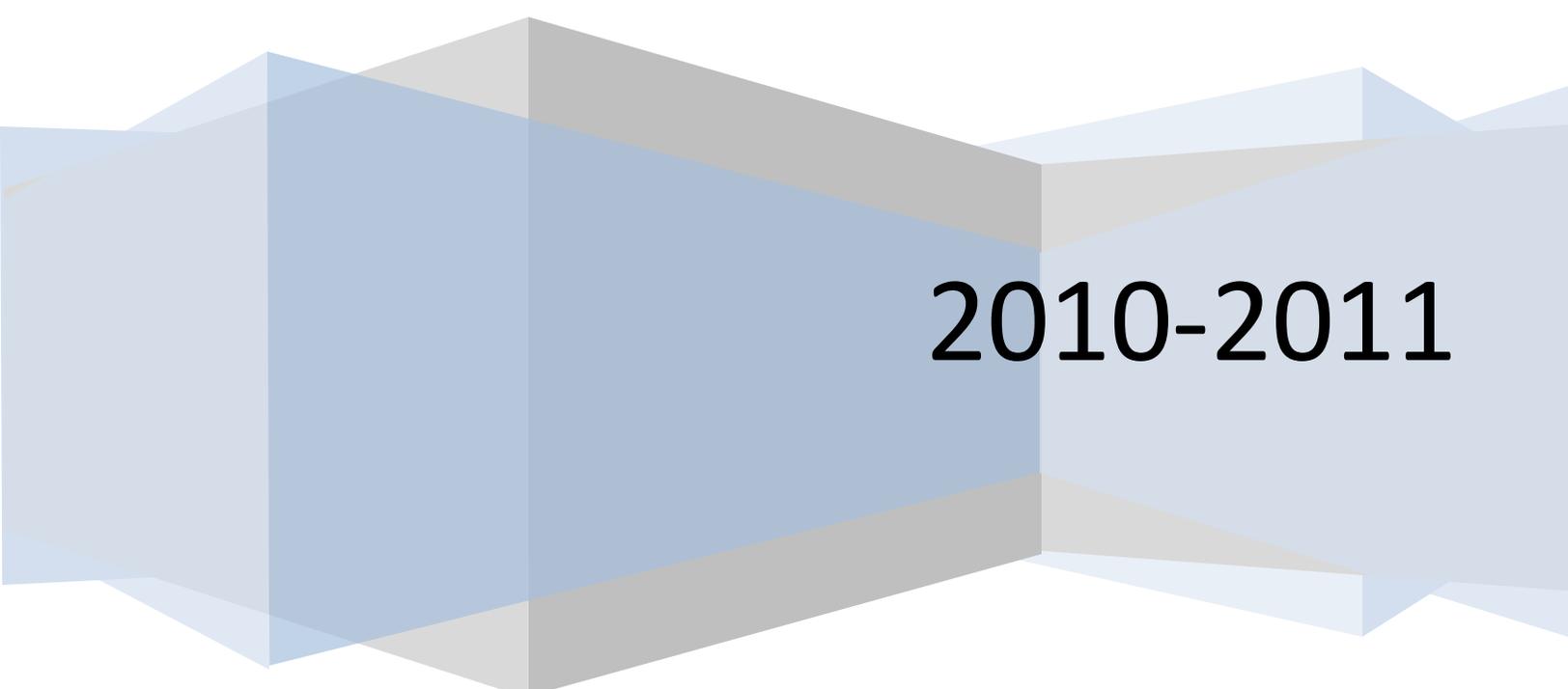


Mundelein High School

Literacy Skills and Strategies for Content Area Teachers

Comprehension and Vocabulary

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Activating Prior Knowledge and Previewing Text:

1. **GUIDED IMAGERY** (Buehl 90)
Students preview a selection looking for visuals that stimulate their imaginations. Read them excerpts that allow them to use their imaginations about a concept. This teaches students to comprehend text by seeing, hearing, smelling, tasting, and feeling the words.
2. **CHARACTER QUOTES** (Buehl 62, Lenski 34)
Students are given quotes from characters in a text, historical figures, etc. and are asked to work in groups to brainstorm as many words as they can that they think of to describe their impression of this person based on this quote. Then they share their traits and reasoning for those traits with the class. Students then make generalizations about the person based on the quotes.
3. **QUOTE AND COMMENT** (Daly 5)
The teacher chooses 5 to 8 pictures, sentences from the reading, diagrams, equations, famous quotes, or graphs to post around the room. The students walk around the room, responding with a comment, reaction, or question about each of the figures on the walls. Students then discuss their reactions/questions as a whole or small group.
4. **ABC BRAINSTORMING** (Buehl 57)
This can be used by students before, during, and after reading to brainstorm their knowledge of the topic, collect key vocabulary, and review what they have learned. Students are given a chart with all the letters of the alphabet and asked to write down specific words or phrases about one topic that begin with each letter.
5. **CONTENT STORY IMPRESSIONS** (Buehl 162, Lenski 15, Frank, Grossi, & Stanfield, 21)
Students are introduced to important terms and concepts before they encounter them in a text/assignment. Students are given a list of key terms and with a partner, brainstorm possible connections to the chain of clues. Make predictions about the content of the text and the meaning of the words. Then they read the section and write a summary of the text using the key terms as well as new terms they learned that were not included in the first list.
6. **CONTENT PREDICT O GRAM** (Lenski 33)
Students are given 12-15 words and 4-5 categories to predict where the words go. Students then meet with partners/small groups and discuss their ideas. They read the text and fix their predict o grams with the correct categories. Students use the categories to write summaries about the content learned.
7. **PROBABLE PASSAGE** (Harvey/Zemelman 112, Lenski 30)
Students are given 10-15 key terms from a passage being read in class. Working in small groups, they place the words into categories and create a "gist statement" predicting a summary of the passage. Then they list things they hope to discover as a result of the words they didn't understand.
8. **TEA PARTY** (Daly 5)
Teacher selects key sentences and phrases (about the plot) and writes them on notecards. Students work in groups to sort the notecards and predict what they think will happen.
9. **LIST, GROUP, LABEL** (Buehl 56)
This is similar to LINK but, students LIST associations with the concept and share on the board. Then students GROUP the associations into categories and LABEL the categories.

10. **LINK: LIST, INQUIRE, NOTE, and KNOW** (Buehl 55)
This strategy helps student's link new words to their prior knowledge.
- The teacher puts a "cue" word on the board and gives the students 3 min. to brainstorm everything that comes to mind about that word.
 - Students put their associations around the word.
 - Students then INQUIRE about the associations (What are you wondering about?) to each other not the teacher.
 - After the discussion, cover the boards and have students write down what they have learned about the topic based on their PK and the inquiry discussion.
11. **THAT WAS THEN... THIS IS NOW** (Lenski 18)
Students fold a blank paper in half. On the 1st half they sketch some things that they know about the topic and then write a summary about what they already know. After they read a section on the topic, they sketch what they have learned and write a summary statement.
12. **YOU OUGHT TO BE IN PICTURES** (Buehl 84)
Display various photos that connect with the curriculum. Then give the students a prompt to record their observations and thoughts. Share their responses with a partner and volunteers read aloud to the class.
13. **PICTURE NOTES TO PREDICT** (Project CRISS)
Students are asked to sketch a picture or a series of pictures that depict something they are going to be learning about to see what they already know.
14. **PICTURE BOOKS** (Lenski 26)
Teachers use picture books to give students background knowledge on a topic they are learning.
15. **POETRY PROWESS** (Lenski 36)
Find poems that deal with the content being introduced. Poetry gives students insights into a new concept in a way that may be different from a regular text and it teaches students about different viewpoints.
- <http://katherinestange.com/mathweb/>
 - <http://joanegrowney.com/>
 - <http://inquiryunlimited.org/lit/poetry/ghistpoems1.html>
16. **PROBLEMATIC SITUATIONS** (Buehl 129, Lenski 13)
The teacher proposes a problem to the students which includes enough important info that they can ID key ideas in the passage they will be reading. The students work in groups to read the situation and create solutions. After reading, students can compare their possible solutions with the one decided in the text.
17. **K-W-L+** (Daniels/Zemelman 106)
Students are asked to tap prior knowledge, make connections, ask questions, and after reading step back, rethink, and reflect on what they learned and create a summary about they learned.
18. **ANTICIPATION GUIDES / OPINIONAIRE** (Buehl 45, Daniels/Zemelman 108, Lenski 9, 23, Frank, Grossi, & Stanfield, 26)
Teacher generates agree/disagree statements/questions for students to activate prior knowledge and modify their own misconceptions as they read. Students can be asked to defend their opinions through written or oral communication. During and after reading, students revisit and revise their anticipation guided based on the reading and the class discussion.

19. **CLUSTERING / BRAINSTORMING WEB / CONCEPT MAPS** (Daniels/Zemelman 104-105) *Students brainstorm ideas, images, and feelings about a concept.*
20. **FIRST, THE QUESTIONS** (Frank, Grossi, & Stanfield, 37)
Teacher provides the students with questions to think about before they read the section.
 - a. Using their prior knowledge, they answer the questions and discuss responses as a class before they read.
 - b. Students read to clarify or verify predictions, noting new information learned.
 - c. After reading, students discuss any changes that occurred in their “before” and “after” responses.
21. **PREDICTION GUIDE**
Students are taught to predict the content as they answer questions while skimming the text.
22. **TPRC: THINK, PREDICT, READ, CONNECT** (Lenski 165)
This is a strategy used to develop their general knowledge before, during, and after reading:
 - a. Divide class into groups
 - b. Students “Think” about what they already know about the topic and list it on that part of the chart
 - c. Teacher gives a simple summary about what they will be reading
 - d. Students put a checkmark by what they predict will be in the text
 - e. Students read the selection underlining/highlighting predicted ideas they find in the text
 - f. Students also add their connections between the topic and their own knowledge

Text Structure:

1. **TEACHING THE USE OF AIDS IN THE BOOK** (Blachowicz & Fisher 100)

Teachers should teach the students why the book has these features:

- a. Boldfaced type and italics paragraph / passage / selection
- b. Indentation
- c. Illustrations and Captions (picture, photo, cartoon, figure, graph, artifact, painting)
- d. Objectives and Key Questions
- e. Columns
- f. Glossaries
- g. Pronunciation guides
- h. Words defined contextually
- i. End of unit exercises

2. **TEXT PREVIEW: CHAPTER TOUR or CHAPTER SURVEY** (Lenski 197, Buehl 59)

Teach students to preview the text before they read, which helps them consider what they already know about the topic.

- a. Model how to preview a text by looking at text aids:
- b. Guide students thru the organization of the chapter focusing their attention on text aids (title, boldfaced words, etc)
- c. Ask the students to make predictions about the text as you guide them thru the chapter (start with title and intro)
- d. Have students jot down major ideas they think will be covered and why along with what ideas they already know about the topic
- e. Share ideas with class

3. **THIEVES** (Frank, Grossi, & Stanfield, 50)

Another previewing strategy to use with nonfiction text where students do the following:

- a. **Title and Questioning:** What do I already know about the text? What does it have to do with what I learned previously? What is the point of view?
- b. **Headings:** Turn each heading into a question so they are focused as they read.
- c. **Introductions:** Read the intro to get background and outline for the text.
- d. **Every FIRST sentence in a paragraph:** Read every first sentence to preview (get the main ideas)
- e. **Visuals and Vocabulary:** Look at the bold face words and their definitions
- f. **End of the Chapter Questions/Key Questions:** Look at the questions to understand what the author wants you to know after you have read.
- g. **Summary:** Look at the summary at the end of the section. It provides the main ideas and details that will be read in the text.

4. **EXPECTATION OUTLINE** (Lenski 176)

Students ask questions as they read and make predictions about what they will learn:

- a. Model for students expectation outline
- b. Before students read, preview the chapter by reading the title, headings, and subheadings
- c. Predict what they think the text will be about
- d. Using headings and subheadings, students write questions about the text that they hope will be answered as they read.
- e. Write their ?s on the board and label underneath headings/subheadings
- f. Students read the text and discuss answers that were /weren't found

5. **READ AROUND THE TEXT** (Lenski 199)

Students preview the text and think about how they will use text features:

- a. Look at the titles and headings. Think about the topic of the text. What do you already know and what don't you know?
- b. Look at the pictures. What do these pictures tell you?
- c. Read the captions. What extra info do the captions provide? Which captions will help you understand what you read?
- d. Look at the maps, charts, or graphs. Think about the info they present and why the author included them.
- e. Skim the first line of each section. Think about what the text will be about.
- f. Think about what you can learn from the combination of text and text features and then read.

6. **PLAN: A TEXTBOOK READING STRATEGY** (Pilgreen, 2010)

- a. PREDICT – content and structure of the text. Create a semantic map using titles, subtitles, highlighted words and graphics for major and minor branches
- b. LOCATE – known and unknown info on the map by putting checkmarks by unfamiliar concepts use this to guide what is most important for you to read 1st, 2nd, etc.
- c. ADD – words/phrases AS YOU READ to explain the concepts marked on your map
- d. NOTE – your new understanding. Create a learning log, write a summary, etc.

7. **SQ3R: SURVEY, QUESTION, READ, RECITE, RETELL** (Literacy and Learning: Reading in the Content Areas)

Students are given a structured approach for reading and studying content material.

- a. SURVEY – look at titles, intro paragraphs, bold face words, summary paragraphs
- b. QUESTION – use questions provided at the beginning of the chapter or turn headings into questions
- c. READ – Read to answer the purpose questions
- d. RECITE – Review what you read by trying to answer questions without referring back to the notes
- e. REVIEW – reread parts of the text or notes, verify answers to questions – summarize what you learned.

8. **PRR: PREVIEW, READ, RECALL** (Sanger Learning Center)

- a. PREVIEW – Before you read, familiarize yourself with the text
 - i. Look at the titles, author's bio info, table of contents, intro, index, glossary
 - ii. Preview the chapter – intro, subheadings, first sentence of each section, diagrams, charts, and conclusion
 - iii. Make some predictions – what is the main idea? How is the text organized? How difficult is the text? How long will it take to read?
- b. READ – be an active reader
 - i. Set goals for how many pages you will read
 - ii. Divide the chapter into small sections
 - iii. Ask yourself a question before each paragraph or section and answer as you read
 - iv. Take short breaks when you start to wander
- c. RECALL – so you don't lose it
 - i. Recite orally the main ideas of what you read
 - ii. Ask questions to yourself and quiz yourself
 - iii. Underline key words and phrases, write notes in the margin
 - iv. Tell the story/information to someone else.

9. **HUG: HIGHLIGHT, UNDERLINE, GLOSS** (www.theenglishteacher.net)
Students will use a highlighter and pen or pencil to interact with the text in order to increase their comprehension of the text. Students begin by highlighting the main ideas of the text following the guidelines listed. Next, students underline important details. Last, students record their reactions and understanding of the text using one or more techniques including: summarizing the text, making a graphic organizer, starring important ideas.
10. **INTERACTIVE READING GUIDES** (Buehl 104)
Teacher creates a guide that the students follow as they read through the text with a partner.
 - The guide models and give students suggestions on how they should read an assignment and points out important information that you want them to focus on as they read the text.
 - It cues charts and graphs and helps students summarize and organize key concepts from a chapter.
11. **SCIENCE CONNECTION OVERVIEW** (Buehl 153)
Teachers guide students into making connections with their lives and experiences as they study topics in science. Students use the GO to preview a science chapter or article to help them make connections to what they already know.
12. **ADVANCE ORGANIZER FOR TEXT STRUCTURE** (Pilgren, 2010)
Teacher copies a chapter out of a text book to demonstrate with the students the different sections of a text:
 - use ONE color to highlight the TITLE
 - use a SECOND color to highlight level 1 subtitles
 - use a THIRD color to highlight level 2 subtitles (one font size smaller than level 1 subtitles)
 - continue as needed
 - create a list of concepts that should be frontloaded before the students read the text
 - For each level concept, create higher level questions that you want the students to answer about the section they have read
 - As the students become familiar with this format they take on the role of creating the levels and questions to be answered
13. **HISTORY CHANGE FRAME** (Buehl 96)
 - Select several time periods to be covered in class.
 - Have students brainstorm the groups of people they would expect to read about during these time periods.
 - Highlight categories of changes that are common in history texts:
 - Population
 - Technology
 - Environmental
 - Economic
 - Political
 - Beliefs
 - Students then are given a chapter to preview and
 - determine the groups that are the focus of the material
 - problems the groups might be encountering
 - fill out the graphic organizer as they read with a partner

14. HANDS ON READING – (Buehl 93)

Introduce Technical text as a special “genre”. Brainstorm problems that students have reading this type of text. Then teach them this strategy:

- a. Size up the text – What do you exactly need to do with this info?
- b. Clarify vocabulary – What are the key terms? What aids are there to help the students understand the vocab
- c. Scan the Visuals – Look at diagrams and drawings to visualize the process
- d. Look out for Cautions – Look for statements about what might happen if steps aren’t followed exactly as prescribed
- e. Read and Apply – Read the first segment, clarify the message, and apply the info. Reread to confirm actions or clarify misunderstandings
- f. Collaborate – have students reread and clarify together misunderstandings together

15. SQRC: STATE-QUESTION-READ-CONCLUDE (Lenski 234)

SQRC is a study strategy similar to SQ3R done in the three stages of the reading process. Students are given a statement from the text that is controversial and written on the board.

- a. Phase One: Before Reading
 - i. Teacher introduces the topic and pre-teaches important vocabulary
 - ii. Students write their opinion whether they are for or against the statement on the 1st line of SQRC sheet
 - iii. Students reframe their opinions/position statements into questions
- b. Phase Two: During Reading
 - i. Students read the text looking for info to answer their questions and support their positions.
 - ii. Students also take notes on other important details.
 - iii. Students review their notes and write a brief conclusion.
- c. Phase Three: After Reading
 - i. The class is divided into two groups, each representing their position.
 - ii. Students debate their positions.

Thinking Strategies:

1. **DR-TA DIRECTED READING THINKING ACTIVITY** (Lenski 149)
Students are guided through a text by asking questions, making predictions, and then reading to confirm or refute their predictions. This strategy encourages readers to be active and thoughtful readers, thus enhancing their comprehension.
 - a. What do you think is going to happen?
 - b. Why do you think so?
 - c. Can you prove it?
 - d. What do you think will happen next?
 - e. What part of the story gave you a clue?

2. **STOP THE PROCESS** (Frank, Grossi, & Stanfield 118)
This is an adaptation of the DRTA where students are given a graphic organizer with 6-12 squares, each containing a teacher-directed prompt. The prompt tells students specific pages to read and a focus for each section (answer a question, a drawing, list of words, prediction, etc.).
 - a. Students preview the section of the text with the teacher.
 - b. Introduce the first prompt on the graphic organizer. Students read and respond to the first prompt.
 - c. Students share with a partner their answers and continue on with the next prompt – reading and answering the prompt.

3. **RECIPROCAL TEACHING PLUS** (Lenski 241, Frank, Grossi, & Stanfield 62)
Promotes reading comprehension by using 5 thinking strategies (questioning, clarifying, summarizing, predicting, and critiquing)
 - a. Intro an unfamiliar text by previewing the chapter title and subtitles
 - b. Students make predictions in the prediction column
 - c. Have students read the chapter and monitor their predictions and learning
 - d. Students look for words, images, ideas that are confusing and mark them in the clarifying column
 - e. In small groups students discuss clarifying column and then create questions about the text that will help students understand the text.
 - f. Students lead discussions in groups taking turns asking ? they developed.
 - g. Students write a summary of the text in the summary column
 - h. In the critiquing column students answer one the following questions:
 1. What is the perspective of the author?
 2. Does the author believe certain things about the world? How do you know?
 3. Whose story is not told in the text? Why? Why not?
 4. Do you agree/disagree with the ideas the author is presenting? Why/why not?

4. **ANNOTATIONS FOR FICTION & INFORMATIONAL TEXT** (Buehl 180, Daniels/Zemelman 114-115)
Students are taught the process of why and how to mark a text by highlighting, underlining, writing notes in the margin, etc. to track thinking while reading.

