Active Reading Literacy Practices

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Strategy 1: ReQuest

Purpose

Demonstrate and model active reading; engage in higher-level thinking about textual material; generate questions while reading.

CCSS Connection

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

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

Standard RL/RI.6: Assess how point of view or purpose shapes content and style.

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

Overview

Developed by Manzo, Manzo, and Estes (2001), ReQuest provides students the opportunity to ask questions of the teacher.

Procedure

1. Choose a reading selection that has some obvious stopping points, such as an article divided into different sections, or a textbook chapter with subheadings. Write a few higher-level questions for each section of the passage.
2. Spend some time previewing the passage with students and building background information.
3. Ask students to read the first section of the passage and come up with questions that they will ask you, the teacher.
4. After students have had time to read, have each student ask you one of their questions, or as many as you have time for. Be sure to let students know their question must be one different from previously asked questions. Answer the questions without looking at the passage.
5. Next, reverse the process: ask students to cover up the passage or close their books, and then ask them your questions. This gives you a chance to demonstrate the use of higher-level questions.
6. Repeat this process through the other sections of the reading passage. You can choose to stop the process at a certain point, have students make predictions about the rest of the passage, and then independently read the remainder, writing more higher-level questions as they go.

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Strategy 2: Interactive Reading Guides

Purpose

Engage in active reading; identify key details, ideas, and themes; discuss and collaborate in textual analysis.

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: Participate in a range of conversations and collaborations.

Overview

The interactive reading guide (Buehl, 2001; Wood, 1988) is a type of study guide that students complete in pairs or small cooperative groups to read text carefully and identify major ideas, themes, and details.

Procedure

1. Preview the text selection and identify main ideas students need to understand. Look for spots where students may have difficulty. The guide will give students specific tasks and questions to help guide them through the passage, highlight key ideas, and make connections.
2. Write a guide such as the one below which was prepared for a chapter from a US history text about the Great Depression. The example comes from Alvermann, Phelps, and Ridgeway (2007).
3. Give students a class period to work on the reading guide while reading. Take additional time to review and go through the guides as a class.

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Interactive Reading Guide

READING GUIDE: "THE BIG CRASH"

Directions: With your partner, follow the instructions below. You will share your results during whole-class discussion of this section.

1. Student A: Read Paragraph 1 on p. 601 aloud. Group: Listen and briefly predict some things you will be learning in the rest of the section.

2. Student B: Read the section on "Black Thursday" aloud. Group: Listen and summarize:

    What happened to the stock market on Black Thursday?

    What did the leading bankers decide to do?

3. Group: Skim the section on "The Big Crash" and read the *New York Times* page reprinted on p. 602. Together draft a two-sentence summary:

    Sentence 1: Explain what happened in the Big Crash.

    Sentence 2: Give at least one statistic that illustrates what happened.

4. Group: Read the sections on "Unequal Distribution of Wealth" and "Other Flaws in the Economy" silently. Answer the following:

    Give three reasons why factories were laying off workers and shutting down.

    Consider what you have read since the beginning of this chapter. Why do the authors call the stock market a "gambling arena"?

5. Group: Read the next two sections, "Hoover Takes Action" and "Aid for Farmers and Business" silently. Answer the following:

    List four things that the government did to try to help ease the effects of the Crash.

    Why did imports and exports drop after the Hawley-Smoot Tariff Act?

6. Student B: Read aloud the 3rd and 4th paragraphs of the section on "The Run on Banks." Group: Listen and answer the following questions:

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Strategy 3: Cornell Notes

Purpose

Read and comprehend complex text; identify main ideas and supporting details; analyze the development of themes and ideas in a text or lecture; analyze text structure; write a summary.

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 texts.

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

Overview

The Cornell note-taking strategy, originally developed by Walter Pauk (1993) at Cornell University, is sometimes called "two-column notes." There are a variety of forms of Cornell notes, and it is the note-taking system recommended in the AVID program, an excellent program in many schools that aims to prepare students for attending a four-year college. It is an excellent strategy for taking notes not only during a lecture but also while students are reading. Students are asked to review important points in the selection, find support for each point, and take notes in two columns. This strategy helps students to focus on main ideas, identifying and summarizing them in their own words.

Procedure

1. Have students preview the material they are about to read, looking at the title and subheadings and reading the first and last paragraphs. Ask students to generate some questions they think of as they are previewing. For example, after previewing an article on the role of women during the gold rush era, students generated the following questions: What was the gold rush? How did women survive the harsh weather in the Yukon? Why did they go? Use a premade Cornell notes handout or have students use a piece of paper divided into two columns. In the Questions/Summary column on the left-hand side, they list key words ideas, main points, and questions they generated during prereading. The right-hand column is for note taking and listing of details and evidence that support the main ideas.
2. Have students look again at the questions they generated in part one. If they did not find the answers in the article, have them look again and add information to the notes.

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3. After the reading and note taking, at the bottom of the page or on the back, students will write a summary of the article that includes all the important points in the article and some information that backs them up.
4. Have students use Cornell notes to review and prepare for tests.

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Cornell Notes

CORNELL NOTES

Class Notes
Topic: _____

Name: _____
Class: _____
Period: _____
Date: _____

Questions/Main Ideas

Notes

Summary:_____
_____
_____
_____
_____
_____

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Strategy 4: Question-Answer Relationship (QAR)

Purpose

Generate text-based and knowledge-based questions; use background knowledge to help comprehend text; identify main ideas and supporting detail in text.

CCSS Connection

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

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

Overview

QAR (Raphael, 1986) is a strategy that uses four levels of questions. It is designed to clarify the questioning process, providing teachers and students with common vocabulary to discuss different types of questions and sources of information for answering these questions. Two of the four types of questions are text-based, focusing students on retrieving information that can be found directly in the reading material. Two additional questions are knowledge-based questions because students must use their own prior knowledge to answer the question. The strategy helps students learn to consider information both from the text and from their own background knowledge to comprehend. This strategy teaches students that addressing different kinds of questions requires different thought processes.

The text-based questions are of two types:

- "Right there" questions ask students to respond to the literal level; the words used to formulate and answer the questions can be found right in the sentences of the text.
- "Think and search" questions require students to think about how the information or ideas in the text relate to one another and search through the entire passage to find information that applies. In other words, they must find the answer from more than one part of the text.

The knowledge-based questions are of two types:

- "Author and you" questions require students to combine their prior knowledge with information gleaned from the text to answer the question.
- "On my own" questions can be answered with information from the students' background knowledge and do not require students to read the text.

Procedure

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1. Begin by teaching students each QAR. Give examples of types of questions that might fit each category.
2. Assign passages to be read from the textbook or reading material. As students finish reading each section, ask them one question from each QAR category. Point out the differences between each question and the kind of answer it requires.
3. After students demonstrate that they understand the differences among the four levels, give them the opportunity to practice identifying QARs.
4. For independent reading, students should generate various QARs on their own and share them with partners, in groups, or with the whole class. Have students identify the type of question and state the answer. As an alternative, have students write some of each type of question along with an answer.
5. Students should use their own QARs to ask each other questions and discuss answers.

Here are some examples from math:

Right There

- What is additive identity?
- What is the distinguishing feature of a pentagon?

Think and Search

- Explain the relationship between a rhombus and a parallelogram.
- What are three examples of numbers that are both square numbers and triangular numbers?

Author and You

- Based on the author's description of a stem-and-leaf graph, identify some types of data that would be well represented in such a graph.
- For what data might it be useful to determine mean, mode, median, and angle?

On My Own

- What might the number –5 represent in football?
- What types of graphs would you suggest the newspaper use to display information on sports scores?

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The following is **QAR** example from social studies (Doty, Cameron, & Barton, 2003).

- Right There

1. Who wrote the Constitution of the United States?
2. What are the three factors of production?
3. What was the Underground Railroad?

- Think and Search

1. Describe the roles of the three branches of government in the United States.
2. Compare and contrast a command economy and a market economy.
3. Summarize how military strategies used by Grant and Sherman hastened the end of the Civil War.

- Author and You

1. Based on the author's description of local governments, identify what services local government provides in your community.
2. What evidence have you seen that confirms or refutes the information about supply and demand?
3. Based on the information about inventions of the late 1800s which invention from this period do you think had the biggest impact on American culture?

- On My Own

1. Describe a way you can become involved in a project to help your community.
2. What type of business would you start that you believe would be profitable where you live?
3. Identify historical sites that are within fifty miles of your school.

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Strategy 5: Stump the Teacher

Purpose

Generate text-based and knowledge- based questions; use background knowledge to help comprehend text; identify main ideas and supporting detail in text.

CCSS Connection

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

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

Overview

This strategy is a fun technique based on reciprocal questioning and the QAR strategy. It can be used to review and practice QAR. The teacher and students take turns posing, answering, and identifying the four types of questions while listening and responding. This gives you the chance to model good questioning for students.

