READING Strategies Organizational Chart

Strategy	Reading component	Standards of Learning	Before reading	During reading	After reading
SQ3R	Vocabulary/ Comprehension	2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
KWL	Vocabulary/ Comprehension	K.8 1.9, 2.8, 3.6, 4.5, 5.6	X	X	X
DRTA	Vocabulary/ Comprehension	1.9, 2.5, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
Think-Pair-Share	Vocabulary/ Comprehension	2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
Sticky Notes	Vocabulary/ Comprehension	2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6		X	X
Think-Alouds	Vocabulary/ Comprehension	1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6		X	
QAR	Vocabulary/ Comprehension	2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6			X
Reciprocal Teaching	Vocabulary/ Comprehension	2.8, 2.9, 3.5, 3.6, 3.7, 4.4, 4.5, 4.6, 5.5, 5.6, 5.7	X	X	X
Story Face	Vocabulary/ Comprehension	1.9, 2.8, 3.5, 4.4, 5.5		X	X
Two-Column Notes	Vocabulary/ Comprehension	3.5, 3.6, 4.4, 4.5, 5.5, 5.6		X	X
Literary Report Card	Vocabulary/ Comprehension	3.5, 4.4, 5.5		X	X
Questioning the Author	Vocabulary/ Comprehension	3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
Selective Underlining	Vocabulary/ Comprehension	3.6, 4.5, 5.6		X	
Anticipation Guides	Vocabulary/ Comprehension	2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	
Graphic Organizers	Vocabulary/ Comprehension	1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
Word Splash	Vocabulary/ Comprehension	1.7, 2.6, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X		
Frayer Model	Vocabulary/ Comprehension	3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
Semantic Feature Analysis	Vocabulary/ Comprehension	3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
Concept Sort	Vocabulary/ Comprehension	K.8, 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X	X	X
Concept Definition Map	Vocabulary/ Comprehension	3.5, 3.6, 4.4, 4.5, 5.5, 5.6	X		

READING Strategy → SQ3R

Reading component   Comprehension

Related Standard(s) of Learning   2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

SQ3R (Survey, Question, Read, Recite, Review) is a study strategy that students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to their questions, and, when they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their own comprehension.

Strategy procedure

1. Explain to the students that SQ3R, which stands for Survey, Question, Read, Recite, and Review, is a study strategy which will help them read and understand texts independently.

2. Select a text that the class has not read. The text should be not too long and should contain graphics, illustrations, and typographical features, such as headings and subheadings. Distribute the text to the class, and explain that the class will be reading the text together to learn the SQ3R strategy.

3. Using the selected text, model the SQ3R strategy, noting the strategy's steps on a board, chart, or overhead projector:

    *   *Survey* what you are about to read. Consider the title. Ask what students already know about this subject and what they want to know more about. Look at the headings, and skim the topic sentences of the paragraphs. Examine the illustrations and other graphic elements. Read the last paragraph or summary.

    *   *Question.* Use questions to set the purpose for the reading. Change the title, headings, subheadings, and illustrations and graphics into questions. Write down any unfamiliar vocabulary in order to determine its meaning.

    *   *Read* actively. Respond to and locate answers to the questions generated above, using context clues to help with unfamiliar words. As you read, generate additional questions by focusing on unclear passages, confusing terms, and questionable statements.

    *   *Recite.* Recall the answers and the information from the book without referring back to the text and notes. Recite the answers to questions aloud or in writing. Reread the text for unanswered questions.

    *   *Review.* Answer the major purpose questions (from the title and subheadings). Review the answers and all sections of the chapter to help organize information. Summarize the information learned, depicting main ideas by using graphic organizer, paragraph summary, or group discussion.

Sources

*   F. Robinson, *Effective Study* (New York: Harper and Row, 1961).
*   R. Billmeyer and M. L. Barton, *Teaching Reading in the Content Areas* (Aurora, Colo.: McREL, 1998).

READING Strategy → KWL

Reading component   Comprehension

Related Standard(s) of Learning   K.8 1.9, 2.8, 3.6, 4.5, 5.6

Overview of the strategy

A KWL (Know, Want, Learn) was described by Ogle in 1986 as a framework that is used to connect a student's prior knowledge to what they are actively learning. The student begins by thinking about what they already **Know** about the topic of study. Next, they think about what they **Want** to know, and finally, they actively **Learn** something new about the topic. The students can do this activity independently, with minimal guidance from the teacher, or it can be a teacher directed activity.

Strategy procedure

1. Choose a subject of study.
2. Create a table with three columns and two rows — one row for the headings and one larger one in which to write. Label the first column with a **K** for "What I **Know**," the second with a **W** for "What I **Want** to know," and the third with an **L** for "What I **Learned**."
3. Brainstorm ideas that the students think they know about the topic. Write those ideas under the K column.
4. Brainstorm things that the students want to know about the topic. Write those ideas under the W column.
5. Next, study the topic. The students can read a chapter, conduct research, or participate in any other active learning strategy. The students then discuss and write down what they learned in the L column.

Variations

1. A KWHL is a framework similar to a KWL that explores what the students **Know** about a topic, what they **Want** to know about the topic, **How** they will explore the topic, and what they **Learned** about the topic. In this framework students include a fourth column in which they write down how they will explore the topic. The students may use an encyclopedia, read a book, or conduct research on the Internet.

Source

- D. M. Ogle, "A Teaching model that develops active reading of expository text," *The Reading Teacher* 39, no. 5 (1986): 564-570.

READING Strategy → DRTA

Reading component   Comprehension

Related Standard(s) of Learning   1.9, 2.5, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

The DRTA (Directed Reading Thinking Activity) is a versatile strategy that promotes active reading and greater comprehension. It involves three processes: predicting, reading, and proving.

Strategy procedure

1. Have students preview the story by looking at graphics and reading the title and the introductory paragraph.
2. Ask students to predict what they think the section will be about.
3. After the students have made their predictions, ask them to read to a predetermined place in the story where there is a logical break in the action.
4. Lead the students in a discussion on the accuracy of their predictions. Ask students to find passages that prove or disprove their predictions. Point out that active readers engage in a mental dialogue with the author, making predictions, revising them, making new predictions, and so on.
5. Repeat this process until the entire story is read.

Variation of strategy: DLTA (Directed Listening Thinking Activity)
1. Follow the same steps as with DRTA, with the following exceptions:
    a. Select a story/passage appropriate for reading aloud.
    b. After students have made their predictions, read the selection aloud, stopping at predetermined places in the passage.
    c. Allow students to prove or disprove their predictions with support from what was read aloud.
    d. Again, repeat the process until the entire selection has been read.

Source

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

READING Strategy → Think-Pair-Share

Reading component   Comprehension

Related Standard(s) of Learning   2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Think-Pair-Share is a discussion strategy that can be used as a pre-reading activity, problem-solving strategy, or as a follow-up activity. Each student becomes an active participant.

Strategy procedure

1. Begin by suggesting a topic or asking a question.
2. Ask students to *think* for a few minutes about how they will respond.
3. *Pair* students, and ask them to discuss their ideas.
4. Conclude by coming back together as a whole group and having students *share* their ideas and discuss the topic in general.

Variation of this strategy –Write-Pair-Share

1. In this variation, the strategy differs only in that students are given a few minutes to *write* their thoughts about the topic before *pairing* and *sharing*.

Source

- C. M. Santa, L. T. Havens, and E. M. Maycumber, *Project CRISS* (Dubuque, Iowa: Kendall/Hunt, 1996).

READING Strategy → Sticky Notes

Reading component   Comprehension

Related Standard(s) of Learning   2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Sticky notes are used to mark sections in a text that students would like to return to, difficult sections for which they require clarification, for instance, or powerful or clear passages they would like to share with others. These stopping places can be used to foster discussion and inspire writing.

