

Strategies for Struggling Readers

Defining Strategies

1. Assess and Conquer
2. Predicting ABC
3. K.I.M.
7. Envisioning words
13. Brainstorm, Group, Label
14. Vocabulary Notebook

Summarizing Strategies

4. I'll Pause, You Think
5. What Do You Expect?
6. Text Investigation
8. Three Things I'd Like to Know
9. Cornell Notes
15. Skim and Scan
16. Progressive summary
17. Sort and select

Comparing Strategies

10. You Be the Jury
11. I Believe
12. Alike But Different
17. Sort and select
18. Comparison Matrix

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For more resources:

"Content Reading Strategies that Work"

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Meet the “Non-Reader”

A non-reader lacks the skills of a fluent reader. They read below grade level and struggles with comprehension, phonics, and vocabulary. Feelings of defeat have turned off their desire to read and they exhibit inappropriate behaviors to hide their inability to read and comprehend. They read very little and do not like to read.

Lacks effective word attack skills.

Exhibits poor comprehension skills.

Has limited language and vocabulary.

What the “Non-Reader” says about reading and themselves:

“This is boring and frustrating.”

“I will misbehave, so I won’t have to read.”

“I can’t understand this assignment.”

“I will never learn to read for the rest of my life.”

“I’m stupid – this is stupid – you’re stupid.”

What you can do to help the “Non-Reader”

- Evaluate for listening comprehension level versus reading comprehension level to assess comprehension skills
- Never engage the class in “round robin” reading activities.
- Evaluate word recognition in isolation versus word recognition in text to assess word analysis skills.
- Provide any essential information aloud or taped as the learner follows the print.
- Use oral or video/movie activities to supplement written activities.
- Provide a learning environment that does not constantly stretch the student’s level of competency and utilizes the limited areas of strength.
- Provide extensive, consistent models of literacy within the student’s grasp.
- Provide concrete examples, organizers, and demonstrations. Relate and connect ideas, vocabulary, and skills. Avoid “drill and kill.”
- Structure cooperative group activities that include a role requiring less “traditional” literacy skill – skits, raps, cartoons or visuals
- Assess learning in non-verbal ways whenever possible: models, demonstrations

Strategies you can use to help the “Non-Reader”

- Arrange for this student to read easy books to younger students.
- Group or individual pre-reading: activate prior knowledge and predict.

- Try a shared reading with a partner to share responsibility for active reading.
- Work in cooperative groups for focused and specific purposes related to inferential comprehension.
- Give numerous opportunities to work with peers to “fill the gaps” in comprehension.
- Use computer programs and other technology resources to support word analysis and comprehension.
- Work with combinations of text and audiotape or text and video tape.
- Use “Telling Boards,” where they can draw simple “stick figure sketches” based on their ideas or information they find in text. Use as visual organizers instead of trying to record using words.
- Stress ideas and organization/structure when encountering text.
- Provide opportunities for re-readings and choral reading.
- Use a Readers Theatre to create interest and build skills in reading. Use text as “script” – spice it up with simple “costumes” or “sets.” Repeated “performances” (readings) bring fluency

Give him chances to “publish” his work and “tell” what he knows about a subject that interests him. He is motivated when he can successfully get his ideas down on paper.

Reference: Differentiated Instructional Strategies for Reading in the Content Area, Carolyn Chapman and Rita King

What’s in the toolbox for the “Non Reader”?

1. Assess and Conquer
2. Predicting ABC
3. K.I.M.
4. I’ll Pause, You Think
5. What Do You Expect?
6. Text Investigation

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Meet the “Word Caller”

The “word-caller” reads orally with accuracy and fluency. Silent reading appears rapid, attentive and purposeful. These students can respond to “right-there” questions when they are allowed to reread but their responses are disorganized and tenuous; they cannot generalize, summarize, synthesize, analyze, infer or evaluate. They do not grasp the relationship of ideas or their importance or relevance. “Word Callers” need support to realize that reading is about constructing meaning and to develop and apply those tools.

The “word-caller” also:

Provides minimal written responses; their work lacks elaboration.

Seldom volunteers responses; or raises hand to answer but “forgets.”

Performs poorly on tests that require comprehension or understanding.

Prefers group work for answers.

Exhibits poor comprehension skills; may read widely and frequently but without understanding.

Has limited language and vocabulary: does not grasp multiple meanings, connotative meanings, or figurative language.

Can decode words that are not in oral vocabulary .

Appears attentive when “reading” but disengages when response is required.

What the “Word Caller” says about reading and themselves:

“I can read it, but I do not know what it says.”

“I can read it, but I do not know the answers to these questions.”

