After Reading Literacy Practices

Contents

Strategy 1: Save the Last Word for Me

Purpose

Cite textual evidence; make interpretations; identify themes and ideas in text; use collaborative discussions with others as a comprehension strategy.

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.8: Delineate and evaluate the argument and specific claims in a text.

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

Overview

This postreading strategy, which comes from Rasinski and Padak (1996), gives students an opportunity to practice with new material they have learned and enhance their understanding through group interaction and collaborative problem solving.

Procedure

During their reading of the text, ask students to search for important statements or quotes. Give students five note cards each and have them write one statement on each card. The statements should be ones that cause some reaction or have some significance rather than just random excerpts. On the back of each card, the student writes down either a question or a reaction to the statement on the front. These comments might be interesting points, questions, or things they do not understand. The writing students do here helps increase comprehension of the reading material. Next, arrange students into groups of four and follow this process:

- Each student will read one statement or question from one of the cards.
- Taking turns, every other student in the group will respond with an answer or comment.
- After each student has spoken and commented, the student who wrote the question or comment has the "last word," explaining its significance or drawing a conclusion.

I strongly recommend having one group model the process for the class before all the groups begin the process. Monitor the groups to make sure that they are following the process; otherwise, you end up with general small group discussion. Make sure that the student

presenting the statement from her card understands that she cannot speak again until all the other group members have made their comments and given their answers. This strategy allows students to find key ideas and information from the reading material and process it rather than simply reading or being told what is important. As a possible follow-up or closure activity, have each group choose the two most significant statements and share them with the whole class.

Strategy 2: Dialectic Notebook

Purpose

Read and comprehend written text; evaluate and interpret themes and ideas; elaborate and expand on ideas and reactions; summarize information from text; write to share ideas with others.

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.8: Delineate and evaluate the argument and specific claims in a text.

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

Overview

This strategy is often called by many other names, including the written conversation and dialogue journal. The dialectic notebook process should be used after students have read the work or reading material or studied the class content. It is a conversation in writing between two people. Dialectic notebook is an excellent writing-to-learn activity as well as a good postreading strategy that helps students to process and think about the subject matter in any lesson or reading assignment. Using the text, document, or subject of analysis, each person reads a passage, and then writes down her thoughts and ideas (or have students write down a quote from the text, followed by their comment about it).

Next, students exchange papers with partners and read what their partners wrote. This is followed by writing a response to their partners, passing the papers back, reading again, and so on. During the exchange, ideally partners will attempt to challenge each other to do some more elaborate thinking, the goal being to increase the depth of reading comprehension and improve thinking skills.

The dialectic notebook is useful for examining and exploring a literary work, prose, poetry, speeches, political cartoons, editorials, articles, song lyrics, websites, problem-solving procedures, pieces of art, photographs, foreign language dialogues, math problems, and so on. Basically, it can be used for any material you ask students to read and think about.

Procedure

1. Ask students to reread and select a passage that has significance, meaning, or some impact on them, one that caused them to think or react.
2. Each student copies down the passage at the top of the paper.
3. Next, the students will write a response below the passage, including their thoughts, feelings, ideas, reactions, questions, and points of confusion.
4. Students then exchange papers with their partners, read what their partner has written, and respond to their partner's thoughts on the paper, below the student's own writing.
5. Students will then pass back the papers and again write in response to their partner. Students are essentially having a conversation in writing. They can pass the papers back and forth several times, but it is best to stop it before the conversation runs out or degenerates into unproductive comments.

I would recommend establishing clear guidelines for students. Tell them ahead of time how long they have to write; generally, a five-minute time limit before passing the paper is adequate.

Also, let students know that your expectation is that all writing will remain on topic and not drift into idle conversation or extraneous comments on another subject (such as "Are you going to the game on Friday?"). Follow up by asking some pairs of students to share their dialectic notebooks by reading their conversation aloud for the class. Showing students a model of a good dialectic notebook ahead of time is also recommended.

Strategy 3: Word Sorts or Concept Formation Activity

Purpose

Use deductive thinking to analyze concepts; classify ideas and concepts; identify key relationships among concepts; participate effectively in collaborative discussion.

