

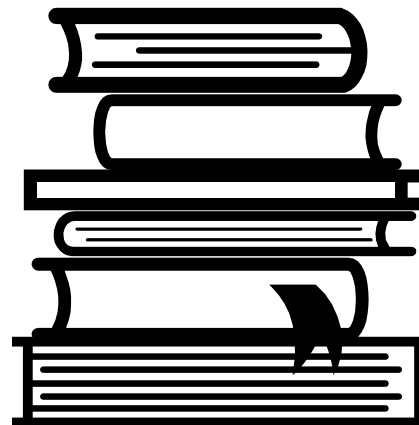
Comprehension Strategies

&

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Multiple Intelligences

Multiple Intelligences



COMPREHENSION ACTIVITIES

INTRODUCTION

This book contains a collection of activities to teach research-based reading comprehension strategies. Cooperative learning structures and multiple intelligences have been incorporated. Activities have been categorized according to comprehension strategies, type of text, multiple intelligences, and use-before, during, and after reading. These strategies are to be explicitly taught through modeling and direct instruction with the instruction being scaffolded with varying levels of teacher support. The goal is for these strategies to be embedded into the students' daily reading with control eventually being transferred from the teacher to the students. Activities labeled as Comprehension Routines are excellent activities for this purpose, because they include several comprehension strategies and help develop habits of thinking and organizing that facilitate independent reading. Handouts have been included and may be copied for classroom use.

All activities have been organized first in alphabetical order by title. After that several indexes have been added to aid in selection to meet the needs of individuals or groups of students.

INDEXES:

BEFORE, DURING, AND AFTER READING - when the strategy is to be used in the reading process.

COMPREHENSION STRATEGIES - Evaluating, Generating Questions, Inferring, Monitoring, Predicting, Relating, Summarizing, Visualizing, Working With Words

MULTIPLE INTELLIGENCES – Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Naturalist, Musical

Note: No separate index was made for the Linguistic Intelligence as the nature of all reading activities is linguistic.

PACKAGE STRATEGIES – Comprehension Routines that address three or more strategies.

Beverly Chandler, M.Ed.
Darlene McCleish, B.S.

Activity: Agreement Circle

Evaluating/Relating

Intrapersonal/Bodily-Kinesthetic

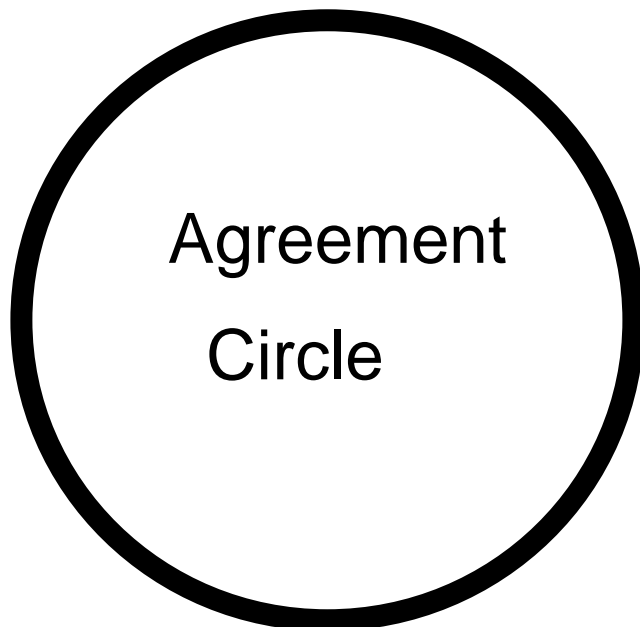
Purpose: To practice evaluating and relating to a character's actions in text.