“I understand more when someone reads to me.”

“I don’t understand what is expected of me.”

“The book says ..., but I don’t know how to explain it.”

What you can do to help the “Word Caller.”

- Evaluate for listening comprehension level versus reading comprehension level to assess comprehension skills.
- Provide intensive pre-reading activities to activate their thinking about the subject of the reading.
- Model reflection in think-alouds with stress on active reading: predicting, visualizing, clarifying, questioning, summarizing.
- Provide “fix-up strategies” to be used when comprehension breaks down.
- Provide guided practice in accessible material with specific feedback.
- Require quality independent reading and detailed response focused on specific but open ended reading comprehension purposes.
- Focus on the thinking aspect of reading and de-emphasize the word level or word recognition aspect of reading.
- Ignore miscues that do not affect text meaning or comprehension. Connect comprehension expectations to existing knowledge/experience.

Strategies you can use to help the “Word Caller”

- Model and coach pre-reading strategies: previewing text to activate thinking, set purpose, and predict topics / essential ideas / themes.
- Tie learning to comprehension rather than rote memorization: visualizing vocabulary meanings, relating words to synonyms, antonyms and examples
- Analyze fiction and expository text structure/organization (sequence, cause/effect, problem/solution, evaluation, description) and literary techniques (flashbacks, foreshadowing, figurative language) to guide and support comprehension.
- Engage in rehearse activities (group or individual) before reading and after reading to “cement” reading comprehension purposes firmly in the reader’s mind
- Model open-ended questioning and predicting to guide reading and monitor comprehension
- Provide structure of text-tagging, marginal notes, think-marks to read actively.
- Provide structure of note-making to track comprehension and tell reader when meaning breaks down.
- Scaffold reading support to release responsibility for comprehension to student and gradually release responsibility to student as comprehension emerges
- Skim and scan layout of reading assignment to quickly list and share first impressions and first facts based on headings, visuals, first and last paragraphs. Clarify comprehension by collaboratively predicting what important point or questions the reading will answer.
- Use QAR (question-answer relationship) to answer questions based on three places they can find information. “Right there answers” to information explicitly stated in text, “Think and search answers” to information suggested by text, and “On your own answers” to information in the reader’s background knowledge.
- Institute presentation into writers’ workshop so “word-callers” have a “voice”. They have the words but need opportunities to connect them. With some help to organize their thinking, they are able to make connections and tell their story. Create various opportunities for students to express their understanding in multiple modalities.

Reference: *Differentiated Instructional Strategies for Reading in the Content Area*, Carolyn Chapman and Rita King

What’s in the toolbox for the “word caller?”

7. Envisioning words
8. Three Things I'd Like to Know
9. Cornell Notes
10. You Be the Jury
11. I Believe
12. Alike But Different

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Meet the “Turned-Off Reader”

The “Turned-off Reader” is capable of decoding and comprehending, but is unchallenged and unmotivated. These students can exhibit a negative attitude with most reading assignments. They often refuse to complete reading activities and assignments. The “turned-off” reader doesn't see a purpose for reading. They reflect their “don't care” attitude through body language and demeanor. Often they distract peers from their reading. “Turned-Off readers” need support to develop a strong “buy-in” or interest in the reading activity or assignment.

What the “Turned-Off Reader” says about reading and themselves:

“Why would anyone want to waste time reading this garbage?”

“I don't see why I have to do this work.”

“I do not need / want to read or write.”

“There is no time in my life that I am going to need this stuff!”

What you can do to help the “Turned-Off Reader”

- Connect reading to positive self-image. Provide high-interest, self-selected books and magazines at their independent reading level with choices in topics and genres.
- Use reading conferences and interactive journals for student to share their understanding of the text and avoid “teacher questions” that appear to “test” the student.
- Provide immediate, specific, positive feedback that supports the reader’s efforts and honors the reader’s thinking.
- Provide an inviting, comfortable low-risk, low-demand environment to read that is personally rewarding to the reader. Offer soft, instrumental music as background noise.
- Supply material with minimal print, varied text structures and extensive graphic support on student’s instructional level.
- Avoid whole group teacher directed activities, the required reading of a single text, “round robin” reading, and teacher generated single response questions Use high interest activities like raps, skits, graphic art and technology presentations, and games for guided practice and the assessment of learning
- Allow for peer interaction in the learning – cooperative groups, debates, paired learning, Socratic Seminar

Strategies you can use to help the “Turned-Off Reader”

- Create effective pre-reading experiences that cause the learner to anticipate the learning and activate prior knowledge to make predictions about the learning.
- Allow brief, cooperative brainstorming or “buzzing” to activate prior knowledge and make predictions. Use “quick writes” to activate prior knowledge.
- Provide background through a film or an entertaining teacher read aloud related to the topic. Use technology and cooperative learning activities to motivate.

