*ENGLISH STANDARDS OF LEARNING*

# ENHANCED SCOPE AND SEQUENCE

# READING *STRATEGIES*

**Commonwealth of Virginia
Department of Education
Richmond, Virginia
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# READING Strategies Organizational Chart

| Strategy | Reading Component | Standards of Learning | Before Reading | During Reading | After Reading |
|---|---|---|---|---|---|
| Semantic Feature Analysis | Vocabulary | 6.5 | X | | X |
| List/Group/Label (Word Sort) | Vocabulary | 6.5 | X | | X |
| Guess, Locate, and Paraphrase Definitions | Vocabulary | 6.3, 8.4 | | X | X |
| *Wordsalive* Map | Vocabulary | 6.3, 7.4 | X | X | X |
| Using the Context with a Speech Bubble | Vocabulary | 6.3, 6.5 | | X | X |
| Using the Context with Sticky Notes and Jot Chart | Vocabulary | 6.3, 6.5 | | X | X |
| Click and Clunk | Vocabulary | 6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6 | | X | |
| Vocabulary Self-Collection Strategy | Vocabulary | 6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6 | | X | X |
| Flip-A-Chip: Prefixes | Vocabulary | 6.3, 7.4 | X | | X |
| Flip-A-Chip: Suffixes | Vocabulary | 6.3, 7.4 | X | | X |
| Root Trees | Vocabulary | 6.3, 7.4 | X | | X |
| Homophone Cards | Vocabulary | 6.7 | | | X |
| Multiple Meanings | Vocabulary | 6.3, 8.4 | X | | |
| Denotations and Connotations | Vocabulary | 7.4, 7.5, 7.6, 8.4, 8.5, 8.6, 8.7 | | X | X |
| Word Harvest (Probable Passage) | Vocabulary | 6.4, 6.5, 7.5 | X | X | |
| Analogies: Finding Relationships | Vocabulary | 6.3, 7.4, 8.4 | X | | X |
| Analogy Completion | Vocabulary | 6.3, 7.4, 8.4 | X | | X |
| Analogy Writing | Vocabulary | 6.3, 7.4, 8.4 | X | | X |
| Morpheme Game | Vocabulary | 6.3, 7.4, 8.4 | | | X |
| Figurative Language | Vocabulary | 6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7 | | X | X |
| Imagery | Vocabulary | 6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7 | | X | X |
| Choral Reading | Fluency | 6.4, 7.5, 8.5 | | X | |
| Echo Reading | Fluency | 6.4, 7.5, 8.5 | | X | |
| Readers' Theater | Fluency | 6.4, 7.5, 8.5 | | X | |
| Partner Reading | Fluency | 6.5, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Directed Reading Thinking Activity | Comprehension | 6.4, 7.5, 8.5 | X | X | |
| Directed Listening Thinking Activity | Comprehension | 6.4, 7.5, 8.5 | X | X | |
| Read-Pair-Share | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Think and Reflect in Pairs | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Think-Aloud | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Question-Answer Relationship | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | | X |
| ReQuest | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Reciprocal Teaching | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Written Conversation | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Story Map | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Story Map with Characters' Perspectives | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Elements of Fiction | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Somebody...Wanted...But...So... | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Hot Spots | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | X | X | |
| Questioning the Author | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | X | X | X |
| Anticipation Guide | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | X | | |
| Three-Level Guide | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |

| Strategy | Reading Component | Standards of Learning | Before Reading | During Reading | After Reading |
|---|---|---|---|---|---|
| Pattern Guide | Comprehension | 6.5, 7.6, 8.6 | X | X | X |
| Signal Words | Comprehension | 6.5, 7.6, 8.6 | X | X | |
| Open House | Comprehension | 6.4, 7.5, 8.5 | X | | |
| Making Connections | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Jot Charts | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| It Says...I Say... | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Summarizing Based on Rules | Comprehension | 6.5, 7.6, 8.6 | | | X |
| Group Summarizing | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| Collaborative Summarizing | Comprehension | 6.5, 7.6, 8.6 | | | X |
| Shared Inquiry (Socratic Seminar) | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | | X |
| SQ3R | Comprehension | 6.5, 7.6, 8.6 | X | X | X |
| Biopoem | Comprehension | 6.4, 7.5, 8.5 | | | X |
| About/Point | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| Save the Last Word for Me | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Cooperative Reading Activity | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| Literature Circles | Comprehension | 6.4, 7.5, 8.5 | X | X | X |
| Zooming In and Zooming Out | Comprehension | 6.5, 7.6, 8.6 | X | X | X |

# READING Strategy → Semantic Feature Analysis

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.5

## Overview of the strategy

In the Semantic Feature Analysis (SFA) strategy, students use a matrix to help them understand the deep meanings, nuances, and relationships of words.

## Strategy procedure

1. Choose a set of approximately six words related to the topic of study, and write these in the left column of a matrix. Most of the words should be within the students' vocabulary. List in the top row of the matrix the characteristics or features that the words might share.
2. Model for the students marking where a feature applies to a word by placing an X in each appropriate cell.
3. Think aloud for the students to demonstrate the rationale behind the marking of words.

| Semantic Feature Analysis | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Types of fiction** | **Realistic setting** | **Young protagonist** | **Quest** | **Conflict with adults** | **Moral dilemma** | **Happy ending** | **Growth experience** |
| Historic | X | X | | | | | |
| Realistic | X | | | X | | | X |
| Science | | | | | | | |
| Fantasy | | | X | | | | |
| Myth | | | | | | | |

## Sources

- R.S. Baldwin, J.C. Ford, and J.E. Readence, "Teaching Word Connotations: An Alternate Strategy," *The Reading Teacher* 21, no. 2 (1981): 103-108.
- D.D. Johnson and P.D. Pearson, *Teaching Reading Vocabulary*, 2nd ed. (New York: Holt, Rinehart, and Winston, 1984).

# READING Strategy → List/Group/Label (Word Sort)

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.5

## Overview of the strategy

A grouping and labeling activity prior to reading helps students predict and clarify the meanings of words and the upcoming text. The teacher might list the words thought to be unfamiliar or ask the students to brainstorm about the topic and identify such words. The teacher might provide the labels, as in a closed sort, or ask the students to determine the categories, as in an open sort. This activity requires classification, deductive reasoning, inference, and prediction. A similar activity after reading can help students absorb and comprehend the vocabulary essential to the topic.

## Strategy procedure

1. Choose a topic, and instruct the students to brainstorm as many words for it as possible. Alternatively, select a list of words from a text the students are going to read.
2. Assign the students to small groups, and instruct them to sort the words into categories, either predetermined by the teacher or developed by the students. The use of file cards is recommended.
3. Verbalize as a model for the students the rationale for categorization of some of the words.
4. Encourage students to verbalize the rationale for their categorization as well.

## Source

- H. Taba, *Teacher's Handbook for Elementary Social Studies* (Reading, Mass.: Addison-Wesley, 1967).

# READING Strategy → Guess, Locate, and Paraphrase Definitions

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.3, 8.4
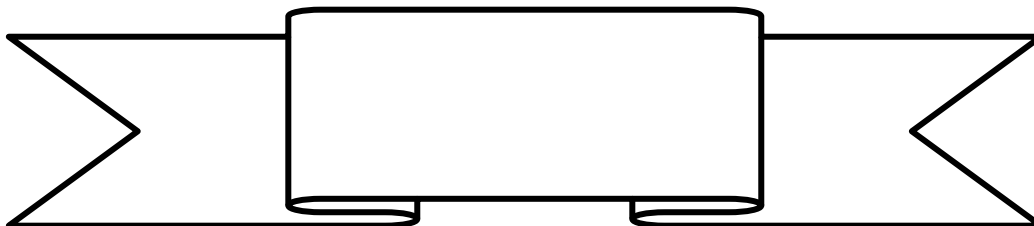
## Overview of the strategy

In the Guess, Locate, and Paraphrase Definitions strategy, students use the "Guess and paraphrase the definition" ribbon from the *Wordsalive* set of blackline masters to activate prior knowledge about unfamiliar words before they consult reference tools. Paraphrasing definitions allows students to begin the comprehension process that is so important to vocabulary acquisition.

## Strategy procedure

1. Display on the overhead or board and distribute copies of the "Guess and paraphrase the definition" blackline master #4, located on the *Wordsalive* Web site (go to address listed below; click on <u>Blackline masters</u>; then, scroll down to page 4). Discuss each part of the ribbon.
2. Choose a text containing an unfamiliar word in nonsupportive context, and distribute it to students. Displaying the text on the overhead or board is also helpful.
3. Encourage the students to guess the word's meaning based on context and morphological analysis. Write the guess on the right-hand part of the ribbon (shown below).
4. Model finding the definition in a reference source, and write the definition in the middle of the ribbon.
5. Model creating a paraphrased definition of that found in the reference, and write the paraphrase in the left-hand part of the ribbon.
6. Display and/or distribute texts with several additional unfamiliar words in nonsupportive text, and ask students to write a guess on the right-hand part of the ribbon.
7. Instruct students to use reference sources to find the definition and write it in the middle of the ribbon.
8. Help students paraphrase, or assign students to work with partners to develop paraphrases of the definitions found in reference sources. Have them write their paraphrase on the left-hand part of the ribbon.

## Source

- *Wordsalive* Web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

# READING Strategy → *Wordsalive* Map

**Reading component**            Vocabulary

**Related Standard(s) of Learning**    6.3, 7.4

## Overview of the strategy

The *Wordsalive* Map strategy uses graphic organizers designed to allow students to interact thoroughly with unfamiliar vocabulary. Interactions include use of background knowledge, context and references, identification of synonyms and antonyms, development of knowledge of morphology and etymology, as well as the generation of sentences and visualizations. It is a strategy for moving students from association with a narrow definition of a word, through comprehension in a broader sense, to the stage where they can generate appropriate usage of the word. It is appropriate in all content areas and facilitates independence with vocabulary acquisition.

## Strategy procedure

1. Display on the overhead or board and distribute copies of the blackline masters #1 and #2, located on the *Wordsalive* Web site (go to address listed below; click on <u>Blackline masters</u>). Discuss each part of the map.
2. Model a word from the student text carefully and slowly, allowing the students to contribute as much as possible to the completion of the map. Be sure to model using the reference tool(s) between the guessed definition and the paraphrased definition, as students may want to skip this step.
3. Display the model map(s) for reference, and use other words from the student text to provide guided practice. Partners or small groups are recommended.
4. As students gain skill, assign them to map words from their texts more independently, before, during, and after reading.

## Source

- *Wordsalive* Web site, <u>http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html</u>.

# READING Strategy → Using the Context with a Speech Bubble

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.3, 6.5

## Overview of the strategy

A speech bubble, included with the *Wordsalive* set of blackline masters, is designed to allow students to focus attention on the words and phrases that reveal the meaning of unfamiliar words in context. Students should be provided many opportunities to examine unfamiliar words in rich contexts that make use of synonym, definition, explanation, antonym, example, and inference types of clues.

## Strategy procedure

1.  Display on the overhead or board and distribute copies of the blackline master #3, located on the *Wordsalive* Web site (go to address listed below; click on Blackline masters; scroll down to page 3).
2.  Choose or write a short text that features one unfamiliar word in a rich context.
3.  Model for the students by writing in the speech bubble only the context that reveals the meaning of the unfamiliar word. Be as brief as possible but as complete as necessary. Include and underline the unfamiliar word. Think aloud for the students while writing the context, and mention the type of clue that helps reveal the meaning of the unfamiliar word. Model using reference tools to confirm or modify the meaning learned from context.
4.  Provide students with guided practice, using text demonstrating a variety of clue types. Partners or small groups are recommended. Have students use reference tools to confirm or modify the meaning learned from context.
5.  Encourage students to look for and bring to class unfamiliar words in rich contexts.

## Source

*   *Wordsalive* Web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

# READING Strategy → Using the Context with Sticky Notes and Jot Chart

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.3, 6.5

## Overview of the strategy

The use of context is vital for determining the meaning of unfamiliar words so that the reader does not have to break the flow of the text by stopping and using a reference tool. Students should be provided many opportunities to examine unfamiliar words in rich contexts that make use of synonym, definition, explanation, antonym, example, and inference types of clues. By using sticky notes to mark the unfamiliar words found during reading, students can return to these words after reading and determine their meanings if the meanings have not been revealed by subsequent context.

## Strategy procedure

1. Choose or write a text that features several unfamiliar words in a rich context. Model for the students by reading aloud until arriving at an unfamiliar word. Guess a meaning for the word, write it on the sticky note, and put it on the text near the word. Read the entire sentence or paragraph to include the clues.

2. Assign the students to read in pairs or individually and mark the remaining unfamiliar words. Students should also guess a definition for each word and record the definition on a sticky note.

3. After the students have finished reading, make a list of all the words they found. Record the students' guessed definitions next to the words.