Procedure

1. Arrange students into teams of no more than four each.
2. Have everyone read the text together.
3. Have each group work together to create at least one of each type of questions based on the passage. They should use their copy of the textbook or reading assignment during the game. The teacher, however, cannot.
4. Create your own questions ahead of time.
5. The first team asks a question of the teacher and identifies the type of question that was asked.
6. The teacher answers the question. If the answer is incorrect, the group posing the question calls on another team to answer. If the teacher's answer is correct, the teacher poses a question to another team and identifies the type of question.
7. The new group answers the question and then poses a new question to the teacher, identifying the type of question.

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8. Continue rounds of questioning with teacher and students taking turns until all questions have been asked. Another option for later in the game is for the teacher to withdraw and allow teams to do the questioning process themselves.
9. Assign a student to keep record of points for each correct answer by the teacher and each team. Have them give one point for correctly identifying the question and one point for each correct answer.
10. If disputes arise over the answer to the question, they should be resolved by having the students refer to the reading assignment or a particular passage and identifying evidence to support the answer.

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Strategy 6: Thick and Thin Questions

Purpose

Use questioning as a comprehension strategy; identify and respond to questions at the literal, inferential, and evaluative levels.

CCSS Connection

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

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

Overview

Another good questioning method to use are what Lewin (2009) calls "Thick and Thin Questions." They are a variation on Spencer Kagan's "Fat and Skinny" questions. Lewin (2009) notes that questioning is a key comprehension strategy and can help to guide a reader through the text by keeping the reader engaged and active. Thin questions are what students would call an easy question, one that you can easily answer having just read the selection. A thick question is a "hard question" that you don't know the answer to immediately because the author did not state it directly in the text. In other words, thick questions require inferential or evaluative thinking.

Procedure

1. Divide the reading passage or textbook chapter into sections or use the existing sections in the text.
2. During and after students have read each section, have them stop and write one thick question and one thin question.
3. Along with their thin and thick questions, you can ask students to write a "main point" statement for each section. This is a summary statement that describes the main idea of the section.

Following the activity, have students share their questions with partners or in small groups. They can also be turned in to the teacher who can use them to question the whole class.

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Strategy 7: Margin Notes

Purpose

Use note taking and text marking as comprehension strategies; engage in active reading; identify main ideas and supporting details; analyze themes and ideas as well as text structure; as questions, make predictions and connections, and evaluate text while 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.4: Interpret words and phrases as they are used in a text.

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

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 text.

Overview

As discussed previously, getting students actively engaged with the material during the reading process is very important. One way to do this is to teach students to use margin notes or text marking during reading. This is a technique that college students use routinely to engage in thinking about the texts they are reading, and secondary students can benefit from learning how to use this method of active reading during their middle and high school years.

Procedure

Text marking is difficult to do in textbooks because students generally cannot write in their textbooks, but the method is ideal for reading material reproduced on paper handouts students can write on. It can be used with any type of reading material. Ideally, leave a wide right margin on the page to allow generous space for students' margin notes. You can also ask students to use highlighting or underlining in the text along with making margin notes. For example, you might want them to highlight main ideas in one color, supporting details in another. Or they might be asked to highlight key terminology or important words. One option is to tailor the use of margin notes to your specific purposes. If you want students' margin notes to be mostly identifying main ideas, or tracing conflicts or themes, or focusing on confusing parts, that's fine. Otherwise, ask students to do five different things in their margin notes:

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- Questioning: Ask and write down questions about what is happening in the reading. Include questions about words or statements that are confusing.
- Connecting: Think of similarities between what is being described in the reading material and what you have experienced, heard about, or read about somewhere else.
- Predicting: Try to figure out what will happen next and how the selection might end.
- Reviewing: Stop occasionally to review what you have understood so far and record an occasional summary statement.
- Evaluating: Form opinions as you are reading and afterward. Develop your own ideas about the text and write them down in margin notes.

Here are some examples from a student margin notes made while reading "The Seeing See Little" from the book *Three Days to See*, by Helen Keller:

"She points out something that seems very true."

"These statements make you stop and think that we are very blessed to have our senses."

"Is she angry at us for not appreciating our senses or trying to make us humble?"

"Her friend sounds like most of us. I can see where Helen gets her points."

"Again, she seems to be angry at us, but I do know what she means."

"The author describes everything wonderfully! She also shows how much she wants to see. It's amazing how well and accurate her touch is."

And here are some examples of a student's margin notes written while reading the William Stafford poem "Traveling through the Dark," a poem about a driver who comes upon a dead deer while driving along a road at night:

"How sad! I see this sort of thing all the time because of where I live."

"Must be a semi-busy road. He must be nervous to stand there."

"Pregnant?"

"'Never to be born?' Can't he do something?"

"Symbolism"

"Interesting personification."

"I guess he couldn't do anything."

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Strategy 8: Sticky Note Reading

Purpose

Use note taking and text marking as comprehension strategies; engage in active reading. identify main ideas and supporting details; analyze themes and ideas as well as text structure. ask questions, make predictions and connections, and evaluate text while 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.4: Interpret words and phrases as they are used in a text.

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

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 text.

Overview

A good supply of sticky notes is one of the most important things you can have in your classroom. I use sticky notes all the time in my classes for a variety of purposes and one of the best uses is getting students to do active reading while completing a reading assignment. You can follow the procedure for the previous strategy, using margin notes, but have students use sticky notes to make their comments and then attach them to the page in the appropriate spot. Sticky notes, unlike margin notes, can be used with school textbooks and other materials that you would generally not want students marking up.

Use sticky notes with fiction or nonfiction. Beth Bedard (2003) notes that using sticky notes helped her students "get actively involved and prepared them for small group discussions" (p. 36). In addition, they were better able to self-monitor their understanding and showed increased confidence in their reading ability (Bedard, 2003). Sticky notes come not only in different sizes but also in different colors and shapes. You can use different colors of sticky notes for different purposes (i.e., pink sticky notes for main ideas, green sticky notes for questions, yellow sticky notes for personal connections).

Procedure

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Provide students with a supply of sticky notes. Have students mark the text with sticky notes coded to categories. Here are possible uses of sticky notes to engage students in active reading:

- For fictional or literary materials, have students identify elements of the author's style or use of literary techniques (foreshadowing, irony, metaphor, conflict, diction, etc.).
- Have students identify and make notes about the text features of the reading material.
- Ask students to use sticky notes to mark main ideas and supporting details.
- Ask students to use the five elements described in the section on margin notes: questioning, connecting, predicting, reviewing, evaluating.
- Ask students to write one-sentence summaries on every page.
- Ask students to write down key terminology and important words with definitions.
- Ask students to make notes about personal connections and how the text compares to other texts, to the student herself, or to the world.
- Have students make notes to trace the organizational pattern of the text.
- Have students make predictions about what will come next.
- Have students write down words or concepts they don't understand.
- Have students make comparisons, disagree with ideas, mark examples, mark analogies and comparisons, and mark interesting or unusual facts.
- Have students mark good choice of words, images, or descriptive details.

Obviously, the kind of directions you give students for using sticky notes will be dictated by the reading assignment. They will probably be very different for informational text than for a short story or novel.

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Strategy 9: Reciprocal Teaching

Purpose

Comprehend written text; summarize, generate questions, make predictions, and reread to clarify understanding; participate in a collaborative group.

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 and collaborations.

Overview

Reciprocal teaching (Palinscar & Brown, 1984) is a strategy that involves students in cooperative learning groups to help them make meaning from reading material, which they read in small segments. There are four key strategies involved: summarizing (self-review), question-generating (self-testing), predicting (preparing for further reading), and demanding clarity (noting when breakdown in comprehension occurs). Initially, the teacher must provide some modeling for students, and then follow with structured practice to help students use and refine the strategies. Once students have mastered this process, the teacher can step aside from the process and allow students in groups to teach each other.

Procedure

1. After selecting an informational or fiction reading selection, distribute a set of note cards to each group of students (I recommend 4" × 6" note cards). Each student receives one or more cards, depending on the number in the group. Each student is then responsible for one question/card or more:
   a. Card One: Skimming and scanning before reading. After looking over the reading material, the student asks the group, "Does anyone have a prediction about this reading?"
   b. Card Two: After reading. "What questions do we need to clarify? Write down a question you have about the reading."
   c. Card Three: Vocabulary. "Share an interesting or puzzling word you found and tell why it interests you."

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   d. Card Four: Make connections. "How does this reading relate to a film, story, or real-life experience you have had?"
   e. Card Five: Summary. "This reading was about . . . "
   f. Card Six: Prediction. "What do you think is going to happen next?"
2. Each group should select a leader to facilitate the discussion. The teacher should rotate from group to group to assist students with the process.
3. Have students divide the reading up into sections, by page, paragraphs, or sections.
4. After students have read the first section, have each student respond to the prompt on his or her card. This is done out loud for the whole group.
5. Have students rotate the cards around the circle.
6. Read the second section, and have each student respond to the prompt on the card.
7. Continue throughout all the sections of the text.