- Provide meaningful, interesting follow-up activities that tap into student’s strengths and challenge the learner’s thinking – classification, comparison, evaluation, synthesis
- Minimize lengthy assignments and rely on graphic organizers and graphics to record comprehension. Break longer assignments up into manageable parts.
- Present each assignment with a meaningful purpose that illustrates the student's need to read the information.
- Provide choice, variety and options within assignments whenever possible.
- Maintain a quantity and quality expectation within the student’s grasp that is the “ticket to leave” each day.

Institute the presentation step of “writing process” so the “Turned Off” has the chance to “publish” their work. They need creative opportunities to showcase what they know—poetry, diaries, power points, even comic books. With help organizing, they are motivated to see their ideas in front of an audience. Challenge them to use interesting, spicy, and intriguing words. Dare them to turn their “voice” to teaching and entertaining.

Reference: *Differentiated Instructional Strategies for Reading in the Content Area*, Carolyn Chapman and Rita King

What’s in the toolbox for the “Turned-Off” Reader?

13. Brainstorm, Group, Label
14. Vocabulary Notebook
15. Skim and Scan
16. Progressive summary
17. Sort and select
18. Comparison Matrix

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Teacher's Toolbox

Class:

Unit:

Date:

Source Reading:

Tool: 1

Assess and Conquer

Use this tool:

- ▶ Pre-reading
- ▶ While reading
- Post - reading

This tool will help my students:

- ▶ Define
- Summarize
- Compare

How To Use This Tool:

This tool is best suited to a content subject where understanding a chapter is largely dependent on several concept words. It focuses the reader on the essential vocabulary. It requires independent thought, pair-share for rehearsal and support and whole group for clarifying and feedback.

- Choose six to eight concept words from a text/topic that are critical to understanding the essential ideas of the topic. (i.e. Welding: conductive elements; plasma arc cutting; power source terminal)
- Write the words on the *Assess and Conquer* graphic and provide the worksheet to the students.
- Read the list aloud, one word at a time. Have students mark the appropriate box on their sheet indicating their knowledge of the word.
- Divide the class into mixed-ability pairs. Read the words again giving each pair one minute to share with each other what they know about the terms.
- Pairs should record a definition or the teacher may want to have the entire class decide on a definition to be recorded on the *Assess and Conquer* graphic.
- Instruct the student to read a text selection in search of the words. Remind them to look in titles, subtitles, boldface, captions, illustrations for the terms. They should compare their definitions with the way the word is used in the chapter and record their understanding of the words they didn't know.
- Assess understanding through generative (verbalizing, illustrating, explaining) tests rather than responsive (multiple choice) tests

To Increase Rigor and Relevance:

1. Have students write a chapter summary using the words.
2. Have students classify or categorize the terms and explain their system of comparing/relating the terms.
3. Assess understanding through verbalizing, illustrating, explaining tests rather than multiple choice tests.

Reference: *Literacy Strategies for Grades 4-12* Karen Tankerley



Reader's Toolbox

Tool: 1 Assess and Conquer

Student Name:
 Class:
 Due Date:
 Reading Assignment:

I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- ▶ Learn new words
- ▶ Summarize what I read
- ▶ Compare information and ideas

How I use this tool: I assess my understanding of key terms before reading so I can conquer the reading. I work with a partner, with the class and on my own as a learner.

Topic:	Title of Selection:			Definition
Key Term	My Knowledge Rating			
	Know Term	Not Sure	Don't Know	

Here's something I learned by using this tool:



Teacher's Toolbox

Tool: 2 Predicting ABC's

Class:

Unit:

Date:

Source Reading:

Use this tool:

- ▶ Pre-reading
- While reading
- Post - reading

This tool will help my students:

- ▶ Define
- Summarize
- Compare

How To Use This Tool: This activity activates schema and provides an easily accessed classification system of the words needed to complete a reading assignment. The activity can be done whole group to provide a reference tool for the struggling reader. The words can easily be transferred to a word wall by the teacher or the more able students.

1. Explain that thinking about key words before reading helps the reader prepare for reading.
2. Use a blank transparency of the ABC's graphic to model the strategy.
3. Tell students that they are about to read a chapter about the solar system. Ask them to call out the words that they would expect to find in the chapter.
4. Write their responses in the appropriate boxes on the blank transparency.
5. Repeat every word clearly so that the pronunciation is clear and is associated with that word in print.
6. Give students the subject of the assignment they will read next.
7. Ask students to work in pairs to brainstorm and record on an ABC's graphic as many words related to the subject as they can.
8. Write down the vocabulary words on a blank transparency and have students correct any misspellings on their charts.
9. Have students skim the assignments to add any boldface words or words in the titles and subtitles to their ABC's graphic.
10. Have students watch for these words as they read.