4. Instruct the students to record the context words or phrases that help reveal the meaning of each word. Discuss the types of clues, if appropriate.

5. Have the students use reference tools to confirm or modify the meanings learned from context. Divide up the list, if long, and have groups of students work on groups of words.

6. Record the reference-source definitions on the chart.

7. Instruct students to reread the text now that the previously unfamiliar words are known.

| Context-Clue Jot Chart | | | | | |
|---|---|---|---|---|---|
| **Word** | **Guessed definition** | **Context clues** | **Type of clue** | **Meaning revealed by context** | **Dictionary definition** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# READING Strategy → Click and Clunk

| | |
|---|---|
| **Reading component** | Vocabulary |
| **Related Standard(s) of Learning** | 6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6 |

## Overview of the strategy

The Click and Clunk strategy promotes the self-monitoring that good readers do automatically while reading. When students "click," they know and understand the words, concepts, and ideas, clicking along smoothly as they read. When students "clunk," they identify words, concepts, or ideas they don't understand or about which they need to know more.

## Strategy procedure

1. Choose a text on the instructional level of students and that is sure to have a few words or concepts unfamiliar to the students. Do not preteach these words. Distribute the text to students, and read the first portion of it aloud.
2. Stop at the first "clunk," and model for the students how to record and "declunk" the word. "Clunks" can be recorded on sticky notes or in a reading log. Recording the page and/or paragraph numbers may be helpful.
3. Use a Think-Aloud strategy to demonstrate the process (detailed below) for "declunking" a word or concept.
4. Assign the students to small groups to continue reading, recording, and declunking the words or concepts that are unfamiliar. Display and/or distribute the Declunking Clue Card for students to use during the process.
5. Remind students to use "declunking" strategies whenever they find an unfamiliar word, concept, or idea.

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**Declunking Clue Card**

- Reread the sentence containing the clunk, and look for key ideas to help you understand the unfamiliar word.
- Reread the sentences before and after the one containing the clunk, looking for clues to help you understand the unfamiliar word.
- Look for a prefix or suffix in the word to help you understand the unfamiliar word.
- Break the word apart and look for smaller words to help you understand the unfamiliar word.

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## Source

- J. K. Klingner and S. Vaughn, "Promoting Reading Comprehension, Content Learning, and English Acquisition through Collaborative Strategic Reading (CSR)," *The Reading Teacher* 52, no. 7 (1999): 738–747.

# READING Strategy → Vocabulary Self-Collection Strategy

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6

## Overview of the strategy

The Vocabulary Self-Collection Strategy (VSS), created by M. R. Haggard, is based on the self-selection of words during reading and/or listening. It promotes student autonomy and wide reading as well as the use of context and reference tools. The words each student identifies and brings to the class discussion should be new to that student but also important for the student's permanent vocabulary.

## Strategy procedure

1.  Introduce the idea of identifying unfamiliar words during reading, and assign students to bring in an appropriate number of new words on a certain date not too far in the future. For example, if the introduction occurs on a Monday, the students should be able to bring three to five new words to class by the following Friday or Monday.

2.  Find several new words to use for demonstration. Model introduction of new words by sharing the context, source, part of speech, definition, and reason why the word is meaningful and important to add to permanent vocabulary. Write a sentence demonstrating proper usage and personal understanding of the new word.

3.  On the assigned day, instruct the students to display their VSS words on the board. Display your examples as well, and again model the introduction of your new words by sharing the contexts, sources, parts of speech, definitions, and reasons why the words are meaningful. Read aloud the sentences you wrote to demonstrate proper usage and personal understanding.

4.  Ask student volunteers to introduce their new words, using the steps you modeled. Help with pronunciation as needed. Add clarification to new words as needed, and encourage other students to contribute their understanding of the words as well. Continue until every student has introduced new words.

5.  With assistance from the students, narrow the list of words to a number reasonable for study, and determine a not-distant quiz date. Clarify any definitions, and instruct the students to use the words in context again and again.

6.  Between the introduction and the quiz date, review and reinforce the words in class by using them and with study assignments, such as file cards, crosswords, or games.

7.  Create and administer a quiz, utilizing the cloze procedure. Inclusion of the word bank is optional, but it is recommended only for younger students.

## Source

-   M. R. Haggard, "The Vocabulary Self-Collection Strategy: Using Student Interest and World Knowledge to Enhance Vocabulary Growth," *Journal of Reading* 29 (1986): 634–642.

# READING Strategy → Flip-A-Chip: Prefixes

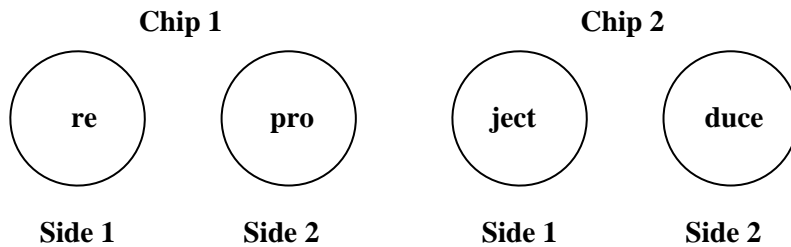**Reading component**          Vocabulary

**Related Standard(s) of Learning**    6.3, 7.4, 8.4

## Overview of the strategy

The Flip-A-Chip strategy is an enjoyable way to promote vocabulary development while teaching syllabification, comprehension of affixes, and the use of context.

## Strategy procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different prefix written on each side (e.g., *re* or *pro*) and the other chip with a different root on each side (e.g., *ject* or *duce*). These prefixes and roots must combine to make four words.

**Chip 1**                    **Chip 2**

( re )   ( pro )        ( ject )   ( duce )

**Side 1**      **Side 2**        **Side 1**      **Side 2**

2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of prefixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

> My first idea for a science
> 1)_____ was to 2)_____
> something to help me 3)_____
> my waistline, but I must now
> 4)_____ that idea as unworkable.
>
>    1) *project*, 2) *produce*, 3) *reduce*, 4) *reject*

## Source

- Lee Mountain, "Flip-A-Chip to Build Vocabulary," *Journal of Adolescent and Adult Literacy* 46, no. 1 (September 2002): 62-68.

# READING Strategy → Flip-A-Chip: Suffixes
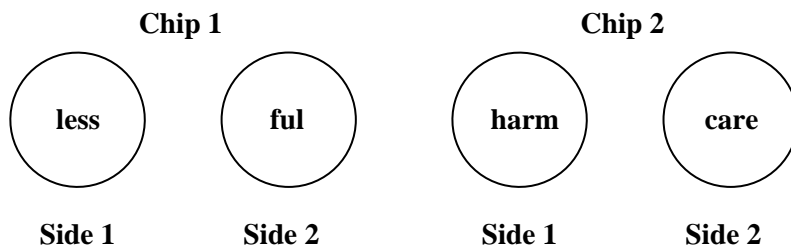
**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.3, 7.4, 8.4

## Overview of the strategy

The Flip-A-Chip strategy is an enjoyable way to promote vocabulary development while teaching syllabification, comprehension of affixes, and the use of context.

## Strategy procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different suffix written on each side (e.g., *less* or *ful*) and the other chip with a different root on each side (e.g., *harm* or *care*.)These suffixes and roots must combine to make four words.

**Chip 1**                    **Chip 2**

( less )  ( ful )        ( harm )  ( care )

Side 1        Side 2        Side 1        Side 2

2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of suffixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

> If you are 1) _____ when you wash dishes, you might cause 2) _____ bacteria to stay on the glassware. Also, be 3) _____when you put the silverware away so that knives are placed into their racks in a 4) _____ fashion.
>
> 1) *careless*, 2) *harmful*, 3) *careful*, 4) *harmless*

## Source

- Lee Mountain, "Flip-A-Chip to Build Vocabulary," *Journal of Adolescent and Adult Literacy* 46, no. 1 (September 2002).

# READING Strategy → Root Trees

**Reading component**            Vocabulary

**Related Standard(s) of Learning**    6.3, 7.4

## Overview of the strategy

The Root Trees strategy, included in the *Wordsalive* set of blackline masters, allows students to discover and record word families that are derived from Greek and Latin roots and related to each other in meaning.

## Strategy procedure

1.  Display on the overhead or board and distribute copies of the blackline master #6, located at the *Wordsalive* Web site (go to the address listed below; click on <u>Blackline masters</u>; scroll down to page 6).
2.  Choose a root that students know, and place it in the roots of the tree shown on the blackline master #6.
3.  Fill the leaves of the tree with words derived from the root. Ask students to contribute words they know, and encourage them to use reference books, if necessary.
4.  Discuss the meanings of any words that are unfamiliar to students.
5.  Assign students to small groups or partners. Provide a list of roots from which the groups should choose, and ask them to fill the leaves of their trees with words derived from the chosen root. Encourage students to use reference tools to expand and/or clarify the words on their trees.
6.  Discuss the meanings of any words that are unfamiliar to students.
7.  As students gain skill, assign them to use root trees independently.

## Source

*   *Wordsalive* Web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

# READING Strategy → Homophone Cards

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.7

## Overview of the strategy

The Homophone Cards strategy is an interactive way for students to differentiate between and among words that are frequently misspelled because they sound alike but are spelled differently. Students practice the use of context and the dictionary as they differentiate and choose the appropriate word and spelling.

## Strategy procedure

1. Select appropriate homophones — preferably those confused by students when they write.
2. Model the correct use of the homophone pair or trio in a sentence, e.g., "I, <u>too</u>, visited the library <u>to</u> borrow <u>two</u> books."
3. Have students collaborate in small groups to write sentences in which homophone pairs or trios are used. Allow students to consult dictionaries or the homophone Web site to confirm the accurate spelling of each pair or trio.
4. Instruct students to transfer the sentences to file cards, putting numbered blanks where the homophones should be, and recording the numbered answers on the back of the card.

<table>
<tr><td>

*Front of card*

**1) _____ house is over**
**2) _____, but**
**3) _____ not home.**

</td><td>

*Back of card*

    **1)** *their*
    **2)** *there*
    **3)** *they're*

</td></tr>
</table>

5. Encourage the students to use the cards as a review game or reference source.
6. Laminate the best examples for permanent use.

# READING Strategy → Multiple Meaning Cards
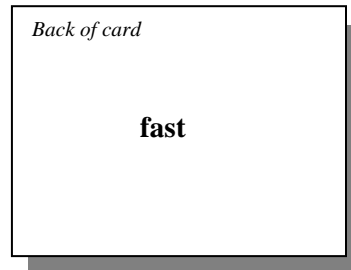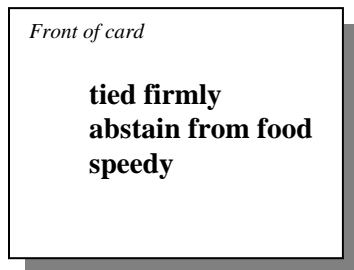
**Reading component**        Vocabulary

**Related Standard(s) of Learning**    6.3, 8.4

## Overview of the strategy

The Multiple Meaning Cards strategy is an interactive way for students to develop deeper comprehension of vocabulary. Students practice the use of context and the dictionary as they delve into the meanings of words.

## Strategy procedure

1. Prepare an age-appropriate list of words with multiple meanings, either in advance of the lesson or with the students. Assign students to small groups, and divide up these target words among the groups.

2. For each target word given to a group, have the group write the word on the back of a file card and write short definitions of all the different meanings of that word on the front of the card (see example below). Dictionaries may be used.

3. For each list of definitions, instruct the students to decide which definition is the most difficult or obscure and then rank the definitions in order from the most obscure to the most common. Then have the students reorder the definitions on the cards, using the descending order from most obscure to most common.

4. Have the groups exchange cards, being careful to look at only the fronts. Encourage students to use the cards to see if they can guess the target word by using the combination of its definitions.

*Front of card*

**tied firmly
abstain from food
speedy**

*Back of card*

**fast**

# READING Strategy → Word Harvest (Probable Passage)

**Reading component**          Vocabulary

**Related Standard(s) of Learning**    6.4, 6.5, 7.5

## Overview of the strategy

The Word Harvest strategy, also called Probably Passage, is both a before-reading and a vocabulary activity in which students categorize words prior to reading in order to use them to predict. It also encourages them to identify and clarify words with which they are unfamiliar prior to reading.

## Strategy procedure

1.  Prepare a list of words from a story or narrative poem, and provide each student with the list as well as a Word Harvest graphic organizer (see below).

2.  Instruct the students to put each word from the list into one of the categories on the organizer (Character, Setting, Problem, Solution, Unfamiliar words, Words I want to know more about). Keep in mind that there are a variety of correct responses.

3.  Clarify with and for the students the unfamiliar words and perhaps some of the words students want to know more about. If you wish, allow students to discover the meanings of the words in the last category while reading.

4.  Instruct the students to use the words on the Word Harvest graphic organizer to write a prediction of the story or poem.

