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DEVELOPING METACOGNITION

Metacognition is recognizing when you understand what you are reading or when you do not understand what you are reading and knowing what to do about it.

Metacognitive skills help you monitor, or keep a check on your reading.

Pre-reading (before)
- Activate prior knowledge
    - Brainstorm
        - Use what is already known
- Clarify and understand purpose
    - Look over the questions
    - Turn boldface headings into questions
- Overview the text
    - Skim text
- Make a plan for how to read text

Interactive Reading (during)
- Keep purpose in mind
- Look for information to answer questions
- Make notes to monitor comprehension
- Keep a check on understanding of material
    - Fix up "clunks"
        - Slow down
        - Reread
        - Continue reading
        - Use graphic aids
        - Check context to clarify confusing words
        - Use the glossary or dictionary
        - Get help from another source (other student, teacher, etc.)

Post-reading (after)
- Bring closure to the reading
- Check to see if plan worked
    - Check predictions
    - Review purposes
    - Summarize what was read

*REMEMBER: Reading is a PROCESS

TABLE OF CONTENTS

Know – **W**ant to Learn – **L**earn Interactive Strategy
(**KWL**)

Description

In the K-W-L "reading to learn" process students learn how to learn from texts. This process involves students in three cognitive steps: assessing what we know, what we want to find out, and what we learned. Through a process of brainstorming, students call up what they know about a topic. Questions are raised about what we want to find out and are recorded. Teachers may ask students to find general categories of information by charting what they already know and by predicting how they think the text will be organized. After reading, students record what was learned and discuss questions that may not have been answered.

Procedure
1. Discuss – Before students read discuss with them what they already know about the topic of the article to be read. As students volunteer information, list on the board what they already know.   Ask the students to list this information in the **K** column ion their own worksheets.
    - EX. Black Widow Spiders – Students might volunteer information about spiders, poison, hour-glass shaped markings, and spiders eating their mates.

2. Categorize – Ask students to find information that is related-pieces that are on the same topic or category.
    - EX. You might want to give them an example such as what black widows eat where they live, or their mating habits. Then ask students to find out information that can be chunked.

3. Anticipated Structure – Ask students to think about the categories of information they would expect an article on this topic to cover.
    - EX. Explain that this article on spiders should include information about how that animal looks, what it eats, what enemies it has, and how it produces and raises offspring. List the expected categories on the board as students volunteer them.

4. Question – Ask students to use their own worksheets and write down any questions in the **W** column that they want answered as they read. As they read the article they may add any new questions that have come to their minds as they read.

5. Learn – As the students read the article, they are to jot down answers to their questions in the **L** column on their worksheet.

6. Reflect – When the students have completed the article and their worksheets; discuss what they learned from reading. Review their questions to find any that have not been dealt with satisfactorily. Suggest ways students could continue their search for information.

(Ogle, 1986)

KWL Chart

What do I know?	What do I want to know?	What have I learned?

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

Description

This systematic study procedure consists of five steps to be followed during independent reading: (1) Survey or preview the material, for an overview of content and intent of the author; (2) Questioning, for establishing purposes for reading; (3) reading the material; (4) Reciting; and (5) Reviewing, which with step 4, helps pupils to remember what they read.

Procedure
- Pre-reading
  1. Survey or Preview – Have students read all the headings and subheadings. Have them read the first sentence of each paragraph and look at all graphic aids. Based on their preview, have the students write a two to three sentence prediction of the text content.
  2. Question – Have the students turn the first heading into a question and write it down.
- Interactive Reading
  3. Read - Ask students to read the information below the first heading to find the answer to their question and any other important information.
  4. Recite – Have the students write the answer to their question below the question. If the text didn't answer the question ask them to revise or rewrite the question so that it can be answered. Ask the students to add any questions that important information would answer. They are to answer these questions also. Repeat steps 2 and 3 for each heading and subheading.
- Post-reading
  5. Review – Go back over the entire selection, rereading each heading and subheading, and without rereading, recall the important information given in that section. If recall is inadequate, the student should be directed to repeat the steps. This review allows the student to assess his/her learning.

(Robinson, 1946)

Preview, Question, Read, Self-Recite, Test
(PQRST)

Description

This systematic study procedure consists of five steps to be followed during independent reading: (1) Previewing the material, for an overview of content and intent of the author; (2) Questioning, for establishing purposes for reading; (3) reading the material; (4) Self-reciting; and (5) Testing, which with step 4, helps pupils to remember what they read.

Procedure
- Pre-reading
  1. Preview – Lead the students to attend to each of the following text items.
     o Title
     o Introductory paragraph(s)
     o Headings
        - Major headings (major thoughts or divisions)
        - Minor headings (subtopics)
     o Skim some of the columns and paragraphs. Read first and last sentences.
     o Examine words in boldface or italic type.
     o Examine graphic aids such as photos, diagrams, graphs, and charts.
     o Read the summary.
     o Consider the questions, "What do I already know?" "How does this material fit in?"
     o
  2. Question – Have the students develop questions to ask as they read.
     o Turn headings into questions.
     o If headings are to general, formulate questions based on topic sentences.

- Interactive Reading
  3. Read - Ask students to read the information one section (information under the heading) at a time.
     o Adjust speed according to the nature of the text and purpose for reading.
     o Clarify understanding of technical terms.
     o Look for key ideas and important facts.
     o Make brief notes upon completing entire sections.
     o Reflect on the material and relate it to other readings or other experiences.
  4. Self-Recite or "Play It Back"– Model how to stop to ask, "What have I read here?"
     o Look away from the print and recite important points. Put ideas into own words.

- Post-reading
  5. Test– Self-review by recalling the broad plan of the reading material. Recall big thought divisions.
     o Check main points and important sub points.
     o Use visual, auditory and kinesthetic learning channels – reread, rehearse aloud, and write key points.
     o "Overlearn" material so that recall is automatic.

(Thomas and Robinson, 1972)

ReQuest

Description

In the strategy ReQuest, the teacher and a student read parts of the selection silently and ask each other questions about the passage, alternating roles of questioner and responder. It may be used in a group situation with students taking turns at questioning and responding or in a one-to-one situation with an individual. Through the steps of ReQuest, the teacher is able to demonstrate good questioning.

Procedure
- Preliminary Steps and Pre-reading
  1. Select appropriate material for making predictions and identify in advance the points at which students might be asked to predict what will happen next.
  2. Prepare the students for the procedure by describing what you and they will be doing during the procedure. Carry out other appropriate preinstructional steps.

- Interactive Reading
  Steps in Developing Students' Questioning Abilities - Take turns with the student(s), asking each other questions about what you both have read silently. Follow these steps:
  1. The teacher and students both read a section silently.
  2. A student questions the teacher, who has closed the book. Besides answering the questions, the teacher can also reinforce good questioning behavior by asking for clarification, praising good questions, and giving constant feedback.
  3. Teacher and students (or student and student) exchange roles, with the responder having the book closed. When it is the teacher's turn to question the student, the teacher should use various types of questions that build upon the student's prior knowledge or require the student to integrate or synthesize the information read. The student should be challenged when answering the questions.
  Steps in Developing the Students' Predicting Abilities – continue the questioning procedures until the students have read enough of the section to make a prediction about the outcome, and follow these steps:
  1. The teacher terminates the questioning at that point, asking the students to make a prediction.
  2. If the teacher deems the predictions plausible, the teacher and students silently read the remainder. If not, the questioning is resumed as above.

     At the end of the first paragraph is an appropriate point to ask the student to try to predict what might take place in the remainder of the story.

     The student(s) should be asked: "What do you think will happen?" "Why do you think so?" "Can you find any support for your prediction in what we read?"

     A list of predictions should be developed by the student(s) and then ranked from the most likely to the least likely to occur.
  Silent Reading
  1. Students read the remained to determine if their predictions are correct.
  2. The teacher reads also, but is available to facilitate as necessary.

- Post-reading

  After reading, the students' predictions and the actual outcome of the story should be discussed. The student(s) could be asked to tell the point in the story that revealed the eventual outcome to them (if the prediction was not the same as the outcome). The teacher may have the student(s) change the events so that their predictions are correct. Students may be asked to decide which invention had changed their lives and then write about it or imagine a future invention, which might change their lives.

(Manzo, 1969)

Think - Aloud

Description

This metacognitive strategy allows students to verbalize what they are thinking as they are reading. They can monitor their ongoing comprehension.

Procedure
Use this strategy with school materials of varying types and lengths.

1. The teacher selects a short passage containing points of difficulty, ambiguities, or unknown words.

2. Modeling – The teacher reads a passage aloud as students follow along silently. The teacher stops and thinks through trouble spots orally using language from the "Think-Aloud Techniques" below.

3. Students add their thoughts about the passage.

4. The teacher repeats modeling on several occasions.

5.   Guided Practice – Students work with a partner to practice "Think-Aloud" on short passages with obvious problems. They take turns reading orally and sharing thoughts. The listening partner may add thoughts after oral sharing has been completed.

6. Independent Practice – Students practice thinking through material silently. Students should use the "Think-Aloud Techniques" to stimulate involvement.

7. Application – The teacher should provide ample opportunities for students to apply "Think-Aloud" during language arts and content reading.