Text: Narrative, Expository

Use: After Reading

Procedure:

1. Have students read a text selection that has a character acting in a controversial way, or that has a character that has to make difficult or complicated decisions.
2. Have students make a circle.
3. Name a character and one of his or her actions the students read about in the text.
4. The students will step to the center in proportion to their level of agreement. The students who totally agree with the character's action will step all the way to the middle of the circle. The students who totally disagree will stay on the outside of the circle. The students who partly agree will move in according to their level of agreement.
5. When all students have placed themselves in the circle, the teacher may discuss the results with the class.
6. The procedure may be repeated with other characters and/or actions.



From: Kagan and Kagan, 1988. *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Kagan Cooperative Learning.

Activity: Anticipation/Reaction Guide

Predicting/Monitoring

Intrapersonal/Linguistic

Purpose: To set purposes for reading texts; to activate prior knowledge and help make connections with the text.

Text: Narrative, Expository

Use: Before and After Reading

Procedure: (Begin by explaining and modeling Anticipation/Reaction Guide)

1. Select a text for the students to read.
2. Create three to five general statements for the students to respond to with *agree* or *disagree*. Create statements that are intuitively sound but may be disconfirmed by reading the text or that appear to intuitively incorrect but may be proven true by reading the text. Have students indicate agreement or disagreement by placing a check in the appropriate column.
3. Have students read the text to confirm or disconfirm their original responses.
4. After reading, have students revisit their predictions and modify, if necessary.



From: Readance, Bean, & Baldwin (200). In McLaughlin & Allen, 2002. Guided Comprehension: A Teaching Model for Grades 3-8. Newark, DE: International Reading Association.

Activity: Beach Ball

Summarizing

Bodily-Kinesthetic/Linguistic

Purposes: To teach students to pay attention to story structure and to summarize.

Text: Narrative

Use: After Reading

Procedure:

1. Use a black, permanent marker to write important questions or sentence starters on a beach ball.

Sample questions could include:

What is the title and who is the author?

Who are the main characters?

What is the setting?

What happened in the story?

How did it end?

What was your favorite part?

Sample story starters could include:

My favorite part was . . .

The setting was . . .

The main characters were . . .

In the beginning . . .

In the middle . . .

At the end . . .



2. Set the purpose for reading by showing the ball and discussing the questions with the students.
3. Have the students read the story in whatever format you chose.
4. After reading, the teacher and children form a large circle.
5. The teacher names a student and throws the beach ball to him or her. That student catches the ball and can answer any of the questions on the ball. (It is important to call out the name so that everyone doesn't jump in to catch the ball at once.)
6. He or she then names another student and tosses the ball to him or her. This student can add to or correct the previous student's answer or answer another question. (To make sure that everyone has an equal turn, the student needs

to choose someone who has not already answered a question.)

7. The ball continues to be thrown to different students until all the questions have been thoroughly answered.

Note: It is important that you include questions such as *What happened in the story?* and *What was your favorite part?*, because they allow for many different answers and there will be enough questions for each child in the class to have a turn.

Adapted from: Cunningham, Hall, and Cunningham, 2000. *Guided Reading the Four-Blocks Way*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.



Activity: Been There, Done That

Relating

Logical-Mathematical/Linguistic

Purpose: To help students make connections with the characters in a story and further understand their actions.

Text: Narrative

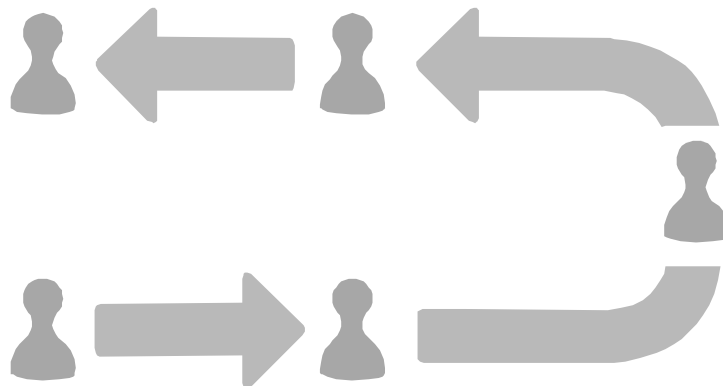
Use: After Reading

Procedure:

1. Have the students read the selection.
2. Draw a large bar graph on the board. Put the numbers 0-? (one number for every student in your class) up the left side.
3. Along the bottom of the graph list several events that happened to a character in the story. Include all important events to the storyline and also some common events so that all children will get to relate to the character.
4. Discuss each event that happened in the story one at a time ask any student that has experienced this same event to come up and place a sticky note on the graph. For example, if the main character gets a broken leg, any student who has had a broken leg may place a sticky note on that bar of the graph.
4. Repeat this procedure until all the events on the bar graph have been filled in.
5. Discuss the results of the completed bar graph with the students.

Note: This can be done using other materials besides sticky notes, such as margarine bowls with lids, crayon boxes, books, etc. You can use anything that you have a lot of that will stack well and that are the same size.

B. Chandler, 2002.



Activity: Character Map

Evaluating

Linguistic/Spatial

Purpose: To better understand the characters in text.

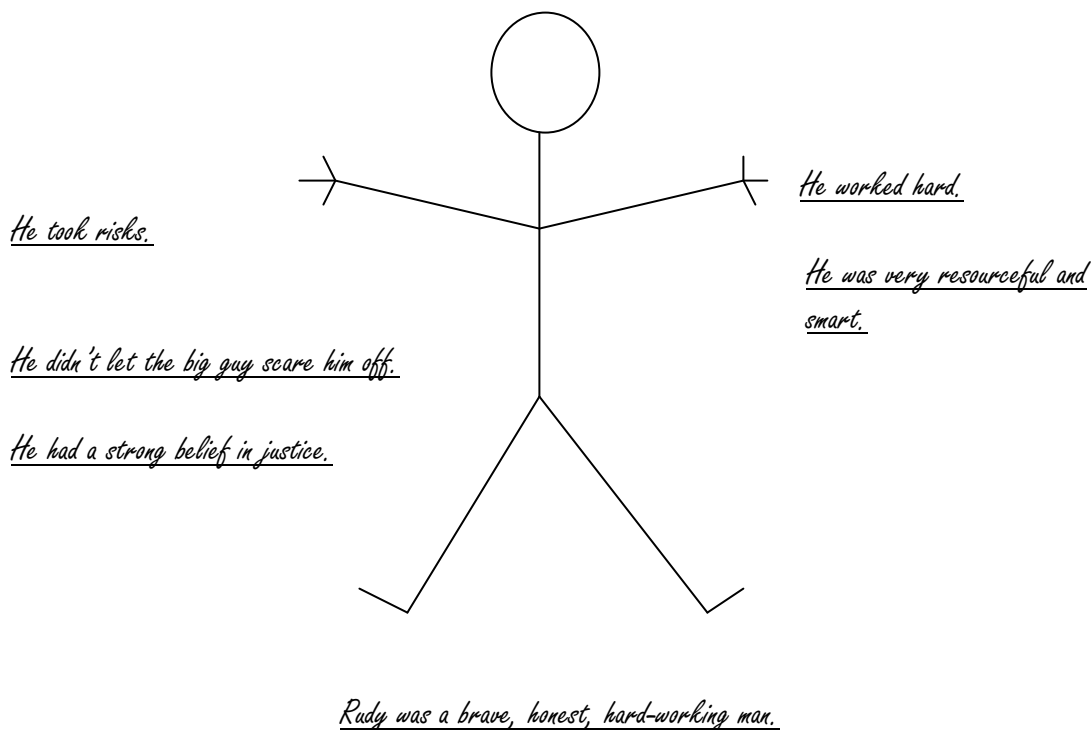
Text: Narrative

Use: After Reading

Procedure: (Begin by explaining and modeling Character Map.)