5. **THREE LEVEL GUIDE** (Lenski 185)
Students are given a guide that focuses their learning on literal, interpretive, and applied levels:
 - a. Teacher IDs information that students should know after reading the text at a literal, interpretative, and applied level and creates a guide with 3-6 statements for each of the 3 levels
 - b. Students read the text and complete the guides

6. **CRITICAL THINKING SUMMARY** (Frank, Grossi, & Stanfield 156)
This graphic organizer is for students to use to move beyond the basic understanding of a text to deeper levels of understanding.
- Students are given a graphic organizer which includes:
 - What is the topic?
 - What is the main idea of the reading?
 - What is the thesis?
 - For what audience is the author writing?
 - Cite examples from the reading that demonstrated the organizational pattern.
 - Discuss the significance of this thesis to your life.
 - Cite some of the objective or subjective language the author uses.
 - What is the author's philosophy concerning the topic of the reading?
 - Suggest an alternative title for the article that is appropriate to the thesis.
 - Introduce the terms on the graphic organizer and their definitions.
 - Split the questions among partners – one partner reads and answers the even questions and one reads and answers the odd questions.
 - Students come together and discuss their responses.
 - Class writes a summary about what they have learned from the reading.
7. **DRAW: DRAW, READ, ATTEND, WRITE** (Lenski 45)
- All students are given a sheet of questions about the text being read
 - DRAW – students/groups pick one of the questions from a hat based on the unit they are reading about.
 - READ – students read the material and write their answers on the sheets that contain ALL the questions
 - ATTEND – teacher asks groups to share their questions and explain how their answer was determined. Students make notes on their question sheet.
 - WRITE – individual question sheets are collected and the teacher pulls several questions from the sheet and gives the class an oral quiz on what they have learned.
8. **EYEWITNESS TESTIMONY CHARTS** (Buehl 82)
Have students witness a live interaction with another person. Then have them write down their "eyewitness" accounts of what they just observed. Then they exchange their accounts with another classmate looking for information they omitted. Then they discuss with their partner and come back together as a class. From here the students are asked to do the same thing with a piece of text.
9. **FIRST IMPRESSIONS** (Buehl 83)
Students are given a graphic organizer. As they read they are asked to pause and give their first impressions of a person, place, or event. They record the author's description under "The Authors Words" and their impressions to the right. As they continue reading, the students will pause again and mark their thoughts. At the end of the selection, students revisit their impressions and add comments.
10. **IT SAYS/ I SAY / AND SO** (Buehl 49, Daniels/Zemelman 122, Lenski 179)
Teacher poses 3-4 questions that require the students to draw inferences rather than just find the answers in the text. Students put notes in 3 columns:
- Find and summarize one or more spots in the reading that relate to the question
 - Write out their own thinking that builds on the portion summarized
 - Draw a conclusion that proposes an answer to the questions.
11. **POINT OF VIEW STUDY GUIDE** (Buehl 149)
As students read, they take on the point of view of a character or historian living at the time of the event. Students answer "interview questions" as they read the passage from that perspective.

12. **INNER VOICE CHART** (Tovani 134)
After students have been taught to annotate text, they learn how to turn off the reciting (passive/distracting) voice in their head and turn on their conversation voice which engages them in the text. Students record their thoughts as they read.
13. **INFERENCE CHART** (Lenski 184)
Students make inferences by connecting clues they read to their own experiences on a 3 column chart:
- Clues from Text
 - My Experiences
 - My Inferences
14. **DOUBLE ENTRY JOURNALS** (Buehl 79, Harvey/Zemelman 118, Tovani 13-18, Frank, Grossi, & Stanfield, 148)
Students are asked to monitor their comprehension using a two column chart. Ideas include:
- Content/Process
 - Text Passage and Page # – This reminds me of...
 - Text Passage and Page # – I wonder...
 - Text Passage and Page # – I figured out that...
 - Text Passage and Page # – I'm confused because
 - Text Passage and Page # - This is important because
 - What I learned – What I was thinking
15. **HISTORY MEMORY BUBBLES** – (Buehl 99)
Like a concept map but Students analyze key vocabulary or facts in terms of their connection to a problem/solution text frame. Key term in the middle of the bubble – who/what? problems? solutions? changes? Model one and students work in partners for the other key terms.
16. **CONTENT PYRAMID FRAME** (Frank, Grossi, Stanfield 69)
Students use the frame to summarize and reflect on what they have learned about a topic:
- One word identifying the main topic of the reading or the day's lesson
 - Two interesting words from the lesson/ reading
 - Three words representing the main topic of study
 - Four words representing why this is important today
 - Five words that summarize the section
 - Six words stating a question you would like answered about the topic
17. **FOUND POEM** – (Secondary Reading Conference)
In this activity students highlight the most powerful/ important messages from a piece of text and work in a small group to create a poem with their ideas.
- Use a short story/article or poem that had a strong message.
 - Type up the entire text of the story.
 - After reading the story, hand out the text only page.
 - Individually, have the students highlight the ten phrases (NOT SENTENCES) they think are most powerful.
 - Have the students choose two of the ten phrases that they would like to include in a poem.
 - Divide the class into groups of 5-6.
 - Each group member is to write his/her chosen phrases onto strips of paper.
 - Group members are to make their poem by manipulating the strips and gluing them onto chart paper in the order that the group decides upon.
 - Have the groups share their poems with the class.

Questioning:

1. **REQUEST** (Lenski 181)

Improves comprehension by having students deeply analyze text and then create/ask their own questions to the teacher about what they are reading. The teacher, in turn, reinforces learning by answering the questions.

- a. Give students a short passage and model the strategy with the first 1-2 paragraphs
- b. Read aloud the paragraphs and ask the students questions as you are reading... they answer...
- c. Students read the next section and ask YOU questions about what they read and YOU answer them
- d. Repeat... students read the next section and teachers asks questions to the students
- e. Review how asking questions as they read will help them monitor and understand what they are reading

2. **QUESTION ANSWER RELATIONSHIPS** (Buehl 133, Lenski 192)

Students are taught to analyze and understand the type of questions that are being asked of them as they read or after they read a text.

- a. Students recognize the kind of thinking they need when they respond to questions.
- b. They look at two types of questions:
 - iii. "In the Book"
 1. "Right There" – Explicit Answer
 2. "Putting it Together" – Constructed Answer by combining text
 - iv. "In My Head"
 1. "Author and Me" – Implicit Answer
 2. "On My Own" – Schema Answer

3. **QUESTIONING THE AUTHOR** (Buehl 137, Lenski 191)

The idea of "questioning" the author is a way to evaluate how well a selection of text stands on its own. Students look at the author's intent, his craft, his clarity, his organization. Students read and answer the following five questions:

- a. What does the AUTHOR say?
- b. Why is the author telling you this?
- c. Is it said clearly?
- d. How might the author have written it more clearly?
- e. What would you have said instead?

4. **TEXT TALK** (Frank, Grossi, Stanfield 175)

This is an interactive writing experience where students read and write questions for a partner to answer. The key is that there is NO VERBAL conversation. The conversation between the partners is through writing only.

- a. Students are assigned a section of the text to read.
- b. They write down a question from the text that their partner will answer about the reading (their partner does the same).
- c. Students switch papers and answer each other's questions.
- d. They switch papers again and write a comment to their partner.
- e. Repeat the process until the assigned reading is complete.

Summarizing, Notetaking, and Graphic Organizers:

1. **STEPS TO FINDING THE MAIN IDEA** (Zwiers 32)

Teachers use these three steps to teach their students how to find the main idea of a passage:

- a. Figure out the TOPIC (What?)
 - i. main subject, process, event
 - ii. look at the title, repeated references,
- b. Description (What about it?)
 - i. What does the text say about the topic?
 - ii. What important ideas did this text share to describe the topic?
- c. Text Purposes (Why?)
 - i. Author Purpose – why the author wrote the text and what does the author want me to get from this text?
 - ii. Teacher’s Purpose – students need to know why they are being asked to read the material
 - iii. Reader’s Purpose – What will I get out of this?

2. **EVOLVING MAIN IDEA THREE COLUMN NOTES** (Zwiers 39)

Adaptation to Cornell Notes used to teach how the main idea of a passage evolves as you read more and more paragraphs.

- a. Put 3 columns on the board – Main Idea/Summaries/Details
- b. Have students look at the title and create a main idea (this may change through the process)
- c. Read the 1st paragraph aloud and take notes together in the details column (keywords, phrases, examples)
- d. Use notes to write a one sentence summary for the middle column
- e. Connect the summary with arrows back to the main idea
- f. Repeat the process with different sections
 - i. The main idea may change as they read more information

3. **GIST: GENERATING INTERACTIONS BETWEEN SCHEMATA & TEXT** (Lenski 166, Frank, Grossi, Stanfield 168)

A summarizing strategy to help students pull out the most important information.

- a. Choose a 3 paragraph section from a text and place it on the overhead.
- b. Divide class into small groups and show the class the 1st paragraph
- c. Each student reads the paragraph silently and writes a summary of the paragraph in 25 words or less using as many of their own words as possible
- d. Students share their summaries w/ group members and write a group summary based on all their ideas
- e. Write a class summary
- f. Repeat with the 2nd paragraph BUT summary must include information from 1st and 2nd paragraph and only be 25 words or less.
- g. Repeat step F with the next few paragraphs. The students should end up with a 25 word summary of the entire passage at the end.

4. **SAY SOMETHING** (Daniels/Zemelman 123, Project CRISS, Beers)

Students pair up to read a text. Partners switch off reading and responding to the text verbally with each other. One reads a few paragraphs and the other comments reviewing what they have learned and what they think about it.

5. **POWER NOTES** (Buehl 125, Project CRISS)

This is a simple way to teach outlining to the students by pulling out the main ideas and details. Students assign “power ratings” to the main ideas/categories (PR 1) and attributes, details, and examples (PR 2, 3, 4)

- a. Model outlining using a category familiar to students like Fruit (Power 1), Types (Power 2), Specific Names of each Fruit (Power 3), Characteristics of that Fruit (Power 4)
- b. Have students practice outlining using notecards to organize terms from a unit of student into Powers 1, 2, 3, etc.
 - i. Students are grouped together and sort the notecards into different powers and corresponding relationships.
- c. To carry this over into their writing, have the students use a simple 1-2-2-2 outline to construct their paragraph and then add power 3 and 4 details when they understand level 1 and 2.

5. **PYRAMID DIAGRAM** (Buehl 131)

This strategy guides students in selecting appropriate information from a reading.

- a. Give the students a focused question to think about as they read a text.
- b. On index cards student’s record information that they find that answers the focus questions. (One piece of info per card)
- c. Have students share out their responses and write them on large notecards to be placed on the board.
- d. Model how to sort the cards into categories and how to move cards around.
- e. Students brainstorm category headings for each group.
- f. Draw two large rectangles – put the topic heading on the top and a one sentence summary underneath it.
- g. Place category boxes underneath the summary and detail boxes underneath each category box.
- h. Use the pyramid to write a summary paragraph.

6. **SUM IT UP** (readingquest.org)

Another summarizing strategy similar to GIST in which students pull out key words and ideas to use to write a summary.

- a. Read the entire selection and, as you read, list the main idea words on the “Sum It Up” sheet.
- b. Write a summary of the selection using as many of the main idea words as possible.
 - i. Put one word on each blank.
 - ii. Imagine you have only \$2 and each word is worth 10 cents.
 - iii. You will “sum it up” in \$2 or 20 words.

7. **3-2-1** (readingquest.org)

Students summarize the information in a different format:

- a. 3 Things You Found Out
- b. 2 Interesting Things
- c. 1 Question I Still Have
- d. 3 differences between....
- e. 2 similarities...
- f. 1 question I still have

8. **JIGSAW SUMMARIES** (Zwiers 40)

Students are organized into small groups to read, summarize, and teach other students their topic.

- a. Each group is given an expert sheet/study guide to use to help summarize the section of the book they are responsible for reading
- b. Students are then placed into new groups and responsible for teaching the new group the important parts of the text.
- c. Review as a class and share organizers and visuals created

9. **TEACHING SKIMMING** (Pilgreen, 2010)

This strategy is used to teach students how to find the elements that are worth the most to them and leave what they don't really need or want behind. Model for the students the following:

- a. read and write the title
- b. look at the illustrations and the captions
- c. read the first and last paragraphs completely (intro and conclusion)
- d. read and write the topic sentences only under subtitles; usually they are placed first, second, or last
- e. thinking about the "big picture" represented by the topic sentences
- f. create a "summary" using transition words explaining what you have learned

10. **FOUR-STEP SUMMARY** (Frank, Grossi, & Stanfield 152)

Students use a four step formula to summarize a lesson/section of text being read.

- a. Identify the topic being summarized
- b. Tell how the passage begins
- c. Tell the main idea and two supporting details
- d. Tell how the passage ends.

11. **READ-RECALL-CHECK-SUMMARIZE** (www.nlcphs.org)

Students read, categorize, and summarize information.

- a. Read a selection and list everything they can recall on the board
- b. Reread the passage for accuracy
- c. Cluster the recalled information into groups (like a concept web)
- d. Delete any unimportant information
- e. Write a summary together

12. **THREE MINUTE PAUSE** (Buehl 121)

The students stop what they are reading or teacher stops lecturing for 3 minutes and students:

- a. summarize what they have learned
- b. ID interesting aspects or what they already know
- c. Ask questions about what is confusing or they don't understand

13. **CORNELL NOTES** (AVID)

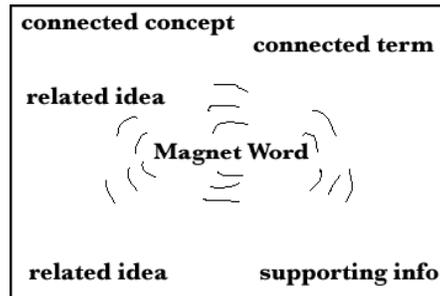
Notetaking method that involves 3 steps: notetaking, brainstorming questions and key ideas, and summarizing

- a. Teach students how to interact with their notes and review what they learned when they leave the classroom.
- b. Have students highlight key words/ideas, create test questions, summarize what they learned, write down what they don't understand, etc.

14. **MAGNET SUMMARIES** (Buehl 111)

Students are taught how to see the important concepts in a large quantity of information, allowing them to summarize a text.

- a. Look for a key terms or concepts in your reading that are connected to the main idea. Those would be your magnet words.
- b. Write the magnet word down on a piece of paper or index card
- c. Write down all of the terms and ideas that are connected with that magnet word around the word just like the image below.



- d. Organize and summarize the information surrounding your magnet word and then write a single sentence that summarizes all of that information. The magnet word should occupy a central place in the sentence. Omit unimportant details from the sentence.

15. **STRUCTURED NOTETAKING** (Buehl 170)

Students are given graphic organizers to help guide note-taking in a visual way:

- a. [Problem/Solution Graphic Organizer](#)
- b. [Compare/Contrast Graphic Organizer](#)
- c. [Cause / Effect Graphic Organizer](#)
- d. [Proposition / Support Graphic Organizer](#)
- e. [Sequence Graphic Organizer](#)

Literary Activities:

1. **STORY IMPRESSIONS – LITERARY TEXTS** (Lenski 138, Frank, Grossi, & Stanfield, 24)
Teacher chooses several words related to the plot, characters, or events which the students use to predict how the author will use them in the story. Students then write their own stories incorporating the words from the list and share them together.
2. **FICTION PREDICT O GRAM** (Lenski 17)
Teacher selects 12-15 words from a story that are new to the students related to story elements. Put the title of the selection on top of the Predict O Gram. Students organize the words into a story prediction. After they finish the story, they go back to their prediction and use arrows to move the words to correct categories.
3. **PLUS/MINUS TIMELINE**
Students create a timeline (sequence of events) of what happened in the text. (+) events are on top of the timelines and (-) events are placed below the timeline. Bring groups together to discuss their interpretations
4. **READING WITH ATTITUDE** (Buehl 64)
Students are taught to track character, reader, and author emotions in a text. Give the students sticky notes to annotate these emotions. Model and practice together.
5. **CRITICAL LITERACY RESPONSE** (Lenski 244)
Students are asked to respond critically to a text responding to one or more of the following questions
 - a. Why do you think people should or shouldn't read this book?
 - b. What surprised you about this book?
 - c. What questions would you like to ask the author of this book?
 - d. Write an experience from your own life that connects with this book.
 - e. Write a statement about the worldview represented in this book.
 - f. Write a statement from a perspective not represented in this book.
6. **BIOPOEMS** (Lenski 142)
Students choose a character from a novel, or a historical figure and create a poem reflecting on the personality traits and synthesize what they have learned.
 - a. First name
 - b. Four traits that describe the subject
 - c. Relative of
 - d. Lover of
 - e. Who feels
 - f. Who needs
 - g. Who fears
 - h. Who gives
 - i. Who would like to see
 - j. Resident of
 - k. Last name
7. **ATTRIBUTE WEB** (Lenski 144)
Students visualize a character's traits and summarize their impressions of her/him:
 - a. how a character looks
 - b. how a character acts
 - c. how a character feels
 - d. how other characters feel about him or her
 - e. examples of what the character says

8. **FOLLOW THE CHARACTERS/ CHARACTER ANALYSIS GRID** (Buehl 86)
This helps students to understand stories through character analysis. Students organize info about a character thinking about:
- What do they do?
 - What do others do or say about them?
 - What do they say or think?
 - How are they involved in the conflict?
 - How do they change?
9. **POLAR OPPOSITES** (Lenski 145)
Students choose a character/historical figure from the selection they are reading and develop a list of qualities that describe the character and reflect his/her personality. Then they think of opposites for each of qualities. As a class create a continuum for each pair of opposites. After they finish reading they rate the character by marking the continuum and discuss their ratings as a class.
10. **CONFLICT-RESOLUTION PARADIGM** (Lenski 150)
Students work in small groups to identify conflicts and resolutions.
- Students read a story centered around conflict
 - In small groups, students ID the conflicts that exist in the story
 - Groups decide if the conflicts are external, internal, or both
 - Groups determine how the conflict was resolved
 - Group leader presents group's ideas to the class
11. **ALPHABET SOUP** (Lenski 157)
Students are given a story and an ABC list. After they read the story, they are asked to recall events, characters, etc. for each letter of the alphabet
12. **SOMEBODY-WANTED-BUT-SO** (Beers 144)
Students complete an organizer demonstrating their understanding of the characters, plot, conflict, and resolution.
13. **LITERARY PYRAMID FRAME** (Frank, Grossi, Stanfield 69)
Students use the frame to summarize and reflect on what they have learned about a piece of literature:
- Write the theme of the literary work
 - Write the first and last name of the protagonist
 - Write three characteristics of the protagonist
 - Write four words that describe the setting
 - Write five words to classify the kind of literary work that was read.
 - Using six words, write a sentence that states the conflict in the literary work.
 - Using seven words, write a sentence that tells about an important event.
 - Using eight words, write a sentence that tells about the resolution to the conflict in the literary work.
14. **POEMS FOR TWO VOICES** (Flanders & O'Connor, 2009)
Based on Paul Fleischman's poetry book Joyful Noise: Poems for Two Voices
- Students are given a template to write a poem as a dialogue between two people with opposing points of view.
 - Each voice speaks individually in the poem and then the two voices speak together commenting on something about which they agree or disagree.
 - Partners do not have to come to agreement by the end of the poem but instead be able to demonstrate both views of the topic.

Math Strategies:

1. **MATH READING KEYS BOOKMARK** (Buehl 115)

Teaches students to read think about math texts with a purpose:

- a. What does the author assume that I already know?
- b. What previous math concepts does the author expect me to remember?

2. **K-N-W-S** (Heidema, 2009)

This strategy is similar to a K-W-L in that it allows students to figure out what they know (K), what is NOT relevant (N), what the problem wants them to find out (W), and what strategy can be used to solve the problem.

- a. Draw a four-column chart on the board or chart paper. Hand out individual charts to students, or have students construct their own.
- b. Using a word problem, model how the columns are used. Explain how you know which pieces of information belong in each area of the chart.
- c. Students can work in groups or individually to complete K-N-W-S sheets for other word problems. Students can also be asked to write their reasoning for the placement of items in each column.

3. **SQRQCQ** (Heidema, 2009)

This strategy has students focus on a process to decide what a problem is asking, what information is needed, and what approach to use in solving the problem. It also asks students to reflect on what they are doing to solve the problem, on their understanding, and on the reasonableness of a solution.

- a. Model for the students the six steps of the SQRQCQ with a few problems.
 - i. **Survey.** Skim the problem to get an idea or general understanding of the nature of the problem.
 - ii. **Question.** Ask what the problem is about; what information does it require? Change the wording of the problem into a question, or restate the problem.
 - iii. **Read.** Read the problem carefully (may read aloud) to identify important information, facts, relationships, and details needed to solve the problem. Highlight important information.
 - iv. **Question.** Ask what must be done to solve the problem; for example, “What operations need to be performed, with what numbers, and in what order?” Or “What strategies are needed? What is given, and what is unknown? What are the units?”
 - v. **Compute (or construct).** Do the computation to solve the problem, or construct a solution by drawing a diagram, making a table, or setting up and solving an equation.
 - vi. **Question.** Ask if the method of solution seems to be correct and the answer reasonable. For example, “Were the calculations done correctly? Were the facts in the problem used correctly? Does the solution make sense? Are the units correct?”
- b. Have the students practice using the six steps with a few problems.

4. **THREE LEVEL GUIDE FOR MATH:** (Heidema, 2009)

Students are given a guide that focuses their learning on literal, interpretive, and applied levels:

Part I includes a set of true or false facts suggested by the information given in the problem. Part II has mathematics concepts, ideas, or rules that might apply to the problem. Part III includes possible methods (e.g., calculations, creating a table or graph) to use to find a solution to the problem.

5. **PROCESS LOG** (Heidema, 2009)

Students use a writing-math worksheet as they solve word problems. They explain the word problem and the steps they used to solve it.

6. **WORD PROBLEM ROULETTE** (Heidema, 2009)

This strategy gives students an opportunity to collaborate on solving a word problem and then to communicate as a group the thought processes that went into finding a solution to the problem. The group presents its solution to the problem both orally and in writing.