(Davey, 1983)

THINK-ALOUD TECHNIQUES

1. Make Predictions
   – Show how to make hypotheses.

   From this title I predict that…
   In this next part I think we'll find out why…

2. Describe the picture you're forming in your head from the information.
   - Show how to develop images during reading.

   I have a picture of this scene in my mind (description follows0.

3. Share an analogy
   - Show how to link prior knowledge with new information in the text (the "like-a" step).

   This is like a time I…

4. Verbalize a confusing point.
   - Show how you monitor your ongoing comprehension.

   This just doesn't make sense.
   This is different from what I expected.

5. Demonstrate fix-up strategies.
   - Show how you correct your lagging comprehension.

   I'd better reread.
   Maybe I'll read ahead to see if it gets clearer.
   I'd better change my picture of the story.
   This is a new word to me. I'd better check the context to figure it out.

Direct Instruction Through Think - Aloud

Description

Think-Aloud is a procedure that enables teachers to demonstrate essential comprehension strategies to students. It helps students to think critically about the process of reading. Learning this thinking strategy helps students become independent learners.

Procedure

Introduce Think-Aloud procedure by modeling comprehension strategies. Effective modeling includes the following steps:

1. Demonstrate how to use the strategy.
2. Explain when and why to use the strategy.
3. Show the students how to use the strategy flexibly and selectively.
4. Show students what to do if they have difficulty using the strategy.
5. Have students practice with partners.
6. Discuss how when and why the strategy works, and how to modify the strategy to overcome difficulties.

- Pre-reading
    1. Think about the title and topic to activate relevant background knowledge.
    2. Skim the text to preview genre, length, and difficulty.
    3. Identify a purpose for reading.

- Interactive Reading
    1. Use the context to discern the meaning of new words and ideas.
    2. Pause periodically to paraphrase the meaning and make appropriate inferences.
    3. Reread to check predictions, monitor understanding, and integrate information.

- Post-reading
    1. Evaluate the ideas in the text.
    2. Summarize the main ideas in an organized fashion.

Extend, apply, and transfer the ideas.

Reciprocal Teaching

Description
Reciprocal teaching allows students to teach each other as they take over the discussion. The reciprocal teaching strategy has students use *predicting, questioning, clarifying, and summarizing* to help each other comprehend text.

Procedure
1. Assign students to groups of four and have each group decide on the order of facilitation and who will start as facilitator. Other members of the group can take on other roles such as notetaker, focuser, or word searcher.

2. Before reading, build students' interest in the text and engage their prior knowledge.

3. Questioning: Each groups' facilitator decides on a stopping point in the text, and the students do silent reading in a group. When all members are finished, each group's facilitator asks for a "right there" question (literal), a "think and search" question (inferential), and an author and me question (critical) or asks a question to other group members. They group discusses possible answers to the question. The group discusses how important the question might be to the text's overall meaning.

4. Clarifying: Each group's facilitator asks for clarification or clears up confusion and finds the meaning of unfamiliar vocabulary, sentences, ideas or concepts.

5. Summarizing: Each group's facilitator summarizes the reading, and the other students make additions or omissions to the summary as needed. Collaboratively, the group finalizes the summary.

6. Predicting: Each group's facilitator predicts what will happen or be learned next in the text.

7. Continue the process with other members of the group facilitating, or have each student lead a strategy (questioner, clarifier, summarizer, predictor).

(Palincsar & Brown, 1984)

Reciprocal Teaching Chart

Reading: _____   Section #: _____   Date:_____

Prediction:

Question:

Clarification:

Summary Statement:

Was the prediction confirmed: **YES**   **NO**

Details:

Comprehensive Instructional Strategy

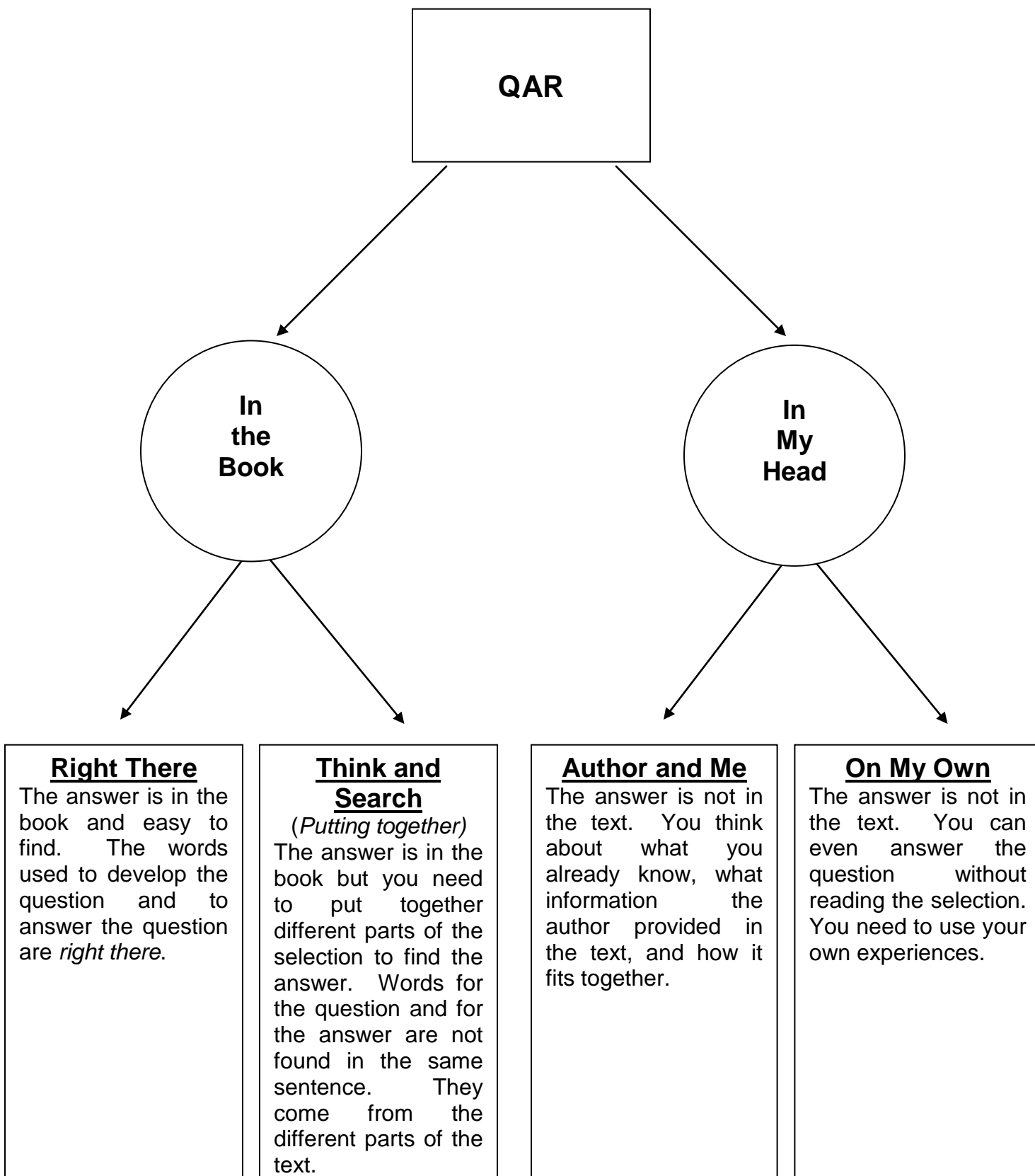# Question-Answer Relationships
(QAR)

Description

This strategy is designed to help students recognize the relationship between questions and their answers, the level of thinking required to answer the questions, and where to look and make connections for the answers.

Procedure

Present a graphic illustration (following page) of the four types of QARs, which can be used for the overhead projector or bulletin boards to help students remember the differences. When questions are posed, students should identify the QAR, and verify the answers.

- Pre-reading
  - Develop questions that help students think about what they already know and how it relates to the material to be read. Students can make predictions on their own (On My Own)
- Interactive Reading
  - Develop questions that will guide the students' reading. These questions should enhance the sense of the story content and should follow the structure of the text. Some of these questions will be from the *right there* category, but *think and search* questions should dominate because these questions require integrating information to make inferences and should lead to the asking of *author and me* questions (Right There, Think and Search, author and Me).
- Post-reading
  - Develop questions that require students to think about their knowledge as it pertains to the text (Author and Me, On My Own)

QUESTION-ANSWER RELATIONSHIPS
(QAR)

QAR

In the Book

In My Head

Right There
The answer is in the book and easy to find. The words used to develop the question and to answer the question are *right there*.

Think and Search
(*Putting together*)
The answer is in the book but you need to put together different parts of the selection to find the answer. Words for the question and for the answer are not found in the same sentence. They come from the different parts of the text.

Author and Me
The answer is not in the text. You think about what you already know, what information the author provided in the text, and how it fits together.

On My Own
The answer is not in the text. You can even answer the question without reading the selection. You need to use your own experiences.

Main Idea Café

Description

This activity emulates a café setting where intellectuals share thoughts and opinions about the nature of life, literature, and the world.

Procedure

1. Select important headings, quotations, or visuals (clues) from the text that students will read. Put them on separate strips of paper or note cards.

2. Tell students the text to be read.

3. Hand out one clue to each student and allow each student time to read and think about his or her particular clue in order to predict how it might fit into the overall meaning of the text.