Strategy procedure

For fiction or narrative texts

1. Have students read a text independently, placing sticky notes in spots about which they want to talk. These may be parts they have questions about or parts they really enjoy, such as humorous sections and interesting or vivid descriptions.
2. Begin discussion by having students share those places they have marked, explaining the places and why they were chosen.

For informational/expository texts:

1. Have students read content area text independently, marking with sticky notes any sections they want to discuss. These may be sections they understand and can explain, sections that need further clarification (write out specifics), or places for creating their own explanations, pictures, and diagrams. Students may add to the text, using sticky notes. They may add, for example, additional illustrations and diagrams, examples from their own backgrounds, or restatements of the author's ideas.
2. Begin discussion by having students share the sections they have marked, including their questions and additions to the text. Ask students to give their reasons for choosing these sections.

Source

- C. M. Santa, L. T. Havens, and E. M. Maycumber, *Project CRISS* (Dubuque, Iowa: Kendall/Hunt, 1996).

READING Strategy → Think-Alouds

Reading component   Comprehension

Related Standard(s) of Learning   1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Think-Alouds help students understand the mental processes readers engage in when constructing meaning from texts. The teacher models this strategy as he or she reads a selection aloud, thus enabling students to observe what skilled readers think about while reading.

Strategy procedure

1. Explain that reading is a complex process that involves thinking and making sense of what is read.
2. Select a passage to read aloud that may be difficult for students to comprehend because of unknown vocabulary words, unclear descriptions, or confusing explanations.
3. Develop questions prior to demonstrating the strategy that will show what you are thinking as the passage is read.
4. Have the students read the passage silently as you read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems.
5. Change the tone of your voice so students will know the difference between what the text is saying and what you are thinking.
6. Some behaviors or strategies to model include:
   - Making predictions (e.g., "From what he's said so far, I'll bet that the author is going to give some examples of poor eating habits.")
   - Describing the mental pictures you see (e.g., "When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves.")
   - Creating analogies (e.g., "That description of clogged arteries sounds like traffic clogging up the interstate during rush hour.")
   - Verbalizing obstacles and fix-up strategies (e.g., "Now what does 'angiogram' mean? Maybe if I reread that section, I'll get the meaning from the other sentences around it. I know I can't skip it because it's in bold-faced print, so it must be important. If I still don't understand, I know I can ask the teacher for help.")
7. After modeling, provide opportunities for students to practice this strategy independently, in pairs, or in small groups.

Source

- B. Davey, "Think Aloud: Modeling the Cognitive Processes of Reading Comprehension." *Journal of Reading* 27, no. 1 (1983): 44–47.

READING Strategy → QAR

Reading component   Comprehension

Related Standard(s) of Learning   2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

In QAR (Question-Answer Relationships) two categories of questions are identified, *In the Book* and *In My Head*. These two categories are further broken-down into four types of questions, *Right There*, *Think and Search*, *Author and You*, and *On My Own*. This questioning taxonomy codifies an approach to reading texts and answering questions and helps students understand the need to consider both information in the text and information from their own background knowledge. QAR is the basis for three comprehension strategies, including (1) locating information, (2) determining text structures and how these structures may convey information, and (3) determining when an inference would be required or invited.

Strategy procedure

When first introducing this strategy and for students in second grade and below:

1. Begin with the two broad categories, *In the Book* and *In My Head*.
2. Select a short passage with one or two related questions, one an *In the Book* question and one an *In My Head* question, to model the strategy. Present the text on chart paper or on the overhead, and read it.
3. Have students answer the related questions. As answers are given, focus on locating the information, using the text.
4. For an *In the Book* question, continue to prompt students with questions, such as
   - How do you know that answer?
   - Does the text tell us the answer?
   - Where in the text does it say…?
   - Can you point to where in the story it tells you?
   - What does the story say about…?
   - Can you prove your answer from what you've read? How?
5. For an *In My Head* question, begin with questions such as
   - How do you know? Does the text tell you?
   - What helps you decide on your answer?
6. When students have recognized that the answer does not come from the story but from what they already know, say something like:
   - You used a good source of information for that answer – your own experiences.
   - When we're answering questions, remember to think about information we know already. It's in our heads.

When students have clearly understood the differences between *In the Book* and *In My Head*, a process which may take minutes for upper grade students, weeks for early primary grade students:

1. Expand upon each category, explaining the different types of questions. Focus on the two categories, *In the Book* and *In My Head*, one at a time.
2. *In the Book* questions can be divided into two subcategories. In the first, *Right There*, the answers to the questions can be found stated explicitly within a single sentence. In the second, *Think & Search/Putting It Together*, the information is found in different parts of the text and needs to be put together by the reader.

3. *In My Head* questions can also be further divided into two types of questions, *On My Own* and *Author & You*. The answers to *On My Own* questions are not in the text at all. The reader can answer the question without reading the text, using only his or her own experience or, perhaps, another text. The answers to *Author & You* questions are not explicitly stated in the text. The reader needs to think about what he or she already knows, what information the author has put in the text, and how these two sources of information fit together in order to arrive at the answers.

4. Place these descriptions of question types on overheads, bulletin boards, or handouts for students to refer to as they read and answer questions.

5. Emphasize strategies for seeking information, not merely identifying question categories.

6. Model these four types of questions as you did for the two broad categories.

Source

*   T. E. Raphael, "Teaching Question Answer Relationships, Revisited," *The Reading Teacher* 39 (1986): 516–522.

READING Strategy → Reciprocal Teaching

Reading component Comprehension

Related Standard(s) of Learning 2.8, 2.9, 3.5, 3.6, 3.7, 4.4, 4.5, 4.6, 5.5, 5.6, 5.7

Overview of the strategy

Reciprocal teaching uses the skills of predicting, questioning, clarifying, and summarizing to interact with challenging material. Through the use of these four skills, the students learn how to set purposes for reading, how to critically evaluate and monitor themselves, and how to find the main idea in the text. The teacher initially models the interactive dialogue, with the students following the teacher's example and engaging in the same activities. As students become more proficient with this procedure, have them take turns being student teacher for small groups of 2 to 4 students.

Strategy procedure

Instructional procedures

1. When first introducing reciprocal teaching, discuss with students why the text may be difficult to understand, why strategies are important to help with understanding and study of the text, and how reciprocal teaching will help the students monitor themselves as they read.

2. Give students an overall description of reciprocal teaching and explain the four strategies to be used:

    -   *Summarizing* gives the student the opportunity to identify and integrate the most important information in the text. Students begin by summarizing sentences, and with time and practice, progress to summarizing paragraphs and passages.

    -   *Question Generating* requires students to decide what information is important enough to provide substance for a question. They can teach themselves to ask questions in which they must infer and apply new information from the text.

    -   *Clarifying* is particularly helpful to those students who have trouble with comprehension. They come to realize that various factors, such as new vocabulary, unclear referent words, or difficult concepts, may make a text very hard to understand. Once they are taught to be alert to these factors, they can take the necessary steps to restore meaning.

    -   *Predicting* causes students to activate their background knowledge and set a purpose for reading. They are then called upon to predict what the author will discuss next in the text. Reading to prove or disprove their prediction becomes a new purpose for reading. The students also learn that text structures provide clues to what might happen next, through the use of headings, subheadings, and questions imbedded in the text.

3. Give students one day of practice for each of the four skills. For example, students may practice summarization by summarizing their favorite movies or television shows. They then use the text to identify the main ideas in sentences, paragraphs, and, eventually, passages. Repeat the same type of instruction for all of the skills.

