

Reading Strategies For Content Areas Part II



Before Reading

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Effective vs. Ineffective Strategies for "Reading to Learn"

Before Reading Text:

Proficient Readers

Activate background knowledge on the subject through reflection and pre-reading.

Establish a realistic reading plan after examining the assignment length and assessing the difficulty through pre-reading.

Understand their reading task and set a clear purpose for reading.

Create a productive study environment and mindset to accomplish their task.

Under-Prepared Readers

Start reading without thinking about the subject or looking over the selection.

Have not assessed the difficulty level or length of the assignment and simply begin reading, attempting to finish in one session.

Do not have a reading purpose other than trying to get through some pages.

Fail to acknowledge the challenges of reading and approach reading tasks with an unproductive mindset & study environment.

During Reading:

Proficient Readers

Give their complete attention to their task.

Are familiar with text structure and know how to identify main ideas, terms, concepts.

Keep a constant check on their understanding.

Monitor their reading comprehension so regularly that it becomes automatic.

Make note of problematic material to later question the teacher and/or other sources.

Under-Prepared Readers

Interrupt their reading process regularly with mental or environmental distractions.

Are not very "text-wise" and have no clear sense of text organization and therefore have difficulty identifying important information.

Do not monitor their comprehension.

Seldom use any repair strategies when they are uncertain or confused.

Rarely or never take the initiative to seek clarification from the teacher.

After Reading:

Proficient Readers

Decide if they have reached their reading goal.

Evaluate comprehension of what was read.

Identify, highlight, and annotate main ideas within the text.

Synthesize and organize the main ideas for review and study purposes.

Under-Prepared Readers

Are not entirely certain what they have read.

Do not follow through with any form of comprehension self-check.

Do not identify and organize main ideas for study purposes.

Simply glance over or reread pages of the assigned reading before a text.

--from Kate Kinsella, San Francisco State University

Prediction, Main Ideas, Details, Clarification, Conclusion A Before, During and After Reading Approach

Prediction

Preview the text to be read by systematically moving through the text and reading the headings, subheadings, author's information, and key words. Also preview the graphs, charts or pictures by evaluating the graphs and charts and reading any captions to the pictures.

Main Idea / Question + Detail/Example

Go back to the beginning of the text and begin reading and taking notes on this form. Record the main idea in the box on the left and details or examples in the right side box. Another approach is to turn the headings and subheadings into questions that would be written in the box on the left and answers/details/examples in the box on the right.

Clarify

After reading the entire text and taking notes, have students write two questions from the reading that they are still unclear about. Make sure these are specific questions about the reading.

Summary

Have each student write a twenty-five word summary of the reading that incorporates the main ideas from the entire selection. Condense the big ideas into a brief summary.

Prediction, Main Ideas, Details, Clarification, Summary

Name _____ Reading Assignment _____

Date _____

Prediction Before you read, preview the text by looking at the headings, subheadings, pictures and graphics. Then write a prediction about what the unit, section or chapter will cover.

Main Idea/Question + Detail/Example: Record the main ideas and details after reading each section.

Main Idea	Detail/Example: Detail/Example: Detail/Example:
Main Idea	Detail/Example: Detail/Example: Detail/Example:
Main Idea	Detail/Example: Detail/Example: Detail/Example:
Main Idea	Detail/Example: Detail/Example: Detail/Example:

Main Idea	Detail/Example: Detail/Example: Detail/Example:
Main Idea	Detail/Example: Detail/Example: Detail/Example:
Main Idea	Detail/Example: Detail/Example: Detail/Example:

Clarify I still have questions about...(Write two questions that you have about what you read.)

Summary Write a twenty-five-word summary about this section, unit or chapter.

Eight Principles of Vocabulary Instruction

1. Be enthusiastic about content area language and the power it can offer to students who understand how to use these words effectively.
2. Remember that learning involves making connections between what we already know and new information. Relate new vocabulary words to experiences and concepts that students already know.
3. Limit the number of words taught in each unit; concentrate on key concepts. (5-7 words)
4. Teach concepts in semantically-related clusters, so that students can clearly see associations among related concepts.
5. Model how to use graphic organizers.
6. Allow students enough practice in working with strategies and graphic organizers so that their use becomes habit.
7. Use dictionaries and glossaries appropriately.
8. Repeatedly model how to determine a word's meaning in text materials. Observing the process you use will help students know what to do when they encounter unfamiliar words outside of the classroom.



Billmeyer, Rachel and Mary Lee Barton, *Teaching Reading in the Content Areas: If Not Me, Then Who?*
Aurora: McREL (Mid-continent Regional Educational Laboratory), 1998

WORD SORTS

(Grades 6–12)

Prereading word sorts offer students an opportunity to activate prior knowledge and topic-related vocabulary. The kinesthetic and visual nature of this structure keeps the attention of even the most challenged learners.

The Teacher

- ❖ Selects words and phrases from a text or a topic of study and prepares a word sort.
- ❖ Uses demonstrations and think alouds to show the process of looking for relationships.
- ❖ Engages the students both during and after reading in adjusting their understandings on the topic.

The Students

- ❖ **Work** in teams to separate the words by cutting or tearing apart.
- ❖ **Arrange** the words in the following ways:
 1. Pairs of words that "go together." For example, **talons** **prey**.
 - ❖ The students then think of a sentence using the words.
Example: "Eagles use their talons to capture their prey."
 2. Categories of words that "go together." For example, **broad** **wings**
talons **strong beak**. The students tell why they think these go together. Example: "These are all body parts of an eagle."
- ❖ **Make** a list: What other words do you think might be included in a text on this topic?
- ❖ **Share** their understandings and word predictions with other groups.
- ❖ **Read** the text searching for confirmation of their predictions about relationships and presence of their predicted words.
- ❖ **Review** the words after reading to see if their new understandings lead to new statements.

Sample for eagles:

broad wings	talons	predators	wild
nests	national bird	no enemies	forty years
meat	strong beak	good eyesight	bald
respected	wilderness	fish	prey

Adapted from: *Revisit, Reflect, Retell*, Heinemann

WORD SORT TEMPLATE

(Grades 6-12)