1. Read a story or passage.
2. Draw a simple picture of the character of interest.
3. Near the picture, make lines for writing what the character does or says.
4. Make a long line across the bottom of the page for writing a sentence that tells what kinds of person the character is.

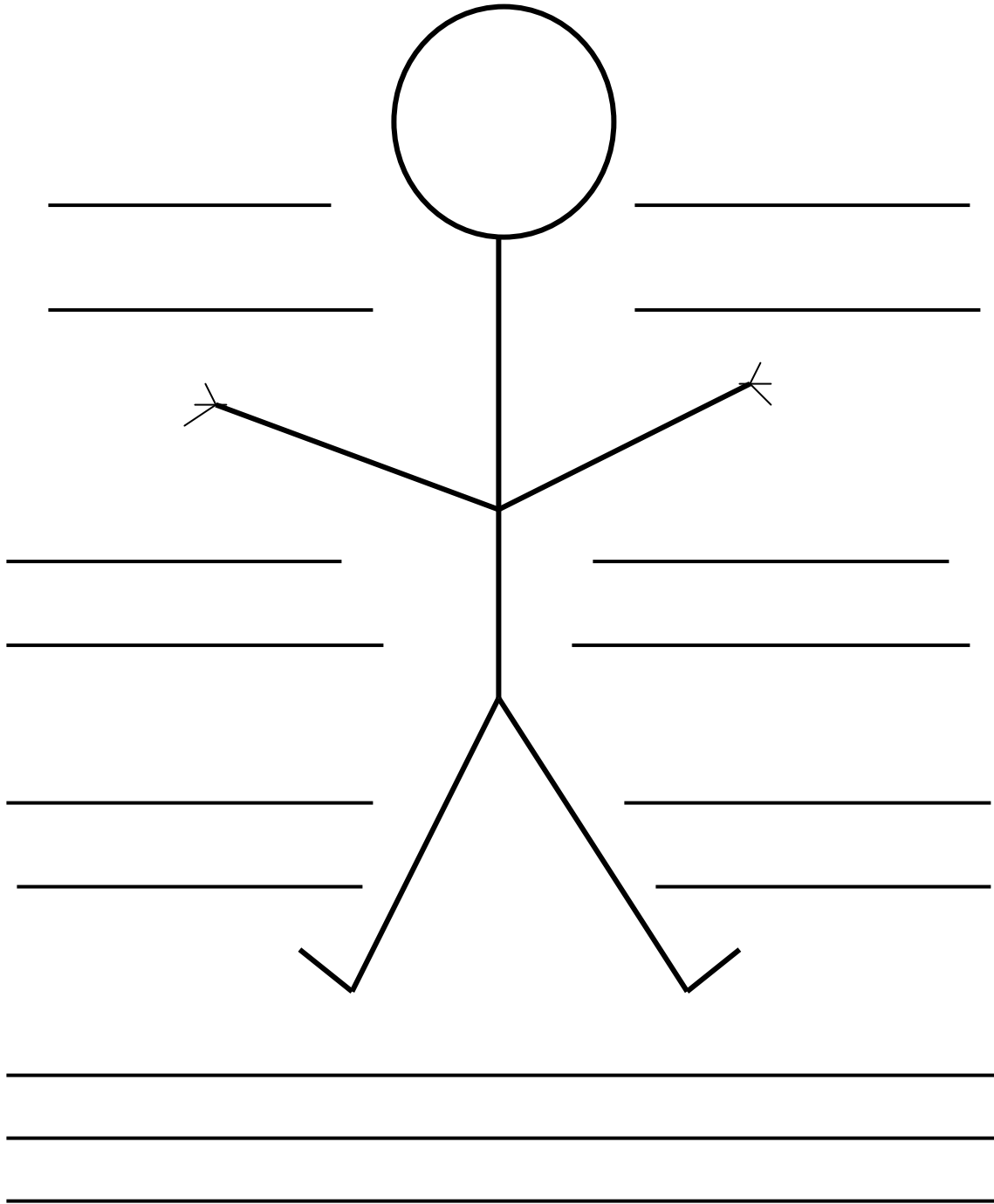
Adaptation: This strategy could also be used with informational text to remember important information about or distinguish between people. Also, lines near the mouth could be for what the person says, near the hands for what the person does, and near the feet for where the person goes.



