

# EOC

# Compendium of Teaching Strategies

English Language Arts



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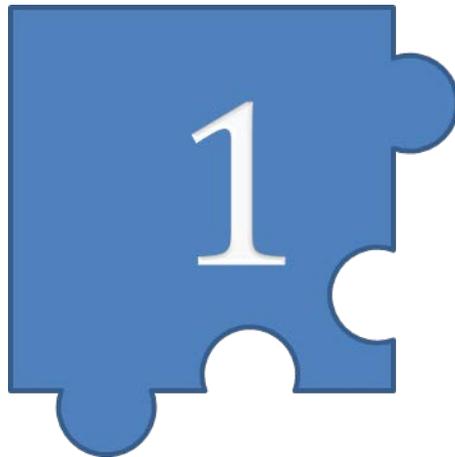
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## **Steps for Implementing Teaching Strategies** (McEwan, 2007)

1. Define and explain the strategy.
2. Explain the purpose the strategy serves during the reading process.
3. Describe the critical attributes of the strategy.
4. Provide concrete examples and non-examples of the strategy.
5. Model the strategy by thinking aloud.
6. Facilitate guided practice with students.
7. Monitor students as they begin implementing the strategy and provide clarification and corrective feedback.

*“It is the teacher’s role to remind struggling readers that comprehension begins prior to reading and extends into the discussions they have after they’ve finished reading. Many dependent readers think of comprehension only as answering questions correctly after reading the text. That’s too late.”*

(Beers, 2003, p. 101)



**Proven and Promising  
Strategies to Orient to Text**



## **Anticipation Guide** (Duffelmeyer, 1994)

Before reading a text, students respond to several statements or questions that challenge or support their preconceived ideas about key concepts in the text. After reading, the statements or questions are revisited to evaluate how well students understood the text, correct any misconceptions, and cite textual evidence to support their thinking.

### **Purpose**

- ✓ Stimulate interest and curiosity.
- ✓ Set a purpose for reading.
- ✓ Make and verify predictions.
- ✓ Connect new information to prior knowledge.

### **Procedures**

1. Identify the major ideas presented in the text.
2. Consider what beliefs your students are likely to have about the topic.
3. Using the *Anticipation Guide* graphic organizer (see next page), write general statements that challenge your students' beliefs.
4. Ask students to respond to the statements with either a positive or negative response (e.g., true/false, agree/disagree) before they read the text.
5. Ask students to respond to the statements again, after reading the text, discussing why answers changed or stayed the same.
6. Require student to cite evidence from the text to support their answers and why their answers changed or stayed the same.



## Anticipation Guide

Name \_\_\_\_\_

Text \_\_\_\_\_

Read each item in the **Statement/Question** column below. Circle “Agree” or “Disagree” in the **Before Reading** column and be prepared to explain why. After reading, respond to the same items, circling “Agree” or “Disagree” in the **After Reading** column. Be prepared to discuss evidence from the text that supports why your responses changed or stayed the same, recording the page or paragraph number in the **Page or Paragraph** column.

| <b>Before Reading</b> | <b>Statement/Question</b> | <b>After Reading</b> | <b>Page or Paragraph</b> |
|-----------------------|---------------------------|----------------------|--------------------------|
| Agree<br>Disagree     | 1.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 2.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 3.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 4.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 5.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 6.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 7.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 8.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 9.                        | Agree<br>Disagree    |                          |
| Agree<br>Disagree     | 10.                       | Agree<br>Disagree    |                          |



## **Character Quote** (Buehl, 2014)

Before reading, students read a character's quotation from the text. Based on the quotation, students predict the perspectives, personality traits, and behaviors of the character they will soon meet in their reading. After reading, students revisit and discuss their predictions.

### **Purpose**

- ✓ Make and verify predictions.
- ✓ Stimulate interest and curiosity.
- ✓ Set a purpose for reading.

### **Procedures**

1. Preview the text to identify key quotes from a character or historical figure. Ensure the quotations by or about the character are interesting enough to generate discussion.
2. Organize students into groups of three or four. Give each group a different quotation to consider. Each group must read their quote and generate as many words as it can that might describe the character based on the person's quote. Or, distribute copies of the *Sample Character Traits* handout (see next page) and have groups agree on and circle the adjectives. Remind students to pick adjectives that they understand.
3. Once all groups have recorded the adjectives, call on each group to read their quote and display their list of adjectives.
4. Explain to the other students that their job is to listen carefully and focus on whether they think the adjectives fit with the quote.
5. Once the group has read all the adjectives, ask the class if there are any adjectives that seem not to fit. Remember there is no right or wrong answer; however, the group must support its thinking. Ask, "*Why did you put \_\_\_ on your list?*" The first group explains its thinking before the next group presents.
6. Have students read the text and determine which adjectives are most/least accurate, based on their reading. Require students to cite evidence from the text that supports their adjectives.



## Sample Character Traits

You can draw conclusions about a character based on what the character says, thinks, feels, and does. This list of adjectives is a starting place to describe aspects of a character's behavior and attitudes that make up character traits. You learn about a character by how they interact with the world and paying attention to how they interact with other characters. Understanding these traits will help you analyze multiple or conflicting motivations, how complex characters develop, and how characters advance the plot or develop the theme.

|              |               |               |             |             |
|--------------|---------------|---------------|-------------|-------------|
| adventurous  | cowardly      | gentle        | mean        | serious     |
| affectionate | cross         | giving        | messy       | sharp       |
| afraid       | cruel         | glamorous     | miserable   | short       |
| alert        | curious       | gloomy        | mysterious  | shy         |
| ambitious    | dangerous     | graceful      | naughty     | silly       |
| angry        | daring        | grateful      | nervous     | skillful    |
| annoyed      | dark          | greedy        | nice        | sly         |
| anxious      | decisive      | grouchy       | noisy       | smart       |
| apologetic   | demanding     | grumpy        | obedient    | sneaky      |
| arrogant     | dependable    | guilty        | obnoxious   | sorry       |
| attentive    | depressed     | harsh         | old         | spoiled     |
| average      | determined    | hateful       | peaceful    | stingy      |
| blue         | discouraged   | healthy       | picky       | strange     |
| bold         | dishonest     | helpful       | pleasant    | strict      |
| bored        | disrespectful | honest        | polite      | stubborn    |
| bossy        | doubtful      | hopeful       | poor        | sweet       |
| brainy       | dull          | hopeless      | popular     | talented    |
| brave        | dutiful       | humorous      | positive    | tall        |
| bright       | eager         | ignorant      | precise     | thankful    |
| brilliant    | easygoing     | imaginative   | proper      | thoughtful  |
| busy         | efficient     | impatient     | proud       | thoughtless |
| calm         | embarrassed   | impolite      | quick       | tired       |
| careful      | encouraging   | inconsiderate | quiet       | tolerant    |
| careless     | energetic     | independent   | rational    | touchy      |
| cautious     | evil          | industrious   | reliable    | trusting    |
| charming     | excited       | innocent      | religious   | trustworthy |
| cheerful     | expert        | intelligent   | responsible | unfriendly  |
| childish     | fair          | jealous       | restless    | unhappy     |
| clever       | faithful      | kindly        | rich        | upset       |
| clumsy       | fearless      | lazy          | rough       | useful      |
| coarse       | fierce        | leader        | rowdy       | warm        |
| concerned    | foolish       | lively        | rude        | weak        |
| confident    | fortunate     | lonely        | safe        | wicked      |
| confused     | foul          | loving        | satisfied   | wise        |
| considerate  | fresh         | loyal         | scared      | worried     |
| cooperative  | friendly      | lucky         | secretive   | wrong       |
| courageous   | frustrated    | mature        | selfish     | young       |



## **First Lines** (Beers, 2003)

Students read the beginning sentences from a story, play, poem, or informational text and make predictions about the content of what they're about to read. As students read the text in its entirety, they discuss, revisit and/or revise their original predictions.

### **Purpose**

- ✓ Make and verify predictions.
- ✓ Stimulate interest and curiosity.
- ✓ Set a purpose for reading.

### **Procedures**

1. Distribute copies of the *First Lines* graphic organizer (see next page). Ask students to begin reading the first line of the assigned text.
2. Have them make predictions for the reading based on what they find in the first sentence, reminding them that there is not a "right" or "wrong" way to make predictions about a text, but emphasize that readers should be able to support their predictions from the information in the sentence. Students should record their predictions on the *First Lines* graphic organizer.
3. Engage the class in a discussion about each student's predictions.
4. Ask students to discuss their predictions and note any changes or additions to their predictions on the *First Lines* graphic organizer before reading the text. Students might work in groups or individually.
5. Encourage students to return to their original predictions after reading the text, assessing their original predictions and building evidence to support those predictions that are accurate. Students can create new predictions as well.



## First Lines

Name \_\_\_\_\_

Text \_\_\_\_\_

**First Line**

**Prediction**

**Explanation**

**Revision**



## **KWL 2.0** (Beers, 2003)

In the original *KWL* strategy (Ogle, 1986), students brainstorm what they already know about text or topic (K), generate questions about what they want to learn (W), and write what they learned after reading (L). In this adaptation, students number their questions in the second column and the corresponding answer in the third column. A fourth column is used to record additional information they learned.

### **Purpose**

- ✓ Access prior knowledge.
- ✓ Ask and answer questions.
- ✓ Stimulate interest and curiosity.
- ✓ Set a purpose for reading.

### **Procedures**

1. Select a text with which students have some background or prior knowledge about the topic. This strategy works best with informational texts, but literary texts can also be used.
2. Distribute the *KWL 2.0* graphic organizer (see next page), or have students create a four column chart of their own.
3. Ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these associations in the first column of their charts. This is done until students run out of ideas. Encourage students to explain their associations. This is especially important for those associations that are vague or unusual. Ask, “*What made you think of that?*”
4. Ask students what they want to learn about the topic. Students record these questions in the second column of their charts. If students respond with statements, turn them into questions before recording them in the column. Ask, “*What do you think you will learn about this topic from the text you will be reading?*” Or, choose an idea from the first column and ask, “*What would you like to learn more about this idea?*” Number each of the questions in this column.
5. Have students read the text and answer their questions in the third column of their charts. Number the answers to correspond to the question number in the second column. Students can fill out this column either during or after reading.
6. Encourage students to write down any new information they have learned in the fourth column. This column can also be filled out either during or after reading.
7. Discuss the information that students recorded in the last two columns.
8. Encourage students to consult other sources for unanswered questions.



## KWL 2.0

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

1. Jot down what you know about this topic in column 1.
2. Think about what else you want to know about what you listed in column 1 and write those questions in column 2. Number your questions.
3. Read about the topic. If you found answers to your questions, write those in column 3. Number your answers so they match the question number in column 2. Include the page or paragraph number that tells where you found the answer.
4. If you found new information, write that in column 4. Include the page or paragraph number that tells where you found the new information.

| <b>1. What do I know?</b> | <b>2. What do I want to know?</b> | <b>3. What answers did I learn? (Include page or paragraph.)</b> | <b>4. What did I learn that's new? (Include page or paragraph.)</b> |
|---------------------------|-----------------------------------|--|---|
|                           |                                   |  |   |



## **Text Frame with Gaps** (Gallagher, 2004)

Students are given an outline of the text, but the outline has some gaps. Students read the text to fill in the gaps.

### **Purpose**

- ✓ Set a purpose for reading.
- ✓ Ask and answer questions.
- ✓ Stimulate interest and curiosity.

### **Procedures**

1. Select a challenging literary or informational text. This strategy is ideally suited for texts with complex ideas and/or challenging language.
2. Draft an outline of the text, omitting one or two essential details. For example, a *Text Frame with Gaps* for a chapter in a social studies textbook on the events leading to America's involvement in World War II might look like this:
  - German troops occupy Paris.
  - France surrenders.
  - Hitler begins an all-out attack on Britain.
  - America considers its options.
  - \_\_\_\_\_
  - The U.S. declares war.
3. Ask students to read the text, paying close attention to finding the missing information.
4. After reading the text, have students share what they wrote for the missing information. You could even vote to see which student or team composes the best statement.

### **Notes**

- This strategy allows students to not only comprehend the text, but requires them to pay close attention to their reading to find out what belongs in the fifth bullet point.
- As students become more familiar with the process, add more missing bullets (gaps), requiring them to read and find the missing information.



## **Text Tour** (Buehl, 2014)

This type of text preview prepares students to understand what they will read, focusing on introductions/conclusions, chapter questions, pictures, diagrams and other graphics, and bolded or colored vocabulary words or concepts.

### **Purpose**

- ✓ Preview a text.
- ✓ Set a purpose for reading.
- ✓ Ask and answer questions.
- ✓ Stimulate interest and curiosity.