4. After the students have been introduced to each of the skills, introduce the students to the general procedure used in reciprocal teaching. On the first day of instruction, model reciprocal teaching. It is important to call on every student to participate at some level.

5. As the students become more familiar with the procedure, turn over the responsibility for the dialogue to them and become a coach, providing students with evaluative information and prompting them to increased and higher levels of participation.

General procedure for reciprocal teaching

1. Give the students an expository passage about 1,500 words long.

2. If the passage is new to the group, ask for predictions based on the title. If the passage is familiar to the students, ask them to recall and state the topic of the passage and any important points covered in it.

3. Assign a segment of the passage to be read (usually a paragraph), and either tell the students that you will be the teacher (usually for the initial days of training) or assign a student teacher for the first segment.

4. Ask the group to read the assignment silently.

5. For this segment, you or the student teacher should first ask a question, then summarize and offer a prediction and clarification when appropriate.

6. If a student teacher is leading the reciprocal teaching, provide the guidance necessary to complete the activities, using techniques such as

   - prompting (e.g., "What question do you think a teacher might ask?").
   - instructing (e.g., "Remember, a summary is a shortened version. It doesn't include a lot of detail.")
   - modifying the activity (e.g., "If you're having a hard time thinking of a question, why don't you summarize first?")
   - soliciting the help of other students (e.g., "Who can help us out with this one?")

7. The remaining members of the group are invited to comment on or supplement this segment.

8. When a student teacher is leading reciprocal teaching, provide praise and feedback specific to the student teacher's participation. For example:

   - "You asked that question well. It was very clear what information you wanted."
   - "Excellent prediction. Let's see if you're right"
   - "That was interesting information. It was information that I call detail in the passage. Can you tell us the most important information about the paragraph?"

9. After this feedback, model any activity you feel needs improvement, e.g.

   - "A question I would have asked would be…"
   - "I would summarize by saying…"
   - "Did anyone else find this statement unclear?"

Variation for early elementary/those struggling with generating appropriate questions

1. Provide question words written on 3" by 5" index cards – *who, what, where, when, why, how.*

2. Place cards face down in the middle of the group.

3. Have students draw one question card each from the pile and try to think of a question that begins with the word written on their cards.

4. Students can alternate drawing cards from the pile if they get stuck and cannot think of a question on their own.

Source

- S. Palincsar and A. L. Brown, "Interactive Teaching to Promote Independent Learning from Text," *The Reading Teacher* 39 (1986): 501–514.

READING Strategy → Story Face

Reading component Comprehension

**Related Standard(s) of Learning** 1.9, 2.8, 3.5, 4.4, 5.5

Overview of the strategy

The Story Face is a graphic organizer that aids students' comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution.

Strategy procedure

1. Preview the Story Face with students prior to reading a narrative text.
2. Review the information (setting, main characters, problem, events, and resolution) that students are expected to find.
3. Have students read the text and complete the Story Face, either individually, in pairs, or as a group. Some teachers prefer to have students fill out the Story Face as they read, while others prefer that students fill it out after reading.

Sample Story Face

Setting

Main Characters

Problem

Events

#1

#2

#3

#4
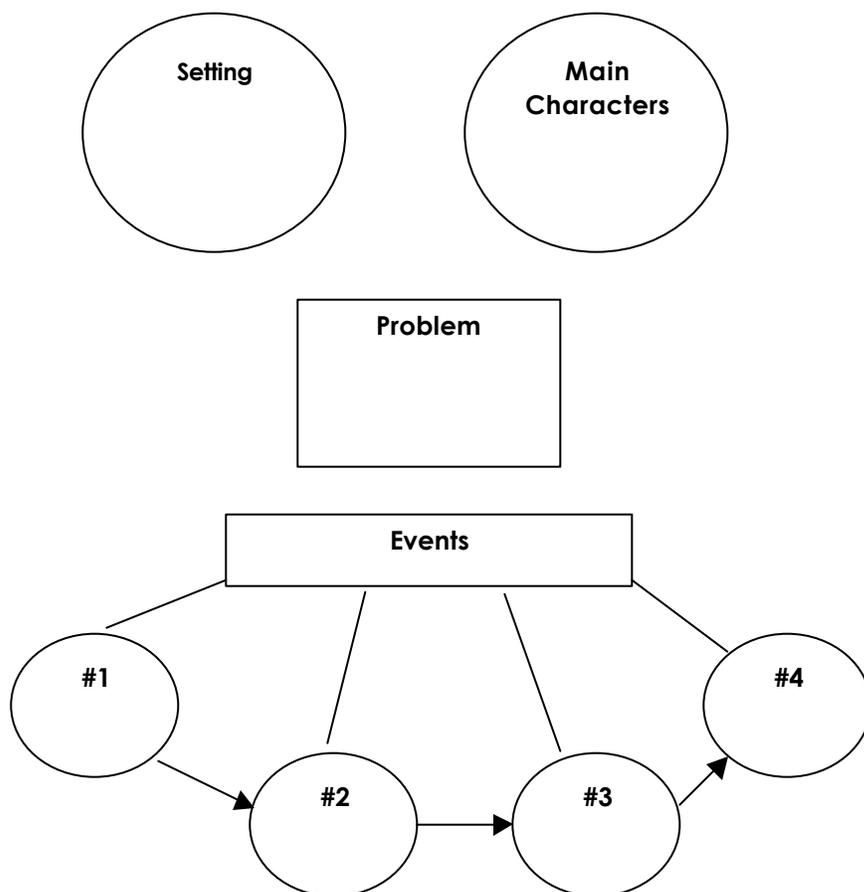
Source

- Staal, L.A. (2000). "The Story Face: An Adaptation of Story Mapping That Incorporates Visualization and Discovery Learning to Enhance Reading and Writing." *The Reading Teacher*, 54 (1), 26-31.

READING Strategy → Two-Column Notes

Reading component   Comprehension

Related Standard(s) of Learning   3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Two-column notes help students think critically about text. There are several variations.

Strategy procedure

1. Ask students to divide their papers into two columns.
2. They should label the left column *Main Idea* and the right column *Details*.
3. As students take notes, they should write the main idea on the left and the details of that main idea to the immediate right of the main idea.
4. As a new subtopic is discussed, students should add new main ideas and place those details next to that main idea.

Main Idea	Details
How are islands formed?	a. volcanic islands — lava-layers flow into sea and pile up volcanic islands (Hawaii) b. mountain tops — tops of mountains in ocean (off coasts of Maine & Scotland) c. barrier islands — sand pushed up by waves (off Florida & New Jersey) round, oval, horseshoe
Atoll	a. volcano forms a volcanic island b. coral reef forms around it c. volcano sinks leaving reef
How are atolls formed?	d. pieces of coral are pounded by waves into sand — builds up into an island on top of the reef — called atoll

Carol M. Santa, Lynn T. Havens, and Evelyn Maycumber, *Creating Independence through Student-Owned Strategies* (Iowa: Kendall/Hunt, 1996).

Variations

1. *Opinion-Proof*. The left column should be labeled *Opinion* and the right column *Proof*. Students write an opinion about the topic of study, character, or plot of a story and look for proof of their opinion in the text. They write their proof next to the opinion that it supports. This can be used with both narrative and expository text.

Opinion	Proof
Students should be allowed to eat lunch off campus.	1. support local business 2. give students a break from school — come back feeling recharged 3. teach students more responsibility
Students should not be allowed to eat lunch off campus.	1. school cafeteria will lose money 2. cause problems for neighbors near school 3. late to afternoon classes

Santa, Dailey, Nelson, 1985.

2. Question-Answer. Label the left column Question and the right column Answer(s). Write four questions in the left column to help identify and study the problem. Read in the text to find the answer(s) to the questions and write each answer in the Answer(s) column.