Adapted from: Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

Character Map

of _____
by _____



Adapted from: Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

Activity: Character Report Cards

Evaluating

Interpersonal/Spatial

Purpose: To analyze characters traits.

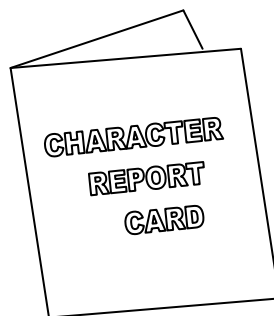
Text: Narrative

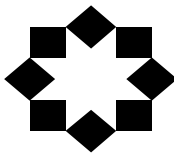
Use: After Reading

Procedure: (Begin by explaining and modeling *Brainstorming* and Character Report Cards.)

1. Be sure students are familiar with and have had practice using the cooperative learning structure, *Brainstorming*. (*The teacher assigns a topic, roles, and small pieces of paper. The team throws out as many ideas as possible while the recorder records each idea on a separate small piece of paper, for ease of sorting later. All ideas, even silly or bizarre, are accepted and written down.*)
2. Students *Brainstorm* as many ideas about a chosen character as they can: actions, attributes, and emotions. The recorder writes these on separate **small pieces of paper**. Students may look at the text to get ideas. The first few times this activity is done use a character that is very familiar to the students: Cinderella, Goldilocks, or one of the three little pigs.
3. Each team selects the three or four ideas that they feel are most representative of the character. These ideas are then changed into subjects that could be graded on a report card and written down. For example, Cinderella's final subjects might be Working Hard, Dancing, Kindness, and Beauty. Students may need help finding a positive way to write the subject—using Works Hard instead of Being Lazy.
4. The students brainstorm reasons that could support a grade given for a particular “subject.” Each team member writes down two comments to support each subject. Cinderella's grade in Working Hard might relate to “She always completes her chores. She doesn't have time to prepare a dress for the ball.”
5. The team records the subjects on the **Character Report Card** (see worksheet.) The teams “grade the character” by completing the Report Card, filling in the subject and supporting reason for each grade.

From: Stone, Jeanne M. 1996. *Cooperative Learning Reading Activities*. San Clemente, CA: Kagan Publishing.





CHARACTER REPORT CARD

School _____

Student _____

Subject	Grade	Comments

Grading Key O =outstanding S =satisfactory N =needs improvement

_____Teacher

_____Principal

Activity: Coding the Text

Relating

Interpersonal/Linguistic

Purposes: To make connections while reading; to actively engage in reading.

Text: Narrative, Expository

Use: During Reading

Procedure: (Begin by explaining and modeling Coding the Text.)

1. Using a read-aloud and thinking aloud, model for the students examples of making connections. These may include text-self, text-text, or text-world connections.
2. While reading out loud, demonstrate, how to code a section of the text that elicits a connection by using a sticky note, a code T-S = text-self , T-T = text-text, T-W = text-world), and a few words to describe the connection.
3. Have students work in small groups to read a short text and code the text. Have them share their ideas with the class.
4. Encourage students to code the text using sticky notes to record their ideas and use these as the basis of small and large group discussions.

From: Harvey & Goudvis (2000). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Example: (“On the Pulse of Morning” [1994] by Maya Angelou)

Text-Self

When we read this poem, it reminded us that all of our ancestors had come here from other countries.

Text-Text

This poem reminded us of “The Road Not Taken” because in both poems, the poets describe situations that encourage us to make choices.

Text-World

We made connections to the world because the poem talks about many nationalities and suggests that all should be hopeful and dream again.