Adapted from: *Revisit, Reflect, Retell*, Heinemann

Linear Array

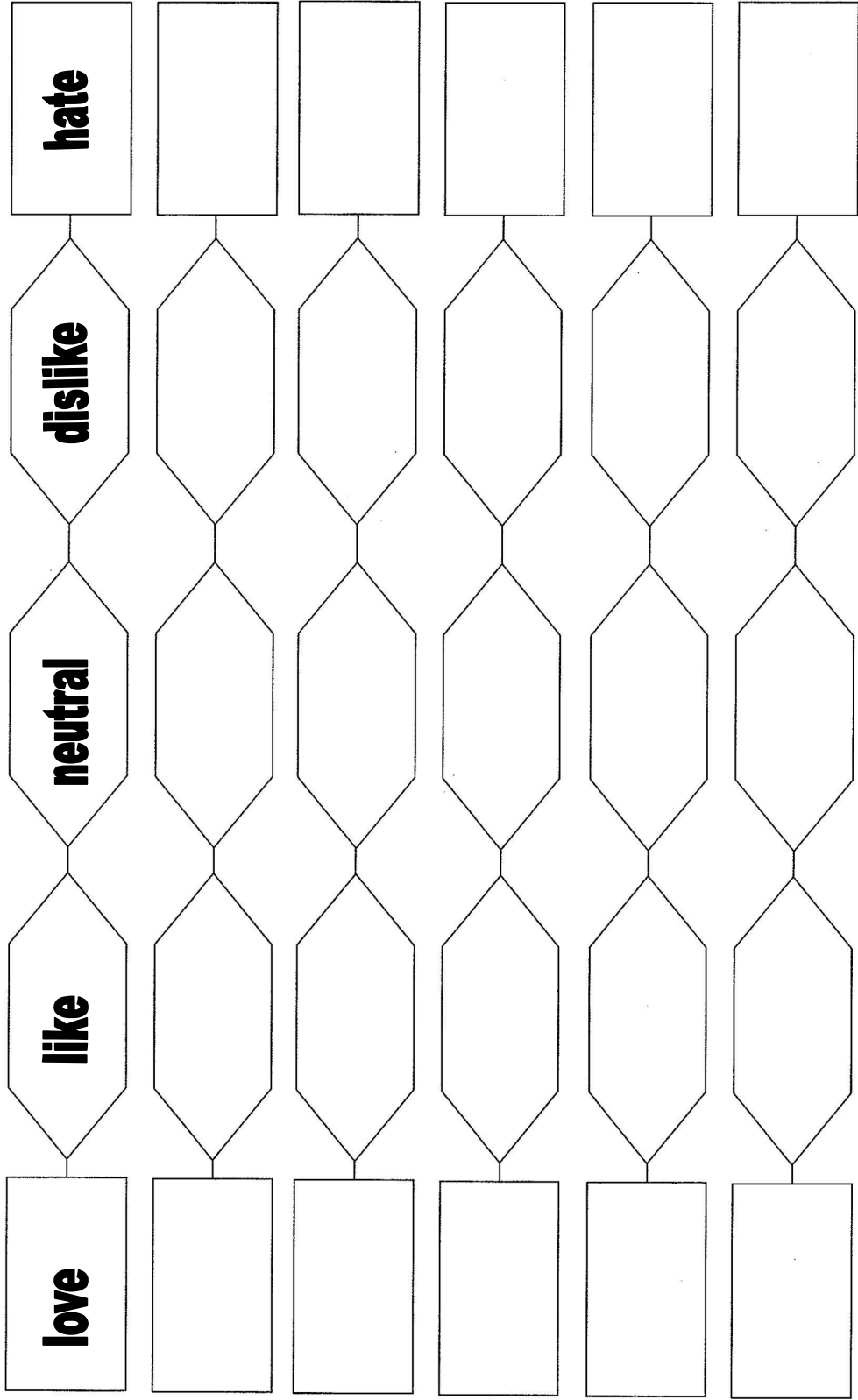
This activity is similar to "Shades of Meaning" found in Reading Strategies for the Content Areas (S.O.S.) #I. It asks students to identify opposites (antonyms) and words that demonstrate gradients of meaning between the opposites. Teachers can select two keywords, or one key word (asking students to brainstorm its opposite).

Antonyms are placed at opposite ends of each row. Students will place other words along the continuum, considering the slight changes in meaning between the antonyms. This activity will help to support dynamic, precise conversations about abstract concepts such as heroism, ethics, importance, love, characteristics of elements, mathematical properties and types of governments, etc.