A-B black hole astronauts	C-D Comet constellations	E-F	G-H
I-J Jupiter	K-L	M-N Mars meteor Neptune	O-P Pluto
Q-R Quasar	S-T Stars Saturn space ship	U-V Uranus	W-X-Y-Z

To Increase Rigor and Relevance:

1. Allow students to devise word games using the words.
2. Require students to use words from ABC's graphic when writing a summary or responses to questions.
3. Have student classify words using a system other than ABC.
4. Have students design an ABC book of the terms for a group of younger students.
5. Require students to use words from ABC's graphic when writing a summary or responses to questions.

Reference: *Yellow Brick Road* by Janet Allen



Reader's Toolbox

Tool 2: Predicting ABC's

Student Name:

Class:

Due Date:

Reading Assignment:

I can use this tool:

- ▶ Before I read
- While I read
- After I read

This tool will help me:

- ▶ Learn new words
- Summarize what I read
- Compare information and ideas

How I use this tool: I predict the words that I think I will meet as I read as assignment. I record the words on an ABC chart. This helps my brain get ready for the reading.

A-B	C-D	E-F	G-H
I-J	K-L	M-N	O-P
Q-R	S-T	U-V	W-X-Y-Z

Here's something I learned by using this tool:



Teacher's Toolbox

Class:
Unit:
Date:
Source Reading:

Tool 3:

K.(key idea) **I.**(information) **M.**(memory clue)

Use this tool:

- ▶ Pre-reading
- While reading
- Post - reading

This tool will help my students:

- ▶ Define
- Summarize
- Compare

How to use this tool: Understanding concept vocabulary is essential for the non-reader. They cannot make connections because they lack the language and a strategy to remember vocabulary.

This strategy is very simple and requires a minimum of writing. By making a sketch the student synthesizes and interprets the new information and makes it their own. Students can reference their drawings to remember the words.

1. Provide the key vocabulary critical to a student's understanding of a required reading selection. These terms should represent key ideas or concepts
2. Provide a meaning for the students. The information may be a definition or it may be a more technical explanation of the concept.
3. Be sure to give examples and the context in which the word will be used. Have the student paraphrase his own meaning. Have the student verbalize a connection of the term to what they already know about the topic. Stress the pronunciation of each word.
4. Have the student make a simple sketch that explains the word. This "memory clue" is a way for students to fully integrate the meaning into their memories.

K (key idea) **I** (information) **M** (memory clue)

Key Idea	Information	Memory Clue
1. drought	Little or no rain over a period of time	

To Increase Rigor and Relevance:

1. Require students to use the words when writing responses to questions or a summary.
2. Have the students classify the words.
3. Have students attempt to match other students' memory clues to the words.

Reference: Allen: *Words, Words, Words - Teaching Vocabulary in Grades 4-12*



Reader's Toolbox

Tool 3: K.I.M.

Student Name:

Class:

Due Date:

Reading Assignment:

I can use this tool:

- ▶ Before I read
- While I read
- After I read

This tool will help me:

- ▶ Learn new words
- Summarize what I read
- Compare information and ideas

How I use this tool: I write the information that goes with each key idea in the middle column (I). I draw a picture of the idea, what the information means to me, in the right column (M).

K (key idea) **I** (information) **M** (memory clue)

Key Idea (K.)	Information (I.)	Memory Clue (M.)

Here's something I learned by using this tool:



Teacher's Toolbox

Tool: 4 I'll Pause, You Think

Class:

Unit:

Date:

Source Reading:

Use this tool:

Pre-reading

▶ While reading

Post - reading

This tool will help my students:

Define

▶ Summarize

Compare

How to use this tool: Struggling readers lack the word accuracy to make comprehension of text possible. This tool enables the teacher to use content text while supporting the reading development of struggling readers. Once the process is mastered it can become a form of peer or buddy reading between struggling readers and unmotivated but competent readers.