4. Have students circulate around the classroom to get other opinions by reading their clues to other students. (You can limit circulation to groups of four to six.)

5. In pairs, have students guess the meaning of the clues as they relate to the predicted main idea and /or purpose of the overall text.

6. Tell students to notice how their predictions about the main idea and/or purpose improve as they hear more and more clues and predictions from other students.

7. Lead a brief discussion on content of the students' text prediction.

8. Have students read the text. Stop them at times to see if their predictions about the main idea are correct.

9. After reading the text, have students adjust their predictions.

Book Bits

Description

Students read short excerpts from a selection the class will be reading and then predict the content of the selection. Students also listen to other students read their excerpts and, as they do, they refine their predictions.

Procedure
1. Select a text students will soon be reading.
2. Write short excerpts or sentences from the text on strips of paper. These excerpts are the Book Bits. Each student in the class or group should have a different excerpt.
3. Give each student a Book Bit.
4. Ask students to read their Book Bit silently.
5. Provide support to any student who appears to need help with the reading.
6. Ask students to write a brief prediction about the text (*Book Bits* page – I think this will be about…).
7. Have students move around the room, find a partner, and read their Book Bits to each other. Tell students they must read exactly what is on their strip.   They should not paraphrase or discuss it with their partners.
8. When partners have read their Book Bits to each other, each should find a different partner and repeat the procedure.
9. Continue this process until students have shared with several partners. You may want to tell students how many partners to share with.
10. Have students return to their seats and write a new prediction based on the new information they have gathered(*Book Bits* page – Now I think…).
11. Repeat steps 7-10 making certain that students find all new partners. This time for step 10, have the students write a third prediction (*Book Bits* page – I predict that…).
12. Invite the group or class to share their predictions, how their predictions changed, or any questions they developed during the sharing.
13. Encourage some students to read their *Book Bits* aloud to support their predictions.
14. Have the students read the text from which the *Book Bits* were taken.
15. After reading, invite students to respond to the selection with questions or connections they made as a result of the reading (*Book Bits* page – After Reading).

(Yopp and Yopp, 2003)

Book Bits

Name_____ Date_____

Title_____

Before Reading

I think this will be about_____

_____

_____

_____

_____

Now I think _____

_____

_____

_____

_____

I predict that_____

_____

_____

_____

_____

After Reading

This is what I think now_____

_____

_____

_____

_____

Here are some questions I still have_____

_____

_____

_____

_____

_____

Guess and Adjust

Description

This quick and easy activity (adapted from Poindexter, 1994) serves three important purposes: (1) building background knowledge for reading, (2) using word parts to predict word meaning and (3) figuring out words using context related to the title and author's purpose.

Procedure
1. Write the title of a text to be studied on the board or, preferably, in a graphic organizer. Also, hand out a copy to each student to hand out while you fill out your own copy, you can turn yours into a transparency if you choose.

2. Write any other clue words that are important to the text in the oval at the lower left. You should have approximately 3 to 5 new words and 6 to 10 clue words.

3. Have students guess the meaning of the new words using the text's title and their knowledge or word parts. They should write their guesses in the middle column.

4. Have students do a quickwrite that predicts the text content; write the predictions in the triangle.

5. Read aloud the text while students follow along in their own books. Stop to allow students to look at the new words in context and to mentally adjust their original guess. Stop at a point where you think students have had enough text to compare it to their sheets.

6. Have students finish reading the text on their own, and the fill in adjusted meanings in the right-hand column of the graphic organizer.

(Zweirs, 2004)

Guess and Adjust

Title: _____

New Words	Guessed Meanings	R E A D	Adjusted Meanings

Cue Words

Text Prediction

(Johns, J.L. & Berglund, R.L. 2006)

Graphic Organizers

Description

Graphic Organizers are visual representations of the key concepts or ideas in a written selection.

Procedure
1. Identify key concepts, which students need to understand.
2. Arrange concepts in a diagram or flow chart, which illustrates the interrelationships among ideas (see following page).
3. Include concepts students are likely to know as well as some new ones introduced in the reading.
4. Option – Leave some slots open within the *Graphic Organizer* for students to fill in as they read.

GRAPHIC ORGANIZERS FOR COMMON TEXT STRUCTURES

Description

_____
1._____
  2._____
    3._____
Time-order

Cause
_____
_____
_____

↓

Effect
_____
_____
_____
Cause/effect relationships

Problem   →   Solution
_____   _____
_____   _____
_____   _____

Problem-solution

Problem   →   Solution
_____   _____
_____   _____
_____   _____

↓

Result
_____
_____
_____

Problem-solution-result

_____   _____

likenesses
⟷
⟷
⟷

differences
⟷
⟷
⟷

Comparison-contrast

Definition-examples
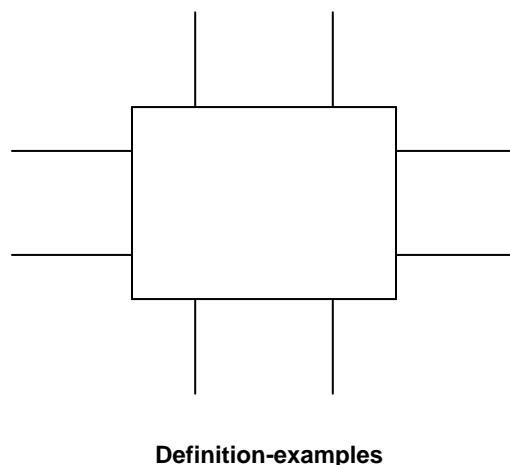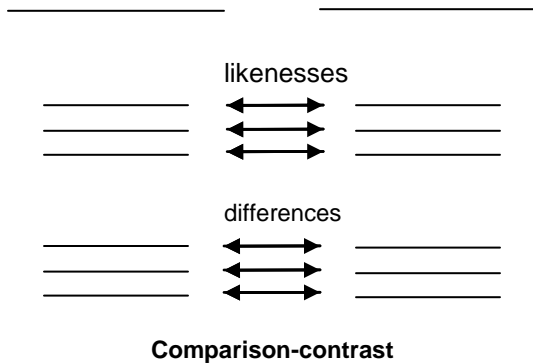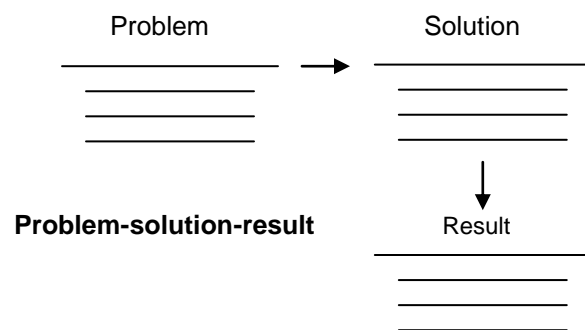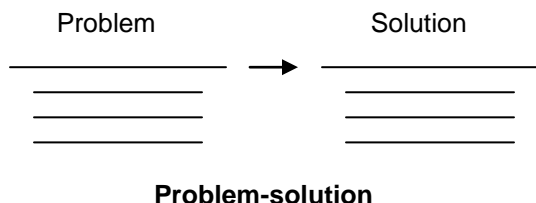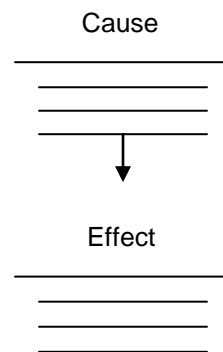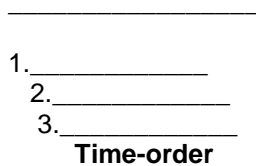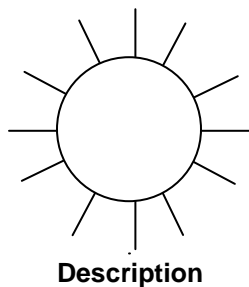
Brainstorm and Sort

Description

Brainstorming is a commonly used pre-reading activity in which you elicit from students a barrage of ideas related to the text's topic. Brainstorming exposes students to the wide range of collective background knowledge that tends to connect to a text's topic. You can use the information gathered to introduce the text, build interest, and even build vocabulary and background knowledge that will aid comprehension. This adaptation is an excellent activity for building classifying and categorizing skills.

Procedure

1. Prompt the students to brainstorm ideas related to a topic of your choosing: "What do we know about…?"

2. Accept all ideas, but it is important to have students explain how some of the more obscure ideas may connect to the topic. Write the ideas on the board. Students can write them on a sheet of notebook paper, or you can give them copies of the Brainstorm and Sort form to use.

3. Ask students or begin to group ideas together into three to five columns or clusters.

4. Have the students, with your help, create categories under which the ideas will fit logically. You can make a sort chart with columns or create a semantic map for this. The category names go at the top of the columns in a chart or in the ovals of a semantic map.

5. Model the thinking process involved in classifying and categorizing ideas (also an important skill for summarizing). Think aloud while sorting items.

6. If you sort the information with a semantic map, you can use it to give a minilesson on going from maps to outlines, which can be useful later if the students are asked to outline the text.