5.  Read the text aloud while the students follow, or assign the students to read it individually or with partners. During the reading, instruct the students to find the words in context and highlight them.

6.  Clarify any words that are still unknown, either with or for the students. Have the students consult dictionaries or other resources as appropriate.

7.  Compare the students' predictions with the actual story.

| Word Harvest | | |
|---|---|---|
| **Characters** | **Setting** | **Problem** |
| | | |
| **Solution** | **Unfamiliar words** | **Words I want to know more about** |
| | | |
| **My prediction** | | |
| | | |

# READING Strategy → Analogies: Finding Relationships

**Reading component**  Vocabulary

**Related Standard(s) of Learning**  6.3, 7.4, 8.4

## Overview of the strategy

The key to analogies is to find the relationship between two words and then apply that same relationship to other pairs of words. Students need direct instruction and practice in recognizing and completing analogies. They also need to be made aware that analogies are often used in expository writing to make comparisons between new concepts/ideas and well-known models; for example, a science text might compare the human heart to a pump.

## Strategy procedure

1. Select some common analogies, using words within the students' vocabulary, and write these onto a chart or transparency. Focus on a limited number of relationships until students are more experienced.
2. Identify the relationship of each analogy with the students.
3. Select some more examples of analogies with the same relationships as those on the chart, and write them on another chart or handout.
4. Distribute or display the chart to students, and instruct them to identify the relationship and complete the chart. Partners are recommended.

| Analogy Relationship Chart | |
|---|---|
| <u>Finger</u> is to <u>hand</u> | Part/whole |
| <u>Bear</u> is to <u>den</u> | Animal/home |
| <u>Help</u> is to <u>aid</u> | Synonym |

# READING Strategy → Analogy Completion

**Reading component**        Vocabulary

**Related Standard(s) of Learning**    6.3, 7.4, 8.4

## Overview of the strategy

The key to analogies is to find the relationship between two words and then apply that same relationship to other pairs of words. Students need direct instruction and practice in recognizing and completing analogies. They also need to be made aware that analogies are often used in expository writing to make comparisons between new concepts/ideas and well-known models; for example, a science text might compare the human heart to a pump.

## Strategy procedure

1. Select some examples of analogies, and write them on the analogy completion chart. Focus on a limited number of relationships until students are more experienced.
2. Model the use of the chart for students, and allow them to complete it. Partners are recommended.

| Analogy Completion Chart | | |
|---|---|---|
| **First pair** | **Second pair** | **Relationship** |
| Snow is to cold as... | sun is to _*hot*_ . | Attribute |
| Tree is to lumber as... | wheat is to _____ . | Source/product |
| Story is to read as... | song is to _____ . | Purpose |

# READING Strategy → Analogy Writing

**Reading component**         Vocabulary

**Related Standard(s) of Learning**   6.3, 7.4, 8.4

## Overview of the strategy

The key to analogies is to find the relationship between two words and then apply that same relationship to other pairs of words. Students need direct instruction and practice in recognizing and completing analogies. They also need to be made aware that analogies are often used in expository writing to make comparisons between new concepts/ideas and well-known models; for example, a science text might compare the human heart to a pump.

## Strategy procedure

1. Select some examples of analogies, and write them on the analogy completion chart. Focus on a limited number of relationships until students are more experienced.
2. Model the use of the chart for students, and allow them to complete it. Partners are recommended.

| Analogy Completion Chart | | |
|---|---|---|
| **First pair** | **Second pair** | **Relationship** |
| Left is to right as... | *Top* is to *bottom*. | Antonym |
| Water is to ship as... | _____ is to _____. | Place/object |
| Runner is to sled as... | _____ is to _____. | Part/whole |
| Bird is to sky as... | _____ is to _____. | Object/place |
| Glove is to hand as... | _____ is to _____. | Covering/object |
| Win is to lose as... | _____ is to _____. | Antonym |

# READING Strategy → Morpheme Game
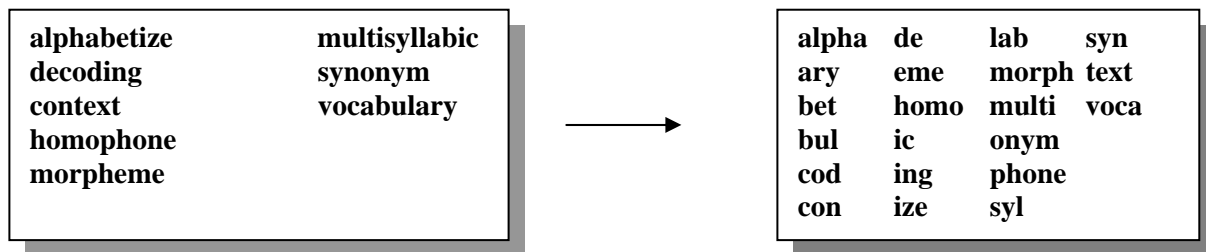
**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.3, 7.4, 8.4

## Overview of the strategy

Morphemes are the smallest unit of meaning into which words can be broken. The Morpheme Game strategy, based on a similar game by Paul Fleisher called "99 Syllables," encourages students to combine into their original words the morphemes of words that were previously studied.

## Strategy procedure

1.  Select a list of approximately eight words previously studied and preferably related to a single topic. Separate the words into their morphemes, and list these morphemes in alphabetical order.

| alphabetize | multisyllabic |
| --- | --- |
| decoding | synonym |
| context | vocabulary |
| homophone | |
| morpheme | |

→

| alpha | de | lab | syn |
| --- | --- | --- | --- |
| ary | eme | morph | text |
| bet | homo | multi | voca |
| bul | ic | onym | |
| cod | ing | phone | |
| con | ize | syl | |

2.  Assign partners or small groups. Distribute to the groups the morphemes list with instructions to reconstruct the words from the morphemes: each morpheme on the list must be used, but only once. Tell the students the number of words on the original list.

3.  After the groups complete their work, select a volunteer from each group to read the group list. Ask other groups to add to or amend the list read.

4.  Display the original list, and instruct students to compare it to the one they created.

5.  If you wish, assign points for each correct word.

## Source

*   Paul Fleisher, *Brain Food: 100+ Games That Make Kids Think* (Arizona: Zepher Press, 1997).

# READING Strategy → Figurative Language

**Reading component**          Vocabulary

**Related Standard(s) of Learning**  6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7

## Overview of the strategy

An understanding of figurative language is essential to reading comprehension and is helpful in writing instruction as well. Direct instruction helps students identify, label, interpret, and use figurative language in reading and writing.

## Strategy procedure

1. Choose a text with several instances of one type of figurative language, e.g., simile. Display the text on the overhead and distribute it to students. Also display and distribute the Figurative Language Chart (see sample below from "Dream Deferred" by Langston Hughes).
2. Read the text aloud while the students follow. Choral reading is also recommended.
3. Highlight the first or most obvious example of the figurative language, and write it on the chart. If necessary, locate a second example for the students. Model the use of the chart by adding the name of the type of figurative language and a probable literal meaning.
4. Instruct students to use the chart to complete the rest of the text with partners or in small groups.
5. Repeat often with other texts, adding other types of figurative language (personification, hyperbole, metaphor), when appropriate.

| Figurative Language Chart | | |
|---|---|---|
| **Figurative language** | **Type** | **What it means** |
| "Like a raisin in the sun" | Simile | shriveled and dark |
| "fester like a sore" | Simile | get itchy and form a scab |
| "stink like rotten meat?" | | |
| "like a syrupy sweet?" | | |
| "sags like a heavy load" | | |

# READING Strategy → Imagery

**Reading component**          Vocabulary

**Related Standard(s) of Learning**   6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7

## Overview of the strategy

Imagery is language, often nonliteral, which appeals to readers' senses. Student need to recognize, interpret, and use imagery when reading and writing. Direct instruction helps students identify, label, interpret, and use imagery in reading and writing.

## Strategy procedure

1. Choose a short text rich in imagery, and distribute it to the students. Display and distribute the Imagery Chart (see sample below from "The Raven" by Edgar Allen Poe).

2. Read the text aloud while the students follow. Choral and echo reading are also recommended.

3. Highlight the first or most obvious example of the imagery for the students, and write it on the chart. If necessary, locate a second example for the students. Model the use of the chart by adding the sense each image stimulates and a probable literal meaning.

4. Instruct students to use the chart to complete the rest of the text with partners or in small groups.

5. Repeat often with a variety of texts — prose, poetry, and informational.

| Imagery Chart | | |
|---|---|---|
| **Example of imagery** | **Sense** | **What it means** |
| "gently rapping, rapping" | auditory | knocking sound |
| "rare and radiant maiden" | visual | beautiful girl |
| "to still the beating of my heart" | tactile/auditory | |
| "this ebony bird" | visual | |
| "cushion's velvet lining" | tactile/visual | |
| "air grew denser, perfumed" | olfactory | |

# READING Strategy → Choral Reading

**Reading component**          Fluency

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Choral Reading strategy, the teacher models the reading of the text and asks students to join in the reading. The text might be read multiple times, or students might join in for portions of it.

## Strategy procedure

1.  Choose a short text on the students' independent reading level. Distribute copies to the class and ask the students to read the text silently.
2.  Read all or part of the text aloud while the students follow along.
3.  Ask the students to join with you as you read aloud a sentence, a stanza, or a paragraph. Read a bit more slowly than your normal pace to allow all to keep up.
4.  Ask a smaller group of students — for example, all the boys or the left-hand side of the room — to read with you. Repeat this process with different groups.
5.  Ask for a student volunteer to lead the class or a small group in reading together.
6.  Ask the students to read as an independent chorus without your leadership.

# READING Strategy → Echo Reading

**Reading component**         Fluency

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Echo Reading strategy, the leader reads a line and the class responds by rereading the same line aloud together.

## Strategy procedure

1. Choose a short text on the students' independent reading level. Distribute copies to the class.
2. Read a sentence of the text aloud, and then read along with the students as they repeat that line aloud. Read the next line, and have the students reread it with support. As the students gain proficiency, stop reading the entire line with them when they echo.
3. Read a line, and ask a smaller group of students to echo it — for example, all the girls or the students sitting in the back row. Repeat this process with different groups.
4. Ask single student volunteers to echo the line as a solo.
5. As students are ready, ask each student to echo a line.
6. As students are ready, have one group read and another group echo.
7. As students are ready, ask volunteers to read so that others can echo.
8. Repeat with a variety of texts.

# READING Strategy → Readers' Theater

**Reading component**                 Fluency

**Related Standard(s) of Learning**    6.4, 7.5, 8.5

## Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Readers' Theater strategy, students rehearse and then participate in reading a script, usually without props or movement.

## Strategy procedure

1.  Choose or write a script. A story from the student anthology can be converted into a script by adapting the dialogue and adding a narrator(s) to articulate the action.
2.  Distribute the script, and allow students to preview it and look for roles they would like to play. If there are not enough roles for everyone to participate, larger roles can be split to allow more students to read. Another option is to have multiple productions taking place in different parts of the room simultaneously.
3.  Assign roles, or allow students to volunteer. Write the role assignments on the board. Although volunteering is preferable, assigning may be needed to ensure that all can participate.
4.  Instruct the students to find and read all their lines. Circulate to clarify any trouble spots. Students may find partners with whom to practice their lines in advance of the performance.
5.  Arrange the room into a circle or semi-circle, or several circles, if more than one production are to occur simultaneously. Instruct the students to read the script aloud with as much expression as possible. Pause the reading at appropriate places to clarify, encourage inference or prediction, and identify conflict or character development.
6.  Follow with discussion and/or a writing assignment.

# READING Strategy → Partner Reading

**Reading component**          Fluency

**Related Standard(s) of Learning**   6.5, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Partner Reading strategy, students take turns reading with a partner or in a small group. Self-correction is encouraged.

## Strategy procedure

1. Choose a text on the instructional level of the students. Explain to them that they will monitor each other's fluency but refrain from correcting each other. Tell them that if an error is made, the listener(s) should simply ask the reader to "try that again," without correcting the mistake. Only if the reader cannot find and correct the error after several attempts should the listener(s) offer correction.

2. Demonstrate the "try that again" strategy the first time such partner reading is implemented in class, reminding students to refrain from correcting each other.

3. Divide the students into partners or small groups. Instruct the students to take turns by paragraphs, stanzas, subheadings, or some other means of division. Have one student read while the others listen and help monitor fluency. Then have them switch so that each gets a turn. Circulate to listen and or help if necessary. Encourage rereading when appropriate.

4. Summarizing, paraphrasing, discussing, and/or responding to the text might also be included, as desired.

# READING Strategy → Directed Reading Thinking Activity

**Reading component**         Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

The Directed Reading Thinking Activity (DRTA) strategy, developed by Stauffer, is based on the idea that readers predict what will happen, read to confirm or modify the predictions, predict again, and read on. Predicting prepares the reader for comprehension and contributes to motivation as well.