### **Procedures**

1. Have students look at the pictures and ask, *“What do the pictures seem to be about? Why do you think the author may have included these in the text?”*
2. Ask students to read the picture captions. Ask, *“Do the captions provide additional information about the pictures? Do the captions help confirm or change your predictions of what the text will be about?”*
3. Ask students to look at any maps, graphs or charts. Ask, *“What types of information do the graphics provide? Why did the authors include it in this section? What do the graphics tell me about the types of information that will be in this section?”*
4. Tell students to look for indications of big ideas: words or headings in bold type, colored words, or words with their pronunciations given. Ask, *“Do you already know any of these words? Do these words give any clues about the subject of this section?”*
5. Have students read the first paragraph of the text (introduction) and the last paragraph (conclusion). Ask, *“What seems to be the major focus of the chapter according to the introduction and summary? What key ideas are mentioned? Based on this information, what do you think you will learn in this chapter? Why do you think so?”*
6. Tell students that any questions that appear at the end of a text section or chapter are very helpful when preparing to read. Model this stage of the strategy by asking, *“At the end of the section, I see the ‘Content Check’ questions. I know these questions are important because we often discuss them in class. Sometimes similar questions are on a test. The first question asks me about some vocabulary words from the section. What important terms should I know and understand after reading this section?”*

### **Note**

- Model this strategy several times with the entire class before asking students to use the strategy on their own.



## **THIEVES** (Manz, 2002)

This previewing strategy is an acronym for **T**itle, **H**eadings, **I**ntroduction, **E**very first sentence in a paragraph, **V**isuals and **V**ocabulary, **E**nd-of-chapter questions, and **S**ummary. Students use this strategy to “steal” information from textbook chapters and other informational text.

### **Purpose**

- ✓ Preview a text.
- ✓ Set a purpose for reading.
- ✓ Ask and answer questions.
- ✓ Stimulate interest and curiosity.

### **Procedures**

1. Explain to students that they are about to become thieves. They will “steal” information from a chapter or article before reading it.
2. Distribute the *THIEVES* handout (see next page) and explain each element.
3. Guide students through an article or chapter, focusing on the title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Consider modeling and/or partnering students to work together.
4. Summarize with students what they have learned about previewing using this strategy.



## **THIEVES**

This pre-reading strategy will help you “steal” information before actually reading informational text, especially chapters in a textbook.

### **T** (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 this chapter/text is about?

### **H** (Headings)

- What do the headings tell me about I will be reading?
- What is the topic of the paragraph beneath it?
- How can I turn this heading into a question that I can answer using the text?

### **I** (Introduction)

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

### **E** (Every first sentence)

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

### **V** (Visuals and Vocabulary)

- Does the chapter include visuals such as photographs, drawings, maps, charts, or graphs?
- What can I learn from the visuals in a chapter?
- How do captions help me understand the meaning of the visuals?
- Is there a list of key vocabulary terms and definitions?
- Are there important words in boldface type throughout the chapter/text?
- Do I know what the boldfaced words mean?
- Can I tell the meaning of the boldfaced words from the context of the sentence?

### **E** (End of chapter Questions)

- What do the questions ask?
- What information do they indicate is important?
- What information do I learn from the questions?
- How can the questions help me annotate text?

### **S** (Summary)

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



## **TPRC (Think, Predict, Read, Connect)** (Lenski et. al., 2011)

Students use this strategy to first think about a topic, then predict what they will read in the text, and finally to make associations to their personal lives. This is a strategy used to develop their general knowledge before, during, and after reading.

### **Purpose**

- ✓ Preview a text.
- ✓ Set a purpose for reading.
- ✓ Ask and answer questions.
- ✓ Stimulate interest and curiosity.

### **Procedures**

1. Divide class into small groups. Provide each group a copy of the *TPRC* graphic organizer (see next page).
2. Tell students the general topic of the text they are about to read. Ask them to think about what they already know about the topic and list it on the “Think” part of the *TPRC* graphic organizer.
3. Tell a simple summary about what students will read. Ask students to predict what they believe they will find in the reading. Students write these predictions on the “Predict” part of the *TPRC* graphic organizer.
4. As they read the text, students put a check mark and cite page/paragraph number when predictions are validated. Reading for this strategy is usually done in groups or individually.
5. When individual and group reading is completed, use the predictions to guide a discussion about the topic. This discussion should create connections with what students knew before the reading, what they predicted about the reading, and what they learned from the reading.
6. After the discussion, students write brief summaries on the *TPRC* graphic organizer.



## TPRC (Think, Predict, Read, Connect)

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

| <b>Think</b> about what you know about the topic and record it in this space. | <b>Predict</b> what you will find in the reading and record it in this space. While reading, put a check mark and cite the page/paragraph number if your prediction is true. |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

**Read** \_\_\_\_\_

**Connect** what you knew about the topic, your predictions, and what you learned in this space.



## **Turn Headings into Questions** (Gallagher, 2004)

Prior to reading a text, students develop their own purpose for reading by creating questions based on the chapter title, section headings/subheadings, graphics, and/or topic sentences.

### **Purpose**

- ✓ Preview text features.
- ✓ Set a purpose for reading.
- ✓ Ask and answer questions.
- ✓ Stimulate interest and curiosity.

### **Procedures**

1. Students preview the text and turn the headings, subheadings, graphics, and topic sentences into questions.
2. Students then read the passage with a purpose, finding the answers to their questions. Encourage students to paraphrase the text in their own words and cite page and/or paragraph numbers.
3. Explain that it is acceptable to have some questions unanswered after students read the text. What is important is that they have generated a focus for their reading. Students may be motivated to search for the answers using other sources.
4. After students finish the text, they can write a summary or answer a reflective question given by the teacher to extend their learning.



## **SQ3R (Survey, Question, Read, Recite, Review)** (Fisher & Frey, 2004)

This reading comprehension strategy is named for its five steps: **S**urvey, **Q**uestion, **R**ead, **R**ecite, and **R**eview. By following these steps, students spend more time reading the most information, study the right parts of the text in the right level of detail, integrate new knowledge with existing knowledge, and recall information in the long term.

### **Purpose**

- ✓ Preview text.
- ✓ Set a purpose for reading.
- ✓ Ask and answer questions.
- ✓ Stimulate interest and curiosity.
- ✓ Review information.

### **Procedures**

1. Explain to students that effective readers do many things while reading, including surveying, questioning, reading, reciting, and reviewing.
2. Choose a content area passage to read and model the five SQ3R steps.
3. During each step, make sure to explain what you're doing and why you're doing it.
  - **SURVEY:** Scan the text to establish its purpose and get the main ideas. Look for:
    - Titles and headings (indicate the main topics and concepts being developed)
    - Pictures, questions, bold or italicized print (emphasize important information)
    - Introduction and conclusion (may give the topics being covered as well as the purpose)
    - First and last sentences in paragraphs
    - Footnotes
  - **QUESTION:** Write questions to give purpose and improve concentration. Turn main headings and pictures into questions. Jot down questions that you may have as you survey the material.
  - **READ:** Search for answers to your questions. Make notes and highlight main ideas that support the concept.
  - **RECITE:** Put what you have learned into your own words.
  - **REVIEW:** It is important to review the material to understand and remember it. Ask, *“Did you answer all of the questions and understand the information?”* Reviewing after you study will eliminate the need to “cram” for a test.
4. After your modeling, invite students to independently read a selection and practice applying the SQ3R steps (e.g., in-class or take-home assignment).
5. Afterwards ask students to review their notes and reflect on the process. Ask, *“Are you surprised by how much you remembered after using the SQ3R method?”*
6. Not all readings will be worth the time it takes to complete the SQ3R steps, so help students understand how and when to apply it.

*“The relation between reading comprehension and vocabulary knowledge is strong and unequivocal. Although the causal direction of the relation is not understood clearly, there is evidence that the relationship is largely reciprocal.”*

(Baker, Simmons, & Kame’enui, 1988, p. 219)



**Proven and Promising  
Strategies to Learn  
Vocabulary**



## **Dump and Clump** (Lenski, et al., 2011)

Similar to List-Group-Label (Taba, 1967), this vocabulary strategy involves collecting words associated with the topic of a text, sorting words into categories, and labeling categories.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

1. Arrange students into small groups of 2-3.
2. Distribute copies of the *Dump and Clump* graphic organizer (see next page).
3. “Dump” – Have students generate a list of words related to the topic of the text. Students record these words in the “Dumpster” box on the graphic organizer. Words are generated either by:
  - Brainstorming before reading the text;
  - Listing words while the teacher reads the text aloud; or
  - Remembering words after independently reading the text.
4. “Clump” – Using the “Dump” word list, students categorize and label words from the list by writing them in the “Clumpster” boxes.
5. Have students write a descriptive summary phrase or sentence for each category of words.
6. Upon completion, post each group’s graphic organizer around the room or share in small groups.

### **Notes**

- Although *Dump and Clump* may begin as a pre-reading activity, students should return to it as they read. They may find new words to add from their reading or re-label the groups of words they created.
- Encourage students to discard words very cautiously, particularly during the pre-reading portion of the strategy. Often the best conversation between students centers on words that do not immediately fall into a category.
- The teacher may provide the categories or the students can create their own categories, depending on the content and level of the student.
- The teacher may also choose to have each group write a summary sentence using words from the graphic organizer.



## Dump and Clump

Name \_\_\_\_\_

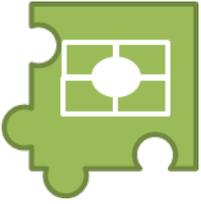
Text/Topic \_\_\_\_\_

### Dumpster

|  |
|--|
|  |
|--|

### Clumpster

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |



## **Frayer Model** (Frayer, Frederick, & Klausmeier, 1969)

This strategy uses a graphic organizer for students to (1) define the target vocabulary words or concepts, and (2) apply this information by generating examples and non-examples. Students record this information on a chart that is divided into four sections to provide a visual representation for students.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

1. Pre-select a list of key vocabulary from a reading selection.
2. Provide a copy of the *Frayer Model* graphic organizer (see next page) to each student.
3. Explain each section of the graphic organizer.
4. Model the process using a common vocabulary word or concept to demonstrate each of the sections of the graphic organizer.
5. Ask students to complete the graphic organizer individually, in small groups, or as a whole class.
6. Model the type and quality of desired answers for the specific concept.
7. Review vocabulary words or concepts with the class before students read the text.
8. Have students read the assigned text and carefully define the target concepts. Have students complete the four-square graphic organizer for each word/concept.
9. Ask the students to share their conclusions with the entire class. These presentations may be used to review the entire list of new vocabulary or concepts.

### **Notes**

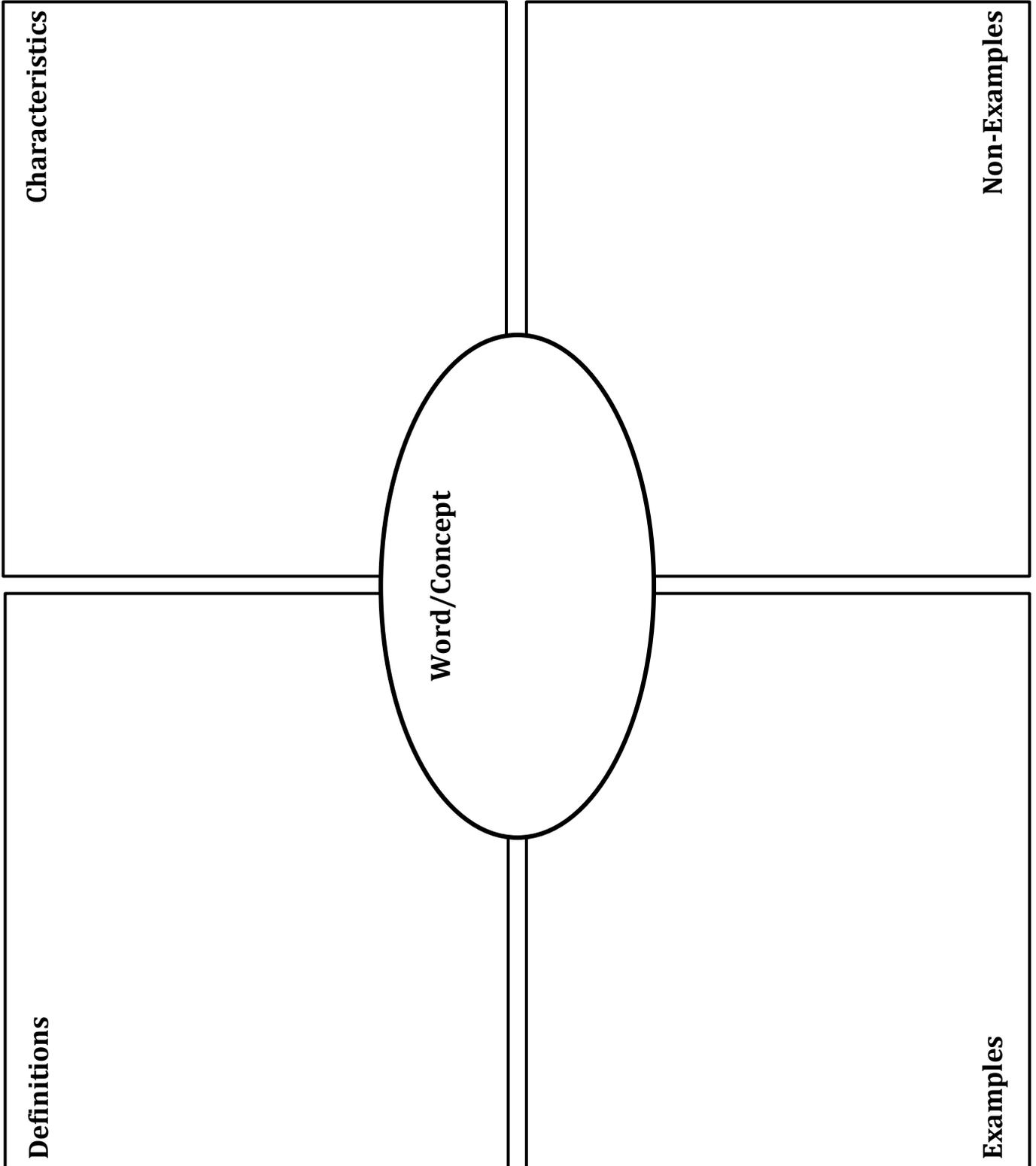
- This instructional strategy promotes critical thinking and helps students to identify and understand unfamiliar vocabulary.
- Use the *Frayer Model* with the entire class, small groups, or for individual students.
- The Frayer Model draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.