1. Provide students with an expository text or selection of text.
2. Create questions, using titles and subtitles, with students during a text preview or provide teacher generated questions. These questions will define the reading purpose.
3. Provide students with a Cornell note-making form with the questions in the left column and space to record connections in the middle and space to summarize in the right column.
4. Read short sections the text to the students at a conversational pace with expression. The students need to visually track the text as the teacher reads so that they are seeing the word being said. In order to support both word recognition and comprehension, the students must hear fluent, connected text rather than halting and fragmented reading. Thus it is essential that the teacher be the reader.
5. Stopping every paragraph or two, ask the students to think about the text to record key words, thoughts, images, and questions (think marks) in the middle column. For “right there” questions, students might want to record the first several words of the sentence where the question details are located. If possible, students should be taught to “tag the text” rather than use the middle column.
6. Honor think time without losing momentum. In the beginning the teacher can interject a “think aloud” to model thinking.
7. Ask the students to restate the key points, or summarize the text section, when the content answering a question has been read. Students can ask questions to clarify their thinking and any misunderstanding or incomplete understandings can be addressed. This emphasis helps everyone focus on meaning rather than their own reading performance.
8. Read the next section of text and repeat the process.

To Increase Rigor and Relevance:

1. Have students turn titles and subtitles into reading purpose questions.
2. Have fluent student readers read the text to a buddy. The pair can jointly summarize the text and answer the questions.

Reference: *Literacy Strategies for Grades 4-12* Karen Tankersley



Reader's Toolbox

Tool: 4 I'll Pause, You Think

Student Name:

Class:

Due Date:

Reading Assignment:

I can use this tool:

Before I read

- ▶ While I read
- ▶ After I read

This tool will help me:

Learn new words

- ▶ Summarize what I read
- ▶ Compare information and ideas

How I use this tool: with my eyes I follow what the teacher is reading while my brain is connecting what I hear to the question I am trying to answer. When the teacher pauses, I will think about how the ideas are related to the question and summarize what I saw and heard.

QUESTIONS	THINK MARKS	SUMMARY

Here's something I learned by using this tool:



Teacher's Toolbox

Tool 5: What Do You Expect?

Class:

Unit:

Date:

Source Reading:

Use this tool:

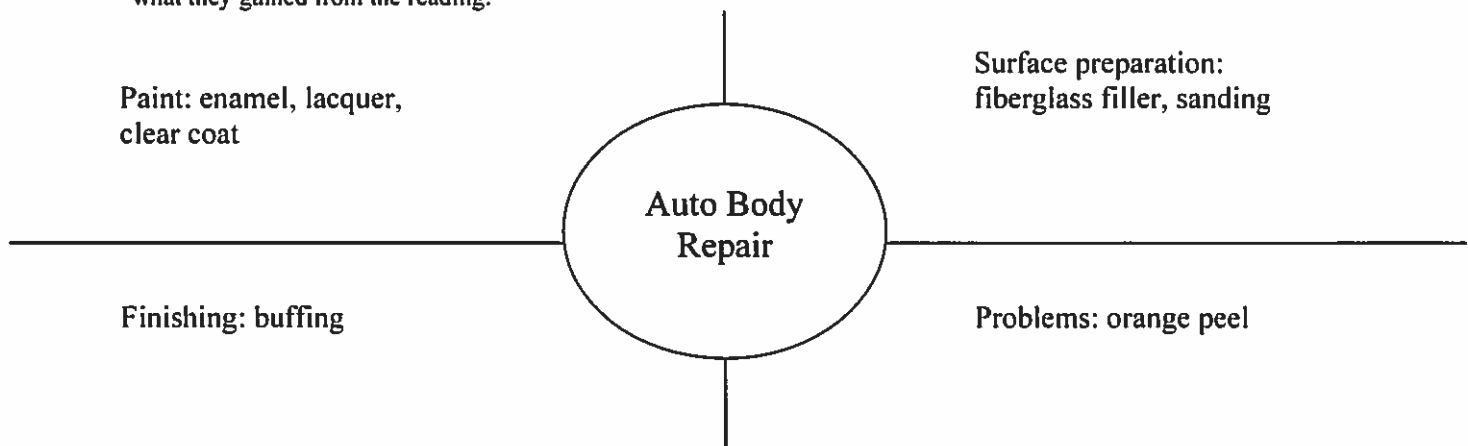
- ▶ Pre-reading
- ▶ While reading
- ▶ Post - reading

This tool will help my students:

- ▶ Define
- ▶ Summarize
- ▶ Compare

How To Use This Tool: This graphic organizer serves a dual purpose. Good readers automatically create a mental expectation grid prior to reading based on past experiences with reading (text structure) and general prior knowledge. Struggling readers do not formulate such a framework. Using the expectation grid students are caused to categorize their prior knowledge, thus matching isolated bits of information to the "big picture." It creates their focus/purpose for reading, provides an organization for note-making while reading and creates a summary tool.