CCSS Connection

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

Overview

The word sort (Gillet & Kita, 1979; Gillet & Temple, 1983) is a classification or categorization activity, also called concept formation activity, which engages students in higher-order thinking skills and requires the use of deductive thinking. Students must recognize the semantic and conceptual relationships among key concepts. Word sorts can be either "open sort" or "closed sort." In an open sort, students group the words and create labels for the categories. In a closed sort, the teacher provides the categories. I prefer the open sort activity because it requires students to use more higher-level reasoning and deduction skills. This activity works particularly well at the end of a unit or the conclusion of a reading activity.

Procedure

1. Identify different terms, concepts, and related words. Make a random list of these words for students on a handout or the chalkboard. They can also be written on strips of construction paper or note cards, but you will need several sets of the words.
2. Place students in groups of four to complete the activity.
3. Instruct the groups to categorize the terms into at least three and not more than six groups. They must follow these rules:
    a. Each category must have a name or label that is descriptive of all the items in that group.
    b. All the categories must have more than one term or concept in them (no single-word categories).
    c. No group may be labeled "miscellaneous" or "other."
    d. All the concepts must be included—no words may be left out.

4. After the groups have had time to classify the terms, one student explains their rationale and thinking for the categories and identify similarities and differences between the different groups. If you have the terms on strips of paper or note cards, each group can glue or tape them to poster board and then hang them up for display and review.

This strategy is an excellent way for students to review all the major concepts in a unit or reading assignment prior to a test or quiz. Figure 2.30 shows some examples of concept groups that could be used for the activity, some of which have the categories included.

Possible Word Sorts

Boston Tea Party:

Stamp Act
"No taxation without representation"
Boston
Tea tax
Loyalists
King
Colonists
Sons of Liberty
British Parliament
India
British patriots
Samuel Adams
Ship

(Possible groupings: Colonists, Boston Tea Party, British, Groups of People)

Food Groups:

Oil
Cheese
Watermelon
Corn
Fish
Rice
Peas
Carrots
Tomatoes
Soup
Apples
Milk
Celery
Liver
Beans
Protein
Carbohydrates
Minerals
Salt
Eggs
Cereals
Peas
Broccoli
Poultry
Fats
Cucumber
Fruit Juice
Honey
Bread
Nuts
Oranges
Water Fried Foods
Vitamins
Cabbage
Meat
Butter

(Possible Categories: Carbohydrates, Fats, Proteins, Vitamins, Minerals, Water-Based Foods)

Geometric Shapes:

Diagonals
Triangle
Sphere
Length
Parallel
Perpendicular
Perimeter
Cube
Square
Vertices
Edges
Circle
Prism
Volume
Adjacent
Lines
Hexagon
Cone
Circumference
Opposite points
Parallelogram
Cylinder
Radius
Symmetry
Intersecting
Congruent
Area
Pyramid
Rhombus
Rays
Bisector
Angles
Similar

(Possible categories: Parts of shapes, plane figures, solid figures, measures, relations)

(Classify flora and fauna by biome)

Biomes:

Permafrost
Savannas
Sahara
North Pole

Aloe Plants
Lichen
Giraffes
Camels
Conifers
Taiga
Marine
Phytoplankton
Deciduous
Freshwater
Canopy
Estuary
Tropical
Grasses
Cactus
Zebras

Strategy 4: Fishbowl

Purpose

Participate effectively in collaborative discussion; identify main ideas and supporting details from visual or written text; identify and discuss themes and ideas from visual or written text; engage in higher-level thinking; make interpretations and inferences about events and ideas; use effective listening skills.

CCSS Connection

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

Standard RL/RI.3: Analyze how and why individuals, events, and ideas develop and interact.

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

Standard SL.2: Integrate and evaluate information presented in diverse media and format.

Standard SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning

Overview

The fishbowl is an effective postreading and group discussion strategy that allows for full participation from every student. Although it is highly structured and is facilitated by the teacher, the teacher does not participate in the discussion. The responsibility for speaking rests entirely with students.

