Describe
- Compare
- Make connections
- Monitor and correct
- Question
- Clarifying
- Apply previous or new knowledge
- Identify what is important
- Troubleshoot and problem solve
- Speculate

5. Think-alouds provide the teacher an informal assessment of students' thinking and comprehension that can be used to structure the culminating assignment.

6. Use this strategy when assigning a reading to a class to model for them how they should approach the reading. This clarifies their purpose and directs their attention allowing them to read more effectively.

7. The think-aloud helps readers better understand what they are reading by forcing them to think about what they read as they read it. A think-aloud might be personal or philosophical, addressed to the author or oneself. During a think-aloud, encourage students to interact with the text by doing any or all of the following:

- Speculating
- Guessing
- Wondering
- Observing
- Arguing
- Philosophizing
- Conjecturing
- Estimating
- Hypothesizing
Think-Aloud 1
During Reading Strategy

Reading Skills

- Making predictions
- Comparing and contrasting
- Monitoring reading
- Visualizing the text
- Making connections

Overview of the "Think-Aloud" Strategy

Students need to think and ask questions while they read; however, struggling readers do not always know to ask the questions that good readers automatically ask. The "Think-Aloud" strategy helps students make predictions about the text; compare and contrast events, ideas, and characters; visualize the information that is described in the text; and make connections to prior knowledge.

Classroom Model/Situation

Have you ever encountered a student who was a wonderful oral reader, yet, when questioned about the content of the just-read selection, failed to give any indication that he or she had read anything at all?

Activities for the "Think-Aloud" Strategy

Model the strategy before asking the students to try it. Read a line or two from a selection, then stop to think out loud. Many students have a difficult time paying attention when reading long passages of description. The "Think-Aloud" strategy helps students focus.

After modeling the strategy, give the students the opportunity to ask questions of the teacher. The most obvious question will probably be something like, "Do I have to stop and talk about every sentence?" Although this example models a think-aloud statement or question after every sentence, interrupting with think-aloud statements after longer passages is best. After all, it would take an extraordinary amount of time to stop and talk about every sentence in the novel! The students would never want to read again. However, in order for the students to practice, shorter passages work best in the beginning.
Dr. Kylene Beers, Professor of Reading, offers her students a bookmark (see next page) to use during the Think-Aloud activity. It lists the following six strategies for them to remember:

- Identify the problem.
- Fix the problem.
- Picture the text.
- Predict what will happen next.
- Make comparisons.
- Make comments.

After modeling several passages for the students, have the students work with partners to "think-aloud" several additional passages. Either give the students bookmarks as Dr. Beers did, or write the strategies on the board for easy reference. Be sure to walk around and listen to the students. Praise often! Ask questions of your own to clarify for the students. Provide many opportunities throughout the book for students to use the "Think-Aloud" strategy. Like anything else, this strategy takes practice. Students who are used to looking at words and making sounds but not meaning will need time to practice before reading and thinking happen all at once.

**Bookmarks for Think-Aloud 1**

<table>
<thead>
<tr>
<th>1</th>
<th>Identify the problem</th>
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<tbody>
<tr>
<td>2</td>
<td>Fix the problem</td>
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<tr>
<td>3</td>
<td>Picture the text</td>
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<tr>
<td>4</td>
<td>Predict what will happen next</td>
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<tr>
<td>5</td>
<td>Make comparisons</td>
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<td>6</td>
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<td>6</td>
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<td>Make comments</td>
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Think-Aloud 2
During Reading Strategy

Reading Skills
- Monitoring reading

Overview of the "Think-Aloud" Strategy
The purpose of this strategy is to help struggling readers think about how they make meaning when they read. While one student is reading aloud selected paragraphs from *Wish You Well* and pausing to "think aloud," a partner records on a tally sheet the types of comments made by the reader. The goal is to help students learn to monitor their comprehension silently as they read. This exercise should be practiced 10 to 15 minutes once a week in order to achieve the desired results. If you feel the need to give a grade for this exercise, assess and grade the students on participation.

Activity for the "Think-Aloud" Strategy
1. Explain to the class the purpose of this exercise and that they will work in pairs to help each other. Tell the students that asking questions about a text is actually a means of identifying comprehension problems.
2. Distribute copies of a "Think-Aloud" example and a tally sheet.
3. Ask the students to look at the "Think-Aloud" tally sheet as you explain the nature of the types of comments.
4. Read aloud from the model, pausing to make the bracketed "Think-Aloud" comments.
5. Have the students use the tally sheet to identify the types of comments made on the model sheet.
6. Pair up the students. Have one student in each pair read assigned paragraphs from a particular section and pause to make comments. Have the listening partner identify and tally the comments made on the reading partner’s tally sheet.
7. Have the pair switch roles and read the next set of consecutive paragraphs, the first reader filling out his or her partner’s tally sheet.
8. When they have finished their "Think-Alouds," have the students discuss their tally sheets.
# Tally Sheet for Think-Aloud 2

Reader _____________________________

Listener ____________________________

<table>
<thead>
<tr>
<th>Think-Aloud Comments</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying comprehension problems</td>
<td></td>
</tr>
<tr>
<td>Fixing comprehension problems</td>
<td></td>
</tr>
<tr>
<td>Predicting what will happen next</td>
<td></td>
</tr>
<tr>
<td>Picturing the text</td>
<td></td>
</tr>
<tr>
<td>Making comparisons</td>
<td></td>
</tr>
<tr>
<td>Making comments</td>
<td></td>
</tr>
</tbody>
</table>
T-Notes

T-Notes provide students an organized method of note taking while listening or reading.

1. Generally, students divide a sheet of notebook paper in half.
2. While listening or reading, students record words or key points in the left columns.
3. In the right column, students record definitions or explanations of key points.

This is beneficial when time to review for exams and quizzes. Students may fold their papers to hide the right column. Then either mentally or by using an additional sheet, students may quiz themselves and check their answers.
# T-NOTES

<table>
<thead>
<tr>
<th>Words for Key Points</th>
<th>Definition or Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Inquiry Chart

I-Charts were developed by James V. Hoffman, based on the work of McKenzie, Ogle, and others. I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in several sources.

How does it work? On a given topic, you'll have several questions to explore. These are found at the top of each column. The rows are for recording, in summary form, the information you think you already know and the key ideas pulled from several different sources of information. The final row gives you a chance to pull together the ideas into a general summary. It's at this time you'll also resolve competing ideas found in the separate sources or, even better, develop new questions to explore based on any conflicting or incomplete information.

I-Charts can be modified to meet the needs of your students. A new row at the bottom to list new questions is a good idea.
# INQUIRY CHART

<table>
<thead>
<tr>
<th>Question Area 1</th>
<th>Question Area 2</th>
<th>Question Area 3</th>
<th>Question Area 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I think</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source #2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Source #3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Inquiry Chart

**Hoffman, 1992**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>(FACT QUESTION)</th>
<th>(CONCEPT QUESTION)</th>
<th>(SKILL QUESTION)</th>
<th>What questions do I have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I (we) already know?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXT SOURCE 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXT SOURCE 2</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>PRIMARY SOURCES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER SOURCES</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Summary</strong></td>
<td></td>
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</tbody>
</table>

**TEXT SOURCE 1**

**TEXT SOURCE 2**

**PRIMARY SOURCES:**

**OTHER SOURCES:**

**Summary**
Two-Column Notes
Based on Cornell Note-Taking System

Two-Column notes are a terrific way to teach students to create organized notes that can be used as a study tool later. This type of note taking can be used both when reading textbooks and when taking notes from a lecture on any subject. Students create two-column notes by folding each piece of notebook paper so the right edge is lined up with the left lined margin. This leaves a smaller side on the left and more room for notes and sketches on the right. Key ideas are written on the left of the margin with explanations on the right. Once the notes have been written, students can fold the right side of the paper back over to the left margin, leaving only the key words on the left exposed. Students can then study for tests alone, defining the terms and then lifting the right side of the page to check their answers.

Hints for Two-Column Notes:
• Include the title and the date
• List main ideas, topics and key words on the left
• List information and /or subtopics on the right
• Indent subtopics and leave plenty of extra space
• Use only words and phrases
• Use abbreviations when appropriate
• Make notes neat and complete
## TWO-COLUMN NOTES

<table>
<thead>
<tr>
<th>10/23/01</th>
<th>Title: Maps</th>
</tr>
</thead>
</table>
| **A map** | - picture of an area  
- shows where things are located  
- uses special marks and symbols  
- design depends on purpose |
| **Political map** | - shows earth divided into countries, state  
- indicates capitals and major cities  
- uses different sizes of type for rivers, lakes, cities, etc. |
Two-Column Notes

<table>
<thead>
<tr>
<th>Before/During/After</th>
<th>Title:</th>
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Strategies for Reading Comprehension

Three-Minute Pause
[as modeled by Jay McTighe]

What is a Three-Minute Pause?
The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience and seek clarification.

How Does it Work?
1) Summarize Key Ideas Thus Far. The teacher instructs students to get into groups (anywhere from three to five students, usually). Give them a total of three minutes for the ENTIRE process. First, they should focus in on the key points of the lesson up to this point. It’s a way for them to stop to see if they are getting the main ideas.

2) Add Your Own Thoughts. Next the students should consider prior knowledge connections they can make to the new information. Suggested questions: What connections can be made? What does this remind you of? What would round out your understanding of this? What can you add?

3) Pose Clarifying Questions. Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where we’re headed? Can you probe for deeper insights?

Why Should I Take the Time for a Three-Minute Pause?
It depends on how much “stuff” you want students to be thinking about before they get a chance to process the new information. If you don’t want to have to keep reteaching information, then you should give your students time to think about, make sense of, organize and reflect on their learning. The Three-Minute Pause is a perfect bridge, a chance for students to consolidate and clarify their emerging understanding, before you move on to teach more new ideas or concepts. It’s simple, straightforward, productive, efficient and instantly useful.
Write Something

Directions: Read selected passages with your partner. At the stop points, take turns writing something about the passage. (Suggestions: what seems important from the selection, what the information reminds you of, what you think will happen next, give example of the topic or idea presented, retell the information/story in your own words.

Stop point #1 Page _____, after paragraph _____. last word _______.

A.

B.

Stop point #2 Page _____, after paragraph _____. last word _______.