7. Once the web is created, students can use the form as a note-taking sheet while reading.

(Zweirs, 2004)

BRAINSTORM AND SORT
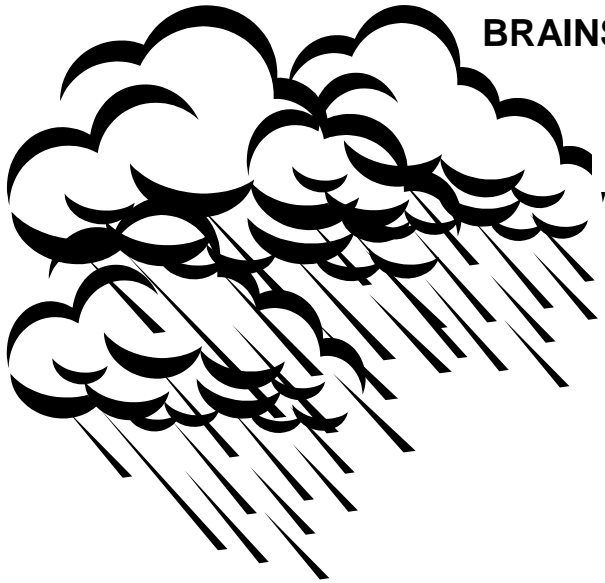
TOPIC: _____

(All that I know that relates to topic above)

□
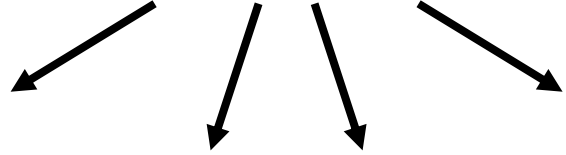
Sort and organize the information from the storm into groups around the ovals below, then put a category name in each oval.

Topic
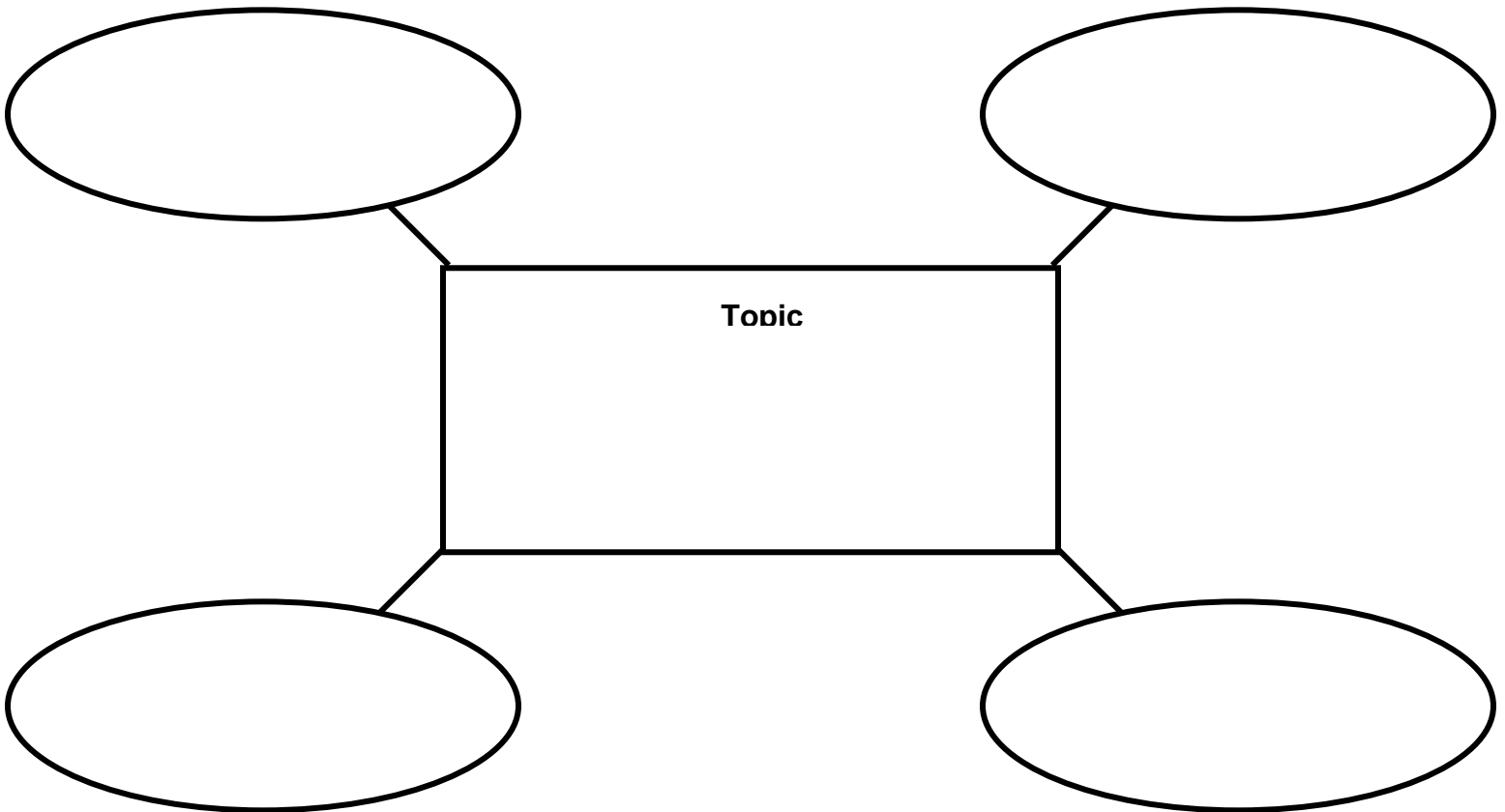
Knowledge Rating Chart

Description

This strategy introduces, builds and refines word meanings. It addresses varying levels of knowledge about the terms by assessing students' background knowledge.

Procedure
1. List all terms and phrases that you believe students may find difficult.

2. Narrow your list by identifying terms that are essential for conceptual understanding, critical to understanding the topic or theme, and procedural terms that need special attention. Include these terms on the *Knowledge Rating Chart.*

3. Have students complete the *Knowledge Rating Chart* independently.

4. After the charts are completed, ask the students what they know about each word. If some students indicate a fair understanding of the term, have the class brainstorm associated terms. A prompt could be: *What do you know about _____? When you think about _____, what comes to mind?*

5. If students do not know the term, then provide a definition and a context.

6. Specifically direct students to pay attention to these terms and phrases as they read.

(Blachowicz and Fisher, 2002)

KNOWLEDGE READING CHART

Term	I know this term.	I think I know this term.	This term has something to do with…	I do not know the meaning of this term.

Story Impression

Description

This pre-reading / writing strategy provides words as clues to the story. This allows students to set a purpose for reading.

Procedure
- Teacher's Role
  1. Read through the entire story.
  2. Reread the story and select words based on these questions:
     o What words designate characters?
     o What words designate setting?
     o What words designate key elements of the plot?
  3. Create a Story Impression by Writing the Title and under the title arrange the clues vertically, and use arrows or lines to indicate clue order.

- Readers' Role
  1. Using the clues, have the students decide on the story they would write. This can be done as a group with the teacher recording their story on the chalkboard or chart paper, students can share their stories orally, or the students can write their stories individually.
  2. The students read the actual story to see how closely their story agrees with the actual story.
  3. After the students complete the reading of the actual story they compare and contrast their version to the author's story.

(McGinley and Denner)

STORY IMPRESSION

TITLE

Story Clue

⇩

Story Clue

⇩

Story Clue

⇩

Story Clue

Story Clue

⇩

Story Clue

Story Clue

⇩

Story Clue

Story Clue

⇩

Story Clue

STORY IMPRESSION ACTIVITY SHEET

PREDICTIVE STORY SUMMARY	ACTUAL STORY SUMMARY

Pre-reading Plan
(PreP)

Description

PReP (Langer, 1982) is an advanced organizer designed to help the teacher assess the level of prior knowledge students have about matters pertinent to the passage and to introduce information necessary to their understanding.

Procedure

1. First phase – Initial Association with the Concept

2. Second phase – Reflection on Initial Association

3. Third phase – Reformation of Knowledge

(Langer, 1981)

Prediction Map

Description

This graphic organizer is helpful for improving comprehension of narrative texts. It encourages purposeful, motivating reading, which should lead to improved comprehension.

Procedure
- Pre-reading
    1. Divide the story into manageable reading sections (chapter, change of setting, etc.)
    2. Before reading each section, have students formulate a prediction about the story.
    3. Beginning with the first triangle, students write their prediction.
    4. The students identify prior knowledge that helped then make this prediction in the first rectangle.
    5. The students identify information from the text, the title, chapter title, or illustrations that helped make this prediction in the first oval.
- Post-reading
    1. The students refer back to their prediction to see if they were correct.
    2. The students can edit, change or add to their prediction so that it is now correct.

Follow these steps after each section read.

PREDICTION MAP

What is my prior knowledge?

What do I predict?

p.__ – p.__   p.__ – p.__   p.__ – p.__

What does the text say?