- a. Choose a problem that works well with collaboration.
- b. Place the students into groups of 3 or 4 and give them a word problem to solve together.
- c. Each group records the steps to solving the problem in words, using terms from class to explain what they did and why they did it.
- d. To present to the class, one group member reads the written words and one member writes the symbolic form on the board.
- e. After all the groups present, compare and contrast different steps and solutions.

Review and Assessment Strategies:

1. **SAVE THE LAST WORD FOR ME** (Buehl 151, Daniels/Zemelman 133)
Students read a selection and as they read, find five statements that they think are important to discuss with the class. On notecards, they write the statement on one side and their comments on the other side. Class is divided into small groups and each student takes turns sharing a notecard – others in the group have to comment on the statement before the student can make their comment.
2. **LEARNING LOGS** (Buehl 142)
Students “think aloud” on paper reflecting and commenting on what they have learned
 - a. Ask questions
 - b. Organize information
 - c. Monitor their understanding
 - d. Rethink, reflect, assess what they are learning
3. **ENTRANCE / EXIT SLIPS / HOT CARDS** (Buehl 143)
Student’s ticket into or out of class.
 - a. Students reflect and summarize the day’s lesson.
 - b. Teachers use these to check on student’s learning.
4. **OPTIONS GUIDE** (Lenski 228)
Great activity when reading a text that leave attempts in doubt
 - a. Develop a brief scenario about the text writing several questions and a list of options that could result from the scenario
 - b. Students work in groups to discuss the possible options and results of each option – teaches cause and effect relationship for the options.
5. **TEMPLATE FORMS** (Buehl 178)
Students are given a template to use containing the key elements (transition words) to use as an outline for an organized writing task. Students are taught to use the template as a guide and to REWRITE into paragraph format.
6. **WRITTEN CONVERSATION** (Buehl 190, Daniels/Zemelman 130)
Students are assigned a passage to read and told they will be participants in a silent written conversation reacting to what they have read and learned. After reading the passage students are paired up and asked to complete a Quick Write about the topic. Then they switch with their partners and react to what they wrote. This continues as they respond and think about each other’s ideas.
7. **PICTURE NOTES** (Project CRISS 105)
Small groups work together to explain key concepts and interrelationships in a reading assignment/unit through pictures.
8. **WRITE AND TOSS** (Matheny 2009)
Students are given a question to reflect on from the day’s lesson. They respond on paper for a few minutes. When time is up the teacher tells the students to “TOSS” and they wad up their paper and toss it around the room for 15 seconds. Students open up the wad and read the responses to the class. Here they discuss misunderstandings and important details.

9. **REAL WORLD WRITING** (Matheny, 2009)
Students are asked to write about a concept as if they were teaching it to a student in a lower grade, which forces the students to take the textbook jargon and put it in their own words that can be understood.
10. **TURN TO YOUR NEIGHBOR**
Students are asked to turn to a neighbor and respond to a teacher's prompt. This allows everyone the chance to share quickly and then students come back as a whole class.
11. **THINK WRITE PAIR SHARE** (Buehl 122)
This strategy combines the three minute pause and turn to your neighbor strategies. Students are given something to think about, then write down their thoughts, pair up with a neighbor, and share their thoughts.
12. **PAIRED VERBAL FLUENCY** (Buehl 122)
Students are paired to summarize what they have learned. Each partner has one minute to share important concepts. Concepts can not be repeated. In the second round, each partner has 40 seconds to review, and for the final recap, partners have 20 seconds.
13. **REFLECT/REFLECT/REFLECT** (Buehl 123)
Students work in groups of three (Authority, Reporter, Observer) to paraphrase and clarify information learned in class.
14. **FOUR CORNER FUN:** (EducationWorld.com)
Here is a game that involves your students moving around as they review material.
 - a. Create 4 posters A, B, C, D and place them in each corner of the room. Prepare in advance at least 25 review questions with answers A, B, C, or D. Each student will receive a notecard with either Player or Fibber written on it (3/4 the cards should say Player, 1/4 Fibber). Have the students look at the cards privately and not share with others what card they have.
 - b. Run through a couple of practice questions first. Read the questions and answers. Have the students go to the corner that they think is the correct answer.
 - c. *Here's the catch!* Students who hold the *Player* cards go to their appropriate corners while students who hold the *Fibber* cards are free to go to *any* corner. The *Fibber's* movements are intended to throw off the other students. Perhaps some of the brightest students are *Fibbers* and some players will be tempted to follow those students to the wrong corners. Doing this encourages students to think for themselves, not just follow the flock. When all students have taken their corners, reveal the correct answer to the question. Ask students who chose the correct answer to explain why they selected that answer. Then you're ready to pose the next question...
15. **LINE UP REVIEWS** (Buehl 123)
Easy activity for exam review. Students are asked to predict what they think might be on the exam, describe it and note on a notecard why it is important to know. Class makes 2 lines and Line A shares their facts with Line B and then they switch. Partners swap cards and Line B moves down to the next student and the whole thing repeats.

16. **ROUND ROBIN POST IT REVIEW:** (EducationWorld.com)

Create four questions or problems for students to respond to. Following are a few ideas of how this lesson might be adapted across the curriculum:

- If you teach math, you might create four word problems, four equations to solve, or four formulas to use.
 - If you teach history or science or another of the content areas, you might present four questions that address important concepts in the unit you just finished teaching. Students might/might not be allowed to use their books to answer the questions.
 - If you teach English, you might present four questions related to a piece of literature just read. Or you might present four paragraphs to edit for usage, spelling, and punctuation.
- a. Type or write the questions/problems on a sheet of paper. The questions should be clearly numbered 1 to 4. Print out enough questions sheets so you have one for every four students.
 - b. Section off four areas on the chalk/white board and label them 1-4.
 - c. Arrange students into groups of four. Name the groups Group A-D. Provide each group with a question sheet. Have one student from each group cut the question sheet into its four questions and distribute one question slip to each student in the group.
 - d. Provide a set length of time for students to answer their questions. (Time will vary depending on the skill being reviewed.) When time is up, have the students pass their question slips clockwise, to the next person in the group. The solving continues until all students have answered all four questions.

Note: All the steps done up to this point are done by individual students without collaboration.
 - e. Next, students share their answers with the other students in their groups, one question at a time. Did everybody in the group agree on the answer to question 1? If not, the group should come to an agreement about the correct answer to the question. When they have agreed on an answer to question 1, they write on a sticky note the following information:
 - f. Question 1
 - g. The group name
 - h. The agreed-upon answer to the question
 - i. Then, each group attaches its sticky note to the board in the section numbered 1.
 - j. Students continue the activity in the same way, coming to an agreement about the answers to the other questions and making official their final answer to each question by placing a sticky note on the board next to the appropriate question number.
 - k. When all groups have posted sticky-note answers to all four questions, check the answers and assign a group grade. Discuss any errors to be sure students understand the correct responses.

Vocabulary Instruction:

1. HOW TO PICK WORDS:

- a. Think of unit objectives
- b. Identify key terms related to the objectives
- a. Pick appropriate activities and strategies to introduce the words
- b. Pick general words that promote independence (ACT words or Academic Vocabulary)

2. GUIDELINES:

- a. Teach vocabulary in context
- b. Emphasize active and informed role in learning
- c. Give students tools to expand word knowledge independently
 - i. “what” – process in knowing a word
 - ii. “how” – learn strategies for unlocking words on their own
- d. Reinforce word learning with repeated exposure over time
- e. Stimulate student awareness of and interest in words
- f. Build a language-rich environment to support word learning
- g. Encourage students to read widely and often

3. SIX STEP PROCESS FOR TEACHING VOCABULARY TERMS (Marzano & Pickering, 14-30)

- a. Provide a description, explanation, or example of the new terms
- b. Ask students to restate the description, explanation, or example in their own words.
- c. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
- d. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
- e. Periodically ask students to discuss the terms with one another.
- f. Involve students periodically in games that allow them to play with the terms.

Activities to Improve General Student Vocabulary:

1. **PROVERB OF THE WEEK** (Blachowicz & Fisher 176)
Students are given a proverb on Monday to write down. Brainstorm with the students to translate the words.
Ideas for each day after Monday:
 - a. Have students share situations that demonstrate the meaning of the proverbs
 - b. Have students think of situations which are contrary to the proverb
 - c. Have students write their own ends to proverb starters

2. **READING MINUTE**
Teacher reads aloud short articles, excerpts, & discusses content and words that might be problematic and useful to the students.

3. **WORD OF THE DAY/ WORDS OF THE WEEK** (www.vocabulary.com)
Students are given a word of the day/ words for the week to learn, break apart, and use in their daily vocabulary that come from the ACT Top 100 Words.

4. **VOCABULARY SELF SELECTION** (Blachowicz & Fisher 36)
Students create a list of self selected vocabulary for each week.
 - a. Students bring two words to class that they have found in a reading.
 - b. Students share their words with the group.
 - c. The class decides on 5-8 words to be learned that week.
 - d. Teacher leads a discussion on the words throughout the week
 - e. Students add words to a log and do daily activities with the words.

5. **PREFIXES, SUFFIXES, AND ROOTS WEB** (Blachowicz & Fisher 164)
Students are given the root of the day and create a web of words that are developed from the root.

6. **WORD FAMILY TREES** (Buehl 186)
Students create a family tree for each vocabulary word which includes:
 - a. its ancestor (root word, prefix, suffix)
 - b. relatives
 - c. pronunciation
 - d. memory clue
 - e. words that are similar
 - f. explanation
 - g. sentence where they found the word
 - h. three types of people that would use the word and how they would use it

7. **WORD JOURNALS** (Blachowicz & Fisher 135)
Students keep track of vocabulary in a journal that they learn about:
 - a. Word
 - b. Sentence the word is found in
 - c. What it means
 - d. My use

LINKING VOCABULARY TO BACKGROUND KNOWLEDGE:

1. **ROOM RAIDERS** (Daly 5)

This strategy is used to introduce the class to key vocabulary related to a unit being taught.

- a. Select 8 to 12 key vocabulary terms from the text to post around the room. The terms are displayed with the word on the front and the definition on the back.
- b. Students “raid” the room to collect the definitions and words.
- c. Students highlight key parts of the definitions and make connections to the words.
- d. Post pictures with the terms and have the students draw their own symbols that associate with each word.

2. **CONNECT TWO** (Buehl 70)

Teachers can use this activity with students before or after reading a text or as a review of the vocabulary they have been taught throughout the semester.

- a. Pick 10 – 15 key concepts/terms in the material that the students will be reading.
- b. Give these to the students and have them brainstorm how the words may or may not go together (or give them words in two columns and have them pair the words together with reasoning.)

3. **PREVIEWING WORDS IN CONTEXT**

Teacher reads the text and picks essential words that go with objectives and are needed to understand the unit. Teacher “thinks aloud” and models for the students how to use context clues and question the students for probably meaning.

4. **KNOWLEDGE RATING SCALE** (Buehl 183, Blachowicz & Fisher 56, Lenski 55)

Students are given a list of vocabulary words and asked to rate their understanding of the words.

- a. Teachers select words that are connected to the key themes in the text.
- b. Students evaluate their knowledge of each word:
 - i. K – I know it
 - ii. H – I have a hunch of what it means
 - iii. S – I have seen it but I don’t know it
 - iv. N – I have never seen it before today
- c. Give students examples of the words in sentences without the definitions and have them use the context to figure it out.
- d. Students use the guide to create clues to help them understand the meaning of the word and then have to use it in a new sentence.

5. **VOCAB-O-GRAM** (Blachowicz & Fisher 49)

Students sort their vocabulary words into a story structure graphic organizer and make predictions on what they think will happen in the story. After reading the selection, the students go back and revise their organizers.

6. **POSSIBLE SENTENCES** (Blachowicz & Fisher 91, Lenski 59, Frank, Grossi, Stanfield 84)

This is another strategy for teachers to gain an understanding of what the students know and understand with the vocabulary before they learn the content.

- a. Teacher picks 5-8 words in a section of a chapter.
- b. Students pick 2 words and create one sentence they think might be in the text.
- c. Students share and teacher writes on the overhead.
- d. Students read text to verify accuracy of the sentences.
- e. Students evaluate the predicted sentences (which were accurate, which need further elaboration, which can’t be validated because the passage did not deal with them?)
- f. Students create new accurate sentences based on what they learned.

7. **POSSIBLE QUESTIONS** (Daly 3)

This is similar to Possible Sentences, but instead of using the words to develop sentences, the students use the words to create questions that might be answered in the text. Students read more carefully looking for answers to their questions. Teachers need to carefully choose vocabulary terms that they want the students to understand after reading the text.

8. **DEFINITION SHMEFINITION** (Carleton/Marzano 33)

Introduce vocabulary using this game:

- a. Prepare a list of 10-20 words the students are expected to know
- b. Break the class into teams of 3-5 – one team is given a dictionary
- c. Write the 1st term on the board and say it aloud
- d. The team with the dictionary looks up the real definition and writes it down while the other teams work in their groups to come up with the best guess as to what the word means.
- e. The team with the dictionary marks their definition with a “D”
- f. Collect all the definitions and read them aloud – teams discuss which definition they think is correct (dictionary team sits out)
- g. Get points two ways: guessing the correct definition, getting voted on for your definition, and writing down the real definition (3 pts)

9. **EXCLUSION BRAINSTORMING** (Lenski 56)

- a. Teacher puts the title of the selection on the board and gives the students 15 words or phrases below the selection (5 are related to the selection, 5 are not related to the selection at all, and 5 are ambiguous)
- b. Students eliminate words/phrases they think have nothing to do with the selection and explain their reasoning
- c. Students choose which words/phrases they think the selection is most about and explain why
- d. Students choose the ambiguous words last
- e. Students read the selection and look for words from the list and determine if they are important to the selection
- f. Discuss the ambiguous words and why they are that way

Understanding the Meaning of Words in Context:

1. **TEN IMPORTANT WORDS PLUS** (Yopp, 2007)

This strategy helps students understand vocabulary in context and comprehend the texts they are reading.

- a. Students are given 10 post it notes
- b. Students identify 10 important words as they read, each on a separate post it note & change them as they continue to read
- c. Place the words in columns to form a class graph
- d. Students are asked to analyze the data from the graph:
 - i. What do you notice?
 - ii. Why were these words selected by you and your peers?
- e. Students write a one sentence summary of the selection
- f. Teacher assigns groups a word to study and on notecards asks:
 - i. Where might you expect to see this word?
 - ii. What are some other forms of this word?
 - iii. Create two sentences using the word, one that is similar in context and one that is different.
- g. Have students then create “links” to words given to other students
- h. Students find one person with whom to form a link b/c their words belong together for some reason
- i. Share their “link” together with the class

2. **METACOGNITIVE CONTEXT INSTRUCTION** (Blachowicz & Fisher 30)

A simple way to teach students to find the figure out the meaning of a word in context by having the students:

- a. Look – before, at, and after the word
- b. Reason – connect what you know with what the author has written
- c. Predict a possible meaning
- d. Resolve and redo – decide if you know enough, should try again, or consult an expert for reference

3. **C (2) QU** (Blachowicz & Fisher 36)

Another strategy to teach vocabulary in context:

- a. C1 - Present a word in context and students create hypotheses about the words meaning: attributes, ideas, associations
- b. C2 - Provide more explicit context with the word and have students reaffirm their hypotheses
- c. Q – Ask a question what involves semantic interpretation of the word and give the definition of the word if they haven’t already figured it out
- d. U – Ask the students to use the word in a new sentence.

4. **STUDENT-FRIENDLY VOCABULARY EXPLANATIONS** (Buehl 175)

In order for students to understand difficult vocabulary in more simplistic terms, teachers have students’ record words on a chart including:

- a. word and sentence
- b. explanation in student friendly terms
- c. examples from their life
- d. visual image

5. **DEFINING VOCABULARY IN CONTEXT** (Blachowicz & Fisher 99)

Teach students how to monitor their own vocabulary understanding as they read by having them:

- a. Survey the material to see what it is about
- b. Skim the materials to identify unknown vocabulary words and underline them
- c. Use context to try to figure out the meaning and check the meaning in the dictionary
- d. Write the definition by the word in the text
- e. Read the passage with the defined vocabulary to ensure comprehension

6. **IMAGERY AND KEY WORDS**

Students make pictures in their mind (or draw) to help remember what a word means. Another option would be to have students think of catchy phrases related to the word to help them remember the meaning.

7. **VOCABULARY OVERVIEW GUIDE** (Blachowicz & Fisher 99)

Teachers create a guide for students to use to understand words in context.

- a. Write the title of the passage
- b. Create category titles
- c. Put the vocabulary word under the category title
- d. Students define the word
- e. Students list synonyms for the word
- f. Students add a clue to connect the meaning to something they know or have experienced

8. **TYPICAL-TO-TECHNICAL MEANING APPROACH** (Blachowicz & Fisher 85)

This strategy combines the student friendly definitions with technical definitions.

- a. Discuss the common meaning of the word and then introduce its technical definition
- b. Students do word-to-meaning exercises where they match the word with both typical and technical definitions
- c. Create maze sentences which require the students to fill in the blanks where the word is used in both technical and common ways.

9. **WORD MEANING GRAPHIC ORGANIZER** (Daniels/Zemelman 138)

Students are given a word and find out the following info:

- a. topic where word is found
- b. parts of the word we recognize
- c. examples
- d. so the word means
- e. why it's important
- f. where the word is used
- g. how it connects with other words

10. **CONCEPT/ DEFINITION/ WORD MAPS** (Buehl 66, Lenski 65)

Students complete vocabulary maps answering:

- a. What is it?
- b. What is it like?
- c. What are some examples
- d. What are some non-examples?
- e. What are some things you know about it?
- f. Illustrations?

11. **CONCEPT FLASHCARDS**

Students create flashcards including the following information:

- a. description/example of the new word,
- b. create new sentence in own words,
- c. draw a picture/symbol to represent the word, and
- d. synonyms/antonyms

12. **FRAYER MODEL** (Blachowicz & Fisher 89)

This takes concept mapping a step further.

- a. Define the new concept
- b. List essential characteristics and non-essential characteristics
- c. List examples and non-examples

13. **FOUR SQUARE** (Lenski 67)

Students are given a square with 4 quadrants helping students make personal connections with vocabulary:

- a. Vocabulary word
- b. Definition
- c. Personal association
- d. Opposite (something that does NOT define the word)

14. **WORD STORM** (Lenski 68)

Students work together to answer questions about important content area vocabulary:

- a. What is the word?
- b. Write the sentence from the text in which the word is used.
- c. What are some words that you think of when you see this word?
- d. Do you know any other forms of this word? If so, what are they?
- e. Name 3 people who would be likely to use this word.
- f. Can you think of any other words that mean the same thing?
- g. Write a sentence using this word appropriately. Make sure your sentence tells us what the word means.

15. **THE PAVE PROCEDURE** (Blachowicz & Fisher 120)

Students can use this to cross check multiple meaning words for correct definitions in a sentence (use template).

- a. Students write the sentence in which the word appears
- b. They write the word again and predict its meaning
- c. They write a sentence of their own to show understanding
- d. They check the words meaning in the glossary and verify the definition
- e. Write a better sentence if their first is inadequate
- f. Draw an association or symbol to connect

Understanding Relationships Among Words

1. **SEMANTIC FEATURE ANALYSIS** (Blachowicz & Fisher 90, Lenski 73, Frank, Grossi, Stanfield 108)
Students are given a list of examples and attributes. As a class discuss the relationship between the features and the terms. Students code their SFA with a (+) for a positive relationship, (-) for a negative relationship, (0) represents no relationship.
2. **WORD SORT** (Lenski 75)
Students are given a group of vocabulary terms and asked to sort them into specific categories.
3. **ANALOGICAL STUDY GUIDES** (Blachowicz & Fisher 98, Lenski 77)
Students compare new concepts with concepts that are familiar to them.
4. **MAGNET WORDS** (Lenski 76, Frank, Grossi, Stanfield 102)
Students select the main concepts presented in the chapter as their magnet words:
 - a. Students read a selection and suggest magnet words for the teacher to write on the board
 - b. Each student is given a notecard for each word
 - c. Students recall and write important details from the passage related to each magnet word on their notecard and teacher writes them on the board
 - d. Students are divided into groups and add additional from the passage
 - e. Teacher models writing a short paragraph that incorporates a Magnet Word
 - f. Students work in groups to write a paragraph for one of the words and share with the class.
5. **CLASSIFYING CHALLENGE** (Lenski 79)
Students sort new vocabulary and their synonyms.
 - a. Find 2-4 words from the text that might be new to the students and creates notecards w/10 synonyms or associations for each of the new words
 - b. Introduce the new words by writing a sentence on the board for each word
 - c. Students discuss the meaning of the words as a class and given the definition of the word
 - d. Students work with partners to determine which synonym fits with each word
 - e. As a class organize the synonyms on the board into the correct word category

Vocabulary Activities to Review:

1. **DOMINOES** (Gallagher, 2007)

Teacher creates multiple sets of dominoes with concepts and answers. Students work in partners to:

- a. Connect the cards by matching the words and their definitions. The first card should be labeled START and the other words should create a chain of words/definitions until the END card.
- b. As an extension, students can mix up the cards and connect them a second time as a race. (Students love competition!)