Here is an adaptation of reciprocal teaching in a math class, when students are trying to solve a particular math problem:

- Card One: Does anyone have a prediction about this problem?
- Card Two: What are we trying to find or solve?
- Card Three: Share a concept word you found and will have to use to solve the problem.
- Card Four: What steps or strategies are needed to solve this problem?
- Card Five: What clarifications do you need to solve this problem?

One additional suggestion is the first time the students use the strategy have the groups take cards, read the first section of the text, and then ask one group to model the process for the whole class. This allows everyone to see how the reciprocal teaching process works.

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Strategy 10: Question-Predict-Clarify

Purpose

Comprehend written text; make predictions, use clarifying and use questioning to clarify meaning; cite specific evidence from text and take notes; monitor one's own level of comprehension.

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 texts.

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

Overview

This strategy helps students respond to text during reading using three of the reciprocal teaching strategies. Students can use the note-taking sheet while they read. It is a great strategy for helping students interact with the text as they are reading, and for supporting metacognition and improving comprehension. Be sure to model this strategy aloud before asking students to use it independently.

Procedure

1. Use the assigned text and have students follow along as you begin reading aloud.
2. Use a document camera or an overhead projector with a copy of the QP-C handout. Record responses in the Question-Predict-Clarify column and write down the quote that suggested that response in the "Quote" column as well as the page number in the "page number" column.
3. Ask students to help you figure out whether the response was a question, a prediction, or a clarification. Label each one on an overhead. Use the modeling portion to demonstrate that there are no right or wrong answers, but instead individual responses to the text.
4. Once students are familiar with the process, have them finish reading the rest of the text and finish the note taking on their own.
5. Have students share some of their responses with others.
6. Continue using the Q-P-C note-taking sheet for independent reading assignments.

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Question-Prediction-Clarification Notetaking Sheet

Name: _____ Date: _____
Title: _____ Time: _____to _____
Author: _____ Pages read _____ to _____
Q = Question: Ask questions about what may or may not actually be in the text using your own thoughts and experiences.
P = Predict: Make guesses based on evidence from the text about what you can expect to be presented next.
C = Clarify: Make the meaning of the text clear, explain, or restate in your own words.

Page Number	Quote from the Text	Question/Prediction/Clarification

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Strategy 11: Predict, Locate, Add, Note (PLAN)

Purpose

Use strategic approaches to reading; read with a purpose; make predictions; cite specific textual evidence; identify and summarize main ideas and supporting details; make connections between previous learning and new content material.

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 texts.

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

Overview

PLAN is a reading and study strategy for informational text that helps students read with a purpose (Caverly, Mandeville, & Nicholson, 1995). PLAN is an acronym for four distinct steps that students are taught to use before, during, and after reading.

Procedure

- The first step is to predict the content and text structure. Students create a graphic organizer based on the chapter title, subtitles, highlighted words, and information from visuals or graphics.
- The second step is to locate information that is familiar and unfamiliar on the map by placing checkmarks next to familiar concepts and question marks next to unfamiliar concepts. This helps students to activate and assess their prior knowledge about the topic (see figure 2.19).
- The third step, *add*, is completed as students read; they add words or phrases to their map to explain concepts marked with question marks or to confirm and build upon known concepts, which are marked with checks. Have students draw additional boxes and use lines and arrows.
- The fourth step is *note*. After reading, students take notes on their new understandings by using the new knowledge to complete an activity, such as reproducing the map from memory, writing in a learning log, holding a discussion about what they have learned, or writing a summary or response. This helps to reinforce their learning.

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Many subject areas have text that continually introduces new concepts and ideas that are related to previous content. PLAN provides students with a method of illustrating the relationships between ideas in the text and also provides a visual format to use to take notes during reading. Students create their own graphic organizer to help them see the connections as they construct an understanding of the concepts. It also allows students to self-monitor, organize, and summarize what they know and have learned from their reading. I recommend that you model this PLAN process for students with sample textual material when you first introduce the strategy. Then give students opportunity to practice with various pieces of text. The example in figures below comes from Doty, Cameron, and Barton (2003).

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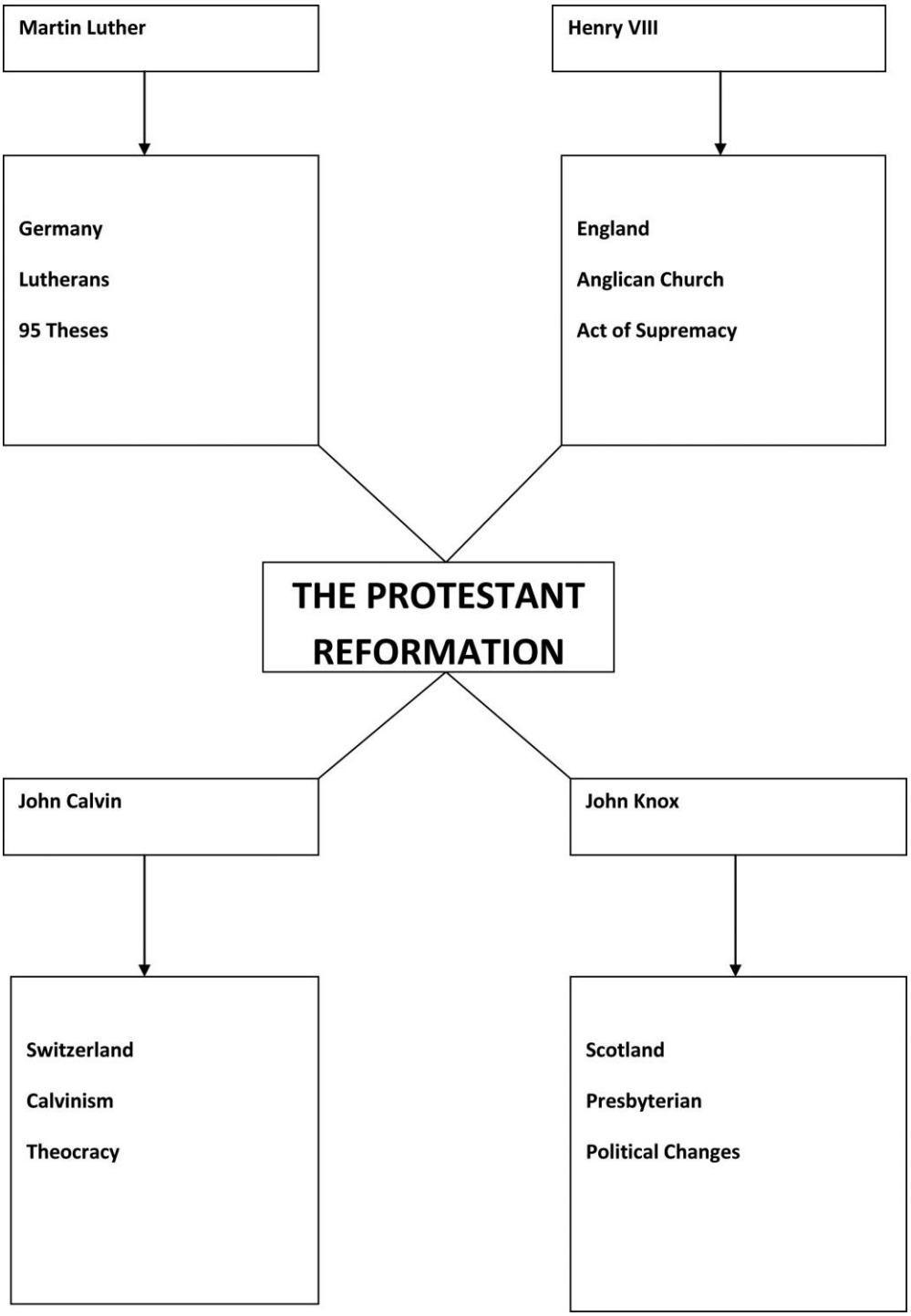
Step 1: Predict.