Question	Answer(s)
What is the Problem or Issue?	America's topsoil is eroding away at an alarming rate.
What are the Effects?	ugly ditches cut through the hillside creek bed choked with topsoil soil can't produce as many products
What are the Causes?	not properly protecting soil — poor conservation not rotating crops
What are the Solutions?	no-till new fertilizers strip farming

Carol M. Santa, Lynn T. Havens, and Evelyn Maycumber, *Creating Independence through Student-Owned Strategies* (Iowa: Kendall/Hunt, 1996).

READING Strategy → Literary Report Card

Reading component   Comprehension

Related Standard(s) of Learning   3.5, 4.4, 5.5

Overview of the strategy

Literary report cards (Johnson & Louis, 1987) help students analyze characters in narrative stories. Students assign grades to characters based on a variety of criteria on which the teacher has initially decided.

Strategy procedure

1. Have students create a literary report card that focuses on key character traits. (See the example below for the character Frog in *Frog and Toad All Year* by Arnold Lobel. The report card can be designed to look like a real report card.)
2. After reading a narrative text, students assign grades to characters.
3. Students must cite an example from the story when assigning a grade.

Example

Student: *Frog*		
Area	**Grade**	**Comments**
Patience with friends	G	*Frog is always patient with Toad. For example, when Toad is in a bad mood, Frog tries to cheer him up.*
Problem solving	S	*Frog is able to solve most of the problems he encounters. When Toad loses their ice cream cones, Frog has a solution.*
Creativity	G	*Frog is creative and able to use his imagination. He tells an interesting story to Toad about how he found spring.*
G = Good S = Satisfactory N = Needs improvement		

Source

*   Cited in K.Y. Yopp and R.H. Yopp, *Literature-Based Reading Activities* (Boston: Allyn & Bacon,1996).

READING Strategy → Questioning the Author

Reading component   Comprehension

Related Standard(s) of Learning   3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. It is grounded in the fact that many textbooks lack coherence and explanation and assume unrealistic levels of background knowledge. This strategy asks readers to engage with text in a meaningful way.

Strategy procedure

1. Begin by discussing with students the idea that textbooks are written by ordinary people and that authors have varying styles which may be unclear or even confusing to some readers. Alert students to the fact that they may have to work at figuring out what an author is trying to say.
3. Read passages from selected texts.
4. Prompt students by asking
    - "What is the author trying to tell you?"
    - "Why is the author trying to tell you that?"
    - "Is that expressed clearly?"
5. As students discover problems and confusions in the text, prompt them to revise those ideas in clearer language by asking questions, such as
    - "How could the author have expressed the ideas more clearly?"
    - "What would you want to say instead?"
6. By transforming an author's ideas into their own, students successfully comprehend text.

Source

- M. G. McKeown, I. L. Beck, and M. J. Worthy, "Grappling with Text Ideas: Questioning the Author," *The Reading Teacher* 46 (1993): 560–566.

READING Strategy → Selective Underlining

Reading component   Comprehension

Related Standard(s) of Learning   3.6, 4.5, 5.6

Overview of the strategy

Selective underlining is a study strategy that enables students to understand what the author is trying to say and to organize information in texts.

Strategy procedure

1. Explain to students that, when used selectively, underlining sections of text and taking notes in the margins are helpful comprehension strategies. Explain that underlining is one way to organize information in texts.

2. Using a transparency of an assignment, model how you underline. First, read through the selection, then reread and begin underlining, not whole sentences, but words and phrases that get at key ideas. Note main ideas with numbers or other notations. For key ideas, come up with short topic names, and write them in the margins.

3. Underline main ideas and details with different colored markers. For example, main ideas may be in blue while details are in red.

4. When main points are not explicit, generate your own main points, jot them in the margins, and color appropriately.

Source

- C. M. Santa, L. T. Havens, and E. M. Maycumber, *Project CRISS* (Dubuque, Iowa: Kendall/Hunt, 1996).

READING Strategy → Anticipation Guides

Reading component   Comprehension

Related Standard(s) of Learning   2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Anticipation Guides can be used to activate and assess students' prior knowledge, to establish a purpose for reading, and to motivate students by stimulating their interest. They promote active reading and critical thinking.

Strategy procedure

1. Identify the major concepts that you want students to learn from a reading.
2. Determine ways these concepts might support or challenge the students' beliefs.
3. Create four to six statements about the topic for which students may have prior beliefs or experiences. Address important points, major concepts, controversial ideas, and misconceptions. Do not include simple, literal statements that can be easily answered.
4. Share the guide with the students. Have the students react to each statement, formulating a response to it and preparing to defend their opinions.
5. Discuss each statement with the class. Ask how many agreed or disagreed with each statement. Have students representing opposing viewpoints explain their reactions.
6. Have students read the selected text in order to find supporting or contradictory evidence for their responses. Students may confirm their original responses, revise original responses if necessary, and decide if any additional information may be required.
8. Discuss with the class what was learned from the reading.

Variations of the Strategy

1. Make a human continuum: line students up according to a Likert rating scale (i.e., strongly agree, agree, neutral, disagree, or strongly disagree). Have them justify their responses to each statement.
2. Rewrite any statement that was not true to make it correct.

Source

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

READING Strategy → Graphic Organizers

Reading component   Comprehension

Related Standard(s) of Learning   1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Graphic organizers represent information visually in a clear, logical manner. Not only do they represent content information, but also the relationships that link ideas together. Graphic organizers help students store and recall information that assists in understanding what is read.

Strategy procedure

1. Explain the purpose and benefits of using graphic organizers. Tell students that using a visual organizer can aid in retention, comprehension, and recall of information.
2. Introduce a specific graphic organizer by describing its purpose (e.g., mind map – for brainstorming ideas about a topic) and its form (e.g., center circle with straight lines extending from it).
3. Explain and model how to use the organizer with familiar information, then with new information.
4. Have the students complete a graphic organizer in a whole group setting with familiar information before applying the organizer to new information.
5. Have students express their ideas about what they like about using the organizer and how they might adapt it for use in other contexts.
6. Provide opportunities for students to use the graphic organizer.
7. Encourage students to construct their own graphic organizers.

Source

- R. Billmeyer and M.L. Barton, *Teaching Reading in the Content Areas*. (Aurora, Colorado: McREL, 1998).

READING Strategy → Word Splash

Reading component   Vocabulary/Comprehension

Related Standard(s) of Learning   1.7, 2.6, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

This before-reading strategy introduces students to key vocabulary, allowing them to access prior knowledge of the topic. Students are asked to sort words into categories, justifying their placement based on prior knowledge. Students make predictions based on what they know from the introduced vocabulary words, which can be confirmed as the story or article is read. This strategy works especially well with nonfiction text.