## Strategy procedure

1.  Choose a narrative text with a predictable plot and inviting title. This text should be at the independent reading level of the students. A familiar author and illustrations are helpful. Divide the text into portions, and mark the places for pausing and discussing.
2.  Instruct the students to read the title and name of the author and to make predictions based on this information. If illustrations are available, have the students examine them to enhance predictions.
3.  Encourage students to share predictions orally. Record their predictions on chart paper or the board.
4.  Instruct the students to read the first portion of the text, and have them record whether their predictions are confirmed or rejected.
5.  Pause to discuss the predictions, to identify the clues that led students to confirm or reject their predictions, and to have students share additional predictions before reading further.
6.  Record the confirmation(s), rejection(s), and new predictions on the chart or the board.
7.  Instruct the students to read the second portion of the text, and have them record whether their new predictions are confirmed or rejected. Pause to repeat steps 6 and 7.
8.  Continue until the text has been completed.

## Source

*   R. G. Stauffer, *Directing Reading Maturity as a Cognitive Process* (New York: Harper & Row, 1969).

# READING Strategy → Directed Listening Thinking Activity

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

The Directed Listening Thinking Activity (DLTA) strategy, a modification of Stauffer's Directed Reading Thinking Activity strategy, is based on the idea that listeners predict what will happen, listen to confirm or modify their predictions, predict again, and listen further. Predicting prepares the listener for comprehension and contributes to motivation as well. Students can generally listen to and comprehend text two years beyond their independent reading ability.

## Strategy procedure

1. Choose a narrative text with a predictable plot and inviting title. This text can be at or beyond the instructional reading level of the students. A familiar author and illustrations are helpful. Divide the text into portions, and mark the places for pausing and discussing.
2. Read the title aloud, and introduce the author. If illustrations are available, have the students examine them to enhance predictions.
3. Encourage students to make and share predictions orally. Record their predictions on chart paper or the board.
4. Read the first portion of the text aloud, and have the students record whether their predictions are confirmed or rejected.
5. Pause to discuss the predictions, to identify the clues that led students to confirm or reject the predictions, and to have students share additional predictions before reading further.
6. Record the confirmation(s), rejection(s), and new predictions on the chart or the board.
7. Read the second portion of the text aloud, and have the students record whether their predictions are confirmed or rejected. Pause to repeat steps 6 and 7.
8. Continue until the text has been completed.

## Source

- R. G. Stauffer, *Directing Reading Maturity as a Cognitive Process* (New York: Harper & Row, 1969).

# READING Strategy → Read-Pair-Share

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Read-Pair-Share strategy, based on the work of Larson and Dansereau, is based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about text.

## Strategy procedure

1.  Choose a text on the instructional level of the students. Divide the text into portions, and mark the places where students will pause to discuss. Distribute the text to the students.
2.  Divide students into partners; if there is an odd number, partner with a student who may need additional support. Assign one student in each pair to be the summarizer and the other to be the clarifier.
3.  Model the procedure with the first portion of the text, using a strong student to be your partner: the students read a portion of the text silently and then pause to summarize and clarify. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier adds any important information that may have been omitted.
4.  Have the student pairs continue reading and pause to summarize and clarify. After several portions have been discussed, have the students switch roles. Have students continue until the text has been completed.
5.  Students might also draw, chart, diagram, or summarize the entire selection collaboratively or individually to demonstrate comprehension of the text as a whole.

## Source

*   C. Larson and D. Dansereau, "Cooperative Learning in Dyads," *Journal of Reading* 29 (1986): 516–520.

# READING Strategy → Think and Reflect in Pairs

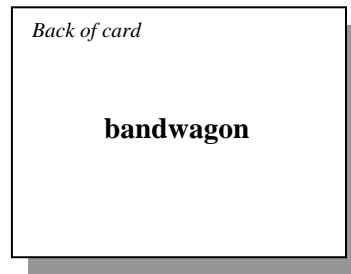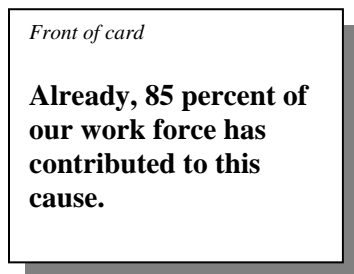**Reading component**          Comprehension

**Related Standard(s) of Learning**          6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

In the Think and Reflect in Pairs (TRIP) strategy, based on the work of Richardson and Morgan, pairs of readers identify examples of content or concepts being studied and write them on cards for later study. Working with partners allows students to verbalize and collaborate while developing understanding.

## Strategy procedure

1. Choose a text with multiple opportunities for students to recognize examples of content that has been introduced via direct instruction, e.g., persuasive techniques, figurative language, or characterization.

2. Demonstrate putting a content example found in the text on the front of the TRIP card and its identification on the back. If the class is studying persuasive techniques, for example, you might complete a card with a quote from the text on the front and the type of persuasive technique the quote exemplifies on the back.

|  |  |
|---|---|
| *Front of card*<br><br>**Already, 85 percent of our work force has contributed to this cause.** | *Back of card*<br><br>**bandwagon** |

3. Distribute text and cards.

4. Assign partners and ask students to read the text to find the examples to place onto the TRIP cards.

5. Save the cards for review of the concept.

## Source

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas,* 5th ed. (Stamford, Conn.: Wadsworth, 2002).

# READING Strategy → Think-Aloud

**Reading component**               Comprehension

**Related Standard(s) of Learning**   6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Think-Aloud strategy (TAS) is a modeling technique developed by Davey in which readers share their thoughts during the reading process in order to offer others a window into metacognition. Teachers should use this strategy often for introducing and reinforcing a variety of comprehension thought processes.

## Strategy procedure

1. Choose a short text at or beyond the instructional level of students. Distribute copies to the students.
2. Read the text aloud while the students follow along, and pause to verbalize what thoughts come to mind during reading. Model how to create meaning, deduce the approximate definition of an unknown word, reread when comprehension breaks down, compare text with experiences or previous readings, predict or make inferences, argue with the author, seek clarification, and identify important points. Encourage students to mark the places where you pause to think aloud. Encourage them to contribute their thoughts.
3. Repeat the strategy often, providing more opportunities for students to contribute.
4. Repeat with a text on the instructional level of students, and allow them to demonstrate the think-aloud strategy themselves.

## Source

- B. Davey, "Think Aloud: Modeling the Cognitive Processes of Reading Comprehension," *Journal of Reading* 27 (1983): 44–47.

# READING Strategy → Question-Answer Relationship

**Reading component**   Comprehension

**Related Standard(s) of Learning**   6.4, 6.5, 7.5, 7.6, 8.5, 8.6
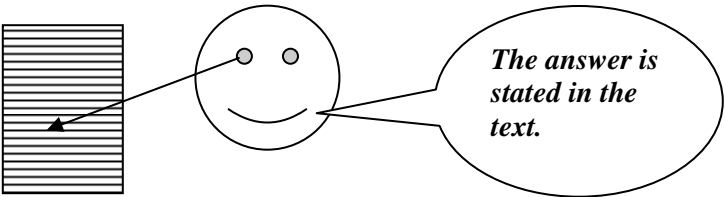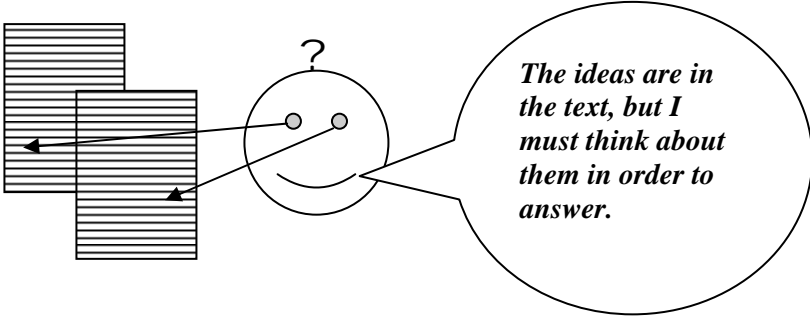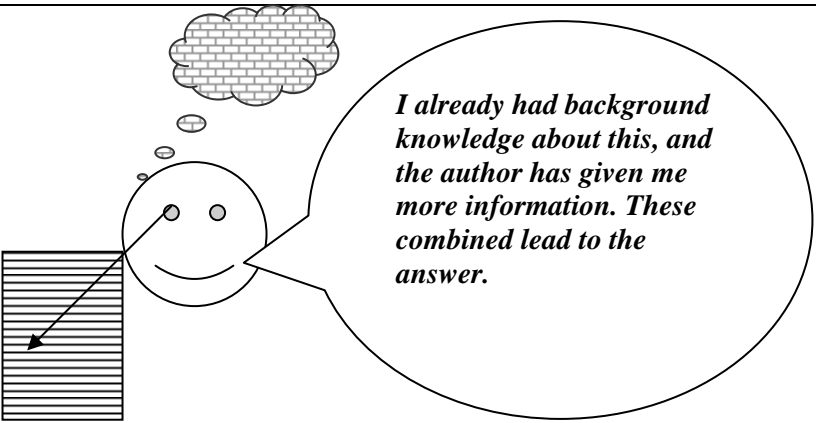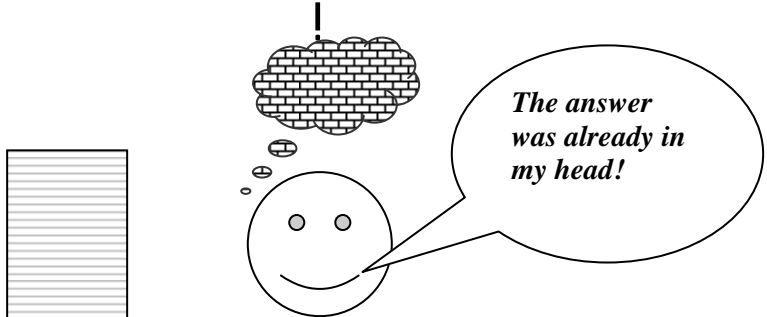
## Overview of the strategy

The Question-Answer Relationship (QAR) strategy, developed by Raphael, is based on the idea that students answer questions raised by a text by the location of answers in a four-tiered taxonomy: 1) the reader spots them right there in the text; 2) the reader searches the text for them and works them out with thought; 3) the author and the reader both provide information that lead to answers; and 4) the reader provides answers out of his/her own knowledge and experience.

## Strategy procedure

1. Introduce the QAR taxonomy, and provide a visual as a handout and/or poster (see next page).
2. Choose a text on the independent reading level of students, provide it to them, and accompany it with a variety of questions. If necessary, construct questions to demonstrate the taxonomy. Assign the students to read the text silently.
3. Read aloud the first question, and identify its type based on the taxonomy. Answer the question.
4. Continue reading, identifying, and answering questions until each type has been identified.
5. Choose another text on the independent reading level of students, provide it to them, and accompany it with questions and answers already written out. Assign partners, and instruct the pairs to read the text
6. Instruct the pairs to label the QAR for each answered question.
7. Discuss the QARs, and correct any misconceptions.
8. Have students repeat the process, as necessary, with different sets of partners or individually.
9. Choose another text, on another day, at the independent reading level of students, provide it to them, and instruct the students to read it.
10. Assign partners, and instruct the pairs to create one question for each level of the taxonomy.
11. Have students to swap their questions, identify the QAR, and write the answers.
12. Repeat steps 5–6 or steps 9–11, as needed.
13. Apply the QAR strategy often to texts with a variety of questions.

## Source

- T. Raphael, "Teaching Learners about the Sources of Information for Answering Comprehension Questions," *Journal of Reading* 27 (1984): 303–311.

| Question-Answer Relationships Visual | |
|---|---|
| **Level I**<br><br>**Where is the answer?**<br><br>*Right there* | *The answer is stated in the text.* |
| **Level II**<br><br>**Where is the answer?**<br><br>*Think and search* | *The ideas are in the text, but I must think about them in order to answer.* |
| **Level III**<br><br>**Where is the answer?**<br><br>*Reader and author* | *I already had background knowledge about this, and the author has given me more information. These combined lead to the answer.* |
| **Level IV**<br><br>**Where is the answer?**<br><br>*On my own* | *The answer was already in my head!* |

# READING Strategy → ReQuest

**Reading component**          Comprehension

**Related Standard(s) of Learning**  6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The ReQuest strategy, based on the work of Manzo, stems from the idea that readers need to ask informed questions in order to comprehend. ReQuest is recommended for weaker readers because it involves a short portion of text, small groups, and supportive teacher modeling.