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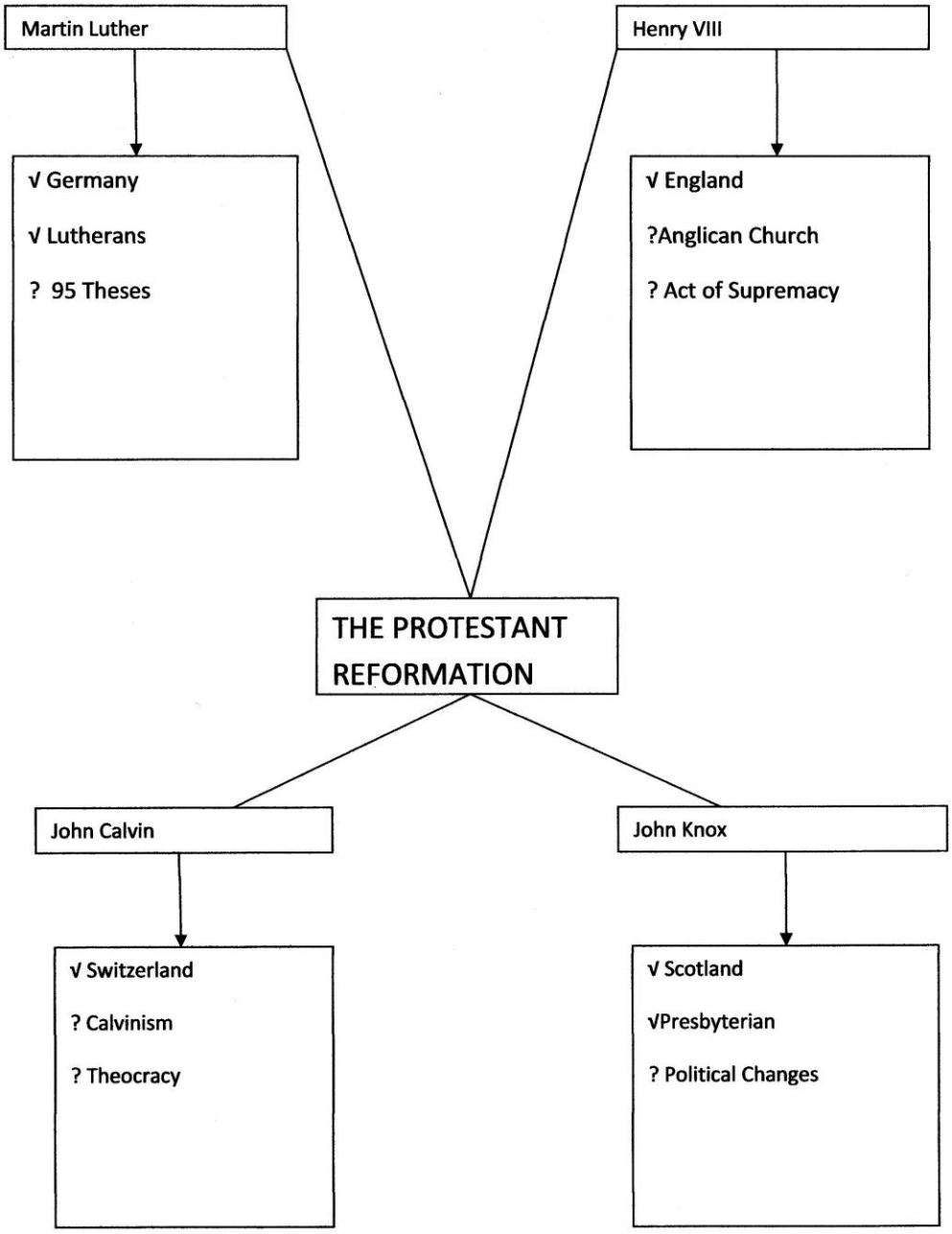
Step 2: Locate.



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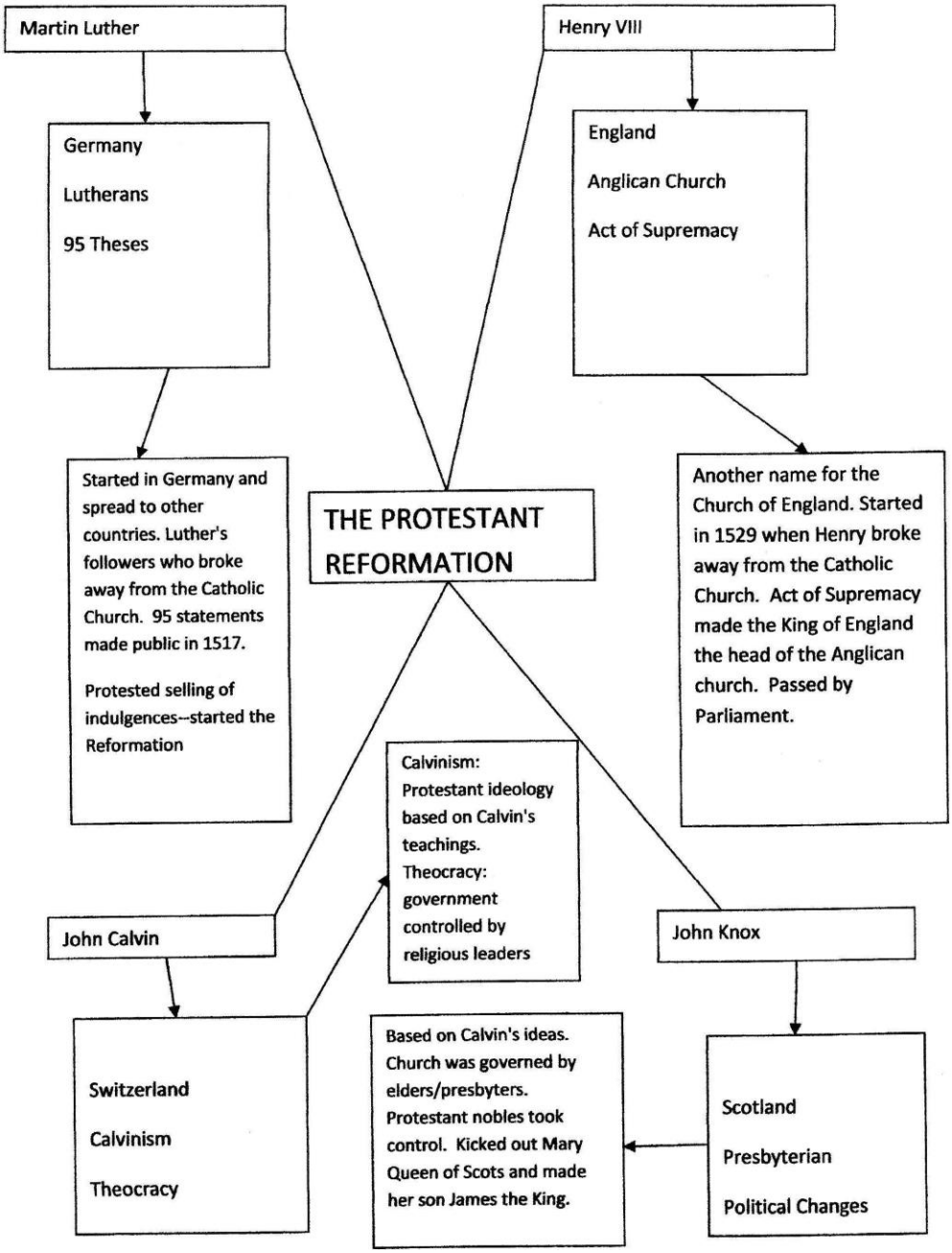
Step 3: Add.



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Strategy 12: Think-Pair-Share

Purpose

Discuss and review content material; share ideas with others in the prereading, during reading, or postreading phase; engage in higher-level thinking; engage in collaborative discussions.

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 in a range of conversations and collaborations.

Overview

Think-pair-share (Lyman, 1981) is a cooperative discussion strategy that gets its name from the three stages of student action. It can be used almost any time in classrooms, during discussions, lecture, or as prereading, during reading, or postreading. Why is think-pair-share a good strategy to use with students? We know that students learn partly by being able to talk about and process the content. This strategy structures the discussion because students follow a prescribed process that limits off-task behavior. Partners are accountable to each other and eventually to the whole class. The strategy also helps solve the problem of individual students who may dominate discussion. It allows for everyone in class to participate and makes everyone feel more involved. Students who would never speak up in class are instead talking with their partners and their level of participation increases.

Procedure

1. Think: The teacher asks a question or prompt to provoke students' thinking. The students should take a few moments to silently think about the question and their answer. As an alternative, you can have students jot down their thoughts on paper or a note card.
2. Pair: Using designated partners, or the person seated next to them, students will talk about the answer each came up with for a couple of minutes. They can compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

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3. Share: After students talk in pairs for a few moments, the teacher calls for pairs to share their thinking with the rest of the class. This can be done in round-robin fashion or by asking for student volunteers. Some teachers like to add an additional step to the process: think-pair-share-square (or think-pair-square-share, if you prefer).
4. Square: After students have completed part two, have each pair form a "square" with another pair, facing or sitting next to each other. This allows each pair to gather additional thoughts and ideas from another pair. Another variation on this strategy is a think-pair-share-write, in which students follow the think-pair-share activity with independently writing about the given topic.

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Strategy 13: The Three-Minute Pause

Purpose

Discuss and review content material; share ideas with others in the pre-reading, during-reading, or postreading phase; engage in higher-level thinking; engage in collaborative discussions.

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 in a range of conversations and collaborations.

Overview

This strategy is a variation on think-pair-share and can also be used almost any time in class, during discussion or reading. The three-minute pause (McTighe & Lyman, 1988) is a pause to break up large sections of content material. It allows all students to stop, reflect on the concepts and ideas that have been introduced, make connections to prior knowledge or experience, and seek clarification. The three-minute pause allows students to do three things: summarize key ideas so far, add their own thoughts, and pose clarifying questions.