2. **“SHOUT OUT” GAME** (MHS Science Dept)

Similar to Dominoes but played as a whole class:

- a. Prepare cards with either a word or definition on it.
- b. Pass out two cards to each student - one definition and one word.
- c. Have a student read the definition of a word. The student with the word "shouts out" the word and then reads their definition to the next word....

3. **MEMORY**

Students work together to create vocabulary cards and definition cards. With a partner, they flip two cards over looking for a match. If they match the word and definition, the student takes another turn.

4. **WHICH ONE DOESN'T BELONG** (Carleton/Marzano 45)

Students work through questions to figure out which terms/phrases do not go with one another.

- a. Prepare the sets of terms/phrases ahead of time (3 phrases that share a common link and one that doesn't belong)
- b. Split the class into small groups (2-3) and put the 1st grouping on the board
- c. The teams raise their flags when they find the correct answer within the time limit.
- d. Each team receives a point for the right answer and their ability to explain why it is the correct answer. (great examples for math, English, science, history)
 - i. the amount of sunlight present in an ecosystem
 - ii. the availability of water in an ecosystem
 - iii. the # of trees that produce fruit all year long in an ecosystem
 - iv. the temp at different seasons in an ecosystem

Answer: #3 is a biotic factor and all the others are abiotic factors

5. **WHO AM I?** (Carleton/Marzano 81)

This is an easy game to review important people being studied.

- a. Prepare a set of cards with important people that the class is studying
- b. One student who volunteers to sit on a chair in front of the class, picks a notecard from the pile but doesn't look at it.
- c. Put the card on a hat on top of his head so the class can see.
- d. The student asks the class yes or no questions to try to figure out who his/her person is
- e. When the student guesses correctly, another student is given a turn.

6. **CREATE A CATEGORY** (Carleton/Marzano 89)

This is similar to List, Group, Label but with points.

- a. Students are given a list of 15-20 words (on the board) and asked to work together to categorize the words into as many categories as possible.
- b. Each category should have at least 3 words in it. Points are given for each category that the group is able to explain.

7. **CLASSROOM FEUD (FAMILY FEUD)** (Carleton/Marzano 127)
Another great review game for all content areas (example ?s in book)
 - a. Prepare your questions ahead of time (enough questions for every student in class to be able to answer one)- MC, fill in the blank, short answer
 - b. Split the class into 2 teams, each w/ one initial spokesperson
 - c. Teams are given 15 seconds to confer and decide on an answer – if right, they get a point and if wrong, the other team can guess and get a point if their answer is correct.

8. **FREE ASSOCIATION** (Marzano 39)
Teacher calls out a term and students take turns saying any word they think of that is related to the target term. After a few seconds say stop and the last person must explain how their word is related to the target word. Works best with small groups.

9. **ANALOGY PROBLEMS** (Marzano 49)
 - a. Teacher created: **A is to B as C is to D**
 - b. Student created (after multiple times of analogy practice)

10. **CREATING METAPHORS** (Marzano 51)
Students look to see how two words that might seem quite different might actually be, at a more general level, very similar.
 - a. Students list specific characteristics of a targeted term.
 - b. Students rewrite those characteristics in more general language.
 - c. Students ID another specific term and explain how it also has the same general characteristics as the 1st term (52 – great example)

11. **VOCABULARY STORY**
Students are given a list of words to study. Students are placed into groups and each person starts a story and has to use one of the vocabulary words in their sentence. The story is passed to the next group member who continues the story until it is complete. Groups read their stories aloud to the class.

12. **MAGIC SQUARE** (Lenski 63)
Students are asked to match vocabulary to their content definitions in a fun mathematical way.

13. **PHOTOGRAPHED VOCABULARY**
Students take photographs of each other demonstrating the meaning of the word they have been assigned.

14. **IMAGINE THAT** (Lenski 60)
Students are given scenarios and asked to take on different perspectives and asked to answer questions from that perspective:
 - a. Your neighbor has called you an abolitionist. Has he or she insulted you?
 - b. You are a conductor in the Underground Railroad. What is your job?

15. **WHAT IS THE QUESTION? (JEOPARDY)** (Marzano 55)
Students are given answers to questions and must provide the questions to get the point for their team.

16. **VOCABULARY CHARADES** (Marzano 57)
Students stand at their desks and use their arms, legs, and bodies to show they know the meaning of the term being called out. Students form teams and give designated team members a term to act out.

17. **NAME THAT CATEGORY (\$100,000 PYRAMID)** (Marzano 59)
The goal for this review game is for the clue giver to list words that fit each category until teammates correctly identify the category name – first team to get the most points wins.
18. **DRAW ME (PICTIONARY)** (Marzano 62)
Students, working in small teams, are given a cluster of words to identify. For each cluster a “drawer” draws pictures representing the meaning of the terms, using no letters or numbers. The team who gets all the words first yells out and receives a point. Switch “drawers” and begin a new round.
19. **TALK A MILE A MINUTE** (Marzano 64)
Students are grouped into teams. Each team is designates a “talker” for each round. The talker is given a list of words under a category title. He/She tries to get the team to say each word by “talking a mile a minute” describing the words without actually saying them. After 1 minute, the teams stop and count their points for that category.
20. **CLOZE** (Blachowicz & Fisher 33)
Students are given a passage with blanks and asked to insert the vocabulary words that make sense. This can also be done with choices instead of fill in the blank.
21. **SYNONYM CLOZE** (Blachowicz & Fisher 34)
Similar to a regular cloze, but students are asked to give synonyms for underlined words in a passage.
22. **YEA/NAY** (Blachowicz & Fisher 136)
Students have two different notecards (yes & no) and the teachers ask questions using the words in pairs (Would a corpse be a good conversationalist?). Students put up their cards and explain their choices.
23. **THE SENTENCE GAME** (Blachowicz & Fisher 38)
Students are given a question and then 3 sentences. If they can get the answer to the question with just the 1st sentence their team gets 2 points. If they are able to answer it after the 2nd sentence, they earn 1 point.
 - a. Question – Use the meaning of the word
 - i. (What is an aeronaut’s job?)
 - b. Sentence 1 – A broad but meaningful context
 - i. (The aeronaut was getting the hot air balloon ready for flying.)
 - c. Sentence 2 – Adds more detailed information
 - i. (The aeronaut told her helpers to let go of the ropes so she could fly the hot air balloon.)
 - d. Sentence 3 – An explicit definition
 - i. (An aeronaut is a person who flies a hot air balloon.)

Name _____

ABC Brainstorming Chart

A	B	C	D
E	F	G	H
I	J	K	L

M	N	O	P
Q	R	S	T
U	V	W	Y

Name _____

Story Impressions for *Combat Zone*
(Before Reading)

war stories



outside My Khe



three grenades



saw a young man



pulled the pin



froze above me



bounced once
and rolled



began to run



popping noise



fell on his back



forgive myself

Your version of what the short story might say: Write a paragraph using the chain words in order.

Name _____

Story Impressions for _____
(After Reading)

war stories



outside My Khe



three grenades



saw a young man



pulled the pin



froze above me



bounced once
and rolled



began to run



popping noise



fell on his back



forgive myself

Key Terms Summary: After reading _____, write your summary paragraph about (insert topic here). **Add 3 additional terms** that you learned from this section you feel are important; write them in the left column where you feel they belong. Again, you must use all the terms in your summary (**including the 3 new ones**) in the order that they appear on

Fiction Predict-O-Gram

Vocabulary Words

Characters	Setting
-------------------	----------------

Problem	Action	Solution
----------------	---------------	-----------------

Content Predict-O-Gram

Vocabulary Words

Put category here	Put category here
-------------------	-------------------

Put category here	Put category here	Put category here
-------------------	-------------------	-------------------

Probable Passage

Directions: Before we begin reading, place each of the following words into one of the following boxes: characters, setting, problem, outcomes, and unknown words. On the lines below, create a “Gist Statement,” a plausible guess or summary about what the story is going to be about. Finally, at least three “To Discover” questions about what you will need to learn from the reading.

Word List:

Characters:

Setting:

Problem:

Gist Statement....

Outcomes

Unknown Words:

To Discover...

- 1.
- 2.

I Now Know...

Probable Passage

Word List:

Who

What

When

Gist Statement

Where

Why

How

I Now Know...

List-Group-Label

Name _____

Topic _____

In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished.

List	Group and Label

You Ought to be in Pictures

Imagine yourself within the context of a photograph. Make a connection to a place or a person through the photograph.

First, examine the location of this photograph and try to detect as much detail as possible. *What do you observe about the countryside? About the land? The plants and vegetation? The road? What time of year might it be? What does the climate appear to be like? What type of day does it seem to be?*

Now focus very closely on each person in the photograph. *Pay careful attention to what each person is wearing. Look at the way the family members carry themselves, their posture, their facial expressions.*

Next, choose one of the individuals in the photograph and imagine you are this person. *What might you be thinking if this was happening to you? Describe what you might be feeling, what emotions you might be experiencing. What has this day been like for you? Imagine what might have happened before the scene presented in the photo. What do you see happening later on, during this day and the following days?*

Given the following writing prompt: *"It is now many years later. You are showing this photograph to a grandchild. What would you say about your memories of that day? Write what you would share as an entry in your notebook."*

Share your entry with your class.

(Buehl, WSRA)

Name _____

Problematic Situation – Setting Purpose

Insert the problem you want the students to think about here...

What Will You Do?

Problems:	Solutions/Questions/Concerns
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____	_____ _____

Anticipation Guide**Name** _____**Topic** _____

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

Prediction Guide

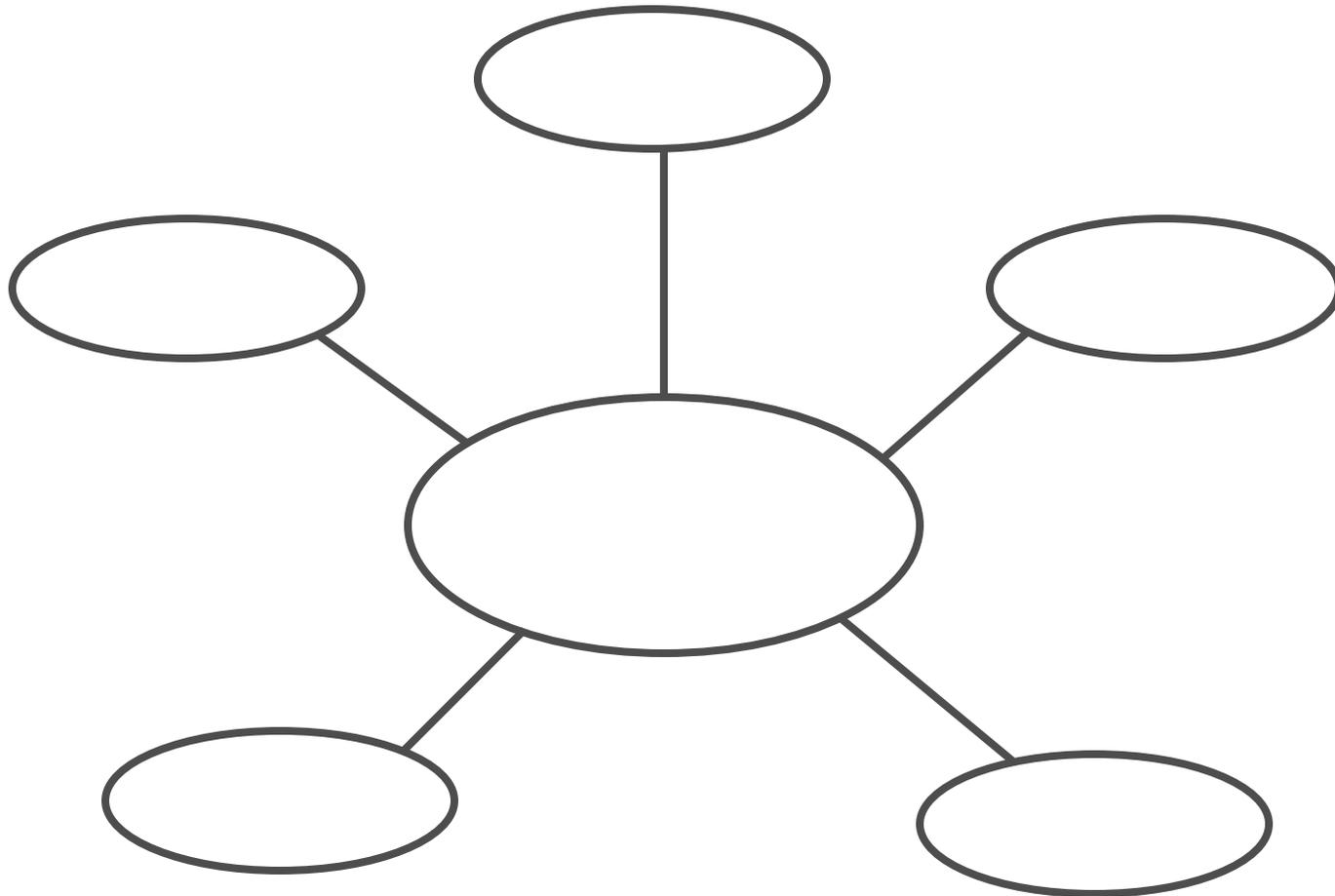
Before you begin reading carefully, skim the text and make some predictions about it.

Title:	
Author:	
Read the title. What do you think the book will be about?	
After flipping through the pages, what can you learn about the setting?	
After flipping through the pages, what can you learn about the characters?	
After flipping through the pages, what can you learn about the plot or conflict?	
Explain what you think of when you scan this book. Does it remind you of another book you have read?	
Are you excited to read this book? What questions do you hope get answered?	

Developed by Jim Burke, www.englishcompanion.com

Name _____

Use this map to organize your thoughts and make connections to your topic. Write the main idea in the center, and add supporting ideas or related topics in each surrounding oval. Continue to expand on your thoughts



First, The Questions

(Title of the Selection)

Directions: Fill in an answer to each question before you read. Then with a partner, come to a consensus on the specific answers. As a class, we will come together and share your answers. Then you will read to verify, correct, and modify your answers.

Chapter Tour for World History

EXAMPLE

To find out what a chapter is about, take this “tour” first.

1. What is the title of Chapter 24?
2. It is organized into four sections. List them.
3. Go to the first two pages of Chapter 24. Notice each chapter begins with a time line. Select one item that happened during this time period that is familiar to you. Briefly write what you know about this:
4. Find the red title at the bottom of the first page: “Build on What You Know.” Each chapter begins with a main idea focus statement that introduces major changes emphasized in the chapter. What changes will be talked about in Chapter 24?
5. Find the first page of Section 1. What country will you be reading about here? Notice on the left side the author provides some useful help in understanding this section. Examine the four “Read to Discover” statements and list all the changes this country experienced.
6. Read the box “Why It Matters Today” and tell me why the author says this section might connect to your life.
7. Find “The Main Idea” box at the beginning of this section. What problem is discussed in this section? Who will be trying to solve this problem?
8. Locate the introductory paragraph, which features a quote from a primary source – material that was written during the time period of the chapter. There are many source quotes in this text book. Skim the chapter and see who is quoted and what they are talking about.
9. Flip through the pages of the first section of Chapter 24. Notice that the material is divided into smaller topics, each identified by a heading. Write the four headings of this section.
10. Look over the pictures in this chapter and think about the problems and changes. Write down one thing you already know.
11. This chapter features a number of graphic displays, like maps, charts, or tables. Look over them then select one to examine and decide what change or changes it is detailing.

Chapter Survey

- Follow the steps outlined in the left margin to pre-read a textbook or article.
- Write your notes and answers in the right column of the page.

1. Write down the chapter or article title and, if provided, the author.	
2. Read and list the subtitles, objectives, or other helpful information listed on the chapter front page.	
3. Skip to the end and read the study questions.	
4. Read the entire opening paragraph; summarize it in a few sentences.	
5. Skim the entire chapter, reading all headings and subheadings. List the main headings here.	
6. Read the first sentence of each paragraph in the reading selection.	
7. Stop to read all figures, charts, graphs, images, or maps. Be sure to read the accompanying captions.	
8. Read the entire conclusion or last paragraph. List the three main ideas in this section.	
9. Read the entire chapter and take notes. Write down the question this chapter tried to answer.	

Developed by Jim Burke, www.englishcompanion.com

T.H.I.E.V.E.S.

Title



What is the title?
What do I already know about this topic?
What does this topic have to do with the preceding chapter?
Does the title express a point of view?
What do I think I will be reading about?

Headings

What does this heading tell me I will be reading about?
What is the topic of the paragraph beneath it?
How can I turn this heading into a question that is likely to be answered in the text?

Introduction

Is there an opening paragraph, perhaps italicized?
Does the first paragraph introduce the chapter?
What does the introduction tell me I will be reading about?
Do I know anything about this topic already?

Every first sentence in a paragraph

What do I think this chapter is going to be about based on the first sentence in each paragraph?

T.H.I.E.V.E.S.

Title



What is the title?
What do I already know about this topic?
What does this topic have to do with the preceding chapter?
Does the title express a point of view?
What do I think I will be reading about?

Headings

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Visuals and vocabulary

Does the chapter include photographs, drawings, maps, charts, or graphs?
What can I learn from the visuals in a chapter?
How do captions help me better understand the meaning?
Is there a list of key vocabulary terms and definitions?
Are there important words in boldface type throughout the chapter?
Do I know what the boldfaced words mean?
Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?

End-of-chapter questions

What do the questions ask?
What information do they earmark as important?
What information do I learn from the questions?
Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.

Summary

What do I understand and recall about the topics covered in the summary?

Visuals and vocabulary

Does the chapter include photographs, drawings, maps, charts, or graphs?
What can I learn from the visuals in a chapter?
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Summary

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| Keys to Reading Math |
|---|---|---|---|
| <ul style="list-style-type: none"> ✚ Read carefully and make sure each sentence makes sense. ✚ Try to summarize what you read in your own words. ✚ When you encounter a tough word, try thinking of easier words that mean the same thing and substitute the word. ✚ Talk over what you read with a partner to make sure you get it right and to clear up anything you don't understand. ✚ Be on the lookout for things the author thinks you already know and things you have learned in math before. | <ul style="list-style-type: none"> ✚ Read carefully and make sure each sentence makes sense. ✚ Try to summarize what you read in your own words. ✚ When you encounter a tough word, try thinking of easier words that mean the same thing and substitute the word. ✚ Talk over what you read with a partner to make sure you get it right and to clear up anything you don't understand. ✚ Be on the lookout for things the author thinks you already know and things you have learned in math before. | <ul style="list-style-type: none"> ✚ Read carefully and make sure each sentence makes sense. ✚ Try to summarize what you read in your own words. ✚ When you encounter a tough word, try thinking of easier words that mean the same thing and substitute the word. ✚ Talk over what you read with a partner to make sure you get it right and to clear up anything you don't understand. ✚ Be on the lookout for things the author thinks you already know and things you have learned in math before. | <ul style="list-style-type: none"> ✚ Read carefully and make sure each sentence makes sense. ✚ Try to summarize what you read in your own words. ✚ When you encounter a tough word, try thinking of easier words that mean the same thing and substitute the word. ✚ Talk over what you read with a partner to make sure you get it right and to clear up anything you don't understand. ✚ Be on the lookout for things the author thinks you already know and things you have learned in math before. |

(Buehl, 2009)

PLAN: A TEXTBOOK READING STRATEGY

PREDICT – content and structure of the text. Create a semantic map using titles, subtitles, highlighted words and graphics for major and minor branches

LOCATE – known and unknown info on the map by putting checkmarks by unfamiliar concepts use this to guide what is most important for you to read 1st, 2nd, etc.

ADD – words/phrases AS YOU READ to explain the concepts marked on your map

NOTE – your new understanding. Create a learning log, write a summary, etc.

SQ3R Survey, Question, Read, Recite and Review

SQ3R is a five-step study plan to help students construct meaning while reading. It uses the elements of questioning, predicting, setting a purpose for reading, and monitoring for confusion. SQ3R includes the following steps:

1. *Survey*

- Think about the title: “What do I know?” “What do I want to know?”
- Glance over headings and first sentences in paragraphs.
- Look at illustrations and graphic aids.
- Read the first paragraph.
- Read the last paragraph or summary.

2. *Question*

- Turn the title into a question.
- Write down any questions that come to mind during the survey.
- Turn headings into questions.
- Turn subheadings, illustrations, and graphic aids into questions.
- Write down unfamiliar vocabulary words and determine their meaning.

3. *Read Actively*

- Read to search for answers to questions.
- Respond to questions and use context clues for unfamiliar words.
- React to unclear passages, confusing terms, and questionable statements by generating additional questions.

4. *Recite*

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

5. *Review*

- Answer the major purpose question.
- Look over answers and all parts of the chapter to organize information.
- Summarize the information learned by drawing flow charts, writing a summary, participating in a group discussion, or by studying for a test.

Name _____

Date _____

Class/Subject _____

Teacher _____

SQ3R

Survey	
Question	
Read	
Recite	
Review	

PRR: Preview, Read, Recall

A strategic approach to your reading



Preview

Before you tackle the reading, get a general framework of main ideas to better comprehend and retain details you'll encounter later. Spend about 10 minutes familiarizing yourself with the text as a whole.

