# Reading Strategies
# For
# Content Areas
## Part I

**Before Reading**

# Table of Contents

# Questions to Promote Metacomprehension
**(Use "Think-alouds" and reflections to promote student use of the process of metacomprehension)**

## Before Reading Questions

- Preview the passage. What do you think it will be about?
- What are some things you already know about the topic?
- What are your reading goals? What do you hope to learn from reading this passage?
- What is your purpose for reading? What will you be required to do with what you learn from reading? (Take a quiz or multiple choice test? Complete a performance activity? Write an evaluative essay?) How will this affect the way you will read the passage?
- What strategies could you use as you read the passage to help you understand what you are reading?
- How will you know you understand the message intended by the author?

# READING BEHAVIORS BEFORE READING

| Effective Behaviors (+) | Ineffective Behaviors (-) |
|---|---|
| * Previews | * Starts reading without thinking about subject |
| * Builds background | * No previewing |
| * Sets purposes | * Does not know purpose for reading |
| * Thinks about key words | * Mind wanders |
| * Focuses complete attention on reading | |

# ANTICIPATION GUIDE

Anticipation guides can be used to activate and assess students' prior knowledge, to focus reading, and to motivate reluctant readers by stimulating their interest in the topic. Because the guide revolves around the text's most important concepts, students are prepared to focus on and pay attention to read closely in order to search for evidence that supports answers and predictions. Consequently, these guides promote active reading and critical thinking. Anticipation guides are especially useful in identifying any misperceptions students have so that the teacher can correct these prior to reading.

## How to use:

1. Identify the major concepts that you want students to learn from reading.
2. Determine ways these concepts might support or challenge the students' beliefs.
3. Create four to six statements that support or challenge the students' beliefs and experiences about the topic under study. Do not write simple, literal statements that can be easily answered.
4. Share the guide with students. Ask the students to react to each statement, formulate a response to it, and be prepared to defend their opinions.
5. Discuss each statement with the class. Ask how many students agreed or disagreed with each statement. Ask one student from each side of the issue to explain his/her response.
6. Have students read the selection with the purpose of finding evidence that supports or disconfirms their responses on the guide.
7. After students finish reading the selection, have them confirm their original responses, revise them, or decide what additional information is needed. Students may be encouraged to rewrite any statement that is not true in a way that makes it true.
8. Lead a discussion on what students learned from their reading.

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**Anticipation Guide**
(Elementary Science Unit on the Heart)

Directions: In the column labeled *me*, place a check next to any statement with which you agree. After reading the text, compare your opinions on those statements with information contained in the text.

| Me | Text | |
|---|---|---|
| _____ | _____ | 1. Your heart is the size of your fist. |
| _____ | _____ | 2. The heart is divided into six (6) sections. |
| _____ | _____ | 3. The heart rate is the same as the pulse rate. |
| _____ | _____ | 4. The heart is a muscle. |
| _____ | _____ | 5. The heart pumps blood to the lungs before it pumps blood to the rest of the body. |

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# ANTICIPATION GUIDE

### (Language Arts Example)

## *Animal Farm*

Directions:  In the column labeled *me*, place a check next to any statement with which you tend to agree.  Be prepared to defend and support your opinions with specific examples. After reading *Animal Farm*, place a check next to those statements with which you think George Orwell would agree.


Me          George Orwell


\_\_\_\_\_          \_\_\_\_\_          It is a good idea to be distrustful of political leaders.

\_\_\_\_\_          \_\_\_\_\_          Those who work harder than others should be paid more.

\_\_\_\_\_          \_\_\_\_\_          When someone is unable to work, she/he should be supported by the government.

\_\_\_\_\_          \_\_\_\_\_          People are generally motivated by self-interest.

\_\_\_\_\_          \_\_\_\_\_          Power eventually corrupts those who have it.

# Anticipation/Reaction Guide
## Basic Principles of Heredity

| T = True | F = False | ? = Don't Know! |
|---|---|---|

| before reading | after reading | How heredity works… |
|---|---|---|
| | | 1. Physical traits are determined by genes passed on to you from your mother's side. |
| My notes from the article ⟶ | | **Pg. #** |
| | | 2. Scientists first learned about how traits are inherited by studying peas. |
| My notes from the article ⟶ | | **Pg. #** |
| | | 3. It could take two generations before an inherited trait shows up in the offspring. |
| My notes from the article ⟶ | | **Pg. #** |
| | | 4. A tall gene combined with a short gene could produce a tall plant. |
| My notes from the article ⟶ | | **Pg. #** |
| | | 5. A guinea pig with white fur can be born to parents who both have black fur. |
| My notes from the article ⟶ | | **Pg. #** |
| | | 6. Only one gene from a pair is passed along to you from each parent. |
| My notes from the article ⟶ | | **Pg. #** |

# Anticipation Guide

**Topic:** _____

**Directions:** In the column labeled *me*, place a check ✓ next to any statement with which you tend to agree. Be prepared to defend and support your opinions with specific examples.

After reading the text, compare your opinions of the statements with those of the author. At that time, place a check next to the statements with which the author would agree.

| Me | Author | | Statements |
|---|---|---|---|
| _____ | _____ | 1. | _____ |
| _____ | _____ | 2. | _____ |
| _____ | _____ | 3. | _____ |
| _____ | _____ | 4. | _____ |
| _____ | _____ | 5. | _____ |

# Anticipation Guide

**Topic:** _____

**Directions:** In the column labeled *me*, place a check ✓ next to any statement with which you tend to agree. Be prepared to defend and support your opinions with specific examples.

After reading the text, compare your opinions of the statements with those of the author. At that time, place a check next to the statements with which the author would agree.

| Me | Author | | Statements |
|---|---|---|---|
| _____ | _____ | 1. | _____ |
| _____ | _____ | 2. | _____ |
| _____ | _____ | 3. | _____ |
| _____ | _____ | 4. | _____ |
| _____ | _____ | 5. | _____ |

# Anticipation Guide (+ Why)

## Procedure

1. Identify major concepts in the reading or lesson.
2. Create statements that question certain notions, beliefs, or opinions or that may challenge what students already know. Write your questions or statements in the numbered boxes and then make a copy for each student.
3. Hand out the guide and briefly explain the statements. Have students mark their responses of agreement or disagreement in the "Before Reading" column.
4. Have students give reasons for their opinions by answering the "Why?" question on the left under each statement. Groups or partners can discuss their thinking.
5. Have students read the text. During reading, the students can refer to the guide and take notes.
6. After reading or other follow-up activities, have students mark the "After Reading" column and fill in the "Why?" section on the right under each statement.
7. Conduct a discussion comparing the before and after results. Your discussion should refer to evidence in the text and should cover students' reasons for changes in their before and after answers.

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**Anticipation Guide for a Text on Computers**

A = Agree strongly    a = Agree somewhat    d = Disagree somewhat   D = Disagree strong

**Before Reading**                                                    **After Reading**

_____    1.    | Computers are better teachers than humans. |    _____

         Why?             Why?

_____    2.    | In the future, computers will wage war on us. |    _____

         Why?             Why?

_____    3.    | Life would be easier without computers. |    _____

         Why?             Why?

_____    4.    | A computer would make a good president. |    _____

         Why?             Why?

# Revised Extended Anticipation Guide
## Mountains

### Part 1:

Directions: Before you read your class assignment, read each statement in Part 1. If you believe that a statement is true, place a check in the *Agree* column. If you believe that a statement is false, place a check in the *Disagree* column. Be ready to explain your choices.

**Agree**    **Disagree**

☐    ☐    1.  Young mountains have sharper peaks than old mountains.

☐    ☐    2.  Folded mountains form when continents collide.

☐    ☐    3.  Fault-block mountains form when magma pushes up the Earth's crust.

☐    ☐    4.  There are four major mountain belts on the Earth.

☐    ☐    5.  Narrow valleys are found in mature mountains.

### Part 2:

Directions: Now you will read information related to each of the statements in Part 1. If the information supports your choices above, place a check in the *Yes* column in Part 2. Then write what the text says in your own words in column A, under *Why is my choice correct?* If the information does not support your choices, place a check in the *No* column. Then write what the text says in your own words in column B, under *Why is my choice incorrect?*

| *Support in text for my choice* | | (A) | (B) |
|---|---|---|---|
| **Yes** | **No** | Why is my choice correct? | Why is my choice incorrec |
| 1. ☐ | ☐ | _____ | _____ |
| 2. ☐ | ☐ | _____ | _____ |
| 3. ☐ | ☐ | _____ | _____ |
| 4. ☐ | ☐ | _____ | _____ |
| 5. ☐ | ☐ | _____ | _____ |

# K-W-L Worksheet

| K<br>**What we know** | W<br>**What we want to find out** | L<br>**What we learned and still need to learn** |
|---|---|---|
|  |  |  |

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

# K-W-L-S Chart

| K<br>What I know | W<br>What I want to find out | L<br>What I learned | S<br>What I still want to learn |
|---|---|---|---|
|  |  |  |  |

# K-W-H-L Chart

| K<br>What I know | W<br>What I want to find out | H<br>How I will learn | L<br>What I learned |
|---|---|---|---|
|  |  |  |  |

# KWHL+

- Complete the KWH about a topic
  (H = <u>How</u> to learn answers)

- Read, view, listen

- Complete the L Column

- Revisit the H Column

- Plus = mapping and summarizing

# KWHL+

- Complete the KWH about a topic
  (H = <u>How</u> to learn answers)

- Read, view, listen

- Complete the L Column

- Revisit the H Column

- Plus = mapping and summarizing

| K | W | H | L | + |
|---|---|---|---|---|
| What we know | What we want to find out | How we find info | What we learned | Create/Complete a graphic organizer |
|  |  |  |  |  |

# Directed Reading/Thinking Activity

**Description**: Directed Reading-Thinking Activity (DRTA) is an instructional strategy designed to increase students' comprehension of reading material. DRTA allows students to actively seek an understanding of the selection by using prior knowledge and/or visual clues to anticipate content, then reading the text to confirm or reject predictions. This creates a purpose for reading, as students seek to answer their own questions or predictions.