1. Construct an expository expectation grid on an overhead, chart paper or the computer. Place a general topic in the center. When introducing this tool use a familiar topic such as a pet.
 - Ask the students what information they would include if they were going to write about that topic.
 - As students suggest details (black fur, floppy ears) help them understand that those details fit under the category of appearance. Brainstorm other categories of information they would include in writing about their animal: habitat, what it eats, its life cycle, its enemies.
2. Guide students to identify general categories of information they would expect to find when reading a selection about this topic. Use the text as a guide and chose categories you know the text addresses.
3. Point out that one can expect similar categories of information whenever one reads about a similar topic.
4. Have students record what they already know about the topic under each category. Students might also preview the text to help with this.
5. Have students read a selection to fill in each category.
 - As this is modeled, the text can be read in segments and the grid completed by contribution of all the students.
 - One color ink might be used for the pre-reading comments and another for during reading comments so the student can see what they gained from the reading.



To Increase Rigor and Relevance:

1. Have students retell a summary using the grid.
2. Have students write a summary using the grid
3. Ask students to design and explain their own model for a graphic organizer.

Reference: *Intervention Strategies to Follow Informal Reading Assessment* Caldwell and Leslie



Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

Tool 5: What Do You Expect?

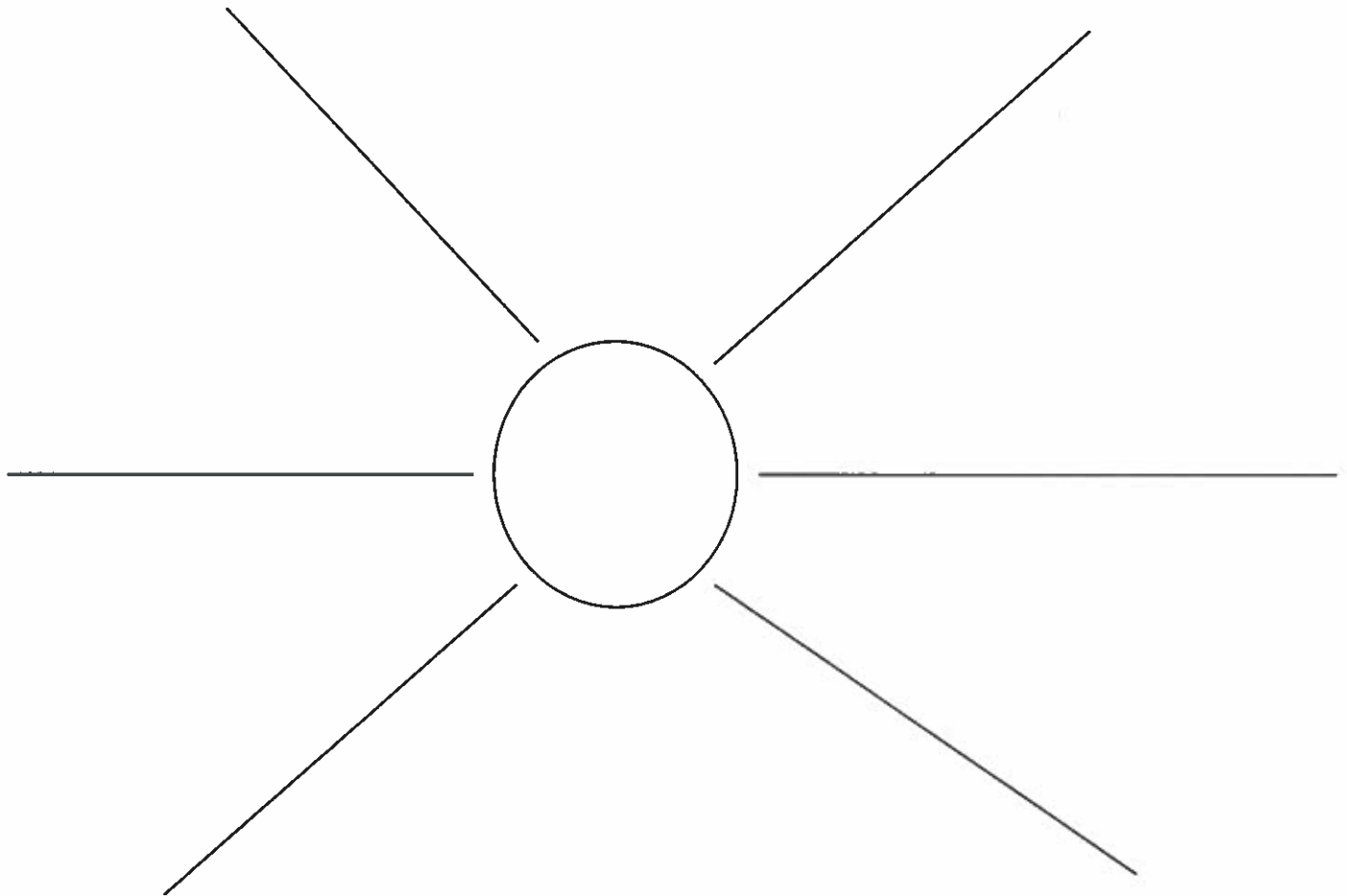
I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- ▶ Learn new words
- ▶ Summarize what I read
- ▶ Compare information and ideas

How I use this tool: I create a mental expectation, categories, before reading based on what I know about the topic and my experience with similar topics. I use these categories to organize my prior knowledge and the information I encounter while reading. I can use my grid to discuss the reading or to summarize.