Linear Array

Name _____ Date _____

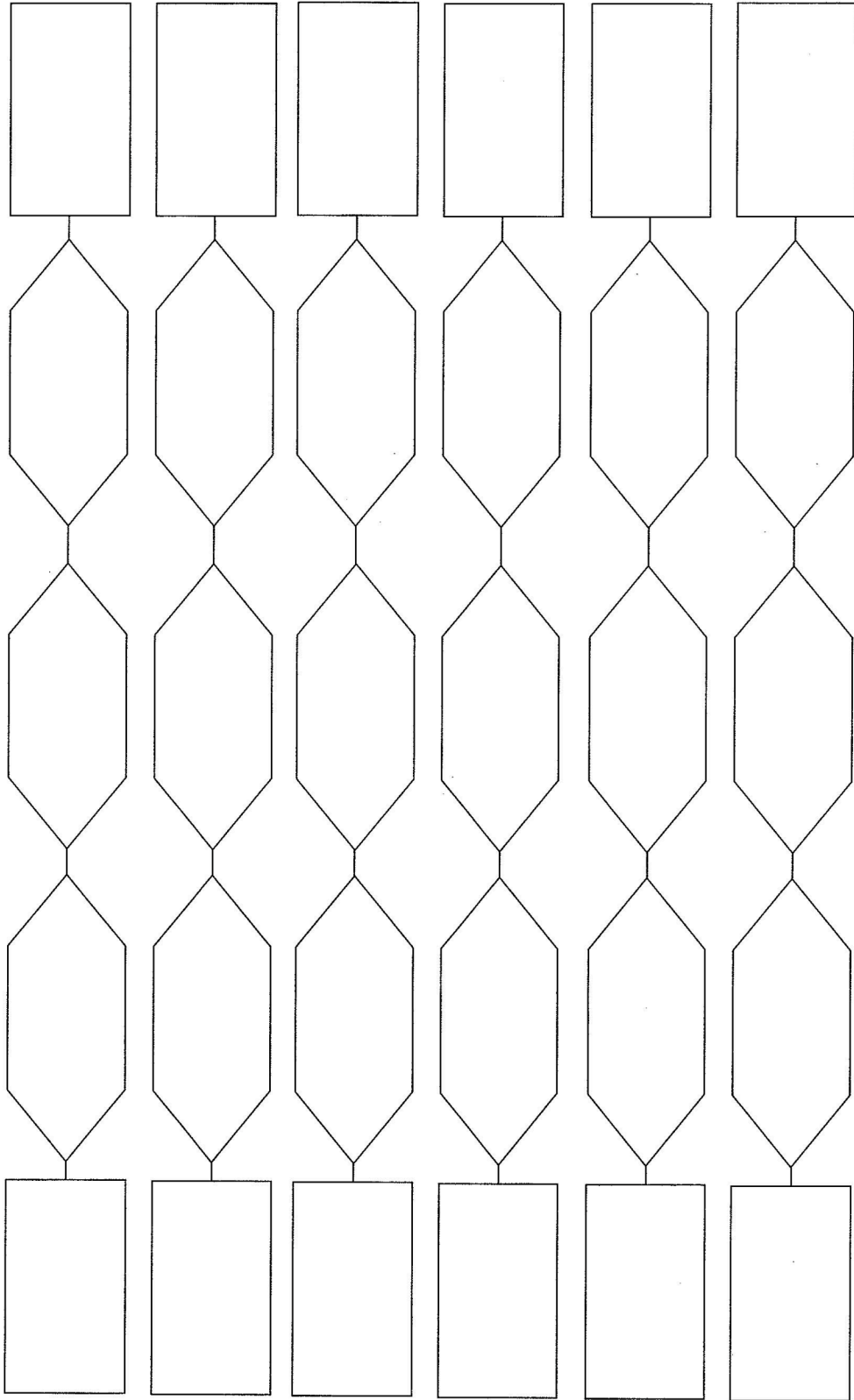
Topic _____ Period _____



Linear Array

Name _____ Date _____

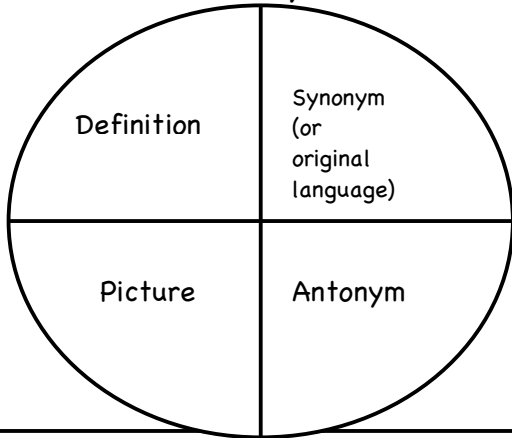
Topic _____ Period _____



Word Pie

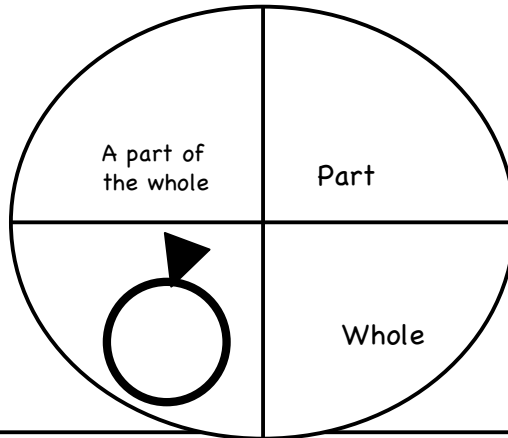
Name: _____

Vocabulary Word

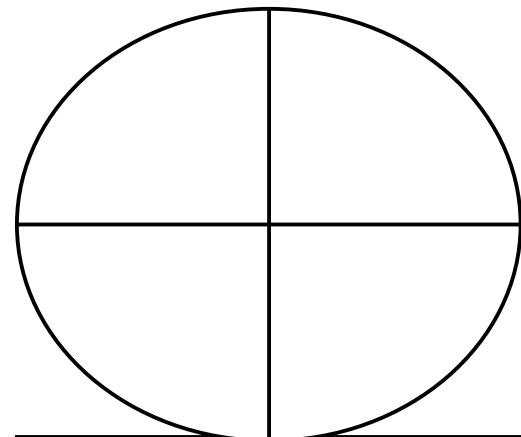
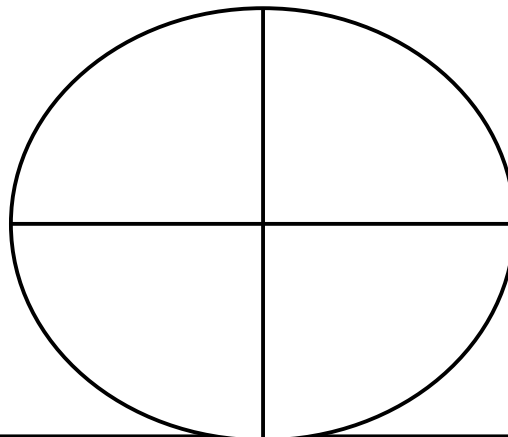
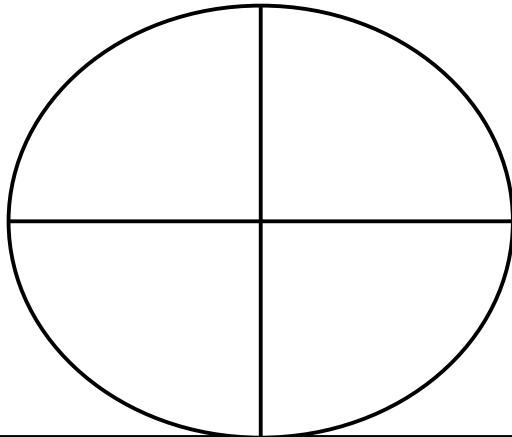
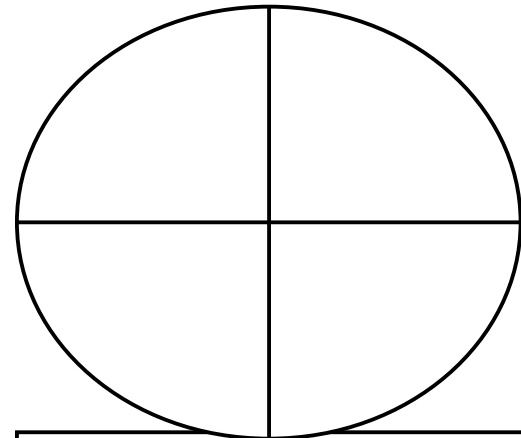


Sentence

Fraction

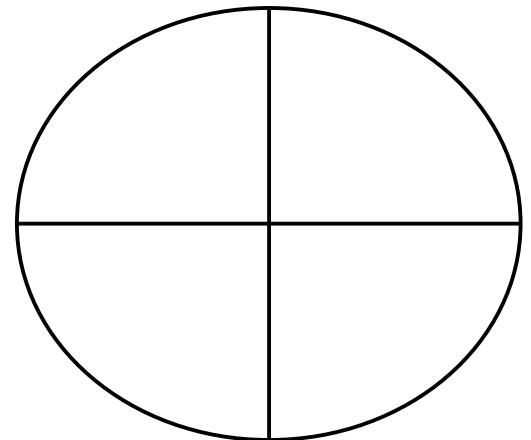
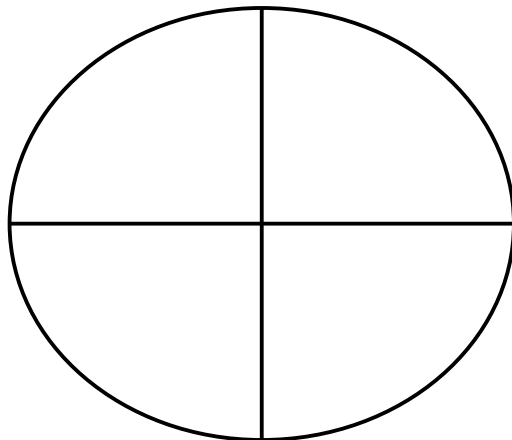
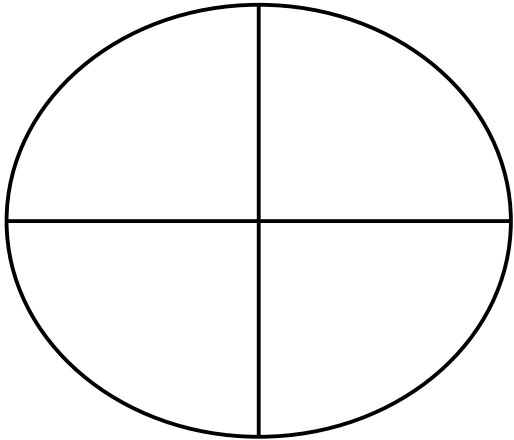
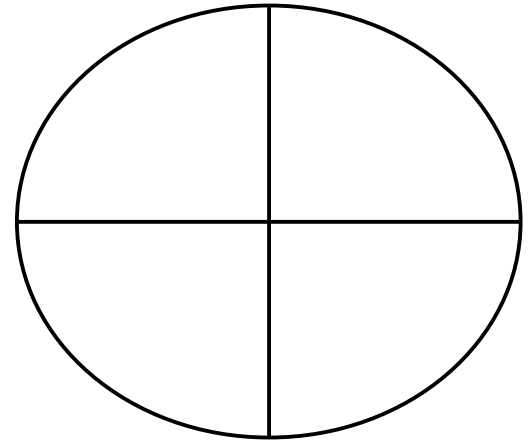
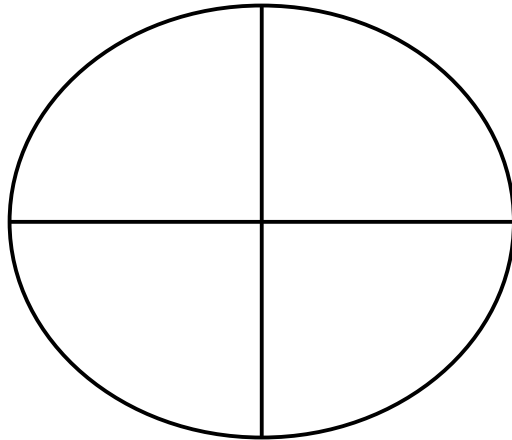
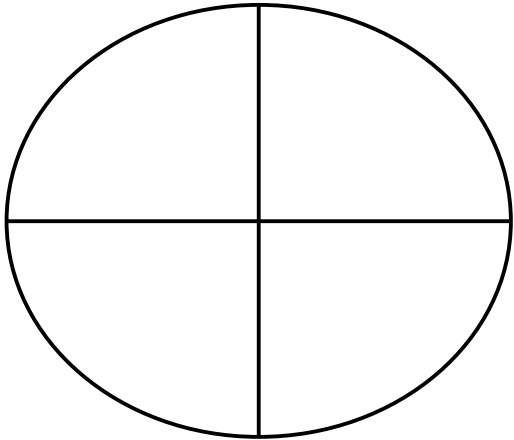