## Frayer Model

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_





## **PAVE (Predict, Associate, Verify, Evaluate)** (Bannon et al., 1990)

This procedure encourages students to check the dictionary definition against the context in which a word appears. It also helps students remember word meanings by associating the word with a visual image. *PAVE* stands for the four parts of the procedure - **P**redict, **A**ssociate, **V**erify, and **E**valuate.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

1. Assign a reading passage along with vocabulary words or phrases.
2. As students encounter each vocabulary word in their reading, have them complete a *PAVE* graphic organizer (see next page).
3. The student:
  - writes the sentence in which the word appears
  - writes the word again in isolation
  - writes a predicted definition based on the context sentence (**P**redict)
  - writes a sentence using the word to show an initial understanding of the word's meaning
  - looks up the word in the dictionary and writes its definition (**V**erify)
  - compares the dictionary's definition with the sentence she or he wrote and, if necessary, writes a new sentence (**E**valuate)
  - draws a visual representation of the word to help her/him remember its meaning (**A**ssociate)



**PAVE (Predict, Associate, Verify, Evaluate)**

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

Copy the context sentence.

---

---

---

Write the target word.

---

Predict the word's meaning.

---

---

---

Write one good sentence using the word's predicted meaning.

---

---

---

Use the dictionary to verify the word's meaning.

---

---

---

Write another good sentence using the word's verified definition.

---

---

---

Draw a picture to associate with the word's meaning.



## **Predict-O-Gram** (Blachowicz, 1986)

When given 12-15 words and 4-5 categories, students predict which words best fit in each category. They read the text and fix their predictions in small groups to discuss their ideas. Students use the categories to write summaries about the content.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

1. Select challenging words or concepts from the text.
2. Write student-friendly definitions for each word or concept (the [Longman Online Dictionary](#) is a valuable resource for student-friendly definitions).
3. Provide the *Predict-O-Gram* graphic organizer (see next page) for students.
4. Determine student pairs.
5. Introduce text to students by providing background information on the author and topic.
6. Based on the background and title, ask students to make predictions. Ask, “After reading the title, what do you think this reading will be about? What do you think the author’s purpose is for writing?”
7. After students have shared their responses, provide them with the list of definitions and concepts from the reading and the graphic organizer.
8. If this is the first time using this strategy, model and think-aloud the first prediction. Ask, “Based on what I know about the author’s life, I predict he/she might use this concept or word in the text to show...”
9. Ask students to make a prediction on how the author may use the word or explore a concept before they read. These predictions must be expressed in complete sentences. Consider the following sentence stems:
  - “I predict the author will show that...”
  - “I predict this word will be used in reference to...”
10. Provide students with time to read and annotate the text. Tell them to star the word or concept as they read.
11. After individually writing in their graphic organizers how the author used the word, ask students to discuss with their partner:
  - “How did the author use this word in their writing?”
  - “How was the author’s usage similar or different to what you initially wrote?”
12. You may want to model for students how you find the word and examine how the author used the word in the text, and/or provide students sentence starters for this part of the work. Students should be asked to find the sentence or passage with the word or concept and compare it to their prediction.
13. Ask students to verify or change their original predictive statement based on what they read. Students should cite evidence from the text to support their answers.
14. Reflection: How did making predictions about the target words or concepts help you better comprehend the text?
15. Students use the categories and words to summarize the text (orally or in writing, in pairs, groups, as a class, or individually).



## Predict-O-Gram (Literary)

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

|                         |                   |                   |
|-------------------------|-------------------|-------------------|
| <b>Conflict/Problem</b> | <b>Oddballs</b>   | <b>Resolution</b> |
| <b>Setting</b>          | <b>Vocabulary</b> | <b>Action</b>     |
| <b>Characters</b>       |                   |                   |



## Predict-O-Gram (Informational)

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Vocabulary**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Vocabulary Direct Instruction** (Marzano, 2001)

While it is impossible to specifically teach all of the new words students must learn each year (between 2,000 to 3,000), it is useful to provide direct instruction in some words. This includes pre-teaching key vocabulary prior to reading a selection. It is estimated that students can be taught explicitly some 400 words per year in school (Beck, McKewon & Kucan, 2002). In all content areas, direct vocabulary instruction is essential and should consist of these six steps.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

1. Focus on words that are important to the text, useful to know in many situations, and that are uncommon in everyday language but recurrent in books.
2. Provide a description, explanation, or example of the new term.
4. Ask students to restate the description, explanation, or example in their own words.
5. Ask students to construct a picture, pictograph, or symbolic representation of the term.
6. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.
7. Periodically ask students to discuss the terms with one another.
8. Involve students periodically in games that enable them to play with terms.



## **Vocabulary Knowledge Rating Scale** (Blachowicz, 1986)

This strategy allows students to pre-assess their knowledge of key vocabulary they will encounter in text. Students rate each word from 1-4: (1) never seen/heard; (2) have seen/heard; (3) can define word; or (4) can use/teach word.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

#### *Before Reading*

1. Provide students with a list of important vocabulary words that they will come across in the text, usually no more than 12.
2. Read the words to students, asking them to echo the words after you. When students are familiar with the pronunciation of the word, they are more likely to use it in their conversations.
3. Read each word in a sentence for the students to hear it again to understand the parts of speech, but do not give the definition.
4. Students write the word on the *Knowledge Rating Scale* graphic organizer (see next page) and rate their level of understanding on a scale of 1 to 4.
5. Next, students with a partner look up the definitions in at least two sources (e.g., online or paper dictionary, glossary, thesaurus).
6. Working together, both students agree on the best definition, using the context and the definitions from the previous step.
7. They then record the definition, along with a synonym, on the graphic organizer.

#### *During reading*

8. As students read the text, encouraged them to look back at their definitions to help comprehend the text.

#### *After Reading*

9. Once students have read the text, they are expected to review their scores for each word on the *Vocabulary Knowledge Rating Scale* graphic organizer and fill in the after instruction portion using the same scale as they used the first time.
10. If students are at a 3 or 4, the teacher is welcome to ask the student to use the word in a sentence.
11. Now the students will show what they have learned, assessing their growth by giving a thumbs up if their score increased, a thumbs down if it decreased, and a flat hand to show no change.



## Vocabulary Knowledge Rating Scale

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

- 1 = I don't know the word.
- 2 = I have seen or heard the word.
- 3 = I think I know the word.
- 4 = I know and can use the word.

| Word | 1 | 2 | 3 | 4 | Definition and Synonym |
|------|---|---|---|---|------------------------|
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |
|      |   |   |   |   |                        |



## **Vocabulary Self-Collection Strategy** (Haggard, 1986)

Students read a text selection and each student is responsible for bringing two words to the attention of the group. Students are encouraged to choose words they have heard or seen in previous reading, but may not be able to define.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

1. After reading and discussing a text selection, the teacher asks teams of students to choose one word they would like to learn more about. The teacher also chooses a word.
2. Divide students into groups of 2-5. Each team decides on a word to emphasize from the text selection.
3. A spokesperson from each team presents the word they have chosen to the rest of the class and answers the following questions:
  - *“Where is the word found in the text?”*
  - *“What do the team members think the word means?”*
  - *“Why did the team think the class should learn the word?”*
4. Students record all nominated words in their learning logs or vocabulary notebooks. The teacher can then use these student generated vocabulary words in other activities.
5. After the list is made, the teacher leads a discussion about the words to refine, clarify and extend the definitions. This discussion is critical to the process. Students enter the words and the definition (in their own words) into their vocabulary logs/notebooks and practice the words in various activities during the week.

### **Notes**

- This strategy is especially effective with students learning English as a second language. In the discussions students can explore word histories, synonyms, antonyms, and personal experiences.
- Because the teacher also selects words, he/she models good vocabulary learning strategies.



## Vocabulary Self-Collection Strategy

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

| Word | Reason for Selecting | Definition |
|------|----------------------|------------|
|      |                      |            |
|      |                      |            |
|      |                      |            |
|      |                      |            |
|      |                      |            |
|      |                      |            |
|      |                      |            |
|      |                      |            |
|      |                      |            |



## **Word Expert Cards** (Richek, 2005)

The teacher makes a list of important words before a novel or unit of study begins. Each student is assigned a few words and must complete the *Word Expert Card* graphic organizer (see next page) for each word. Students teach words to each other.

### **Purpose**

- ✓ Introduce word meanings.
- ✓ Review word meanings.

### **Procedures**

Make a list of important vocabulary words student will encounter in the text, including the page or paragraph number. Assign students to small groups of three to five. Explain that each student will become an expert on a few words from the list and teach other students in their small group. Each student in the group follows these procedures for his/her assigned words:

1. Use the page number to locate the word in the text.
2. Copy the sentence containing the word on the *Word Expert Card* graphic organizer inside the card.
3. Use a dictionary to look up the meaning for each word and select the correct definition based on context.
4. On the back side of the graphic organizer, write the definition in your own words and the part of speech.
5. On the back side of the graphic organizer, write your own sentence using the word.
6. Get the definition and your sentence approved by the teacher for accuracy.
7. On the right side of the card, copy the approved definition, part of speech, and text that the word appears in on the inside of the card.
8. Write the vocabulary word on the right side of the graphic organizer in big bold letters and draw a neat illustration of the word.
9. Using their *Word Expert Cards*, each student should explain his/her assigned words to the members of their group. Group members should locate each word in their own text, read the sentence, and determine if the definition makes sense based on the context.



## Word Expert Card

Name \_\_\_\_\_

Text/Topic \_\_\_\_\_

|  |   |
|--|---|
| <p style="text-align: center;"><b>Word</b></p>                   | <p style="text-align: center;"><b>How I define the word</b></p>       |
| <p style="text-align: center;"><b>My picture of the word</b></p> | <p style="text-align: center;"><b>The word used in a sentence</b></p> |



## **Anything Goes** (Richek & McTague, 2008)

Pointing to a word on a list or word wall, the teacher asks students rapid-fire questions about the words.

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

This quick review of words moves students from hesitation to rapid use. Teacher presents students with a list of words (board, overhead or word wall). Teacher or student points to a word and asks a student one of the following questions:

- What part of speech is \_\_\_\_\_?
- What is the definition of \_\_\_\_\_?
- Give another form of \_\_\_\_\_.
- Spell (a derivative or inflected form of) \_\_\_\_\_.
- Use \_\_\_\_\_ in a sentence.
- Use \_\_\_\_\_ and \_\_\_\_\_ in a sentence.
- What do \_\_\_\_\_ and \_\_\_\_\_ have in common?
- Find two words that have to do with \_\_\_\_\_.
- Find a (the) root (or prefix, suffix) in \_\_\_\_\_.

If a student answers incorrectly, he or she is allowed to ask a classmate for help. Continue randomly pointing to a word and asking one of the above questions. Using a rapid-fire pace, teachers can review a long vocabulary list in five or six minutes.



## **Circle Rotation** (Richek & McTague, 2008)

Standing in concentric circles, students face each other and take turns asking questions about the assigned vocabulary.