Activity: Concept Definition Map

Working With Words/Relating

Spatial/Linguistic

Purposes: To make connections with new words and topics and build personal meanings by connecting the new information with prior knowledge.

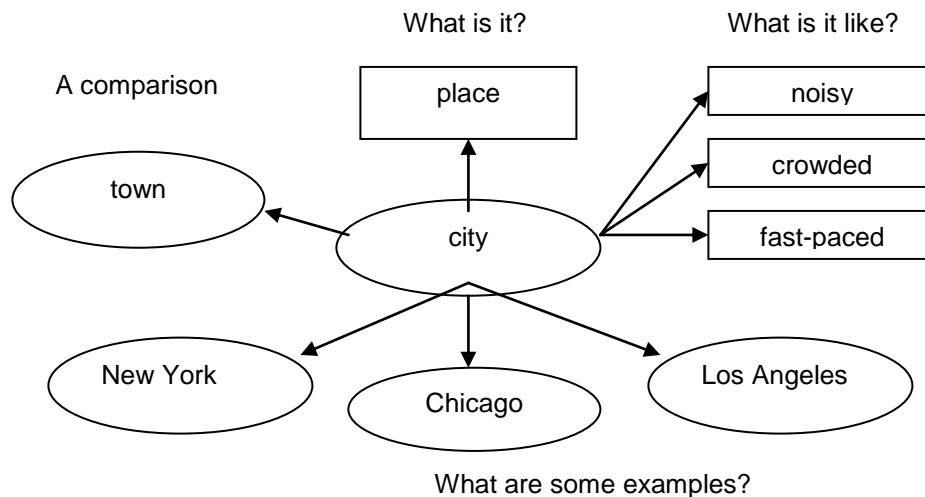
Text: Narrative, Expository

Use: Before Reading

Procedure:

1. Select or have students select a word to be explored and place the word in the center of the map. (Example: *city*)
2. Ask students to determine a broad category that best describes the word and write it in the *What is it?* section. (Example: *A city is a place.*)
3. Have students provide some words that describe the focus word in the *What is it like?* section. (Examples: *noisy, crowded, fast-paced*)
4. Have students provide some specific examples of the word in the *What are some examples?* section. (Examples: *New York, Chicago, Los Angeles*)
5. Have students determine a comparison. (Example: *a town*)
6. Discuss the Definition Map.
7. Read the text.
8. After reading, revisit the map and make modifications or additions.

Adapted from: Schwartz & Raphael (1985), In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