Only a fraction of the pizza was missing.



Word Pie

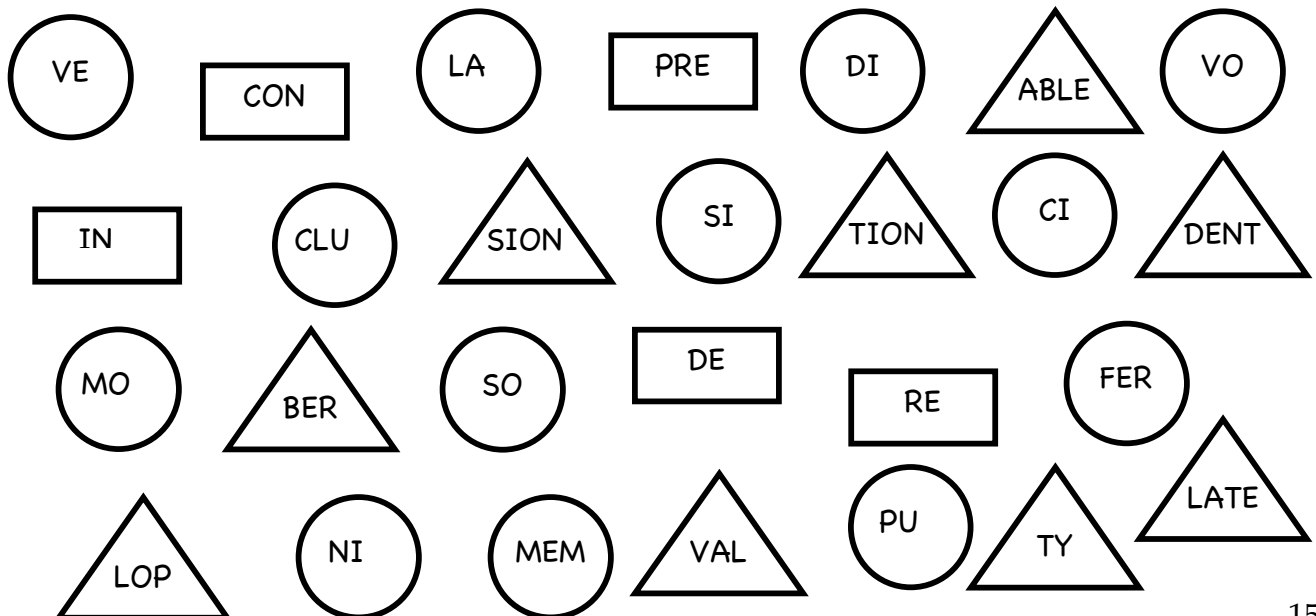
Name: _____



RECTANGLE, CIRCLE AND TRIANGLE GAME

The object of this game is to get as many points as you can by combining the letters in the rectangle, circles and triangles. The letters in the rectangle equal ten (10) points, the circle letters equal one (1) point, and the triangle letters equal five (5) points. First write down the word and next to it write the points. For example, you can make the word city by combining a circle and a triangle, and you'll score six points. Three hundred (300) points are good and three hundred and fifty points (350) are excellent.

1.			11.	
2.			12.	
3.			13.	
4.			14.	
5.			15.	
6.			16.	
7.			17.	
8.			18.	
9.			19.	
10.			20.	



