

Reading Process Literacy Practices

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Strategy 1: Ticket Exchange

Purpose

To help students identify details, facts, and ideas in reading material; to encourage interaction and discussion.

CCSS Connection

Standard RI.1: Read closely to determine what the text says explicitly; cite specific textual evidence.

Standard RI.2: Determine central ideas or themes of a text and analyze their development.

Standard SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

Overview

This strategy can be used as a pre-, during-, or postreading strategy, at any stage in the reading process. It is engaging for students, encourages movement and discussion, and provides a needed change of pace in class.

Procedure

1. Write down several statements, questions, prompts, ideas, or facts related to the reading material on note cards or small strips of paper. These will become the “tickets” used during the strategy.
2. Give each student a “ticket” with the written side facedown.
3. Instruct students to stand up, holding their ticket face down in the hand, and tell them not to look at the ticket.
4. Give a signal to have students begin moving about the room exchanging tickets with each other. Students should not stop moving until told to do so and they should not look at the tickets. This portion is designed simply to get students moving around and to redistribute the tickets.
5. Give a signal for students to stop the ticket exchange and pair up with the person closest to them.
6. Have student pairs reveal their tickets and discuss them.
7. Give another signal to resume the ticket exchange process and again redistribute the tickets.

8. After a couple of minutes, have students randomly pair again and discuss. The process continues for as long as you desire.
9. Follow up the activity with a whole-group discussion and ask students to explain what they learned or reviewed.

A variation on Ticket Exchange is Save the Last Word for Me strategy, in which students get involved in small group discussions on the topic after reading:

1. Partner one turns over his ticket and reads out loud what is written to partner two.
2. Partner one then has forty-five seconds to react and talk about his ticket while partner two listens but does not talk.
3. At the signal, partner two has forty-five seconds to talk about partner one's ticket while partner one listens and does not talk.
4. At the signal, partner one has forty-five seconds to share any final thoughts and speak the "last" word about his ticket.
5. The process repeats for partner two and her ticket.

Strategy 2: KWL Charts

Purpose

Access prior knowledge; establish a purpose for reading; read actively.

CCSS Connection

Standard RL/RI.1: Read closely to determine what the text says explicitly; cite specific textual evidence.

Standard RL/RI.2: Determine central ideas or themes of a text.

Overview

The KWL chart is a well-known prereading strategy developed by Donna Ogle (1986). It is intended to be a framework for connecting students' prior knowledge with what they are learning through actively reading the text.

Procedure

1. The K column stands for “know.” Have students tap into their prior knowledge about the topic of study by jotting down what they already know about the topic. They can add question marks next to those items they think they know but are not sure of. Encourage students to write something down in this column even if they know very little about the topic. Some teachers tell students they must write a minimum number of items.
2. Students use the W column, which stands for “want to know,” to set a purpose for their reading by jotting down questions they have about the topic to be studied. In this column they will write questions about information they would like to know more about. Some students may respond with “I don’t want to know anything about it.” In this case, I recommend requiring them to write down some questions that they think the teacher will expect them to learn or understand after doing the reading. Students can do a preview activity of the actual reading material to come up with some questions for the W column.
3. The third part of the KWL is the “learned” column, where students will write down what they learned after completing the reading and try to answer their questions from the W column. The L column is essentially for taking some notes on the reading. This

column may require more space than the others and may be continued over the course of several days or periods depending on the scope of the reading material.

KWL Chart

K	W	L
What I Know Already	What I Want to Know	What I Learned

Strategy 3: Tea Party

Purpose

Activate prior knowledge; make predictions and comparisons, draw inferences.

CCSS Connection

Standard SL.1: Prepare for and participate effectively in a range of conversations with diverse partners.

Overview

Tea Party is a prereading strategy that gives students an opportunity to think about parts of the reading passage before they read it (Beers, 2003). It encourages active participation with the text and provides an opportunity to incorporate movement into the lesson. Students will predict what they think will happen in the text, make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on their own experiences.

Procedure

1. Select key words, phrases, and sentences from the text and write them on note cards. Identify half as many of these as you have students. Duplicate enough cards so there is one card for each student.
2. Give one card to each student and tell the students to get up and move around the room, sharing their cards with as many classmates as possible. Students must listen to others as they read their cards.
3. Ask students to discuss how the cards might be related and speculate on what they are about.
4. Have students form into groups of four and complete a “We think . . .” statement. For example, one student group might formulate the following statement: “We think that this passage might discuss the causes and the effects of carbon emissions on the earth’s atmosphere and the possible climate changes that might result.”
5. Ask each group to share their “We think . . .” statement with the entire class. Make sure that they explain how they reached their predictions.
6. Have students read the text and compare their predictions with the actual reading passage.

Strategy 4: Prediction and Confirming Activity (PACA)

Purpose

Activate prior knowledge; make predictions; identify key ideas and themes in a text; build vocabulary.

CCSS Connection

Standard RL/RI.1: Read closely to determine what the text says explicitly; cite specific textual evidence.