Check out the following elements:

- Title
- Author's Biographical Info.
- Publication Information
- Table of Contents
- Introduction or Preface
- Index
- Glossary

Preview individual chapters, looking for the following:

- Introduction
- Subheadings
- First sentence of each section
- Diagrams, charts, etc.
- Conclusion

Make some concrete projections:

- What's the main idea?
- How is the text organized?
- How difficult is it?
- How long will it take to read?



Read

Being an active reader helps you understand the material, combats boredom, and increases retention.

- Set realistic goals for how long, and how many pages, you'll be able to read.
- Don't try to read the entire chapter non-stop. Instead, divide it into small sections—such as a half-page, or a column— and read them individually.
- Ask yourself a question before each paragraph or section, then try to answer it as you read.
- Take short breaks when you find your mind wandering.



Recall

Research shows that we forget about 40-50% of what we read within about 15 minutes unless we take measures to recall it immediately.

- Recall mentally or recite orally the highlights of what you've read.
- Ask yourself questions as you read and answer them in your own words. These questions can be the same as those you asked before each section.
- Underline key words or phrases in each section, and write notes in your margins. Both will help you decide what you need to remember.
- See if you can recast the material as a story or narrative; then imagine yourself retelling or explaining it to a friend.

HUG:
Highlight, Underline,
Gloss

H: Highlight the main ideas of the reading--

- Maximum 20% of text or 8 lines average on a page
- Key concepts only
- This information is determined to be worth re-reading

U: Underline important details--

- Key words
- Steps in a process
- Definitions
- Names/Dates

G: Write in your own words--

- List important points
- Create chart
- Identify location of definitions, examples, names/dates
- Star important ideas
- Number steps
- Summarize text in margin

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Interactive Reading Guide

Write Time for Kids
"Earth's Baffling Climate Machine"

Individually—Quickly write down your thoughts on Earth's climate. Do you think it's getting warmer? Why or why not? Do you think humans need to change their ways?

Together—Share your thoughts.

Together—Read the expository piece on the Earth's rising climate.

Partner A—Phil Jones makes an interesting statement. When asked about the cause of the warming climate, he says that it is not "a simple case of either-or." What do you think he means by that? Is there another phrase you would use to describe his perspective?

Partner B—Tom Wigley makes a statement about the visibility of rising sea levels. What effect will that have on your everyday life? What will happen if the sea levels rise quickly? Whose lives will be affected the most? How might this affect the creatures of the sea?

Individually—Make connections with what you have just read to information on global warming that the media has put out recently. Use the internet or newspapers to find updated information.

Together—Discuss what you found. Is the situation getting worse or better? Create a visual that explains your perspective.

Together—Brainstorm ideas on how humanity can attempt to combat global warming. Write a letter to the editor of your local paper or write a blog entry about your opinion.

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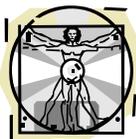
Strategy:

Science Connection Overview

Procedure:

- Survey the selection.
- Complete the “What’s familiar?” section of the Connection Overview. Only familiar, nontechnical information should be included. Use pictures and graphics in the selection to assist you in making connections.
- Read the selection summary. Identify key topics that seem to be the focus of the selection. Enter these in the “What topics are covered?” section of the Overview.
- Generate personal questions about the material. Work with a partner and think about what you know in this topic area and what you might want to find out. Enter these questions in the “What questions do you have?” section of the overview.
- Complete the “How is it organized?” section of the Connection Overview by outlining the selection organization.
- Read the first section of the selection. As you read, use index cards to translate technical terms. Treat science vocabulary as you would a foreign language; translate it into English. On the front of the card, write the term. On the back of the card, write what it means in more understandable language.
- Use your imagination to develop a memory clue for each vocabulary term. Write the memory clue under the term on the front of the card.

(Buehl, 1992)



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Strategy: *History Change Frame*

Description:

History tends to focus on people who must try to solve problems that are caused by change. Factual details in text are presented to help readers understand problems and the actions taken to solve them.

Procedure:

- *Survey the assigned section of text to determine the groups focused on in the material. Do not note individual names, but generalize to groups. Write each group in the appropriate place at the top of a blank History Change Frame.*
- *As you read the selection, work with a partner to fill in the History Change Frame Graphic Organizer.*
- *Look for clues about problems the groups of people might be encountering. What problems did they face? In some cases, the groups may be causing problems others must deal with.*
- *Select information from the text that describes the changes that are causing problems for each group of people.*
- *Identify actions taken by each group to solve their problems.*
- *Finally, discuss with the entire group how the changes affected these groups in different ways.*

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(Buehl, 1992)

DR-TA

Directed Reading Thinking Activity Bookmark Guide

1. Introduction

-What do you already know about this subject?

2. Predict

-Looking at the title, what do you think the story is about? Why?

-Looking at the pictures, what do you think the story will be about? Why?

3. Prove or Modify Predictions

After reading each section, answer the following:

-What do you think now?

-Can you prove your predictions or do you need to modify them?

-What do you think will happen next and why?

4. Reflect

After reading the entire selection answer the following:

-What did you find in the text to prove your predictions?

-What proof did you find in the text that made you modify your predictions?

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Name _____

Date _____

Stop-the-Process

Place your title here

Chapter ____

Read pages ____ - ____	Read pages ____ - ____
Read pages ____ - ____	Read pages ____ - ____
Read pages ____ - ____	Read pages ____ - ____

Name _____

Chapter _____

Reciprocal Teaching Worksheet

Prediction: Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any visuals. Write down your prediction(s) about what you are going to learn.	
Prediction:	Support:
Main Ideas: As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section of text.	Questions: For each main idea, write down at least one higher level question.
Main Ideas: MI 1: _____ _____ MI 2: _____ _____ MI 3: _____ _____ MI 4: _____ _____ MI 5: _____ _____	Questions: Q 1: _____ _____ Q 2: _____ _____ Q 3: _____ _____ Q 4: _____ _____ Q 5: _____ _____
Summarize: Write a brief summary of what you learned	
Clarify: Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.	
Word or Phrase:	Clarify:

Annotation Acronyms

The following acronyms may help students to remember different elements of writer's craft to consider when annotating a text.

D.U.C.A.T.S. – The “6 gold pieces” of writer's voice

Diction refers to a writer's word choice with the following considerations:

- denotation / connotation of a word
- degree of difficulty or complexity of a word
- level of formality of a word
- tone of a word (the emotional charge a word carries)
- the above will often create a subtext for the text

Unity refers to the idea that all of the ideas in a written piece are relevant and appropriate to the focus.

Some considerations:

- each claim (assertion, topic sentence) supports the thesis
- each piece of evidence is important and relevant to the focus of the paragraph or the piece of writing as a whole
- occasionally, a writer may choose to purposely violate the element of unity for a specific effect (some humorists / satirists will sometimes consciously do this)
- it is important to consider what has been omitted from a piece and examine the writer's intent in doing so

Coherence refers to the organization and logic of a piece of writing; some considerations include:

- precision and clarity in a thesis and supportive arguments
- the arguments ordered in the most effective way for the writer's intent
- the sentences and paragraphs "flow smoothly" for the reader; there should not be any abrupt leaps or gaps in the presentation of the ideas or story (unless the writer makes a conscious choice for a specific and appropriate effect)

Audience refers to the writer's awareness of who will be reading his or her piece of writing; some considerations are:

- Who are the targeted readers?
- How well informed are they on the subject? What does the writer want the reader to learn as a result of this piece?
- What first impression is created for the reader and how does the author's voice shape this first impression?
- How interested and attentive are they likely to be? Will they resist any of the ideas?
- What is the relationship between the writer and the reader? Employee to supervisor? Citizen to citizen? Expert to novice? Scholar to scholar? Student to teacher? Student to student?
- How much time will the reader be willing to spend reading?
- How sophisticated are the readers in regard to vocabulary and syntax?

Tone refers to a writer's ability to create an attitude toward the subject matter of a piece of writing; the tools a writer uses to create tone:

- Diction, Figurative language, Characterization, Plot, Theme

Syntax refers to the arrangement--the ordering, grouping, and placement--of words within a phrase, clause, or sentence. Some considerations:

- Type of sentence
- Length of sentence
- Subtle shifts or abrupt changes in sentence length or patterns
- Punctuation use
- Use of repetition
- Language patterns / rhythm / cadence
- How all of the above factors contribute to narrative pace
- The use of active and/or passive voice

D.I.T.S. – The elements of tone

Diction refers to a writer's (or speaker's) word choice; besides the dictionary definition of a word (its denotation) a word can have an emotional charge or association that creates a secondary meaning (its connotation) "*The difference between the right word and almost the right word is the difference between lightning and a lightning bug.*" Mark Twain

Imagery refers to mental pictures or sensations that a writer evokes in a reader. Look carefully at the pictures that a writer creates; note his/her descriptive details in the setting such as: colors, objects, weather, seasons, use of light or darkness, look at any symbols and what feelings they may suggest.

Theme refers to the author's message or to the overarching idea that the text leads the reader to consider. Think about the author's message; what attitude comes through in his/her main point?

Styl e refers to the writer's use of language; is it formal, informal, technical? What details did the writer choose to include or omit? Examine the various elements of characterization; assess what messages the writer is sending through his characters' actions, reactions, thoughts, speech, physical description or other character's comments. What feelings are created by the writer's plot? What feelings are created by the conflict and how it is solved or resolved?

Note: A huge thank you goes out to Sarah Ross for compiling the following list of acronyms for her students at Olympia in the form of a *Literary Analysis Guide*. Whenever possible, the original source is acknowledged.

T.A.P.S. - General literary analysis

Topic: What is the topic of the text?

Audience: To whom is the message directed?

Purpose: What is the writer's goal?

Speaker: What can be inferred about the speaker's attitude toward the topic or the audience?

S.O.A.P.S. Tone - Analyzing point of view

Speaker: Is there someone identified as the speaker? Can you make some assumptions about this person?

What class does the author come from? What political bias can be inferred?

What gender?

Occasion: What may have prompted the author to write this piece? What event led to its publication or development?

Audience: Does the speaker identify an audience? What assumptions can you make about the audience? Is it a mixed in terms of: race, politics, gender, social class, religion, etc.? Who was the document created for? Does the speaker use language that is specific for a unique audience? Does the speaker evoke: Nation? Liberty? God? History? Hell? Does the speaker allude to any particular time in history such as: Ancient Times? Industrial Revolution? World Wars? Vietnam?

Purpose: What is the speaker's purpose? In what ways does the author convey this message? What seems to be the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker's tone? How is this document supposed to make you feel?

Subject: What is the subject of the piece? How do you know this? How has the subject been selected and presented by the author?

Tone: What is the author's attitude toward the subject? How is the writer's attitude revealed?

D.I.D.L.S. – A mnemonic for literary analysis

Diction: the denotative and connotative meanings of words

- different words for the same thing often suggest different attitudes (e.g., happy vs. content)
- denotative vs. connotative (e.g., dead vs. passed away)
- concrete vs. abstract (e.g., able to perceive with 5 senses, tangible, vs. an idea or concept that exists in one's mind, intangible)
- cacophonous vs. euphonious (e.g., harsh sounding, e.g., raucous, croak **or** pleasant sounding, e.g. languid, murmur)

Images: Vivid appeals to understanding through the five senses

Details: Facts that are included or those that are omitted

Language: The overall use of language such as formal, clinical, informal, slang, syntactical structure

Sentence Structure: How the author's use of sentence structure affects the reader

S.O.L.L.I.D.D.D. - Analyzing rhetorical elements and author's style

Syntax: Sentence structure

Organization: The structure of sections within a passage and as a whole

Literary Devices: Metaphor, simile, personification, irony (situational, verbal and dramatic), hyperbole, allusion, alliteration, etc.

Levels of Discourse: Cultural levels of language act, with attendant traits (does the narrator's voice represent a particular social, political, or cultural viewpoint or perspective?)

Imagery: Deliberate appeal to the audience's five senses

Diction: Word choice and its denotative and connotative significance

Detail: Descriptive items selected for inclusion

Dialogue: Spoken exchange selected for inclusion

S.M.E.L.L. – Evaluating argumentation and persuasion (with rhetorical appeals)

Sender/receiver relationship: Who is the speaker? Who is the audience? What is the tone directed from one to the other?

Message: What is the content and/or claim?

Evidence: What kind of evidence is given and to what extent?

Logic: What is the quality of the reasoning? What types of appeals are being used?

Language: What stylistic and rhetorical devices are being employed?

Annotating Informational Texts Handout

As you read any informational text (newspaper article, textbook, magazine article, brochure, credible website, etc.), try using some of these strategies to help you find the meaning in the text.

As you read your text, look for one or more of these factors:

- Headings and subheadings
- Lists
- Diagrams and figures (these give you a brief overview of lots of information)
- Special features (you might be tempted to skip these, but they're often packed with interesting informational tid-bits)
- Dates or places (especially in your social studies reading)
- New vocabulary (you might find a lot of this in science or math, but also other subject areas)

You might find it helpful to color code your notes or text. For example, you might use a system something like this:

- Green: dates
- Yellow: places or people
- Orange: topic sentences or main ideas
- Pink: new vocabulary or other items you have more questions about
- Blue: diagrams or figures you find particularly helpful in understanding the information in the text

The following is a list of some techniques that you can use to annotate text:

- Underline important terms.
- Circle definitions and meanings.
- Write key words and definitions in the margin.
- Signal where important information can be found with key words or symbols in the margin.
- Write short summaries in the margin at the end of sub-units.
- Write the questions in the margin next to the section where the answer is found.
- Indicate steps in a process by using numbers in the margin.

Critical Thinking Summary (Front Side)

Assigned Reading: _____ Date: _____

Team Members: _____

<p>1. What is the topic? (1-3 words)</p> <p>What is the main idea?</p>	<p>2. What is the thesis?</p>
<p>3. For what audience is the author writing?</p>	<p>4. Cite examples from the reading that demonstrated the organizational pattern.</p>
<p>5. Discuss the significance of this thesis to your life.</p>	<p>6. Cite some of the objective or subjective language the author uses.</p> <p>Objective:</p> <p>Subjective:</p>
<p>7. What is the author's philosophy concerning the topic of the reading?</p>	<p>8. Suggest an alternative title for the article that is appropriate to the thesis.</p>

Creating the Summary from the Assigned Reading: (Back Side)

Paragraph Beginning:

What does the author want you (the particular audience) to know?

- Use questions on main idea, thesis, audience, alternative title, and philosophy to answer this.

Paragraph Middle:

What are the supporting categories of information?

- Use questions on organizational patterns, and objective/subjective language to answer this.

Paragraph End:

What importance or consequence does this information have on your life?

- Use the question on significance of the thesis or main idea to answer this.

(Frank, Grossi, & Stanfield, 156)

Name _____ Date _____

Title _____ Pages _____

Three Level Reading Guide

I. Literal Level

Check the items that specifically show what the author wrote in the chapter. Be prepared to support your choices.

(Insert statements in these spaces)

II. Interpretive Level

Check the items that show what the author meant in the chapter. Be prepared to discuss supporting evidence from the chapter.

(Insert statements in these spaces)

III. Applied Level

Check the items that you agree with and be ready to share examples from the text and your own knowledge to support your responses.

(Insert statements in these spaces)

(Lenski, 2007)

Name _____ Date _____

Title _____ Pages _____

DRAW

Directions: You and your partner will be asked to answer one of the following questions. When the questions are discussed in class, you should take notes on all the responses. After our discussion is concluded, some of these questions will be used for a quiz. You will not be able to refer to this sheet during the quiz, so pay attention to the answers and the discussion.

{INSERT QUESTIONS HERE}

(Lenski, 2007)

Name _____

Eyewitness Testimony Chart

I Was There (and can describe...)	The Author's Words ("The author wrote...")	My Version ("I saw, heard, felt, experienced...")

(Buehl, 2009)

Name _____

First Impressions

The Author's Words		My Impressions
First		
Then		
Finally		

(Buehl, 2009)

IT SAYS. . .I SAY. . .AND SO

DIRECTIONS FOR COMPLETING THE CHART

<u>QUESTION</u>	<u>IT SAYS</u>	<u>I SAY</u>	<u>AND SO</u>
<i>Read the question.</i>	<i>Find info. from the text to help you answer the question.</i>	<i>Consider what you know about the information</i>	<i>Put together the information from the text with what you know, then answer the question.</i>

<u>QUESTION</u>	<u>IT SAYS</u>	<u>I SAY</u>	<u>AND SO</u>

Name: _____

Inner Voice Sheet

Title of Book: _____

Author of Book: _____

*Directions: Begin reading on page _____. Record the conversation you have in your head as you read. Be sure to have **at least four (4) sentences per box**. If you catch yourself using a reading strategy, add that at the bottom of the box. Also decide if the conversation inside your head distracts you from making meaning or if the voice helps you interact with the text.*

Inner voice on page _____	Inner voice on page _____
Inner voice on page _____	Inner voice on page _____

Ideas About *Inner Voice*

Conversation Voice (useful voice)

This voice helps readers to:

- Relate to the text
- Make connections between the book and the reader
- Ask questions
- Give opinions
- Talk back to the text
- Remember what is read

Reciting Voice (waste of time voice)

This voice causes readers to:

- Lose track of what is being read
- Stray from the text
- Forget what is read
- Not care about the reading

Turn off the reciting voice by **rereading** and giving yourself a job or a **purpose** to read for.

Reading Purposes

Some purposes for reading are to:

- Ask a question
- Answer a question
- Make a connection
- Look for clues to help draw an inference
- Retell what has been read
- Visualize the text and create a picture in your mind



(Tovani, 62)

Making Inferences Chart

Name: _____

Evidence (what you see, hear, read, etc)	Schema (prior knowledge or experience related to the evidence)	Inference (Your conclusion after combining the evidence and scheme)

[Type text]

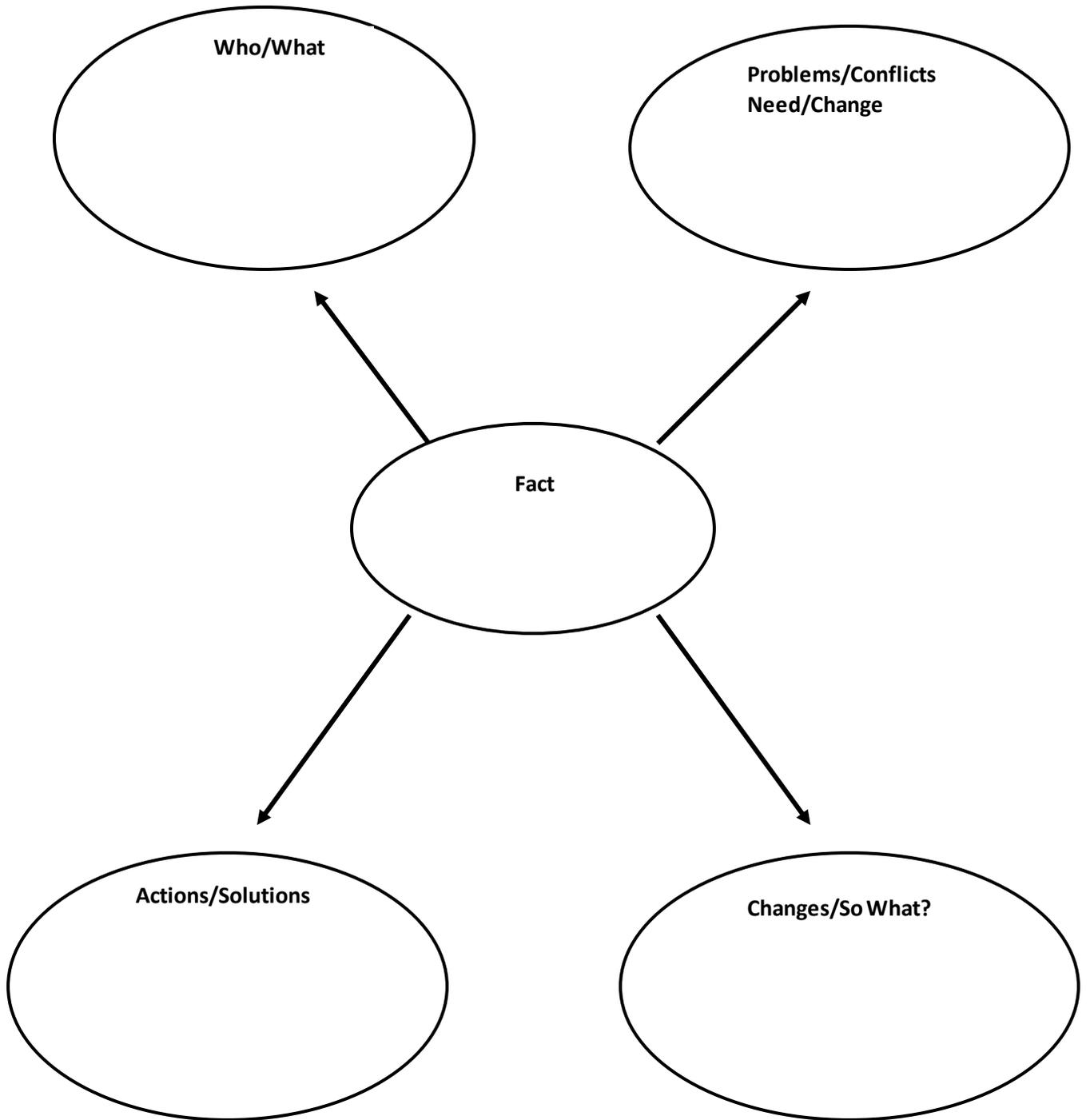
Name _____

Topic _____

As you read the text, select a few phrases that you find meaningful or interesting. Write each phrase in the first column below, then write your reaction (a comment, question, connection made, or analysis) each quote in the second column.