Procedure

1. After students have read the assignment, which may be a magazine article, editorial, book, or even a movie, choose a focal point, either a statement or a discussion about the reading assignment that students have completed. It should be a controversial statement or a higher-level question that will encourage students to discuss and share ideas. (For example: "Is the portrayal of President Abraham Lincoln in Spielberg's movie historically accurate to the real Lincoln based on our study of history?")
2. Place chairs or student desks into two circles, an inner circle facing inward and an outer circle also facing inward. Ask for volunteers or assign students to take seats in the inner circle. Have the remaining students take seats in the outer circle. Limit the inner group to six or eight students to allow everyone adequate chance to participate.
3. Once the teacher has presented the focal point, it is the responsibility of the inner group to sustain the dialogue for a given time. I recommend using a shorter time, such as five minutes, for groups using the strategy for the first time. With more practice, the amount of time may be increased.
4. The outer circle should listen carefully or take notes on the discussion, but they may not interrupt the discussion taking place. When the first discussion finishes, a second group of students takes the inner seats and continues the discussion. Continue the process until all students have had the opportunity to participate in the inner circle.
5. As a follow-up activity, have the whole class debrief on the fishbowl discussions. Give each student a chance to comment on what he or she heard or allow for some general discussion. Students can also be asked individually to write a summary on the discussion or an explanation of what they learned during the activity.

Strategy 5: Socratic Seminar

Purpose

Participate effectively in collaborative discussion; identify main ideas and supporting details from visual or written text; identify and discuss themes and ideas from visual or written text; engage in higher-level thinking; make interpretations and inferences about events and ideas; summarize information; use effective listening skills.

CCSS Connection

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

Standard RL/RI.3: Analyze how and why individuals, events, and ideas develop and interact.

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

Standard SL.2: Integrate and evaluate information presented in diverse media and formats.

Standard SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.

Overview

Socratic seminar, similar to fishbowl, is a discussion format done in whole or small group through collaborative, open-ended dialogue about a topic of text. It is based on the pedagogy of Socrates, who believed in the power of questioning and inquiry as being more valuable than debate. Israel (2002) sums up the process and value of Socratic seminar as "a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly" (p. 89). The students who participate in the seminar raise questions and discuss issues related to the topic, analyzing, interpreting, and listening to others' ideas.

The thing I most like about Socratic seminar is that it is the responsibility of students to bring good questions and comments to the discussion and keep it going, rather than the teacher playing the role of facilitator. While the teacher *can* function as a facilitator if necessary, once students have learned how to use this process, the teacher is able to step away and observe from the sidelines. Good discussion depends upon starting with good questions, studying the topic or

text carefully, and sharing ideas and responses. The process can also include searching a text for evidence to support the ideas. Perhaps most important, the Socratic seminar is a discussion and not a debate. Follow the steps carefully to successfully conduct a Socratic seminar.

Procedure

1. Arrange the classroom in a large circle so that students can look at each other. If the group is too large for one circle, create an inner circle and an outer circle. The students in the inner circle can carry on discussion for a period of time, while the outer circle observes and takes notes. Then have students switch from one circle to the other. I strongly recommend having students in the outer circle take Cornell notes or use some other form of note taking during the inner circle's discussion.
2. Prepare discussion norms for the group to follow such as speaking one at a time, listening carefully, not interrupting or shouting, not conducting side conversations, basing ideas only upon the text or topic, allowing everyone a chance to speak, and so forth.
3. If you are using a text that students have read as a starting point, prepare several higher-level discussion questions. Questions should lead participants to think in an open-ended way and be at the interpretive or evaluative level rather than literal. An alternative to teacher-written questions is to have each student prepare two questions of his own to bring to the discussion. This requires teaching students the difference between literal, interpretive, and evaluative questions. Students often need practice at first in writing higher-level discussion questions.
4. Introduce the seminar process and purpose to students if they have not used this method before. Review discussion norms and procedures. Remind students that during the seminar their comments should be directed at each other, not at you, the teacher.
5. When the seminar begins, use one of the teacher or student questions to begin the discussion. Groups can often spend quite a bit of time discussing one question. The teacher may reserve the right to stop the discussion and move the group on to the next question. Use as many questions as you find possible during the allotted time.
6. If using an inner and outer circle, have the groups switch positions halfway through the allotted time. The inner group carrying on the discussion then steps out to the outer

circle while the outer circle group moves in to participate in their own discussion. Students in the outer circle should take notes on the discussion.