## Process:
- Use whole group instruction, pairs, or cooperative groups. Model with the whole group several times if the class is inexperienced with the strategy.
- Brainstorm with students (or have students brainstorm in groups) a list of what they think the selection will be about. Generate a list of possibilities, predictions, or questions that students want to have answered.
- After reading a segment, discuss (or have students discuss in groups) what they have discovered regarding their initial questions and predictions. Students must substantiate their statements by citing evidence from the text.
- Students circle or check correct predictions and cross-out or erase incorrect predictions. Identify which predictions remain inconclusive (without adequate evidence to support them, as yet).
- Repeat the cycle of Predict-Read-Confirm/Reject throughout the selection.

## Variations may include the following:
a) Students individually write their predictions in a double-entry journal.
b) Students discuss or draw part of the predictions.
c) Set up the model for DRTA as students might in a Science class: State Hypothesis (predict), Gather Data (supporting evidence), and Reach Conclusions (confirm/reject predictions based on the data). When reading literature, this variation is particularly effective when a major conflict has appeared in a story, and students use the model to make guesses about the outcome. In groups, students can gather evidence to support, refute, or revise their predictions and share evidence with the class.

-- Ann Jaramillo and Kelly Smith
from Salinas Union High School District

# DRTA Prediction Log

Text Title/Author/Chapter:

| Prediction/Hypothesis | Textual Evidence |
| --- | --- |
|  |  |

# DRTA Prediction Log

| Hypothesis/Prediction | Confirmed? Rejected? Inconclusive? | Evidence |
|---|---|---|
|  |  |  |

# DR/TA

## Directed Reading/Thinking Activity

What I know I know:

What I think I know:

What I think I'll learn:

What I know I learned:

# Word Splash

(As described in the ASCD video
*Prereading Strategies for the Content Areas*)

This strategy is used at the beginning of a unit to activate prior knowledge and introduce students to some new words related to the topic.

Step One:  Brainstorm, Predict and Write
* Introduce 6-7 words key to developing a conceptual understanding of the unit topic.
* Arrange the words on a board so that they can be rearranged later.
* Students write complete sentences using 3 of the words demonstrating their understanding of the words.
* Large group share out of a few of the sentences.

Step Two:  Explore Word Relationships
* Tell the class that one of the words is the "all-encompassing" word and the rest fit under it.
* Have students arrange the words in a graphic that makes sense to them.
* A few students come up, rearrange the words on the board, then explain their organization.

*(Special education students and ELL students would benefit from having a sheet of words that they cut out and manipulate on the desktop.)*

Step Three:  Read and Compare
* Students individually read the passage, paying attention to the words on the board.
* Their purpose is to see what new understandings of words develop through reading.

Step Four:  Comparative Results
* Students revise three sentences to better portray the words as developed in the passage.
* In small groups, share sentences. Sentences continue to be revised based on group feedback.
* Each student stars strongest sentence then adds to the chart paper for their group.

Step Five:  Share Revised Sentences with Class
* As a group, the students share the sentences they developed to represent the new concept.

*(The group discussion and sharing help both ELL and Special Education students learn the words in the context of the new unit.)*

Word Splash is designed to help students access prior knowledge of words, personally construct meaning for the words related to the concept, and allows for a repetition of key ideas important to the new unit of study.

# Give One, Get One

## Procedure:

1. Have the students fold a piece of paper lengthwise to form two columns and write, "Give One" at the top of the left-hand column and "Get One" at the top of the right-hand column.

2. Have students brainstorm a list of all the things they already know about the topic they will be studying, writing the items down in the left-hand column.

3. After they make the list, have them talk to other students about what is on their lists.

4. Have students write any new information they get from these discussions in the right column of their lists, along with the name of the person who gave them the information.

5. Once everyone has given and gotten information, have the whole class discuss the information students have listed.

6. Again, have students write any new information they get from this discussion in the right column of their lists.

**Some suggestions for implementation-**As students brainstorm their individual lists, circulate around the room and provide information or ideas struggling to come with any of their own.  That way, when it is time for students to circulate and share information, no one has an empty list.

Discuss the final lists of information with the aim of making sure they are accurate. Sometimes, students may have faulty content knowledge and it is important that they learn to discard incorrect information before starting the unit.  Model drawing a line through incorrect facts.

Schoenbach, Ruth et al. Reading for Understanding: A Guide to Improving Reading in the Middle and High School Classrooms. San Francisco: Jossey-Bass Press, 1999

## 3 Main Barriers to Content Area Reading Comprehension

1. Understanding of text features and construction of informational texts.
2. Prior knowledge, content knowledge and thematic knowledge of content area subjects.
3. Content-specific vocabulary.

## What is the difference between Narrative and Informational Vocabulary?

**Narrative:**

- The gist of story is more important than a single vocabulary word.
- Vocabulary is contextual and relational-we understand its context and relate what we know to prior experience.
- Narrative text vocabulary terms are usually not related.

**Informational:**

- The meaning of the word is closely tied to the lesson in the text.
- Specialized content has focused connotations. We often cannot rely on context or prior experience to provide meaning.
- Vocabulary terms are often closely related or defined one another.

# Xxxxxxxxx Xxx xx Xxxxxx and Xxxxxxx Xxxxx

Xxxxxxxxxxxx xxx xx xxxxxxxxxxx xxxxxxxx xx xx xxxxxxx xxxx xxx xx xxxxxxxxxxxxx. Xxxxxx xxxxxx xxx x xxxxxxxxx xxx. Xxxx x xxxxxxxxxx because xxx xxxxxxxxx xxx xxxxxxxxxxxxxx. Xx xxxxxxxxxx and x xxxx xxxx-xxxx xxx-xx xxxxxxxxxx  xxxxxxxx xxxxxxxxxxx: <u>xxxxxx xxxxxx</u> and <u>xxxxx xxxxx</u>

<u>Xxxxxxx Xxxxxxx</u>

What xx xxxxxxx xxxxx xx xx xxx? Xxx xxxxxxxx xxx xxxxxx xx x xxxxxxxxxxxxxxxxx xxxx xxxxxxxxxxx xx xxxxxx x xxxx x xxxxxxxxxxxxx. Xxxxxxx xxxx xxxxxxxx x xx xxxxx xx x xx. For instance, xxxx xxxxxxxx xxxxxxxxxx, while x xx xxxxxxxxxxxxx xxxxxx xx. Xxxxxxx xxxxxxxxxxx xx x xxx xxxxxxx xx xxxxx (and therefore xxxxx xxxxxxx xxxxxxx) xx xxxx xxxx. Xxxxxxx xxxx xxxxx xx: (1) xxxx xxx xxxxxxxxxxxx and xxxxxxxx xx xxxxxxxxx xxxxxxx, (2) xxx xxx xxx xxxxxxxxxx xxxxxxxx, (3) xx xxxxxxxxxx xxxxxxxxxx xx.

Xxxxxxxx xxxx xxx xxx xxxxxx xxx xx xxxxx xxxxxxxxxxx. Xxxxxxx xxxx xxx xx xxxxxxxxxx xxxxxxxxxxxx such as italics, <u>xxxxxxxxxxxx,</u> xxxxxxxxxx xxxxxxxxxxxx, and XXX XXXXX XXXXXXXXXX xx xxxxx xxxxxxx xxxxxxxx x xxx xx xxxxxxxxxxxxxx, xxxxxx as well as xxx xxxxxx xxxxxxxxxxxxxxx xxxxx xx xx xxxx. Xxxxxxxxxxxxxx, and xxxxx-xxxxxxx, xxxxxxxx, xxxxxxxx, xxxxxxxx, and xxx xxxxxxxxxxxx xx xx xxxxxxxx xxxx xxxxxxxxxxxxx, too.

<u>Xxxxxx Xxxxx</u>

X second xxxx xx xxx, xxxxxxxx xxxxxxx, xxxxxxxxx xxxxxxxxx xx xxxxx, xxxxxxxx, and xxxxx and xxx xxxx xxx xxxxxxxxx xxxxxxxxxx xx xxxxxxxxx and xxxx xxxxxxxxxxx. Xxx examples xxx xxxxxxxxx xxxxxxxx.

| xxx | xxxxx | xxxxxxxx | xxx |
|-----|-------|----------|-----|
| xx | xxxx | xxxxx | xxxxxx |
| xx | xxxxx | xx | xxxxxxxxxxx |
| xx | xxxx | xxxx | xxxxxxxxx |

In addition, "xxxxxx" xxxxx (like xxx, xxx, xxx, xxxxx, xxx, xxx, xxx, xx, xxxx, and xx) xxxxxxxx xxxx xx xxxxxxxxx xxxxxxxx xx xxxxxx xx xxxxxx.