Standard RL/RI.2: Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

Overview

This strategy is based on Beyer's Inquiry Model and is a prereading strategy that uses students' predictions to set a purpose for reading. PACA allows students to make predictions based on initial information given by the teacher to build some prior knowledge. Given additional information, they can revise their predictions (Irvin, 1998). In the following example, the teacher wants to teach students about the Auckland area of New Zealand knowing that students probably have little prior knowledge of the region or people.

Procedure

1. The teacher begins by giving a short introduction to Auckland, using a map to show the location in New Zealand.
2. The teacher poses a general question such as "What are the main characteristics of Auckland?"
3. The teacher gives some initial information and places students into small groups for discussion, providing them with a list of words related to the content reading material (see figure 2.9), and then asks students, "Based on these words, what assumptions can you make about the Auckland area?" For other topics, words can generally come directly from the textbook or reading passage selected.

PACA Example

Isthmus	mainland	mudflats	sandbanks
channels	Waitakere Ranges	fruit	wine
industrial areas	Samoans	Tongans	English
architecture	kauri wood	Kinder House	veterans
Polynesian arts	Aotea Centre	parks	beaches
yachts	regatta	shipping	manufacturing
farmland	fishing	terraces	land route
canoes	whalers	Treaty of Waitangi	borough
trade	gold rush	military base	nuclear-free state

4. Students write out several predictions based on the study of the given words.
5. The teacher presents new information such as pictures, slides, a video, websites, or a story.
6. Students will revise and modify their statements.
7. Students read a selection from the textbook, article, or watch a video.
8. Students again revise and modify their predictions based on the reading.

PACA may be used with various topics when the teacher needs to build background knowledge. This strategy is also good for vocabulary and concept building.

Strategy 5: Imagine, Elaborate, Predict, and Confirm (IEPC)

Purpose

Use prediction and visualization to comprehend text; clarify understanding through active reading of text.

CCSS Connection

Standard RL/RI.1: Read closely to determine what the text says explicitly.

Standard RL/RI.2: Determine central ideas or themes of a text.

Standard RL/RI.4: Interpret words and phrases as they are used in text.

Standard RL/RI.5: Analyze the structure of texts.

Overview

IEPC is a strategy that helps students use visualization and make predictions about a reading selection (Wood & Endres, 2005). It is especially useful to help students improve their skills in making predictions, a key element in effective reading comprehension. You can use this with a reading assignment, textbook section, or multiple sources on a given topic.

Procedure

Follow this procedure as outlined by Harmon, Wood, and Hedrick (2006):

1. Choose a reading selection, such as a story or descriptive, scientific, or historical piece.
2. Present students with the IEPC form on an overhead projector and tell students they are going to use their imaginations to create pictures that will help them understand what they will be reading.
3. Explain to students the four phases of the IEPC.
4. Ask students to close their eyes and imagine everything they can think of related to the selection they are about to read. They can use the cover of the book, a title, a topic, or an illustration to help them imagine. Ask students to share their responses and write them down in the I column.
5. Using their visual images, have them add details, prior knowledge, and sensory information and write them in the E column.
6. Have them make at least one sample prediction based on their images and prior knowledge and write them in the P column. For example, "I predict that this passage will be about . . ."
7. Have students read the passage or section of text while keeping their predictions in mind.

8. In the postreading phase, return to the IEPC visual and make any necessary changes in the original predictions. (You might use a different-colored marker or pen for the added information.) Write down student responses in the C column, having students provide page numbers and specific quotes to support the information they can confirm. Figure 2.10 shows one possible version of the IEPC chart.

IEPC Chart

I	E	P	C
Imagine: Imagine the topic. What do you see, feel, hear, smell?	Elaborate: Describe, give specific details of what you "see" in your mind.	Predict: Use your images and ideas to make predictions about the reading assignment.	Confirm: While reading, confirm or change your predictions about the passage.

Strategy 6: Guess and Check

Purpose

Make predictions based on textual information; demonstrate comprehension of text by checking predictions against evidence; cite textual evidence.

CCSS Connection

Standard RL/RI.1: Read closely to determine what the text says explicitly and make logical inferences from it.

Overview

“Guess and check” is a phrase that may be familiar to many students from their math class. It is a simple way to remind students to check their predictions against the evidence.

Procedure

1. At the beginning of each reading section, ask students to make a prediction, an educated guess, or a hypothesis about what will follow in the text.
2. At the end of the reading or before the next section of reading, ask students to check to see if their predictions were accurate. The logs shown in figures 2.12 and 2.13 can be used for narrative or expository text in any content area and they can also be adapted for your own specific purposes. The guess and check worksheet in figure 2.13 is designed specifically for math problem solving. Students should repeat the guess and check process until they are satisfied with their solutions.

Guess and Check

Guess and Check

Name _____ Date _____

Text _____ Pages _____

1. Re-read your prediction from the last entry. Was your prediction correct?
2. If yes, what clues helped you guess? If no, are there any clues you missed? Why did you make the prediction you made?
3. What prediction do you have for the next section of text?