Strategy procedure

1. Using an overhead transparency, chart paper, or chalkboard, display 6-10 unusual or unfamiliar words from the text, splashing the words around the title of the story or article.
2. Read aloud with the students as you point to each word.
3. Ask the students to work with partners or in teams. Students should classify the words into groups, justifying why certain words might go together.
4. Have students share their groupings and reasons with the class.
5. Have the students make predictions about the text based on the words in the Word Splash.
6. Students should read the text silently, either in its entirety or in chunks. Have them confirm and/or revise their predictions based on what they have read.
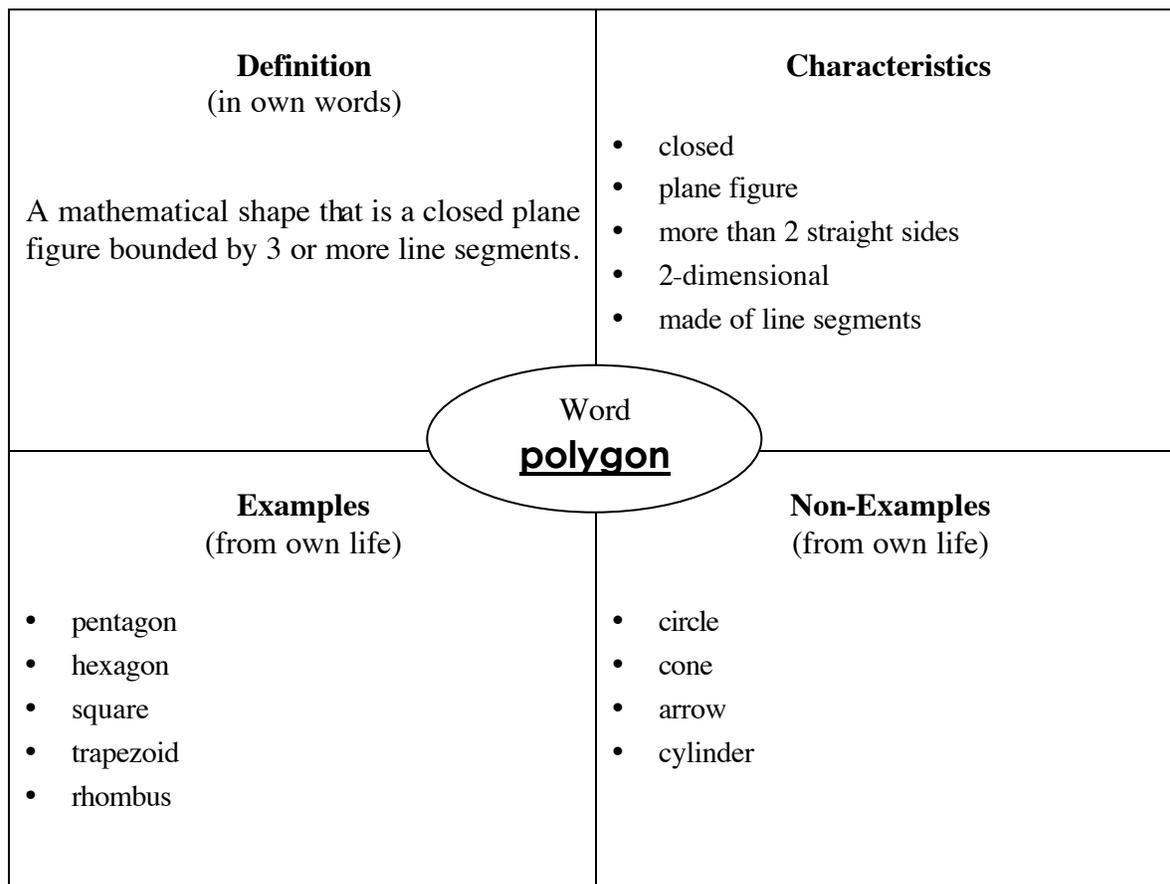
READING Strategy → Frayer Model

Reading component   Vocabulary

Related Standard(s) of Learning   3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

The Frayer Model is a word categorization activity. Students analyze words based on their attributes. This is done by selecting examples and non-examples of the concept.

Strategy procedure

1. Select a concept or word to be analyzed.
2. Demonstrate/model an easy word with the class, for example, "polygon."
3. Complete the entire four-block graphic organizer together. (See figure below.)
4. Have students practice the strategy in pairs or in small groups, with vocabulary from the unit of study.
5. Share comparison charts with the class.

Definition (in own words) A mathematical shape that is a closed plane figure bounded by 3 or more line segments.	**Characteristics** • closed • plane figure • more than 2 straight sides • 2-dimensional • made of line segments
Word **polygon**	
Examples (from own life) • pentagon • hexagon • square • trapezoid • rhombus	**Non-Examples** (from own life) • circle • cone • arrow • cylinder

Source

- D. A. Frayer, W. C. Frederick, and H. J. Klausmeier, *A Schema for Testing the Level of Concept Mastery,* Technical Report No. 16 (Madison, Wisc.: University of Wisconsin Research and Development Center for Cognitive Learning, 1969).

READING Strategy → Semantic Feature Analysis

Reading component   Vocabulary/Comprehension

Related Standard(s) of Learning   3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Semantic Feature Analysis (SFA) uses a chart that compares the terminology of a subject by its features or characteristics. An SFA is a visual representation of how the terms students are studying are similar or different. An SFA can be used with any content subject area.

Strategy procedure

1. Choose a subject of study, e.g., pets.
2. Create a table. List the terminology of the subject in the left column, and list the features or characteristics common to the subject in the top row.
3. Ask students to place a plus sign (+) to indicate that the feature applies to the term, or place a minus sign (–) to indicate that the feature does not apply to the term:

PETS	Land	Water	Wings	Fins	Legs	Fur
Dog	+	-	-	-	+	+
Fish	-	+	-	+	-	-
Horse	+	-	-	-	+	+
Snake	+	-	-	-	-	-
Hamster	+	-	-	-	+	+

4. Discuss the similarities and differences among the terminology.

Variations

1. Place an X to indicate that the feature applies, or leave the space blank if the feature does not apply to the term:

PETS	Land	Water	Wings	Fins	Legs	Fur
Dog	X				X	X
Fish		X		X		
Horse	X				X	X
Snake	X					
Hamster	X				X	X

2. This strategy can be used to assess prior knowledge before beginning a topic of study. If this is the case, the students may also put question marks if they are unsure if the feature applies to the term.
3. This strategy can also be used to examine story elements:

FAIRY TALES	Magic	Danger	Good vs. Evil	Students
Cinderella	X		X	
Snow White	X	X	X	
Sleeping Beauty	X	X	X	
Hansel & Gretel	X	X	X	X

Source

- R. Billmeyer and M.L. Barton, *Teaching Reading in the Content Areas* (Aurora, Colorado: McREL, 1998).

READING Strategy → Concept Sorts

Reading component   Vocabulary/Comprehension

Related Standard(s) of Learning   K.8, 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

Concept sorts are activities in categorization. Students can sort objects, pictures and/or words by concepts or meaning. This is an excellent way to link vocabulary instruction to what students already know and to expand their conceptual understanding of essential reading vocabulary.

Strategy procedure

1. Gather students together around a large table or pocket chart.
2. Choose something to sort. For younger students, use objects or pictures. For older students, use words. Possibilities for concept sorts include objects, such as students (male/female, hair color, eye color, age, favorite color), shoes (boys'/girls', right/left, tie/Velcroe/slip-on), coats (short/long, button/zip, hood/hoodless), and buttons (number of holes, shapes, colors, sizes). Possibilities could also include units of study, such as food groups, animals, forms of transportation, and states of matter.
3. Begin with an open sort: Let the students determine how to sort based on their background knowledge and experience.
4. Ask students to describe how the things in each category are alike.
5. Decide on a key word or descriptive phrase to label each category.
6. Model writing key words. Also, write individual labels for each item if sorting objects or pictures.
7. Allow for individual sorting, using a closed sort. Have the items and labels available for students to sort on their own or with a partner during free time or center time.

Variations of the strategy

1. Use as advanced organizers for anticipating new reading.
2. Revisit and refine after reading to assist in recall and comprehension.
3. Use to organize ideas prior to writing.

Source

*   D.R. Bear, M. Invernizzi, S. Templeton, and F. Johnston, *Words Their Way* (Upper Saddle River, New Jersey: Prentice-Hall, 1997).

READING Strategy → Concept Definition Map

Reading component   Vocabulary

**Related Standard(s) of Learning**   3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

A Concept Definition Map is a graphic representation that helps students understand the essential attributes, qualities, or characteristics of a word's meaning. It is also a strategy for teaching students the meaning of a key concept by having students describe the concept and cite examples of it.