Xxx xxxxxxxxx xx xxxxxxxx xxxx xx xxxx xxxxxxx xx xx xxx xxxxx xxxxxxx xxxxxxxx, Reed A. Lott. Xx xxxxxxx,

xxxxxxx xxx xxxx xx xxxx xxx xx xxxx like xxxxxx and xxxxxx  xxxxx xxx xxxxxxxxx xxxxxxx xxxxxxx xx xxxxxxxx. Xxxxxxx  xxxx xx xxxxxx xx xxxxxxxx xx xxxxx xxxxxx. Xxxxxx xx xx xx xx xxxxx xxxxxxxxxx!"

# "Zzzzzzz zz zzzz Zzzzzzzzzz"

Zzzzzzzz zzzzz zzzzzz zzzzz, zzzzzzzz zzzzzzz zzzzzzzz zzzzzzzz zzzz named Zzzzzzzz zzzzzz, zzzzzzzzz zzzzz zzzzzz zzzzzzzz zzzzzz zzzzzz but zzzzz zzzzz zzzz Z zzzzz zzzzzzzz zzzzzz! Zzzzzzz zzzzzz zzzzzzzzz z zzzzzzzzzz zz zzzzzz zzzz zzzzzzzz

"Z zzzzzzz zzzzz zzzzzzz zzzzzz zzzzz," said Zzzzzzzzz.

"Zzzzzzz z zzzzzzz z zzzzzzz zzzzz zzzzzz zzzzzz, zzzzzzzz zzzzzz, zzzzzzzzz tomorrow?" asked Zzzzzzzzzz.

The next zzzzzzzzzz, zzzzzzzzzz zzzzzzz zzzzz zzzzzz zzzzzzzz zzzzzzzz z zzzzzz zzz zzzz zzzzzz z zzzzzz zzzzzzz zzz zzz. Zzzzzzz, zzzzzz zzzzzzzzzz zzzzzz z zzzz z zzzzz zzzzz zzzzz zzzzzz zzz.

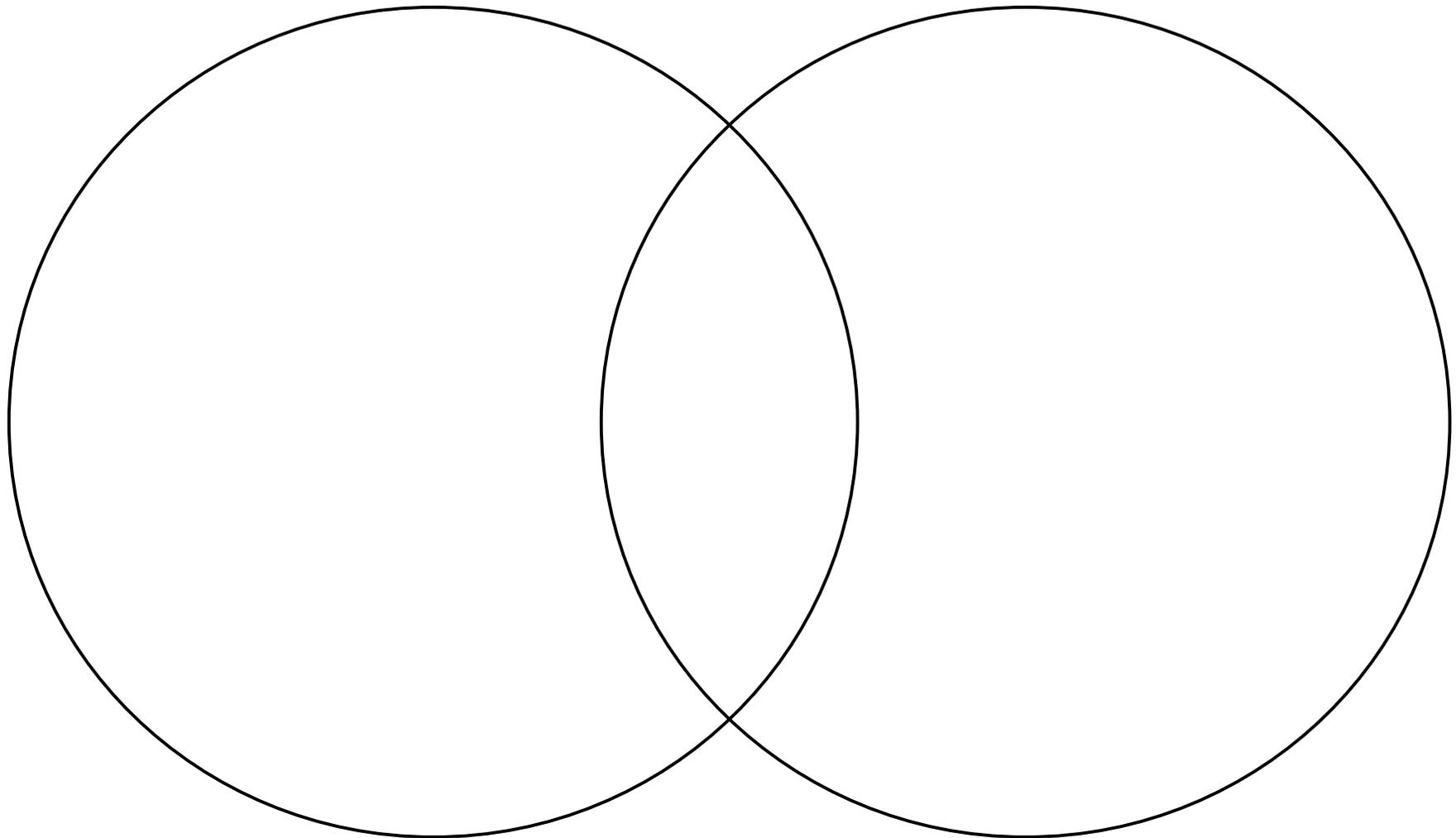"I zzzzzz zzzzzzz zzzzz!" shouted Zzzzzzzz. "Zzz zzz zzzz zz zz zzzz zzzzzz?"

"Z'z zz zzzzzz, zz zzzzz, zzzz zz zzzz zzzz zzz zzzzzz zzzz zzzzzzz zz zzz zzzzzzzz zzzz. If zzz zzzzzz zzzz zzz zzzz zzz zzzzz zzz zzzzzzz zzz!"

"Z zzz zzz zzzzz zzzz. Zzzzzz zz zzzzzz zz zz zzzzzz zzz zz zzzzz," replied Zzzzzzzzz.

Zzz Zzz!

Irvin, Judith L. Strategies to Improve Reading in the Content Areas. Florida State University

# Informational Text

# Narrative Text

# Predicting Non-Fiction

## Materials:
A high interest expository text that has headings, subsections, or other context clues students can use to make predictions.

## Procedure:
1. Have the students fold a piece of paper 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.
2. Tell students you will be giving them pieces of information about an article they will be reading and that they will use this information to predict what the article will address next.
3. Ask students to write in the Information column: "Article Title"
4. Ask them to write in the Prediction column what prediction about the article's content they would make based on that title.
5. Ask some students to volunteer their ideas for the class, and write them on the board, starting a chart. Ask students to explain the thinking behind the prediction.
6. In the information column, have students write "Subtitle" Then, in the prediction column, have them make another prediction about the article's content.
7. Ask some students to volunteer their answers, and continue to fill in the chart on the board.
8. Repeat this process for other subtitles, major headings, pictures, and any other context clues in the article.
9. Pass out the article and read it with the class to see how their predictions hold up.

An advantage of this activity is that it gives the teacher a chance to address what happens when a reader makes an incorrect prediction. Oftentimes, students make a connection between something they are learning and something from their schemata. But sometimes the text moves in a different direction than the student expected, and the schema activation turns out not to be advantageous. The danger is that the student will fail to abandon his or her idea of what the text is going to be about and then fail to understand the text, because it does not fit with his/her idea.

Schoenbach, Ruth et al. Reading for Understanding: A Guide to Improving Reading in the Middle and High School Classrooms. San Francisco: Jossey-Bass Press, 1999

| Information | Prediction |
| --- | --- |
|  |  |

# THIEVES BOOKMARK

**T**      **Title**—Read the title of the chapter and predict what the chapter is about.

**H**      **Headings**—Look at all headings and the table of contents. Turn them into questions that the text will probably answer.

**I**      **Introduction**—Read the introduction and any questions or summaries at the beginning. Predict the main idea.

**E**      **Everything I Know About It**—Think of everything I have seen, read, or done that may relate to this text.

**V**      **Visuals**—Look at pictures, graphs, diagrams, or maps, and read their captions. Notice lists with letters or numbers that point out important information. Read all the notes in the margins and notice **bold** and *italicized* words. Make notes (or a web) of what I plan to learn.

**E**      **End-of-Chapter Material**—Read end-of-chapter material, such as summaries or questions that I will try to answer by reading.

**S**      **So What?**—Why did the author write this? Why am I reading this? Knowing the purpose helps me comprehend. (S can also stand for text structure.)