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

1. Each student will need a list of the assigned vocabulary and a pen or pencil.
2. Divide class into two groups and have them form an inner and outer circle, with students facing each other.
3. For the first 15 seconds, each student in the inner circle asks a prepared vocabulary question (see sample questions below) to the student she is facing. If the outer-circle student answers correctly, the inner-circle student initials his/her word list.
4. For the next 15 seconds, the outer-circle student asks the inner-circle student a question, and initials his/her sheet if she answers correctly.
5. Then students rotate to the right and repeat the process with the new students they face.
6. Whoever has the most signatures at the end of the game time wins.

### **Notes**

- Demonstrate different types of vocabulary questions.
  - What part of speech is \_\_\_\_\_?
  - What is the definition of \_\_\_\_\_?
  - Give another form of \_\_\_\_\_.
  - Spell (a derivative or inflected form of) \_\_\_\_\_.
  - Use \_\_\_\_\_ in a sentence.
  - Use \_\_\_\_\_ and \_\_\_\_\_ in a sentence.
  - What do \_\_\_\_\_ and \_\_\_\_\_ have in common?
  - Find two words that have to do with \_\_\_\_\_.
  - Find a (the) root (or prefix, suffix) in \_\_\_\_\_.
- If you have an odd number of students, make one student the “supervisor” who walks around the circle to keep other students on task.
- Some students will benefit from extra time to prepare questions ahead of time.
- Students can use the same questions multiple times.
- Some students may also benefit from an extended question-and-answer time (e.g., 30 seconds or a minute).



## **Connect Two** (Richek & McTague, 2008)

Students make connections between two words on a vocabulary list and explain the reason for the connection.

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

1. Write or project vocabulary on chart paper or on the board.
2. Read the list of words with students.
3. Ask students to "connect two" or choose two words they think might belong together, and state the reason for making the connection (e.g., "*I would connect \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_.*")
4. Allow time for students to make additional pairs, circulating around the room and monitoring their connections.
5. In the beginning, stress to students that there are no right answers. It is okay if some words have several pairings, or students cannot find a connection for some words.
6. Allow students to share their connections and reasons with the class.

### **Notes**

- *Connect Two* can be used as an informal assessment, as well as a way to review vocabulary.
- Challenge students to make connections between the first word on the list and any other word on the list, explaining the reason for the connection that they made.
- Divide the list into two sections and challenge students to make connections between any word in the first list and any word in the second list, explaining the reason for the connection that they made.



## **Conversation Competition** (Richek & McTague, 2008)

Pairs of students compete to see which student can use the most words from the vocabulary list during a timed conversation.

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

1. Assign each student a partner.
2. When the teacher says go, the students stand up and have a specific amount of time to talk with their partners on any appropriate subject; however, they must use at least 10 of the target vocabulary in their conversation and check them off as they use them. When they've used all 10, they sit down.
3. The teacher should circulate the classroom during the game to engage students in conversation and keep them on task. The first students to finish wins a prize, but only if they share their conversation with the class and used the words correctly. If not, the next group shares, and so forth.

### **Notes**

- After the game, you might ask multiple student groups who were having strong, vocabulary-rich discussions to share their conversation with the class.
- If students have been sitting for a long time prior to the start of the game, you can encourage the partner groups to walk around the room together while they talk.
- Make sure that students are not using words to discuss inappropriate matters or insult each other.
- Some students may benefit from a shorter list of words or assigning specific topics to discuss.



## **Flashlight Vocabulary** (Macauley, 2011)

While working in teams, the teacher reads a definition and challenges each team to shine a flashlight on the matching word posted around the classroom.

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

1. Write each vocabulary word on an individual piece of construction paper and place them around the room.
2. Review the definitions with the class quickly.
3. Divide the class into groups of three or four.
4. Read aloud the definition of one of the words (all flashlights are off at this point).
5. Each group decides which of the words posted around the room is correct.
6. The teacher says, "Aim," and the student holding the flashlight in the groups aims it at the word they have chosen without turning on the flashlight.
7. Then the teacher says, "Shine." At this point, the student turns on the flashlight. (By doing it with the two steps you avoid groups just following the lead of other groups.)
8. Points are awarded to groups who shine on the correct answer.



## **Kick Me** (Macauley, 2011)

Instead of a “kick me” sign on their backs, students have a vocabulary word (on a Post-it note, sicker, or taped scrap paper). Students roam the room to find the terms that best suit word, such as analogies, definitions, synonyms/antonyms, etc. Remember: the #1 rule of *Kick Me* is there is NO KICKING!!!

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

1. Print vocabulary words on stickers, small pieces of paper, or sticky notes so that you can place one word on each student’s back. If you have more students than words, simply make multiple cards with the same word.
2. Place words on students’ backs. Remind them not to divulge the term placed on another classmate.
3. Instruct students to pair up with a partner and begin asking qualifying questions in order to figure out the word that is on their own back. Questions such as, “*Am I a person?*” “*Am I a shape?*” The only time a student may ask, “*Is my word \_\_\_\_\_?*” is their final question.
4. Once each student has correctly guessed the term on their own back, they may return to their seats.
5. Another variation would be to have students identify the partner that would best be associated with the word they have been given, for example find the synonym/antonym to their word, or group up according to a central theme, i.e. Union vs. Confederacy. Other variations include students searching for missing words to an equation/analogy with all of the correct answers being placed on students’ backs.

### **Rules**

- There is absolutely no kicking in this activity.
- Everyone must participate
- Do not take off anyone’s vocabulary term, including yours.
- No working after the timer.
- No computers or phones.



## **Two In One** (Richek, 2005)

Writing a sentence for each new vocabulary word is a time-honored, if pedestrian, activity. With a slight twist, it can be turned into a compelling review. Ask students to put two (or more) words into each sentence. This slight change adds tremendous engagement.

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

Present students with a list and ask them to make up sentences that include multiple words. You should allow them to change the word forms, using, for example, *glancing* or *glanced* instead of *glance*. To increase the level of thinking as well as conversational use of the words, I ask students to work in pairs or small groups. After about five minutes of composing, each group reads the sentence (or sentences) to the class. You should circulate while the students work and help them refine sentences.

This simple activity has many instructional benefits. By using two words in one sentence, students form conceptual connections between them. In being allowed to use different forms of a word, students practice using base words and their derivatives. Learning word derivatives is one of the sources of vocabulary growth.



## **Word Analogies** (Vacca & Vacca, 1996)

Word Analogies allow students to link familiar concepts with new ideas—prior experiences with new information. In this strategy, students confront two related words and are challenged to explain the nature of their relationship. Next, students apply this same relationship to other word pairs.

### **Purpose**

- ✓ Review word meanings.

### **Procedures**

Typically, a word analogy exercise takes this form: "Term A is to Term B as Term C is to what word?" Students think critically on two levels: first, in describing the relationship between the first word pair and, second, by suggesting new word pairs with the same relationship.

Vacca and Vacca (1996) outline the following word analogy types:

| <b>Type</b>         | <b>Example</b>                                |
|---------------------|---|
| part to whole       | battery : flashlight :: hard drive : computer |
| cause and effect    | fatigue : yawning :: itching : scratching     |
| person to situation | mother : home :: teacher : school             |
| synonym             | obese : fat :: slender :: thin                |
| antonym             | poverty : wealth :: sickness : health         |
| geography           | Chicago : Illinois :: Denver : Colorado       |
| measurement         | pound : kilogram :: quart : liter             |
| time                | March : spring :: December : winter           |

### **Steps to Word Analogies**

1. Prepare students for drawing word analogies in a reading assignment through a detailed discussion of the reasoning process in making analogies by modeling both positive and negative examples of analogies.
2. Lead students in group exercises to identify the relationship between word pairs and, then, to extend this relationship to a second word pair.
3. Once students are comfortable building word analogies, choose the key words from a reading selection and create a word analogy exercise to reinforce the meanings of and relationships between these words.

*“Close reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussions, students are guided to deeply analyze and appreciate various aspects of the text...”*

(Brown & Kappes, 2012, p. 2)



**Proven and Promising  
Strategies to Engage with Text**



## **Annotating Text** (Fisher & Frey, 2015)

Annotating is a system of personal codes (e.g., underlining, circling, drawing symbols such as question marks) and making critical notes directly onto a text. Regardless of the symbols used, the reader purposefully interacts with the text.

### **Purpose**

- ✓ Active reading.
- ✓ Identify important content.
- ✓ Note taking.
- ✓ Make connections.
- ✓ Recall information.

### **Procedures**

1. Students will need:
  - A copy of the text
  - Pencil with an eraser
  - Post-it notes (optional)
  - Copy of *How to Annotate* handout (see pages 52-53)
2. Using the *How to Annotate* handout, help students preview the text, skimming, reading headings/subheadings, viewing pictures and captions, and tables or other figures.
3. Read a short portion of the text (a few paragraphs).
4. Ask students to go back to the text they just read and use the annotation guide to help them make notes on the text (see *Annotating Literary Text* on page 52 or *Annotating Informational Text* on page 53).
  - *Underline* the key ideas and details.
  - *Circle* keywords or phrases that are confusing or unknown to you.
  - *Square* around definitions of keywords.
  - *Double underline* theme or central ideas.
  - Use a *question mark* (?) for questions that you have during the reading. Be sure to write your question in the margin or on a Post-it note.
  - Use an *exclamation mark* (!) for things that surprise you, and briefly note what it was that caught your attention.
  - Draw an arrow (→) when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections in the margin or on a Post-it note.
  - Mark *EX* when the author provides an example.
  - *Numerate* arguments, important ideas, or key details and write words or phrases that restate them in the margin or on a Post-it note.
5. Have students check to see if their annotations make sense. Ask, “*Are you adding new text to the margins? Are you using your own words? Are you adding notes to accompany your symbols?*”
6. Repeat steps 3-5 prompting students to make sure their annotated marks make sense.
7. Review annotations with students often (e.g., before tests or quizzes, during discussions, while writing reports or essays).
8. To support students in becoming expert annotators, distribute copies of the *Annotation Bookmarks* (see page 54).



## Annotating Literary Text

Annotating a text will not only help you remember what you read, but understand and connect with the text. Use the following symbols along with notes in the margins or on Post-it notes.

| Symbol  | Explanation   |
|---|---|
|    | Underline important ideas and details. <ul style="list-style-type: none"><li>• Important plot details</li><li>• Point of view</li><li>• Character names and traits</li><li>• Setting</li><li>• Symbols</li><li>• Themes</li><li>• Literary elements (e.g., foreshadowing, irony, flashback, metaphor, personification)</li><li>• Unusual sentence structures or language features</li></ul> |
|    | Circle words or phrases that are confusing or unknown to you.   |
|    | Square around definitions of keywords.  |
|  | Double underline theme or central ideas.  |
| ?   | Use a question mark for questions that you have (write your question in the margin or on a Post-it note).   |
| !   | Use an exclamation mark for things that surprise you (write what caught your attention in the margin or on a Post-it note).   |
|  | Draw an arrow when you make a connection to something inside the text, or to an experience outside the text (note the connection in the margin or on a Post-it note).   |
| EX  | Mark EX when the author provides an example.  |
| 1 2 3   | Numerate important ideas and plot events.   |
| Write   | Write your ideas, feelings, questions, or mental connections in the margins or on Post-it notes. Make sure to write notes to accompany the symbols you draw in the text.  |



## Annotating Informational Text

Annotating a text will not only help you remember what you read, but understand and connect with the text. Use the following symbols along with notes in the margins or on Post-it notes.

| Symbol | Meaning   |
|--------|---|
|        | Underline important ideas and details. <ul style="list-style-type: none"> <li>• Topic</li> <li>• Parallel structure</li> <li>• Repetition</li> <li>• Rhetoric</li> <li>• Rhetorical questions</li> <li>• Cue words for text structure (cause and effect, compare and contrast, chronological, problem-solution)</li> <li>• Unusual sentence structures or language features</li> </ul>  |
|        | Circle words or phrases that are confusing or unknown to you.   |
|        | Square around definitions of keywords.  |
|        | Double underline theme or central ideas.  |
| ?      | Use a question mark for questions that you have (write your question in the margin or on a Post-it note).   |
| !      | Use an exclamation mark for things that surprise you (write what caught your attention in the margin or on a Post-it note).   |
|        | Draw an arrow when you make a connection to something inside the text, or to an experience outside the text (note the connection in the margin or on a Post-it note).   |
| EX     | Mark EX when the author provides an example.  |
| 1 2 3  | Numerate important ideas and plot events.   |
| Write  | Write your ideas, feelings, questions, or mental connections in the margins or on Post-it notes. Make sure to write notes to accompany the symbols you draw in the text. <ul style="list-style-type: none"> <li>• Summary of paragraphs</li> <li>• Predictions and opinions</li> <li>• Questions and answer to questions</li> <li>• Point of view or perspective</li> <li>• Author's style (e.g., tone, diction, syntax)</li> </ul> |