Page in text	From the text	My thoughts

History Memory Bubble



(Buehl, 2009)

Name _____

Content Story Pyramids

Main topic of the lesson

Two interesting words from the reading

Three words representing the main topic of study

Four words representing reasons this is important today

Five words that summarize the section

Six words stating a question you would like to ask

Summary:

Name _____

Fiction Story Pyramids

Theme of the literary work

First and last name of the main character or name of a second character

Three characteristics of the main character

Four words describing the setting

Five words to classify the kind of literary work that was read

Write a six word sentence stating the problem in the literary work

Write a seven word sentence about an important event in the literary work

Write an eight word sentence that tells the solution to the conflict in the literary work

Summary

POEMS FOR TWO VOICES

Resource Materials:

Fleischman, Paul. *Joyful Noise: Poems for Two Voices*
The Phoenix

Procedure:

1. Share some samples from Paul Fleischman's books.
2. Have students read the poems silently before reading as a group or in partners.
3. Model how the poem is read using expression and attention to punctuation.
4. Have the students read the poem aloud in partners or groups.
5. Discuss the form of a poem for two voices.
6. Working in pairs, have the students write similar poems of their own.
7. Fold a piece of notebook paper down the center.
8. Each partner will write their portion of the poem/dialogue along the same side down the paper. Words that both partners say together will be written in the center of the paper over the fold.
9. The speeches should move down the paper in the sequence in which they will be read (designated by a., b., c., under format).
9. When completed, share poems orally with the class.

Format:

VOICE ONE

BOTH VOICES TOGETHER

VOICE TWO

a. _____

b. _____

c. _____

Found Poem

Teacher Directions:

1. Use a short story or poem that had a strong message.
2. Type up the entire text of the story. After reading the story, hand out the text only page.
3. Individually, have the students highlight the ten phrases (NOT SENTENCES) they think are most powerful.
4. Have the students choose two of the ten phrases that they would like to include in a poem.
5. Divide the class into groups of 5-6. Each group member is to write his/her chosen phrases onto strips of paper.
6. Group members are to make their poem by manipulating the strips and gluing them onto chart paper in the order that the group decides upon.
7. Have the groups share their poems with the class.

Found Poem

Student Directions:

1. Reread the article/short story.
2. As you read, highlight ten phrases (NOT sentences) that you think are the most powerful or send a strong message.
3. Choose two phrases from the ten that you would like to include in the group poem.
4. Write those two chosen phrases on strips of paper.
5. Work with your group to create a poem by manipulating all the strips and gluing them onto the chart paper in the order the group decides upon.
6. Groups share their poems with the class

Question-Answer Relationships – 4 Types of Questions

As you read, develop questions for each of these categories.

In the Book QARs

Right There

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are **Right There** in the same sentence.



Sample Right There Questions

In what year was the Declaration of Independence signed?

Your Right There Question:

In My Head QARs

Author and You

The answer is not in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.



Sample Author and You Questions

Which right in the Bill of Rights is most important to you and why?

Your Author and You Question:

Think and Search (Putting it Together)

The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection.



Sample Think and Search Questions

1. Give several reasons why people should exercise.

Your Think and Search Question:

On My Own

The answer is not in the selection. You can even answer the question without reading the selection. You need to use your own experience. Use your prior knowledge.



Sample On My Own Questions

1. What do you know about good nutrition?

Your On My Own Question:

Adapted from Project CRISS

Name _____

Questioning the Author

TEXT SELECTION:	
What does the AUTHOR say?	
Why is the author telling you this?	
Is it said clearly? Explain why or why not.	
How might the author have written this more clearly?	
What would you have said instead?	

Text Talk (Written Conversations)

Partners _____ and _____

Topic _____ Date _____

- Read a section from your textbook.
- Write a question about the reading.
- Trade papers with your partner.
- Answer your partner's question and trade back.
- Write a comment to your partner.
- Repeat until the assigned reading is complete.

Question: Page # _____

(Trade papers now and answer your partner's question, then make a comment.)

Answer:

Comment:

Question: Page # _____

(Trade papers now and answer your partner's question, then make a comment.)

Answer:

Comment:

Name _____

Finding the Main Idea:

Topic: (What is the title? Are there repeated references? What is the main subject or event?)		
Author's Purpose Why did the author write the text? What does the author want me to get from reading this text?	Teacher's Purpose Why does the teacher want you to read this article?	Student Purpose What will I get out of this?
Read the Passage: What does the text say about the topic? What important ideas does the text share to describe the topic?		
Put it Together: Think about the author's purpose and the details you wrote down about the topic. What is the MAIN IDEA of the whole article?		

Name _____

GIST Template

Summary of the 1st Paragraph (25 words or fewer)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Summary of the 1st and 2nd Paragraphs (25 words or fewer)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Summary of the 1st, 2nd, and 3rd Paragraphs (25 words or fewer)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Summary of the 1st, 2nd, 3rd, and 4th Paragraphs (25 words or fewer)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Adapted from Lenski 2007

Get the GIST

Name _____

Title _____

Source _____

1. Read the article or section of text.

2. Fill in the 5 Ws and H.

Who:

What:

When:

Where:

Why:

How:

3. Write a 20-word GIST summary.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Read and Say Something

With your partner, decide who will say something first. Take turns responding to the text.

Make a Prediction

- *I predict that*
- *I bet that*
- *I think that*
- *Since this happened (fill in detail), then I think the next thing that is going to happen is*
- *Reading this part makes me think that this (fill in detail) is about to happen*
- *I wonder if*

Ask a Question

- *Why did*
- *What's this part about*
- *How is this (fill in detail) like this (fill in detail)*
- *What would happen if*
- *Why*
- *Who is*
- *What does this section (fill in detail) mean*
- *Do you think that*
- *I don't get this part here*

Clarify Something

- *Oh, I get it*
- *Now I understand*
- *This makes sense now*
- *No, I think it means*
- *I agree with you. This means*
- *As first I thought (fill in detail), but now I think*
- *This part is really saying*

Make a Comment

- *This is good because*
- *This is hard because*
- *This is confusing because*
- *I like the part where*
- *I don't like this part because*
- *My favorite part so far is*
- *I think that*

Make a Connection

- *This reminds me of*
- *This part is like*
- *This character (fill in name) is like (fill in name) because*
- *This is similar to*
- *The differences are*
- *I also (name something in the text that has also happened to you)*
- *This setting reminds me of*

(Beers, 2003)

Name _____

Power Notes

Directions: Complete the Power Notes outline started below. Begin with your main idea as a Power 1, and provide more detail about the topic with each following power level.

Power 1: Main Idea

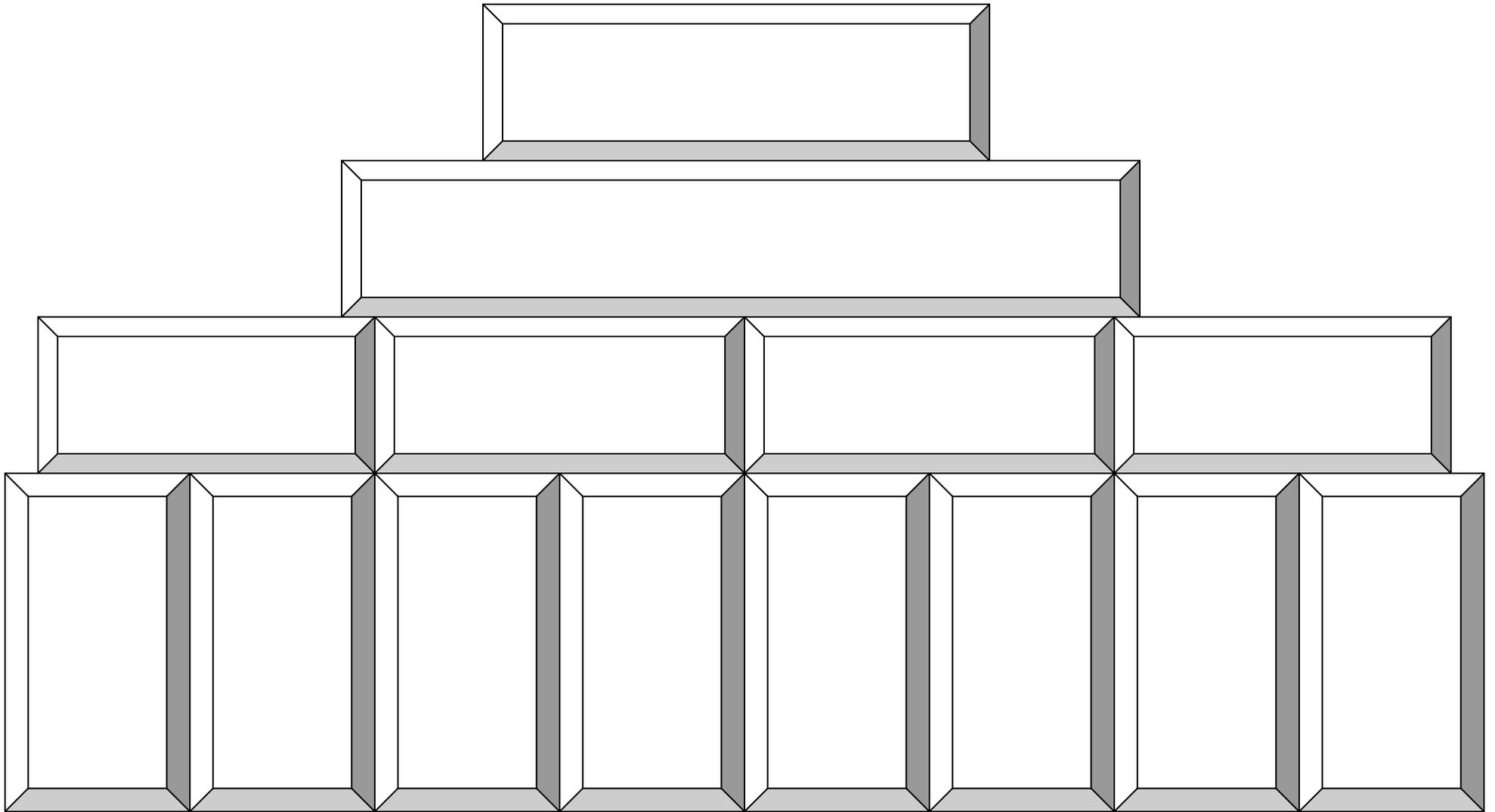
Power 2: Detail or support for power 1

Power 3: Detail or support for power 2

Power 4: Details or support for power 3

<p>Power 1:</p> <p>Power 2:</p>

Pyramid Diagram Template



Name _____

Sum It Up

Read the entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on a sheet of paper.

Write a summary of the selection using as many of the main idea words as possible. IDEA: Put one word in each of 20 blanks. Imagine you have only \$2.00 and that each word you use is worth ten cents.

You'll "sum it up" in 20 words!

"Sum It Up" for \$2.00

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Adapted from **ReadingQuest**

Permission Granted for Classroom Use / All Others Inquire at rjones@virginia.edu

<http://www.readingquest.org>

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

Adapted from **ReadingQuest**

Permission Granted for Classroom Use / All Others Inquire at rjones@virginia.edu

<http://www.readingquest.com>

Article Jigsaw Activity

Steps for Setting up a Jigsaw with Articles:

1. Find articles that you want the students to read giving them background information on the content you are studying.
2. Read through the articles and pinpoint important information you want your students to know from the article. Write down the specific vocabulary or questions they should focus on as they read the article.
3. Get paper and markers for the students to use to create a poster.
4. Copy enough articles for the students in each group to read.
5. Put the students into groups and give each group their article and a notecard telling them what to focus on as they read.

Directions for Your Students:

1. Read the article your group was given independently.
2. Highlight or underline the 5 most important ideas that you think the class should know.
3. Meet together with your group and discuss what you underlined.
4. Decide as a group which ideas are the most important – pick the top 5 and write them in your own words.
5. Put the title of the article and your group's top 5 ideas onto the poster.
6. Present your information to the class as a group
 - a. Face the audience and not the chalkboard.
 - b. Stop between points to give the class a chance to take notes and process the information you are sharing with them.

Notes for the Teacher:

1. As the students are presenting the information to the class, model two column notetaking on the board for the other students to follow along.
2. Interject questions and comments to the presenters and the rest of the class.
3. Have the students take two column notes on the presentations so they have to follow along and make connections between all the articles being read.
4. The next day give the students a quick assessment on what they learned from the presentations (allow them to use their notes). This holds them accountable for learning from each other

Summary Chart

Use this chart to help summarize your reading.

Identify the topic being summarized	Tell what it begins with	Tell what's in the middle.	Tell what it ends with

Write your summary here. Use signal words (first, then, finally, etc.) to help organize your thoughts.

Read-Recall-Check-Summarize

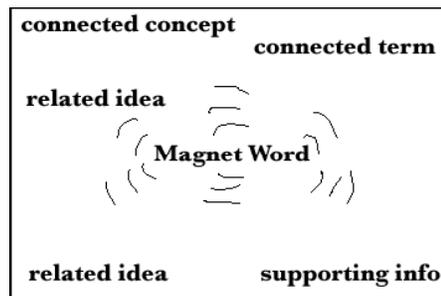
1. Read a selection together. Then, as a whole class, recall information you've read. List the information on the board.
2. Reread the piece to check for accuracy of recalled information.
3. Cluster the recalled material into logical groupings using a concept map.
4. Delete any unimportant ideas from this information.
5. Write the summary together.

Magnet Summaries

What is a magnet summary? Magnet summaries involve the identification of key terms or concepts – magnet words – from a reading, which you will use to organize important information into a summary.

Steps to creating a magnet summary

1. Look for a key terms or concepts in your reading that are connected to the main idea. Those would be your magnet words.
2. Write the magnet word down on a piece of paper or index card
3. Write down all of the terms and ideas that are connected with that magnet word around the word just like the image below.



4. Organize and summarize the information surrounding your magnet word and then write a single sentence that summarizes all of that information. The magnet word should occupy a central place in the sentence . Omit unimportant details from the sentence.

Magnet Summaries

Magnet Word

Class Notes

If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.

Topic: _____

Questions/Main Ideas:

Name: _____
Class: _____
Period: _____
Date: _____

Notes:

Summary:

Problem/Solution Chart

Title: _____

Use this chart to explain a problem(s) and its solutions(s). Also write down how you know the solution has worked or will work in the Justification column.

Problem(s)	Solution(s)	Justification
Identify sections in the news article that explain the problem.	Identify sections in the news article that explain the solution.	Identify sections in the article that explain how the solution has worked or will work.

Compare and Contrast Diagram

Concept 1	Concept 2
-----------	-----------

HOW ALIKE?

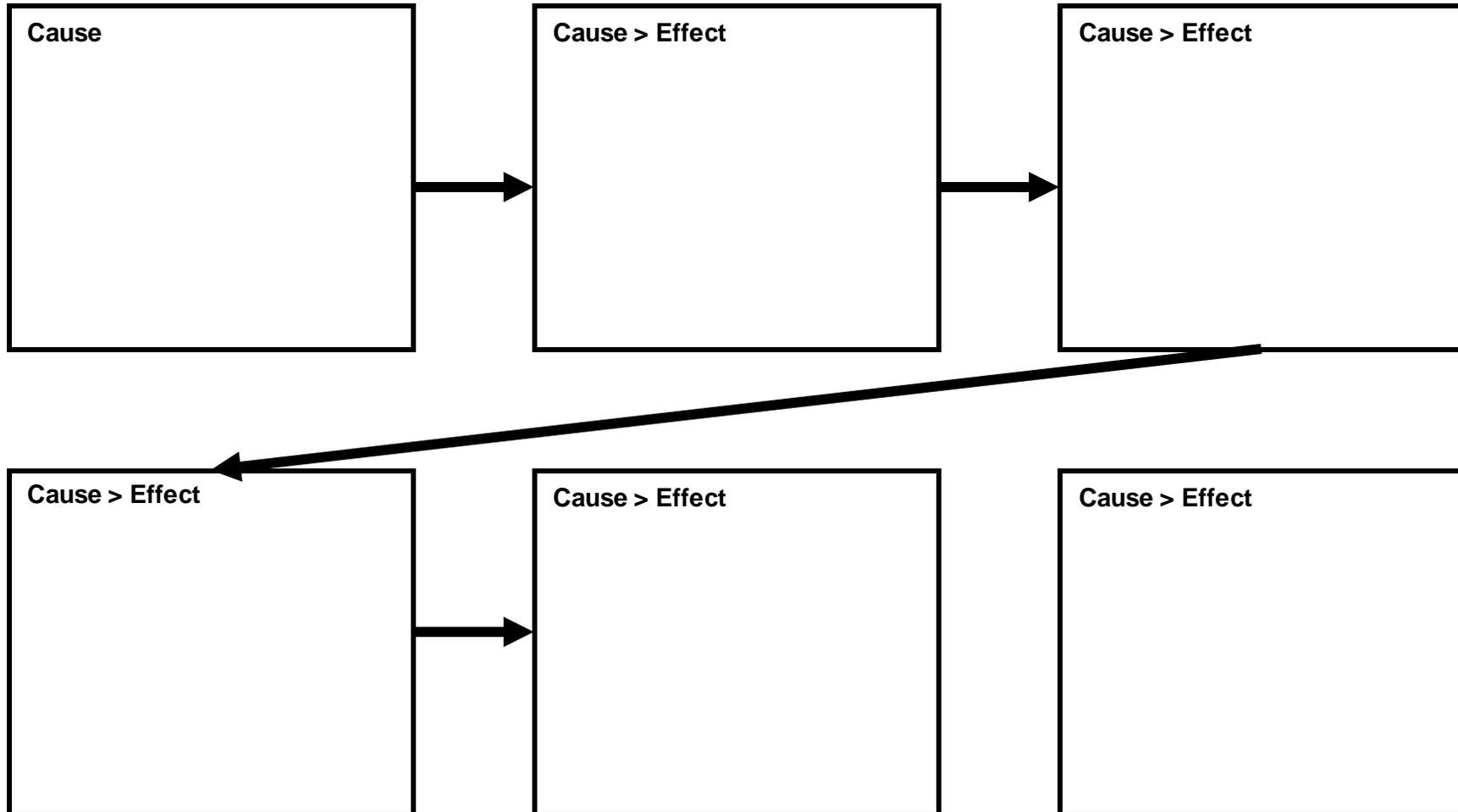
HOW DIFFERENT?

	<i>with regard to</i>	

Cause-and-Effect Chain

Title: _____

1. Write the first cause in the first cause box.
2. Write what happened in the second box. This now becomes the cause of the next effect and so on.
3. Add more boxes if you need them.



www.empower3000.com

Proposition/Support Outline

Topic:

--

Proposition:

--

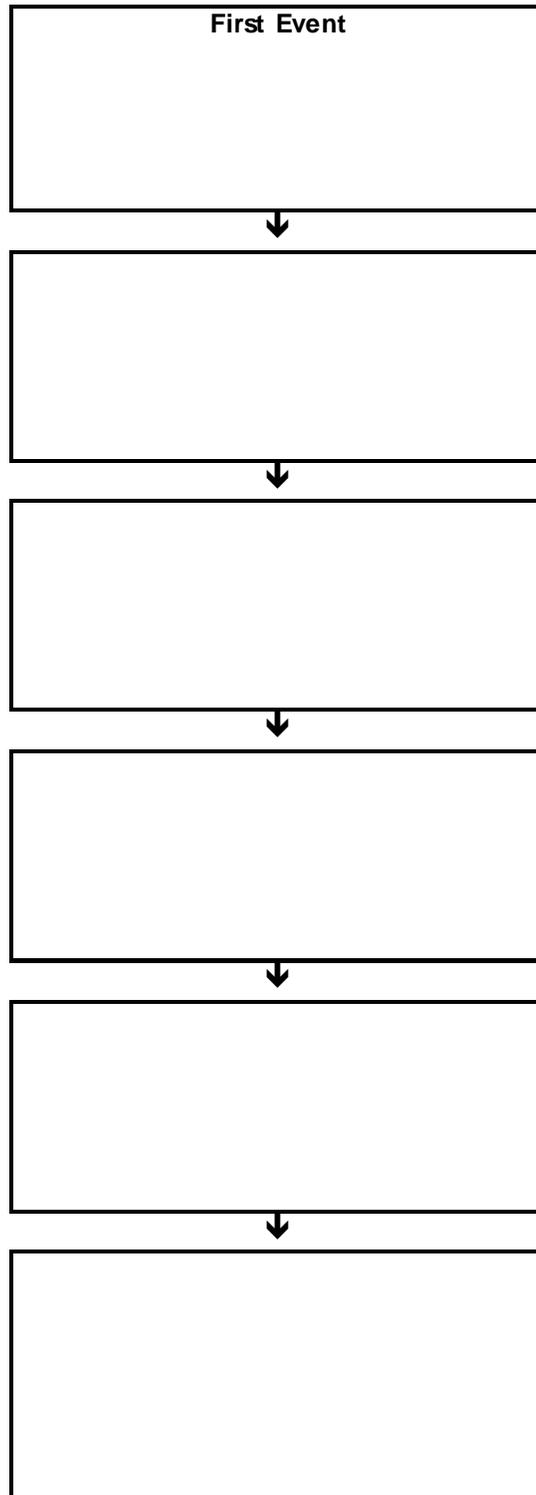
Support:

1. Facts
2. Statistics
3. Examples
4. Expert Authority
5. Logic and Reasoning

Sequence-of-Events Chart

Title: _____

Use this chart to put events in chronological sequence. Start by writing the first event in the first box. Include as much information as you can about when it occurred. Add boxes if needed.