# THIEVES
## ~ Practice Sheet ~

★ Our class is going to become information thieves after this activity.
★ See how much information you can "steal" from the chapter before reading it.

| | |
|---|---|
| **T** | From the title, predict what the text is about. |

| | |
|---|---|
| **H** | Look at all headings (and the table of contents) and then turn two of them into important questions that you think the text will answer (Why…? How….?). |

| | |
|---|---|
| **I** | Use the introduction and first paragraph to predict the main idea (or to create a big question you think the text will answer). |

| | |
|---|---|
| **E** | Write down everything you know about the topic. Use the back of this paper, if necessary. Circle any of your notes you would like to know more about, or write a question about them. |

| | |
|---|---|
| **V** | List three important visuals found in the text and predict how they will help you understand the text. |

| | |
|---|---|
| **E** | Guess the answers for the end-of-chapter questions, read any summaries, and write down every boldface or italicized word. |

| | |
|---|---|
| **S** | So what? Why do you think the author wrote this text? What does its structure tell you? |

## Why am I reading this?

**For my own pleasure**

I can read at whatever pace I wish and skip or go back when I want to

**To understand and remember**

**What am I reading?**

**Narrative text**

I must ask myself and answer questions as I read, such as:

*What are the elements of the plot?
*What is the theme?
*What is the mood?
*What mental pictures do I see?
*What author techniques are being used?

**Informational Text**

I need to use good reading strategies

**First, I preview**

How is it organized?
What do I already know about the topic?
What do I expect it to tell about?
How can I create a graphic organizer/notes?

**Next, I read carefully for meaning**

Where does this info fit into my graphic organizer/notes? Do I need to slow down or re-read?

**STOP!**

Yikes! I don't know this word!
*Substitute a word that makes sense
*Use context clues
*Examine word parts
*Ask for help
*Look it up
*Skip it and return to it later

**Finally, I review and skim.**

Does my graphic organizer make sense? Have I missed anything important? Can I restate the main points in my own words?

Adapted From Englot-Mash, C. (1991). "Tying Together Reading Strategies." *Journal of Reading*, 35(2), 150-151.

# Directions for "The House"

Hand out a copy of "The House" to every student.  Then:

1. Ask students to read the piece and circle with their pencil whatever they think is important. (Key point-most students jump into the activity and don't clarify the main focus of the reading.  This lesson will help them build the understanding that effective readers always have a purpose.)
2. Ask students to read the piece again and this time use a pink highlighter to make places in the text a robber would find important.  Student will notice that having a purpose makes it much easier to highlight important points.
3. Have the students read the piece a third time. Ask them to mark with a yellow highlighter any places in the story that a prospective home buyer might think are important. By now, it will be obvious how much easier it is to determine what is important when the reader has a purpose.
4. Ask students what they notice about the three times they highlighted.  Point out that the first time was probably the hardest, because they didn't have a purpose.
5. On an overhead transparency, jot down what students think is important for the robber and for the homebuyer.  Compare the two lists and discuss why each item is important.  If an item is on both lists, discuss why both a robber and homebuyer would find it important.

Once students see the importance of establishing a purpose when they read, it's time to teach them different purposes for reading.  Knowing purpose is necessary prior to determining which note-taking strategy will be most effective.

### Alternative Directions:
1) Divide students into groups of three
2) Each student in the group receives "The House" reading but with a different set of directions (see pages 27-29).
3) Students follow their instruction while reading.
4) Afterwards, they discuss and compare.

# The House

**Please read the following article and highlight or underline those sections that would be important if you were considering buying the house.**

Two boys ran until they came to the driveway. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fireplace."

There were front and back doors, and a side door that led to the garage, which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. "Don't worry, the nearest house is a quarter mile away," Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver, and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn't go to the basement because it had been damp and musty ever since the new plumbing had been installed.

"This is where my dad keeps his famous paintings and his coin collection," Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he'd discovered that his dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother's closet, which was filled with furs and the locked box that held her jewels. His sisters' room was uninteresting except for the color TV that Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters' room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.

Please read the following article and highlight or underline those sections that would be important if you were considering buying the house.

Pichert and Anderson, 1977

# The House

**Please read the following article and highlight or underline those sections that would be important if you were considering robbing the house.**

Two boys ran until they came to the driveway. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fireplace."

There were front and back doors, and a side door that led to the garage, which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

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# The House

**Please read the following article and highlight or underline those sections that you think are important.**

Two boys ran until they came to the driveway. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fireplace."

There were front and back doors, and a side door that led to the garage, which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

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# Textbook Features:
## How to Support Students

Text Features are specialized items in a text which authors use to enhance student comprehension of the material. Each type is included for different purposes. Common features include:

- Charts, graphs, tables
- Pictures, maps, cartoons
- *Italics*, **boldface**, and other typographic features
- Titles, headings, subheadings
- Guide questions, purpose statements, and review questions

✓ Teach text features in context – as they are needed in the reading of a complete, meaningful selection.

✓ Preview material to include questions that direct students' attention to these text features. Consider the best time to draw students' attention to these features: before, during, or after reading?

✓ Model – by thinking aloud – how **you** use these text features to improve your understanding of the material.

✓ Ask students questions such as:
- What is the author's purpose for using this text feature?
- What are the main ideas represented by this graphic aid?
- Why did the author choose this text feature to convey meaning?
- Can you think of another way of conveying the same meaning?

✓ Provide students with examples of text features found in other sources such as bus schedules, video manuals, newspapers, television guides, weather maps, etc.

✓ Require students to use a variety of text features in their own work.

Created by: Pam Mathews, Corvallis, Oregon

# Questions from Visual Information
## Implementation Guide for Group Lesson

**Overview**

Textbooks are full of charts, diagrams, pictures, illustrations, political cartoons, and maps. These visual aids are placed in textbooks to enhance the learning of the content. In their rush to complete an assignment, students often skip over the visual information that may actually assist them in the comprehension process.

Struggling readers often have difficulty "visualizing" ideas presented in text. Visual information displayed in a textbook can be skipped over and ignored or studied and incorporated. What students *do* with the visual information is an important ingredient to comprehending text.

The more that students are involved in creating the visual image, the more engaged they will be with the ideas in the text. In this activity students will gain practice in using and interpreting visual information.

**The Strategy in Action**

Students should complete the following steps to practice the strategy.

**Step 1: Preview the Text Noting the Visual Information Presented.** This information may be in the form of charts, diagrams, pictures, or illustrations.

**Step 2: Ask How the Visual Information Relates to the Text or Why the Author(s) Included This Information.** It is important that students create a link between the text and the visual. Have students note aspects of the image that they think will be described in the passage.
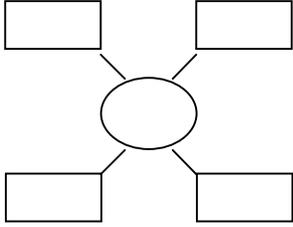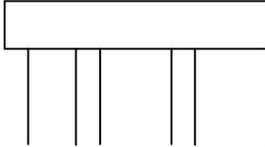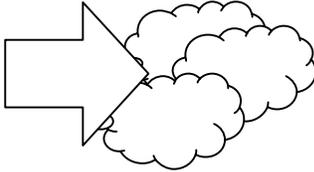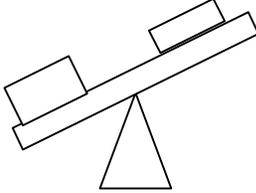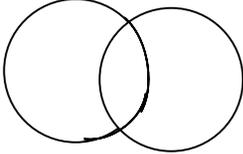
**Step 3: Generate Questions Raised by the Visual Aid.** Working in small groups, students should list three to five questions that arise while skimming headings, **bold** words and all visual graphics. Have each group report out and write the questions on a chart or overhead. An extension option is to note what types of questions they are asking.

**Step 4: Read the Text.** Have students read the passage looking for answers to the questions they generated.

**Step 5: Go back and Review Visual Aids in the Text.** After reading, students should evaluate whether the visuals accurately display the most important ideas in the text. You may want to have a brief discussion with them about the assignment. Encourage students to probe how the visual information in the text aids the reader in comprehension.

**Step 6: Questions as Motivation.** During this activity many questions asked will not be answered. These can provide further motivation and purpose throughout the rest of the unit.

Modified from Judith Irvin. <u>Reading and The Middle School Student.</u> Needham Heights: Allyn & Bacon, 1998

# Common Text Structure Types

| Text Structure | Purpose | Features | Key Terms | Graphic Organizer |
|---|---|---|---|---|
| Description | To explain an idea, person, place, or thing | Focus on one thing and its components | • is, are<br>• consists of<br>• also<br>• this, that<br>• in fact<br>• for instance<br>• most important | |
| Sequence | To describe the order of events or how to do or make something | The specific order of events or steps | • first, second<br>• then, before, now<br>• not long after<br>• while<br>• finally | |
| Cause and Effect | To explain why something happens or exists | Reasons and results | • so<br>• so that<br>• because of<br>• as a result of<br>• since<br>• in order to | |
| Persuasion | To get the reader to act or agree with one side of an issue or argument | Both sides presented; one side is favored; counterarguments addressed | • granted, despite<br>• you must admit<br>• then again<br>• we should<br>• it is important<br>• therefore, even though | |
| Compare and Contrast | To show how subjects are alike and different | Two or more items with similarities and differences | • differs from<br>• similar to<br>• by contrast<br>• unlike<br>• similarly<br>• yet, although, but, however, on the other hand<br>• either…or, not only… but also | |
| Problem and Solution | Presents a problem situation and possible solutions | A problem, along with pluses and minuses of all solutions | • the main difficulty<br>• one possible solution is<br>• one challenge<br>• therefore, this led to, so that<br>• if…then, thus | |
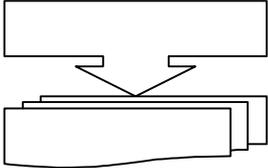
# Using Graphic Organizers

# Implementation Guide

**Overview**

Graphic organizers are made up of lines, arrows, boxes, and circles that show the relationships among ideas. These graphic organizers have the potential of helping students organize their thinking and their knowledge. While social studies textbooks contain many types of text, the largest portion is expository or informational. Expository text has five major structures: (1) cause and effect, (2) compare and contrast, (3) description, (4) problem and solution, and (5) sequence or chronological order.