A.

B.

Stop point #3 Page _____, after paragraph _____. last word _______.

A.

B.

Stop point #4 Page _____, after paragraph _____. last word _______.

A.

B.
Sequential Order

A sequential organizer is one kind of graphic organizer which provides scaffolded instructional sequence. This helps students organize information in text, as well as other printed material assigned in the classroom.

1. At the top identify the topic.
2. In each box list the order of the events sequentially.
3. Write the main idea statement in the box at the bottom of the organizer.
SEQUENTIAL ORGANIZER

Topic

Sequence

Main Idea Statement
Vocabulary Blocks

Vocabulary Blocks work much like K.I.M. and Vocabulary Frames. Students receive a piece of paper with several blocks on it. Their vocabulary words go in the upper left corner of each block, with a short definition in the box directly below. In the upper right-hand corner goes an antonym of the vocabulary word, and in the lower right-hand corner, a drawing of the definition of the word.

Try taking each student's drawing and photocopying them onto a new piece of paper to test students. Give them the photocopied pictures with a list of the words and students must match each drawing with its corresponding word.
VOCABULARY BLOCKS

<table>
<thead>
<tr>
<th>Before/During/After</th>
<th>Cessation</th>
<th>Persistent effort</th>
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<tbody>
<tr>
<td>Perseverance</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Indifference</th>
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<tbody>
<tr>
<td>Solicit</td>
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<tr>
<td>To seek, to beg</td>
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<table>
<thead>
<tr>
<th>Fat</th>
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<tbody>
<tr>
<td>Gaunt</td>
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<tr>
<td>Thin and Bony</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Quiet</th>
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<tbody>
<tr>
<td>Tumult</td>
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</table>

Before/During/After 46 ROE #13 & 40
<table>
<thead>
<tr>
<th>Before/During/After</th>
<th>ROE #13 &amp; 40</th>
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Story Map & Textbook Map
(All of these can be easily adapted to fit most subject areas)

The story map is a great way to get the main ideas or events of a novel into a usable form on paper. Students write the name of the novel at the top of the page, and the title of each chapter on the top of each box. Then, after reading each chapter, students fill the chapter box with information to remind them of what occurred or was covered in the chapter. Students may write an important word, a statement, a short summary, or draw a picture. Use the story map for textbooks too: Write the name of the chapter at the top, and use a box for each section, labeling them with the section heading found in the text.

This strategy lets us take advantage of a tool that students probably already possess…. Namely, the story maps they've been using in English and Language Arts and Literature for years and years.

When looking at stories and novels, students are often asked to focus on the “elements” of story: setting, characters, plot, and theme, among others.

When we look at historical events, we're interested in the same things.

• Where and when did the event take place?
• Who was involved?
• What was the problem or goal that set events in motion?
• What were the key events?
• How was it resolved?
• And, for theme, so what? What's the universal truth, the reason this matters?

So…. How do these frames and maps work??????

1. Characters: Who are the people who were involved in this? Which ones played major roles, and which ones were minor?
2. Setting: Where and when did this event take place? Over what period of time?
3. Plot: This section is broken into 3 parts:
   • Problem/Goal: What set events in motion? What problem arose, or what were the key players after?
   • Events/Episodes: This is to get students to focus on summarizing…. They focus on the key steps or events that capture the progress of the situation.
   • Resolution/Outcome: How was the problem solved? Was the goal attained?
   • Theme: The “so what” of a history frame or story map. You might think of it as the universal truth or revelation, the larger meaning or importance, the moral, the “what we've learned from this,” and so on. The theme could be divided into 2 components:
     * a universal truth
     * a personal truth
Story Mapping

HISTORY FRAME

TITLE OF EVENT:

PARTICIPANTS / KEY PLAYERS:

PROBLEM or GOAL:

WHERE:

WHEN:

KEY EPISODES or EVENTS:

RESOLUTION or OUTCOME:

THEME/LESSON/So What?

Before/During/After

http://www.readingquest.org

Before/During/After

ROE #13 & 40
TEXT MAP

Title of Chapter One___________________

In this box, to remember the main points of this chapter:

• Draw a picture
• Write a few words of summary
• Write a statement

Title of Chapter Two___________________

In this box, to remember the main points of this chapter:

• Draw a picture
• Write a few words of summary
• Write a statement

Title of Chapter Three___________________

In this box, to remember the main points of this chapter:

• Draw a picture
• Write a few words of summary
• Write a statement

Title of Chapter Four___________________

In this box, to remember the main points of this chapter:

• Draw a picture
• Write a few words of summary
• Write a statement
Sticky Notes and Highlighters

- When students can’t write on the text, sticky notes make it possible to still mark thinking there. They can be removed and re-attached to a folder to record individual student “interactions” with text. Sticky notes can flag a page and mark a line so readers can
  
  1. Find a part quickly
  2. Mark a confusing part to get clarification
  3. Hold thinking to share later

- Cut larger notes into “mini” tabs
- Design the tabs with symbols to fit tasks
  - I understand - !
  - I can explain - *
  - I do not understand - ?

- **Other Way They Can Be Used**
  1. Students are giving a stack (based on the length of the text) of sticky notes
  2. Instruct students to summarize questions, jot down thoughts or ideas they are having about the text while reading. The questions can be raised in class and answered then.
  3. There is no right or wrong answer and assessment is solely based on the student’s participation in transacting with the text.
  4. Sticky notes can be saved, attached to a sheet of paper or a folder and used later as part of a study guide to recall what a given text was about.

- **Incredible Shrinking Notes**
  Display a sample of the largest sticky note or card. Share with students that this activity is going to include three brief writing assignments; each successive assignment will require them to write less. Emphasize that for the purpose of this assignment, it is important that students’ write in the same size for all three assignments.
  1. Listen to or read text.
  2. During the first reading, students should not take notes
3. Instruct them to think carefully about the details they think are the most important in the selection.
4. Then tell students you are going to read the selection again.
5. Have the students fill a 3x5 inch sticky note or index card with *important* facts from the selection. They should pay close attention to the size of their writing.
6. If the students have individual copies of the reading selection, they can do the above steps on their own. If you are reading aloud to them, you might need to read the selection one more time to be sure each student’s card is filled up with notes.
7. Narrow down those notes they think are the *most important* notes that fit on a medium-size (approximately 3x3) sticky note or card.
8. Narrow down those notes to the most important notes using careful judgements that will fit on a small 1x2 sticky note or card.
9. In the end, students should have notes that express the *most important* facts or themes found in the reading selection.

- When students finish reading, gather them into a group and invite them into a discussion and sharing of ideas.

- This activity teaches students to focus on comprehension and to deepen their understanding. It will require teacher modeling, but once students understand this process, amazing discussions begin to happen.

- Ask students to mark key points in a text with sticky notes and then use them to write notes and summaries on the pages.

- While brainstorming, students can write ideas on sticky notes and then organize those notes into subtopics. If using colored sticky notes, they can also be color-coded.

- To construct a timeline, use sticky notes while forming the rough draft.

- Sticky notes can be used while peer editing. Comments and directives can be made on the sticky note.
• When finding the main idea of a paragraph, students can record the answers to: Who? Why? When? Where? And How?

• Bar graphs can be designed using sticky notes.

• Students use sticky notes to score themselves where their comprehension falters or write questions on the slips as they read. They can remove the notes after each chapter, attach them to a sheet of notebook paper and turn them in as evidence of their having interacted with the text. You may want to ask students to choose one of their sticky notes and write a reflection to be turned in with it.

• Trouble Slips - Using a bookmark size strip, have students make notes as they read flagged words and passages that give them the hardest time. These can be used in small group time where clarification for troubled spots can be discussed.

• Provide students with sticky notes cut into strips. As the student reads, they are to mark very important points. These points can consist of interest, confusion or a place where the student remembered a connection. At the end of the reading, the students are to meet in small groups and discuss the VIP’s they selected. For a higher level activity, the students should come to a consensus about the VIP’s for a particular section.

• Make sure students read the questions they are to answer to a reading before they read. Then, as they read, they place a sticky note where they think the question is answered. Then they can answer the questions after they have finished reading. This helps some students stay on task easier.
Highlighting

Highlighting is used to organize what you have read. Some people using highlighting will use different colored highlighters or pens to represent different information.

Example:

Orange represents all main ideas. Yellow represents Supporting Details to the Main Idea.

Steps to being a good Highlighter:

1. Read through the selection first.

2. Reread and begin to highlight main ideas and their supporting details.

3. Do NOT highlight the entire sentence. Try to only highlight the facts which are important.

4. To find those important supporting details, pause after each paragraph and highlight any new or important details pertaining to the five W's and the H.

5. In the margins, write down related topics or ideas you have as you read. Try to write at least one word per paragraph so that you know what each paragraph was about.

Use to summarize: When you write a summary, you should only need to skim over that which is highlighted in the paper. Change the highlighted main idea into a more specific main idea statement. Then include three to four more sentences with the most important supporting details pertaining to the main idea.

Use to study: When you study, pay attention to the highlighted information and perhaps information you wrote down within the margins.
Use during tests: If you are taking a test and you need to locate the answer to a question, you should be able to do so by skimming the margins to locate the answer (which should most likely be highlighted).

- Highlight all adjectives that describe a key word, character, event or situation.
- Highlight all verbs in a passage that describe actions or movements of people or objects.
- Highlight key words.

Color Coding
Another effective way to teach students to monitor their reading comprehension is to have them color-code the text. To do this, give each student two highlighters, one yellow and one pink. Ask them to read a difficult passage with the highlighters in hand and highlight every single word in the text. They use the yellow highlighter for words, phrases, sentences or entire passages they understand; they use the pink highlighter for everything they do not understand.

Don’t ask students to do the color-coding assignment without the teacher modeling. Remember to highlight every word, having students pinpoint exactly where their comprehension breaks down.

Color-coding has many benefits:
- It provides the reader with a focus.
- It motivates the reader to concentrate in order to come up with as few pink-highlighted passages as possible.
- It shows the reader where to slow his or her pace.
- It alerts the reader to the importance of context in trying to make meaning.
- It encourages the reader to revise his or her comprehension while reading.