Procedure

1. First, have students work in groups of three to five. Give them a total of three minutes for the whole process.
2. Next, students focus on key points of the lesson so far. This allows them to check to make sure they understand the main ideas.
3. Then students should consider their prior knowledge and connections they can make to the new information. Use the following questions: What connections can be made? What does this remind you of? What would round out your understanding of this topic? What things can you add?
4. Finally, pose clarifying questions. Use the following prompts: Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where we are headed next? Can you find any deeper insights? This strategy gives students a chance to process new information. It also prevents you from having to reteach

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information and gives students time to organize and reflect on their learning. It provides a bridge between old information and new, helping to clarify emerging understanding before moving on to new material.

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Strategy 14: 3-2-1

Purpose

Discuss and review content material; ask questions to clarify understanding; share ideas with others in the prereading, during-reading, or postreading phase; engage in higher-level thinking engage in collaborative discussions.

This is an especially effective way to review prior to a test or exam.

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 in a range of conversations and collaborations.

Overview

The 3-2-1 strategy also gives students a chance to summarize key ideas and then pose a question to reveal where their understanding is still unclear. This activity can be used in addition to or in place of the usual worksheets or end-of-chapter questions. It can also be used midway through a lesson or reading assignment.

Procedure

Give students a chart such as the one that follows or have them use their own paper. Following a portion of reading or lecture, have students complete the 3-2-1 chart, which has three parts:

- 3 things you learned
- 2 interesting points
- 1 question you still have

The 3-2-1 can be modified in several ways. You can take frequent breaks during reading or lecture and have students complete the 3-2-1 process. You can also have students do the activity in pairs or modify the three prompts. For example, if you've been teaching the transition from feudalism to the rise nation-states, you might have students write down three differences between feudalism and nation-states, two similarities, and one question they have.

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3-2-1

3 Things I Learned/Key Points:

2 Interesting Ideas:

1 Question I Have:

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Strategy 15: Insert Note Taking

Purpose

Review and take notes on content material; identify main ideas and supporting detail; identify and interpret challenging words and phrases; analyze text structure; cite textual evidence; ask questions and clarify understanding.

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 a text.

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

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

Overview

Insert note taking is a great strategy for students to use during the reading process to improve their comprehension. It helps students break down the text and better monitor their own comprehension as they are reading.

Procedure

1. Prepare a two-column graphic organizer with the left column labeled "Confusing Information or Words I Don't Understand" and the right column labeled "New Information That I Understand" (see figure 2.22). An alternative is to have students use their own paper upon which they draw the two columns.
2. Have students use sticky notes while reading the text. You can give students a list of symbols such as the following to use for text marking as they read:

√ = I agree		? = I don't understand	! = Wow
? = I wonder . . .		+ = New information	
X = I disagree	?	* = Important	

3. When they have finished reading, have students complete the graphic organizer, taking notes from the reading passage to fill in each column.

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Insert Note-Taking Template

CONFUSING INFORMATION OR WORDS I DON'T UNDERSTAND	NEW INFORMATION THAT I UNDERSTAND

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Strategy 16: Critical Thinking Map

Purpose

Identify main ideas and supporting details; engage in higher-level thinking; identify and evaluate central themes and ideas; make interpretations; make connections between the text and real world.

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 independently and proficiently.

Overview

The critical thinking map helps students evaluate text critically and learn to identify main ideas in a reading assignment. The strategy comes from Idol-Maestas (1985).

Procedure

1. Introduce the map below and spend some time explaining each of the four parts: main idea (the most important message conveyed); viewpoints/opinions (your own response and opinion about what you have read); reader's conclusion (integrating what you have read with what you know and deciding if the author's conclusions are valid); relevance to today (draw a comparison between the reading material and real life, present and past experiences).
2. Read the assigned passage aloud or have students read it silently. Model how to use the map the first time you ask students to use this strategy.
3. Have students work in small groups to complete the critical thinking map with partners. Keep in mind that the more students use this tool, the more they will become comfortable with thinking about text in this way.

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A MAP FOR CRITICAL THINKING

Name _____ Chapter_____ Date _____

Main Ideas/Lesson:

Other Viewpoints/opinions:

Reader's Conclusion:

Relevance to Today:

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Strategy 17: Folded File Folders

Purpose

Engage in active reading and effective comprehension strategies; access prior knowledge; make predictions and ask questions; read closely to identify main ideas and supporting detail; take notes during 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.8: Delineate and evaluate the argument and specific claims in a text.

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

Overview

The folded file folder is a great during-reading activity to help students with the process of active reading (Lewin, 2003). This strategy plays off the metaphor of "file folders" for the mental categories humans create in their memories. It teaches students important comprehension strategies and can be used with any reading assignment.

Procedure

1. Distribute an 8½" × 11" piece of colored paper.
2. Instruct students to fold the paper in half, leaving a one-half- to one-inch tab on top, like a file folder tab.
3. Have students write the subject of the reading assignment on the "file folder tab."
4. After labeling the tab, students open the folded file folder and use the top inside section to tap their prior knowledge of the topic by jotting down anything they already know or think they might know about the topic.
5. Have students preview the reading section for a couple of minutes to gain a sense of what the author may tell them or what they may be learning. Have them record a prediction of what they expect to learn in the middle of the file folder across the center fold. As an alternative to this step, have students write a focus question they will need to answer about the topic.
6. Next, students read the assignment, individually or in pairs.

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7. As students read, they use the bottom half of the file folder to write down new information they are gaining from the reading. This method of taking notes is more motivating for students than traditional note taking, and, for some, more painless because of the small amount of space to fill with notes.
8. As an optional step, for visual learners, have students draw a picture on the back related to the reading material. Ask them to write a caption beneath it.

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Strategy 18: Directed Reading and Thinking Activity (DRTA)

Purpose

Access prior knowledge and make predictions; engage in effective comprehension strategies; read independently; analyze text features.

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 texts.

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 text.

Overview

The DRTA method works to help students make predictions about what they are going to be reading (Stauffer, 1969). It also models how good readers operate and provides students with some insights on how to read independently.

Procedure

Introduce the activity to students by telling them that this strategy will help them to focus on what the author is telling them by previewing the topic sentences, subheadings, illustrations, and charts. They will make predictions about what the reading passage is about, read to see if their ideas are correct, and change the predictions made if necessary. Thus, it helps them become active readers. Have students make a chart with three columns or boxes or use the one below.

1. Students begin by previewing what they will read. They should look at the title, subheadings, and illustrations and make some predictions. For example, "This article is about the history of the railroad system and how important it is in America today." Next, they should make a couple of predictions and write them in the preview column.
2. Have students read the passage and take notes in the "Take Notes" column. They should look for evidence to support their predictions. Tell students that if they realize their predictions were wrong, they should cross them off. They should focus on writing down facts and evidence from the passage.
3. After students have finished reading, ask them to look at the predictions they made again. Have them find evidence that supports the predictions and list it in the "Take Notes" column also.

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4. Ask students to focus on remembering the important information from the reading selection: "Can you close your eyes and think of the main points? Write down the main points and important details in the Review column." For example, a student might write, "I think I understand the main points. The article discusses the history of the Transcontinental Railroad and how it came to be what it is today. It has become a vital part of American culture as well as a major method of transportation."

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DRTA Template

Preview	Take Notes	Review

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Strategy 19: Discussion Web

Purpose

Engage in active reading of text; participate in collaborative discussions about reading of text; identify and discuss themes and ideas from the text; cite textual evidence.

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 and analyze their development.

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

Standard RL/RI.9: Analyze how two or more texts address similar themes or topics.

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

Overview

The discussion web is a during-reading activity that helps students organize their thoughts, focus on the material, and check their understanding (Alvermann, 1991). This strategy is based on McTighe and Lyman's (1988) think-pair-share discussion process.