## Strategy procedure

1. Choose a text on the students' instructional reading level. Ask the students to read the first paragraph or several paragraphs silently.
2. Construct and ask questions of the students based on the portion of text read. Have them answer the questions without consulting the text at first. Then, have them consult the text to answer any question that could not be answered without referring back to the text.
3. Next, ask students to read the second paragraph or group of paragraphs.
4. Ask the *students* to construct and ask questions of other students based on the second portion of text. Have the respondents answer the questions without consulting the text at first. Then, have them consult the text and answer the questions that could not be answered without referring back to the text.
5. Have the students continue reading and constructing and answering questions until they can work more independently.
6. Assign partners or trios. Have the groups read silently a paragraph or small portion of the text at a time and then take turns constructing, asking, and answering questions, portion by portion.

## Source

- A. V. Manzo, "The ReQuest Procedure," *Journal of Reading* 11 (1969): 123–126.

# READING Strategy → Reciprocal Teaching

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Reciprocal Teaching (RT) strategy, based on the work of Palincsar and Brown, starts with the idea that good readers use four processes: predicting, clarifying, questioning, and summarizing before, during, and after reading. Moreover, RT is based on the idea that students gradually assume the responsibility for using these processes independently. Teacher modeling and then fading from the process are essential. It is also beneficial to provide direct instruction in each process independent of the others and to model it until students internalize it.

## Strategy procedure

1.  Select a text on the students' independent reading level. Read a portion of the text aloud, and pause to model making a prediction, and/or ask students to predict what they think the text will contain.
2.  Read a portion of the text aloud, and pause to model clarifying an unknown concept. Ask students to read a small portion of the text silently, and pause to allow them to clarify any unknown concepts.
3.  Read a portion of the text aloud, and pause to model asking a summarizing or open-ended question about the text. Allow students to answer the question orally or in writing. Ask students to read a small portion of the text silently and to formulate a summarizing or open-ended question about the text. Ask students to share and answer each other's questions.
4.  Read aloud and/or assign the students to read the rest of the text. Model creating a summary of the text.
5.  Repeat the lesson frequently, allowing the students to assume more responsibility for reading silently and demonstrating mastery of predicting, clarifying, questioning, and summarizing.
6.  Assign students to groups of four with each member of the group assuming the responsibility for one of the RT roles (see below). Have students alternate RT roles regularly.

| Title | Reciprocal Teaching Roles |
|---|---|
| **Predictor** | Before reading, predict what might happen in today's selection, and set purpose for reading. After reading, predict what might come next. |
| **Clarifier** | Select words, phrases, or ideas that need more explanation. Find information in reference books, in the text itself, or by asking another person. |
| **Questioner** | Develop questions for the group to use as a springboard to discussion. Vary the question types so that some are open ended and/or have more than one right answer. |
| **Summarizer** | Write a succinct summary of the text, and share it with your group. |

## Source

- A. S. Palincsar and A. L. Brown, "Interactive Teaching to Promote Independent Learning from Text," *The Reading Teacher* 45 (1986): 298–307.

# READING Strategy → Written Conversation

**Reading component**          Comprehension

**Related Standard(s) of Learning**     6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Written Conversation (WC) strategy was developed by Bintz and Shelton to capitalize on adolescents' natural tendency to socialize. Students working in pairs have a silent conversation by "talking" on paper. Since the conversational process has been slowed down, the students will often "listen" to each other's ideas more intensely than in spoken conversation.

## Strategy procedure

1. Select a text on the students' independent reading level if the text is to be read by students, or at the instructional level if the text is to be read aloud by the teacher. Mark in the text the places to stop reading for Written Conversation.

2. Assign partners, and distribute to each pair one Written Conversation Log (see sample below) and the marked text.

3. Read aloud to the first stopping place, pause, and instruct the students write their conversation. Each student should have at least two opportunities to write and respond. No talking is permitted.

4. Resume reading aloud, or assign the students to share the reading either quietly between partners, or individually and silently. Instruct the students to pause at the next stopping place to do Written Conversation again.

5. Continue until the whole text has been read and the Written Conversation has been shared.

6. Lead a whole-class discussion of the insights gained by writing conversations during reading. How is this similar to spoken conversation? How is it different?

7. Repeat with increasingly difficult text and different partners, as appropriate.

| Written Conversation Log | | |
|---|---|---|
| Partners: _____ <br> Text and Author: _____ Date: _____ | | |
| **Pages or paragraphs** | **Speaker's name** | **Written Conversation** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Source

- W. P. Bintz and K. S. Shelton, "Using Written Conversation in Middle School: Lessons from a Teacher Researcher Project." *Journal of Adolescent and Adult Literacy* 47, no. 6 (2004): 482–507.

# READING Strategy → Story Map

**Reading component**         Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

The Story Map strategy is effective for reflecting on narrative texts, especially those in short story form. Story maps can take many forms but should include the basic elements of the short story: title, author, setting, characters, initiating event, rising action, climax, falling action, resolution, conflict, and theme. A sample is shown below.

## Strategy procedure

1. Distribute and/or display the story map, and discuss its parts with students. Review or teach any unfamiliar story elements.
2. Choose and distribute a narrative on the students' instructional reading level. Read the story aloud, or have the students read it silently.
3. Immediately after reading, model recording events and elements on the story map.
4. Choose and distribute a narrative on the students' independent reading level. Assign partners, and instruct the students to read the story silently.
5. After the reading is complete, instruct the student to complete the story map with their partners.
6. Discuss the story maps, and create a class example based on the maps completed by the pairs of students.
7. Repeat with increasingly difficult texts, working toward independent reading and recording on maps.

| **Sample Story Map** |
|---|

**Title:** _____  **Author:** _____
**Setting:** _____
**Characters:** _____
_____

*Climax*

↓ **Rising Action** ↓          ↓ **Falling Action** ↓

**Resolution**

**Initiating event:** _____
**Conflict:** _____
**Theme:** _____

# READING Strategy → Story Map with Characters' Perspectives

**Reading component**                Comprehension

**Related Standard(s) of Learning**  6.4, 7.5, 8.5

## Overview of the strategy

The Story Map with Characters' Perspectives (SMCP) strategy focuses on the reasons why the events in a story take place. Using this strategy enables students not only to begin to see different viewpoints but also to make inferences about the characters in the stories.

## Strategy procedure

1. Choose a story at the students' independent reading level and that contains at least two strong characters. Assign the students to read the story individually; alternatively, use a teacher Read-Aloud.
2. Distribute the Story Map with Characters' Perspectives chart (see next page), and instruct students to work with a partner to complete the middle column.
3. Display the SMCP on the overhead, and lead a discussion to complete the map with student input. Instruct students to revise their maps, as needed. Model for the students recording a character's feelings about an event in the story. Repeat if necessary, encouraging students' input as much as possible.
4. Instruct the students to complete, with partners or individually, the character's perspective columns for each event in the story. Circulate to assist and ask questions (see samples below) to help students recognize characters' perspectives and make inferences.
5. Revisit the SMCP on the overhead, and lead a discussion to complete the character's perspective columns with students. Differences of opinions may be evident and can be appropriate.
6. Repeat the procedure with other stories containing strong characters.

## Sample thinking prompts

The following questions might be used to prompt student thinking and help students focus on characters' perspectives:

- When students focus on what happened in the story instead of why it happened, ask
    - Why did the character act in this way?
    - What was the character thinking when this occurred?
    - What did he/she want at this point?
    - How is he/she feeling now?
- When students seem to misinterpret a character's feelings, thoughts, or desires because they are considering only their own, ask
    - Is that the way you would have felt?
    - In what way is the character different from you?
    - Since the character is different in this way, how do you think he/she felt?
    - Let me reread some of the parts that may help us understand why the character might respond differently than you would.
- When students' replies seem inadequate because they are focusing only on one particular part of the story instead of the story as a whole, ask
    - What else might the character want? What might he/she think? Feel?
    - What's happened so far in the story that clues us in to other feelings the character might be having?
    - What about the part where the character did _____ and _____ at the beginning?
    - What does that tell you about what the character might be thinking now?

- When students seem to be considering only one character's perspective or misinterpreting the relationship between characters because they are seeing things from only one viewpoint, ask
    - We mentioned one character, but what about the other? How is that character feeling?
    - What did the first character believe the other thought/felt/wanted?
    - When the character did that, what reaction did he/she think the other would have?
    - What did the character believe about the other character when he/she did that?

| Story Map with Characters' Perspectives (SMCP) | | |
|---|---|---|
| _____'s Perspective | **Story Events** | _____'s Perspective |
| | Event:<br><br><br>Problem:<br><br><br><br>Subsequent events:<br><br><br><br><br><br><br><br>Resolution: | |

## Source

- D. W. Emery, "Helping Readers Comprehend Stories from the Characters' Perspectives." *The Reading Teacher* 49, no. 7 (1996): 535–541.

# READING Strategy → Elements of Fiction

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

Throughout a story or novel, the author provides pertinent information to assist the reader in comprehending the story. Each element shown on the Elements of Fiction Chart helps the reader create a mental picture. The reader must record the setting, the traits of the major characters, the goals of the major characters, the parts of the triangle of plot structure, and the message (complete idea or theme) conveyed by the author. Mastering comprehension of these elements is an ongoing process.

## Strategy procedure

1.  Choose a narrative with one or several strong characters, a clear setting, and a linear plot. Distribute copies of the Elements of Fiction Chart to the students.
2.  Assign students to read the text individually or with partners. Alternatively, use a teacher Read-Aloud.
3.  Instruct students to fill in the chart as they read. Teacher modeling may be necessary the first time the chart is used.
4.  Discuss the text with the class, and complete a group-chart, if appropriate.

| Elements of Fiction Chart | | | | |
|---|---|---|---|---|
| **Title:** _____ **Author:** _____ | | | | |
| **Name:** _____ **Date:** _____ | | | | |
| **Setting** | **Characters' Traits** | **Characters' Goals** | **Plot** | **Theme** |
| Where does the story take place? What is this place like? | What are the names and descriptions of the major characters in the story? | What is each character trying to accomplish? | Exposition: What background information is revealed at the beginning of the story?<br><br>Rising Action: What conflicts lead to the climax?<br><br>Climax: What is the moment of highest intensity in the story?<br><br>Falling Action: How is the conflict resolved? | What message is the author is trying to convey by writing the story? |

# READING Strategy → Somebody...Wanted...But...So...

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

Identification of plot elements, such as conflict and resolution, can be facilitated by the use of the Somebody...Wanted...But...So... (SWBS) reading strategy. In this strategy, students complete a four-column chart by creating a SWBS statement that identifies a character (Somebody), the character's goal/motivation (Wanted), a conflict that impedes the character (But), and the resolution of the conflict (So).

## Strategy procedure

1. Choose a short narrative with a fairly simple plot structure and one major character. Display and/or distribute the SWBS chart.
2. Have the students read the text either individually or with partners.
3. Discuss the character, goal, conflict, and resolution with the class as you fill in the SWBS chart.
4. Choose another narrative, perhaps with a more sophisticated plot and/or several characters. Have the students read the text either individually or with partners.
5. Instruct the students to fill in the SWBS chart during or immediately after reading.

| SWBS Chart | | | |
|---|---|---|---|
| **Somebody...** (character) | **Wanted...** (goal/motivation) | **But...** (conflict) | **So...** (resolution) |
| | | | |

# READING Strategy → Hot Spots

**Reading component**          Comprehension

**Related Standard(s) of Learning**    6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Hot Spots strategy is a tactile and interactive method to allow students to seek and receive clarification for unfamiliar ideas and words found while reading.

## Strategy procedure

1. Choose and distribute a text on the students' instructional level and that contains unfamiliar words and/or ideas. Distribute small, brightly colored sticky notes.

2. Instruct the students to scan the text individually and mark each unfamiliar word or phrase with a sticky note. These are "hot spots." Have the students go to the board as they finish reading and write their hot spots on the board, together with page and paragraph numbers to identify the spots. Encourage all students to contribute until all their hot spots have been listed.

3. Erase the duplicates.

4. Ask for volunteers to clarify the hot spots identified by others. Add clarification as needed, and refer students to clues in the text as well as to examples in their background knowledge. Continue until all the hot spots have been clarified. Encourage students to examine the hot spots in context and to connect them with prior knowledge when possible.

5. Have students read the text either individually or with partners. Since the preparation for reading has been so robust, the text might be assigned as homework.

# READING Strategy → Questioning the Author

**Reading component**         Comprehension

**Related Standard(s) of Learning**   6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Questioning the Author (QtA) strategy, developed by Beck, McKeown, Hamilton, and Kucan, is based on the premise that authors are fallible and that readers must sometimes question the text in order to construct meaning. This is especially helpful for struggling readers, who often assume that their lack of skill is the sole cause of their comprehension problems. When teachers model by thinking aloud, students too can mull over and tease out the meaning from inconsiderate or challenging text. Readers who question the author become more strategic and critical readers.