Here's something I learned by using this tool:



Teacher's Toolbox

Tool: 6 Text Investigation

Class:

Unit:

Date:

Source Reading:

Use this tool:

- ▶ Pre-reading
- While reading
- Post - reading

This tool will help my students:

- Define
- ▶ Summarize
- Compare

How to use this tool: This tool scaffolds the more common SQ3R for the struggling reader. It focuses the reader on multiple cueing systems within expository text to assist their word recognition and comprehension. This six-step strategy activates the reader's prior knowledge and builds background knowledge to allow the reader to make predictions and set an accurate purpose for reading. It is most useful when there are no guiding questions.

- Provide students with an expository text selection and the "Text Investigation" sheet.
- Use a blank transparency of the "Text Investigation" sheet to model the strategy.
- Explain the reason for using this strategy: establish background knowledge and establish reading purpose.
- Work through the sample selection with the students.
 1. Scan the selection to select important (usually nouns and verbs), new and interesting words in the titles and subtitles. Ask the students: *What might that tell you about the topic(s) of this selection?*
 2. Review the photographs, diagrams, graphic organizers and other visual elements and make notes on what you see. Spend some time on the nuances of the pictures.
 3. Note interesting, specially formatted words and/or phrases in the captions or labels. Ask the students: *What information can you learn from captions or labels?*
 4. Scan for any boldface words in the text. Select any that are unclear. Write the page number where each word is found.
 5. Review the glossary to define any words that are unclear. Look back in the context to match the glossary definition with the word in context.
 6. Set a purpose for reading. Ask the students: *What did you identify in your preview that is important for you to discover more about while you are reading?*
 7. Read the text either by starting at the beginning or by "dipping" in at the most relevant parts to fulfill the reading purpose. Record in words or phrases the key information.
 8. Ask the students: *What questions or confusion still remains that you must read further to discover?*

To Increase Rigor and Relevance:

1. Have students turn titles and subtitles into reading purpose questions.
2. Have students summarize the reading using words selected during the preview.
3. Have students compare "Text Investigation" sheets and discuss their thinking as they worked through the text.

Reference: *Summarization in Any Subject* Rick Wormeli



Reader's Toolbox

Tool: 6 Text Investigation

Student Name:
Class:
Due Date:
Reading Assignment:

I can use this tool:

- ▶ Before I read
- While I read
- After I read

This tool will help me:

- Learn new words
- ▶ Summarize what I read
- Compare information and ideas

How I use this tool: I preview a reading selection to get a complete picture of what I will be reading about. Then I can focus my reading on what is probably important.

Title of Selection	
Titles and Subtitles	<i>What might the titles and subtitles tell you about the topic(s) of this selection?</i>
Pictures / Graphics	<i>Review the photographs, diagrams, graphic organizers and other visual elements and make notes on what you see</i>
Captions / Labels	<i>Review the captions and label and make notes on what you see</i>
Glossary	<i>Review the glossary to define any words that are unclear. Look back in the context to match the glossary definition with the word in context.</i>

Make a prediction or set your purpose for reading: What did you identify in your preview that is important for you to discover more about while you are reading?

Read	
Further Reading	<i>What questions or confusion still remains that you must read further to discover?</i>

Here's something I learned by using this tool:



Reader's Toolbox

Tool: 6 Text Investigation

Student Name:

Class:

Due Date:

Reading Assignment:

I can use this tool:

- ▶ Before I read
- While I read
- After I read

This tool will help me:

- Learn new words
- ▶ Summarize what I read
- Compare information and ideas

How I use this tool: I preview a reading selection to get a complete picture of what I will be reading about. Then I can focus my reading on what is probably important.