**Strategy in Action**

Students should complete the following steps to practice the strategy.

**Step 1: Preview the Text.** What did you notice while previewing this section (such as any signal words, text structure, or graphic signals)?

**Step 2: Read the Text.** Now have the students read the passage.

**Step 3: Determine Which Graphic Organizer Would Best Display the Information.** Have students decide which of the graphic organizers might organize the ideas in the text best, depending on their purpose for reading. Be sure to remind students that the organizers can be modified to suit their purposes. They can complete this part either individually or in small groups.

**Step 4: Create a Graphic Organizer.** Working in small groups, have students create a graphic organizer that displays the ideas in the text.

**Step 5: Present the Graphic Organizer.** Small groups then present their graphic organizers to the class using an overhead transparency or chart. Remember there is no one best answer. Students may display their work differently depending on their purpose for reading and what they chose to emphasize.

**Discussion**

Once students have finished the activity, you may want to have a brief discussion with them about the assignment. Encourage students to probe why they chose the graphic organizer they did and how graphic organizers can help them organize ideas.

Modified from Judith Irvin, Reading and The Middle School Student.
Needham Heights: Allyn & Bacon, 1998

# Graphic Organizers

Cause/Effect:
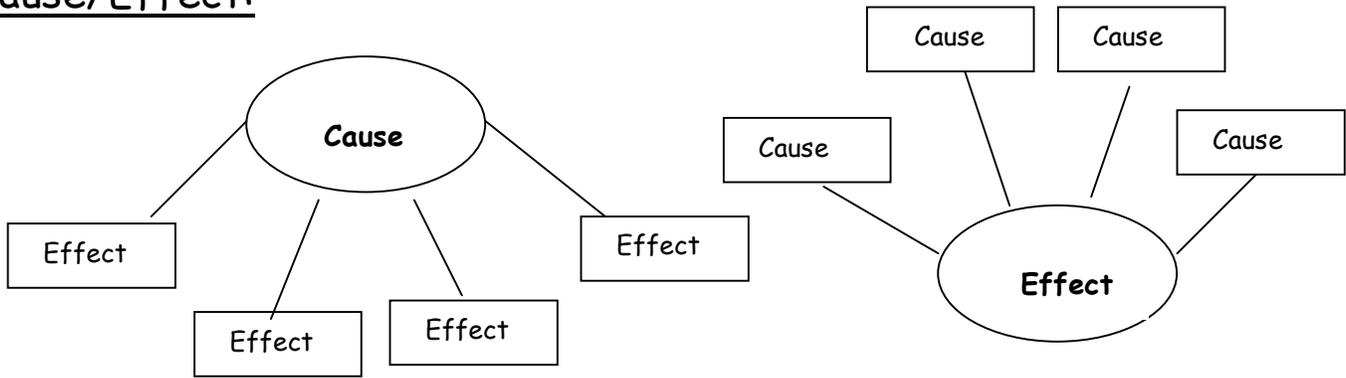
**Cause**

Effect

Effect

Effect

Effect

Cause

Cause

Cause

Cause

**Effect**

Chronological/Sequence:

| **First Event** | Second Event | Third Event | Fourth Event |
|---|---|---|---|

1

3

5

7

2

4

6

8

Compare/Contrast:

Characteristics
of One Item

Similarities

Characteristics
of Second Item

## Description:



Main Topic

## Problem/Solution:



Problem

Possible Solution #1

Possible Solution #2

Possible Solution #3

Possible Solution #4

Irvin, Judith L. Strategies to Improve Reading in the Content Areas. Florida State University
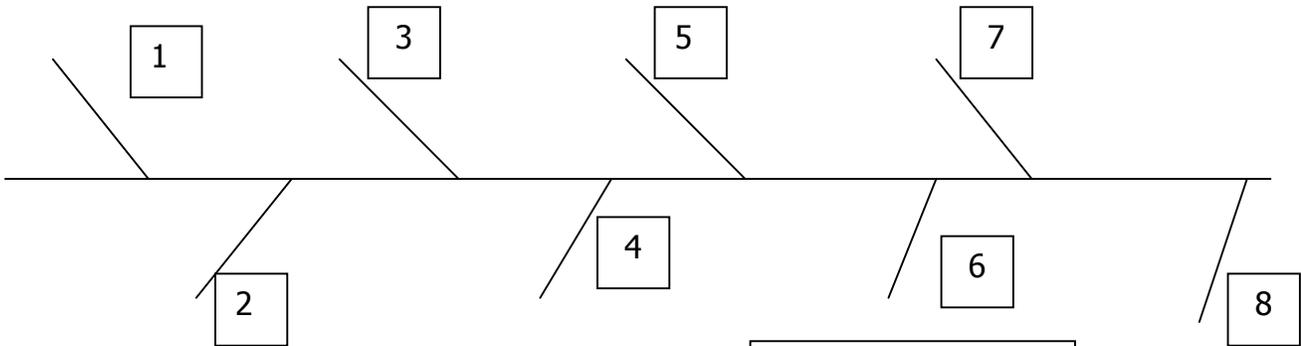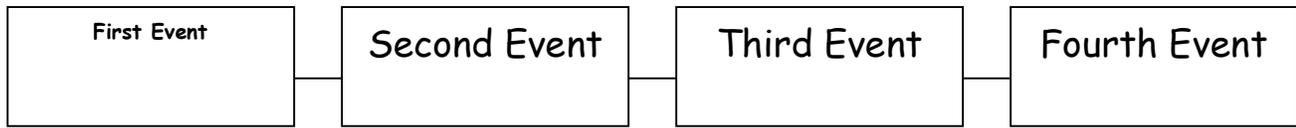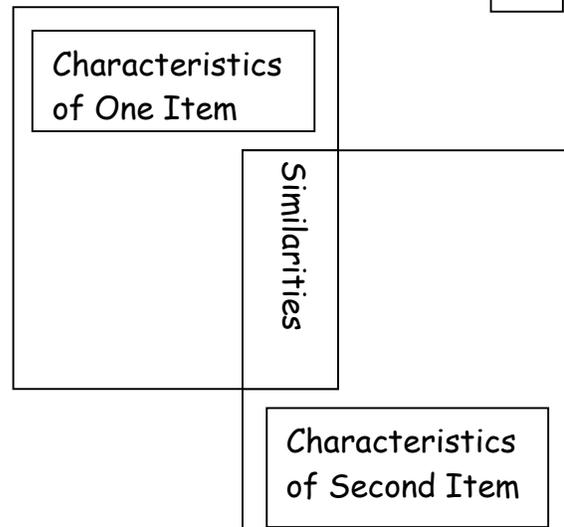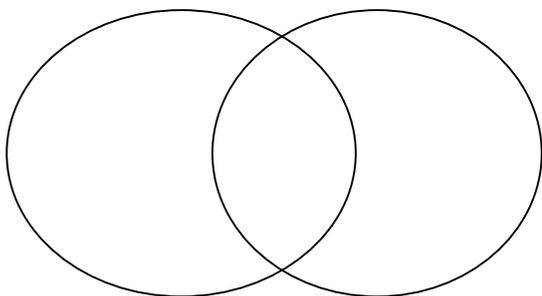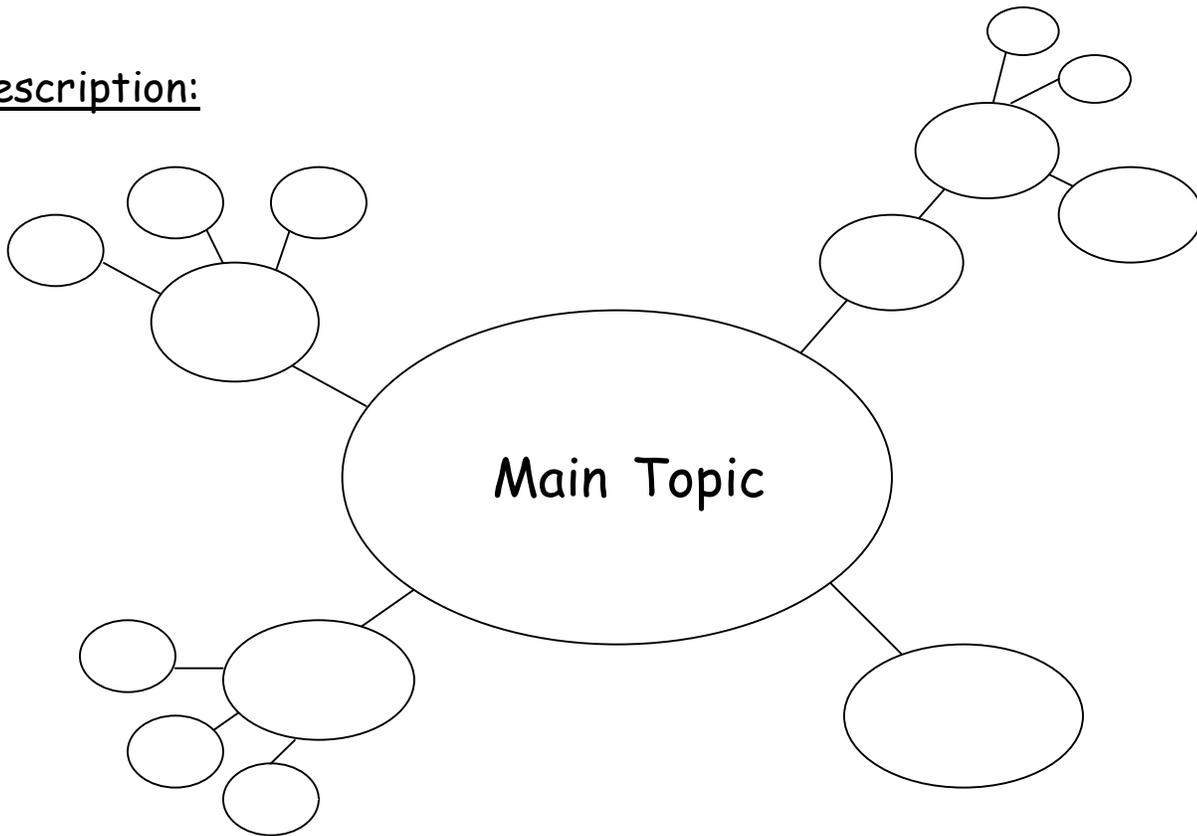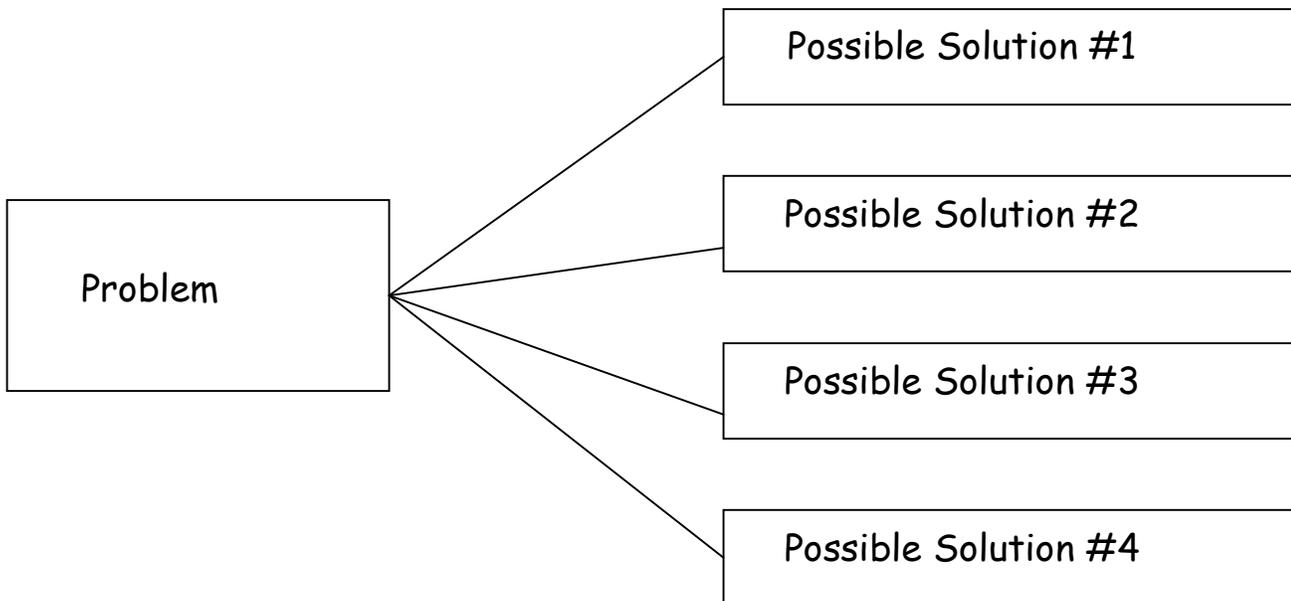
# Prefix and Suffix Web