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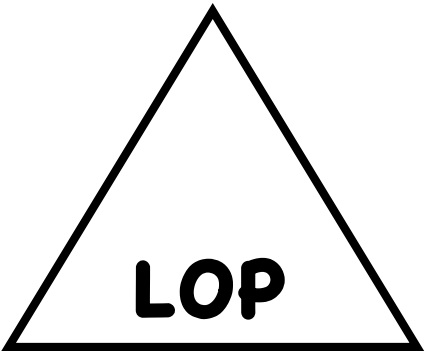
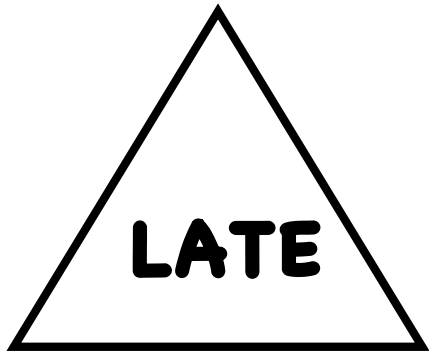
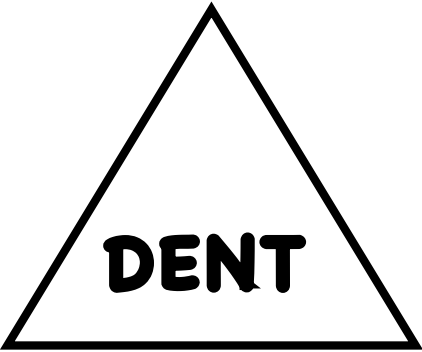
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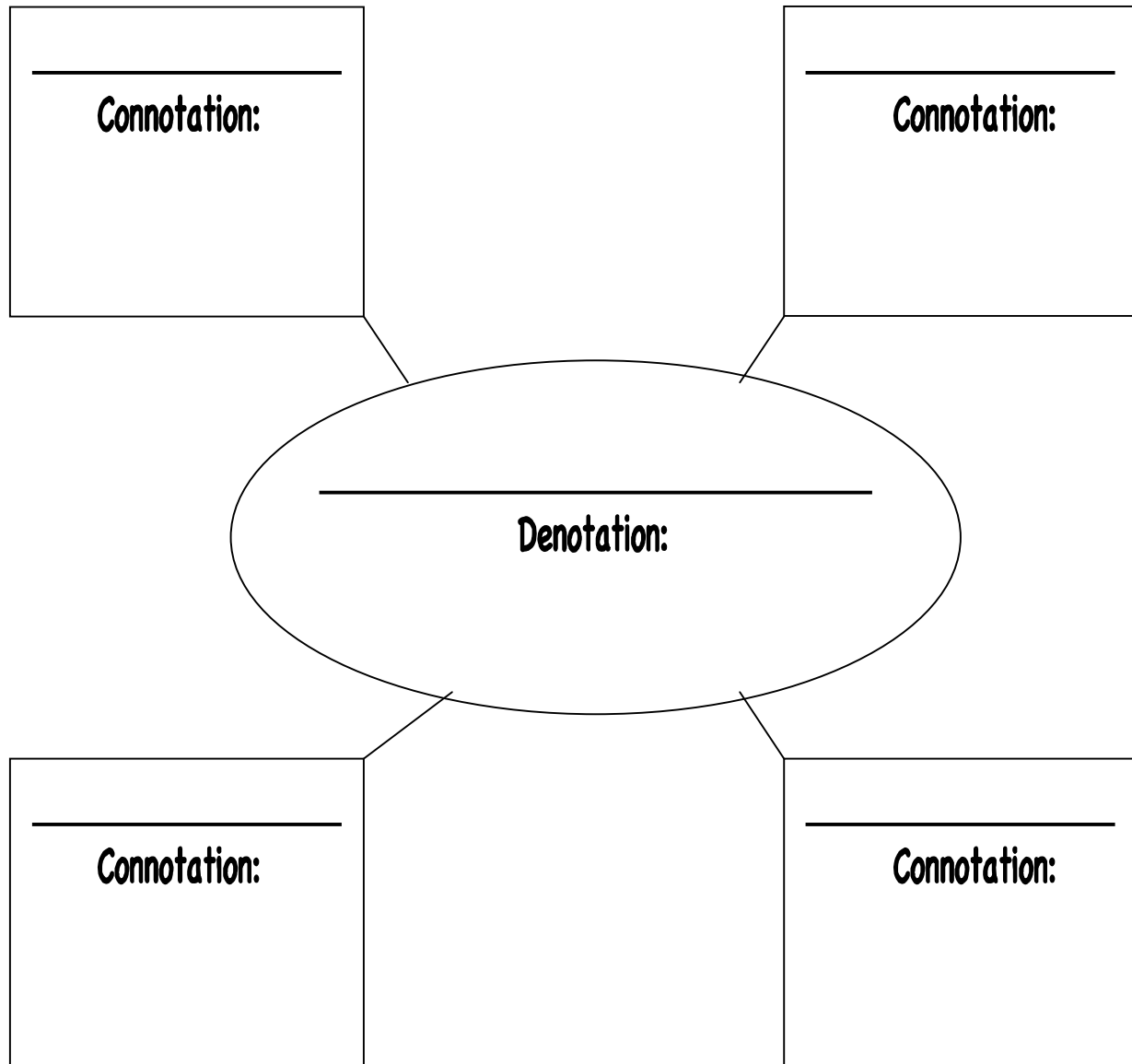
TY



Denotation - vs - Connotation

Directions:

- ▶ Choose a word that may have one obvious definition - but various connotations for different groups of people.
- ▶ Write the word and the denotation in the center of the web.
- ▶ Choose four people or groups for whom the word evokes an emotional response. Indicate the connotation for each of those individuals/groups.



MaryBeth Munroe, Southern Oregon ESD

WORD WALL

PREFIX

RE: do again

return

redo

remake

retake

recount

reopen

FIGURATIVE LANGUAGE

Simile

Red as a ruby

Cheeks as pink
as a sunset

SPELLING RULE

i before e
i before e except after c
Or when sounds like "aye"
As in neighbor or weigh

receive

believe

grief

perceive

SOUND DEVICES

Onomatopoeia

Pop!

Zip!

Pow!

gurgle

clunk

Have pads of Post-its® and colored markers available to encourage student to add to the wall.

WORD WALL

SUFFIX

-CRACY: Rule/government

aristocrac
y

theocracy

democracy

FIGURATIVE LANGUAGE

Simile

"...he stayed
dry as the
grass on the

"...the branches
fell like small
stars to hang
trembling in his
hair..."

SPELLING RULE

i before e
i before e except after c
Or when sounds like "aye"
As in neighbor or weigh

receive

believe

grief

perceive

SOUND DEVICES

Onomatopoeia

Pop!

Zip!

Pow!

gurgle

clunk

Have pads of Post-its® and colored markers available to encourage student to add to the wall.

Using a Thesaurus

▲ Place the target words from your reading in the boxes below.

▲ Use your thesaurus to find 3 synonyms for each target word.

1.

2.

3.

4.

5.

6.

Multiple Meaning Map

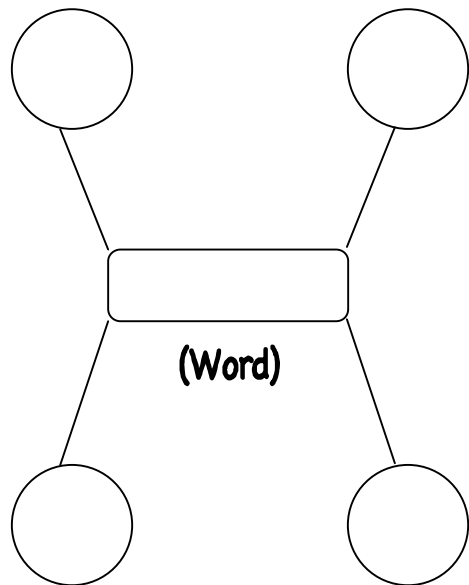
Description:

A multiple meaning map helps students explore words with more than one meaning. It includes various meanings, definitions, examples, and associations. Both pictures and print are used to extend the learner's vocabulary by creating associations and conceptual links.

Procedures:

1. Print a word with multiple meanings in the center rectangle on the template.
2. Ask students for various meanings of the word, and discuss these ideas to help students make connections.
3. Write these words in the circles on the template (adding or deleting circles as needed).
4. Write each word's definition on the line connecting it to the central word.
5. Brainstorm students' associations for each word.
6. Write these ideas around each word, drawing pictures to illustrate concepts.
7. Then have students use dictionaries, thesauruses, textbook glossaries, or other references to find new meanings for the word and add this information to the map.