Color Code
- The cause with one color and the effect with a different color
- Steps in a procedure, using a different color for each step
- The sequence or steps in directions
• Categories to sort and classify
• Use any color highlighter to emphasize the reader's purpose in the text. For example:
  1. A line that causes the reader to ask a question
  2. A line that strikes the reader
  3. A line to which the reader can personally relate
  4. A word or term that is unknown
  5. A section that is well written
Reciprocal Teaching
(palincsar 1984, 1986)

What is Reciprocal Teaching and why is it Important?

- Reciprocal Teaching is a strategy that encourages dialogue among a group of students as a way to improve their understanding of a text.
- Reciprocal Teaching is made up of four strategies: predicting, summarizing, question generating, and clarifying.
- The strategies are used in that order.
- Students alternate acting as student leader and using the four strategies to discuss segments of text information.

How can I use Reciprocal Teaching with my Students?

1. Determine the portion of text to be read.
2. Select a student leader to lead the discussion. The student leader predicts what the portion of text will be about.
3. Students read the text segment.
4. A student leader then summarizes the segment, asks questions, and clarifies information if needed.
5. A new student leader predicts what might be in the next segment of text and continues with the Reciprocal Teaching steps.
6. Students alternate as “leaders” until the whole text has been read.
## After

### Table of Contents

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Catcher</td>
<td>1-3</td>
</tr>
<tr>
<td>ABC Brainstorm</td>
<td>4-8</td>
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<td>Circle Story</td>
<td>9-11</td>
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<td>Filmstrip Storyboard</td>
<td>12-13</td>
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<td>Science Exploration Frame</td>
<td>14-15</td>
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<td>16-17</td>
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<tr>
<td>Problem Solution</td>
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<td>Questioning the Author</td>
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<tr>
<td>Human Bingo</td>
<td>39-41</td>
</tr>
<tr>
<td>RAFT</td>
<td>42-45</td>
</tr>
<tr>
<td>Summarizing</td>
<td>46-51</td>
</tr>
</tbody>
</table>
Making a Question Catcher

This folded paper popper has been around for generations. Use the directions below and the piece of paper your teacher will give you to make your own. Then use your question catcher to play the geography game “The World at your Fingertips.”

How to Make a Question Catcher

1. Fold the square of paper in half from top to bottom (see A). Unfold; then fold again from side to side. Unfold again. Both folds will form a cross (see B).
2. Take the top two corners and pull them together toward the center to create a roof shape (see C). Crease the folds.
3. Repeat step 2 with the bottom half of the paper to form a smaller square (see D).
4. Flip the square and repeat steps 1-3. This will form an even smaller square (see E). Pick any eight numbers between 1 and 15. Write one of these numbers on each triangle (see F).
5. Pull each flap. Notice that there are two triangles on the underside of the flap. Write the name of a different country on each of these triangles (see G).
6. Close all the flaps so that only the numbers show. Turn the square over. Notice the four small squares. Write the name of a different color on each of these squares (see H).
7. Now it’s time to turn this paper into a game. Fold the square in half so that the numbers are on the inside of the fold. Slip the thumb and forefinger of your right hand under the color flaps on the right side of the folded paper. Slip the thumb and forefinger of your left hand under the color flaps on the right side of the paper. In order to make the top, outer corners meet in the middle, place your chin in the center of the fold and pinch the corners around it.
Practice moving the points of your question catcher - opening and closing the two halves so that you can see the number inside.
ABC Brainstorm

Students think of a word or phrase associated with a topic.

This strategy can be used as a:

- Before Reading Activity (activate prior knowledge).
- During Reading Activity (class builds list together while reading).
- After Reading Activity (end of unit of study).
ABC Brainstorm

Students think of a word or phrase associated with a topic.

This strategy can be used as a:

• Before Reading Activity (activate prior knowledge).
• During Reading Activity (class builds list together while reading).
• After Reading Activity (end of unit of study).
### ABC Brainstorm Strategy

<table>
<thead>
<tr>
<th>A</th>
<th>G</th>
<th>M</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>H</td>
<td>N</td>
<td>T</td>
</tr>
<tr>
<td>C</td>
<td>I</td>
<td>O</td>
<td>U</td>
</tr>
<tr>
<td>D</td>
<td>J</td>
<td>P</td>
<td>V</td>
</tr>
<tr>
<td>E</td>
<td>K</td>
<td>Q</td>
<td>W</td>
</tr>
<tr>
<td>F</td>
<td>L</td>
<td>R</td>
<td>XYZ</td>
</tr>
</tbody>
</table>

**Before/During/After**
### ABC Brainstorm Strategy

<table>
<thead>
<tr>
<th>A</th>
<th>apache tears -- obsidian acid active volcano</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>bauxite (volcanic rock) blisters</td>
</tr>
<tr>
<td>C</td>
<td>cinder cone volcanoes composit volcanoes crater</td>
</tr>
<tr>
<td>D</td>
<td>dormant Dante dome</td>
</tr>
<tr>
<td>E</td>
<td>epicenter Etna (Mount) eruption</td>
</tr>
<tr>
<td>F</td>
<td>Fuji (Mount) Fire Fountain felsic</td>
</tr>
<tr>
<td>G</td>
<td>geothermal power geothermal energy</td>
</tr>
<tr>
<td>H</td>
<td>Helena haleakala halocene</td>
</tr>
<tr>
<td>I</td>
<td>ignimbrite intensity</td>
</tr>
<tr>
<td>J</td>
<td>joint</td>
</tr>
<tr>
<td>K</td>
<td>Kawahijen kipuka</td>
</tr>
<tr>
<td>L</td>
<td>lava</td>
</tr>
<tr>
<td>M</td>
<td>magma mabma chamber</td>
</tr>
<tr>
<td>N</td>
<td>Nuess Ardentes</td>
</tr>
<tr>
<td>O</td>
<td>obsideon (volcanic glass) oceanic crust</td>
</tr>
<tr>
<td>P</td>
<td>Pinatubo pyroclastic</td>
</tr>
<tr>
<td>Q</td>
<td>quaternary</td>
</tr>
<tr>
<td>R</td>
<td>relief rift system</td>
</tr>
<tr>
<td>S</td>
<td>shield volcanoes St. Helen’s</td>
</tr>
<tr>
<td>T</td>
<td>Tambora talus</td>
</tr>
<tr>
<td>U</td>
<td>ultramafic</td>
</tr>
<tr>
<td>V</td>
<td>vent</td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>XYZ</td>
<td>Yantarni (Alaskan Volcano) Yellowstone</td>
</tr>
<tr>
<td>Name: ____________________________</td>
<td>Topic: ____________________________</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
</tr>
</tbody>
</table>

### ABC Brainstorm Strategy

| A | All’s Well That Ends Well  
As You Like It  
Antony and Cleopatra | G | Globe Theater  
ghost (Hamlet’s dead father) | M | Merchant of Venice  
Midsummer Night’s Dream | S | Stratford-upon-Avon (birth-place of Shakespeare)  
sonnets |
|---|---|---|---|---|
| B | Born in 1564 (Shakespeare)  
Benvolio | H | Hamlet  
Henry | N | “Now is the winter of our disconent.” (Richard III) | T | Taming of the Shrew  
The Tempest  
Two Gentlemen of Verona |
| C | Comedy of Errors  
Cymbeline  
Coriolanus | I | “It is the east, and Juliet is the sun.” (Romeo and Juliet)  
Inverness (McBeth’s Castle) | O | Othello  
Ophelia (Hamlet’s girlfriend) | U |
| D | Died in 1616 (Shakespeare)  
Denmark (Hamlet’s home) | J | Julius Ceasar | P | Paris (Juliet’s intended)  
Prince of Tyre | V | Verona  
Venus and Adonis (sonnet) |
| E | Elsinore (Hamlet’s Home) | K | King John  
Kin Lear | Q | Quince  
Queen Gertrude (Hamlet’s mother) | W | Winter’s Tale  
“What is decreed must be..” (Twelfth Night) |
| F | Falstaff (Henry IV) | L | Love’s Labours Lost  
London | R | Richard II  
Romeo and Juliet | XYZ |
|---|---|---|---|---|---|

**Before/During/After**
**Circle Story**

A Circle Story (Jett-Simpson, 1981) is a graphic organizer that helps students identify the main parts of a story. It also gives students practice in retelling stories and sequencing events.

1. First, draw a large circle on a sheet of paper.

2. Divide the circle into parts; the number of parts should correspond to the number of events you want students to identify. A simple story could have just three main parts - beginning, middle and end. A more complicated story has more events.

![Circle Diagrams]

3. Read and discuss the story with students. Help them select the main parts of the story and put those parts in the correct order.

4. Ask students to draw a picture of the first main event in the first section of the circle.

5. Then have students draw a picture of the second main event in the second section of the circle and continue in order until all the circles are filled. Encourage students to retell the story using the pictures they drew in the Circle Story.

Students can also write a story summary using the Circle Story as an outline.
Name: ______________________________ Date: _____________

Circle Story

[Four blank circles arranged in a 2x2 grid]
Circle Story

1

3

2

Name: ______________________________ Date: _____________
Storyboard Guide for Film Strip

A storyboard is a graphic organizer that helps students identify the parts of the story. It also gives students practice in retelling stories and sequencing events.

Directions: 1) Film strips can be cut out and taped together. 2) Students draw or write in each frame to retell the story.
<table>
<thead>
<tr>
<th>Frame 1</th>
<th>Frame 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame 2</td>
<td>Frame 9</td>
</tr>
<tr>
<td>Frame 3</td>
<td>Frame 10</td>
</tr>
<tr>
<td>Frame 4</td>
<td>Frame 11</td>
</tr>
<tr>
<td>Frame 5</td>
<td>Frame 12</td>
</tr>
<tr>
<td>Frame 6</td>
<td>Frame 13</td>
</tr>
<tr>
<td>Frame 7</td>
<td>Frame 14</td>
</tr>
</tbody>
</table>
Science Exploration Frame

A Science Exploration Frame is a graphic aid that can help students learn scientific information and understand the inquiry process used in science experiments. The visual aid helps students make predictions or hypotheses, collect data and interpret the data to arrive at a conclusion.

How can I use a Science Exploration Frame with my students?

Help students enter information on the frame before, during and after the experiment.

1. First, ask students what question is to be answered through the experiment. Have them write the question on the frame.