Name:_____

Quick Activities to Build a Very Voluminous Vocabulary. Scholastic Professional Books.

41
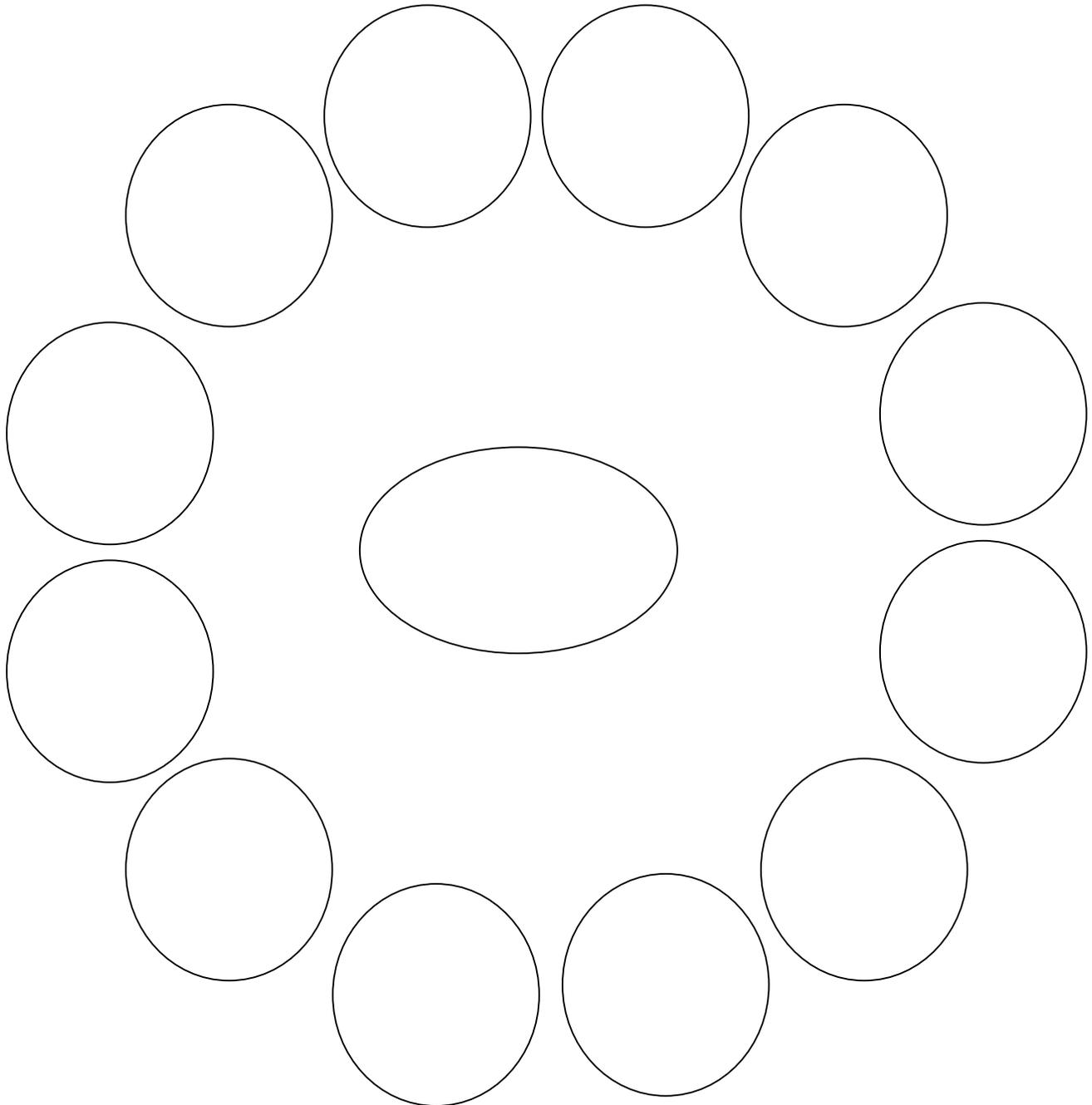
# 50 Common Affixes & Roots

1. **AB – away from**
   abnormal – away from normal (adj.)
   abandon – draw away from (v.)

2. **AN – without**
   anarchy – without a ruler (n.)
   anonymous – without a name (adj.)

3. **ANTI – against**
   antibiotic – against a living virus (n)
   anti – Semitic – against Hebrews (adj.)

4. **ANTE – before**
   ante-bellum – before the Civil War (adj.)
   antedate – come before in time (v.)

5. **ANTHROPO - man**
   anthropology – study of mankind (n.)
   philanthropist – lover of mankind (n.)

6. **AQUA – water**
   aquarium – holds water and fish (n.)
   aquamarine – color of water (n.)

7. **AUTO – self**
   autobiography – self-written life story (n.)
   automatic – operating by itself (adj.)

8. **ARCH – chief**
   anarchy – without a chief (n.)
   archrival – chief rival (n.)

9. **ASTRO – star**
   astronomy – study of the stars (n.)
   astronaut – someone who travels around the stars (n.)

10. **BI – two**
    bikini – two piece bathing suit (n.)
    bicycle – two-wheel cycle (n.)

11. **BIO – life**
    biology – study of life (n.)
    biography – written life story (n.)