## Strategy procedure

1. Choose a text on the instructional or frustration reading level for demonstration and teacher Think-Aloud. Prepare for the lesson by reading the text carefully, perhaps more than once. Segment the text carefully by marking the places where the author is unclear or where comprehending requires more work by activating background knowledge or making inferences. Develop queries for each marked spot to facilitate understanding (see samples below).

2. Introduce the students to the idea that authors are fallible human beings who are sometimes not considerate of their readers. Distribute the text to students, and stress that it is challenging and will require all readers to work hard at comprehension.

3. Read the text aloud, and pause to question the author at the places marked during preparation. Use a Think-Aloud strategy, explaining carefully how to activate background, clarify unclear ideas, and paraphrase major points for better understanding. Use the queries developed during planning.

4. Demonstrate how to construct meaning based on the text, background knowledge, and queries. Try to answer the questions posed. Allow students to contribute queries and to articulate construction of meaning, as appropriate.

5. Choose and distribute another text on the instructional level of students. Distribute sticky notes, and have the students read the text and mark each place where comprehension requires extra work or where the text is unclear. Instruct students to write a query on each sticky note.

6. Assign partners, and instruct the pairs to question the author to construct meaning for each spot marked in the text. Circulate to assist.

7. If appropriate, share some of the successful QtAs with the entire class.

8. Repeat the strategy often.

## Sample queries

- Initiating
  - What is the author trying to say here?
  - What is the author's message?
  - What is the author talking about?
- Follow-up
  - What does the author mean here?
  - Does the author explain this clearly?
  - Does this make sense with what the author told us before?
  - How does this connect to what the author told us here?

- Does the author tell us why?
- Why do you think the author tells us this now?
- Narrative
  - How do things look for this character now?
  - Given what the author has already told us about the character, what do you think the character is up to?
  - How does the author let you know that something has changed?
  - How does the author settle this for us?

## Source

- I. L. Beck, M. G. McKeown, R. L. Hamilton, and L. Kucan, *Questioning the Author: An Approach for Enhancing Student Engagement with Text* (Newark, Delaware: International Reading Association, 1997).

# READING Strategy → Anticipation Guide

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Anticipation Guide (AG) strategy, developed by Herber and also referred to as Prediction Guide or Reaction Guide, is widely used. An AG requires careful teacher preparation. It connects students to their background knowledge before reading, generates interest, and can be used to integrate post-reading discussion and/or writing. Richardson and Morgan (2000) offer guidelines for the construction of effective guides and a variety of examples.

## Strategy procedure

1. Choose a text on the independent reading level of students, read it, and think about the major concepts and/or themes you plan to address after the students have read it. Develop the Anticipation Guide by choosing the concepts or themes most likely to stimulate students' thoughts/beliefs and writing three to five thought-provoking statements about these concepts/themes. General statements, quotations, and idioms may work well.

2. Distribute and/or display the Anticipation Guide. Ask students to read and respond to the statements by circling "Agree" or "Disagree" by each one. Stress that there are no correct or incorrect answers because responses are based on the students' personal background knowledge and opinions. See sample below:

| Anticipation Guide | | |
|---|---|---|
| **Before** | **Concept Statement** | **After** |
| Agree<br>Disagree | "Neither a borrower nor a lender be." | Agree<br>Disagree |
| Agree<br>Disagree | Taxes are a necessary part of a democratic society. | Agree<br>Disagree |
| Agree<br>Disagree | Everyone cheats on taxes. | Agree<br>Disagree |

3. Encourage student discussion of the statements. Students should be required to share their background knowledge and support their opinions.

4. Have the students read the text.

5. Ask students to return to the Anticipation Guide and circle "Agree" or "Disagree" again.

6. Again, encourage student discussion of the statements, requiring students to support their opinions with references to the text.

7. In class discussion, have students compare their opinions prior to reading with their opinions after reading.

8. Follow up with a writing assignment.

## Sources

- H. Herber, *Teaching Reading in the Content Areas,* 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas,* 5th ed. (Stamford, Conn.: Wadsworth, 2002).

# READING Strategy → Three-Level Guide

| | |
|---|---|
| **Reading component** | Comprehension |
| **Related Standard(s) of Learning** | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

## Overview of the strategy

The Three-Level Guide strategy, developed by Herber, demonstrates the hierarchy of reading comprehension. These guides allow students to read and interact with text at the *literal*, *inferential*, and *application* levels of thought. Students can be encouraged to "read the lines, read between the lines, and read beyond the lines." Richardson and Morgan (2000) offer guidelines for the construction of effective guides and a variety of examples. Construction of good Three-Level Guides requires effort, but it is worth the work if students must understand and apply superordinate concepts.

## Strategy procedure

1. Choose a text on the instructional reading level of students. Read it carefully more than once.

2. Start by creating the second level of the guide — four to six main idea statements. These statements might begin with "The author means…" and should be based on inferential or interpretive thinking.

3. Move to the first level of the guide — the facts and/or details to support the statements in level 2. These statements might begin with "The author says…" and should be either direct quotations or paraphrases of the text. Approximately two literal statements should support each inferential main idea, but these do not need to be listed in order.

4. Finish by writing the statements for the third level of the guide — three or four statements to move students beyond the text to the application level. These statements might begin with "We can use…" and should be directly connected to the text.

5. Add distracters, if students are ready for them. Include directions such as, "As you read or immediately thereafter, mark the statements in level 1 that are stated details from the text. Mark the ideas in level 2 that represent the author's meaning or main ideas. Mark the statements in level 3 with which you feel the author would agree, or that might express the author's theme, or that could apply to a real-life situation."

6. Distribute the text and the Three-Level Guide to students. Explain that the guide is not a test, but is designed to assist students with both literal and inferential ideas during and after reading. Ask the students to read the directions on the guide and skim the statements.

7. Have the students read the text and mark their responses on the guide as they progress. They may prefer to read the text first and then reread it as they mark the guide.

8. After the reading and marking have been completed, discuss the guide with the students.

9. Use the statements in level 3 as a writing assignment, if appropriate.

## Sources

- H. Herber, *Teaching Reading in the Content Areas,* 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas,* 5th ed. (Stamford, Conn.: Wadsworth, 2002).

# READING Strategy → Pattern Guide

**Reading component**                 Comprehension

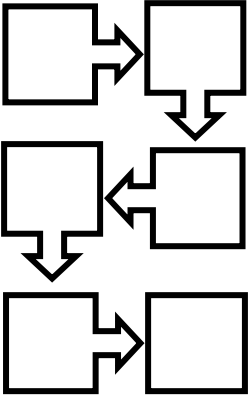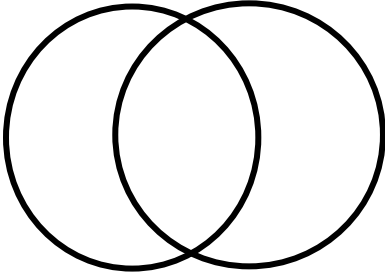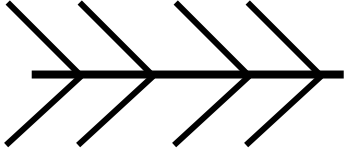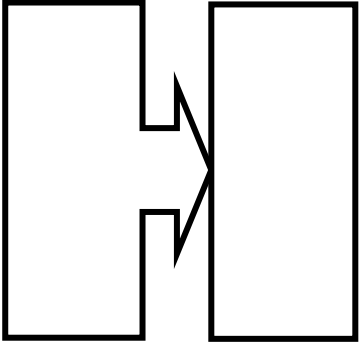**Related Standard(s) of Learning**   6.5, 7.6, 8.6
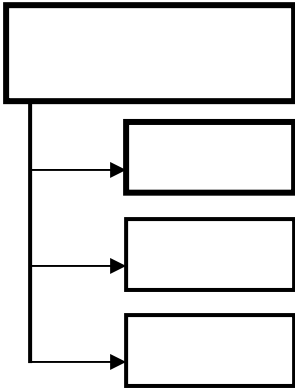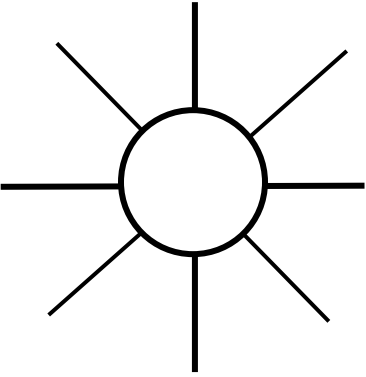
## Overview of the strategy

The Pattern Guide strategy, developed by Herber, demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize causal relationships as well as patterns of organization. These guides, also called graphic organizers, should be chosen or created by the teacher to match the text to help students recognize the relationship between main ideas and details as well as to facilitate note taking while reading.

## Strategy procedure

1. Choose a text on the instructional reading level of the students that shows a strong organizational pattern.
2. Choose/create a Pattern Guide or graphic organizer to match the text. Examples of Pattern Guides for commonly used patterns of organization are shown on the next page. Fill in one or several parts of the guide to demonstrate completion of the guide.
3. Distribute the text and the pattern guide. Read aloud a portion of the text and pause to fill in a portion of the guide.
4. Have students read and complete the guide individually or with partners.
5. Repeat with different patterns of organization and with texts constructed with more subtle patterns of organization.

## Source

- H. Herber, *Teaching Reading in the Content Areas,* 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).

| Samples of Patterns Guides or Graphic Organizers | | |
|---|---|---|
| **Chronological Sequence/ Process — Flow Chart** | **Comparison-Contrast — Venn Diagram** | **Concept/Definition — Herringbone** |
| **Cause-Effect — Flow Columns** | **Generalization/Principle — Support Chart** | **Description — Attribute Circle** |

# READING Strategy → Signal Words

**Reading component**         Comprehension

**Related Standard(s) of Learning**   6.5, 7.6, 8.6

## Overview of the strategy

Signal words used by authors provide a road map for readers. Such words signal patterns of organization. When students are made aware of common signal words used by authors, their comprehension increases because they can more readily recognize and follow the author's train of thought.

## Strategy procedure

1.  Create a chart of the commonly used signal words (see sample on the next page). Distribute it to students and/or display it in the classroom.

2.  Choose a short text on the instructional reading level of students and that demonstrates good use of signal words. Display it on the overhead, and distribute copies to the students. As the text is read aloud, ask the students to write the pattern of organization on their text at the line where they recognize it and to raise a hand as they record the pattern.

3.  Read the text aloud, and pause to highlight a signal word. Continue reading and highlighting the signal words. Watch for hands to be raised.

4.  Ask the students to share their decisions about the pattern of organization and to discuss which signal words were most helpful.

5.  Repeat the strategy with another text demonstrating another pattern, perhaps on another day.

6.  Choose and distribute a short text on the independent reading level of students that demonstrates strong use of signal words to indicate the author's choice of organizational pattern. Assign partners to share the reading and the highlighting of signal words. Instruct the partners to write down the pattern of organization when they discover it as they read in pairs. Instruct partners to discuss their findings after they have finished the text.

7.  Repeat often with a variety of patterns of organization. Repeat with text of increasing difficulty, and encourage students to work toward independent recognition of patterns of organization.

| Words That Signal Patterns of Organization | | |
|---|---|---|
| **Chronological Sequence** | **Comparison-Contrast** | **Process/Cause-Effect** |
| after/afterward<br>as soon as<br>before/during<br>finally<br>first<br>following<br>immediately<br>initially<br>later/meanwhile<br>next/now<br>not long after<br>on (date)<br>preceding<br>second<br>soon<br>then<br>third<br>today<br>until<br>when | although<br>as well as<br>as opposed to<br>both<br>but<br>compared with<br>different from<br>either … or<br>even though<br>however<br>instead of<br>in common<br>on the other hand<br>otherwise<br>similar to<br>similarly<br>still<br>yet | accordingly<br>as a result of<br>because<br>begins with<br>consequently<br>effect of<br>finally<br>first<br>for this reason<br>how to /how<br>if … then<br>in order to<br>is caused by<br>leads to<br>may be due to<br>next/so that<br>steps involved<br>therefore/thus<br>when … then |
| **Description** | **Generalization/ Principle** | **Concept/Definition** |
| above<br>across<br>along<br>appears to be<br>as in<br>behind<br>below<br>beside<br>between<br>down<br>in back of/in front of<br>looks like<br>near<br>on top of<br>onto<br>outside<br>over<br>such as<br>to the left/to the right<br>under | additionally<br>always<br>because of<br>clearly/conclusively<br>first/ second<br>for instance/for example<br>furthermore<br>generally<br>however<br>if … then<br>in fact<br>it could be argued<br>moreover<br>most convincing<br>never<br>not only…but also<br>often<br>therefore<br>third<br>truly<br>typically | characterized by<br>for instance<br>in other words<br>put another way<br>refers to<br>that is<br>thus<br>usually |

# READING Strategy → Open House

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

The Open House strategy, developed by Beers, is helpful for introducing a narrative text or poetry. It allows the reader to enrich background knowledge with a preview of the upcoming text. Prediction becomes a collaborative effort.