Strategy procedure

1. Display an example of a concept definition map on a chart or transparency.
2. Discuss the parts of the concept definition map:
   - Category – What is it?
   - Properties – What is it like?
   - Illustrations – What are some examples?
3. Model how to use the map by selecting a familiar vocabulary term from a previous unit and mapping its features.
4. Provide guided practice by allowing students to map another familiar vocabulary word with a partner or in small groups.
5. Have students work in pairs to complete a map for a concept in their current unit of study.
6. Have students use the map to write sentences defining the concept.
7. As the unit progresses, encourage students to refine their maps as they learn additional characteristics and examples of the concept.

What is it? (definition)   **What is it like?**

The Word >>>

What are some examples?
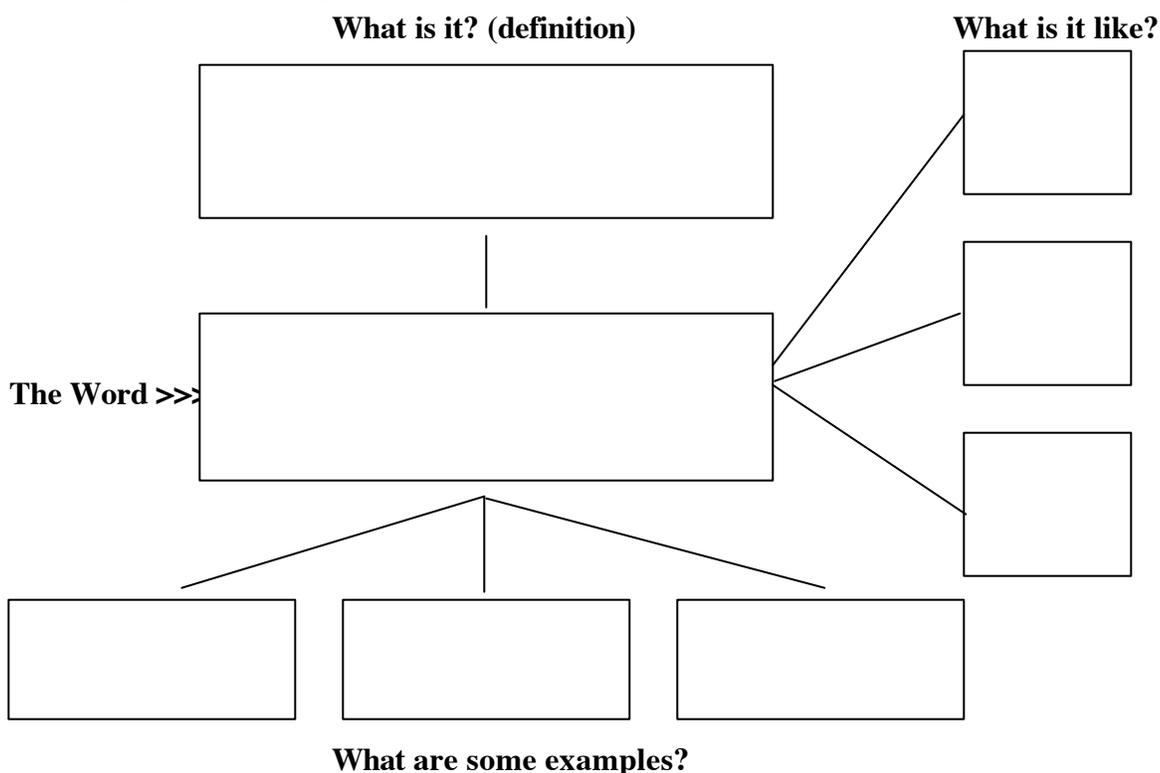
Source

- R. Schwarts and T. Raphael, "Concept of Definition: A Key to Improving Students' Vocabulary." *The Reading Teacher* 39, no. 2 (1985): 198-205.

READING Strategies Organizational Chart

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

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

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

Reading component   Vocabulary

Related Standard(s) of Learning   6.5

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Using the Context with a Speech Bubble

Reading component   Vocabulary

Related Standard(s) of Learning   6.3, 6.5

Overview of the strategy

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

Strategy procedure

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

Source

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

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

Reading component   Vocabulary

Related Standard(s) of Learning   6.3, 6.5

Overview of the strategy

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

Strategy procedure

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

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

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

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

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

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

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

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

READING Strategy → Partner Reading

Reading component Fluency

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

Overview of the strategy

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

Strategy procedure

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

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

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

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

READING Strategy → Read-Pair-Share

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

1. Choose a text on the instructional level of the students. Divide the text into portions, and mark the places where students will pause to discuss. Distribute the text to the students.

2. Divide students into partners; if there is an odd number, partner with a student who may need additional support. Assign one student in each pair to be the summarizer and the other to be the clarifier.

3. Model the procedure with the first portion of the text, using a strong student to be your partner: the students read a portion of the text silently and then pause to summarize and clarify. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier adds any important information that may have been omitted.

4. Have the student pairs continue reading and pause to summarize and clarify. After several portions have been discussed, have the students switch roles. Have students continue until the text has been completed.

5. Students might also draw, chart, diagram, or summarize the entire selection collaboratively or individually to demonstrate comprehension of the text as a whole.

Source

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

READING Strategy → Question-Answer Relationship

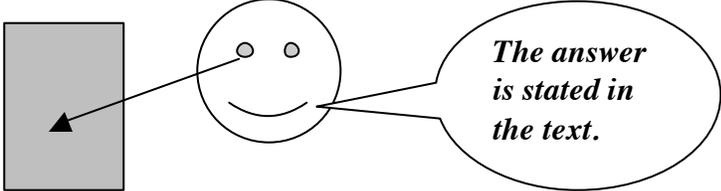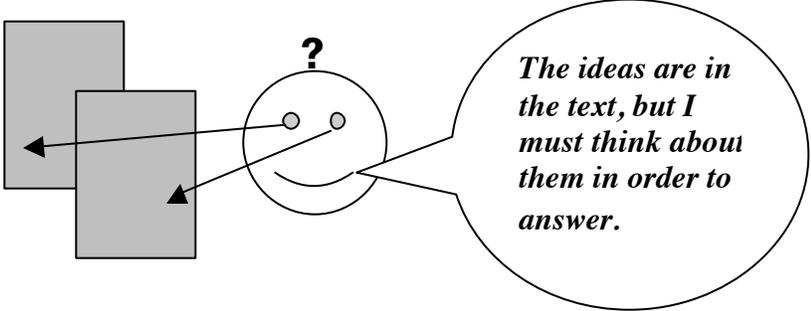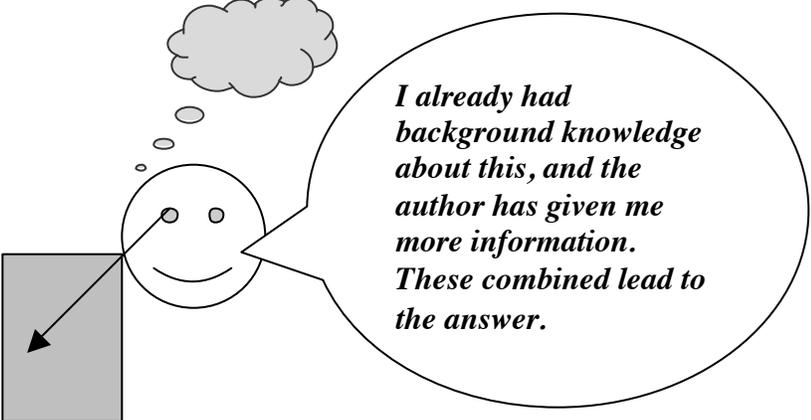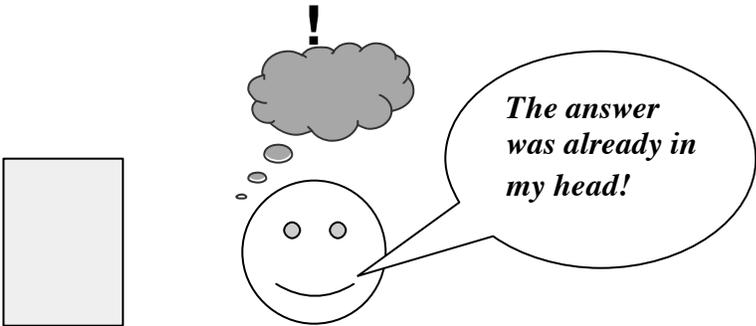|	
Reading component	Comprehension
Related Standard(s) of Learning	6.4, 6.5, 7.5, 7.6, 8.5, 8.6