12. **CIRCUM – around**
    circumference – measure around a circle (n.)
    circumvent – surround (v.)

13. **COL – together**
    collect – gather together (v.)
    colony – a group living together (n.)

14. **COM – together**
    commune – live together (v.)
    combine – put together (v.)

15. **CON – together**
    congregate – group together (v.)
    connect- join together (v.)

16. **CONTRA – against**
    contrary – against something (adj.)
    contradict – speak against something (v.)

17. **COSMO – world**
    cosmology – study of the origin of the world (n.)
    cosmopolitan – of the entire world (adj.)

18. **CRACY – rule/government**
    democracy – rule by the people (n.)
    autocracy – rule by one person (n.)

19. **DE – to make less**
    deduct – subtract from (v.)
    degrade – take worth from (v.)

20. **DICT – say**
    diction – the way something is said (n.)
    dictation – the writing of what is said (n.)

21. **EXTRA – beyond/outside**
    extracurricular – beyond the curriculum (adj.)
    extravagant – beyond the budget (adj.)

22. **EX – out**
    exit – go out (v.)
    expire – breathe out (v.)

23. **GEO – earth**
    geography – study of the places of the earth (n.)
    geology – study of the elements of the earth (n.)

24. **GRAPH – something written or drawn**
    graphology – study of handwriting (n.)
    autograph – self-written name (n.)

25. **HEMI – half**
    hemisphere – half of the world (n.)
    hemicycle – half a cycle (n.)

26. **HOMO – same**
    homogenized – the same throughout (adj.)
    homographs – word written the same (n.)

27. **HYDRO – water**
    hydrant – holds water (n.)
    dehydrate – remove water from (v.)

28. **JECT – throw**
    reject – throw away (v.)
    projectile – something that is thrown (n.)

29. **MACRO – large**
    macrocosm – the universe (n.)
    macroscopic – seen without a microscope (adj.)

30. **MATRI – mother**
    maternal – motherly (adj.)

    matriarch – a woman who rules (n.)

31. METER – measure
    thermometer – measure of heat (n.)
    speedometer – measures speed (n.)

32. MICRO – small
    microcosm – small world (n.)
    microorganism – small organism (n.)

33. MIS – wrong/bad
    misbehave – behavior wrongly (v.)
    misprint – wrong printing (v.)

34. MONO – one/single
    monogamy – having one wife (n.)
    monologue – one person talk (n.)

35. ONYM – name
    homonym – same name (n.)
    antonym – opposite name (n.)

36. OB – against
    object – speak against (v.)
    obstacle – something which goes against progress (n.)

37. PAN – all
    panorama – view of all things (n.)
    pandemic – affecting all things (adj.)

38. PATRO – father
    paternity – related to fatherhood (adj.)
    patriarch – a man who rules a family (n.)

39. PERI – around
    perimeter – measurement around (n.)
    periphery – the edge around (n.)

40. PER – through
    permeate – soak through (v.)
    perforate – put holes through (v.)

41. PHILE, PHIL – lover of
    philosophy – love of wisdom (n.)
    audiophile – lover of sound (n.)

42. POLY – many
    polytheism – belief in many gods (n.)
    monopoly – one who owns many (n.)

43. PORT – carry
    transport – carry across (v.)
    portable – able to be carried (adj.)

44. POST – after
    postpone – change date to a later date (v.)
    posthumous – after death (adj.)

45. PRO – before/forward
    provide – give something before it is needed (n.)
    prophecy – knowledge before of what will happen (n.)

46. PSEUDO – false
    pseudonym – false name (n.)
    pseudoscience – false science (n.)

47. PSYCH – mind
    psychiatry – healing of the mind (n.)
    psyche – mind or soul (n.)

48. PRE – before
    preview – see before (v.)
    precede – come before (v.)

49. RE – again
    return – go back again (v.)
    reunite – unite again (v.)

50. SEMI – half
    semiannual – every half year (adj.)
    semicircle – half-circle (n.)

# 20 Most Common Prefixes and Suffixes
### (Important for Struggling Readers, Special Ed, ELL)

- The goal of prefix and suffix instruction is to have students **use** these word-part clues to determine the meaning of unfamiliar words.

- Which prefixes and suffixes should be taught? Researchers believe that teaching 9 or 10 of the most common prefixes and suffixes is the best place to start.

    Source:  Word Frequency Book (Carroll, Davies & Richman, 1971)

| Most Common Prefixes | Most Common Suffixes |
|---|---|
| 1.  un- (not) | 1.  –s, -es |
| 2.  re- (again,back) | 2.  –ed |
| 3.  in-, im-, ir-, il-, (not) | 3.  –ing |
| 4.  dis- (not) | 4.  –ly |
| 5.  en-, em- (in or into) | 5.  –er, -or |
| 6.  non- (not) | 6.  –ion, -tion, -ation, -ition |
| 7.  in-, im-, (in or into) | 7.  –ible, -able |
| 8.  over- (too much) | 8.  –al, -ial |
| 9.  mis- (not, bad) | 9.  –y |
| 10.  sub- (under, below) | 10. –ness |
| 11.  pre- (before) | 11. –ity, -ty |
| 12.  inter- (between) | 12. –ment |
| 13.  fore- (before) | 13. –ic |
| 14.  de- (away from, off, undo) | 14. –ous, -eous, -ious |
| 15.  trans- (across) | 15. –en |
| 16.  super- (above, over) | 16. –er (comparative) |
| 17.  semi- (half, not fully) | 17. –ive, -ative, -itive |
| 18.  anti- (against) | 18. –ful |
| 19.  mid- (middle, center) | 19. –less |
| 20. under- (too little, beneath) | 20. -est |

# Shades of Meaning: Synonyms

Rank the words on the continuum based on intensity of meaning

↕

| | | | |
|---|---|---|---|
| scuffle | fight | altercation | riot |
| argument | disagreement | brawl | conflict |

# Through instruction, teachers need to help students link known words to new words

# Vocab Alert!

1. Select the most important terms from the reading selection – limit the number 5-9

2. Prepare a Vocab Alert! Form

3. Write Vocab Alert! On the board or overhead transparency

4. Students assess their familiarity with each term using the form

5. Introduce the significance of the terms within the context of the current topic and prepare the students for reading

6. Students records information as they read

7. After reading review the terms offering further clarification to develop understanding

**Variations:**

• Students to maintain a content notebook or vocabulary notebook

• Use a Word Wall to display the important Vocab Alert! Terms

# Vocab Alert!

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Don't know | | Sort of familiar | | I know |

1. **embargo**

   Notes: government restricts trade; see p. 356

2. **treaty**

   Notes: agreement between nations; see p. 359

3. _____

   Notes:

4. _____

   Notes:

5. _____

   Notes:

# Vocab Alert!

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Don't know | | Sort of familiar | | I know |

1. _____

   Notes:

2. _____

   Notes:

3. _____

   Notes:

4. _____

   Notes:

5. _____

   Notes:

# K-A-U

This vocabulary strategy helps students evaluate their knowledge of key words prior to reading a passage and to build knowledge during reading. Have students each take a piece of 8 ½ x 11 piece of paper and fold it in half lengthwise (hot dog style).  Then have them make flaps of approximately 1 ½ to 2 inches by cutting or tearing the paper on one half from the outside to the center.  Students hold the paper vertically and write vocabulary words on the flaps, one per flap.

On one corner of each flap, have them write a K if they know the word and feel comfortable using it, an A if they are acquainted with the word but don't know the definition or how to use the word, or a U if the word is unknown to them.

As you teach the words in context, students open the flaps and write word meanings on the inside of the flaps.  Opposite the flaps, they can illustrate the meanings of the words, tell why the words are important, or use the words in sentences.

# Prediction and Confirming Activity (PACA)

Based on Beyer's Inquiry Model, this strategy, like most prereading strategies, uses student predictions to set a purpose for reading: this process is what most good readers do naturally. PACA allows students to make predictions about a topic based on some initial information provided by the teacher, even if they have little prior knowledge. Given additional information, they can revise their predictions (or hypotheses) and pose them as questions for further reading. Suppose a teacher wishes to teach a lesson about the Hausa people of Nigeria and surmises that students will probably have little prior knowledge of the culture or geographical location of the Hausa people. The teacher gives a short explanation that the Hausa people live in Nigeria and shows students where Nigeria is located within Africa.

Step 1: *The teacher poses a general question such as "What are the Hausa people like?"*

Step 2: *The teacher provides initial information.* The teacher places students into small groups for discussion and provides them with a list of Hausa words and again poses the question, "Based on the words commonly used by the Hausa people, what are the Hausa people like?" Word lists can generally be found in content area textbooks.

| | | | | |
|---|---|---|---|---|
| cotton | goat | sabbath | God | mining |
| rainy season | trader | desert | yams | amulet |
| prohibition | merchant | ghost | farm | cattle |
| witchcraft | grandmother | aunt | umbrella | sister |
| koran | debtor | servant | slavery | adobe |
| walled town | tent | tax collector | son | cultivate |
| blacksmith | dry season | camel | clay oven | crop |
| mosque | mountain | sheep | mother | baker |
| prophet | devil | gold | bargain | priest |

Step 3: Students and the teacher write predictions.

Step 4: Teacher presents new information such as pictures from the textbook, slides, a video, or a story.

Step 5: Students and teacher revise or modify statements.

Step 6: Students read a selection in their textbooks (or view a video, or listen to information) and revise their predictions using their predictions as a purpose for reading.