2. Then have students predict what the results of the experiment might be based on their knowledge of the topic and write the prediction on the frame.

3. Have students follow the directions to perform the experiment, recording the data on the frame.

4. Help students interpret the results of the experiment by completing the About, Point and Why sections of the frame.

5. Show them how they can derive the About from the Exploration Question and the Point from the data collected. The Why is the conclusion they draw to explain the About Point.

6. Students should check whether the Prediction/Hypothesis was confirmed and record any questions they may have.
# Exploration Frame

<table>
<thead>
<tr>
<th>Exploration Question:</th>
<th>Prediction/Hypothesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection:</td>
<td>Interpretation:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>About:</td>
</tr>
<tr>
<td></td>
<td>Point:</td>
</tr>
<tr>
<td></td>
<td>Why (Conclusion)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prediction/Hypothesis Confirmed?</th>
<th>New Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
</tbody>
</table>
**Discussion Web**

The discussion web is an organizer that allows students to look at both sides of an issue before making a decision based on evidence.

1. Choose a selection that has potential for opposing viewpoints.
2. A transparency of the Discussion Web to be used for class review is helpful. A question should be posed and written on the web.
3. Students working with a partner can brainstorm at least 3 responses to the question that has been posed.
4. Pair one set of partners with another set of partners for the purpose of comparing their reasons. Working toward consensus is the goal. This can then be written in the box at the bottom of the page.
5. Each group needs to select a spokesperson to report to the whole class.
DISCUSSION WEB

View 1

View 2

No     Yes

Place an X on the continuum where a consensus is reached.
Comparison-Contrast Charts

Comparison-contrast charts do just about what you’d expect them to with a name like that - they’re useful for looking at 2 quantities and determining what ways they are similar and in what ways they are different.

1. Look at the similarities
2. Consider the differences (indicate what criteria you are drawing out dissimilarities).
### Compare and Contrast Diagram

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**How Alike?**

- With regard to
- Before/During/After
- ROE #13 & 40

**How Different?**

<table>
<thead>
<tr>
<th>With regard to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
RETRO COMPARISON DIAGRAM

INSTRUCTIONS: Write the name of the first item you are comparing in the left tall rectangle. (It helps if you write it vertically.) Put the other item for comparison in the right rectangle. On the lines between them, write the similarities they share. To the left of Item 1, write what is unique to it. To the right of Item 2, write what is unique to Item 2.
Venn Diagram
John Venn

This “comparison-contrast” chart is more well-known. It is useful as long as we keep in mind that the real value of a Venn is in the DOING of it... they work best when we have students, not teachers, determining what the relevant similarities and differences are between 2 or 3 concepts, people, places or ideas.
VENN DIAGRAM

[ variation ]

differences

similarities

differences

ITEM 1

ITEM 2
VENN DIAGRAM
and Summary Paragraph

Before/During/After
Problem-Solution Chart
(All areas as well as behavior)

1. Students will first identify a problem
2. List the effects or consequences of that problem
3. Students brainstorm possible causes of the problem
4. Students list solutions to the problem
### PROBLEM / SOLUTION

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the problem?</td>
<td></td>
</tr>
<tr>
<td>What are the effects?</td>
<td></td>
</tr>
<tr>
<td>What are the causes?</td>
<td></td>
</tr>
<tr>
<td>What are the solutions?</td>
<td></td>
</tr>
</tbody>
</table>
**Thesis-Proof**

To help gather and sort information, and then to make sense of it, students can complete a Thesis-Proof chart. A Thesis-Proof chart is used to help identify and record the supporting ideas that are found in the process of research. It can be a tool for gathering evidence to support a single thesis, or it can be used to look at competing sides of a single thesis.
# Thesis - Proof

<table>
<thead>
<tr>
<th>Thesis:</th>
<th>Evidence Supporting</th>
<th>Evidence Refuting</th>
</tr>
</thead>
</table>

**Conclusion**

---

ReadingQuest  
http://www.readingquest.org  
Before/During/After  
29  

Raymond C. Jones  
rjones@readingquest.org  
ROE #13 & 40
### Thesis - Proof

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Proof</th>
</tr>
</thead>
</table>

**Summary Paragraph**

---

Before/During/After 30

ReadingQuest

http://www.readingquest.org

Raymond C. Jones

rjones@readingquest.org

ROE #13 & 40
Exit Slips

**Description:** Exit Slips are quick ways to invite student response after learning. Exit slips are completed at the end of a class period and are collected by the teacher as students leave the room. Generally, exit slips are anonymous with every student being required to turn one in prior to exiting the classroom. Exit slips provide quick feedback to the teacher about how students understood the lesson and/or what concepts might need further exploration in future lessons. Exit slips encourage students to reflect upon the lesson while providing quick feedback. It is important, whether students are anonymous or required to write their names on their slips, that students be encouraged to be honest. They need to be assured that their comments and concerns will be addressed.

**Step-by-Step**

1. Identify the type of response/feedback needed to assist student’s learning: for example, did students seem confused and need to ask questions?
2. Exit Slips may be produced in advance or may be a question that students respond to on a scrap of sheet paper.
3. Allow students to provide open feedback or have them use a stem such as the following:
   - Today I learned
   - I don’t understand
   - I would like to learn more about...
   - I need help with...
   - A question I have is...
   - Please explain more about...
   - The most important think I learned today is...
   - Three things I learned today are...
   - The thing that surprised me today was...
   - I am still confused about...
   - I wish...
4. The best part of class today was...
5. At the end of class, direct students to complete an exit slip
6. As students leave the classroom, collect the slips. Use them to assess student learning and to plan follow-up instructions.

**Extensions**

- At the next class session, use an exit slip or several to begin instruction. This allows students to realize the importance of their comments.
- Allow students, when working in small groups, to submit one exit slip for the group’s work.
<table>
<thead>
<tr>
<th>Exit Slip</th>
<th>Exit Slip</th>
<th>Exit Slip</th>
<th>Exit Slip</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td><strong>Student Name</strong></td>
<td><strong>Student Name</strong></td>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td><strong>Date</strong></td>
<td><strong>Date</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I learned that</strong></td>
<td><strong>I learned that</strong></td>
<td><strong>I learned that</strong></td>
<td><strong>I learned that</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>This is important because</strong></td>
<td><strong>This is important because</strong></td>
<td><strong>This is important because</strong></td>
<td><strong>This is important because</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Strategies for Reading Comprehension
Semantic Feature Analysis
[Johnson & Pearson, 1984]

What is it?
With a Semantic Feature Analysis chart or grid, one can examine related concepts but make distinctions between them according to particular criteria across which the concepts can be compared.

How Does it Work?
A set of concepts is listed down the left side (or across the top; it doesn’t much matter which) and criteria or features are listed across the top (or down the side). If the concept is associated with the feature or characteristic, the student records a Y or a + (plus-sign) in the grid where that column and row intersect; if the feature is not associated with the concept, or an N or - (minus-sign) is placed in the corresponding square on the grid. For instance, consider types of government: democracy, dictatorship, monarchy, oligarchy, theocracy and republic. What might be the characteristics of governments that might be associated with various types?

Help Me Visualize a Semantic Feature Analysis Chart
Got a good graph for me?

<table>
<thead>
<tr>
<th></th>
<th>FDR</th>
<th>JFK</th>
<th>Nixon</th>
<th>Reagan</th>
<th>Clinton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democrat</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>War time President</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Congress of Same Party</td>
<td>-/+</td>
<td>+</td>
<td>-</td>
<td>-/+</td>
<td>-/+</td>
</tr>
<tr>
<td>Re-Elected</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Served in Congress</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Won Majority of Popular Vote</td>
<td>+</td>
<td>-</td>
<td>-/+</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>
Strategies for Reading Comprehension

Think-Pair-Share
[Lyman, 1981]

What Is Think-Pair-Share?
Think-Pair-Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be DOING at each of those stages.

How Does It Work?
1) Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to THINK about the question.

2) Pair. Using designated partners, nearby neighbors, or a deskmate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

3) Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. She can do this by going around in round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Why Should I Use Think-Pair-Share?
We know that students learn, in part, by being able to talk about
the content. But we do not want that to be a free-for-all. Think-
Pair-Share is helpful because it structures the discussion.
Students follow a prescribed process that limits off-task
thinking and off-task behavior, and accountability is built in
because each must report to a partner, and then partners must
report to the class.

Because of the first stage, when students simply THINK, there is
Wait Time: they actually have time to think about their answers.
Because it is silent thinking time, you eliminate the problem of
the eager and forward students who always shout out the answer,
rendering unnecessary any thinking by other students. Also, the
teacher has posed the question, and she has EVERYONE thinking
about the answer, which is much different from asking a question
and then calling on an individual student, which leads some
students to gamble they won't be the one out of 30 who gets
called on and therefore they don't think much about the question.
Students get to try out their answers in the private sanctuary of
the pair, before having to "go public" before the rest of their
classmates. Kids who would never speak up in class are at least
giving an answer to SOMEONE this way. Also, they often find out
that their answer, which they assumed to be stupid, was actually
not stupid at all...perhaps their partner thought of the same
thing. Students also discover that they rethink their answer in
order to express it to someone else, and they also often
elaborate on their answer or think of new ideas as the partners
share. These, it seems, are powerful reasons to employ Think-
Pair-Share in order to structure students' thinking and their
discussion.
Strategies for Reading Comprehension

Questioning the Author

[McKeown, Beck, & Worthy, 1993]

What Is Questioning the Author?
Questioning the Author is a protocol of inquiries that students can make about the content they are reading. This strategy is designed to encourage students to think beyond the words on the page and to consider the author’s intent for the selection and his or her success at communicating it.

The idea of "questioning" the author is a way to evaluate how well a selection of text stands on its own, not simply an invitation to "challenge" a writer. Students are looking at the author’s intent, his craft, his clarity, his organization...in short, if the author has done well, students can say so, and they can identify why they say so. Likewise, if students are struggling over a selection of text, it may be because it hasn't been written very clearly. Students can see this, and say so, but then they are invited to improve on it.

How Does It Work?
The standard format involves five questions. Students read a selection of text (one or more paragraphs, but generally not as much as a whole page), and then answer these questions:

1. What is the author trying to tell you?
2. Why is the author telling you that?
3. Does the author say it clearly?
4. How could the author have said things more clearly?
5. What would you say instead?