7. If the conversation gets off track, refocus students on the question or move on to another question. Some teachers like to use talking chips (students are given a certain number of chips to use) to prevent certain students from dominating the discussion. Encourage those who have not spoken to contribute to the conversation. Some teachers keep a diagram during the seminar that shows names of participants as they are arranged in the circle and then draw lines from one name to another to track which students are contributing to the conversation and how many times.
8. After the seminar, spend some time debriefing the process. Share your observations and ask students to share theirs as well. Finally, have students write a summary of the Socratic seminar to help solidify the discussion in their minds. They can use their notes taken to help them write the summaries. Ask them to include in their summary some evaluation of their own level of participation in the seminar.

Strategy 6: RAFT

Purpose

Interpret information and make inferences, apply learning from content material to generate an original creation; draw upon content information and textual evidence to compose a new piece of text; use the writing process; consider audience and topic in using an appropriate format for the text.

CCSS Connection

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

Standard RL/RI.7: Integrate and evaluate content presented in diverse formats and media.

Standard W.3: Write narratives to develop real or imagined experiences or events.

Standard W.4: Produce clear and coherent writing.

Standard W.5: Develop and strengthen writing as needed.

Standard W.9: Draw evidence from literary or informational texts.

Overview

RAFT is an excellent postreading strategy as well as a writing activity. It stands for role/audience/format/topic (Santa, 1988). The RAFT strategy provides many options and choices for students, allowing them to extend their learning following a particular unit or reading assignment. The teacher must provide some options for each part of the RAFT. Each student then designs his own personal assignment by choosing from the four lists or options:

- Role: The role or persona the writer takes on; the voice he chooses to write in.
- Audience: The person or group to whom the writer is speaking/writing.
- Format: The form or genre of the writing, which may be a letter, poem, news article, speech, and so forth.
- Topic: The subject of the piece of writing that comes directly from the reading material or reflects the central ideas in the reading.

One of the biggest advantages this strategy provides is that it gives students choices. It allows students to interact with the content in an unusual and creative way. Thus, the task becomes differentiated appropriately for each student. This will better motivate students and allow them to use their creativity.

Procedure

1. Generate a list of choices for each part of the RAFT. In some cases, students might be able to create their own options. Create several roles, which might be literary characters, historical figures, scientists, or even objects or elements. Choose some possible audiences for the figure to write to. Generate a list of a variety of genres for the "format": for example, letter, brochure, pamphlet, speech, story, set of instructions, telegram, blog, news story, newspaper article, review, Facebook update, diary entry, and so on. Also generate a list of possible topics related to the class content that could serve as the subject of the RAFTs.
2. Provide the class with time to work on the assignments once they have finished the unit or the reading assignment. Check to make sure all students have made their RAFT choices.
3. Once students have written and revised their RAFTs, give them some opportunities to share their pieces with partners, in small groups, or with the whole class. You might want to have students post their RAFTs around the room and have the class do a gallery walk.

Strategy 7: Philosophical Chairs

Purpose

Participate effectively in collaborative discussion; identify main ideas and supporting details from visual or written text; identify and discuss themes and ideas from visual or written text; engage in higher-level thinking; make interpretations and inferences about events and ideas; summarize information; use effective listening skills.

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.3: Analyze how and why individuals, events, and ideas develop and interact.

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

Standard SL.2: Integrate and evaluate information presented in diverse media and formats.

Standard SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.

Overview

Philosophical chairs is an activity that is designed to encourage students to think critically, discuss, and in some cases write about open-ended or controversial topics. Desks should be arranged in a horseshoe pattern, and students are asked to sit on a side of the room that reflects their position. For example, students who strongly agree with a statement sit on the right side and students who strongly disagree sit on the left. Those undecided or leaning toward one side or the other sit in the chairs between the two sides. As students discuss the topic and express arguments for or against the statement, all students have the option of moving to an undecided position or to the other side to reflect their changing views.

Procedure

1. Students read a newspaper article, short story, essay, editorial, or literary selection, taking notes as they read.
2. The teacher will present students with a statement that will elicit thought and discussion and that asks them to respond with their own opinion. For example: use of plastic bags in grocery stores should be banned; nuclear energy is a safe source of energy that should be

encouraged; offshore oil drilling should be prohibited to protect the ocean's ecosystem; censorship of pieces of music or art is wrong; legalization of drugs would result in less crime; every student has an equal opportunity to succeed in school.