Procedure

1. Present an essential question or controversial statement about the reading selection; for example, "Should scientists clone human beings?" Or, "Should the United States have bombed Hiroshima and Nagasaki?" Or, "Should the US government repeal the Patriot Act?" Give students a copy of the discussion web in the figure below. The chart has a "Yes" on one side and a "No" on the other.
2. Have students mark the text or use sticky notes while they are reading to find possible yes or no reasons and evidence for their answer. Tell them they should look for some of both.
3. Have students complete the discussion web individually or with partners. Writing about the topic while creating the chart allows them to deeply process the material.
4. Have the whole class, small groups, or pairs discuss the chart and any disagreements they may have with the information written on charts. They should attempt to develop

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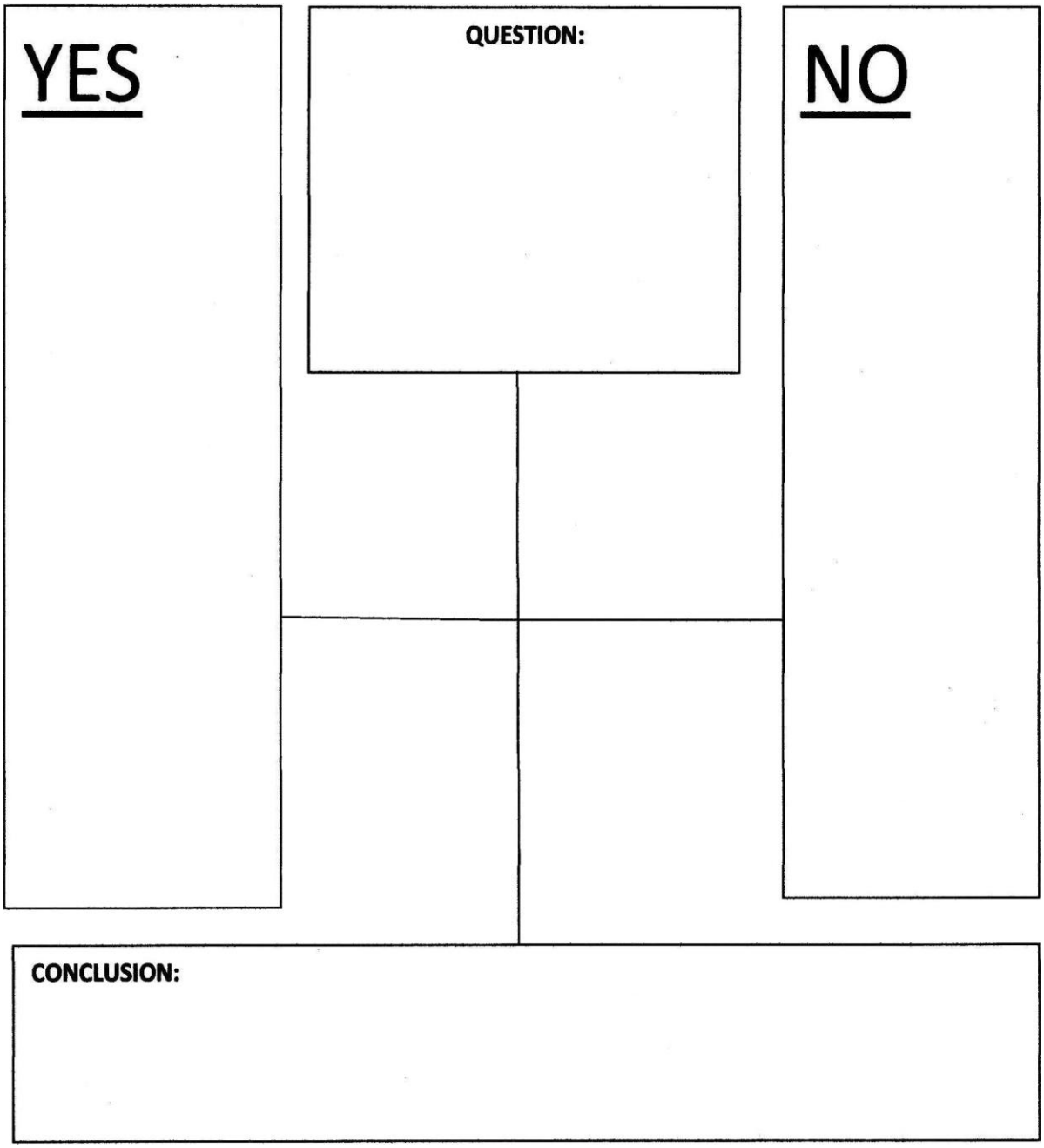
consensus, write a conclusion in the "Conclusion" box and then report to the whole class. As an alternative, you can have students write and present their own conclusions.



Discussion Web.

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Strategy 20: SQ3R

Purpose

Read and comprehend complex text; analyze text features; read carefully and monitor comprehension; ask questions and clarify information while 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.5: Analyze the structure of texts.

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 text.

Overview

SQ3R is a well-known strategy for reading, note taking, and studying. It can help increase reading comprehension and can be used with any chapter or section from a content-area textbook (Robinson, 1961). The acronym stands for "survey, question, read, review, recite."

Procedure

1. Survey: Have students preview the entire passage or chapter, reading the first and last paragraphs and looking at titles, pictures, graphics, bold or italicized words, charts, and maps. They should get a general idea and sense of the content of the reading passage.
2. Question: Ask students to begin reading the text and write down a series of questions as they read. If there are titles and subtitles, turn them into answers. For example, if the title is "The Effects of Malnutrition," change it to "What are the effects of malnutrition?" If the title is "Rosa Parks, Famous American Heroine," change it to "Who was Rosa Parks and why is she famous?"
3. Read: Have students read the passage individually or in pairs. While they are reading, they should write out answers to the questions they previously wrote.
4. Review: Following reading, have students go back over their notes, looking at the questions and answers. They should also review key passages and finish answering any questions that are uncompleted.
5. Recite: Students should now use their new knowledge by discussing with others, explaining to the class, sharing the ideas, and presenting their questions and answers.

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They can also perform or act out something from the reading and use the information to show what they have learned. Another way to review is to have students look only at the questions they wrote, and then recite the answers from memory.

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Strategy 21: Think-Alouds

Purpose

Monitor comprehension during reading; identify and use effective strategies while reading to improve comprehension; use strategies to identify the meaning of unfamiliar words; ask questions during reading to clarify understanding.

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 and analyze their development.

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

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

Overview

One of the best strategies for teaching students to engage in active reading methods is the use of think-alouds (Davey, 1983). This strategy helps students understand the kind of thinking that is required during reading. The teacher engages in a process of modeling his thinking process by explaining thoughts as he processes information. Students observe how the teacher constructs meaning, encounters unfamiliar or challenging words, dialogues with the author, asks questions, and uses fix-up strategies to address comprehension problems encountered. Struggling readers often don't know how to monitor and adjust their thinking when they encounter new text; this method helps them understand the process that good readers use.

Procedure

1. Explain the complex thinking involved in reading new material and how good readers ask themselves questions to help understand what they are reading.
2. Use a passage from a textbook, article, or other material that you will read aloud. Use shorter passages to start out with. Mark your copy of the text for passages the student might have difficulty with, challenging terminology or vocabulary, and points of possible confusion. Write out questions you can ask yourself that will show students what you are thinking as you struggle to understand the text.
3. Have students follow along with you, reading the passage silently as you read it aloud. While reading, verbalize your thinking, state the questions that you have developed (plus

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additional ones that come into your mind), and explain the process that you are using to understand the text. For example: "Why does the passage begin with a question?" "What might this section heading mean?" "What does the author mean when he uses the phrase . . . ?" "I predict the author is going to give an example in the next paragraph." "What does the term 'kinetic energy' mean? I know that kinetic is related to 'kinesthetic' and has something to do with movement." "I didn't understand this paragraph very well, so I'm going to go back and read it again."

4. Try to model all of the following different reading strategies for students as you are reading:
   a. Making predictions and hypotheses: "I'll bet the author is going to compare this with . . ."
   b. Describing the mental pictures you get: "When the author talks about vegetables, I picture . . ."
   c. Showing your connections to prior knowledge: "I know from studying nutrition that saturated fats are the bad kinds of fat."
   d. Creating comparisons and analogies: "The description of clogged arteries reminds me of a traffic jam."
   e. Showing breakdowns in comprehension and use of fix-up strategies: "Maybe if I reread this section, I'll be able to figure out the meaning of that word."
5. Once you have demonstrated the think-aloud process a couple of times, have students work with partners to practice doing think-alouds with short passages of text. You might also ask for student volunteers to demonstrate think-alouds with short passages for the whole class. Ask students to assess themselves on how they are doing with think-alouds over time. Continue to revisit the strategy so that these methods of active reading become ones that students will use whenever they are reading.

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Strategy 22: Jigsaw

Purpose

Use effective strategies for reading and comprehending text; read closely to comprehend text; collaborate with others in making meaning 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 and analyze their development.

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

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

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

Overview

The jigsaw strategy is a great cooperative learning strategy appropriate for material that can be divided into sections or subunits. It allows students to be both learner and teacher of the material. This description of the jigsaw and the example here come from Aronson (2013).

Procedure

1. Divide the class up into five- or six-person jigsaw groups. Mixed ability groups work well. Identify one student from each group as the leader.
2. Divide the day's lesson into five to six segments. For example, history students are learning about Eleanor Roosevelt, so you might divide a short biography of her into stand-alone segments on her childhood, her family life with Franklin and their children, her life after Franklin contracted polio, her work in the White House as First Lady, and her life and work after Franklin's death.
3. Assign each student in each group to learn one segment, making sure students have access only to their own segment.
4. Give students time to read over their segment at least twice and review to make sure they understand it.
5. Have students form temporary "expert groups" by having one student from each jigsaw group join other students assigned to that same segment. Give students in these expert groups time to discuss the main points and summarize their segment and to prepare for the presentations they will make when they go back to their jigsaw group.