As developed by Margaret McKeown, Isabel Beck, and Jo Worthy, Questioning the Author becomes a tool for recognizing and diagnosing inconsiderate text. Sometimes, as we know, students struggle with content not because they are failing as readers but because the author has failed as a writer. It is this notion of the "fallible author" that McKeown wishes students to become aware of. When they think a failure to understand is their own fault, students often pull away from their reading. But if they will approach text with a "reviser's eye," as McKeown and her colleagues put it, they can shift from trying to understand text to making text more understandable.
Strategies for Reading Comprehension

Carousel Brainstorm
[recommended by Susan Rubel of Connecticut]

What Is a Carousel Brainstorm?
Whether activating background knowledge or checking understanding after studying a topic, a carousel brainstorm allows you to have students pull out and think about what they know about subtopics within a larger topic.

How Does It Work?
Begin by putting students in groups of 3 or 4. Give each group a sheet of newsprint/chart paper. Each group's sheet has a different subtopic written on it. One student serves as the recorder and has a particular color of magic marker. Explain that the students will have a short time (say, 30 seconds) to write down on their chart paper all the terms they can think of that they associate with their topic. Explain upfront that you will then have them pass their sheet over to the next group, and a new topic will be passed to them. Make it clear which direction you'll have them pass the sheets so that this is orderly AND so that each group will receive each of the subtopic sheets. At the end of the 30 seconds, tell them to cap their markers, remind them to keep their markers, but have them pass their sheets to the next group according to the pre-determined path for passing. After three or four passings, you will probably want to extend the writing time to 40 seconds, then 45 seconds, and perhaps up to a minute, because all the easy ideas will have been taken by previous groups, and the students will need more time to talk about and think of other terms to be added to the brainstorm list. Keep having students brainstorm, write, and pass until each group has had a chance to add ideas to each of the subtopic sheets. Let them pass it the final time to the group who had each sheet first.

The first time I saw this strategy used was actually in an 8th grade science class. The topic was the Circulatory System, and students had read the textbook chapter on it the night before. The teacher began
Before/During/After

the day with Carousel Brainstorming. The individual chart paper sheets were labeled with subtopics relevant to the Circulatory System: Heart, Lungs, Capillaries, Arteries, Veins, Exchange of Gases, and so on.

Isn't This Like "Graffiti?"
Yep, almost exactly like it, but the difference is that with Graffiti, the sheets are posted on the wall, and the students move around from sheet to sheet. With Carousel Brainstorming, the students stay seated and the sheets are passed. Otherwise, it's hard to tell the difference.

How Might I Push It a Step Further?
I like to go beyond the simple brainstorm and have the group who started with the sheet look it over when it returns to them, note all the other ideas that were added after it was passed around to the other groups, and then circle the three terms that they think are most essential, most important, or most fundamental to the topic at the top of their sheet. That way, they spend some time critically evaluating all the possible terms and topics and making decisions about which are most representative of or most closely associated with the given topic. Sometimes, students do this quickly or almost glibly, but often the groups will spend quite a while hashing this out. That tells me that they are really thinking about it. Then, I'll have them try to write a definition for their topic, a statement that explains to someone who is unfamiliar with it what that topic is really about. I tell them that since they have already circled three terms that they consider essential or fundamental to their topic, they'll probably want to USE those three terms in their definition, or be darned sure to consider them for inclusion in their definition. While this has the limitation of having students think deeply about only ONE of the subtopics (the sheet they have before them, not all the other subtopics on the other sheets), I still find great value in the depth of thinking and conversation as we take the strategy this much further.
Human Bingo

This technique combines a familiar game format with demonstration of content mastery and is a universal favorite across grade levels and disciplines. It's like an accordion that a teacher can expand or contract according to class size and content needs.

Basic Sequence

Materials
Make sure you have the following items:
- bingo cards with categories written in the squares
- edible game markers (optional) (M&Ms, Skittles, dry cereal)
- pens or pencils
- students’ names written on individual pieces of paper
- small box, bowl, or hat from which to draw names

Steps
- In each of the 24 spaces, list a content component you want students to review, plus a few fun things just to add interest. For example, a math teacher could put math problems or terms in each of the spaces, English teachers could use grammar terms or concepts for the novel under study, and science teachers could use terms or lab protocols. Some fun additions might be to insert phrases such as “has seen [insert the name of the latest popular movie],” “plays basketball,” “has traveled more than 500 miles away,” or “is under six feet tall.”
- Give your students about eight to ten minutes to move about the room getting their classmates to sign the squares on the bingo card. The card’s owner signs the free space. A classmate may sign a square only if he or she can do, solve, or successfully respond to the prompt on that square. In some cases, you may let the card owner sign one other square - if that helps.
- After all squares are filled with signatures, everyone sits down and you call names drawn from a container. If that name appears on their cards, students place a sunflower seed, M&M, piece of popcorn, animal cracker or something else edible on the square. They could also just mark the
square with an “X.” Why make the markers edible? It adds to the enjoyment. If someone else earns a bingo, it’s not so bad - everyone gets to eat their markers. Try not to use peanuts because of the rise of peanut allergies in today’s students.

- The first student to get five in a row yells, “Human Bingo!” Ask the student to name each square’s prompt, as well as the student who said he or she could respond to that prompt. As names are called, the students who signed those squares must demonstrate their ability to do what they said they could do: solve the problem, respond to the prompt, and so on. If all five students demonstrate everything successfully, declare it a successful bingo, and let the class eat the markers placed on their boards. If one or more of the five students in the row can’t demonstrate an accurate response, then no bingo is awarded and the game continues.

- Motivated to keep the game going (and to win themselves) the rest of the class listens critically during the demonstrations, making sure that each student’s response is accurate and comprehensive. By evaluating classmates’ responses, they are reviewing content and skills for themselves.

**Variations and Extended Applications**

Some other versions of bingo include “picture frame,” in which everyone tries to fill the outer perimeter of squares, and “blackout,” in which everyone tries to fill in all squares. If your class is small or your time is short, use a three-by-three grid instead of a five-by-five grid (“Bin!” instead of “Bingo!”) or allow your students to sign their names to more than one space. When you first teach and play the game, give the activity 30 minutes or more. After that initial time, however, you can play Human Bingo as a review game or summarization strategy in 20 minutes or less.

Adapted from “The Summarization in Any Subject,” by Rick Wormeli.
| HUMAN BINGO |
|----------------|----------------|----------------|----------------|----------------|
| Define Acute and Obtuse Angles | Can Define a Quarterback Sneak (football) | Knows the Difference Between a Octopus and a Squid | Knows the Formula for Finding the Area of a Triangle | Explain an Alleyoop (basketball) |
| Can Define a Balk (baseball) | Has Seen the Movie Dukes of Hazard | Can Make a Strange Noise with His or Her Body | Knows Three Causes of the Civil War | Knows the Difference Between Meiosis and Mitosis |
| What Comes Next 1, 6, 2, 7, 3, 8, ___ | Regularly Watches the Amazing Race | FREE SPACE | Define a Safety (football) | Has Seen the Movie Willy Wonka & the Chocolate Factory |
| Can List 3 Differences Between WW I and WWII | Attended a Wedding this Summer | Can Name 5 African Countries | Can Import a Picture from the Internet & Can Insert it into a Report | Traveled Out of the US Over the Summer |
| What Comes Next J, F, M, A, M, ___ | Has Read the Latest Harry Potter Book | What is a “Hat Trick” (hockey) | Visited the New Lincoln Museum | What do Scientist Call Meat Eaters |
RAFT Papers are simply a way to think about the 4 main things that all writers have to consider:

- **Role** of the writer - Who are you as a writer? Are you Abraham Lincoln? A warrior? A homeless person?
- **Audience** - To whom are you writing? A friend? A local bank?
- **Topic** - What’s the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

RAFT papers give students a fresh way to think about approaching their writing. They occupy a nice middle ground between standard, dry essays and free-for-all creative writing. RAFT papers combine the best of both. They can also be the way to bring students’ understanding of main ideas, organization, elaboration, and coherence... in other words, the criteria by which compositions are most commonly judged.
TO: Personnel Director  
FROM: William Dollar  
DATE: April xx, 19xx  
RE: Request for Vacation

My name is Dollar, Bill Dollar. I've been on the job for the last twelve months without a break, and I am writing to request a two-week vacation. In considering my request, I think it's essential that you understand exactly how much work we dollar bills have to do during our time of service for the United States Treasury. One-dollar bills are the more prevalent, most used, and most abused of all the paper currency. Our life expectancy is only about 18 months. By comparison, the average $100 bill has been in circulation around nine years!

My journey through the many hands that hold me begins after I leave the Bureau of Engraving and Printing and get sent out to a Federal Reserve Bank. I was shipped to Richmond, Virginia, although I could have been sent to any one of the 12 Federal Reserve Banks located throughout the country. While it's nice to travel and see the country, that first trip involves being bundled in currency "bricks" and chunked into armored trucks...no daylight or sunshine for us there! Then we get sent to regular banks when they need to increase the cash they have on hand for their customers. So while it seems like our job is pretty easy to start with, let me assure you it gets much worse from there.

In my case, I went out of our bank with a whole lot of other bills to become part of the day-laborer payroll of a construction company. It turns out there's a lot of house-building going on in the fast-growing Research Triangle area of North Carolina, and a lot of temporary help is hired on that has to be paid at the end of each day. I was paid out to a guy who'd been hauling sand all day to the cement mixers. On his way home, he stopped by the Better Burger place for a buffalo burger and fries, and I ended up going into the cash register there. When they were closing up that evening, the manager divided up tip money among the wait staff, and I was off again.

I went into this very nice woman's purse, but I didn't stay there long. In fact, I didn't stay any place too long; I was in and out of cash registers, fed into soft drink machines, passed back and forth between husbands and wives and kids, folded into swans and other strange shapes at late-night dinner tables, crumpled up and wadded into jeans pockets, and even washed a few times in laundromats.

But I know how crucial we are: employers use us to pay their workers, and the workers use us to buy food and medicines and clothes and gas, and then we're used to pay the people who work in the grocery and drug stores, the malls, and the gas stations. Then those people use us all over again to pay not only for goods but also for services like haircuts and car washes.