## Strategy procedure

1. Choose a text on the independent reading level of students, and photocopy the first portion of it. Cut the text into small segments: a sentence or two is usually appropriate.
2. Distribute the small segments of text to students, and instruct them to read them. Then, have the students move about the classroom, exchanging information learned by reading a segment of text with others who have read different portions. It may be appropriate to specify the number of classmates with whom each student should share.
3. Instruct students to return to their seats to complete the "Open House — To Discover..." chart (shown below).
4. Conduct a class discussion to allow students to share their ideas and predictions. Use a checklist, like the one below, to assess student performance in this activity.
5. Assign students to read the text individually or with partners.

| Open House — To Discover… |
| --- |
| Characters: |
| Point of view: |
| Setting: |
| Mood/tone: |
| Plot/action: |
| Conflict(s): |
| I predict that |

| Student Assessment Checklist | | | | |
| --- | --- | --- | --- | --- |
| **Student's Name:** _____ | **3**<br>**high** | **2**<br>**moderate** | **1**<br>**beginning** | **0**<br>**none** |
| Participated effectively in group activity | | | | |
| Demonstrated understanding of literary terms | | | | |
| Completed his/her "To Discover" worksheet | | | | |
| Was able to generalize and make predictions | | | | |

## Source

- K. Beers, *Reading Skills and Strategies: Reaching Reluctant Readers* (Austin, TX: Holt, Rinehart, and Winston, 2000).

# READING Strategy → Making Connections

**Reading component**　　　　　　Comprehension

**Related Standard(s) of Learning**　6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

Three types of connections discussed by Keene and Zimmermann — text-to-self, text-to-text, and text-to-world — provide a way for students to articulate comprehension. The teacher models by thinking aloud and labeling the types of connections. Students respond by thinking aloud and/or writing their connections.

## Strategy procedure

1. Choose and distribute a text rich in connections. Display and/or distribute the Connections Guide (shown below).
2. Read aloud and pause to articulate and label the first connection. Continue reading and pausing to demonstrate and articulate the other types of connections. Ask students to share any connections they may have, and help them label these connections.
3. Distribute the Connections Worksheet (shown below) and a text on a very familiar subject and within the students' independent reading level. Have students read, record, and label several connections to the text, either individually or with partners.
4. Discuss students' connections in small groups or with the whole class.
5. Repeat often with a variety of texts.

| Connections Guide | | |
|---|---|---|
| **Connections Label** | **Definition** | **Example** |
| **Text-to-self** | The text reminds the reader of something in his own background. | An older character may remind the reader of a grandparent. An incident in the text may remind the reader of something from his/her experiences. |
| **Text-to-text** | The text reminds the reader of another text previously read. | Prose may remind the reader of a poem or a song. A stereotypical character may remind the reader of another such character. |
| **Text-to-world** | The text reminds the reader of events in the real world. | An event in the text may be similar to an event in the news or history. |

| Connections Worksheet | | |
|---|---|---|
| **My connection** | **Short quote (page #)** | **Label** |
| | | |
| | | |
| | | |
| | | |

## Source

- E. O. Keene and S. Zimmermann, *Mosaic of Thought* (Portsmouth, N.H: Heinemann, 1997).

# READING Strategy → Jot Charts

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.5, 7.6, 8.6

## Overview of the strategy

The Jot Charts strategy, described by Richardson and Morgan, provides a structured way to guide reading by helping students organize the text. Jot Charts might also be used to show comparisons and contrasts among several texts or ideas.

## Strategy procedure

1.  Choose a text on the students' instructional reading level and that has several important concepts for students to remember. Design a Jot Chart for students to use while they read (see examples below). It is advisable to include the concepts for students to notice as they read.
2.  Distribute and display the chart, and model the use of the chart with one example.
3.  Assign partners, and instruct student pairs to read and record information as they read.
4.  Repeat often with a variety of charts and texts of increasing difficultly.
5.  When students are ready, assign reading and recording on Jot Charts independently.

| Sample Jot Chart | | |
|---|---|---|
| **Concept** | **Definition or Application** | **Illustration** |
| (Teacher's example) | | |
| | | |
| | | |

| Sample Character Jot Chart | | | |
|---|---|---|---|
| **Name and description** | **Words and thoughts** | **Actions** | **Perceptions of others** |
| | | | |
| | | | |
| | | | |

## Source

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas,* 5th ed. (Stamford, Conn.: Wadsworth, 2002).

# READING Strategy → It Says...I Say...

**Reading component**         Comprehension

**Related Standard(s) of Learning**  6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The It Says...I Say... strategy, developed by Beers, is appropriate for teaching paraphrasing and making inferences.

## Strategy procedure

1. Choose and distribute a text on the instructional level of students. Display and distribute the It Says...I Say... Chart (see below).

2. Read the text to or with the students. Model how to choose a quote from the text and write it on the chart. Model formulating a question, paraphrasing the quote, and/or articulating background knowledge and writing these on the chart. Model combining the quote and background information into an inference and writing it on the chart. Such inferences frequently answer the questions.

3. Assign partners, and instruct the pairs to find several more quotes from the text to use on the chart. It is appropriate to give the students a minimum and maximum number of quotes or to pre-select the ones they will use.

4. Repeat often with increasingly difficult texts. Instruct students to work independently, as appropriate.

| It Says...I Say... Chart | | | | |
|---|---|---|---|---|
| **It says...** | **Question** | **I say... (paraphrase)** | **I say... (prior knowledge)** | **Inference** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Source

- K. Beers, *Reading Skills and Strategies: Reaching Reluctant Readers* (Austin, TX: Holt, Rinehart, and Winston, 2000).

# READING Strategy → Summarizing Based on Rules

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.5, 7.6, 8.6

## Overview of the strategy

Summarizing is difficult, and students need to be shown a variety of ways to perfect their skill at this. Rules, models, graphic organizers, and collaboration are all effective. The Summarizing Based on Rules strategy, based on the work of A. L. Brown and J. D. Day, allows students to follow a set of concrete guidelines while developing skill at summarizing.

## Strategy procedure

1. Display and/or distribute the rules for summarizing:

---

**Rules for Summarizing**

- Delete trivia.
- Delete redundancies.
- Superordinate — use a general term for a list of ideas.
- Find or create a main idea sentence.
- Summarize across paragraphs, if appropriate.

---

   Read and clarify the rules with the students.

2. Choose or write an informational text on the independent reading level of students, and distribute it. Have students read part or all of the text.

3. Choose a portion of the text that contains some trivia and some redundancies as well as several ideas, and display the text portion on the overhead. Read it aloud to students, and demonstrate deleting the trivia and redundancies by marking over them with a washable marker.

4. Continue reading, and pause to demonstrate how to superordinate; then, continue reading, and pause to allow the students to superordinate. Demonstrate finding or creating a main idea statement for the portion of text read. Demonstrate summarizing across paragraphs, if appropriate. Finally, demonstrate writing a summary, using the main idea statement and including the superordination and the text left after trivia and redundancies have been deleted.

5. Choose or write another informational text on the independent reading level of students. Instruct students to read the text in its entirety individually or with partners. Instruct students to reread the text and apply the rules of summarizing, individually or with partners.

6. Repeat often with texts of increasing difficulties.

## Source

- A. L. Brown and J. D. Day, *The Journal of Verbal Learning and Verbal Behavior* 22 (1983): 1–14.

# READING Strategy → Group Summarizing

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.5, 7.6, 8.6

## Overview of the strategy

Summarizing is difficult, and students need to be shown a variety of ways to perfect their skill at this. Rules, models, graphic organizers, and collaboration are all effective. The Group Summarizing strategy, based on the work of M. W. Olson and T. C. Gee, allows students to divide a text into manageable portions and to learn from each other during and after the summarizing process.

## Strategy procedure

1. Choose or write an informational text on the instructional level of students that has four subheadings in it. Distribute the text, and instruct the students to read it.

2. Instruct the students to divide a piece of paper into four parts; do the same with a piece of chart paper for modeling and for posting student work.

3. Model putting each of the subheadings into a quadrant of the chart paper, and have the students do the same on their paper.

4. Divide the class into four groups, and assign each group one portion of the text to reread and summarize, using the back of the divided paper for drafting. The students should be encouraged to collaborate for summarizing and to use rules (see the Summarizing Based on Rules strategy on the previous page and the Collaborative Summarizing strategy on the next page).

5. Instruct students to record their group summary in the appropriate quadrant on their personal divided paper. Post the four group summaries in the appropriate quadrants on the chart paper, and have each group present their summary to the rest of the class. Have the students write the summaries presented by each group on their divided papers.

## Source

- W. M. Olson and T. C. Gee, "Content Reading Instruction in Primary Grades: Perceptions and Strategies," *The Reading Teacher* 45 (1991): 298–307.

# READING Strategy → Collaborative Summarizing

**Reading component**        Comprehension

**Related Standard(s) of Learning**  6.5, 7.6, 8.6

## Overview of the strategy

Summarizing is difficult, and students need to be shown a variety of ways to perfect their skill at this. Rules, models, graphic organizers, and collaboration are all effective. The Collaborative Summarizing strategy allows students to share and learn from each other while developing skill at summarizing.

## Strategy procedure

1. Choose a text on the independent reading level of students, and ask them to read and summarize it. If appropriate, limit the number of sentences students may use.
2. Assign students to groups of four or five students, and instruct each member of the group to read his or her summary aloud while the other group members highlight the parts of their own summary that are similar to the read summary. Continue until each member of every group has read his or her summary.
3. Instruct each student to examine any item in his/her summary not highlighted to see if it too is a key point.
4. Instruct each group to make a collaborative list of the key points highlighted in the summaries.
5. Instruct each student to rewrite his or her summary based on the collaborative list. If appropriate, limit the number of sentences students may use.
6. Allow students time to share their rewritten summaries and to discuss the improvements based on collaboration.

## Source

- J. M. Hashey and D. J. Conners, "Learn from Our Journey: Reciprocal Teaching Action Research," *The Reading Teacher* 57 (2003): 224–232.

# READING Strategy → Shared Inquiry (Socratic Seminar)

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.4, 6.5, 7.5, 7.6, 8.5, 8.6

## Overview of the strategy

The Shared Inquiry (SI) strategy, created by the Great Books Foundation, is similar to a Socratic Seminar (SS). The teacher functions as a facilitator by posing questions, ensuring that all who wish to contribute get a chance, and then fading from the discussion. Both SI and SS work well with text rich in meaning and open to divergent interpretations.

## Strategy procedure

1. Choose a text on the independent reading level of students and rich in meaning. Read the text, and develop several thought-provoking questions about it. It is better to have one or a few deep questions than a large number of superficial ones.
2. Assign the students to read the text carefully.
3. Arrange the class in a circle, and stress that only those who have read the text may contribute to the discussion.
4. Review the rules for Shared Inquiry or Socratic Seminar:

> **Rules for Shared Inquiry or Socratic Seminar**
> - Only those who have read the selection may take part in the discussion.
> - Discussion is restricted to the selection that everyone has read.
> - All opinions should be supported with evidence from the selection.
> - Leaders may only ask questions; they may not answer them.

5. Ask an important question, and allow the students to discuss it. Encourage students to use textual evidence by referring to the text to support ideas. Keep the discussion focused on the text. Encourage all who wish to contribute to have a turn.
6. Repeat often, assigning a student leader when appropriate.

## Source

- Great Books Foundation, *An Introduction to Shared Inquiry* (Chicago: Great Books Foundation, 1987).

# READING Strategy → SQ3R

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.5, 7.6, 8.6

## Overview of the strategy

The SQ3R (Survey, Question, Read, Recite, Review) strategy, developed by Robinson, is a thorough study strategy that promotes active reading at all phases of the reading process. Students preview and develop questions before reading, read actively searching for answers, and summarize during the reviewing process.

## Strategy procedure

1. Create, display, and/or distribute an SQ3R How-To-Chart (see below), and discuss it with students.
2. Choose or write a short informational text on the students' instructional level and that has subheadings in it. Distribute the text, and instruct the students to read it. Model how to perform each step of SQ3R with the text.
3. Assign partners. Choose and distribute another similar informational text on the students' independent reading level, and instruct the pairs to perform each step of the SQ3R How-To Chart with it.
4. Repeat with more challenging text, and move toward independent reading.

| **Sample SQ3R How-To Chart** | |
|---|---|
| Survey to activate prior knowledge. | • Read and think about the title. <br> • Look at all the subheadings, graphics, and illustrations. <br> • Skim by reading the first sentence of each paragraph. <br> • Read the first paragraph. <br> • Read the last paragraph and summary. |
| Question to set purpose(s) for reading. | • Turn the title into a question, and write it down. <br> • Write down questions based on your survey. <br> • Turn each subheading into a question, and write them down, leaving room for the answers. <br> • Record each vocabulary word printed in bold or italics, leaving room for definitions. |
| Read carefully and actively. | • Read carefully searching for the answers to your questions. <br> • Write down the answers next to the questions as you find them. <br> • Use the context and/or footnotes to find definitions for the vocabulary words, and write these down as you find them. <br> • Mark unclear passages. and seek clarification for them. |
| Recite to summarize and remember. | • Reread a question, and try to retell or write the answer without looking at notes or text. <br> • State or write a summary of the passage. <br> • Reread for answers to unanswered questions. |
| Review for a test. | • Answer all questions orally and/or in writing. <br> • Organize the information for studying. <br> • Summarize in the form of a graphic organizer. |

## Source

• F. Robinson, *Effective Study* (New York: Harper and Row, 1961).