Multiple Meaning Map



Variations:

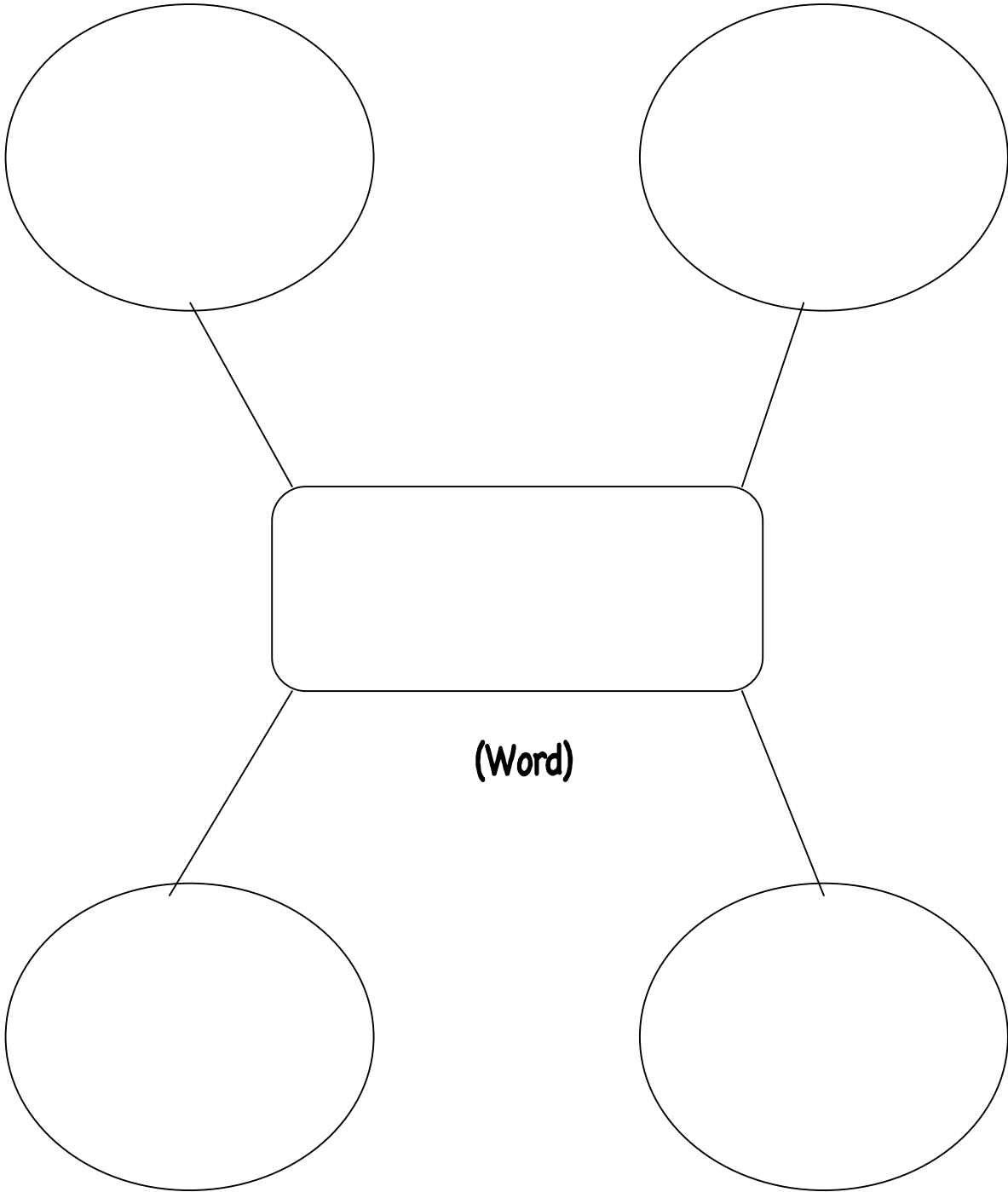
- * Use in science, social studies, health, and math to help students understand that technical words can have multiple meanings.
- * Form small cooperative groups and assign a different word to each group. Then have each group teach its word to the class.
- * With linguistically diverse students, record the various translations (Spanish, Chinese, etc.) as well as the English words.

Note: For ESL learners, these explicit discussions of multiple meanings and connotations are important in helping them acquire conventional English.

Name: _____










Date: _____

Multiple Meaning Map



Understanding the Parts of Books

If the book you have searched for and located in the library is an informational text or reference book, you need to know how to use that book efficiently. It is especially important, for instance, to make full use of the index and special glossaries and tables. Here is a list of book parts and tips to help you get the most out of the nonfiction books you find in the library.

-  The title page is usually the first page in the book. It tells (1) the book's title, (2) the author's name, (3) the publisher's name, and (4) the place of publication.
-  The copyright page follows the title page and gives the year the copyright was issued. When you are looking for up-to-date facts, be sure you use a book with a recent copyright date.
-  A preface, a foreword, or an introduction sometimes follows the copyright page. This part usually tells something about the book and why it was written. It may also include an acknowledgement, or thank-you, to people who helped make the book possible.
-  The table of contents gives the names and page numbers of chapters and sections in the book. Looking through this part will tell you the general topics covered in the text.
-  The body of the book is the main part of the text.
-  An appendix may follow the body. It contains information that supplements the main text – sometimes maps, charts, tables, copies of letters, official documents, or other special information.
-  Some books also contain a glossary (mini-dictionary) of special terms that are used throughout the book. Whenever you don't understand a term, look it up in the glossary.
-  If a book has a bibliography, a list of other books and articles about the same subject, you may use it to find more information.
-  Finally, you will find the index. This is an alphabetical listing of all the important topics covered in the book.

Note: The index is probably the most useful part of a reference book. It tells you, first, whether the book contains the information you need and, second, on which page you'll find it.

Know Your Text

Title Page:

1. Title of Book _____
2. Author _____
3. Publisher _____
4. Copyright Date _____



Table of Contents:

5. On what page does the Table of Contents start? _____
6. What are the main divisions of the book called? (circle all that apply)
Units Chapters Sections Lessons Parts
7. How many of the following are there?
Units _____ Chapters _____
8. What is the title of the second unit? _____
9. What is the title of Chapter 5? _____
10. On what page does Part 3 start? _____
11. Name two ways the Table of Contents can help you as a reader.

Text Features:

12. How does the author make specific vocabulary stand out? (circle all that apply)
boldface italic color
13. Does the author use titles and/or subtitles within this division of the text?
How are they made to stand out? _____

14. What other text features are used? _____

Appendix/Reference:

15. Name two things you will find in this section. _____

Index:

16. How is the index organized? _____
17. On which page does the index start? _____

Exploring Text Features

Overview:

This mini lesson explores various text features found in informational text.

Step-By-Step:

- * Gather samples of informational text including newspapers, brochures, maps, menus, newsletters, voter's pamphlet, etc.
- * Place one of each sample in a plastic bag — creating a set for each group of 4-5 students in class.
- * Have each group examine the samples one at a time to determine the text features it includes.

Examples: bold words, underlines, table of contents, headings, graphs, charts, photos, and captions.

- * Each group should fill out the Text Chart indicating their findings.
- * Discuss with students how text features help them understand informational text.

Text Read	Text Features
1.	
2.	
3.	
4.	
5.	

Adapted from: SNAPSHOTS Literacy Minilessons Up Close, Linda Hoyt, Heinemann

Features of Informational Text

Print Features

- ♦Font
- ♦Bold print
- ♦Colored print
- ♦Punctuation
- ♦All caps
- ♦Bullets
- ♦Titles
- ♦Headings
- ♦Subheadings
- ♦Italics
- ♦Labels
- ♦Captions
- ♦Underlined (print)

Visual Graphics

- ♦Diagrams
- ♦Sketches
- ♦Graphs
- ♦Maps
- ♦Charts
- ♦Tables
- ♦Cross-sections
- ♦Timelines
- ♦Figures

Organizational Aids

- ♦Table of contents
- ♦Index
- ♦Glossary
- ♦Preface
- ♦Pronunciation guide
- ♦Appendix

Illustrations

- ♦Colored photographs
- ♦Colored drawings
- ♦Black / white photos
- ♦Black / white drawings
- ♦Labeled drawings
- ♦Enlarged photographs
- ♦Acrylic, watercolor, oil paintings

Others:

Text Feature Chart

Text Read	Text Features
1.	
2.	
3.	
4.	
5.	