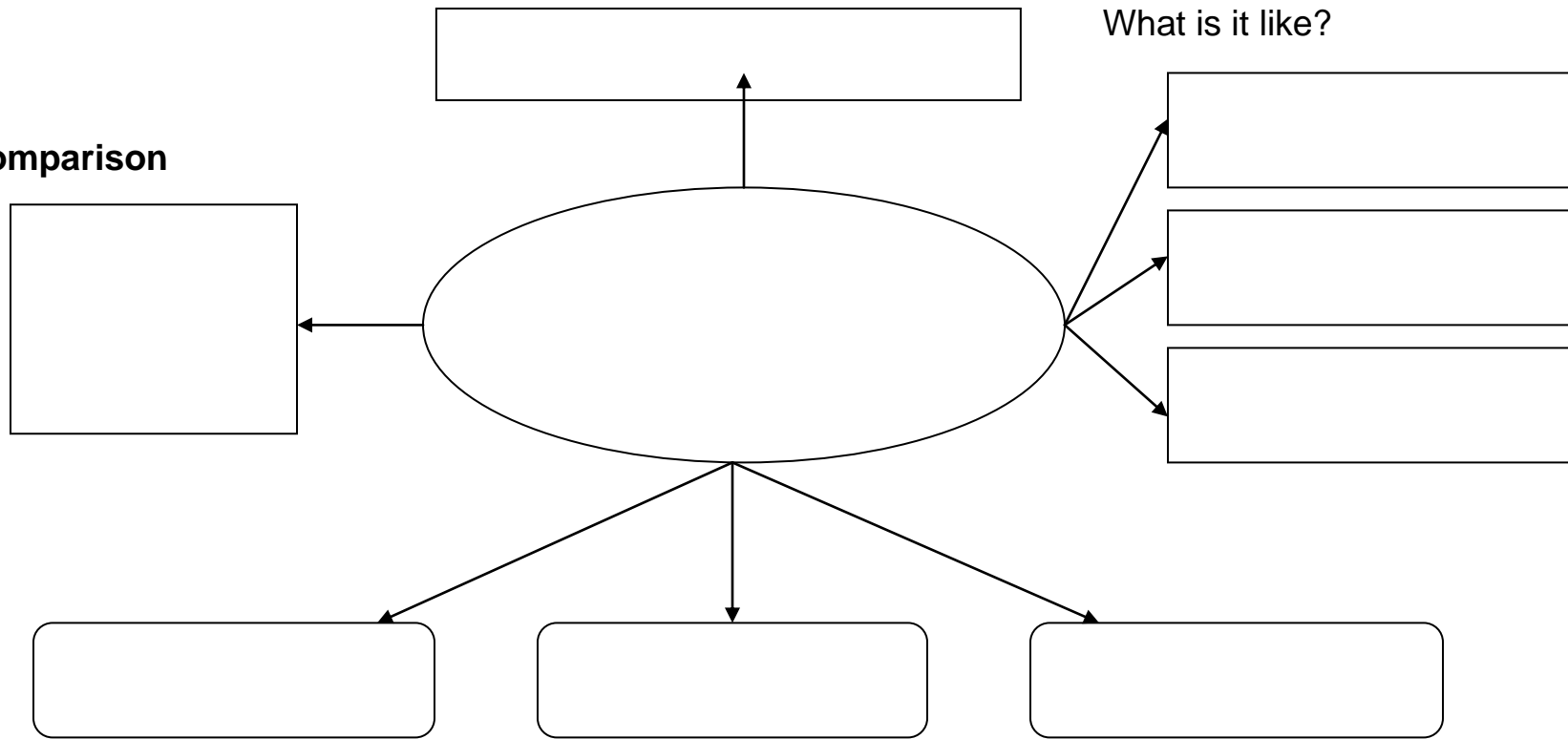


CONCEPT DEFINITION MAP

What is it?

What is it like?

A comparison



What are some examples?

Adapted from: McLaughlin and Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Concept Question Chain

**Summarizing/Relating/
Evaluating/Inferring**

Musical/Spatial

Purposes: To require students to use higher order thinking skills when they formulate responses to questions about what they have read; to help students grasp the meaning of the text-based concept or theme and to apply it to another situation.

Text: Narrative and Expository

Use: During and After Reading

Procedure:

1. Select one important concept or theme from the text about which you want the students to have a thorough understanding.
2. Construct questions about this concept at each of the following three levels:
 - “Right There” or literal questions: the reader can literally put his/her finger on the answer in the text. Questions begin with phrases such as “who is,” “where is,” “list,” “what is,” “when is,” “how many,” “when did,” “name,” and “what kind of .” There is one right answer to the question, and it can be stated in just a few words.
 - “Think and Search” or interpretive questions; the reader makes inferences and discerns relationships about the author’s ideas. The answers are found in the text, but may require that the reader connect ideas located in different parts of the text. Questions begin with words such as “summarize,” “contrast,” “explain,” “find two examples,” “why did,” “how did,” and “what caused.”
 - “On My Own” or applied questions; the reader is expected to evaluate text-based information, or apply it to a different situation or context. The answers to these questions are found beyond the text in conjunction with the reader’s prior knowledge. Questions begin with phrases such as “what do you think about,” “prove,” “apply,” “what if,” “what would you do if,” “evaluate,” “how would this be different if,” and “suggest.”