## Annotation Bookmark

|  |
|--|
| <b><u>Underline</u></b><br>Key ideas and details                                 |
| <b><u>Circle</u></b><br>Words or phrases that are confusing or unknown           |
| <b><u>Double Underline</u></b><br>Theme, central idea, or thesis statement       |
| <b><u>Square</u></b><br>Definition of keywords                                   |
| <b>?</b><br>Questions you have   |
| <b>!</b><br>Things that surprise you   |
| <b>→</b><br>Make connections to something inside the text or another experience  |
| <b>EX</b><br>The author provides an example                                      |
| <b>1 2 3</b><br>Arguments, important ideas, plot events                          |
| <b>Write</b><br>Important thoughts, questions, in the margin or on Post-it notes |



## Annotation Bookmark

|  |
|--|
| <b><u>Underline</u></b><br>Key ideas and details                                 |
| <b><u>Circle</u></b><br>Words or phrases that are confusing or unknown           |
| <b><u>Double Underline</u></b><br>Theme, central idea, or thesis statement       |
| <b><u>Square</u></b><br>Definition of keywords                                   |
| <b>?</b><br>Questions you have   |
| <b>!</b><br>Things that surprise you   |
| <b>→</b><br>Make connections to something inside the text or another experience  |
| <b>EX</b><br>The author provides an example                                      |
| <b>1 2 3</b><br>Arguments, important ideas, plot events                          |
| <b>Write</b><br>Important thoughts, questions, in the margin or on Post-it notes |



## Annotation Bookmark

|  |
|--|
| <b><u>Underline</u></b><br>Key ideas and details                                 |
| <b><u>Circle</u></b><br>Words or phrases that are confusing or unknown           |
| <b><u>Double Underline</u></b><br>Theme, central idea, or thesis statement       |
| <b><u>Square</u></b><br>Definition of keywords                                   |
| <b>?</b><br>Questions you have   |
| <b>!</b><br>Things that surprise you   |
| <b>→</b><br>Make connections to something inside the text or another experience  |
| <b>EX</b><br>The author provides an example                                      |
| <b>1 2 3</b><br>Arguments, important ideas, plot events                          |
| <b>Write</b><br>Important thoughts, questions, in the margin or on Post-it notes |



**HUGS (Highlight, Underline, Gloss, Summarize)** (Daniels & Zemelman, 2004)

Students will use a highlighter and pen or pencil to interact with the text, **H**ighlighting the main ideas, **U**nderlining important details, **G**lossing (write) reactions and understandings in the margins or on Post-it notes, and **S**ummarizing.

### **Purpose**

- ✓ Active reading.
- ✓ Identify important content.
- ✓ Taking notes.
- ✓ Make connections.
- ✓ Recall information for later use.

### **Procedures**

1. Provide each student with a copy of the *HUGS* handout (see next page).
2. Describe the process and think aloud as you move through each step.

#### **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:** Gloss (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
- Write questions in margin

#### **S =** Summarize text

- Write a brief paragraph
- Create chart
- Fill out a graphic organizer



## HUGS Bookmark

**H** = Highlight the main ideas of the reading

- Maximum 20% of text or 8 lines average on a page
- Key concepts only
- Information worth re-reading

**U** = Underline important details

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

**G** = Gloss (write) in your own words

- Important points
- Identify definitions, examples, names/dates
- Star important ideas
- Number steps
- Questions you have
- Purpose or point of view

**S** = *Summarize text*

- Write a brief paragraph
- Create chart
- Fill out a graphic organizer



## HUGS Bookmark

**H** = Highlight the main ideas of the reading

- Maximum 20% of text or 8 lines average on a page
- Key concepts only
- Information worth re-reading

**U** = Underline important details

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

**G** = Gloss (write) in your own words

- Important points
- Identify definitions, examples, names/dates
- Star important ideas
- Number steps
- Questions you have
- Purpose or point of view

**S** = *Summarize text*

- Write a brief paragraph
- Create chart
- Fill out a graphic organizer



## **I-Charts (Inquiry Charts)** (Hoffman, 1992)

After generating several questions about the topic, students read or listen to several sources on the topic and record answers to the posed questions on the graphic organizer. Students integrate prior knowledge or thoughts about the topic with additional information found in several sources. Students use the information from the graphic organizer to generate a summary.

### **Purpose**

- ✓ Ask and answer questions.
- ✓ Organize writing.
- ✓ Integrate prior knowledge.

### **Procedures**

1. Provide each student with a blank *I-Chart* graphic organizer (see next page).
2. Assist students with identifying the topic of the text they will read OR provide it for them.
3. Engage students in generating questions about the topic. Write each question at the top of each column of the graphic organizer.
4. Ask students to share their prior knowledge of the topic and share interesting facts before they read the text.
5. Teachers may ask students to resolve competing ideas found in the separate sources or develop new questions to explore based on any conflicting or incomplete information.
6. Students record answers from the various texts on the rows below each question. The last row gives students the opportunity to pull together the ideas into a general summary.



## I-Chart

Name \_\_\_\_\_

Topic/Text \_\_\_\_\_

| New Questions           |          |          |          |         |
|-------------------------|----------|----------|----------|---------|
| Other Interesting Facts |          |          |          |         |
| Question 4              |          |          |          |         |
| Question 3              |          |          |          |         |
| Question 2              |          |          |          |         |
| Question 1              |          |          |          |         |
|                         | Source 1 | Source 2 | Source 3 | Summary |



## **It Says, I Say, and So** (Beers, 2003)

This strategy is a graphic organizer that supports students to think about text at multiple levels as they select portions of text they want to discuss. Students read either to answer a question or to find a section of text that intrigues them. They copy the text into the “It Says” box. Then they write their initial responses to the text in the “I Say” column.

Students share their “It Says” and “I Say” with each other, taking the time to deepen their understanding and clarify. Finally, each student returns to his/her own graphic organizer to write the “And So,” which is their synthesized understanding or reaction.

### **Purpose**

- ✓ Active reading.
- ✓ Identify important content.
- ✓ Taking notes.
- ✓ Make connections.
- ✓ Recall information for later use.

### **Procedures**

1. Prior to reading, the teacher poses three or four questions that require students to draw inferences. As students are reading, they jot notes into the three columns. For each question, students engage in the following process:
  - Students find sections in the reading that relate to the question.
  - Students summarize the related information in the “It Says” column.
  - Students write out their own thinking that builds on the portion that they summarized. This goes in the “I Say” column.
2. Students draw a conclusion that proposes to answer the question using both the related information and their own thinking and write their conclusions in the “And So” column.
3. Once students have completed their charts, engaging them in discussion about what they’ve written can help their thinking to expand.

### **Notes**

- Like all reading strategies, it is best to model the use of the strategy in numerous formats (teacher modeling, whole-class demonstration, small groups, partners, etc.) before students are asked to complete one on their own.
- Teachers should select short pieces of text that invite interpretation.



## It Says, I Say, and So

**It Says:** Direct quote (cite text evidence)

**I Say:** What does that mean? (interpretation)

**And So:** Put it together to answer the question (Inference)

| <b>Question</b> | <b>It Says</b><br>(information from<br>the text) | <b>I Say</b><br>(initial thoughts and<br>previous knowledge) | <b>And So</b><br>(conclusion) |
|-----------------|--|--|-------------------------------|
|                 |  |  |                               |
|                 |  |  |                               |
|                 |  |  |                               |
|                 |  |  |                               |
|                 |  |  |                               |



## **Seed Discussions** (AdLit.org, n.d.)

A Seed Discussion is a two-part strategy for engaging students in discussions about assigned readings. In the first part, students read selected text and identify "seeds" or key concepts of a passage which may need additional explanation. In the second part, students work in small groups to present their "seeds" to one another. Each "seed" should be thoroughly discussed before moving on to the next.

### **Purpose**

- ✓ Active reading.
- ✓ Identify important content.
- ✓ Taking notes.
- ✓ Make connections.
- ✓ Recall information for later use.

### **Procedures**

1. Introduce students to the seed discussion strategy. Each student should be assigned to a group composed of varying skill levels and a role within the group. Seed Discussions usually include the following four roles played by students:
  - Leader: responsible for calling on each person to share his/her discussion seeds
  - Manager: ensures that everyone has all materials for the discussion (books, journals, seeds, etc.)
  - Checker: ensures that every group member has a chance to talk about his/her seed and that each group member comments on each seed before the next person presents a new seed for discussion
  - Communicator: the only person to leave the group; notifies the teacher when the discussion is complete
2. Provide each student with the text and a set of questions about the assigned reading. These questions will guide students as they target possible "seeds" for discussion. Examples of such questions might include:
  - What new information does the reading selection provide?
  - What did you find interesting or surprising about the selection?
  - What did you not understand in the selection?
3. Provide students with an opportunity to write and refine their target "seeds."
4. Have students meet in their groups and assume their assigned roles. Students begin the discussion by presenting their "seeds" to one another. Each "seed" should be discussed by all group members before moving on to the next.
5. Ask students to determine the strongest and weakest "seeds" discussed in their groups. This discussion should include criteria for deciding upon quality "seed" ideas. Students can then use those criteria when developing "seeds" for their next discussion.



## Seed Discussions

Name \_\_\_\_\_

Topic/Text \_\_\_\_\_

### Roles

- The **leader** is responsible for calling on each person to share his/her discussion seeds.
- The **manager** makes sure that everyone has all of their materials for their discussion (books, journals, cards, etc.).
- The **checker** makes sure that every team member has a chance to talk about his/her seeds. Everyone in the group comments on the seed before the next person presents his/her seed for discussion.
- The **communicator** is the only person to leave the group. The communicator lets the teacher know when the discussion is complete.

**Information I don't understand:**

**Things that seem surprising or interesting:**

**Vocabulary that I want to know:**

**Things that remind me of other things I know:**



## **Selective Highlighting** (Jones, 2006)

Selective Highlighting/Underlining is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading.

### **Purpose**

- ✓ Active reading.
- ✓ Identify important content.
- ✓ Taking notes.
- ✓ Make connections.
- ✓ Recall information for later use.

### **Procedures**

1. Introduce students to the *Selective Highlighting* strategy and discuss the purpose of the activity (e.g., focus on vocabulary, main ideas, etc.). Then model the procedure to ensure that students understand how to use *Selective Highlighting*. Teacher should ask students to:
  - Read through the selection first.
  - Reread and begin to highlight main ideas and their supporting details.
  - Highlight only the facts which are important or the key vocabulary not the entire sentence.
  - After highlighting, look at what they have highlighted and summarize what they read.
  - Take what was highlighted and write a summary paragraph.
2. Have students summarize what they read by using the highlighted text to write a summary paragraph.

### **Notes**

- Give students time and means to practice the technique and reinforce successful performance.
- Monitor and support students as they work.
- Teachers may wish to have students use various colors of highlighters to identify main ideas from details (e.g., use orange to represent main ideas and yellow to represent supporting details).
- When using an eBook, teachers should ask students to:
  - Read through the selection first.
  - Reread and select a portion of the text that the student wishes to highlight by highlighting or changing the font of the text OR using text boxes for comments.
  - From the menu select the add text box option.
  - Type in comments into the text box and click anywhere outside the text box to finish.



## **Structured Note-Taking** (Smith & Tompkins, 1988)

Students become more effective note takers using graphic organizers specific to a particular text type.

### **Purpose**

- ✓ Active reading.
- ✓ Identify important content.
- ✓ Note taking.
- ✓ Make connections.
- ✓ Recall information.

### **Procedures**

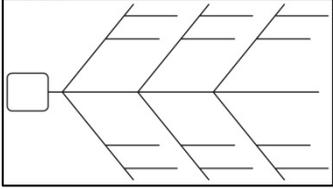
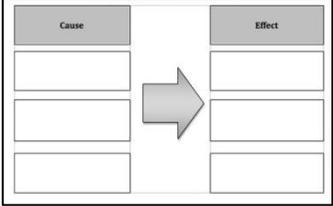
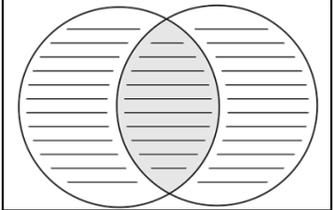
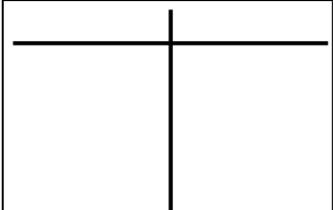
1. Review the text and select or create a graphic organizer that matches the structure of the text (see next pages).
2. Provide each student with a copy of the organizer and the text they will read.
3. Review the structure of the organizer and how it relates to the structure of the text.
4. As students read and complete the organizer, remind them to review their responses and reflect on the connections being made between concepts.
5. Have students discuss their responses as a whole group or in small groups.
6. At the completion of the reading, discuss how you created the graphic organizer and why you chose a particular structure for it. You may want to help students understand some of the common ways that information is organized:
  - cause/effect
  - proposition/support
  - goal/action/outcome
  - compare/contrast
  - problem/solution
  - concept/definition

### **Notes**

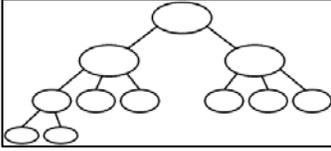
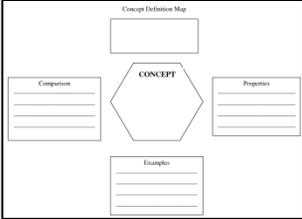
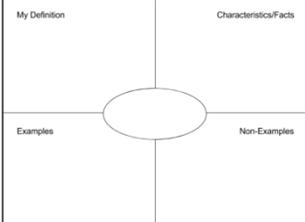
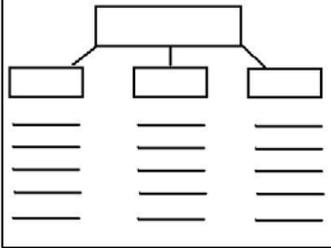
- Initially teachers create the graphic organizers, but as students become more comfortable with using structured notes, they are able to construct their own, matching the structure of their graphic organizer to the structure of the texts they read.
- Structured notes are helpful when students are faced with interpreting complex text structures. The notes give students a reading guide to use as they navigate through difficult text, and act as a model of how students should organize their ideas as they are reading.