"Feature" Story

"Feature" Story is an activity that helps students use text features to establish a context and purpose for reading.

HOW TO USE:

- ☞ Provide a description of the text students are using. Identify key parts of the book, where they are located, what the purpose is for each, and how students can use the cues and clues to better understand their reading.
- ☞ Next, provide students with a copy of "Feature" Story and direct them to find specific examples within the text, noting the page number. Ask them to develop a question that their peers could answer that would help them understand the importance of the feature.
- ☞ Allow the entire class to discuss examples or the completed "feature" story, or have students exchange papers and answer the questions developed by their peers.

TIPS/VARIATIONS:

- ☞ Use this tool as you introduce your text to the students, or consider using it at the beginning of a new unit to connect prior knowledge and predict the intended learning.
- ☞ Create your own completed third column of the "Feature" story for a unit or text and then have students (working in pairs or small groups) complete a scavenger hunt with the book, noting the page number of the correct answer. Your questions could introduce the information to be learned in the unit and make your students better users of the printed material.
- ☞ Add additional text features that are unique or important to the assigned reading. Eliminate those that do not apply.

"Feature" Story

Directions: Identify a page number on which you find the identified text feature. Develop a question that your peers could answer that would help them understand the importance of this feature. The first one has been completed for you.

Text Feature	Page(s)	Question from the Text
Unit Title	65	What will be the main concept or topic of this unit?
Heading		
Subheading		
Italics		
Boldface		
Chart		
Graph		
Picture		
Maps		
Time Line		
Table of Content		
Glossary		

Your teacher has identified the key features in this reading

Create a question that will increase your peers' knowledge of this reading assignment. Remember that your goal is to help use the text features to increase our learning.

Identify the page number on which the information can be found.

"Feature" Story

Directions: Identify a page number on which you find the identified text feature. Develop a question that your peers could answer that would help them understand the importance of this feature. The first one has been completed for you.

Text Feature	Page(s)	Question from the Text
Unit Title	65	What will be the main concept or topic of this unit?
Heading	68	What will be the focus of the reading under this heading?
Subheading	69	What is a supportive point this subheading makes for the heading on page 68?
Italics	73	What is significant about the italicized word "geothermal?"
Boldface	78	What significance do the three bold-faced words have on page 78?
Chart	8	How does the chart's title relate to this unit of study?
Graph	83	What do the x axis and the y axis of this chart indicate?
Picture	87	Explain the picture's relationship to the Unit Title or one of the headings in this unit.
Maps	94	How does the map on page 94 help us better understand this unit?
Time Line	65	Based on the time line of information, what can you predict for the next 15 years?
Table of Content	xii	Identify three units that you believe will develop our understanding of "geothermal."
Glossary	356	Define "geothermal."

ASCD - Reading Strategies for the Content Areas

"Feature" Story

Directions: Identify a page number on which you find the identified text feature. Develop a question that your peers could answer that would help them understand the importance of this feature. The first one has been completed for you.

Text Feature	Page(s)	Question from the Text
Unit Title		
Heading		
Subheading		
Italics		
Boldface		
Chart		
Graph		
Picture		
Maps		
Time Line		
Table of Content		
Glossary		

ASCD - Reading Strategies for the Content Areas

Informational Text Structures

Chronological/ Sequential

- * A series of events or steps in a process being described
- * Prompts: What sequence of events or process is being described? What are the major steps? In what order are the steps presented?
- * Example: "Trouble had been brewing for more than 10 years. In 1763 Britain defeated France in the French and Indian War. Britain then tried to tighten control over its 13 American colonies."

Compare/Contrast

- * Shows similarities and differences between topics, events, people, things, etc. How are the items alike? In what ways are they different?
- * Prompts: What is being compared? What characteristics do they have in common?
- * Example: "The Cheetah can run 70 mph. In the 1996 Olympic Games, Michael Johnson set a world record when he ran 200 meters in 19.32 seconds. That is 23 mph."

Cause and Effect

- * Tells the result of an event or occurrence and the reasons it happened
- * Prompts: What outcome, process, or result is being explained? What are the results of what occurred? What are the causes for what happened?
- * Example: "As the left plate slides down into the earth, it enters the hot mantle. Rocks in the sliding plate begin to melt, and they form magma."

Description

- * Provides information, such as facts, characteristics, and attributes about a subject, event, person or concept.
- * Prompts: What is being described? What are the most important characteristics? Why is this description important?
- * Example: "The dinosaurs were four to eight feet long, about the size of kangaroos. They had small heads and long necks, and they walked on two or four legs."

Problem and Solution

- * Describes a problem and presents one or more solutions to that problem
- * Prompts: What problem is being explored? What solution or solutions are being proposed?
- * Example: "Environmentalists are battling to save remaining native plant species. Scientists and private citizens are attempting to preserve 4,000 acres on the island of Hawaii by fencing them off against alien invader species"

Adapted from: Teaching Students to Read Nonfiction, (Scholastic) and the work of Linda Cornwell (Scholastic)

Common Text Structure Types

Have students preview text looking for these types of signal words to determine structure type. Teach students to map information which match structure type, e.g., Venn diagram for chronological order, flow chart for problem solution, etc.

Signal Words

Cause/Effect

because
 since
 consequently
 this led to so
 that
 nevertheless
 accordingly
 because of
 as a result of
 in order to
 may be due to
 effects of
 for this reason
 if...then

Compare /Contrast

different from
 same as
 similar to
 as opposed to
 instead of
 although
 however
 compared with as
 well as
 either..or
 but
 on the other hand also
 unless
 not only...but
 also
 yet

Description

for instance
 for example
 such as
 to illustrate
 most important
 in addition
 another
 furthermore
 first
 second, etc...
 to begin with

Problem/Solution

problem
 the question is
 a solution
 one answer is

Sequence/Chronological Order

first	when
second	finally
next	preceding
then	following
initially	on (date)
before	not long after
after	

Adapted from: Irvin, Judith L. *Strategies to Improve Reading In the Content Areas*, Florida State University

Predicting Information Text

Materials

A high-interest informational text that has headings, subsections, or other context clues students can use to make predictions.

Procedure

- ◆ Have students fold a piece of paper down the middle lengthwise to make two columns; ask them to write **"Information"** at the top of the left-hand column and **"Prediction"** at the top of the right-hand column.
- ◆ Tell students you will be giving them pieces of information about an article they will be reading and they will use these details to predict what the article will address next. (Do not give them the article yet!)
- ◆ Ask students to write the title of the text in the **Information** column.
- ◆ Ask them to write a prediction about the article's content in the **Prediction** column - based only on the title.
- ◆ Ask several students to volunteer and share their ideas with the class. Write them on the board or overhead, starting a chart for everyone to see.
- ◆ In the **Information** column, have students write the subtitle or first heading and then, in the, **Prediction** column, have them make another prediction about the articles content.
- ◆ Ask a few students to volunteer their answers while you continue to fill out the chart on the board.
- ◆ Repeat this process for other subtitles, major headings, pictures, and any text features in the article.
- ◆ Pass out the article and read it with the class to see how their predictions hold up.