3. Have students place themselves on one side of the room or the other, or in the undecided section.
4. The teacher should function as facilitator or appoint a student facilitator to call upon participants during the discussion. Students must argue the merits of a statement and why they have chosen the position they have. Make sure they understand that they can move to a different side if their position changes.
5. Set some ground rules and time limits for the discussion before it starts (students must listen to others, move quietly, make respectful comments, not interrupt, speak only when called on by the facilitator, etc.). Also, make it clear that you expect that all students will participate in the discussion and share their ideas.
6. Optional approaches: Use a "talking stick" or other object to indicate whose turn it is to speak. Some teachers like to require students to briefly summarize the statement of the previous speaker before they present their own argument. Remind students to criticize the ideas, not the other students. You might also want to model appropriate discussion stems, such as "I disagree with Dustin's position because . . ."
7. After the discussion, ask students to write a short reflection response in which they summarize their position on the topic, including their rationale. They should also write about whether their position changed during the discussion and how their thinking was influenced during the discussion.

Strategy 8: Asked and Answered

Purpose

Engage students in discussion about text; generate questions during reading; check understanding; engage in close reading of text; establish a purpose for reading.

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.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard RL/RI.8: Delineate and evaluate the argument and specific claims in a text.

Standard RL/RI.10: Read and comprehend complex literary and informational texts;

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

Overview

Asked and answered is a strategy that comes from Brunner (2011). It is designed to help students generate questions and to engage in close reading of text. In this strategy students both formulate and provide answers for comprehension questions. They also have the chance to collaborate and discuss the text with each other.

Procedure

1. Give students three to five note cards.
2. Assign students to read the text and write three to five questions, one on each card. If you have already taught students about levels of questions, encourage them to ask questions that require comparison, application, analysis, or evaluation. Otherwise, just instruct students to write challenging questions, ones that cannot be answered easily by simply referring to one spot in the text.
3. After students have written their questions, have them form pairs and trade cards.
4. Students then write their answer to the questions on the back of their partner's cards.
5. Next, have students discuss the questions and answers.
6. Next, have students collaborate to generate additional questions and write them on new cards. This encourages a deeper level of reading and thinking about the text.

7. Next, have each pair of students join with another pair to form groups of four. As a group, they should discuss the questions that have been generated.

Strategy 9: Pinwheels

Purpose

Participate effectively in collaborative discussion; identify main ideas and supporting details from visual or written text; identify and discuss themes and ideas from visual or written text; engage in higher-level thinking; make interpretations and inferences about events and ideas; summarize information; use effective listening skills.

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.3: Analyze how and why individuals, events, and ideas develop and interact.

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

Standard SL.2: Integrate and evaluate information presented in diverse media and formats.

Standard SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.

Overview

Pinwheels is a strategy that is useful for encouraging full student participation. It helps students form educated opinions and develop their ability to consider other points of view and what others contribute to a discussion (Tama & McClain, 2007).

Procedure

1. Have students individually or as a class read the assigned story or article.
2. Have students form pinwheels in groups of six. This can be adapted for odd-numbered groups.
3. Three students sit in the middle of the circular group with their backs to the center. Each of the other students sits facing one of the students in the middle, so there will be three pairs of students facing each other in a circular group.
4. Each of the three students in the middle is assigned a different discussion question, which can come from the teacher or be student generated.

5. Students on the outside will move clockwise to each member of the center to discuss that member's question. A recorder will summarize on butcher paper the various solutions for each question.
6. Summaries are posted and the different groups will circulate to read what other groups have suggested.

Here are some sample pinwheel questions based on a reading assignment about the environment:

- Why is it important to save the environment?
- What can students do immediately to help save the environment?
- What is the government doing to support these efforts?

Strategy 10: Music to My Ears

Purpose

Establish a purpose for reading; review content and concepts learned during a lesson or unit; read closely and identify main ideas in text; engage in collaborative discussion about content and concepts learned.

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.8: Delineate and evaluate the argument and specific claims in a text.

Standard RL/RI.10: Read and comprehend complex literary and informational texts.