It is true that in some ways my life is easier than it was for dollar bills that came before me, because people use checks, credit cards, debit cards, and other electronic transfers more and more all the time. But there will always be a need for good old hard cash like me. It's just that I'm awfully tired from all my travels, and I may only have another year at the most left in me before I'm recalled, retired, and shredded into thousands of tiny pieces. I'd like to have time to recover from all this wear and tear so that I can keep on circulating until I'm in no condition to continue. Will you consider my request?

Sincerely,

William P. Dollar
### RAFT PAPER

Nancy Vandervanter, in Adler, 1982

<table>
<thead>
<tr>
<th>Role of Writer:</th>
<th>Format:</th>
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<tbody>
<tr>
<td>Audience:</td>
<td>Topic:</td>
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</table>

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Before/During/After

ROE #13 & 40
**North Carolina Test of Student Writing**

**Composition Criteria**

**INSTRUCTIONS:** The composition criteria categories used in scoring the tests of student writing in the State of North Carolina are applicable across the country as a basis for essay writing assessment. This framework uses those four main criteria and suggests reading and comprehension strategies that can be used to help students improve their proficiency on the various components.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Organization</th>
<th>Elaboration/Details</th>
<th>Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>power thinking</td>
<td>spool paper</td>
<td>power thinking</td>
<td>framed paragraph</td>
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<tr>
<td>summarizing</td>
<td>mystery pot</td>
<td>selective underlining</td>
<td>spool paper</td>
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<td>selective underlining</td>
<td>story plans</td>
<td>concept mapping</td>
<td>mystery pot</td>
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<tr>
<td>concept mapping</td>
<td>flow/sequence maps</td>
<td>2-column notes</td>
<td>think-pair-share</td>
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<tr>
<td>2-column notes</td>
<td>sentence expansion</td>
<td>sticky notes</td>
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**RAFT PAPER**

**Before/During/After**

ROE #13 & 40
Summarizing

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form", it's the distillation, condensation, or reduction of a larger work into its primary source.

When we summarize, we strip away extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and crucial details necessary for supporting them.

This is what USUALLY happens when students summarize:

- They write down everything
- They write down next to nothing
- They give me complete sentences
- They write way too much
- They don't write enough
- They copy word for word

This is what you want them to do:

- Pull out the main ideas
- Focus on key details
- Use key words and phrases
- Break down the larger ideas
- Write only enough to convey the gist
- Take succinct but complete notes

WARNING!!!! Summarizing is one of the hardest strategies to get students to grasp. You have to repeatedly model it and give your students ample time and opportunities to practice it. But it is such a valuable strategy. Can you imagine your students succeeding in school without being able to break down content into manageable small succinct pieces? We ask students to summarize all the time, but we're terrible about teaching them good ways to do this!
Here’s a few ideas!!!!

1. After students have used “selective underlining” on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.

2. Have students write successively and relevant information remains: They can start off with half a page; then try to get it down to 2 paragraphs; then one paragraph; then 2 or 3 sentences; and ultimately a single sentence.

3. Teach students to go with the newspaper format: have them use the key words or phrases to identify only - who, what, when, where, why and how.

4. Take articles from the newspaper and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the “headless” stories.

5. **SUM IT UP!!** Have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend “so much.” For instance, if you say they have $2 to spend, then that means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing. Consider setting this up as a learning station, with articles in a folder that they can practice on whenever they finish their work early or have time when other students are still working.
**Sum It Up Instructions**

Get a “Sum It Up” sheet.

Read the entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the “Sum It Up” sheet.

Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only $2.00 and that each word you use is worth ten cents.

You’ll “sum it up” in 20 words!

Adapted from Pat Widdowson
Surry County [NC] Schools
THINGS YOU FOUND OUT:

3

INTERESTING THINGS

2

QUESTION YOU STILL HAVE

1
Sum It Up

NAME DATE
TITLE of READING SELECTION

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says “Main Idea Words.”
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Main Idea Words:

“Sum It Up” for $2.00

Adapted from Pat Widdowson
Surry County (NC) Schools
### SUM IT UP!

<table>
<thead>
<tr>
<th>SOMEBODY</th>
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Before/During/After

ROE #13 & 40
Unique Summarization Ideas
Taken from: Summarization in any Subject, by Rick Wormeli

**Artistic and Visual**
- Book jackets
- Bulletin boards
- Bumper stickers
- Calendars
- Captions
- CD covers
- Cereal boxes
- Certificates
- Coloring books
- Comic books
- Comic strips
- Commercials
- Flipbooks
- Graffiti
- Hieroglyphics
- Illustrated folktales and legends
- Maps
- Menus
- Movie posters
- Murals
- Museum maps and tour guides
- Pamphlets
- Personal narrative mobiles
- Pictographs
- Picture books
- Play programs
- Pop-up books
- Post cards
- PowerPoint presentations
- Puppet shows
- Rubrics
- Science fiction sketches
- Sculpture
- Travel brochures
- Travel posters
- Wanted posters

**Aural and Oral**
- Commercials
- Comparisons
- Conversations
- Inauguration speeches
- Interviews
- Movie critiques
- Odes
- Oral histories
- Persuasive essays
- Poetry
- Poetry readings
- Radio plays
- Rebuttals
- Satires and spoofs
- Sequels and prequels
- Sermons
- Songs and raps
- Speeches
- Wedding vows

**Civic and Legal**
- Certificates
- Constitutions
- Contracts
- Fortunes
- Inauguration speeches
- Job applications
- Police reports
- Protest letters
- Rebuttals
- Resumes
- Stockholder’s meeting presentations
- Trial transcriptions
- Wills

**Computer-based and Electronic**
- Amazon.com recommendations
Codes
E-magazines
Job applications
Manuals
PowerPoint presentations
Spreadsheets
Telegrams
Web sites

**Geographic and Travel Focused**
Maps
Museum maps and tour guides
Travel brochures
Travel posters

**Historical**
Almanac entries
Autobiographies
Biographies
Constitutions
Diaries
Family trees
Folktales, legends and myths
Headlines
Hieroglyphics
Historical fiction
Inauguration speeches
Museum maps and tour guides
Newspapers
Oral histories
Pictographs
Slogans
Time lines

**Musical**
Musical scores
Odes
Requiems
Songs and raps

**Performance-Based and Physical**
Character sketches
Commercials
Games

**Scientific**
Codes
Comparisons
Evaluations
Field guides
How-to books
Informal and formal observations
Information reports
Lab instructions
Manuals
Rubrics
Schedules
Science fiction sketches
Spreadsheets
Surveys
Weather forecasts

**Written**
Advice columns
Almanac entries
Alphabet books
Animal stories
Annotated catalogues
Autobiographies
Biographies
Book jackets
Bumper stickers
Captions
Cereal boxes

Before/During/After

1

ROE #13 & 40
Certificates character sketches
Choose-your-own-adventure stories
Coloring books
Comic books
Comic strips
Commercials
Constitutions
Contracts
Diaries
Definitions
E-mails (print outs)
Epilogues
Epithets
Evaluations
Field guides
Flipbooks
Folktales, legend and myths
Graffiti
Grocery lists
Headlines
Historical fiction
How-to books
Instant messages (print outs)
Inauguration speech
Indices
Job applications
Jokes and riddles
Journals
Letters
Magazines
Menus
Metaphors
Mini-textbooks
Monologues
Movie critiques

Museum maps and tour guides
Mystery stories
Picture books
Play programs
PowerPoint presentations
Newspapers
Odes
Pamphlets
Persuasive essays
Poetry
Pop-up books
Post cards
Protest letters
Rebuttals
Recipes
Requiems
Romances
Satires and spoofs
Science fiction sketches
Scripts
Sequels and prequels
Sermons
Scary stories
Slogans
Soap operas
Speeches
Sports accounts
Stockholder's meeting presentation
Surveys
Telegrams
Thank you notes
Travel brochure
Wedding vows
Yellow pages
How does (character) change in the story? Use information from the story and your own ideas and conclusions to support your answer.

<table>
<thead>
<tr>
<th>Information from the story</th>
<th>My own ideas and conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>
How does (character) change in the story? Use information from the story and your own ideas and conclusions to support your answer.

<table>
<thead>
<tr>
<th>How does the character change?</th>
<th>Information from the story (be specific)</th>
<th>Your own ideas and conclusions (related to question)</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>2.</td>
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<tr>
<td>What is the question asking me to do?</td>
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<tr>
<td><strong>Key Idea:</strong></td>
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<td>[Image]</td>
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<tr>
<td><strong>What does the text say about this?</strong></td>
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<td>1.</td>
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<td>3.</td>
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<tr>
<td><strong>What do I know about this?</strong></td>
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</table>

| **Key Idea:**                       |
| [Image]                             |
| **What does the text say about this?**  |
| 1.                                  |
| 2.                                  |
| 3.                                  |
| **What do I know about this?**       |
| 1.                                  |
| 2.                                  |
| 3.                                  |

| **Key Idea:**                       |
| [Image]                             |
| **What does the text say about this?**  |
| 1.                                  |
| 2.                                  |
| 3.                                  |
| **What do I know about this?**       |
| 1.                                  |
| 2.                                  |
| 3.                                  |

<table>
<thead>
<tr>
<th><strong>Conclusion:</strong></th>
</tr>
</thead>
</table>

Before/During/After

ISAT

ROE #13 & 40
Character Connections

In each box, write what the story says about each character. Around the box, tell what you think about the character. In the arrow box, tell how the characters are connected.
Character Analysis

Before/During/After
ISAT

ROE #13 & 40
Prove it!

Main Idea:

Text Support

What did the author say?

What did the author say?

What did the author say?
<table>
<thead>
<tr>
<th>Character Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Name:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What does this character look like?</td>
</tr>
<tr>
<td>What does this character do?</td>
</tr>
<tr>
<td>What does this character learn about himself/herself?</td>
</tr>
<tr>
<td>How does this character change in the story?</td>
</tr>
<tr>
<td>Who does this character remind you of?</td>
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<tr>
<td>What do you think about this character?</td>
</tr>
<tr>
<td>Character Name</td>
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<tr>
<td>----------------</td>
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<tr>
<td>What does this character look like?</td>
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<tr>
<td>What does this character do?</td>
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<tr>
<td>What does this character learn about himself/herself?</td>
</tr>
<tr>
<td>How does this character change in the story?</td>
</tr>
<tr>
<td>Who does this character remind you of?</td>
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<tr>
<td>What do you think about this character?</td>
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</tbody>
</table>
## Response Journal

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Climax</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Happened?</strong></td>
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<td></td>
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<tr>
<td><strong>What does this remind you of?</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>What questions do I have?</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Putting the Pieces Together

I think:
Problem:
Solution:
Characters:
Setting:

Before/During/After 13 ROE #13 & 40
Story Plot Flow Map

Title: ______________________________

Author: ___________________________

Beginning: _________________________

Middle: ___________________________

Climax: ___________________________

Conclusion: _______________________

Before/During/After
ISAT

ROE #13 & 40
## Extended Story Map

### Setting

The story takes place...

Words that tell me about the setting are...

Other clues about the setting are...

Some things I know about this kind of setting that are not in the story are...

### Characters

The main character in the story is...

He/She looks...

He/She acts...

Some things I know about people like this that are not in the story are...

Another character in the story is...

He/She looks...

He/She acts...

Somethings I know about people like this that are not in the story are...
<table>
<thead>
<tr>
<th>Problem/Events</th>
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</thead>
<tbody>
<tr>
<td>The problem in the story starts when...</td>
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<tr>
<td>Next...</td>
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<tr>
<td>Then...</td>
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<td>Then...</td>
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<td>Then...</td>
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<td>Then...</td>
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<tr>
<td>I think...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>The problem is solved when...</td>
</tr>
<tr>
<td>Some things I know about problems like this that are not written in the story are...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story ends...</td>
</tr>
<tr>
<td>I think the ending is...</td>
</tr>
</tbody>
</table>
Making Connections

<table>
<thead>
<tr>
<th>Text-Self (t/s)</th>
<th>Text-Text (t/t)</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Text-Word (t/w)</th>
<th>Text Media (t/m)</th>
</tr>
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<td></td>
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</tbody>
</table>

This reminds me of ...

It's like in the story when...
Spin a Connection

- Text to Self
- Text to Text
- Text to World
- Text to Media
Making Connections

Main Idea

This reminds me of

It's like in the story when

This reminds me of

It's like in the story when

Label your connections:
Text/Self - t/s
Text/World - t/w
Text/Text - t/t
### Text to Text Connections

<table>
<thead>
<tr>
<th>Theme</th>
<th>Stories that have this theme</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
## Text to Text Connections

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Stories that have this conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Text to Text Connections

<table>
<thead>
<tr>
<th>Setting</th>
<th>Stories that have this setting</th>
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</tbody>
</table>
Text to Text Connections

<table>
<thead>
<tr>
<th></th>
<th>Story #1</th>
<th>Story #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
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<tr>
<td>Conflict</td>
<td></td>
<td></td>
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<tr>
<td>Ending</td>
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</tbody>
</table>

Directions: Explain how these two stories are alike and different.
Before, During & After Reading

Kathi Rhodus
ROE #40
Research Availability

• There is more reading research available now than when most of us went to college.

• Now that we have this research....it is our responsibility as educators to take this information and bring it to our students.
Just as I expect my Dr. to be knowledgeable of the latest research in what causes heart disease, society should expect us to know how to help students read and understand what they have read.
From listening comprehension in preschool to comprehension of math word problems in 12th grade.....

_all teachers must deal with comprehension of text._
Let’s Take A Look At Different Texts

1. Place a star next to the passage that you would most likely read or would be interested in reading.

2. Place an “x” next to the passage you are least likely to read.
Being able to read well at the elementary level does not necessarily mean you will comprehend science text, history text, satire, irony, vocational text, computer manuals or poetry.
Why did you star the one you did?

Why did you “x” the one that you did?
On the “x”ed passage, highlight the word or place where meaning shuts down for you.

What would be needed to help you read and comprehend the “x”ed passage?
An Embarrassing Little Study!

Durkin’s (1978) Study:

- Some 4,000 minutes of classroom observation
- 11 minutes devoted to comprehension instruction
- Lots of testing and lots of questioning during discussion
Over half of our students may be able to recite words, but they do not comprehend what they read.

They need to be told clearly what good readers do while they read so they can improve comprehension.
What Good Readers Do!!!!

1. **Make connections** by using personal experience and knowledge to make meaning from text.

2. **Make predictions** or educated guesses about what will happen next.

3. **Ask questions** as they read to gain a better understanding of the text’s message.
more of what good readers do!

4. Allow the text to create pictures in their minds’ eyes by **visualizing**.
5. Know that a lot is going on below the surface of a text by **making inferences**.
6. Know that some ideas in the text are more important than others and can identify those by **determining important ideas**.
7. Create new understanding by uniting ideas or looking at relationships within the concept by **analyzing** and **synthesizing**.
Research States That Students Must Engage In Activities During 3 Phases In Order To Reach Optimum Learning

• The 3 Phases Are:

**Before Reading**
\[
\frac{1}{4} \text{ of the lesson}
\]

**During Reading**
\[
\frac{1}{2} \text{ of the lesson}
\]

**After Reading**
\[
\frac{1}{4} \text{ of the lesson}
\]
Before Reading

**Good Readers**

1. Activate prior knowledge
2. Understand the task and set their purpose
3. Choose an appropriate strategy to use.
Before Reading

Poor Readers

1. Just start reading
2. Read without knowing why
3. Have no plan of action on how to approach the text.
Examples of “Before Reading” Strategies

Anticipation Guides
Rivet
Vocabulary Word Sort
During Reading

**Good Readers**

1. Monitor comprehension
2. Anticipate and Predict
3. Use fix-up strategies
4. Organize and integrate new information.
During Reading

**Poor Readers**

1. Are easily distracted
2. See no organizational plan
3. Add on rather than integrate new information
Examples of “During Reading” Strategies

Quick Draw
Sticky Notes & Highlighters
After Reading

**Good Readers**

1. Reflect on what was read
2. Seek additional information from outside sources
3. Feel success is a result of effort
After Reading

Poor Readers

1. Stop reading and thinking
2. Feel success is a result of luck
Examples of “After Reading” Strategies

Agree/Disagree Continuum
3 Facts & A Fib
Human Bingo
Debates about literacy instruction rage on. The battles for greater student literacy must be fought in classrooms of teachers who understand what students need.
The Readers in Your Room

Taken from: Differentiated Instructional Strategies for Reading in the Content Area by Carolyn Chapman & Rita King

Comprehending Carlos

Turned-Off Tom

Word-Calling

Silent Reading Sam

Insecure Inez

Emerging Emily

Read Aloud Renee

Correcting Carl

Before/During/After
ROE #13 & 40
**Correcting Carl**

The correcting Reader blurts out the correct pronunciation of a word or the answer to a question. Often, he is unconscious of his disruptive, inappropriate behavior. He enjoys adding his comments to the information. The reading pace is too slow for him. He volunteers the corrections to speed the reading process along. It is easy to squelch his reading enthusiasm.

**Observations**

**Reading Behaviors**
- Blurs out inappropriately.
- Answers out of turn.
- Lacks respect for others.
- Needs and yearns to be heard.
- Thinks best when thinking aloud.

**Feelings of the Student**
- I know this word, so I will show my friends how smart I am.
- When I say a word aloud, I understand it.
- When I know the answers, everyone needs to hear me.

**Diagnosis and Suggested Prescriptions**
- Wants to be heard.
- Make students aware of expectations for listening.
- Have a private conference to discuss the rules for taking turns.
- Explain the need for other students to assist a reader through small group or partner activities.

**Eager to Move on, so Answers for Classmates**
- Establish rules for taking turns.
- Teach appropriate listening tools.
- Teach him to respect other students and adults.
- Establish a self-monitoring system.

**Has Nervous Energy**
- Provide prompts and signals as reminders.
- Reward correct behavior with specific praise.
- Provide challenging opportunities and activities.
- Arrange for the student to be actively engaged.
Silent Reading Sam
A Silent Reader comprehends when he reads to himself. When he reads orally or someone reads to him, he does not comprehend as well. This student is strong academically and an effective reader throughout his lifetime because most reading is done independently. As an older student, he does not volunteer to read aloud unless he has had time to practice reading the selection.

- Give him opportunities to choose his reading materials to read silently.
- Call on him to answer comprehension questions after silent reading.

Observations
Reading Behaviors
- Comprehends while reading silently.
- Has a strong sight-reading vocabulary.
- Uses context clues.
- Enjoys reading silently.
- Does not comprehend as well when read to or when he reads aloud.
- Is more productive when assigned silent reading.

Feelings of the Student
- I don’t want my friends to hear me read.
- I know what the author is saying when I read to myself.
- No one will be able to correct my reading and embarrass me, if I read alone.
- I can read this book at my own pace in my own way.
- I need to read this information to myself.
- I do not like to read aloud.
- I hope I am not called on to read aloud.

Diagnosis with Suggested Prescriptions
Strong Independent Silent Reader
- Provide time for this student to read independently.
- Provide time to read the assigned passage silently, before reading it aloud.

Weak in Auditory Skills
- Make arrangements to read with a strong reader.
- Allow student to read along with a tape or CD.
- Use shared reading activities.
- Use oral rhythmic pattern reading.

Views Oral Reading as a Time Waster
- Provide partner and small group read aloud activities with short segments.
- Give positive feedback through praise for oral reading.
- Explain the purposes of oral reading.
**Turned Off Tom**
The Turned Off Reader is capable of reading and comprehending, but he is unchallenged and unmotivated. He needs a strong “buy-in” or interest in the reading activity or assignment.

**Observations**

**Reading Behaviors**
- Exhibits a negative attitude with most reading assignments.
- Refuses to complete reading activities and assignments.
- Doesn’t see a purpose for reading.
- Reflects his “don’t care” attitude through body language and demeanor.

**Feelings of the Student**
- I do not like to read this.
- I don’t like to read about...
- I wish these teachers would “get with it” and find something I want to read.
- Why would anyone want to waste time reading this boring information?

**Diagnosis with Suggested Prescription**
- Needs Positive Experiences in All.
- Reading Activities and Assignments.

**Provide a non-threatening Environment with a Comfortable Spot to Read.**
- Model reading.
- Conduct conferences to give the student opportunities to verbalize his feelings about reading.
- Use immediate, specific, positive feedback.