Step 7: The teacher helps students revise their predictions based on their reading (or viewing).

PACA may be used with a variety of topics for which teachers need to build background information. This strategy is good for vocabulary and concept building before having students use this information in their reading or writing.

Irvin, J.L. (1998). Reading and the Middle School Student: Strategies to Enhance Literacy. Boston: Allyn and Bacon

# What are the Hausa people like?

| | | | | |
|---|---|---|---|---|
| cotton | goat | Sabbath | God | mining |
| rainy season | trader | desert | yams | amulet |
| prohibition | merchant | ghost | farm | cattle |
| witchcraft | grandmother | aunt | umbrella | sister |
| Koran | debtor | servant | slavery | adobe |
| walled town | tent | tax collector | son | cultivate |
| blacksmith | dry season | camel | clay oven | crop |
| mosque | mountain | sheep | mother | baker |
| prophet | devil | gold | bargain | priest |

After reviewing the words in the box, write 3 prediction sentences about the Hausa people.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

# The FFF

## The Folded File Folder

Larry Lewin developed this great tool and has used it extensively with his students. The FFF teaches students some important comprehension strategies. Distribute one 8 and 1/2 by 11 inch sheet of colored paper (colored, just to get their attention) to each student. They are instructed to fold the paper in half leaving a 1/2 to 1 inch tab on top on which to record a label of the topic that is about to be viewed/read/heard. The following graphic uses the example of Colonial America -- in particular, Jamestown Colony.
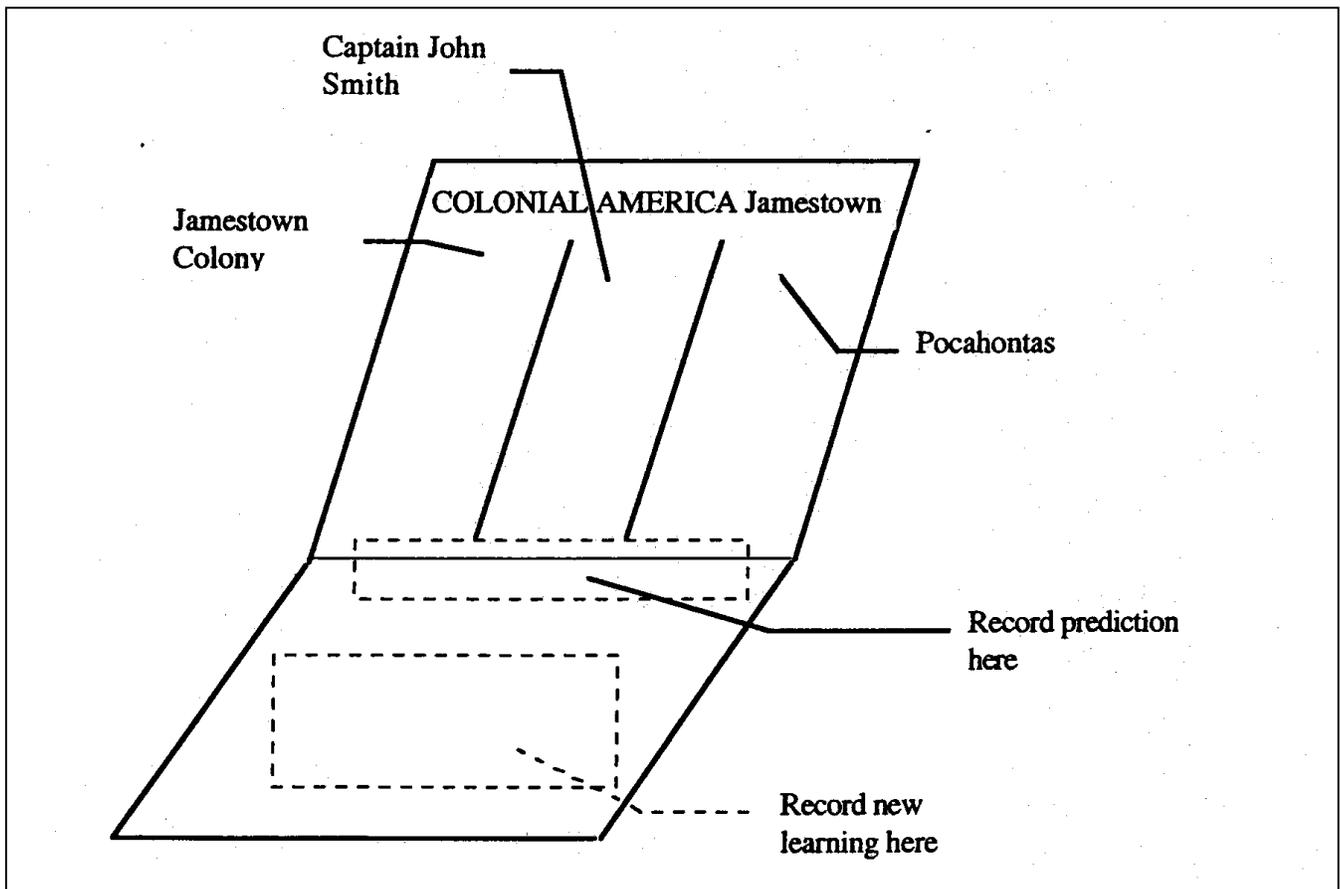


After labeling the tab, students open the Folded File Folder (FFF) and use the top inside section between the tab and fold to record what they already know about the subject. In this case students were asked to create three columns. At the top of each column a subtitle was added. Students then were instructed to tap their prior knowledge of each subtitle by jotting down anything they already knew, or thought they knew.

Students then make a quick prediction about what they think they might learn and record their prediction in the middle of the FFF -- writing right across the centerfold. The bottom portion is reserved for note taking new information during the reading, presentation or viewing.

# Tea Party Instructions

Tea Party offers students an opportunity to consider parts of the text before they actually read it. Tea Party also encourages active participation with the text and gives students a chance to get up and move around the classroom. This before reading activity allows students to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on their prior experiences.

Select key words, phrases or sentences from the text and write them on index cards. Try to select half as many key words, phrases, or sentences as you have students. Duplicate enough cards so that there is one card for each student.

1.  Distribute one card per student.
2.  Have students get up and move from student to student.
3.  Ask them to share their card with as many classmates as possible.
4.  Insist they listen to others as they read their cards.
5.  Ask them to discuss how these cards might be related
6.  Have them speculate what these cards, collectively, might be about.
7.  In small groups, have students complete a "We Think" statement.
8.  Ask students to share their "We Think" statements with the entire class. Make sure students explain how they reached their predictions.
9.  Read the text.
10. Compare the text with their predictions on the "We Think" statements.

# Tea Party

1.  Share your card with as many others as possible.  Read your card and listen to others as they read their card to you.

2.  Discuss how these cards might be related and what they might be about.

3.  Complete a "We Think" statement.

# "We Think" Statement

Group Members:


We think the reading is going to be about_____

_____

_____

_____

_____

_____

# SCAN & RUN

This instructional framework consists of cues for strategies that help students plan and monitor their comprehension before, during, and after reading expository text. Instruction in the use of SCAN & RUN has resulted in higher scores on homework, quizzes, and tests for low, average, and high achievers; moreover, both teachers and students expressed high satisfaction with this strategy (Salembier 1999).

**Before reading**: Students use four SCAN cues while previewing chapter text:

> **S = Survey headings and turn them into questions (students will answer questions during the reading).**
> **C = Capture the captions and visuals (reading the captions and looking at the visual clues to try to understand what each means).**
> **A = Attack boldface words (reading boldface words, which are usually key vocabulary words, and figuring out what they mean).**
> **N = Note and read the chapter questions (reading the questions at the end of the chapter so that they can be kept in mind while reading the chapter).**

**While reading**: Students use the three RUN cues:

> **R = Read and adjust speed (adjust reading speed depending on the difficulty of the section).**
> **U = Use words identification skills such as sounding it out, looking for other words clues in the sentence, or breaking words into parts for unknown words.**
> **N = Notice and check parts you don't understand and reread or read on (place a "?" next to the part you don't understand, and decide to reread that section or skip it and go back to it after you're finished reading).**

**After reading**: Students extend their understanding of the text by answering questions at the end of the selection and discussing the text.

> **Instruction in the use of SCAN & RUN involves several steps that facilitate independent use of the strategy by students. Instruction begins with a whole class introduction of the strategy, followed by teacher modeling of a think-aloud process to illustrate how to use each SCAN & RUN cue while reading a chapter from the course text, encouragement that students memorize the seven cues through rehearsal games, and student completion of a self-monitoring chart of the use of SCAN & RUN cues.**

Reading at the Middle and High School Levels: Building Active Readers Across the Curriculum, VA: Educational Research Service. 1999

# PRIME

PRIME is one other option to teach the process of using structure to preview, take notes, and to review material for increased comprehension.

Preview
- headings
- subheadings
- captions
- pictures
- first paragraph

Recognize
- structure
  - cause/effect
  - chronological/sequence
  - compare/contrast
  - description
  - problem/solution
- source information
  - primary
  - secondary
  - valid or invalid information
- do I need this information
- do I already know this information

Identify
(and note)
- additional information
- confirming information
- inconsistent information

Modify
- add to big questions and core issues

Evaluate
- code for bibliography
- how does it fit with other information
- areas of interest to expand research areas