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

Overview

Music to My Ears is a fun and engaging activity that incorporates both movement and music. It comes from Brunner (2011). The strategy requires students to read closely and summarize assigned text. It has the added benefit of allowing students to move around the room while listening to some upbeat music. The strategy is a great culminating activity that helps students to review material they have learned during a unit.

Procedure

1. Assign students to read the text (unless you are using the strategy as a culminating activity at the end of a unit).
2. Have students identify the essential ideas and information, which they will be expected to summarize for their fellow students.
3. Have students write down five to seven sentences that express ideas or concepts learned during the reading or unit.
4. Tell students that they will be moving around the room as the music plays. Turn on the music and allow it to play for a minute or so as students circulate around the room.
5. When the music stops, students are to pair up with the person closest to them and explain one of their concepts or ideas that they have learned and want to remember. Their partner then explains one of his ideas.

6. As students discuss and learn or remember new ideas and concepts, have them add additional ideas to their own lists.
7. Turn the music back on and have students again move around the room until the music stops, at which point they will again pair with the person closest to them to share another idea.
8. Continue the activity for as long as desired or until students have had a chance to share most of their ideas.

Strategy 11: Hot Seat

Purpose

Use effective questioning techniques to generate and clarify ideas and information; work collaboratively to ask questions from 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.3: Analyze how and why individuals, events, and ideas develop and interact.

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

Overview

Hot Seat is a strategy that can be used after students have mastered the use of QAR and the four types of questions (right there, think and search, author and you, and on my own). Hot Seat offers another opportunity for students to practice with these types of questions. Use it when students are reviewing a reading assignment or preparing for a writing assignment or test. This strategy requires students to work collaboratively to develop four types of questions, which they will then direct to students playing the role of a character in the text. Thus, this process should be used with reading material that involves characters, historical figures, or topics or ideas that can be personified (i.e., chemical elements) (Strategic Literacy Initiative, 2004).

Procedure

1. Students silently read the required text.
2. Introduce the hot seat activity as one that uses questioning to review the reading assignment and better understand it.
3. Choose a character, concept, or historical figure to be the focus of the hot seat. Have a student volunteer to sit in the hot seat. This student will play the role of the character and answer questions about the reading. You can also choose several different characters or concepts to personify and have different students volunteer for each one.
4. Place students in groups to develop questions while the hot seat student is reviewing the reading. Each group should write two of each of the four types of questions from QAR.

These are questions that will be asked directly of the hot seat character. They must be questions that are related to the text but also extend beyond the text.

5. Each group will take turns asking the student in the hot seat questions until every group has had a chance to ask at least two of their questions. The person in the hot seat should play the role of the character, figure, or concept, speaking in the voice of the persona and answering the questions.
6. During the process, the teacher should observe, take notes, facilitate the process, and provide minimal feedback.
7. End with a brief reflection and whole-class discussion about the process and what it contributed to students' understanding of the reading. Have each group turn in their written questions, which can be used as test questions for the reading assignment.

Strategy 12: Gallery Tour

Purpose

Create a visual representation of concepts or content of a text; collaborate with others to diagram or map information from text; review and respond to others' ideas.

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.5: Analyze the structure of text.

Standard RL/RI.7: Integrate and evaluate content presented in diverse formats and media.

Standard RL/RI.8: Delineate and evaluate the argument and specific claims in a text.

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

Standard SL.2: Integrate and evaluate information presented in diverse media and formats.

Overview

The gallery tour is an interactive and collaborative strategy that involves students in producing a visual display of the content and ideas in a text. It comes from Rasinski and Padak (1996). Gallery tour can also be used as a review activity at the end of a unit of instruction and can be used for any type of content or textual material.

Procedure

1. Assign students to read the textbook chapter, article, or other material (unless you are using the strategy as a culminating activity at the end of a unit).
2. Explain to students that they will be working with their group to create a visual representation of the content they have learned. It could include a map, a diagram, a drawing, a chart, collage, or some other type of visual that summarizes the important ideas and concepts they have learned. Their creation can include symbols, words, pictures, or some combination of them. Provide each group with a piece of poster board or chart paper to draw the visual.
3. Have each group work together to create the visual representation.
4. When the visuals are completed, have each group tape or attach their finished product to the wall, one in each corner, or in various places around the room.