Title of Selection	
Titles and Subtitles	
Pictures / Graphics	
Captions / Labels	
Glossary	

Make a prediction or set your purpose for reading:

Read	
Further Reading	

Here's something I learned by using this tool



Teacher's Toolbox

Class:
Unit:
Date:
Source Reading:

Tool 7: Envisioning Words

Frayar or 4 Square

Use this tool:

- ▶ Pre-reading
- ▶ While reading
- Post-reading

This tool will help my students:

- ▶ Define
- Summarize
- Compare

How to use this tool: Research shows that information is more meaningful and easier to recall when it is dually coded by language and non-linguistic representations. Images help students replay, reflect on and understand information as they create connections between the learning and their interpretation.

- Provide students with key terms, have students brainstorm essential terms or have students select boldface or italicized terms from a text or reading selection.
- Have students define a term by paraphrasing a text, dictionary or glossary definition.
- Have students draw a quick picture, symbol or diagram to represent the work.
- Ask students explain why the picture is a good representation of the word.
- Students can also compare their understandings of the terms (definitions and representations), which will extend everyone's understanding.

Definition (in student's own words): Plant that lives three or more years Plants that last year after year	Picture or Illustration:
Term perennial	
Characteristics of word and usage: Noun – The common buttercup is a perennial. Adjective – Perennial herbs last many seasons. per- (throughout) + annus (year) + -al (adj suffix)	Examples (things it is) Trees, shrubs, herbs, grasses Non-Examples (things it is not) Annual, biennial

To Increase Rigor and Relevance:

1. Have students work in teams to design a "Field Guide" for a selected list of terms for a project or area of study. (You might use a Birder's Handbook as a model.)
2. Let students design a matching activity where they match each other's images to the terms.
3. Have students illustrate a guidebook or design an ABC book of the terms and for a group of younger students.

Reference: *Reading for Academic Success*, Richard Silver



Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

Tool 7: Envisioning Words

Frayer or 4 Square

I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- ▶ Learn new words
- ▶ Summarize what I read
- ▶ Compare information and ideas

How I use this tool: With help from my teacher I will select my target term. Then I will use a dictionary or glossary definition to write my definition of the term. I will look for the part of speech of the word and may write a sentence showing how the word is used. I will draw a sketch, symbol or diagram of the term that helps me to remember what it means. I will think of some examples of the word or some non-examples. That forces me to think deeply about the word.

Definition (in your own words):	Picture or Illustration:
Term	
Characteristics of word and usage:	Examples (things it is) Non-Examples (things it is not)

Here's something I learned by using this tool:



Teacher's Toolbox

Class:

Unit:

Date:

Source Reading:

Tool 8: Three Things I'd Like to Know

Use this tool:

- ▶ Pre-reading
- While reading
- Post-reading

This tool will help my students:

- Define
- ▶ Summarize
- Compare

How to use this tool: Active engagement is essential for comprehension. If students develop questions prior to reading they activate their prior knowledge and create a purpose for reading. This process creates strategic and independent learners.

1. Model using the first three steps of the PQ3R process with a reading selection. It might include an introduction to the subject matter.

Step 1: Preview the reading in advance with attention to subject matter, layout, illustrations, bold face, and beginning sentence of each paragraph. In this step students activate their schema, or prior knowledge, and begin to connect to the text.

Step 2: Turn the preview into Questions to guide thinking while they read. Research shows that the human mind processes questions most actively. Ask students to generate a list of "three things they'd like to know" after reading the assignment.

Step 3: Read with attention to finding answers to the questions. Make notes as they find information in the text. Notes should reflect their understanding (paraphrase) rather than copying text.

2. Following the reading, Ask students to reflect on what it was in the preview that triggered their questions. Ask students to compare common questions and answers. Did they recognize the same text features? Did the features raise the same questions? Discuss how the text met their needs or interests in the topic.

Three things I'd like to learn about by reading this assignment		
Questions:	What I found out	Where I found it
1:		
2:		
3:		

To Increase Rigor and Relevance:

1. Complete the PQ3R process:
 - Step 4: Students Recite by covering their notes and answering questions from memory.
 - Step 5: Students go back and Review their initial questions and notes as the foundation for a written summary or oral summary with a peer.
2. Write a summary
3. Have students reflect on what questions they should have asked given the information they encountered in the text.

Reference: *Tools for Teaching Content Literacy*, Janet Allen



Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

Tool 8: Three Things I'd Like to Know

I can use this tool:

- ▶ Before I read
- While I read
- After I read

This tool will help me:

- Learn new words
- ▶ Summarize what I read
- Compare information and ideas

How I use this tool:

After I preview a text I can identify questions I'd like to have answered by the reading. This helps me set a purpose for and focus my reading. While I am reading, I look for answers to my questions. As I find answers I record them in the table below.

Three things I'd like to learn about by reading this assignment		
Questions:	What I found out	Where I found it
1:		
2:		
3:		

Here's something I learned by using this tool: