

## Step Up to Writing Strategy Spotlight



### Writing to Improve Comprehension: Using and Creating Bookmarks

Ever wish you could get inside the minds of your students to pose a few perfect questions as they engage in silent reading? Do you worry that some students aren't thinking deeply about what they are reading? Bookmarks may provide a solution.

Teacher-created bookmarks (Strategy 1-40 through 1-43) are designed by you and used by students who are independently reading textbooks and/or novels in class or as homework. Copied onto two-sided, letter-sized paper and folded into thirds or run on cardstock and cut into strips, bookmarks serve to keep one's place and so much more. They can span a chapter, a section, or an entire book.

At its most basic level, the bookmark can be used to record facts, for example, pg. 129 - What were three causes for the conflict? Pg. 132 - Briefly describe the results. Most teachers, however, will be interested in provoking higher-order thinking in their students which results in greater understanding of the text.

The very nature of the bookmark lends itself to jotting notes rather than writing complete sentences, which is more convenient while reading. Some tell students when to pause, while others are more open. You might even have students write questions on sticky notes then place them on certain pages so they can respond on the sticky note after reading up to that point.

Developing bookmarks takes time, but the payoff comes when your students have better comprehension of what they have read.

#### Samples:



Name: \_\_\_\_\_

Social Studies Ch. 4

Pg. 129 - Describe two consequences that might have resulted if the conflict had been avoided.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pg. 132 - How would your OWN family have been impacted if you lived there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Top Pg. 133 - What is the meaning of the word "conjecture" as it is used in this chapter?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Middle Pg. 133 - This reminds me of \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Charlotte's Web

Three words to describe the character Fern: \_\_\_\_\_

\_\_\_\_\_

Three words to describe Wilbur: \_\_\_\_\_

\_\_\_\_\_

A pig is not a common pet. Why might that be? \_\_\_\_\_

\_\_\_\_\_

I think the character Templeton acts \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

Who do you think is the hero in the story and why? \_\_\_\_\_

\_\_\_\_\_

Create a message about Charlotte on the web below.



Name: \_\_\_\_\_

Complete this I-V-F Summary Paragraph Outline as you read.

Generate Topic Sentence  
Identify title: \_\_\_\_\_  
Author: \_\_\_\_\_

Choose Verb: compares describes explains argues defends provides entertains shows illustrates \_\_\_\_\_

Finish the thought: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Create Fact Outline

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you are done reading, write a complete summary paragraph. Turn in this bookmark with your paragraph.