Overview of the strategy

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

Strategy procedure

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

Source

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

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

READING Strategy → ReQuest

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Written Conversation

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

1. Select a text on the students' independent reading level if the text is to be read by students, or at the instructional level if the text is to be read aloud by the teacher. Mark in the text the places to stop reading for Written Conversation.
2. Assign partners, and distribute to each pair one Written Conversation Log (see sample below) and the marked text.
3. Read aloud to the first stopping place, pause, and instruct the students write their conversation. Each student should have at least two opportunities to write and respond. No talking is permitted.
4. Resume reading aloud, or assign the students to share the reading either quietly between partners, or individually and silently. Instruct the students to pause at the next stopping place to do Written Conversation again.
5. Continue until the whole text has been read and the Written Conversation has been shared.
6. Lead a whole-class discussion of the insights gained by writing conversations during reading. How is this similar to spoken conversation? How is it different?
7. Repeat with increasingly difficult text and different partners, as appropriate.

Written Conversation Log		
Partners: _____ Text and Author: _____ Date: _____		
Pages or paragraphs	**Speaker's name**	**Written Conversation**

Source

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

READING Strategy → Hot Spots

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

1. Choose and distribute a text on the students' instructional level and that contains unfamiliar words and/or ideas. Distribute small, brightly colored sticky notes.
2. Instruct the students to scan the text individually and mark each unfamiliar word or phrase with a sticky note. These are "hot spots." Have the students go to the board as they finish reading and write their hot spots on the board, together with page and paragraph numbers to identify the spots. Encourage all students to contribute until all their hot spots have been listed.
3. Erase the duplicates.
4. Ask for volunteers to clarify the hot spots identified by others. Add clarification as needed, and refer students to clues in the text as well as to examples in their background knowledge. Continue until all the hot spots have been clarified. Encourage students to examine the hot spots in context and to connect them with prior knowledge when possible.
5. Have students read the text either individually or with partners. Since the preparation for reading has been so robust, the text might be assigned as homework.

READING Strategy → Anticipation Guide

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

1. Choose a text on the independent reading level of students, read it, and think about the major concepts and/or themes you plan to address after the students have read it. Develop the Anticipation Guide by choosing the concepts or themes most likely to stimulate students' thoughts/beliefs and writing three to five thought-provoking statements about these concepts/themes. General statements, quotations, and idioms may work well.
2. Distribute and/or display the Anticipation Guide. Ask students to read and respond to the statements by circling "Agree" or "Disagree" by each one. Stress that there are no correct or incorrect answers because responses are based on the students' personal background knowledge and opinions. See sample below:

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

3. Encourage student discussion of the statements. Students should be required to share their background knowledge and support their opinions.
4. Have the students read the text.
5. Ask students to return to the Anticipation Guide and circle "Agree" or "Disagree" again.
6. Again, encourage student discussion of the statements, requiring students to support their opinions with references to the text.
7. In class discussion, have students compare their opinions prior to reading with their opinions after reading.
8. Follow up with a writing assignment.

Sources

- H. Herber, *Teaching Reading in the Content Areas*, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).
- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas,* 5th ed. (Stamford, Conn.: Wadsworth, 2002).

READING Strategy → Pattern Guide

Reading component   Comprehension

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

Overview of the strategy

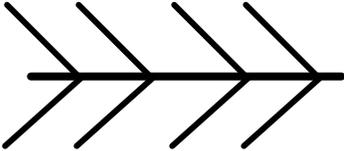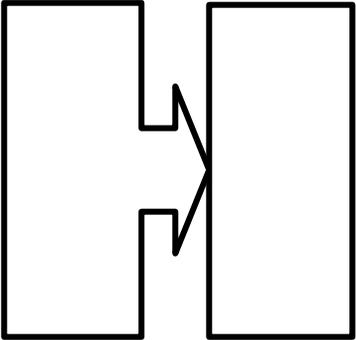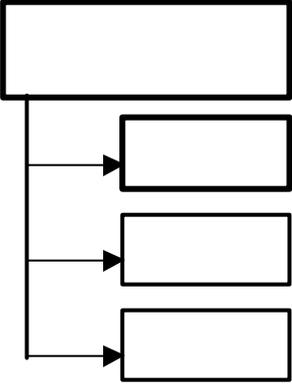The Pattern Guide strategy, developed by Herber, demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize causal relationships as well as patterns of organization. These guides, also called graphic organizers, should be chosen or created by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

Strategy procedure

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

Source

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

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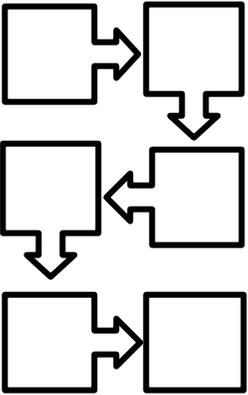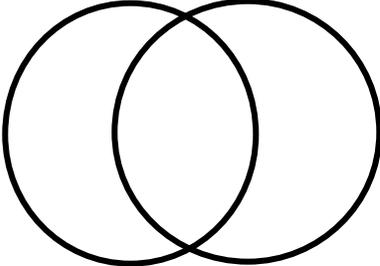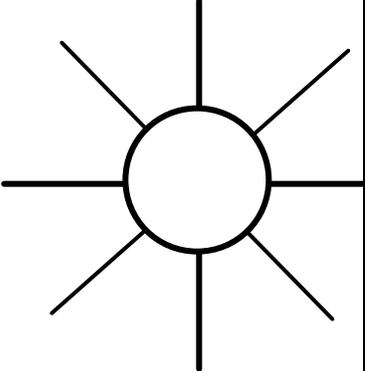
READING Strategy → Summarizing Based on Rules

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

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

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

   Read and clarify the rules with the students.

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

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

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

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

6. Repeat often with texts of increasing difficulties.

Source

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

READING Strategy → Group Summarizing

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

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

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

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

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

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

Source

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

READING Strategy → Collaborative Summarizing

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Biopoem

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

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

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

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

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

Biopoem Formula

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

Source

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

READING Strategy → About/Point

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

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

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

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

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

5. Repeat often with increasingly complex texts.

About/Point Chart	
Title:_____ **Author:**_____	
The text is ABOUT:	
The author's POINTS are:	• • • •

Source

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

READING Strategy → Cooperative Reading Activity

Reading component   Comprehension

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

Overview of the strategy

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

Strategy procedure

1. Choose and distribute a text on the independent reading level of students that can be divided into sections. Subheadings and a strong introduction are helpful. If there is an introduction, read it aloud to the entire class.
2. Divide the class into the number of groups that corresponds to the number of sections in the text. Provide each student with a 5-by-8 card and each group with a piece of chart paper. Assign each group a section of the text to read either individually or as a group.
3. Instruct each student to record major points on his/her card individually during or immediately after reading the section.
4. Instruct the groups to write the subheading of their section on the chart paper and to list the major points underneath. The major points must be discussed because consensus must be reached among group members about the points to go on the chart.
5. Instruct each group to present its findings to the class as a whole. Note taking during these presentations is recommended if the class is to be held accountable for understanding the entire text.