## Structured Note-Taking

| Text Structure   | Signal Words  | Graphic Organizer  | Sample Questions   |
|--|---|--|--|
| <p><b>Problem/Solution</b></p> <p>Is there a problem that needs solving?</p> | <p>problem, dilemma, if-then, because, so that, question, answer, puzzle is solved</p>  | <p><b>Fishbone</b></p>    | <ul style="list-style-type: none"> <li>• What is the problem? Who has the problem?</li> <li>• What is causing the problem? What are the negative effects of the problem?</li> <li>• Who is trying to solve the problem?</li> <li>• What solutions are recommended or attempted?</li> <li>• What results from these solutions?</li> <li>• Is the problem solved? Do any new problems develop because of the solutions?</li> </ul> |
| <p><b>Cause/Effect</b></p> <p>What conditions lead to certain results?</p>   | <p>if-then, reasons why, as a result, therefore, because, so that, for, due to, consequently, since, hence</p>  | <p><b>Cause/Effect</b></p>   | <ul style="list-style-type: none"> <li>• What happens (or happened)?</li> <li>• What are the causes?</li> <li>• What are the important elements or factors that cause this effect?</li> <li>• How do these factors or elements interrelate?</li> <li>• Will this result always happen from these causes? Why or why not?</li> <li>• How would the result change if the elements or factors were different?</li> </ul>            |
| <p><b>Compare/Contrast</b></p> <p>What things are similar or different?</p>  | <p>however, on the other hand, but, different, alike, same as, either/or, just like, likewise, in comparison, whereas, yet, nevertheless, similarly</p> | <p><b>Venn Diagram</b></p>  <p><b>T-Chart</b></p>  | <ul style="list-style-type: none"> <li>• What is being compared and contrasted?</li> <li>• What characteristics are compared and contrasted?</li> <li>• What makes them alike or similar?</li> <li>• What makes them not alike or similar?</li> <li>• What are the most important qualities that make them similar/different?</li> <li>• In terms of what is most important, are they more alike or more different?</li> </ul>   |

Structured Note-Taking (cont.)

| <b>Text Structure</b>  | <b>Signal Words</b>   | <b>Graphic Organizer</b>   | <b>Sample Questions</b>   |
|--|---|--|---|
| <p><b>Goal/Action/Outcome</b></p> <p>Is someone doing something for a specific reason?</p> | <p>as a result of, first, second, third, then, after, while, meanwhile, finally, at last, in the end, resulting in, effect of</p> | <p><b>Network Tree</b></p>   | <ul style="list-style-type: none"> <li>• What is the goal? What is to be accomplished?</li> <li>• Who is trying to achieve this goal?</li> <li>• What actions/steps are taken to achieve this goal?</li> <li>• Is the sequence of actions/steps important?</li> <li>• What are the effects of these actions? What happens?</li> <li>• Were these actions successful for achieving the goal?</li> <li>• Are there unexpected outcomes from these actions?</li> <li>• Would other actions have been more effective? Could something else have been done?</li> </ul> |
| <p><b>Concept/Definition</b></p> <p>What concept needs to be understood?</p>               | <p>for example, characteristics, for instance, such as, is like, including, to illustrate</p>                                     | <p><b>Concept Definition Map</b></p>  <p><b>Frayer Model</b></p>  | <ul style="list-style-type: none"> <li>• What is the concept?</li> <li>• What category of things does this concept belong to? What are its certain characteristics?</li> <li>• How does it work? What does it do?</li> <li>• What are its functions?</li> <li>• What are examples of it?</li> <li>• What are examples of things that share some, but not all, of its characteristics?</li> </ul>  |
| <p><b>Argue/Persuade</b></p> <p>What viewpoint is being argued and supported?</p>          | <p>for example, therefore, first, second, third, before, after, then, finally, in conclusion</p>                                  | <p><b>Structured Overview</b></p>    | <ul style="list-style-type: none"> <li>• What is the general topic or issue?</li> <li>• What viewpoint, conclusion, theory, hypothesis, or thesis is being proposed?</li> <li>• How is this proposition supported?</li> <li>• Are examples/data provided to support the proposition?</li> <li>• Is expert verification provided to support the proposition? Is there a logical argument?</li> <li>• Does the author make a convincing case for the position?</li> <li>• What are alternative perspectives to the author's proposition?</li> </ul>                 |



## **Trouble Slips** (Gallagher, 2004)

Students make notes on slips of paper, flagging words and passages that are giving them the hardest time. These slips provide discussion topics the following day as students ask each other for clarification on their trouble spots.

### **Purpose**

- ✓ Monitor comprehension.

### **Procedures**

1. In this activity, students are given slips of paper, roughly the size of bookmarks (see next page).
2. As they read, they take note of their trouble spots in the text or places where comprehension begins to falter.
3. After reading the text, students are placed in groups and asked to share their trouble spots with their peers.
4. Together, they try to work through the confusion.

### **Notes**

- This teaches students that confusion is normal.
- Through discussions with peers, students are often able to deal with their confusion without the assistance of the teacher.



*“Fluency is the ability to read text accurately and smoothly with little conscious attention to the mechanics of reading. Fluent readers read text with appropriate speed, accuracy, proper intonation, and proper expression... If the speed and accuracy of decoding words are hindered, comprehension of the words is compromised as well.”*

(National Institute for Literacy, 2007, p. 11)



**Proven and Promising  
Strategies to Improve Fluency**



## **Audio Assisted Reading** (Rasinski, 2003)

Students read aloud while listening to a text that is read fluently on an audio file.

### **Purpose**

- ✓ Speed.
- ✓ Accuracy.
- ✓ Expression.
- ✓ Comprehension.

### **Procedures**

1. Select a text that has an audio recording.
2. Ask students to listen to the audio while following along on the paper copy of the passage.
3. Have students read out loud along with the audio recording.
4. Ask students to read the passage without the audio.
5. Have students read and re-read along with the audio until they feel comfortable reading the text unassisted.

### **Notes**

- The following websites have a large selection of audio files:
  - Learn Out Loud ([www.learnoutloud.com](http://www.learnoutloud.com))
  - Short Story Radio ([www.shortstoryradio.com](http://www.shortstoryradio.com))
  - iTunes (<http://www.apple.com/itunes/podcasts/>)



## **Choral Reading** (Rasinski, 2003)

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

### **Purpose**

- ✓ Speed.
- ✓ Accuracy.
- ✓ Expression.
- ✓ Comprehension.

### **Procedures**

1. Choose a book or passage that is not too long and at an appropriate reading level of most students.
2. Provide each student a copy of the text.
3. Read the text aloud and model fluent reading for the students. Explain why you chose to read as you did. For example, point out punctuation marks or bold print that give you clues about emphasis.
4. After modeling, ask students to read aloud with you. Encourage them to follow along using a marker or finger with the text as they read. Practice reading together several times.
5. You may vary the choral reading experience by chorally reading only portions of the text or divide the class in half and assign each group a portion to read aloud.



## **Paired Reading** (Rasinski, 2003)

In this fluency strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or students who read at the same level can be paired to reread a story they have already read.

### **Purpose**

- ✓ Speed.
- ✓ Accuracy.
- ✓ Expression.
- ✓ Comprehension.

### **Procedures**

1. Introduce students to the *Paired Reading* strategy. This includes: Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. Will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? a page? Or will one person read while the other person listens?).
2. Teach an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty). Model the procedure to ensure that students understand how to use the strategy.
3. Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together. Have students offer feedback and praise frequently for correct reading.
4. Monitor and support students as they work.



## **Phrase Boundaries** (Rasinski, 1994)

Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student's ability to identify them can enhance comprehension of the text.

### **Purpose**

- ✓ Speed.
- ✓ Accuracy.
- ✓ Expression.
- ✓ Comprehension.

### **Procedures**

1. Select a short (100-250 word) passage that is within the student's instructional or independent reading level.
2. Mark the sentence boundaries (ending punctuation) of the passage with double slashes (//).
3. Mark within-sentence phrase-breaks (naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/). See example below:

My grandmother did great things. // Betty lived during World War II / but she did not fight in it. // She took fencing for fun / and played basketball / on the first girls' team in her state / and went to France / to take harp lessons / from a famous harpist there. //

4. Demonstrate fluent reading of the section, over emphasizing the phase breaks the first time.
5. Encourage the class to chorally read with you a few times. With each choral reading, reduce the phrase breaks to a more natural reading rate.



## **Read Aloud to Students** (Heller, n.d.)

If students haven't developed automaticity when reading, then they may be able to sound out individual words with little trouble, but they will read them in such halting fashion that they cannot pay full attention to the meaning of the text. Similarly, if they haven't learned to read with expression, giving the text appropriate intonation (whether out loud or in their own heads), then they might get through sentences quickly yet not really understand them.

### **Purpose**

- ✓ Speed.
- ✓ Accuracy.
- ✓ Expression.
- ✓ Comprehension.

### **Procedures**

1. By modeling their own fluent reading, teachers can explain to students how they adapt their voices to the specific kind of text (using a fairly flat, steady tone when reading a math textbook, using different character-voices when reading a story, and so on).
2. It can be particularly helpful to do this when students are getting started on a new reading assignment — by reading the beginning of the text aloud in class, teachers can send students home with the sound of the language in their heads.
3. Many students need to be shown, explicitly, how to use commas, periods, question marks, and other punctuation to guide them as they read, cueing them to pause, stop, use a rising tone, and so on.
4. Further, students may need to learn that small shifts in rhythm, tone, and emphasis can change the meaning of what they read. For instance, "Do *you* like it?" means something very different from "Do you *like* it?"



## **Timed Repeated Reading** (Rasinski, 2003)

Timed repeated readings should be done using books or passages the student has read before that are at an independent reading level (i.e. books the student can read with 95% accuracy or above). Most timed repeated reading sessions should include 3-4 re-readings of the same text.

### **Purpose**

- ✓ Speed.
- ✓ Accuracy.
- ✓ Expression.
- ✓ Comprehension.

### **Procedures**

1. Select a short passage for reading practice. The passage should be too long for students to memorize. Different passages may be used for different students, and students may help to select the passage.
2. Model reading a different passage (one not being read by any student) aloud. Discuss the importance of accurate and fluent word reading, as well as phrasing and expression, to comprehension. Also note the importance of practice to developing fluency.
3. Using a one-minute timer, have each student do an initial reading of the passage.
4. Students read the passage aloud (to her/himself or to a partner), underlines any unknown words, and makes a vertical line after the last word read when the timer goes off. The student or partner counts the number of words read correctly in one minute.
5. The teacher circulates among students, helps students read any unknown words, and sets a new target rate for each student based on his or her initial rate. The new target rate should be high enough that the student will need to practice the passage several times; Carnine et al. (2010) suggest a rate about 40 percent higher than the original rate. For example, if a student read 60 words per minute on the first read, the new target rate would be  $60 + 24$ , or 84 words per minute.
6. Students do multiple re-readings of their passages until they reach their target rates.
7. If students are working in pairs, they alternate roles in terms of reading aloud vs. keeping track of time and counting words.
8. Students who maintain their target rates on multiple passages over multiple class sessions may increase their target rates by another 40 percent.

*“Teachers should provide opportunities for students to engage in high-quality discussions of the meaning and interpretation of texts in various content areas as one important way to improve their reading comprehension... In effective discussions students have the opportunity to have sustained exchanges with the teacher or other students, present and defend individual interpretations and points of view, use text content, background knowledge, and reasoning to support interpretations and conclusions, and listen to the points of view and reasoned arguments of others participating in the discussion.”*

(Kamil et al., 2008, p. 21)



**Proven and Promising  
Strategies to Reflect on Text**



### **3-2-1** (Zygouris-Coe, Wiggins, & Smith, 2004)

Students summarize key ideas, rethink them in order to focus on those that one is most intrigued by, and then pose a question that can reveal where understanding is still uncertain.