# READING Strategy → Biopoem

**Reading component**                Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

The Biopoem strategy uses patterned poems (biopoems) that allow readers to reflect on the subjects of biography or fiction. The pattern, developed by Geer, is adaptable. Teachers might want to expose students to biopoems based on themselves before asking them to write biopoems based on characters found in their reading.

## Strategy procedure

1. Choose a fictional or biographical text on the independent reading level of students. Have the students read the text either individually or in groups.

2. Display and/or distribute the formula for a biopoem (shown below). Model its use if students are unfamiliar with the form.

3. Instruct students to draft, either individually or in pairs, biopoems about the characters in the text. Have the students share their drafts with a partner and help each other improve any unfinished or misleading lines. Instruct students to revise and illustrate their biopoems.

4. Share and/or display the biopoems in the classroom.

---

**Biopoem Formula**

Line 1:    first name
Line 2:    four traits that describe the character (usually adjectives)
Line 3:    relative of ("brother of...," "daughter of...,")
Line 4:    lover of (three things or people)
Line 5:    who feels (three items or phrases)
Line 6:    who needs (three phrases)
Line 7:    who fears (three items)
Line 8:    who gives (three items or ideas)
Line 9:    who would like to see (three items for the future)
Line 10:  resident of (city, state, and/or country)
Line 11:  last name

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## Source

- A. R. Gere, ed., *Roots in the Sawdust: Writing to Learn across the Curriculum* (Urbana, Ill.: National Council of Teachers of English, 1985).

# READING Strategy → About/Point

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.5, 7.6, 8.6

## Overview of the strategy

The About/Point strategy, developed by Morgan, Meeks, Schollaert, and Paul, is a versatile strategy for informational, persuasive, and expository text. With it, readers need to find the subject of the text and state it succinctly; they must enumerate the points made, as well. With such a chart, students can find and record the main idea as well as the supporting details. They can also recognize the author's viewpoint or bias. Teacher modeling is essential.

## Strategy procedure

1. Choose and distribute a short expository or persuasive text on the instructional reading level of students. Read the text to the students, or assign them to read it with partners.

2. Distribute and display the About/Point Chart (shown below), and model its use. Demonstrate, using Think-Aloud, how to find and record the main idea in as few words as possible in the space next to ABOUT. Demonstrate, using Think-Aloud, how to find and record the supporting details in the bulleted space next to POINT. In this space, the author's viewpoint can be highlighted as well.

3. Choose and distribute another short text on the independent reading level of students. Assign the students to read the text, individually or with partners.

4. Instruct the students to complete an About/Point Chart for this text. Discuss the student answers with the class, listing all the points made on a group About/Point Chart. There should be a fair amount of agreement about the main idea and a fair amount of variation in the points list.

5. Repeat often with increasingly complex texts.

| About/Point Chart | |
|---|---|
| **Title:**_____ **Author:**_____ | |
| **The text is ABOUT:** | |
| **The author's POINTS are:** | • <br> • <br> • <br> • |

## Source

- R. F. Morgan, J. W. Meeks, A. Schollaert, and J. Paul, *Critical Reading/Thinking Skills for the College Student* (Dubuque, Iowa: Kendall/Hunt, 1986).

# READING Strategy → Save the Last Word for Me

**Reading component**      Comprehension

**Related Standard(s) of Learning**   6.4, 7.5, 8.5

## Overview of the strategy

The Save the Last Word for Me (SLWM) strategy was described by Vaughan and Estes as a reflection strategy to allow students to select and comment on text. It is best done in small groups to allow all participants to contribute. This strategy works equally well with narrative and expository texts.

## Strategy procedure

1. Choose and assign a text on the independent reading level of students. Instruct the students to choose and mark several statements from the text as they read. These should be statements about which the student would like to comment, because he or she found them interesting or persuasive.

2. Instruct the students to write each statement on the front of a file card and their comments about it on the back of the card, recording the page and paragraph numbers where it was found. The number of statements each student should present depends on the time available and the size of the group.

3. Discuss the rules for SLWM: each student in turn reads his or her statement and invites those in the group to comment. When comments have been offered, he or she gets to finish the discussion with "the last word."

4. Divide the class into groups and instruct the students to take turns reading and commenting on the chosen statements from the text. Continue until all students have had a turn to read and comment on the self-chosen statements. Circulate to listen and comment, if appropriate.

## Source

- J. Vaughan and T. Estes, *Reading and Reasoning beyond the Primary Grades* (Boston: Allyn & Bacon, 1986).

# READING Strategy → Cooperative Reading Activity

**Reading component**          Comprehension

**Related Standard(s) of Learning**   6.5, 7.6, 8.6

## Overview of the strategy

The Cooperative Reading Activity (CRA), developed by Opitz, is based on the idea that students can effectively divide a reading, share ideas in a bulleted list, and report to the group. Individual reading is required, but discussion and decision about the importance of details relies on consensus among group members. Note taking is stressed.

## Strategy procedure

1. Choose and distribute a text on the independent reading level of students that can be divided into sections. Subheadings and a strong introduction are helpful. If there is an introduction, read it aloud to the entire class.

2. Divide the class into the number of groups that corresponds to the number of sections in the text. Provide each student with a 5-by-8 card and each group with a piece of chart paper. Assign each group a section of the text to read either individually or as a group.

3. Instruct each student to record major points on his/her card individually during or immediately after reading the section.

4. Instruct the groups to write the subheading of their section on the chart paper and to list the major points underneath. The major points must be discussed because consensus must be reached among group members about the points to go on the chart.

5. Instruct each group to present its findings to the class as a whole. Note taking during these presentations is recommended if the class is to be held accountable for understanding the entire text.

## Source

- M. Opitz, "The Cooperative Reading Activity: An Alternative to Ability Grouping." *The Reading Teacher*, 45 (1986): 736–738.

# READING Strategy → Literature Circles

**Reading component**        Comprehension

**Related Standard(s) of Learning**    6.4, 7.5, 8.5

## Overview of the strategy

The Literature Circles (LC) strategy, described by Daniels, uses small groups to discuss self-chosen texts. During the discussion, each member of the group takes on a different discussion role, which Daniels designates: director, passage master, connector, illustrator, researcher (optional), summarizer (optional), character captain (optional), word master (optional), and scene setter (optional). During the course of the reading, discussion roles should rotate among the members of the group.

## Strategy procedure

1. Choose a group of related texts on a variety of reading levels. A collection of short stories works well for the first implementation. Introduce each text briefly, and allow each student to select one that he or she deems most appealing.

2. Divide the class into groups of approximately six students each based on the texts chosen. Distribute sufficient copies of the chosen text to each group.

3. Introduce the roles to the class, and describe/model the responsibilities of each role, as necessary. Distribute roll sheets to each member of each group. Each group needs to have one director, one passage master, one connector, one illustrator, and as many other roles as necessary so that each member of the group has a role. Instruct the students to decide how much of the text they will read for the first discussion and who will assume each role.

4. Instruct students to read the text and to record their discussion notes on their sheets.

5. Instruct the discussion director to assume leadership for the discussion and to allow each member of the group to make contributions to the discussion based on his/her notes. Circulate to listen to the student discussions. Model the responsibilities of any role that needs to be clarified for the students.

6. Instruct the students to decide how much of the text they will read for the second discussion, and distribute new role sheets. Insist that each student choose a new role. Have the groups read and discuss.

7. Continue until the text has been completed.

8. Repeat with new texts based on self-selection and new groups. Trade books work well for subsequent sessions.

## Source

- H. Daniels, *Literature Circles: Voice and Choice in the Student-Centered Classroom* (New York: Stenhouse, 1994).

| Literature Circle Role Sheets | | |
|---|---|---|
| **Role** | **All record** | **Role-specific assignments to record and share** |
| **Discussion Director**<br>Guide the discussion and ensure that everyone contributes. | Date(s)<br>Name<br>Group members<br>Text<br>Beginning page<br>Ending page | Develop some questions, such as:<br>How did you feel about _____?<br>What did you dislike about _____?<br>What if _____?<br>Make a prediction about _____.<br>Does anyone else have a question about _____? |
| **Passage Master**<br>Select key passages you think are exciting, fun, or strange to read aloud or share. | Date(s)<br>Name<br>Group members<br>Text<br>Beginning page<br>Ending page | Page # ____ Paragraph # ____<br>Reason for picking _____<br>Plan for sharing _____<br>Page # ____ Paragraph # ____<br>Reason for picking _____<br>Plan for sharing _____ |
| **Connector**<br>Connect the text to experiences in and out of school, to other text(s), to yourself. | Date(s)<br>Name<br>Group members<br>Text<br>Beginning page<br>Ending page | Ask yourself questions, such as:<br>Are the characters like people you know?<br>Is the book like other stories you've read?<br>Are there things you might do based on the story?<br>Answer these questions for your group. |
| **Illustrator**<br>Draw a picture, diagram, or sketch to help your group visualize what you read. | Date(s)<br>Name<br>Group members<br>Text<br>Beginning page<br>Ending page | |
| **Summarizer**<br>Prepare a succinct summary of the text, and list key points. | Date(s)<br>Name<br>Group members<br>Text<br>Beginning page<br>Ending page | Summary statement _____<br>_____.<br>Key points:<br>1.<br>2.<br>3. |
| **Character Captain**<br>Discuss one character with the group | Date(s)<br>Name<br>Group members<br>Text<br>Beginning page<br>Ending page | Tell what the character says, does, thinks, and what others say about him or her.<br>Tell how the character changes as a result of events in the plot.<br>Give your own interpretation of him/her. |

# READING Strategy → Zooming In and Zooming Out

**Reading component**　　　　　Comprehension

**Related Standard(s) of Learning**　6.5, 7.6, 8.6

## Overview of the strategy

The Zooming In and Zooming Out (ZIZO) strategy was developed by Harmon and Hedrick primarily to enhance concept development in social studies texts, but in general, it works well with concept-laden informational texts. It involves a two-part framework — one part for situating the concept in its larger picture (ZO) and the other for taking a close look (ZI). The ZI part contains three components: 1) identifying the concept, 2) ranking important information about the concept, and 3) listing unrelated or improbable expectations related to the concept (non-examples). The ZO part also contains three components: 1) identifying similar concepts, 2) identifying related concepts or events, and 3) summarizing.

## Strategy procedure

1. Choose an informational text that introduces one important concept. The text should be on the instructional reading level of students. Write the concept on the board, and activate students' background knowledge about it by brainstorming with the class as a whole and listing their responses on the board.

2. Distribute the text, and assign students to read it with partners or individually. Instruct students to highlight or list new information learned while reading.

3. Revisit the brainstormed list to add new information and correct any misconceptions. Model how to differentiate important ideas on the list from less important ones.

4. Assign students to small groups to come to consensus about which three ideas are the most important and which three ideas are the least important. Revisit the brainstormed list to identify the most important and least important ideas, as determined by the small groups.

5. Distribute and display on the overhead the ZIZO Frame graphic organizer (see next page). Write the concept in the center, and list the most important and least important ideas in the appropriate spaces.

6. Discuss with students what the concept reminds them of, and record appropriate responses in the circle labeled "Similar to."

7. Discuss with students the related ideas or concepts by prompting with, "You cannot discuss this topic without mentioning _____." Record appropriate responses in the circle labeled "Related concepts."

8. Discuss with students the non-examples by prompting with, "What does this concept not tell us?" or "What things would you not expect this concept to do?" List the appropriate responses in the box labeled "Non-examples."

9. Assign students to small groups again, and have each group come to consensus about a summary statement to share with the class.

10. Choose or synthesize the best summary statement(s) to record on the summary oval of the ZIZO Frame.

## Source

- J. M. Harmon and W. B. Hedrick, "Zooming In and Zooming Out: Enhancing Vocabulary and Conceptual Learning in Social Studies," *The Reading Teacher* 54 (2000): 155–159.

## Zooming In and Zooming Out Frame

**Zooming out…**

**Summary statement:**

**Similar to:**

**Related concepts:**

**Concept:**

**Zooming in…**

**Most important information:**

**Least important information:**

**Non-examples:**