Source

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

READING Strategy → Zooming In and Zooming Out

Reading component   Comprehension

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

Overview of the strategy

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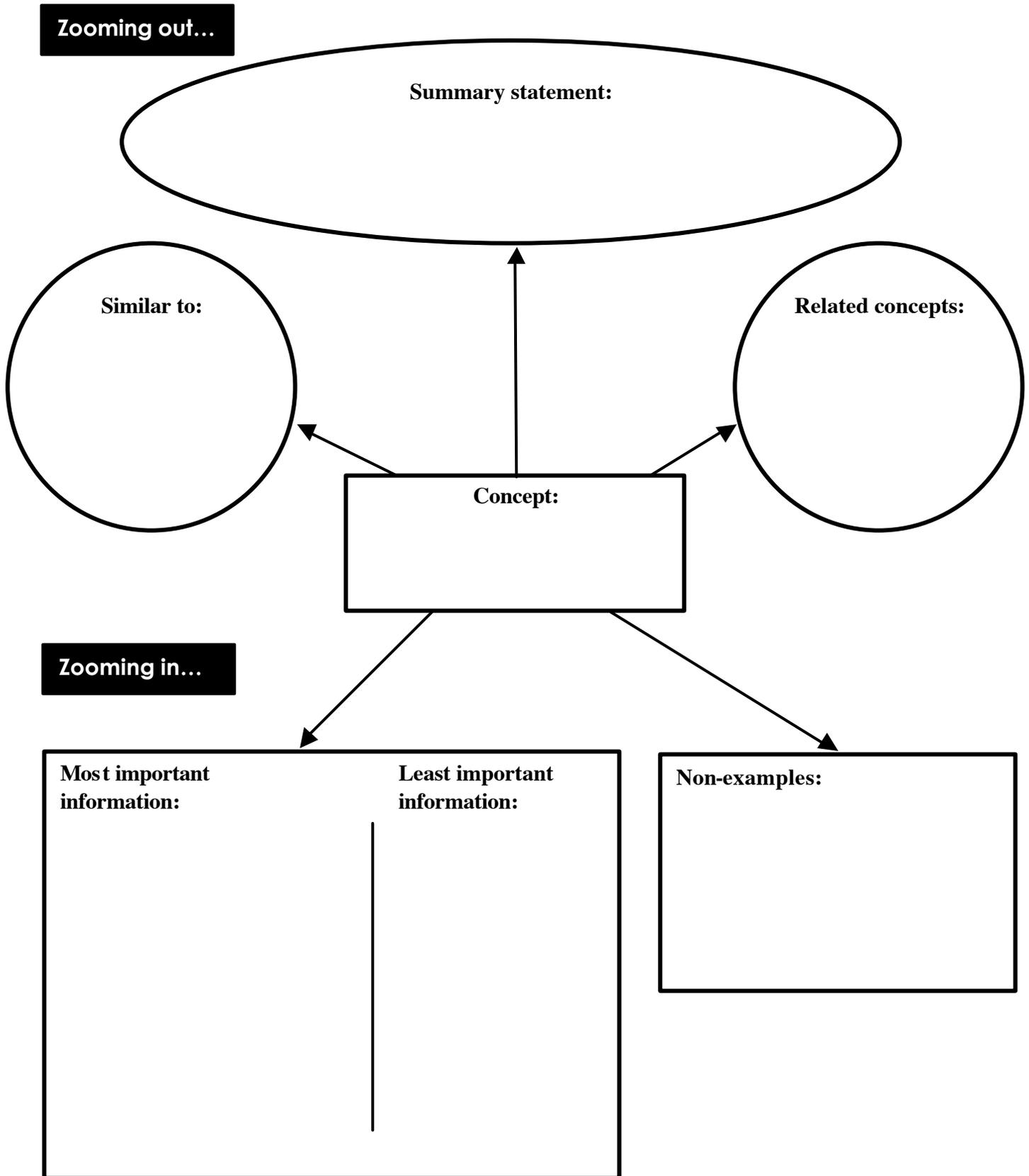
Strategy procedure

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

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

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

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

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

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

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

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

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

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

Source

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

Zooming In and Zooming Out Frame

Zooming out…

Summary statement:

Similar to:

Related concepts:

Concept:

Zooming in…

Most important information:

Least important information:

Non-examples:

READING Lesson Plan → Interpreting Political Cartoons

Organizing Topic　　　　　　　Comprehending Informational Text

Related Standard(s) of Learning　8.6 (a, b, c, d, h, and i)

Objective(s)

* The student will read and interpret political cartoons.

Materials needed

* A transparency of an age-appropriate political cartoon
* Handout of one or several age-appropriate political cartoons (different from that on the transparency)
* Transparency pens and wipes
* Overhead projector

Lesson procedure

1. Select and display on the overhead an age-appropriate political cartoon.
2. List common features of cartoons: caricature, symbolism, exaggeration, wit, and brevity.
3. Point out an example of one or several of the features in the cartoon on the overhead, and allow students to find other features, if possible. This transparency might be labeled with washable pens.
4. Assist students in interpreting what the cartoonist is trying to convey, and write the interpretation on the transparency.
5. Distribute other cartoons, and allow the students to work in pairs or trios to find and list the features of each and collaborate on an interpretation.
6. Have the class share the features found and discuss the interpretation of the cartoons.
7. Have the students individually write their interpretations in paragraph form.

READING Lesson Plan → Reading and Rereading for Understanding with
Note-Taking Guide Chart

Organizing Topic   Comprehending Informational Text

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

Objective(s)
- The student will read and reread informational text.
- The student will take notes.
- The student will paraphrase.
- The student will summarize.

Materials needed
- Informational text with subheadings
- Read-and-Reread Note-Taking Guide Chart (see next page)

Lesson procedure
1. Choose and distribute a challenging informational text with subheadings. Distribute the chart.
2. Have students read and consider the title and write it on the guide. Have them also write the author's name on the guide and activate any prior knowledge about him/her by means of a whole-class or small-group discussion. Have students identify the source of the text, write it on the guide, and activate any prior knowledge about its bias by means of a whole-class or small-group discussion. Have them note the bias, if any, on the chart
3. Have the students read the opening and closing paragraphs aloud. Have them paraphrase these two paragraphs on their guides.
4. Ask the students to skim the article for boldface type, italics, and subheadings and write these on the guide in the order they appear in the text. Clarify any unfamiliar vocabulary during the second reading, and have students write needed clarifications on their guides.
5. Have students skim the article by reading the topic sentence in each paragraph. Explain that usually the topic sentence comes first in the paragraph, but occasionally one needs to read carefully to find it. Have students record the topic sentence on their guides. This step might be accomplished with partners or individually.
6. Pause to discuss what has been learned thus far.
7. Have students read the entire article, writing any important information not already included on their guide.
8. Finally, have students summarize the article.

Read-and-Reread Note-Taking Guide Chart for Expository Text			

Title: _____ Author: _____

Source: _____ Bias: _____

First reading Paraphrase of first and last paragraph	**Second reading** Boldface type, italics, subheadings, in order of appearance, and needed clarifications	**Third reading** Paraphrase of the topic sentence of each paragraph.	**Fourth reading** Important information not already included

Summary of article