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6. Have all students return to their jigsaw groups.
7. Require each student to present her or his segment to the group. Encourage others in the group to ask questions and prompt discussion about the material.
8. The teacher should move among the groups, observing the process and giving students suggestions. Watch for signs that the group is not following the jigsaw process. Group leaders should be instructed to facilitate and monitor the process in their own groups.
9. At the end of the session, quiz students on the material or use some other culminating activity that provides accountability for each group.

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Strategy 23: Bookmarks

Purpose

Make connections and ask questions to aid reading comprehension; create visual representations of ideas and themes in the text; identify main ideas and supporting details.

CCSS Connection

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

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

Overview

This strategy involves students in creating a bookmark for keeping their place during the reading of a novel, textbook, or other material. Students fold a piece of paper into thirds and use the bookmark to write and illustrate their thoughts (connecting, questioning, visualizing, etc.). The strategy comes from Carol Porter and Janell Cleland (1995).

Procedure

1. Use an overhead transparency to model for students what the bookmark might look like.
2. Give students specific directions for what to do on each part of the bookmark. For example, one side could include a visual, diagram, or picture. Another might have personal connections the reader is making. You can have students do any of the following, or whatever is appropriate to the type of material students are reading: make personal responses, jot down important passages or quotes, write questions about the material, list facts or statistics, note puzzling or confusing information.
3. Begin by having students practice. Have everyone read one page of the reading assignment and complete a bookmark using the directions you provided, and have students compare and give examples of what they wrote.
4. After the reading is finished and bookmarks are complete, have students use their bookmarks to have discussion in small groups or with the whole class.

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Strategy 24: Double Entry Journal

Purpose

Engage in active reading strategies in order to comprehend text; identify main ideas and supporting detail; cite textual evidence; summarize information from the text; make personal connections to ideas and themes.

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.

Overview

This strategy resembles many of the other reading strategies presented in this section in that it provides a way to help students engage in active reading; students take notes on their reading in two columns (see figure below).

Procedure

1. Have students draw a line down the center of the page (or use figure 2.26).
2. Have them label the first column "Summary." This is where they will summarize main ideas and important information from the text.
3. Have them label the other column "Notes and Responses." Here they will write down their own thoughts, responses, opinions, questions, and personal reactions, and make note of any confusing information.
4. Begin by using a short selection on the overhead to model the process. Write a quick summary in column one. Write down your thoughts and responses in column two and think aloud so students can see how the process should work.
5. You might next have students practice independently with another short piece of text to monitor and make sure they understand how to do this process.
6. Finally, have students independently complete a double entry journal while completing a reading assignment on their own.

This strategy can be used over a period of time (i.e., throughout reading of several textbook chapters, or a class novel). In this case, have students do all the double entry journals in a spiral notebook that they can turn in to you periodically for evaluation.

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Double Entry Journal.

Summary	Notes and Responses

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Strategy 25: Visualizing: Sketching Characters and Historical Figures

Purpose

Create visual images based on ideas and information in text; cite textual evidence.

CCSS Connection

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

Standard RI.2: Determine central ideas of a text.

Overview

We know that one of the things good readers do as they are reading is visualizing, creating pictures in their heads as they are reading. We also know that struggling readers have a great deal of difficulty visualizing what they are reading. Sketching characters and historical figures is a visualization activity that can be used with informational text. It requires students to use the text to create visual images of the people or historical figures based on quotes from the text (Strategic Literacy Initiative, 2004).

Procedure

1. During a reading assignment, ask students to identify a historical figure, character, or type of person that they want to focus on.
2. Ask students to identify and write down quotes that help readers visualize the person and the setting they inhabit. Ask them to write down seven to ten quotes that describe the character or figure or his surroundings. You can begin this process by modeling the identification of a couple of quotes.
3. Have students work in groups of four as arranged by the character chosen. Ask students to share their quotes with the group and add quotes to their own lists. Direct students to discuss how the character or figure might look based on the selected quotes.
4. Have students individually draw a picture or illustration of their character and annotate the page with some of the quotes they have selected. These illustrations can then be displayed around the classroom.

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Strategy 26: Visualizing: Illustrated Passages

Purpose

Create visual images based on ideas and information in text; cite textual evidence.

CCSS Connection

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

Standard RI.2: Determine central ideas of a text.

Overview

This strategy is another example of a visualization activity similar to sketching characters, except that illustrated passages help students understand complex graphics or images in math, science, or technical areas. It involves students in reading the text and then working in groups to create an illustration, series of illustrations, or storyboard. The illustration will create a concrete image or visual that represents an abstract concept (for example, the laws of thermodynamics), a complex process, or powerful imagery (Strategic Literacy Initiative, 2004). For different subject areas, students might create illustrations to depict trench warfare, the concept of pi, the force of gravity, or a line drive to center field.

Procedure

Follow the same procedure as the description in Strategy 23 for sketching characters and historical figures. Have students identify quotes from the reading material that help them to visualize the concept. Individual students can create their own illustration, or groups can choose sections of the text and create a series of illustrations or a storyboard that will illustrate the concept or process. Have each group assemble the final product to display in the classroom.

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Strategy 27 Open Mind

Purpose

Read and comprehend textual material; engage in critical thinking; make interpretations and inferences; cite textual evidence; create visual representations 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.3: Analyze how and why individuals, events, and ideas develop and interact.

Overview

Open mind is an activity that allows students to think critically about a character in a story or work of literature or history. (It can also be completed for a concept or principle rather than a person.) It can be done during or immediately after the reading of a story or reading selection. The open mind handout is an outline form of a human head. Lewin (2003) attributes the open mind to teacher Grace Herr. (It was also used for many years by the state of Oregon in their reading assessment materials.)

Procedure

Use the open mind handout (see figure below) and have students draw symbols and write words and phrases from the text that represent what a character or figure is thinking or feeling. They can also draw pictures and symbols. When using the open mind with informational text, you can ask students to write more objective biographical or factual information outside the outline of the character's mind. Students can also accessorize their character with hair and facial features, write a title at the top of the page, and include lines from the text as well as symbols to show what the character's values are and how the character perceives himself. Encourage students to use shapes, color, and words symbolically. As another option, you can also include speech bubbles and thought bubbles attached to the open mind outline.

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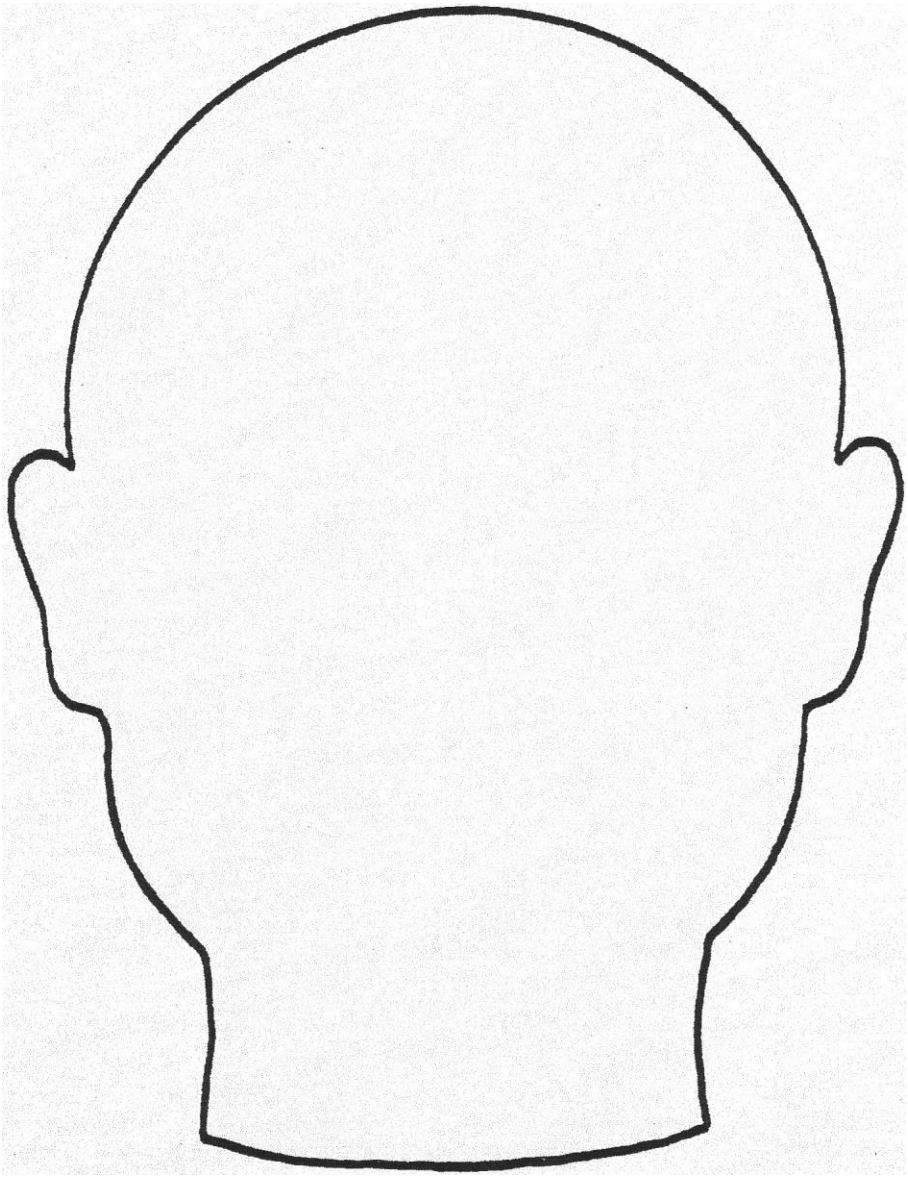
The Open Mind



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Strategy 28: Say Something

Purpose

Engage in active reading to promote comprehension; make predictions, ask questions, monitor comprehension, make connections, and clarify understanding of ideas in text; use rereading and clarifying ideas as an effective reading strategy; clarify comprehension through collaborative discussions 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 SL.1: Prepare for and participate effectively in a range of conversations.