Prediction Chart

Description

This graphic organizer is helpful for improving comprehension of narrative texts. It encourages purposeful, motivating reading, which should lead to improved comprehension.
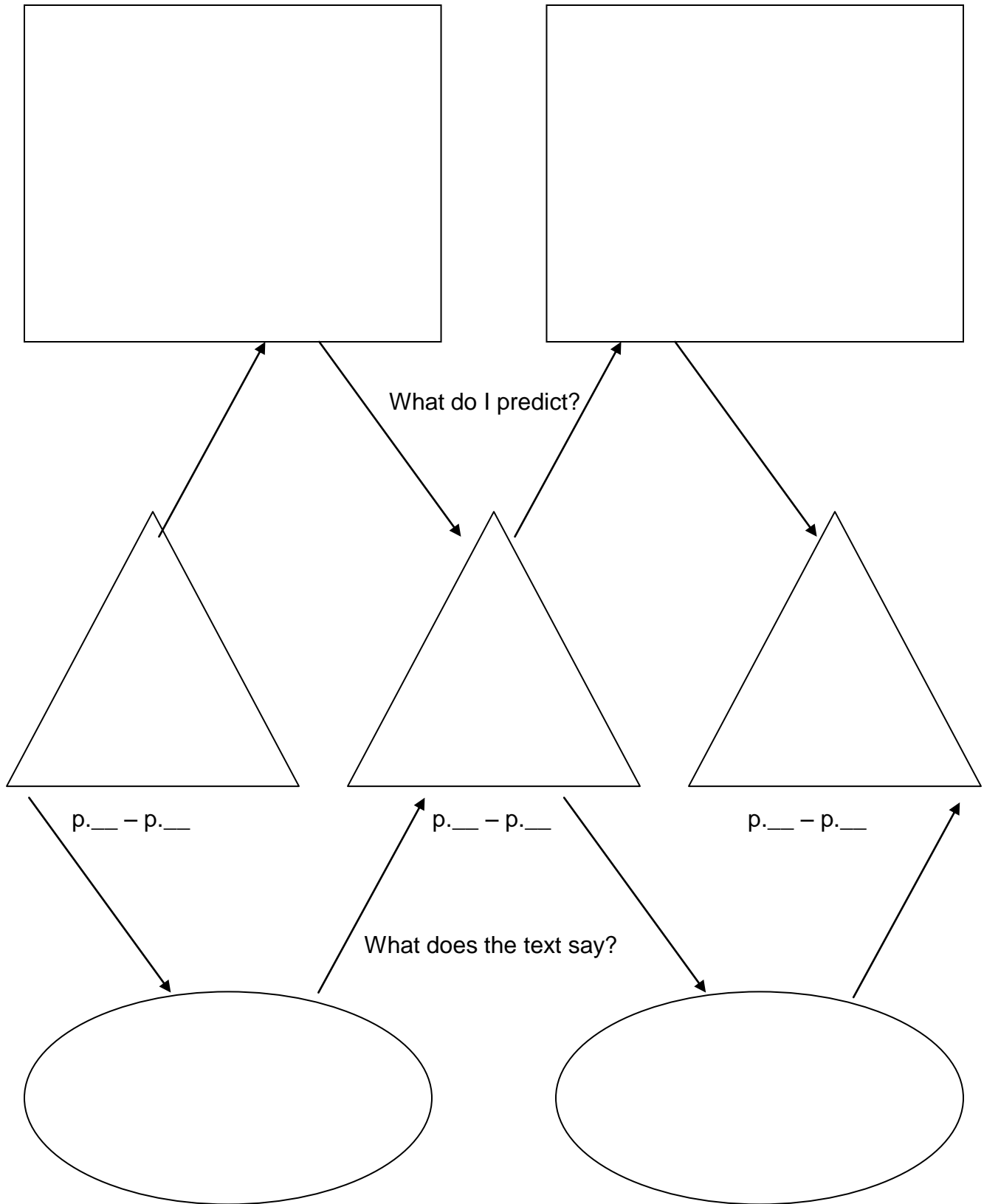
Procedure
- Pre-reading
  1. In the "My Prediction" rectangle, have students write what they believe will happen next in the story.
  2. In the "Story Clues" rectangle, have students write the facts and ideas the author gave to help them make their prediction.
  3. In the "Experience Clues" rectangle have students write their prior knowledge that helped them make their prediction.
  4. Ask the students to read to see if their prediction is correct.

- Post-reading
  1. In the final rectangle, have the students write whether or not their prediction is correct.
  2. Have them explain why or why not.

Prediction Chart

Story Clues: What facts and ideas does the author give?

+

Experience Clues: What is my prior knowledge, what did I already know or experience?

=

My prediction: What do I think will happen next?

Was my prediction correct?
Yes,

No, instead I learned that...

Story Map

Description
A story map is a special form of overview with the primary purpose of aiding student comprehension.

Procedure
To make the map, the teacher identifies the underlying ideas; lists the ideas and events that are essential to the plot, including those to be inferred; and show the linkages among the supporting ideas and events. The resulting story map serves as a guide in the development of the lesson plan. The lesson should include an orientation to each of the main story events, designed both to connect the content to pupil's prior knowledge and to build expectations for what they are going to read.

Following periods of silent reading, the teacher asks questions which are designed to help the pupils construct a conception of the whole story as formed by its separate but related parts.

(Becker, Omansen, McKeown)

Story Map

Description

A story map is a strategy that can help students understand the different parts of a story. This graphic organizer is a visual diagram of the ideas presented or inferred in a story.

Procedure
1. Select a story in which the exposition (introduction), rising action, climax, falling action and resolution are sequentially presented. Divide the story into these parts for reading purposes.

2. Provide multiple copies of a reading selection.

3. Have the students silently read the exposition.

4. Discuss with the students what they know so far about the characters, setting, problem, and events.

5. Using the chalkboard or overhead projector present the story map or story grammar on the following pages.

6. Model adding information to the story map (characters, setting, problem, events).

7. Ask the students to read the next section (rising action) of the story.

8. Discuss with the students any new information they have learned.

9. Using the chalkboard or overhead projector, model adding new information to the story map (characters, setting, problem, events).

10. Ask students to read the climax and falling action. As a class, small groups, or in partners, students will discuss what they have read.

11. Independently, in partners, or groups guide students as they add new information to the story map.

12. Ask students to read the resolution.

13. Independently, with a partner, or in groups have students add new information to the story map.

14. Using the completed story map as a guide, have the students write a summary of the story. This can be accomplished independently, with a partner, or in groups.

STORY MAP

Title:

⇩

Setting:
     Place:
     Time:

⇩

Characters:

⇩

Problem / Goal:

**Events
Leading
to
Resolution**

Resolution / Outcome:

STORY GRAMMAR

Themes
  Main Idea:

  Abstract (message or lesson):

Plot
  Setting:

  Relation to Theme:

  Major Characters:

Names	Traits	Functions

  Problem/Goals:

  Major Events:

  Resolution:

Anticipation Guide

Description

An anticipation guide provides a conceptual framework to help students recognize new information to be learned and what they already now.

Procedure
1. Identify major concepts and details in the reading. What information or ideas should be the focus of the students' attention?

2. Consider student experiences or beliefs that will be challenged or supported by the reading. What do students already know or believe about what they will be reading?

3. Create three to five statements that may challenge of modify your students' prereading understandings of the concepts within the material. Include some statements that will elicit agreement between the students and the information in the text.

4. Present the guide on the board, an overhead projector, or on paper. Leave space on the left for individual or small group response. As each statement is discussed, students must provide justification for their opinions. You may wish to have students first fill out the guide individually and then defend their responses to others in small groups or within a class discussion.

(Duffelmeyer & Baum, 1992)

Anticipation Guide

Directions Before Reading: Show what you know about the topic. Read the statements below and indicate whether you think each statement is true or false in the Before Reading column. Compare your responses with the person sitting next to you.

Directions After Reading: After reading information related to each statement decide whether you still think it's true or false. Write information from the text that supports your response.

Statement and Support	Before Reading True	Before Reading False	After Reading True	After Reading False
1.				
Support:				
2.				
Support:				
3.				
Support:				
4.				
Support:				
5.				
Support:				
6.				
Support:				
7.				
Support:				

Structured Overview

Description

A structured overview is a framework of ideas in the reading.

Procedure

1. Identify the main concept and the overall organization of the reading material.

2. Create an overview in written, picture or graphic form. Emphasize important points and condense selected material, through offering key concepts, principles, and novel or technical vocabulary to prepare students for the overall organization of the selection.

(Baron & Earle, 1973)

Peer Outlining

Description

This interactive strategy guides students through the perceiving of structure and creating of summaries. This collaborative outlining process is a useful vehicle to promote rereading and review of material. This process should be introduced to students in conjunction with material for which students have substantial prior knowledge. This strategy becomes more difficult when readers are encountering completely new ideas.

Procedure
1. Assign students to read passage of three to five pages.

2. Assign students partners.

3. Direct the students to reread the passage in order to note its structure: How many major sections are there? How many subsections? How many supporting details for each subsection?

4. Tell students to begin an outline by creating a framework consisting of:

    I.   Roman numerals (one for each major section)

        A. Capital letters (one for each subsection)

            <u>and a sufficient number</u>
            <u>of blank lines</u>
            <u>to accommodate supporting details</u>

5. Instruct students to put the principle idea of the first subsection into words, and write this subsection topic next to the capital letter A.

6. Direct students to list supporting details beneath the subsection topic identified in step 5.

7. Repeat steps 5 and 6 for each subsection listed beneath Roman numeral I.

8. Have students collaborate to write a topic sentence beside Roman numeral I. This topic sentence is a summary statement covering the ideas listed below Roman numeral I.

9. Repeat all of the steps above for each major section.

10. Direct students to work with their partners to review this material. One recites the information learned. The other follows the outline, reminding the first of anything forgotten.

11. Partners exchange roles, for another review.

Say Something

Description

This interactive strategy allows students to verbalize what they are thinking about their reading as they are reading.

Procedure

1. In modeling this strategy teachers should work toward developing a context in which students feel that their interpretations are accepted (as long as students can support their interpretations by pointing out supporting evidence in the text). "Why" should be a frequent question in these conversations about text.

2. Provide multiple copies of a reading selection.

3. Have each student work with a partner.

4. As students read the selection, they will discuss what they have read with their partner. After they read the first several paragraphs, they are to stop to "say something" to the partner about what they have read. Then it is the second person's turn to "say something" about it. After each exchange, the partnership reads the next several paragraphs and again each "says something" to the other before going on to the next paragraph, and so on through the text. Students can comment on what was just read, make predictions about what will happen next, or share experiences related to the selection.

5. When the majority of students have finished reading the selection, the teacher can organize a group discussion by writing the topic in the center of a semantic map and recording students' comments about what they have read.

6. An important question to raise is this: "What kinds of things did your partner say to help you better understand this selection?"

Differentiating Between Fact and Opinion

Description

Differentiating between fact and opinion is essential for critical thinking, especially when reading persuasive text.

Procedure
1. **Fact and Opinion -** Define **fact** and **opinion** with working definitions such as the following:

   *A statement of **fact** can be verified or proved false.*
   *A statement of **opinion** is an expression of what a person believes; it cannot be proved to be true or false.*

2. **Signal Words** – Introduce words writers sometimes use to signal **opinion:**

   I believe
   They think
   It seems
   He reported
   We feel sure,
   It is alleged
   In my opinion

3. **Quality and Quantity** – Point out that quality is a matter of opinion, whereas quantity is a matter of fact.

   Quality
   - *Mary is **prettier** than Debbie. (opinion – not verifiable)*
     - *The condition of **beauty** does not mean the same to all people. The criteria are different for all.*
   - *Flying to California is **better** than taking the train. (opinion – not verifiable)*

   Quantity
   - *John is **heavier** than Mike. (fact – can be proven)*
     - *The category is measurable.*
   - *Bob is **taller** than Lou. (fact – can be proven)*
     - *The category is measurable.*

4. **Fact Supporting Opinion –** A fact can be used to support an opinion, but the judgment is still an opinion.

   - *Because Bob is **taller** than Lou, he is a **better** basketball player.*

5. **General and Specific –** Usually, the broader the statement, the more likely it is to be an opinion. Because the category is too large, there tend to be many exceptions. Words like **all, every, forever,** and everyone make the category too inclusive.

   - ***All** American cars are made poorly.*

- ***Everyone*** *knows the Dallas Cowboys is the best football team.*
- ***All*** *teenagers wear jeans to school.*

6. **Objectivity –** The more neutral the descriptive words are, the more objective or factual statement. A good activity is reading sports headlines.

   1. *Adams High **beats** Jefferson High 40-35. (objective)*
   2. *Adams High **destroys** Jefferson High 40-35. (biased)*

7. For introductory purposes only, present brief statements that can be classified as either **fact** or **opinion.** School newspapers are often good sources for both types of statements and have the advantage of emanating from a familiar context. Demonstrate differentiation by thinking aloud. Elicit students' responses, too.

8. Work with examples of writing obviously intended to persuade readers to accept the author's position (e.g. editorials or letters to the editor). Demonstrate scanning such writing for **facts** and **opinions.** Use grids such as the one on the following page for students to record their responses while working in groups or independently.

DIFFERENTIATING BETWEEN FACT and OPINION

FACT	OPINION	JUSTIFICATION

Persuasive Techniques Classification

Description

The Persuasive Techniques Classification is an interactive reading strategy that helps students think critically and draw their own conclusions as they read. Students can use their assessment of the persuasive techniques to develop their own opinions.

Procedure
1. **Fact and Opinion -** Define **fact** and **opinion** with working definitions such as the following:

   *A statement of **fact** can be verified or proved false.*
   *A statement of **opinion** is an expression of what a person believes; it cannot be proved to be true or false.*
   *A **valid opinion** is a belief or attitude based on facts.*
   *A **mixed statement of fact and opinion** is a statement that contains information that can be proved true or false as well as information that expresses a personal belief or attitude.*
   *A statement of **probability** is one that most likely <u>will</u> occur but can't be proved true or false because it has not yet occurred.*

2. **Author's Style –** define **author's** style with working definitions such as the following:

   Author's point of view *is the stand an author takes on an issue.*
   Author's bias *is the* author's *tendency to favor or be partial to one side too much.*
   Persuasive techniques *are methods (listed below) used to achieve the author's desired effects.*

   - ***Card stacking or slanting*** *- arranging information so that only points favorable to a particular argument or point of view are given*
   - ***Off the Subject Attack*** *- attacking the arguer instead of the argument*
   - ***Connotative Language*** *- using emotion-stirring words to arouse strong feelings to achieve the effect the author wants*
   - ***Repetition*** *- repeating the same ideas over and over in order to achieve the author's desired effect*
   - ***Propaganda techniques*** *- techniques to persuade readers to believe or act a certain way*
     - <u>*Bandwagon*</u> *- everyone does it; so should you*
     - <u>*Testimonial*</u> *- a famous person says it's good*
     - <u>*Glittering Generalities*</u> *- to seek acceptance; the product is associated with wide acceptance*
     - <u>*Name Calling*</u> *- to associate someone with a negative term; the mayor is a narrow minded bigot*
     - <u>*Scientific Data*</u> *- to support a belief or idea with information associated with research; studies by doctors prove...*
     - <u>*Transfer*</u> *- insinuating that one can be like others using a particular product*
     - <u>*Scare Tactic*</u> *- the threat that if you do not do or believe something, something terrible will happen*
     - <u>*Generalization*</u> *- a statement that suggests that all members of a group are the same in some   way*

- *Stereotype - opinion about an entire group of people without looking a differences*
-

3. For introductory purposes only, present brief statements that exemplify the use of different persuasive techniques. Demonstrate identifying the use of persuasive techniques by thinking aloud. Elicit students' responses, too.

4. Work with examples of writing obviously intended to persuade readers to accept the author's position (e.g. editorials or letters to the editor). Demonstrate critical reading by recognizing the author's use of persuasive techniques for the purpose of swaying the reader to agree with the author's point of view. Use the chart on the following page for students to record examples of persuasive techniques used while working in groups or independently.

PERSUASIVE TECHNIQUES CLASSIFICATION

Technique	Example
Card Stacking / Slanting	
Off –the-Subject Attack	
Connotative Language	
Repetition	
Bandwagon	
Testimonial	
Glittering Generalities	
Name Calling	
Scientific Data	
Transfer	
Generalization	
Stereotype	

Persuasive Text Map

Description

Persuasive text map is an interactive reading strategy that helps students think critically when they read. Students differentiate between facts and opinions, recognize the author's bias and develop their own viewpoint.

Procedure
1. **Major Ideas –** Define **major ideas** as the most important ideas about the author's issue that the author wants the reader to know.

2. **Fact and Opinion -** Define **fact** and **opinion** with working definitions such as the following:

   *A statement of **fact** can be verified or proved false.*
   *A statement of **opinion** is an expression of what a person believes; it cannot be proved to be true or false.*

3. **Author's Bias -** Define **author's bias** as the author's tendency to favor or be partial to one side too much.

4. **Author's Effect-** Define **author's effect** as the opinion of the reader brought about by the author's use of persuasion.

5. Use the chalkboard or the overhead projector to introduce the strategy by modeling the use of the prediction map. Effective modeling includes the following steps:
   o Demonstrate how to use the strategy.
   o Explain that the strategy is to be used with persuasive and argumentative text.
   o Show students what to do if they have difficulty using the strategy.
   o Have students practice with partners.

6. Work with examples of writing obviously intended to persuade readers to accept the author's position (e.g. editorials or letters to the editor). Demonstrate strategic reading by recognizing the author's major ideas and the use of supporting facts and opinions used for the purpose of swaying the reader to agree with the author's point of view**.** Demonstrate critical thinking by using the major ideas, facts and opinions to recognize the author's bias and the relationship of your viewpoint to the author's. Use the map on the following page for students to map a persuasive piece while working in groups, pairs or independently.

PERSUASIVE TEXT MAP

Title

⇩

Author

⇩

Major Idea(s)

⇩   ⇩

Major statements of fact   **Major statements of opinion**

⇩   ⇩

Bias of the author

⇩   ⇧

Intended effect on the reader

Interactive and Pos-treading Instructional Strategy

Read, Encode, Annotate, Ponder
(REAP)

Description

REAP is a strategy that encourages students to share the ideas encountered in their reading. In REAP (Eanet & Manzo, 1976), teachers lead students through four stages: (1) they **read** to find the author's theme; (2) they **encode** those ideas into their own words; (3) they **annotate** them in writing; and (4) they **ponder** the meaning if the annotation for their own study.

Procedure
- Preliminary and Pre-reading
    1. Select the appropriate material. Decide what kind of annotations the students are to make – summary, theme, critical, intention, motivation, or other.
    2. Prepare the students for the procedure by describing the task and by carrying out appropriate prereading steps.

- Interactive Reading
  Teach students to construct annotations through these steps (Eanet & Manzo, 1976)
    1. Students read a passage. The teacher presents an annotation and leads a discussion about how it relates to the reading.
    2. Students read another section. The teacher presents three annotations, one which is appropriate and two which are flawed. The teacher leads a discussion aimed at helping the students distinguish between them, recognize the correct one, and identify the reasons for their choice.
    3. Students read yet another section. The teacher demonstrates the process of annotating.
    4. Students practice by reading a different passage and writing individual annotations. Then, in small groups, they construct the best annotations they can cooperatively, afterwards sharing and discussing them in class.

- Post-reading
  Have students use the annotations for one or more purposes, such as: (1) reviewing the material read; (2) communicating their ideas and evaluations of reading materials, such as books, to others; and (3) preparing for a writing assignment, for example a paper synthesizing from several sources. It is helpful for students to revise their initial annotations after re-reading and add their critical comments. Teachers may find the annotations useful for assessing pupil progress in learning.

(Eanet & Manzo, 1976)

Interactive and Post-reading Instructional Strategy

Jigsaw

Description

Jigsaw is a cooperative learning strategy used for acquiring and presenting new material, for review, and for preparing students for debates. It provides an alternate method of introducing new material and creates information interdependence. It ensures that participants orally rehearse and cognitively elaborate the information being learned. It models a cooperatively structured lesson.

Procedure
1. Students are divided into home groups of 4 – 6 students.

2. Each student in the home group is assigned to be the "expert" on a separate topic.

3. Each group member works with the members from other groups assigned to the corresponding expert topic.

4. As the "expert" group reads about their topic, the group collaboratively identifies relevant, important information to teach their home group in regard to their expert topic.

5. Upon returning to their home groups, each one, in turn, teaches the home group.

6. Students are assessed on all aspects of the topic.

(Aronson, 1978, 2000)

Interactive and Post-reading Instructional Strategy

Guided Reading (and Summary) Procedure
(GRASP)

Description

This strategy takes students through the reading process. They draw from prior knowledge, interact with the text and

Procedure
- Preliminary Steps and Pre-reading
  1. Select appropriate material sufficiently short so that most of the students can complete the reading required in one directed lesson.
  2. Prepare the students for the procedure by making sure that they understand their purpose in reading. Take them through appropriate prereading steps.

- Interactive Reading and Recall

  Confirm that all the students understand that they are reading to remember as much information as possible.

  1. Students read the whole passage silently, receiving necessary assistance with any problems. When finished, they place their book face down and wait for all other students to complete the reading.
  2. The teacher asks the students to recall freely while she/he records the information on the chalkboard or chart. The teacher should number the ideas as they are recorded, so that items can be referred to by number for grouping.
  3. When they can recall no more, the students turn to the material again for more information and corrections. (If students do not correct their own misreading at this point, the teacher should wait until after the outline has been completed to review the material. The teacher and students should focus on the purpose of using GRASP - to foster better reading recall – until the lesson is completed.)
  4. The teacher records any additions and changes.

  Direct the students' thinking and problem solving by organizing the information in the following way:

  1. The teacher helps the students to outline the content by identifying main and subordinate ideas, by locating general and supporting statements or by thinking in sequence.
  2. The teacher questions students to help them relate the new information to what they already knew about the content area.

- Post-reading
Continue with the grouped items identified during the Interactive Reading Phase of GRASP. To convert the grouped information into connected prose, the teacher can model three possible ways of handling the material: (1) include only the important information; leave out details that do not contribute to the summary; (2) where possible, compress information by combining; and (3) add information necessary to achieve coherence.

1. Demonstrate how the first group of ideas might transform into a sentence, explaining why certain information is omitted, how to combine items, and how to add language for coherence.
2. For the next group of information, students write their own summarizing sentence. At the same time, write a model summary of the same material on the chalkboard, or write it on an overhead transparency in order to provide the teacher's model after students have written their own summarizing sentences.
3. Students read their summary sentences. Point out their strengths, and compare students' summary sentences to the model. If a student has created a better sentence, or a better sentence element, revise the model.
4. Continue going through the remaining group of information. Convert each information-group into a sentence. Discuss and revise each sentence.
5. Ultimately, this procedure produces a summary paragraph of about as many sentences as there are groups of remembered information.

(Hayes, 1989)

GRASP

Title: _____

Recall information from selection using the following categories:

I. _____
_____
_____
_____
_____
_____
_____
_____
_____

II. _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

III. _____
_____
_____
_____
_____
_____
_____
_____
_____

IV. _____
_____
_____
_____
_____
_____
_____
_____

Evolving Main Idea Three Column Notes

Description

This activity helps students sculpt the main idea and create summaries while reading. The summaries are based on the detail notes that are placed in the far right column of the page. This is an adaptation of two-column notes, also called Cornell notes, a note-taking technique.

Procedure

1. Create three columns on the board. (When students do this activity by themselves, they will do it on a sheet of paper.) The left column is labeled *Main Idea*, the middle column *Summaries*, and the right column *Details*.

2. Based on the title of the text to be read, generate a possible main idea with the students and write it in the *Main Idea* column. The main idea can and may change throughout this process.

3. Red the first paragraph aloud, and take notes in the *Detail* column. Details include key words, phrases, and examples.

4. Use these detail notes to create a one-sentence summary to go in the middle column. Create several one-sentence summaries of different sections or paragraphs of a text.

5. Connect, mentally and/or with arrows, the summaries to the main idea.

6. Show students how the process went from column 1 to column 3, then to column 2 and back to column 1.

7. Refine and rewrite the main idea in the left column as it evolves.

(Brown & Stephens, 1999)

Three Column Notes

MAIN IDEA	SUMMARIES	DETAILS

Give One – Get One

Description

Give One-Get One is a cooperative learning strategy used for acquiring and presenting new material, for review, and for preparing students for presentations. It provides an alternate method of introducing new material and creates information interdependence. It ensures that participants orally rehearse and cognitively elaborate the information being learned.

Procedure
1. As students are reading, they are to note the most important information they have learned from their reading.

2. After the completion of their reading students are to identify the 3 most important ideas that they identified as they read. In each box under *Give One* students are to write one of the ideas they identified.

3. Divide students into groups of three. Direct them to pair up with someone from a different group with whom they are to share their first idea.   Students are to write the idea shared with them in the *Get One* box. After a few minutes have them repeat the process with a member from another group. This should be done again for a third time.
    Students then return to their original group to share the one idea that was shared with them that they felt was the most important.

4. Once each member of the group shares a *Get One* idea, the group identifies the one idea shared that they found was most valuable.

5. Each group will select one person to share the best *Get One* idea with the entire class.

(Kagan, 1997)

Give One	Get One

Cause / Effect Relationships

Description

Recognizing cause/effect relationships is essential for critical thinking, especially when reading sequentially organized text. Identifying cause/effect relationships helps the reader understand how events are related to one another and why events occurred.

Procedure

1. **Cause/Effect Relationship -** Define **cause** and **effect** with working definitions such as the following:

    A **cause** *is why it happened, the reason something happened.*
    An **effect** *can be viewed as what happened, the outcome, as a result of the cause.*

2. **Signal Words** – Introduce words writers sometimes use to signal **cause/effect relationships:**

because – most important linking word to signal cause/effect relationship

hence	*led to*
so	*due to*
since	*for this reason*
in order to	*in response to*
produced	*resulted in*
thus	*therefore*
as a result of	*as a consequence*
consequently	*was responsible for*

3. **Cause/Effect Relationship** – Point out that the cause is "why" an event occurred, and the effect is "what" occurred.

    Stated cause/effect relationships include signal words.

    Alex cut on his knee **because** he fell when skateboarding.
    What
    ▪ *Alex cut his knee. (what happened - effect)*

    Signal word
    ▪ *because*

    Why
    ▪ *He fell when skateboarding (why it happened – cause).*

    Implied cause/effect relationships do not include signal words. **Therefore, they must be inferred.**

    Susan was running late for school, but it was a beautiful morning, so she decided to walk.

What

- *Susan was late for school (what happened - effect).*

Look for details and use logical reasoning.

Why

- *She decided to walk (why it happened – cause).*

Chain reaction cause/effect relationships (effects also act as causes in a sequence of events)

The car skidded off the road because the road was slick from the rain. As a result, the car hit a tree and the fender was dented.

Why

- *The road was slick from the rain (why it happened – cause).*

What

- *The car skidded off the road (what happened - effect).*

Why

- *The car skidded off the road (why it happened – cause).*

What

- The car hit a tree *(what happened - effect).*

Why

- The car hit a tree *(why it happened – cause).*

What

- *The fender was dented (what happened - effect).*

4. Work with examples of writing obviously intended to inform the reader of cause and effects of specific events. Demonstrate reading such writing for outcomes (effects) and those events leading to and causing such outcomes**.** Use grids such as the one on the following page for students to record their responses while working in groups or independently.

CAUSE

EFFECT

Why did it happen?

What happened?

Why did it happen?

What happened?

Why did it happen?

What happened?

Why did it happen?

**What happened?**

63

Synthesizing Target

Description

Students will combine information and form new thoughts.

Procedure
1. Copy and distribute target forms. Have students use the form to record their thoughts as they are reading a text. Each ring of the circle represents a new thought, which builds from the previous ideas. Suggested teacher talk might be, "Try to write down what you are thinking and continue to keep thinking about that thought as you add new thoughts."

7. Students share their forms with a partner to discuss their thought process as they were reading. Suggested teacher talk could be, "What did you think about first? New what are you thinking?"

8. Reread the text and have students reflect, from the outside in, on their synthesizing targets.

9. Have students share their final thoughts and how the concept on the target supported their understanding of the text.

Synthesizing Target

3rd Thought

2nd Thought

1st Thought
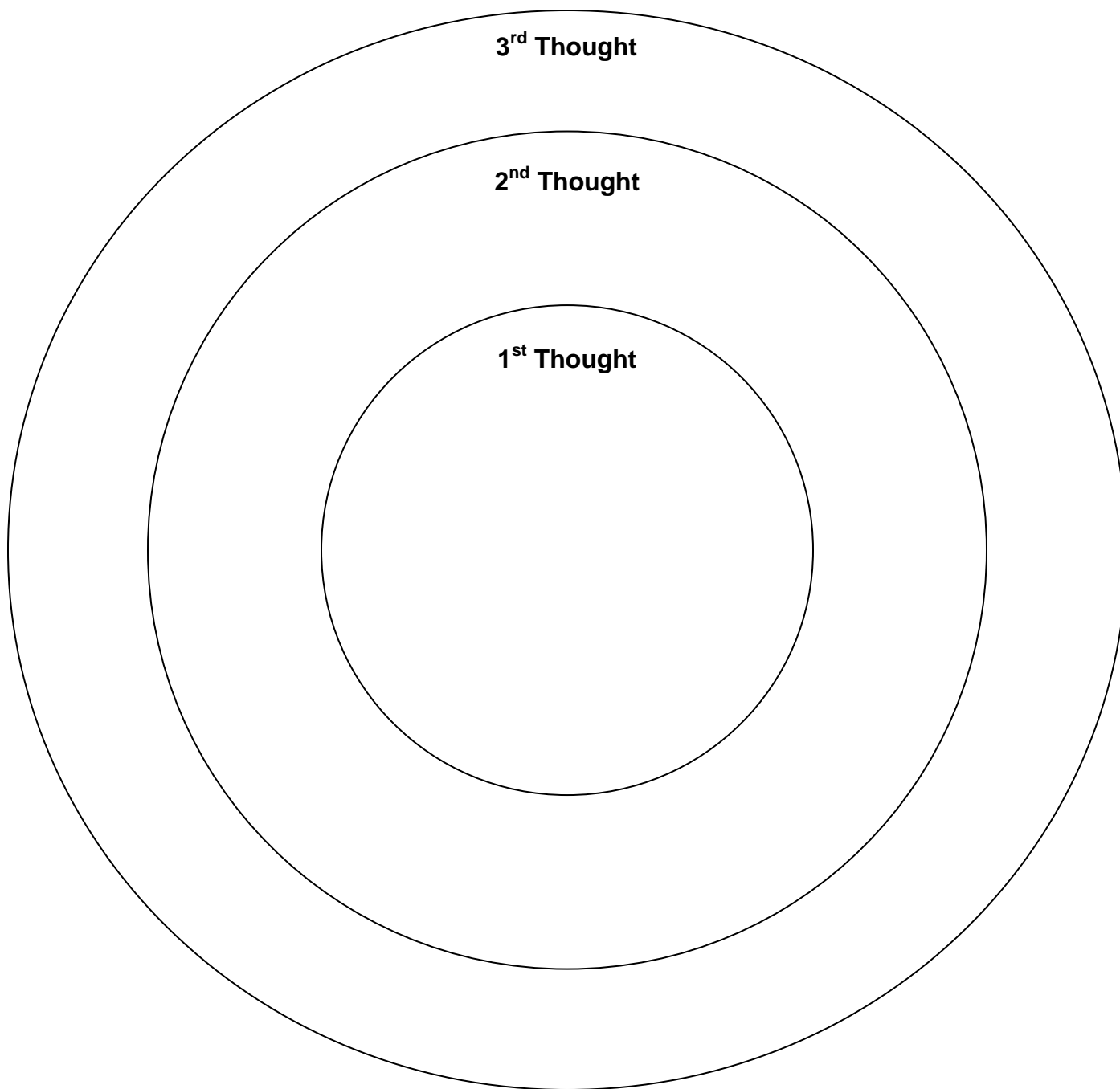
STORY FRAME

Description

A story frame is a cloze strategy that can help students recall major parts of a story.

Procedure
1. After reading a story, review with the class the following:
   - Setting – where and when the story takes place
   - Problem – the difficulty, dilemma, or trouble the character(s) encounter
   - Consequences – effects, results
   - Resolution – the act or result of solving; solution

2. Provide single copies of the story frame for each student.

3. Working in pairs, allow students to complete the sentences by analyzing the story read.

STORY FRAME

S
E
T
T
I
N
G

This story takes place _____.

_____is an important character in the

story who_____

_____.

A problem occurs when _____

_____.

After that, _____

_____

_____

_____.

(attempts to solve problem)

The problem is solved when _____

_____

_____

_____.

(consequences of attempts)

The story ends when _____

_____

_____

_____.

(resolution)

Socratic Sessions

Description

Let students know that Socrates – one of the greatest thinkers of all time – spent most of his time asking questions. In Socratic Sessions, students have the chance to discuss important questions inspired by the text. They also have a chance to "socratize" (keep asking deeper and deeper questions).

Procedure
1. Generate an initial implicit (under-the-surface) question that is related to the purpose of the text. The question often will contain some type of opinion, interpretation, or controversy.

2. Model how to ask further questions that bring up important points or counterpoints. That is, model how to dig deeper into the issues.

3. Remind students that they may be accustomed to having teachers come up with these deeper questions most of the time, but now it is their turn. With enough practice, students' reading and thinking will improve drastically. Let students practice being Socrates – who, by the way, drove people crazy with his many radical questions.

4. Encourage students to engage in the following appropriate behaviors for discussion:

   - Using the text to defend your position
   - Listening well to others before responding to them
   - Seeing multiple sides of an issue
   - Using phrases such as "I agree with… and would like to add…," "I disagree with…because…," or "Could you clarify that point about…?"
   - Paraphrasing other students' responses.

5. Have students summarize the session orally or in writing. If they are new to the summarizing process, you will need to model creating the summary, which includes the4 following:
   - Thoughts about the initial question
   - The influence of additional questions
   - The comments of others
   - What the text had to say or not say

(adapted from Moeller & Moeller, 2002)

Interpretive Drawings

Description

In this activity, students pick an important part of the text (or just use the main idea) and create a drawing or visual representation of it. With expository texts, these can be in the forms of graphic organizers with connecting arrows. Emphasize the drawing is to help oneself understand and remember the text better. Students can think of it as a way to teach others about the text without writing an essay.

For narratives, this activity can be very effective at getting students to think at deeper levels than just the literal meaning (Hibbing & Rankin-Erickson, 2003). Analogies, symbols, and metaphors can be portrayed interestingly in drawings. This activity also is effective for building habits of generating inferences and visualizing.

Procedure
1. Offer plenty of visual examples: previous drawings, modern artwork, textbook pictures, cartoons, and so on. Some examples can be very simple or basic, to show students that they do not have to draw well to do this activity.

2. Think aloud what you would do to create a drawing that summarized a text. Pick different texts and show how you would draw something to fit each one's information and remember it.

3. Give students an easy text from which to create their own interpretive drawings. Remind them that there are no wrong "answers" and that they do not have to be artists.

4. Put students into pairs or groups and have them respond to one another's drawings. Point out that responding entails guessing the meaning, praising the work, and asking questions; remind students not to be critical.

5. Have students share their drawings with the class and explain them.

(Zweirs, 2004)

Text Transformation

Description

For this activity, students transform a text into a different genre. This requires a large amount of inference and comprehension of the important parts of the text. Examples include the following:

- Turning a textbook chapter into a newspaper article, poster, biography, interview, letter, narrative, poem, or news program
- Turning a narrative into a poem, letter, commercial, diary, play, song, comic book, or book jacket
- Turning a biography into a letter, interview, poem, short story, comic strip, or poster

You should eventually model how to transform a variety of texts. In the beginning of the year, however, you will probably concentrate on only a few types of transformations.

Procedure
1. Model the types of thinking skills that you want students to practice, such as cause and effect, fact and opinion, sequence, persuasion, and so on. Tell students that you want to see evidence of this thinking in their text transformations.

2. Emphasize that one must concentrate on the most important information in the text In order to carry over that information to a different text form. Tell students to think about what the author of the original text would want them to remember when creating a new version of his or her text.

3. If needed, you can use an intermediary scaffold, such as a graphic organizer for the main idea, to capture the elements needed for the new version of the text.

(Zweirs, 2004)

Rewriting a Story

Description

Students will organize and compose thoughts from a specific point of view.

Procedure
- After reading a text, have students rewrite a passage from a story in first person from any character's point of view. Suggested teacher talk could be, "What new ideas or information do you have after looking at the text from a different perspective?"

- Invite students to share with a group any new perspectives they have gained about the character from their rewriting activity. Suggested teacher talk could be, "What made you think that way?"

(Ellery, 2009)