**Needs Choices Around Interests**
- Provide high-interest books and materials.
- Select a wide variety of reading materials on various reading levels.
- Provides choices in reading topics and genres.
- Use a survey to match books to the reader’s interests.
- Ask the reader to choose books for the classroom library.

**Needs to See Significance in the Reading Activity**
- Create effective pre-reading experience.
- Present each assignment with a meaningful purpose that illustrates the student’s need to read the information.
- Provide meaningful, interesting follow-up activities based on the reading passage.
- Assign short passages.
**Comprehending Carlos**

A Comprehending Learner understands the reading passages during silent and oral reading. He is a fluent reader who enjoys most reading experiences.

**Observation**

**Reading Behaviors**
- Comprehends as an oral or silent reader.
- Enjoys reading.
- Understands, interprets and adapts information before, during and after reading a selection.
- Has strong work attack skills and a large sight vocabulary.
- Prepare developmentally to grasp the reading process.

**Feelings of the Student**
- I like to read.
- I know what the author is telling me.
- I do not always understand why others struggle with reading.
- I wish I could read what I want to read.
- I wish I could answer these questions without waiting on everyone.

**Diagnosis and Suggested Prescriptions**

**Needs Challenge with High-Interest Materials**
- Provide reading choices.
- Make a wide variety of reading materials available.
- Assign readings in various genres.
- Provide opportunities for him to share his enthusiasm as a fluent reader with others.

**Needs High-Order Thinking Activities**
- Assign reading-related projects and assignment to build problem-solving skills.
- Provide research opportunities to extend his knowledge base.
- Ask thought-provoking questions before, during and after reading.
Word-Calling Wayne
A Word Caller concentrates on one word at a time, examining the letter sounds before attempting the pronunciation. Listeners become impatient. The reader becomes embarrassed. Word calling hampers comprehension.

Observations

Reading Behaviors
• Reads one or two words at a time.
• Lacks oral reading fluency and comprehension.
• Does not enjoy reading.
• Reacts negatively when asked to read aloud.

Feelings of the Students
• I hope no one asks me to read aloud.
• I now I cannot read as well as my friends.
• I understand more when someone reads to me.
• I read it but I do not know what it says.
• I read it, but I do not know the answers to these questions.
• I am so embarrassed.

Diagnosis with Suggested Prescriptions

Sees One Word at a Time; Eyes do not move Quickly across the Line
• Model reading using short, easy, familiar passages.
• Train eyes for left-to-right movement.
• Move a finger or pointer with a continuous rhythm across the lines.
• Move a pen light across the lines.
• Teach skimming and scanning.
• Use choral and echo reading.
• Use assisted reading and gradually remove support.

Overuses Phonics
• Build word recognition speed using repetition of familiar words, phrases and sentences.
• Use a timer to record and increase reading pace.
• Say the unknown word for the reader to maintain fluency.
• Model sounding out words and model fluent reading.
• Embed word families in unit lessons.
• Use games and timed activities to build recognition of basic sight words.
• Work on letter-word connection.
• Teach unfamiliar words in isolation before reading.
**Works for Perfection**
- Teach the value of using various decoding skills to unlock sounds.
- Provide opportunities for listening and reading with a model.
- Use partner-reading activities.
- Make stories and books on tape available.
- Consider the reader’s insecurity in planning activities.

**Lacks Rhythm and Flow while Reading**
- Arrange for this student to listen to recorded books and follow the words.
- Read and reread easy books.
- Read with a model reader.
- Record the learner as he reads and listen to the recording.
- Work for perfection on one phrase or sentence before trying another sentence.

**Does not follow Punctuation Symbols**
- Teach punctuation meaning and rules.
- Emphasize punctuation with an action for each symbol. Example: Finger snap = period.
- Demonstrate and practice use of each punctuation symbol with color-coding. Example: red = period.
- Use a sound for each punctuation symbol. Example: a “pop” sound made with the lips = period.

**Needs Confidence**
- Make available recorded books and stories.
- Provide easy reading materials.
- Arrange for the student to listen to stories.
- Provide reading from language experience.
- Plan time for the students to read to younger children.

**Has a Low Mastered Vocabulary**
- Teach words used every day.
- Play games with vocabulary words.
- Provide a print-rich environment at school and home.
- Encourage other teachers and tutors to carry on conversations related to the content lessons and experiences.
- Use read-along strategies.
Emerging Emily

Emerging Emily lacks the skills to become a fluent reader. This student reads below grade level. She struggles with comprehension, phonics and vocabulary. Sometimes she exhibits inappropriate behaviors. She may keep her feelings hidden. Feelings of defeat have turned off her desire to read. An older student is more likely to hide her inability to read and comprehend. The Emerging Reader at any age deserves the right to be a comprehending reader.

Observations

Reading Behaviors:
- Reads very little
- Reads a few words on grade level
- Exhibits poor comprehension skills
- Does not like to read
- Struggles with word attack skills
- Has limited language ability

Feelings of the Student:
- I feel lost when I read.
- I will never learn to read, so I will be in this grade the rest of my life.
- I cannot read this assignment.
- I am embarrassed to read, so please do not call on me.
- This is boring and frustrating
- I will misbehave, so I will not have to read.

Diagnosis and Suggested Prescriptions

Unmotivated
- Pass on the joy and love of reading through modeling it.
- Provide a variety of high-interest, low-level materials.
- Read information aloud or taped as the learner follows the print.
- Create a print-rich environment.
- “Read to” often.

Has a Limited Reading Vocabulary
- Use Language Experience activities
- Play games with vocabulary words.
• Use repetitive rhymes and short stories.
• Learn basic sight word lists.

Needs Word Attack Skills
• Teach decoding skills.
• Use word families to teach patterns.
• Arrange for someone to read to her often.
• Give the student opportunities to read his own writing.

Lacks the Skills to Bridge Letters to Words, Words to Sentences, and Sentences to Paragraph
• Reteach, expose, or teach these skills.
• Use letter and word manipulatives.
• Create opportunities to read her own writing.
• Use computer programs and other technology resources.

Lacks Desire to Read Because of Past Failures
• Provide reading choices.
• Create an atmosphere of excitement.
• Implement intriguing pre-reading activities.
• Select guided strategies for the reader’s success.
• Allow the student to interpret information using pictures and graphics.
• Give the opportunity to read easy books in her areas of interest.
• Share stories, books, and poems with repetitive rhythms.
• Arrange for this student to read easy books to younger students.

Struggles with the English Language
• Provide stories read in the native language and in English.
• Use picture vocabulary cards with the words written in both languages.
• Label objects in the learner’s first language and in English.
• Use actions to demonstrate verbs as they are pronounced.
• Provide a vast amount of oral and written communications in both languages.
Read Aloud Renee
The Read Aloud Reader comprehends by hearing the words. Read Aloud Renee is an auditory learner. She is an excellent oral reading volunteer because she reads enthusiastically and comprehends. During silent reading, she often has difficulty understanding the information.

Observations

Reading Behaviors
- Is a fluent, oral comprehending reader.
- Has a strong sight vocabulary.
-Volunteers to read orally.
-Reads orally with confidence, enthusiasm and expression.
-Answers comprehension questions accurately after reading aloud.
-Understands what she reads when reading orally.

Feelings of the Student
- I like to read to others.
- I wish I could read with a partner.
- I do not like to read silently.
- Sometimes I wish I could move on instead of spending so much time reading and discussing a passage.

Diagnosis with Suggested Prescriptions

Maintains a Strong Reading Vocabulary
- Reinforce and add to her vocabulary knowledge base.
- Provide materials that challenge in her range of success.

Possesses a Reading Passion
- Provide opportunities to read aloud for varying purposes.
- Use a variety of reading materials on high-interest, challenging levels.

Has Mastered Oral Reading Skills
- Permit the student to share her personal fulfillment and success from reading.
- Nurture the talent! Be careful not to take advantage of it.
- Provide special reading privileges in read aloud sessions.
**Has difficulty Reading Silently**

- Play silent comprehension games.
- Use brief passages for silent reading assignments.
- Provide a private space for reading chosen by the reader, if possible.
- Accept the student’s need to lip read and mumble.
- Allow the student to read into an elbow-shaped pipe. Hold the pipe in the position of a telephone receiver so she can hear herself read.
Insecure Inez
An Insecure Reader does not want to make mistakes in the presence of others. Her low self-esteem is evident. She does not have a sense of belonging. An inadequate knowledge base in one subject may be the source of this insecurity; the insecurity may not be evident in another subject.

Observations

Reading Behaviors
• Uncomfortable with reading capabilities.
• Afraid of mistakes and failure.
• Slow to let others know how and what she knows.
• Does not feel successful as a reader.

Feelings of the Student
• I don’t want to be wrong.
• I hope no one laughs at me.
• I do not believe I can do this.
• I don’t want to disappoint my teacher, my parents or myself.
• If I read slowly, I will not make as many mistakes.
• I have never understood my science books.

Diagnosis and Suggested Prescriptions

Afraid to Show What She Knows
• Use authentic assessment tools with easy reading materials.
• Ask questions you know she can answer.
• Find her "best" way to read and comprehend.

Feels Peer Pressure
• Provide opportunities for success.
• Work with small group instruction.
• Allow her to choose a partner.
• Provide individual instruction.

Shy and Nervous
• Allow longer wait time for responses.
• Praise success.
• Use Choice Boards so the student selects activities in her comfort zone.
• Provide opportunities for the reader to respond privately to questions.
• Make short assignments that give her success.
• Let her choose a respected or admired reading partner.
• Use one-on-one instructional strategies.

**Experienced Too Many Failures and Negative Feedback**
• Probe with effective questions.
• Use the learner's knowledge base to develop instructional plans.
• Provide confidence-building opportunities.
• Give specific praise and positive reinforcement.
• Turn the "I can't" attitude into "I can" feelings.

**Has Created Emotional Barriers to Learning**
• Provide easy, enjoyable reading materials.
• Give choices.
• Provide high-interest reading resources.
• Showcase the student's talents.
• Brag on the student's strengths and successes.
• Provide opportunities for her to share her knowledge of topics of interest.