Overview

Readers who struggle often don't view reading as an active process and as a result, they can't construct meaning from the text. Say Something is a during-reading strategy that helps students make predictions, ask questions, monitor their comprehension, use fix-up strategies, clarify parts that are confusing comment on their understanding, and make connections. The strategy interrupts a student's reading, giving her a chance to think about what she is reading and encourages conversation (Beers, 2003). Students work in groups of two or three and take turns reading a portion of the text out loud, occasionally pausing to "say something" about what has been read. The other members of the group offer a response to what was said.

Procedure

1. Use a short piece of text to model the strategy for students.
2. Explain the strategy and procedure and assign a certain number of paragraphs to read before they stop to say something. Tell them they should make a prediction, ask a question, clarify something they misunderstood, or make a comment or a connection. Two or three paragraphs are recommended.
3. Have each partner or member of the group offer a response to what was said and help answer any questions that may come up.
4. Give students stem starters such as the ones below that they can use to "say something."

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Here are some sample stem starters to use for Say Something comments:

- I predict that . . .
- I bet that . . .
- I think that . . .
- Since this happened, I bet the next thing that will happen is . . .
- Reading this part makes me think that _____ is about to happen.
- I wonder if . . .

- Clarify something:
- Oh, I get it . . .
- Now I understand . . .
- This makes sense now . . .
- No, I think it means . . .
- I agree with you. This means . . .
- At first I thought _____ but now I think . . .
- This part is really saying . . .

- Make a connection:
- This reminds me of . . .
- This part is like . . .
- This is similar to . . .
- The differences are . . .
- I have also experienced this . . .
- I never have experienced this . . .

- Ask a question:

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- Why did . . . ?
- What's this part about?
- How is this _____ like this _____?
- What would happen if . . . ?
- Why . . . ?
- Who is . . . ?
- What does this section mean?
- Do you think that . . . ?
- I don't get this part here . . .

o Make a comment:

- This is good because . . .
- This is hard because . . .
- This is confusing because . . .
- I like the part where . . .
- I don't like this part because . . .
- My favorite part so far is . . .
- I think that . . .

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Strategy 29: Graphic Organizers

Purpose

Use a visual format to explain, review, and clarify information from text; identify relationships among ideas; recognize main ideas and supporting details; cite textual evidence**.**

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.10: Read and comprehend complex literary and informational texts.

Overview

Graphic organizers are one of the most powerful literacy and comprehension tools that teachers can use. In my files I keep a whole collection of graphic organizer templates. I have included graphic organizers here among the during-reading strategies, although they can also be used when students are in the postreading stage. They provide a visual and holistic representation of facts and concepts and their relationships by providing a visual frame. Students can use them to display abstract information in concrete form, show the relationship among facts and concepts, organize ideas, and relate new information to prior knowledge. Graphic organizers are especially useful for those students who tend to be more visual learners. Here are some ways in which graphic organizers can be used:

- Have students prepare a graphic organizer to present to the class to demonstrate their understanding of concepts.
- Have students use a graphic organizer to explain information learned from a reading selection, film, book, or speech.
- Have students work in cooperative groups to complete graphic organizers.
- Have students make their own graphic organizers to demonstrate their understanding.
- Use a graphic organizer in place of test questions.
- Have students use a graphic organizer to take notes.

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Procedure

1. Present or display a graphic organizer that you want students to complete and discuss how it can be used to organize information. Describe its purpose and form. Some common forms include Venn diagrams used for comparison, overlapping circles, flowcharts, concept charts, and classification charts.
2. Give students an example of how the graphic organizer might be used with material students already know.
3. Assign students to use the graphic organizer to outline or visually present information from a reading passage or lecture.
4. Have students read the material individually or in pairs and complete the graphic organizer as they read. The figure below shows an example of a graphic organizer.

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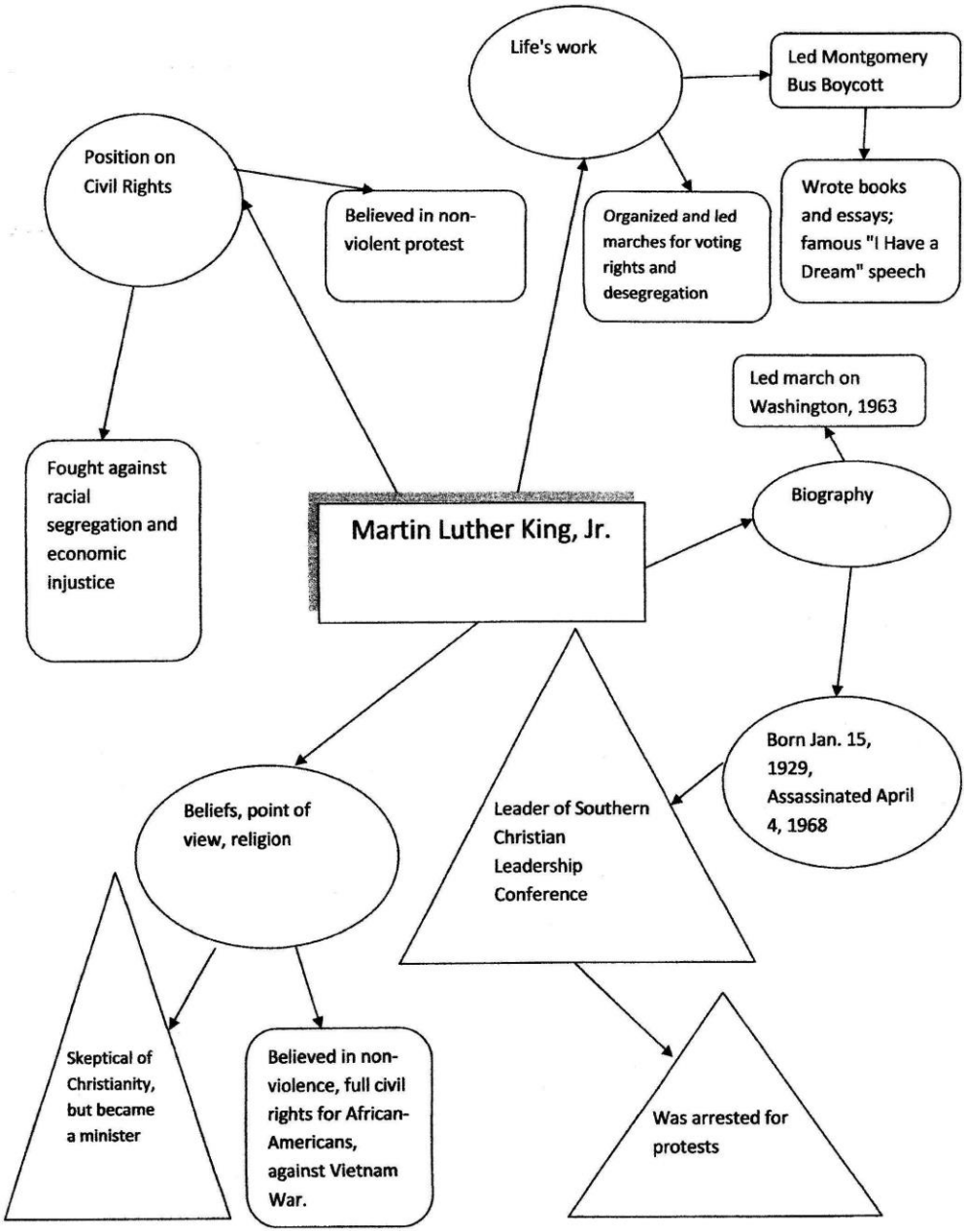
Graphic Organizer.



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