#### **Purpose**

- ✓ Reflect.
- ✓ Integrate information.
- ✓ Question.
- ✓ Evaluate.

#### **Procedures**

1. As either a during- or after-reading strategy, students use the *3-2-1* graphic organizer (see next page) to address these three prompts:

3 things you found out  
2 interesting things  
1 question you still have

2. The three prompts can be modified based on the focus of the text. For example, if a social studies class has just read about the transition from feudalism to the rise of nation-states, you might have students respond to the following:

3 differences between feudalism and nation-states  
2 effects of feudalism on economy  
1 question they still have about the topic



3-2-1

Name \_\_\_\_\_

Text \_\_\_\_\_

**3** THINGS YOU FOUND OUT:

**2** INTERESTING THINGS:

**1** QUESTION YOU STILL HAVE:



3-2-1

Name \_\_\_\_\_

Text \_\_\_\_\_

**3** THINGS YOU FOUND OUT:

**2** INTERESTING THINGS:

**1** QUESTION YOU STILL HAVE:



## **Exit Slip** (Fisher & Frey, 2004)

*Exit-Slips* require students to respond to questions you pose at the end of class. They help students reflect on what they have learned and express what or how they are thinking about the new information.

### **Purpose**

- ✓ Reflect.
- ✓ Summarize.
- ✓ Integrate information.
- ✓ Question.
- ✓ Evaluate.
- ✓ Analyze/Explain/Delineate

### **Procedures**

1. At the end of a lesson, ask students to respond to a question or prompt (see samples below).
2. You may state the prompt orally or write/project it on the board.
3. Students respond to the question or prompt on a strip of scratch paper or duplicate the form on the next page.
4. Students turn in their slips as they leave the classroom.
5. Review the *Exit Slips* to determine how you may need to alter your instruction to better meet the needs of all your students.

### **Notes**

- Prompts that document learning:
  - Write one thing you learned from today's reading.
  - Discuss how today's lesson could be used in the real world.
  - Write an explanation of this text for a fifth grader.
- Prompts that emphasize the process of learning:
  - I didn't understand...
  - Write one question you have about today's reading.
- Prompts to evaluate the effectiveness of instruction:
  - Explain what you liked most (or least) about working in small groups today?
- Other exit prompts:
  - I would like to learn more about...
  - Please explain more about...
  - The most important thing I learned today is...
  - The thing that surprised me the most today was...
  - I wish...



**Exit Slip**

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Name \_\_\_\_\_



**Exit Slip**

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Name \_\_\_\_\_



**Exit Slip**

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Name \_\_\_\_\_



## **Eyewitness Testimony** (Buehl, 2014)

Using a three column graphic organizer, students imagine events in their reading as if they were physically present themselves. Students exchange their accounts with another classmate looking for information they omitted.

### **Purpose**

- ✓ Reflect.
- ✓ Selective rereading.
- ✓ Evaluate.
- ✓ Explain.

### **Procedures**

1. After students have read a text, distribute the three column *Eyewitness Testimony* charts (see next page).
2. In the first column, students record the focus of their eyewitness testimony (e.g., setting, character, interactions between characters).
3. The middle column is used to record the facts on which the testimony is based. This should focus on facts and details the author provides in the text. Encourage students to record page and/or paragraph numbers. Prompt students to attend closely to descriptive language and important details so that their versions show fidelity to the author's text.
4. The third column is reserved for how each individual student imagined this part of the author's message. Ask students to include imagined personal details as if they had been there in person.
5. Ask students to share their versions with partners without conversation. As they read their partner's testimony, ask students to be alert to the specifics that were included and omitted from their versions of the text. Stress that accounts that are inconsistent with the facts are deemed "unreliable" in a court.
6. Finally, allow partners an opportunity for conversation to clarify with each other.



## Eyewitness Testimony

Name \_\_\_\_\_

Text \_\_\_\_\_

| <b>I was there and can describe...</b> | <b>The author's words...</b> | <b>My version (I saw, heard, felt, experienced)...</b> |
|--|------------------------------|--|
|  |                              |  |



## **FRAME Routine** (Ellis, 1998)

*The FRAME* graphic organizer focuses students on the relationships between main ideas and details in their reading.

### **Purpose**

- ✓ Reflect.
- ✓ Selective rereading.
- ✓ Evaluate.
- ✓ Explain.

### **Procedures**

1. Introduce *The FRAME* graphic organizer (see next page) and explain that FRAME is an acronym for:
  - F**ocus on the topic
  - R**eveal the main ideas
  - A**nalyze the details
  - M**ake a “so what” statement
  - E**xtend your understanding
2. Explain the topic of the text students are about to read and have students write the topic in the appropriate spaces on the graphic organizer.
3. Students record brief statements or words that summarize key ideas relating to the topic in the “is about...” space on the graphic organizer.
4. After reading the text, students determine the main ideas. Record brief statements or words that summarize the key ideas relating to the topic in the spaces provided on the graphic organizer.
5. Students record details that are important to remember in the essential details boxes. These essential details can later be ranked on the graphic according to level of importance.
6. The teacher, small groups, or the whole class develop the Big Idea or "So What" statements. This statement is designed to help students understand how the topic fits with the overall context. These statements can take the form of a:
  - short summary
  - conclusion the student has drawn
  - connection to a real-world application relevant to the student
7. The teacher facilitates evaluation of the new information when it is clearly organized. Several follow-up activities can then be employed to extend students' understanding of important concepts, such as:
  - in-depth discussions
  - debate various points
  - draw conclusions
  - make connections to other ideas
  - form predictions or forecasts
  - engage in journal writing



## **The FRAME**

Name \_\_\_\_\_

Topic/Text \_\_\_\_\_

**F**ocus on the topic

**R**eveal the main ideas.

**A**nalyze the details.

**M**ake a “so what” statement.

**E**xtend your understanding.

|  |                        |                        |
|--|------------------------|------------------------|
| <b>Topic</b>                           |                        |                        |
| <b>is about...</b>                     |                        |                        |
| <b>Main Idea</b>                       | <b>Main Idea</b>       | <b>Main Idea</b>       |
|  |                        |                        |
| <b>Essential Ideas</b>                 | <b>Essential Ideas</b> | <b>Essential Ideas</b> |
|  |                        |                        |
| <b>Big Idea or “So What” Statement</b> |                        |                        |
|  |                        |                        |



## **GIST Summary Writing** (Frey, Fisher, & Hernandez, 2003)

Students convey the gist of what they have read by summarizing the text in 20 words.

### **Purpose**

- ✓ Summarize.
- ✓ Selective rereading.
- ✓ Evaluate.
- ✓ Explain.

### **Procedures**

1. Distribute copies of a short text (1–1 ½ pages). The text should be divided into four or five sections that represent logical summarizing points, indicated by a wavy line or the word “STOP” in the margins.
2. Explain that students will read a portion of a text, stop, and write a sentence that summarizes the “gist” of that section. At the end of the text, students will have written four or five sentences, or a concise summary of the text.
3. Introduce the text to be read, build prior knowledge, and discuss key vocabulary. Read aloud the first passage of the text while students read along silently.
4. Lead class discussion about important facts from the passage, writing their ideas on the board.
5. Lead class discussion about how to formulate ideas into a sentence, allowing students to share ideas and negotiate these ideas to craft an accurate and precise sentence.
6. Write the agreed-upon sentence on the board, numbering it #1. Students write the sentence on the *GIST Summary Writing* graphic organizer (see next page).
7. Read aloud the second passage, following same sequence above, and numbering the agreed-upon sentence #2. Repeat cycle until text is finished.
8. Discuss how the class has condensed a page of text into a limited number of sentences.
9. Reread the series of sentences and ask students to help you underline the key words in each sentence.
10. Lead a class discussion about how to formulate a concise written summary using the underlined key words.



## GIST Summary Writing

Name \_\_\_\_\_

Topic/Text \_\_\_\_\_

1. Read the sections and write a one-sentence summary. It may be helpful to answer 5 Ws and H questions (**W**ho, **W**hat, **W**here, **W**hen, and **H**ow).

**Section 1:**

**Section 2:**

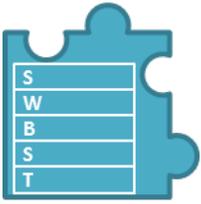
**Section 3:**

**Section 4:**

**Section 5:**

2. Highlight or underline key words from each section. Use those words to write a 20-word GIST.

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |



## **Somebody-Wanted-But-So-Then** (Ellery, 2005)

This summarizing strategy asks students to identify who wanted something, what they wanted, what conflict arose, and the resolution.

### **Purpose**

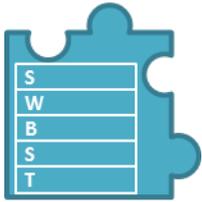
- ✓ Summarize.
- ✓ Selective rereading.
- ✓ Explain.

### **Procedures**

1. Distribute copies of the graphic organizer on the next page or have students fold a sheet of paper in fourths and write the following headings on the four sections: *Somebody, Wanted, But, So*.
2. After reading the text, have students complete their individual charts by writing a statement under each section:
  - Somebody (identify the character)
  - Wanted (describe the character's goal)
  - But (describe a conflict that hinders the character)
  - So (describe the resolution of the conflict)
3. Remind students to focus on information that is most significant.

### **Notes**

- This strategy can be used with both literary and informational text, as long as the informational text focuses on a person trying to resolve a conflict.



## Somebody-Wanted-But-So-Then

Name \_\_\_\_\_

Topic/Text \_\_\_\_\_

|                        |   |
|------------------------|---|
| <b>Somebody</b>        | Who was the main character?                       |
| <b>Wanted</b>          | What did the character want?                      |
| <b>But</b>             | What was the conflict?                            |
| <b>So</b>              | How did the character try to resolve the problem? |
| <b>Then</b>            | What was the resolution or outcome?               |
| <b>General Summary</b> |   |



## **Sum It Up** (Hoyt, 2002)

Students read a brief text and jot down key words and main ideas. They use these key words and main ideas to write a one-sentence summary, using no more than 20 words.

### **Purpose**

- ✓ Summarize.
- ✓ Selective rereading.
- ✓ Evaluate.

### **Procedures**

1. Select a brief passage for summary.
2. Explain the processes of selecting key words or phrases that may be important in determining main idea. Write these words in the appropriate section on the *Sum It Up* graphic organizer (see next page).
3. Show students how to narrow the selection after reading is completed.
4. From the remaining list, create a summary statement of 20 words or less.
5. Extra points may be awarded for successful statements with fewer words.
6. When possible, encourage students to mark on the text before writing on the organizer.
7. After modeling, students can practice this in groups, pairs, and independently.



## Sum It Up

Name \_\_\_\_\_

Topic/Text \_\_\_\_\_

### Directions:

1. Read the text, underlining key words and main ideas. Write these words in the space below.

2. Write a one-sentence summary of the text, using as many of the key words and main ideas as you can. Imagine each word you use will cost 10 cents and you only have \$2.00. See if you can “sum it up” in 20 words!

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

*“While it seems obvious, I will say it anyway: Students must write every day for an extended amount of time if they are to do well on writing tests of any kind.”*

(Angelillo, 2005, p. 133)



**Proven and Promising  
Strategies to Write about Text**



## **Big Task Graphic Organizer**

Before drafting your essay, use this graphic organizer to help you:

1. Annotate the prompt
2. Determine the type of writing expected
3. Consider the audience
4. Clarify your purpose/task
5. Capture ideas you want to include

|  |   |
|--|---|
| <b>The Big Task (Prompt)</b>   | <b>← Annotate the Prompt</b> <ul style="list-style-type: none"> <li>• Mark the words indicating the type of writing.</li> <li>• Mark the topic(s) of the task.</li> </ul> |
| <b>What type of writing am I creating? (Circle one.)</b> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> </ul>  | <b>Who is my audience?</b>  |
| <b>Questions to Consider</b> <ul style="list-style-type: none"> <li>• What do I already know about the topic?</li> <li>• How have I handled similar tasks in the past?</li> <li>• What academic language will help me sound like an expert?</li> </ul> |   |
| <b>What is my main/controlling idea OR argument (thesis statement)?</b>  |   |
| <b>What relevant ideas are worth including? ←</b><br><u>Evidence or ideas from the text, experiences</u><br>(3-5 bullets) <ul style="list-style-type: none"> <li>•</li> </ul>  | <b>→ Why are they worth including?</b><br><u>Analysis or elaboration</u> <ul style="list-style-type: none"> <li>•</li> </ul>  |
| Organize these ideas in a logical order.<br>Number each bullet.  |   |
| <b>Ideas for my conclusion.</b>  |   |



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# Argumentative Writing Essentials

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- 1. What are the sides of the issue?**  
*Align with one side and formulate a precise claim.*
- 2. Develop logical reasons.**  
*Support your claim with evidence and examples.*
- 3. Present an alternative claim or counterclaim.**  
*Identify the strengths and weaknesses.*
- 4. Organize and connect the ideas to show relationships.**  
*Employ transitions between key points.*
- 5. Conclude the argument.**  
*Don't repeat! Remind the reader what's at stake.*
- 6. Maintain a formal style.**  
*Establish an objective, academic tone. Sound like an expert.*





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# Informational/ Explanatory Writing Essentials

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- 1. Identify the main/controlling idea.**  
Purpose + Subject + Your Point of View =  
Controlling Idea.
- 2. List the evidence.**  
What is important and interesting?
- 3. Elaborate, elaborate, elaborate.**  
Include reasons, examples, facts, and/or quotes.
- 4. Organize and connect the ideas to show relationships.**  
Employ transitions between key points.
- 5. Conclude the information/explanation.**  
Don't repeat! Remind the reader what's  
important and interesting.
- 6. Maintain a formal style.**  
Establish an objective, academic tone. Sound like  
an expert.