5. Next, give each student some sticky notes to attach to the products around the room. These notes will provide feedback, comments, and critique on the finished products.
6. Either individually or in their groups, have students go on a "gallery tour" around the room, moving from one visual display to another. Ask each student to provide at least one comment for each of the visuals on display, attaching his or her sticky notes to the visual.
7. After the tour is finished, have each group return to their original product to review the notes and discuss them. During this part of the activity, they should also compare their product with the others that they viewed on the gallery tour.

Strategy 13: The Twenty-Five-Word Préci or Abstract

Purpose

Use active reading strategies to comprehend text; identify and summarize main ideas; write concise summaries.

CCSS Connection

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

Standard W.4: Produce clear and coherent writing.

Overview

The twenty-five-word abstract was created by Tim Tindol, a science teacher who was interested in helping students proficiently summarize classroom texts in addition to understanding the concept of the abstract, a formal summary used in academic research papers (Strategic Literacy Initiative, 2004). This strategy is also sometimes called the préci, or short summary. I have used it for many years, especially in writing classes, to help students identify main ideas in a text or essay by writing a twenty-five-word summary. However, the activity can be used with many different types of texts. It is also important to have students practice this strategy several times with different reading selections. When I use this strategy, I require that students' summaries be *exactly* twenty-five words—no more and no less. This is a challenge for students, and a great writing activity because it generally requires students to write and rewrite several times to get exactly twenty-five words. I also make it clear that their sentence or sentences must be complete, grammatically correct sentences.

Procedure

1. Choose a piece of informational text such as an magazine article, newspaper article or report, editorial, or some other piece of informational text. (The strategy works best with expository text rather than fictional.) Have students read the article independently.
2. Ask students to highlight the text using one color pen to highlight the main ideas and a second color to highlight unknown words or terms.
3. Assign students to work in groups. Each person should share what he or she has highlighted in the article. This process will also help to clarify vocabulary and any unfamiliar terminology used. Have groups compare their choices of main ideas by using

their highlighting. Ask each group to come to a consensus about which items are main ideas.

4. Next, each student individually will write a twenty-five-word abstract that includes the main ideas chosen by members of the group. You have the option of telling students to get as close to twenty-five words as possible or to write the abstract in exactly twenty-five words.
5. Have each group member share their completed abstract with the group. They should discuss the similarities and differences. Another option is to have the group create a collective abstract with no more than twenty-five words. Then have them copy the final abstract onto poster board to display in the classroom.
6. Have students do a gallery tour to read through all the abstracts posted and rate them on clarity, conciseness, and completeness.

Strategy 14: Group Summarizing

Purpose

Identify main ideas and supporting details from text; summarize information concisely and accurately; work effectively in a collaborative group.

CCSS Connection

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

Standard W.4: Produce clear and coherent writing.

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

Overview

Group summaries are a good strategy for helping students review information from reading material. They encourage students to identify main ideas and details and practice condensing information (Brown, Day, & Jones, 1983).

Procedure

1. Have students survey a textbook chapter or reading selection and identify major topics contained in the reading.
2. On a piece of poster board or overhead transparency, either as a whole class, independently, or in pairs or groups, have students make four sections based on the major topics. This part of the strategy helps students establish a purpose for reading.
3. Have students read the text. Then individuals or groups will provide information for the different categories, which should be recorded on the poster board or transparency. Doing this process as a whole class has many benefits because it allows for discussion and review as students complete the summary.
4. Have students individually, as a class, or in pairs write a summary for each separate section. The example in table below comes from Olsen and Gee (1991) and is adapted by Doty, Cameron, and Barton (2003).

Group Summarizing

Description Alexander was the king of Macedonia from 366 to 323 BC. He was well educated. He was a military leader who wanted to rule the known world.	***Childhood*** Alexander was the son of King Phillip. He learned science, geography, and literature from Aristotle. He learned how to ride a horse, use weapons and command troops at an early age.
Accomplishments Alexander defeated the Persians in three major battles. He ended up conquering the entire Persian Empire. He founded many towns and cities, including Alexandria, Egypt. In eleven years, he led his army over 11,000 miles.	***Interesting Facts*** Alexander became king when he was only twenty years old. He died when he was thirty-two. He was crowned pharaoh of Egypt.

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