Critical Reading Response

Directions: Answer the following questions after you finish the book.

Why do you think people should or should not read this book?	What questions would you like to ask the author of this book?
What surprised you about this book?	Write an experience from your own life that connects with this book.
Write a statement about the worldview represented in this book.	Write a statement from a perspective not represented in this book.

Bio Poem Template

Line 1: First name

Line 2: Four traits that describe your character

Line 3: Relative of _____ (brothers, sister, daughter, etc.)

Line 4: Lover of _____ (list three people, things, or ideas)

Line 5: Who feels _____ (list three emotions)

Line 6: Who needs _____ (three items)

Line 7: Who fears _____ (three items)

Line 8: Who gives _____ (three items)

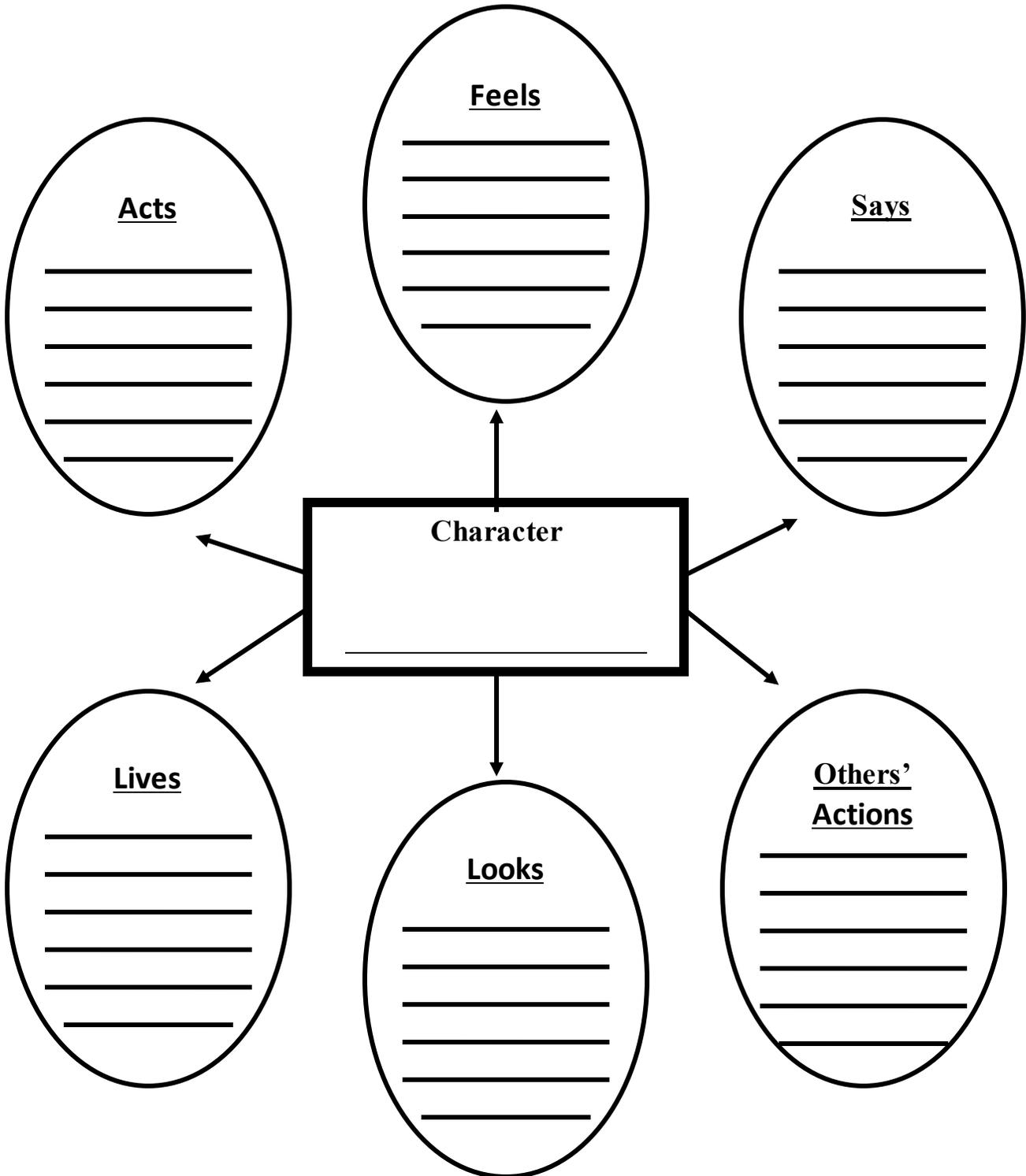
Line 9: Who would like to see _____ (three items)

Line 10: Resident of _____

Line 11: Last name

Name: _____

ATTRIBUTE WEB



Character Analysis Grid

1. What does the character do?

The diagram is a large cross shape with a central circle. The word "Conflict" is written in the center of the circle. The four arms of the cross are divided into sections for notes. The top arm has 8 vertical columns. The right arm has 8 horizontal rows. The bottom arm has 8 vertical columns. The left arm has 8 horizontal rows. The central circle has an inner ring and an outer ring.

4. How does the character change?

2. What does the character say or think?

3. How do others feel about the character?

5. Author's Theme or Point of View:

(Buehl, 1994)

Conflict Framework

Use this framework to examine conflicts in fiction or non-fiction.

Someone	Wanted/Because	But	So
<i>The American colonies</i>	<i>Freedom and independence from Great Britain because they felt oppressed by taxation without representation</i>	<i>Great Britain wanted to maintain control over the colonies because they were an economic asset</i>	<i>The American revolution began in 1776, which led to American independence</i>

(Beers, 2003)

Name: _____

K-N-W-S

K	N	W	S
What facts do I KNOW from the information in the problem?	What information do I NOT need?	What does the problem WANT to find?	What STRATEGY or operations will I use to solve the problem?

Name: _____

SQRQCQ

SURVEY: Scan the problem to get a general idea of what it is about. Clarify terms.	
QUESTION: What is the problem about and what is the information in the problem?	
READ: Identify the relationships and facts needed to solve the problem.	
QUESTION: What do I do? How do I solve the problem?	
COMPUTE (OR CONSTRUCT): Do the calculations or construct the solution.	
QUESTION: Is the algebra correct? Are the calculations correct? Does the solution make sense?	

Read the problem. Follow the directions given for each part.

Problem: The markup rate on electronics at Ed's Electronics Mart is 35%. Ed, the store owner, bought 25 Boom speaker systems for a cost of \$70 each. What is the selling price of the Boom speaker system at Ed's Electronics Mart?

Part I (Literal Comprehension)

Directions: Read the statements. Check column A if the statement is true according to the information in the problem. Check column B if the information will help solve the problem.

A (true or false?)	B (helpful?)	
_____	_____	Ed's markup rate is 35%.
_____	_____	Ed bought 25 Boom speaker systems.
_____	_____	The markup rate is less than $\frac{1}{4}$.
_____	_____	The cost to Ed for a Boom speaker system is \$70.
_____	_____	The selling price of a Boom speaker system is more than \$70.

Part II (Interpretive Comprehension)

Directions: Read the statements. Check the ones that state mathematics ideas useful for the problem.

_____	Selling price is greater than cost.
_____	Markup equals cost times markup rate.
_____	Selling price equals cost plus markup.
_____	Markup divided by cost equals markup rate.
_____	The total cost of the systems is the cost of one system times the number of systems.

Part III (Applied Comprehension)

Directions: Check the calculations that can be used in solving this problem.

_____	$0.35 \times \$70$	_____	$25 \times \$70$
_____	25×35	_____	$(\$70 \times 35) \div 100$
_____	$1.35 \times \$70$	_____	$\$70 + (7/20 \times \$70)$

Problem Activity	
Christy works for 2 hours and 15 minutes each week doing yard work. She gets paid \$3 an hour for this work. How many weeks will it take Christy to earn enough money to buy a jacket that costs \$36.	
Extra Challenge: How much would Christy need to get paid per hour if she wanted to buy the jacket in four weeks?	
<u>Writing About Problem Solving</u>	
How many steps are involved in the problem?	There are two steps: I need to find (1) how many hours Christy must work and (2) how many weeks of work give her this number of hours.
What mathematics operations will you use?	Division ($36 \div 3$) and multiplication. Some number \times 2 hours 15 minutes.
Does the problem have special difficulties, things you have to watch out for?	I have to think about the time. 15 minutes is $\frac{1}{4}$ hour. This will make the multiplication problem easier.
What do you do first?	\$36 is the goal for Christy. At \$3 per hour she has to work 12 hours ($36 \div 3 = 12$).
Then what...?	Each week she works $2\frac{1}{4}$ hours. I need to find a number (# weeks) to multiply times $2\frac{1}{4}$ so the result is equal to or more than 12.
Then what...?	I'll try 5. $5 \times 2\frac{1}{4} = 11\frac{1}{4}$. 5 is too small.
Then what...?	It must be 6. $6 \times 2\frac{1}{4} = 13\frac{1}{2}$. In $13\frac{1}{2}$ hours of work, Christy will make more than \$36, enough to buy the jacket.
What do you do to check your work?	I'll find how much Christy makes each week and then see how much she makes in 6 weeks. Each week: $\$3 \times 2\frac{1}{4} = \6.75 6 weeks: $6 \times \$6.75 = \40.50 (more than \$36) 5 weeks: $5 \times \$6.75 = \33.75 (not enough)
How about the extra challenge?	To make \$36 in four weeks, she would have to earn \$9 each week. At \$4 per hour, she would earn \$9 each week ($4 \times 2\frac{1}{4} = 9$).

Picture Notes

1. Have students read an assignment, highlighting what they think are the most important ideas.
2. Organize them into small groups. Give them each a large sheet of paper and markers.
3. Students work together to determine the most important ideas of the text from everyone's notes.
4. As a group they decide how they want to represent these ideas on paper through words, pictures, and diagrams.
5. Focus should be less on the quality of artwork and more on their ability to represent the main ideas and the interrelationships between those ideas and the supporting details.
6. Groups share their productions with the class.

Example from a biology class:



Think-Pair-Share

Think or write about the question. Share or listen. Then switch roles. One person talks, and the other listens. Be ready to share both of your ideas.

<p>Tell what you think. I think that _____ because One reason why I feel this way is</p>	<p>Listen and respond to your partner. My idea is similar to yours. I also think that My idea is different from yours. I think Will you explain that again?</p>	<p>Share with the group. _____ raised a good point. He/she said that _____ pointed out that We agreed that _____, because One important idea we discussed is</p>
---	---	--

Questions or Prompts	What I thought	What my partner thought	What we will share

Reflect/Reflect/Reflect Outline

ROLES:

Authority: someone who is an expert on the topic being discussed

Reporter: someone who acts like a news reporter, summarizing, clarifying, and questioning the expert

Observer: someone who observes the “interview”, like a TV watcher

Step One: Read a section of the text

Partner A – Authority: presents information and personal thoughts about the content

Partner B – Reporter: summarizes information presented by Authority (“I heard you say...”)

Partner C – Observer: comments on presentation and summary (Was anything missed or incorrectly stated?).

Step Two: SWITCH ROLES and read the next section of the text

Partner B – Authority: presents information and personal thoughts about the content

Partner C – Reporter: summarizes information presented by Authority (“I heard you say...”) and asks questions to clarify or get more information (“I was wondering...”)

Partner A – Observer: comments on presentation and summary (Was anything missed or incorrectly stated? Is anything still unclear?).

Step Three: SWITCH ROLES and read the next section of the text

Partner C – Authority: presents information and personal thoughts about the content

Partner A – Reporter: summarizes information presented by Authority (“I heard you say...”) and asks questions to clarify or get more information (“I was wondering...”) and notes emotions (“You seem to feel...”)

Partner B – Observer: comments on presentation and summary (Was anything missed or incorrectly stated? Is anything still unclear?).

Frequently Used Prefixes

Prefix	Meaning	Example
A, an	Without, not	Atypical, anarchy
Ab	Away from	Absent, abnormal
Ad	Toward	Advance, administer
Ambi, amphi	Both, around	Ambiguous, amphibious
Anno	Year	Annual
Anti, contra, ob	Against	Antisocial contradict
Bene, eu	Well, good	Benefactor, eulogy
Bi, du, di	Two or twice	Bicycle, duet, dichotomy
Cata, cath	Down, downward	Catacombs
Cent, hector	Hundred	Centipede
Con, com, syn	With, together	Congregate, synthesis
De	Down, from	Depose, detract
Dec, deca	Ten	Decade
Demi, hemi, semi	Half	Hemisphere, semicircle
Dia	Through	Diameter, diagram
Dis, un	Ill, hard	Dystrophy
Ex	Out from	Exhale, expel
Extra	Beyond, outside	Extralegal
Hyper	Above, excessive	Hyperactive
Hypo	Under	Hypodermic
Il, im, in	Not	Illogical, impossible
Im, in	In, into	Inside, insert, import
Infra	Lower	Infrared
Inter	Between	Intercede, interrupt
Intra	Within	Intramural
Juxta	Next to	Juxtaposition
Mal, mis	Wrong, ill	Malformed, mislead
Mill	Thousand	Milligram
Nove, non	Nine	Novena, nonagon
Oct, octo	Eight	Octopus
Omni, pan	All	Omnipotent, pantheist
Per,	Through	Perennial, pervade
Peri, circum	Around	Perimeter, circumvent
Poly, multi	Many	Polygamy, multiply
Post	After	Postscript
Pre, ante	Before	Prepared, antebellum

Pon, pos	To place	Depose, position
Port	To carry	Porter, portable
Pseudo	False	Pseudonym
Pyr	Fire	Pyromaniac
Psysh	Mind	Psychology
Quir	To ask	Inquire, acquire
Rog	To question	Interrogate
Scrib, graph	To write	Prescribe, autograph
Sect, seg	To cut	Dissect, segment
Sol	Alone	Solitude
Soma	Body	Somatology, psychosomatic
Somnia	Sleep	Insomnia
Soph	Wise	Sophomore, philosophy
Soror	Sister	Sorority
Spect	To look at	Inspect, spectacle
Spir	To breathe	Inspiration, conspire
Tact, tang	To touch	Tactile, tangible
Tele	Distant	Telephone
Ten, tent	To hold	Tenant, intent
Tend, tens	To stretch	Extend, extension
The, theo	God	Atheism, theology
Therma	Heat	Thermometer
Tort	Twist	Torture, extort
Ven, vent	To go, arrive	Convention
Verbum	Word	Verbosity, verbal

Frequently Uses Suffixes

Suffix	Meaning	Example
Able, ible	Capable of	Durable, visible
Acy, ance, ency, tiy	Quality or state of	Privacy, competency, acidity
Age	Act of, state of	breakage
Al	Pertaining to	rental
ana	Saying, writing	Americana
ant	Quality of, one who	Reliant, servant
Ard, art	Person who	Wizard, braggart
Arium, orium	Place for	auditorium
Ate	Cause to be	Activate
Ation	Action, state of	Creation, condition

Chrome	Color	Verichrome
Cide	Killing	Homicide
Er, or	Person who, thing which	generator
Esque	Like in manner	picturesque
Fic	Making, causing	scientific
Form	In the shape of	Cuneiform
Ful, ose, ous	Full of	Careful, verbose
Fy, ify, ize	To make, cause to be	Fortify, magnify, modify
Hood, osis	Condition or state of	Childhood, hypnosis
Ics	Art, science	Mathematics
Ism	Quality or doctrine of	Conservatism
It is	Inflammation of	Appendicitis
Ive	Quality of, that which	Creative
Latry	Worshio of	Idolatry
Less	Without	Homeless
Oid	In the form of	Tabloid
Tude	Quality or degree of	Solitude
Wards	In a direction	Backwards
Wise	Way, position	clockwise

COMMON ROOT WORDS AND WORD ORIGINS

Roots	Meaning	Word
alter	other	alternate, alter ego
ami, amic-	love	amiable, amicable
amphi	both ends or all sides	amphibian
ann, enni	year	anniversary, annual, biennial, perennial
anthrop	human, man	anthropology, anthropomorphic, misanthrope
aqua, aque	water	aquatic, aquarium, aqueduct
arch	chief, leader, ruler	archangel, monarch, archaic, archenemy
arthro	joint	arthritis
aud	sound	auditorium, audible, audiologist, audiotape
bell	war	belligerent, bellicose
biblio	book	bibliography, bibliophile
bio-	life	biography, autobiography, biology, antibiotic
brev	short	brief, abbreviate
cap	take, seize	capture, captivate, capacity
carn	meat	carnivorous, chili con carne
ced	yield, go	recede, secede, proceed, intercede, concession
chrom-	color	chromatic, monochrome, polychrome
chron-	time	chronicle, chronology, chronometer, synchronize
cogn	know	recognize, cognitive, incognito
cord/chord	cord	harpichord
corp	body	corpus, corpse, corporal
crac, crat	rule, ruler	autocrat, democracy, bureaucrat, democracy
cred	believe	credible, credulous, credibility, credit, credo
cruc	cross	crucifix, crucial
crusta	shell	crustacean
crypt	hidden	cryptogram, cryptology, cryptic
culp	guilt	culpable, culprit
dei	god	deity, deify
demo-	people	demography, democracy, epidemic
dent	tooth	dentist, dentifrice, dentin
derm-	skin	dermatology, epidermis, hypodermic
dic	speak, say	dictate, predict, diction, indict
dox	belief, opinion	orthodoxy, paradox, heterodoxy
duc, duct	lead	induce, deduce, seduction, conduct, abduct
duo	two	duo
dynam-	power	dynamo, hydrodynamics
ego	self	egotist, egomania
equ	equal	equal, equity, equanimity, equate, equidistant
fac	make, do	manufacture, factory, benefactor
fil	threadlike	filament
frater	brother	fraternal, fraternize
gam-	marriage	monogamy, polygamy, bigamy

geo-	earth	geopolitical, geology, geography, geothermal
glyph	vertical groove	Hieroglyphics— Egyptian “sky writing”
grad, gress	step	gradual, progression, transgression
graph-	writing, printing	graphology, biography, telegraph, geography
gyn-	woman	gynecologist, androgynous
hemo, hema, hem	blood	hemophilia, hematology, hemoglobin
holo	whole, entire	holograph
hydro, hydr	water	dehydrate, hydraulics, hydroelectric, hydroplane
iso	equal, identical	isolate
ject	throw	inject, reject, subject, projection
jud	judge	judicial, judge, adjudicate
leg, lect	read, choose	legible, lectern, lecturer, election
liter	letter	literature, illiterate, literal
loc	place	local, location
log	word	monologue, epilogue
magn	large	magnify, magnate, magnificent
man	hand	manufacture, manual, manuscript
mar	sea	marine, mariner
mater	mother	maternal, maternity, matriarchy, matricide
mere	part, segment	mere
meta, met	behind, between	metacognition—behind the thinking
metri, meter-	measure	geometric, thermometer, odometer
min	small	minority, minuscule, minute
mit, miss	send	permit, submission, mission, emit,
mob, mot, mov	move	mobile, automobile, motion, promote, movie
mon	warn	premonition, admonition
mor, mort	death	mortal, mortician, immortality
morph	form, structure	metamorphosis, amorphous, morphology
mut	change	mutant, mutability, mutate
neuro	nerve	neurology, neurosis, neurobiology
nomen /nomin	name	nominal, nominate, nomenclature
nov	new	novel, renovate, innovation, novella
nym, onym	word, name	synonym, acronym, anonymous, pseudonym
odonto	tooth	orthodontist— one who straightens teeth
ortho-	straight, correct	orthodox, orthodontist, orthopedic
pac	peace	pacify, Pacific Ocean, pacifist
pater	father	paternal, paternity, patricide, patrilineal, patriotic
path	feeling, suffering	sympathy, apathy, empathy, telepathy, pathology
ped, pod	foot	pedal, pedometer, centipede, gastropod
pel, puls	push	pulsate, repulsive, impulse, compel, propel
pend	hang, weigh	pendulum, pendant, suspend, pending
phon-, phono-	sound, voice	telephone, euphony, cacophony, phonograph
plan	flat	planar, plantation, plane
pneum	lung	pneumatic
pod	feet	podiatrist

port	carry	portable, transport, portage, report,
pot	power	potent, omnipotent, potentate
psych-	soul, spirit, mind	psychology, psychic, psychobiography
pugna	fight	pugnacious, pugilist
quer, quis	ask	query, inquisition,
scend, scend	climb	ascend, ascent
schizo, schiz	division, split	schizophrenic
sci	know	scientific
sciss	cut	scissors
scrib, script	write	manuscript, scribe, proscribe, scripture
sec, sect	cut	dissect, section
sed, sess	sit	sedentary, session
sens, sent	feel, be aware	sensible, sentient
sequ, secu	follow	sequence, sequel, consecutive
simil	same	similar, assimilate, simile, facsimile (fax)
siphon	tube	siphon
sol	sun	solar
son	sound	sonar, resonate, unison
soph	wisdom, knowledge	philosophy, sophisticated, sophomore (wise fool)
spec, spic	look, see	spectacles, spectator, inauspicious, prospect
spir	breathe	inspire, respiration, conspire, perspiration
spond, spons	promise, answer for	respond, responsible
spont	by one's own force	spontaneous
stat	stay, position	station
tang, tact	touch	tactile, tangible
temp	time	temporary, temporize
ten, tent	hold	tentative, tenable, tenuous
terr	earth	subterranean, terrain, terrestrial, disinter
theo	god, deity	theology, polytheism, atheist, monotheism
therm-	heat	thermal, thermos, thermometer
trophy	nutrition, food	atrophy—without nutrition
uro	urine	urologist
vac	empty	vacation, vacuum, vacuous, vacant
ven, vent	come, go	intervene, convene, contravene
ver	truth	veracity, verify, verity
vert	turn	introvert, irreversible, vertigo
vit	life	vital, revitalize, vitamin
voc	call	revoke, invocation, vocal, evocative, convocation
zoo	animal	zoo, zoology, zoolatry

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Word Journal

Each page of your notebook will be set up in a similar way. Your journal will be a great way for you to keep track of new words that you learn as you read. Once you become more comfortable with your journal, you can keep track of words that you hear on television, on the radio, or out in public.