## Argumentative Writing Graphic Organizer

Name \_\_\_\_\_

### **Introduction**

**Opening Sentence** (How are you going to catch the reader's attention?)

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**A Little Background** (What information from the text(s) led you to form your claim statement?)

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**Claim Statement** (What is your argument—not your opinion—for a certain interpretation or understanding of the topic?)

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**Pro Tip:** Cut the sections of your introduction on the dotted lines and rearrange them to see what sounds best.

**Transition/Linking Word or Phrase**

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**Body Paragraph # \_\_\_\_**

**Supporting Idea 1 Topic Sentence** (What is a reason that will help the reader better understand your claim?)

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**Evidence from the Text(s)** (What ideas, examples, facts, statistics, or quotations can you include to prove/support/explain your topic sentence?)

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**Explain and Elaborate** (How should the reader interpret the evidence?)

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**Pro Tip:** Arrange and then rearrange your body paragraphs until you have a logical order.



**Transition/Linking Word or Phrase**

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**Body Paragraph # \_\_\_\_**

**Supporting Idea 3 Topic Sentence** (What is a reason that will help the reader better understand your claim?)

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**Evidence from the Text(s)** (What ideas, examples, facts, statistics, or quotations can you include to prove/support/explain your topic sentence?)

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**Explain and Elaborate** (How should the reader interpret the evidence?)

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**Pro Tip:** Arrange the body paragraphs from most to least important. Then, try it from least to most important.

**Transition/Linking Word or Phrase**

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**Body Paragraph # \_\_\_\_**

**Counterclaim Topic Sentence** (What is the argument against your position or point of view?)

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**Explain Why the Other Side is Wrong** (What are the weaknesses, flaws, or potential problems?)

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**Explain and Elaborate** (How should the reader interpret the evidence?)

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**Pro Tip:** Anticipate your reader’s objection; make yourself seem objective yet reasonable.

**Transition/Linking Word or Phrase**

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**Conclusion**

**Restate the claim in a different way.**

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**Summarize the Supporting Ideas**

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**Pro Tip:** Answer the “so what” question in your conclusion and do not repeat your introduction.



# Informational/Explanatory Writing Graphic Organizer

Name \_\_\_\_\_

## **Introduction**

**Opening Sentence** (How are you going to catch the reader's attention?)

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**A Little Background** (What information from the text(s) led you to form your controlling/main idea?)

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**Controlling/Main Idea** (What direction are you going to take in writing about the topic? Help the reader understand your purpose for writing.)

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**Pro Tip:** Cut the sections of your introduction on the dotted lines and rearrange them to see what sounds best.

**Transition/Linking Word or Phrase**

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**Body Paragraph #\_\_\_\_\_**

**Reason 1 Topic Sentence** (What is a reason that will help the reader better understand your controlling/main idea?)

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**Supporting Details from the Text(s)** (What reasons, examples, facts, statistics, or quotations can you include to prove/support/explain your topic sentence?)

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**Explain and Elaborate** (How does this support your reason?)

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**Pro Tip:** Arrange and then rearrange your body paragraphs until you have a logical order.



**Transition/Linking Word or Phrase**

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**Body Paragraph # \_\_\_\_**

**Reason 3 Topic Sentence** (What is a reason that will help the reader better understand your controlling/main idea?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supporting Details from the Text(s)** (What reasons, examples, facts, statistics, or quotations can you include to prove/support/explain your topic sentence?)

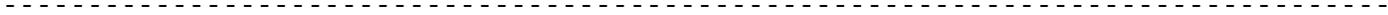
\_\_\_\_\_  
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\_\_\_\_\_

**Explain and Elaborate** (How does this support your reason?)

\_\_\_\_\_  
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**Pro Tip:** Arrange the body paragraphs from most to least important. Then, try it from least to most important.

**Transition/Linking Word or Phrase**



**Body Paragraph # \_\_\_\_**

**Reason 4 Topic Sentence** (What is a reason that will help the reader better understand your controlling/main idea?)

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**Supporting Details from the Text(s)** (What reasons, examples, facts, statistics, or quotations can you include to prove/support/explain your topic sentence?)

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**Explain and Elaborate** (How does this support your reason?)

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**Pro Tip:** Ask yourself, "Do I need more support for this paragraph's idea?"





## **Words and Phrases for Academic Writing**

Certain words and phrases are used to link ideas and to transition the reader in the direction of your line of reasoning, such as adding more emphasis or introducing an alternative point of view. Consider the following selection of words and phrases:

### **Elaborating (adding more to a point already made)**

moreover; furthermore; again; further; what is more; in addition

*(“Furthermore, there is evidence to suggest...”)*

besides; above all; as well (as)

*(“Scholar A argued that this was due to X, as well as, Y.”)*

either; neither...nor; not only...but also; similarly; in the same way; indeed

*(“Similarly, we have a tendency to react with surprise to the unfamiliar.”)*

in fact; really; in reality; it is found that

*(In fact, the fund, which is now worth almost \$30 billion...”)*

### **Writing in lists**

another; yet another; in addition; finally

*(“Yet another example can be found in the author’s use of...”)*

to begin with; in the second place; moreover; additionally; also

*(“There are many points made by the author in support of this claim. To begin with...”)*

next; then; and to conclude; lastly; finally

*(Finally, the evidence suggests that...”)*

### **Putting the same idea in a different way**

in other words; rather; or; better; in that case

*(“The writer lays a foundation for his argument, rather than making the reader infer...”)*

to put it (more) simply

*(“Put more simply, the writer is explaining...”)*

in view of this; with this in mind

*(“With this in mind, the reader can infer that...”)*

## Words and Phrases for Academic Writing (cont.)

### Introducing examples

for instance; namely; an example of this is; as follows

*("Not all mammals live on land, some live in the sea. An example of this is the whale...")*

such as; including especially; particularly

*("Environmental factors, such as deforestation, are responsible...")*

another way of viewing this is; alternatively; again

*("The writer offers us his opinion, yet, another way of viewing this subject...")*

on the one hand; on the other hand; in comparison; on the contrary

*("The author's line of reason isn't difficult to follow, on the contrary it offers...")*

### Returning to emphasize your earlier viewpoint

despite X; in spite of X; while X may be true

*("Despite the author's argument that mice are beneficial to the ecosystem, many...")*

the other hand; all the same; even if X is true; although X may have a good point

*("Although the researchers in this study have a valid point...")*

### Showing the results of something

therefore; as a result

*("As a result of the data collected, the researchers were able to confirm assumptions...")*

so, then

*("The writer is repeating the phrase \_\_\_\_\_, so that the reader...")*

### Summing up or concluding

in short; consequently; in the final analysis; given these points; on the whole; in brief

*("In short, the topic is presenting facts that...")*

### Useful phrases to introduce quotations (=citas)

According to X,...

To quote from X, "..."

X tells/shows us that...

Referring to ...,

X argues that

As X stated/wrote/argued/discussed/expressed the concern...



## **Elaboration Techniques**

Elaboration is the way you fully explain your ideas for the audience. Though obvious to you, the audience needs to understand your ideas without you being there to explain them. Being more specific, adding details, and explaining connections—or elaborating—is essential to a well-constructed essay. Below are some ways for you to add elaboration to your writing. Remember, not all of these strategies are appropriate for all essays.

### **Using Definitions**

- Explanation** Giving further information to specify a concept or idea can help your reader understand your writing better and will help you elaborate.
- Basic** Autism is a condition with which millions of people around the world are born.
- Expanded** Autism, which exists across a spectrum and limits a person’s ability to recognize and respond to normal social cues, is a condition with which millions of people are born.

### **Explaining Cause and Effect (or “If...then...”)**

- Explanation** Giving a further explanation of what causes certain events or actions can help clarify your argument and analysis
- Basic** Because Juliet is a Capulet, Romeo is forbidden to see her.
- Expanded** Because Juliet is a Capulet, Romeo is forbidden to see her. This leads to a major conflict for Romeo, as he has to gauge whether seeing Juliet is worth the risk of punishment.

### **Making a Comparison or Contrast**

- Explanation** Comparing and/or contrasting your idea and another concept can help make your writing more specific and give your reader further understanding of your writing.
- Basic** Atticus Finch is a very heroic person because he stands up for those who are less fortunate than he is.
- Expanded** Atticus Finch is a very heroic person because he stands up for those who are less fortunate than he is. We often think people who stand up for others are heroic, such as Rosa Parks or a friend standing up to a bully on the playground. Atticus is basically doing the same thing in Maycomb.

### **Make a Figurative Comparison (Metaphor or Analogy)**

- Explanation** An extended metaphor or comparison can help make your point even stronger.
- Basic** Scout’s eventual understanding of the benefits of acting like a lady is an important part of her development as a character.
- Expanded** Much like a rose blossoming too late in spring still adds beauty to a garden, Scout’s eventual understanding of the benefits of acting like a lady is an important part of her development as a character.

## Elaboration Techniques (cont.)

### Connections to Self / Other Literature / World (when appropriate)

- Explanation** Showing that you can connect the literature you have read to a personal experience, other literature, or the world at large can help your reader understand your point further.
- Basic** The reason Katniss is a hero is that she sacrificed herself for her sister, Prim.
- Expanded** Katniss is a hero because she sacrificed herself for her sister, Prim, which is a lot like my older brother who is sacrificing his time and energy to teach me guitar (text to self).
- Expanded** Katniss is a hero because she sacrificed herself for her sister, Prim, just like Atticus sacrifices his reputation with many people in Maycomb to stand up for Tom Robinson (text to text).
- Expanded** The reason Katniss is a hero is that she sacrificed herself for her sister, Prim, just like the firefighters and policemen on September 11 who did their best to help the victims even though they were risking their own safety (text to world).

### Using an Anecdote (Real Life Example)

- Explanation** Using an experience from your own life can be powerful in an essay, as long as it isn't done too frequently or relied on entirely to make your points.
- Basic** Bullies who say things about a girl's body to lower her confidence can have a drastic effect on that girl's self-image and self-esteem.
- Expanded** Bullies who say things about a girl's body to lower her confidence can have a drastic effect on that girl's self-image and self-esteem. As a woman, I understand how easy it is to lose confidence when even an unintentionally hurtful phrase is said and how hard it is to regain it when it is lost.

(Pekin Community High School English Department, 2013)



## Argumentative Writing Student Checklist

### **Organization and Purpose:**

- My claim is clear, focused, and appropriate for my audience and purpose.
- I have used transitions to connect and clarify ideas.
- I have an introduction and conclusion.
- I have connections between and among my ideas from beginning to end.
- I have acknowledged or addressed opposing or alternate arguments.

### **Evidence and Elaboration:**

- My Ideas are supported with relevant facts and details.
- I have cited my sources appropriately.
- I have elaborated on facts using information from the text, other readings, or personal experience.
- I have used appropriate vocabulary for my audience and purpose.
- I have used appropriate style.

### **Conventions:**

- I have used complete sentences.
- I have used appropriate punctuation.
- I have used correct grammar and spelling.



## Informative/Explanatory Writing Student Checklist

### **Organization and Purpose:**

- My thesis or controlling idea is clear, focused, and appropriate for my audience and purpose.
- I have used transitions to connect and clarify ideas.
- I have an introduction and conclusion.
- I have connections between and among my ideas from beginning to end.

### **Evidence and Elaboration:**

- My ideas are supported with relevant facts and details.
- I have cited my sources appropriately.
- I have elaborated on facts using information from the text, other readings, or personal experience.
- I have used appropriate vocabulary for my audience and purpose.
- I have used appropriate style.

### **Conventions:**

- I have used complete sentences.
- I have used appropriate punctuation.
- I have used correct grammar and spelling.

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