Refer to the chart on the board and ask students if the early predictions make sense in light of the information they received. When a prediction no longer makes sense, cross it off the chart and tell the students to abandon the idea

Information	Prediction

Adapted from: *Reading For Understanding*, Jossey-Bass Publisher

Model Your Thinking

When we infer, our brain talks back to the print:

- From the title I predict...
- In this part I bet...
- I wonder why...
- This is what I think...
- Here's my idea about what's going on...
- After reading these facts I think...
- Here's the answer to my prediction...
- Now I get what's going on. Here are the clues I put together...
- These words paint this picture in my head...

Prediction Activities

Informational Text

The following activities can improve student's ability to predict.

- Look at the pictures in a text and predict the outcome.
- Look at pictures illustrating a reading passage that has not been read yet, and arrange the pictures in a predicted order.
- Given multiple choices, indicate what is likely to happen next in a passage.
- Stop in the middle of reading and tell what is likely to happen next.
- Compare a current event to a previous one in history and predict what might happen as a result of present conditions.
- Before beginning a science activity, discuss what is likely to happen.
- Review plans the class is making in terms of expected outcomes.
- Predict the weather and give reasons for the prediction. Later check what weather conditions existed.
- After reading a news report, predict what will happen and later check to see if the prediction was correct.

Prediction Chart

Question	Prediction	Clues

Adapted from: Reading Support and Test Preparation, Harcourt Brace School Publishers

SQ3R (Survey, Question, Read, Recite, Review)

What is it?

SQ3R (Robinson, 1961) is a versatile study strategy because it engages students during each phase of the reading process.

Students preview the text material to develop predictions and to set a purpose for reading by generating questions about the topic; they read actively, searching for answers to those questions; they monitor their comprehension as they summarize; and they evaluate their comprehension through review activities.

How to use it:

Provide students with a copy of the following instructions. Model how you would respond to each set of questions or tasks. Assign a text passage to be read and have students practice the strategy in pairs or small groups. When it's clear that they understand each phase of the strategy, assign additional passages to be read, but have students work individually on the strategy.

1. Survey what you are about to read.
 - * Think about the title: What do I know about this subject? What do I want to know?
 - * Glance over headings and/or skim the first sentences of paragraphs.
 - * Look at illustrations and graphic aids.
 - * Read the first paragraph.
 - * Read the last paragraph or summary.
2. Question.
 - * Turn the title into a question- This becomes the major purpose for your reading.
 - * Write down any questions that come to mind during the survey.
 - * Turn headings into questions.
 - * Turn subheadings, illustrations, and graphic aids into questions.
 - * Write down unfamiliar vocabulary and determine the meaning.
3. Read actively.
 - * Read to search for answers to questions.
 - * Respond to questions and use context clues for unfamiliar

words.

- * React to unclear passages, confusing terms, and questionable statements by generating additional questions.

4. Recite.

- * Look away from the answers and the book to recall what was read.
- * Recite answers to questions aloud or in writing.
- * Reread text for unanswered questions.

5. Review.

- * Answer the major purpose questions.
- * Look over answers and all parts of the chapter to organize information.
- * Summarize the information learned by creating a graphic organizer that depicts the main ideas, by drawing a flow chart, by writing a summary, by participating in a group discussion, or by writing an explanation of how this material has changed your perceptions or applies to your life.



SQ3R**Survey! Question! Read! Recite! Review!**

<p>Before you read: <u>Survey the Chapter</u></p>	<p>Start at the beginning of the selection and survey by reading:</p> <ul style="list-style-type: none"> • Introduction, author's information, Before you Read Section. • The chapter title, headings, and subheadings. • Captions under pictures. Examine charts, graphs, maps and titles of all graphics. • Concluding paragraph. • Questions at the end of the chapter.
<p>While you survey: <u>Question</u></p>	<p>While surveying the selection:</p> <ul style="list-style-type: none"> • Orally turn the title, headings and subheadings into questions. • Ask yourself, "What do I already know about this subject?" • Predict what this selection will be about or tell about.
<p>When you read: <u>Read</u></p>	<p>Begin reading the selection:</p> <ol style="list-style-type: none"> 1. Restate your questions from the title, headings and subheadings. 2. Write questions (Cornell notes, foldable, outline, etc.). 3. Read a paragraph or short section of text. 4. Answer your section questions (Cornell notes, foldable, outline). 5. Note all underlined, italicized, bold printed words or phrases. 6. Reread captions under pictures, graphs, charts, graphic aids. 7. Reduce your reading speed for difficult passages. 8. Stop and reread parts that are not clear.
<p>After you read a section: <u>Recite Questions and Answers</u></p>	<p>Read only a section at a time and recite after each section.</p> <ul style="list-style-type: none"> • Recite questions and answers you have written. • Orally ask yourself questions about what you have read and/or summarize in your own words. • Underline/highlight important points in your notes. • Recite by seeing, saying, hearing, writing!!!
<p>After you finish all reading: <u>Review</u></p>	<p>Review what you have read several times.</p> <p>First Review (day one?)</p> <ul style="list-style-type: none"> • after reading, write questions about points that are unclear • cover questions and try to answer questions, make flashcards, ?? <p>Second Review (day two?)</p> <ul style="list-style-type: none"> • page through the text reviewing all graphics, charts, etc. • skim notes <p>Third Review (day 3?)</p> <ul style="list-style-type: none"> • Using text & notes create a table of contents. List topics and subtopics with information you need to know. • Create a graphic organizer or spatial map of information <p>Periodic Review</p> <ul style="list-style-type: none"> • Review all information periodically so that information is retained.

Who's On First

A great "Wild Card" to use with students is "Who's On First?" This tool can be created into an electronic database format or be used in a paper and pencil form. At six different times during the reading (in the dugout, up to bat, at first base, at second base, at third base, and at home plate) students respond to specific prompts (COMPREHENSION MONITORING) provided by the teacher to monitor their evolving understanding of the text. Copy and enlarge the blackline master onto an 11" by 17" piece of paper, or simply have students construct a baseball diamond onto the paper (USING A GRAPHIC ORGANIZER TO MONITOR COMPREHENSION).

Begin by explaining the elements of a baseball diamond and how the class will use it to track their comprehension of the text as they go. Remind students that they will start in the dugout, where all players begin the game and end up, after making all of the bases, at home plate to summarize what we would learn.

Ask students to record their responses in the appropriate boxes as follows:

In the dugout:	Record what you know/think you know about the author or topic of the reading (TAP PRIOR KNOWLEDGE).
Up to bat:	Make a prediction about what the reading is about or about what you think will be happening (FORCASTING)
On 1 st base:	About $\frac{1}{4}$ of the way through the reading, respond to a prompt—possibly about the characters. (QUESTION ANSWERING).
On 2 nd base:	About $\frac{1}{2}$ of the way through the reading, respond to a prompt—possibly about the setting (QUESTION ANSWERING).
On 3 rd base:	About $\frac{3}{4}$ of the way through the reading, respond to a prompt—possibly about the plot (QUESTION ANSWERING).
Coming Home:	At the end of the reading, wrap up your understanding in the middle of the diamond (SUMMARIZE).

And, by the way, have students use the area labeled "the stands" to record any vocabulary they are unfamiliar with or any phrase or statement for which they have confusion.

After completing each prompt, ask if anyone recorded something in the stands and discuss them to clear up confusion. Then at each stop, discuss student responses as a class.