On each page, you will have the following information:

- the word at the top of the page
- the sentence you heard or read the word in
- what you think the word means and why
- the dictionary definition of the word
- a new sentence for the word
- the word again at the bottom of the page
- a graphic representation of your word (e.g., a picture that explains the word, concept wheel, or a word web)

Word Journal Sample Page

WORD: Stationery

SENTENCE:

She used her best stationery when completing the letter.

I THINK WORD MEANS:

I think this word has something to do with paper because she is completing a letter.

DICTIONARY DEFINITION:

Merriam-Webster OnLine had the following definitions:

- 1 materials (as paper, pens, and ink) for writing or typing
- 2 letter paper usually accompanied with matching envelopes

NEW SENTENCE:

I used stationery to write a letter to my sister.

WORD: Stationery

In this area, students can draw a related picture, a concept wheel, or even a word web (i.e., the word in the center of the web and all related words surrounding it). Other options for this area include rewriting the original sentence with a different word in place of the chosen word or writing synonyms or antonyms for the chosen word.

Stationery

Letter

writing

Stamps

Envelope

Name _____

Connect Two

Directions: Use the words below to complete this activity. Pick two words from the list and write a sentence demonstrating how they are connected to each other.

Vocabulary Words

LIST WORDS HERE

_____ and _____ go together because

_____.

_____ and _____ go together because

_____.

_____ and _____ go together because

_____.

Vocab-O-Gram

Use Vocabulary to make predictions about...	
The Setting	What will the setting be like?
The Characters	What will the characters be like?
The Problem or Goal	What might the problem or goal in this story be?
The Actions	What might happen in this story?
The Resolution	How might this story end?
Questions	What Questions do I have about this story?
Strange or Unfamiliar Words	

Adapted from Blachowicz and Fischer, 2007

Possible Sentences

Name _____

Topic _____

Look at the vocabulary words your teacher provided. As a group, define the words, and then select pairs of related words from the list. Write your word pairs on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write a sentence that might appear in the text you're about to read for each of the word pairs given what you know about the subject area and the title.

1. _____

2. _____

3. _____

4. _____

5. _____

After you read, come back and review your possible sentences. Sentences that are not accurate should be revised.

Context Clues

Figure out new words from context.

Quotation where word occurs	Page#	Definition from context	Dictionary definition	An original sentence

Make Your Own "Vocabtoons" Template

Vocabulary Word

Sentences

1.

2.

Graphic/Picture

Definitions and Parts of Speech

Synonyms

Antonyms

Vocabulary Overview Guide

Topic:
Category:

Word	Word	Word
Definition	Definition	Definition
Clue	Clue	Clue

Topic:
Category:

Word	Word	Word
Definition	Definition	Definition
Clue	Clue	Clue

Name _____

Word Meaning Graphic Organizer

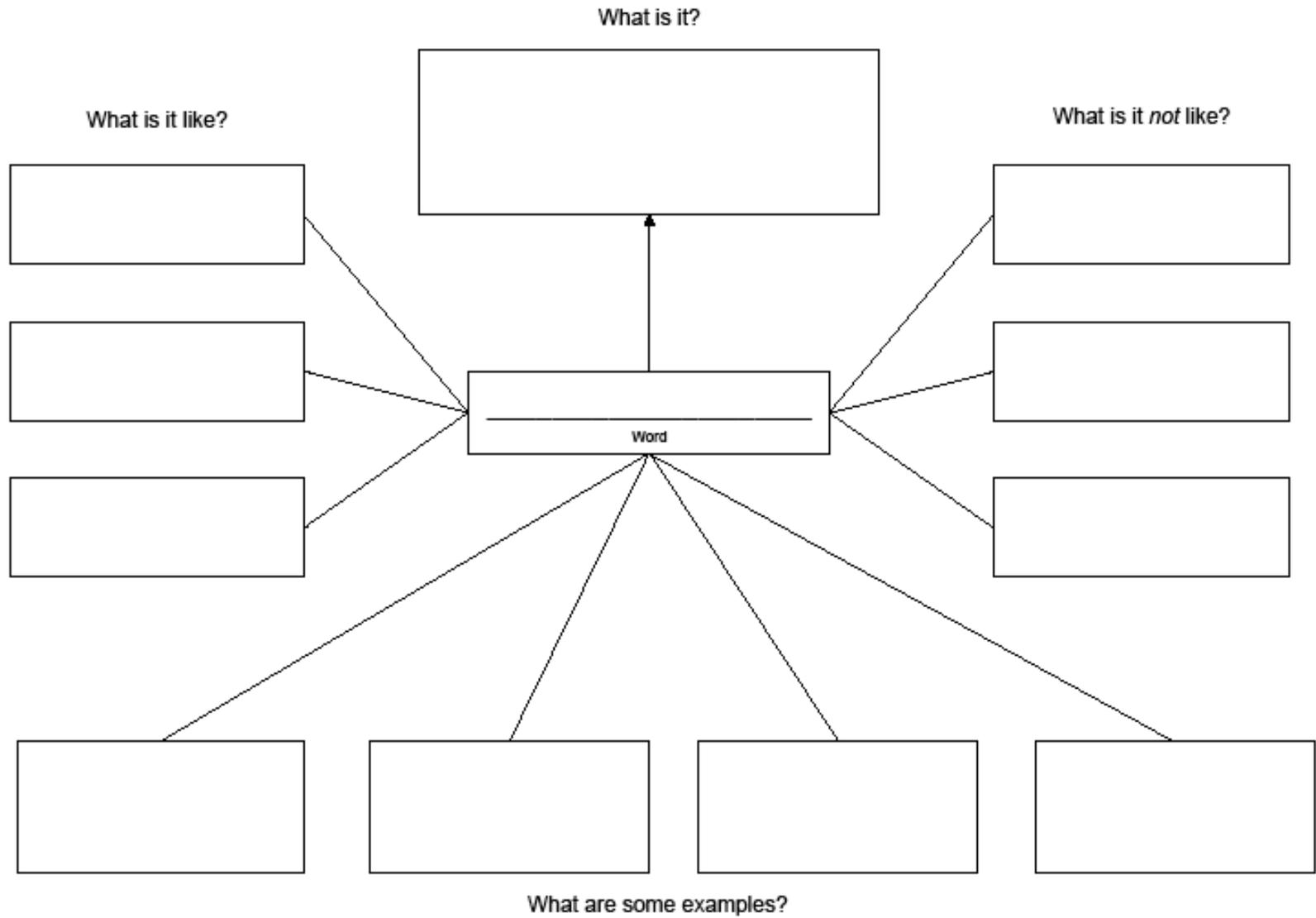
Target Word:		Topic where the word was found:
Parts of the word and their meaning:		So the word means....
Why it's important:	Where the word was used:	How the word connects with other words:

Target Word:		Topic where the word was found:
Parts of the word and their meaning:		So the word means....
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Target Word:		Topic where the word was found:
Parts of the word and their meaning:		So the word means....
Why it's important:	Where the word was used:	How the word connects with other words:

Adapted from Daniels and Zemelman 2004

Word Map



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Concept Cards:

Insert picture here:

Write a sentence here:

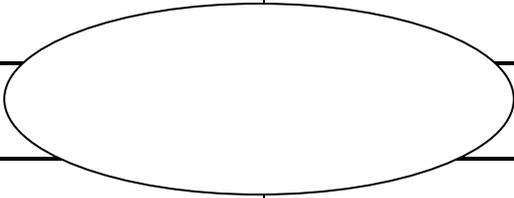
Vocabulary Word

Write definition here:

Synonyms/Antonyms

Frayer Model

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES



(Frank, Grossi, Stanfield, 2006)

Four-Square Vocabulary

Word	Examples
Definition	Non-Examples

Word	Examples
Definition	Non-Examples

Word	Examples
Definition	Non-Examples

Word Storm

1. What is the word? _____
2. Write the sentence in which the word is used? _____

3. What are some words that you think of when you see this word?

4. Do you know any other forms of this word? If so, what are they?

5. Name three people who would be likely to use this word.

6. Can you think of any other words that mean the same thing?

Word Storm

1. What is the word? _____
2. Write the sentence in which the word is used? _____

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6. Can you think of any other words that mean the same thing?

Student Name _____ Date _____ Class _____

The P.A.V.E. Procedure
Predict/Association/Verification/Evaluation

Sentence from Context _____

Word

Association of Symbol

Predicted Definition

One Good Sentence _____

Verified Definition

Another Good Sentence

Semantic Feature Analysis History Example:

	USA	RUSSIA	JAPAN	AUSTRALIA	TAIWAN	PHILLIPINES
DEMOCRATIC GOVERNMENT						
POPULATION OVER 100 MILLION						
CENTRALLY PLANNED ECONOMY						

Science Example:

	Plant Cells	Animal Cells	Both
Cell membrane			
Cell wall			
cytoplasm			
ER			
Mitochondria			
Nucleus			
Ribosome			
Vacuole			
Golgi body			
Lysosomes			

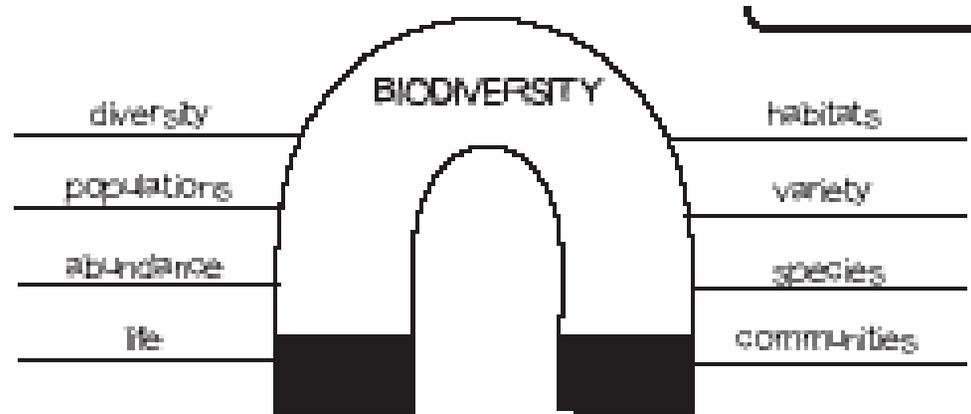
Word Sort:

Directions: Cut out the words in the boxes below. Sort them into the categories where they belong.

Put Category here	Put Category here	Put Category here	Put Category here

Magnet Word

Directions: Place your “magnet word” in the middle of your index card. As you read, write down any words or phrases on the lines that help you understand the “magnet word”.



DOMINOES

- Connect the following cards by matching the words with their definitions. The first card should be labeled START and the other words should create a chain of words/definitions until the END card.
- When cutting the cards apart, be sure two blocks are included on each card like the two parts of a domino. (column 1 and 2 together – column 3 and 4 together)
- This can be a timed activity. Pairs of students can compete against each other or against their previous time.

START	central idea of a piece of writing	theme	force working against the main character; may be another character; nature; society or forces within the character
antagonist	conflict type in which a character has problems with another character	man vs. man	writing that tells about real people, place, and events without changing any facts
nonfiction	literature meant to be performed by actors with the story being told by actions and dialogues of the characters	drama	the story is told by someone outside of the story
third person	end of a story where the problems are solved	resolution	angle from which the story is told
point of view	people, animals, or imaginary creatures that take part in the action of a story	character	a character that changes and grows during the story
dynamic	problem or struggle between two or more opposing forces	conflict	one of the characters is telling the story
first-person	main character or hero	protagonist	writing that comes from the writer's imagination

fiction	outline of a story	plot	A reference to something from literature, Greek Mythology, the Bible, or Shakespeare
allusion	story that has been handed down from generation to generation usually by word of mouth	Folk tale	the highest point (turning point) in the action of a story
climax	a character that changes little or not at all in the story	static	Contrast between what happens and what was expected
Situational irony	conflict type in which a character has problems with accepted ways of doing things	man vs. society	a narrator relates thoughts and feelings of all characters
omniscient	time and place of a story	setting	Repetition of beginning consonant sounds
falling action	feeling the reader gets from the writing	mood	explains the background and setting of the story; characters are introduced; conflicts begin to unfold
exposition	expresses ideas and feelings in compact, imaginative, and musical language	poetry	Comparison of unlike things using like or as
simile	Giving inanimate objects human qualities and traits	personification	END

Magic Square Template

SAT VOCABULARY!

impede	lament	hole	noxious
aspire	whether	aloof	oust
enrage	led	weather	glutton
expunge	entice	whole	lead

Directions: Put the number of the definition in the box that matches the correct vocabulary term.

Word Definitions

1. To prevent by action in advance
2. To utter or say with a twitter
3. Continued existence or occurrence
4. Knowledge, revelation, insight, wisdom
5. Calm, tranquil, serene
6. Imagination or fantasy
7. Complete surrender
8. The act of controlling or holding down a thing or feeling
9. To lay on or set as something to be endured, obeyed, fulfilled, paid, et cetera
10. An expression of one's own ideas, beliefs, importance, wishes, needs, opinions, et cetera
11. A sudden, involuntary inclination which prompts one into action
12. Violent or wild disorder or confusion
13. A person who sells from door to door or in the street
14. Difficult to describe
15. Sharp, piercing; having or showing great mental ability
16. Moving along a path, route, or channel

Magic Square

Model of Magic Square Combinations

7	3	5
2	4	9
6	8	1

Magic Square Number = 15

8	1	6
3	5	7
4	9	2

Magic Square Number = 15

6	1	8
7	5	3
2	9	4

Magic Square Number = 15

16	2	3	13
5	11	10	8
9	7	6	12
4	14	15	1

Magic Square Number = 34

2	7	18	12
8	5	11	15
13	17	6	3
16	10	4	5

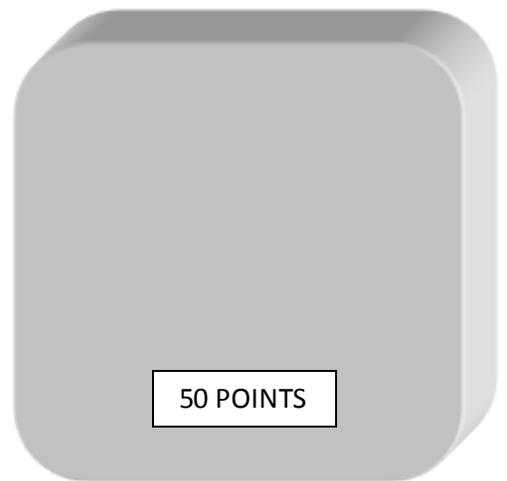
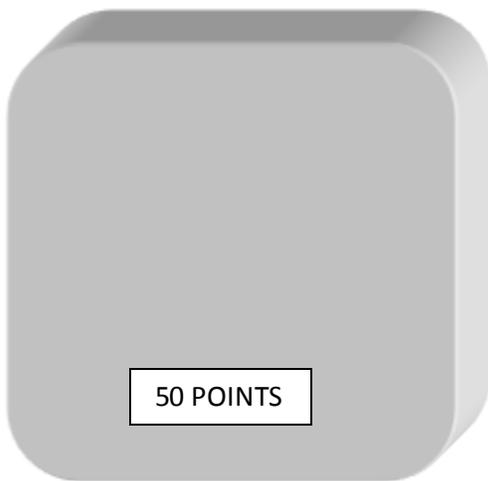
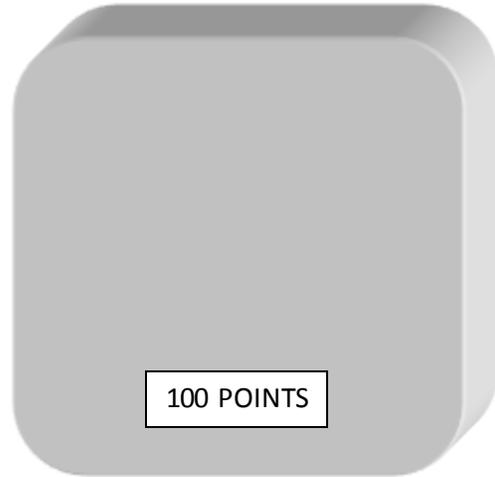
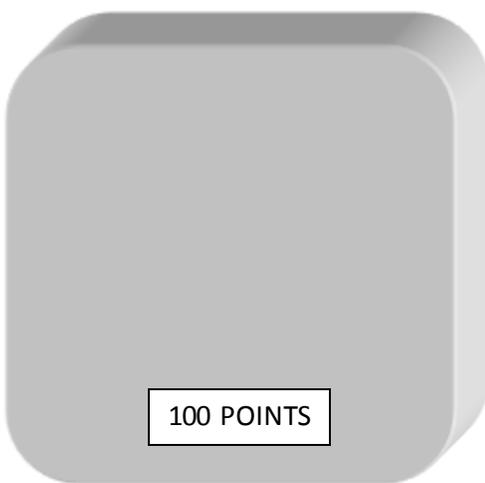
Magic Square Number = 39

19	2	15	23	6
25	8	16	4	12
1	14	22	10	18
7	20	3	11	24
13	21	9	17	5

Magic Square Number = 65

Source: From R. T. Vacca & J. L. Vacca, *Content Area Reading: Literacy and Learning across the Curriculum*, 8e. Published by Allyn and Bacon, Boston, MA. Copyright © 2005 by Pearson Education. Reprinted by permission of the publisher.

Name That Category



Teacher Online Literacy Strategy Resources:

<http://66.99.229.18/Academics/English/NLCPENGLISHDEPARTMENT.htm> - lists before, during, and after reading strategies along with templates

<http://www.englishcompanion.com/classroom/notemaking.htm> - Jim Burke's Tools for Teachers

http://www.adlit.org/strategy_library - Adolescent Literacy Strategy library

<http://www.ohiorc.org/adlit/> - Ohio Resource Center Adolescent Literacy website

<http://www.readwritethink.org/> - International Reading Association's Professional Development website

<http://muskingum.edu/~cal/database/general/reading.html> - Muskingum College Learning Strategy database

http://www.vrml.k12.la.us/2nd/more/graphic_organizers.htm - interactive graphic organizers and literacy tools

<http://www.literacy.uconn.edu/contlit.htm> - University of Connecticut's list of content area literacy websites

<http://www.litandlearn.lpb.org/strategies.html> - Reading in the content areas website

http://score.rims.k12.ca.us/score_lessons/content_area_literacy/ - teacher created content area literacy website

Vocabulary Websites:

www.vocabulary.com – has lists of words and activities for ACT/SAT as well as common novels at the HS level

www.wordsmith.org/awad - receive a word a day

www.m-v.com –Merriam –Webster online dictionary includes daily word games

www.randomehouse.com/features/rhwebsters/game.html - “Beat the Dictionary” which is an online hangman game

www.worldwidewords.org - students search for words with intriguing stories of where they came from

www.englishday.com –online English crosswords, word games, jokes, etc.

www.englishclub.com –grammar and vocabulary activities, word games, etc

www.wordexplorations.com –includes both oxymoron and redundant phrases

www.mindfun.com/wordscramble - online game of Boogle

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