Begin by designing questions for the interpretive level, as this level provides direction for developing the appropriate literal and applied questions; the latter should encourage students to think about the text-based concept in a broader perspective and to apply the concept beyond the selection. Write questions that will cause the students to connect ideas and interpret important information so they understand the concept. When developing questions, remember that quantity is not as important as the “thoughtfulness” of each question.

3. After preparing students for reading (i.e., activating background knowledge, introducing key vocabulary, an identifying the purpose for reading), assign the reading selection and tell students to focus on the concept as they read. Provide them with a question from each level to guide their reading and to show them that you want them to read at more than the literal level alone.

Concept Question Chain (cont.)

4. Encourage structured note-taking that addresses the questions you have posed.
5. After the students have read the selection, lead a discussion using the questions you have developed. Then, have students demonstrate their understanding of the concept by completing a performance task. For example, instruct students to
 - Develop a short script for a radio news broadcast that illustrates the concept in today's news.
 - Write a poem about the concept.
 - Select a song that you feel illustrates the concept. Share it with the class, explaining why it represents the concept for you.
 - Create a visual that depicts the concept. Be prepared to explain how it illustrates what the concept means to you.
 - Write an editorial expressing your views on how the concept is important in today's society.

From: Johnson (1992), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.



Activity: Connecting With Characters

Relating/Evaluating

**Bodily Kinesthetic/ Spatial/
Interpersonal**

Purpose: To relate characters and their traits to people they know.

Text: Narrative

Use: During and After Reading

Procedure: (Begin by explaining and modeling *Line-Ups* and *Connecting with Characters*.)

1. Be sure students are familiar with and have had practice using the cooperative learning structure *Line-Ups*. (*The teacher announces the topic and the end dimensions of the Line-Up and the students line up in order by their responses. This order can relate to a characteristic (age, birthday, alphabetical), or to agreement. Example: Do you agree with what Goldilocks did by entering the house of the bears? One end would totally agree, the other disagree, and in-between would have mixed feelings.*)
2. A *Folded Value Line* can be created by the student on one end of the line walking toward the opposite end of the line to pair up with the student on the far end. The students follow the leader until the line stops and they are each facing a new partner. *Folded Value Lines* offer those with opposing views an opportunity to interact with each other.)
3. Pass out one *Connecting with Characters* handout per student. Students fill out the top half of the handout as it relates to the character at hand. Students complete *Comparison #1* and then move into a class (or team) line up. Students discuss with those close to them or *Fold the Line* as described above.
4. Students return to their seats and complete *Comparison #2*. Again the students line up and discuss. The procedure is repeated for *Comparison #3*.
5. Students return to their seats and create their own comparison statement. Working within their teams, students take turns sharing their new comparison statement and give each team members a chance to respond.

From: Stone, Jeanne M. 1996. *Cooperative Learning Reading Activities*. San Clemente, CA: Kagan Publishing.



Connecting with Characters Worksheet

Name _____

Think of your favorite character in the story. His or her name is _____.
Write his or her name in front of any characteristics that your character matches.

_____ is nice looking.

_____ is nice to others.

_____ is smart.

_____ has an exciting life.

_____ is clever.

_____ is brave.



_____ has lots of friends.



_____ gets good grades.

Use characters from the story in the following comparisons. Use the line on each comparison below to place an X where you agree.

Comparison #1

_____ is like me.

a lot

some

not at all

Comparison # 2

_____ is like my best friend.

a lot

some

not at all

Comparison # 3

_____ is like the most popular student at school.

a lot

some

not at all

From: Stone, Jeanne M. 1996. *Cooperative Learning Reading Activities*. San Clemente, CA: Kagan Publishing.

Activity: Creative Debate

Relating/Evaluating

Interpersonal/Bodily-Kinesthetic

Purposes: To promote debate, creative thinking, and thinking from different perspectives.

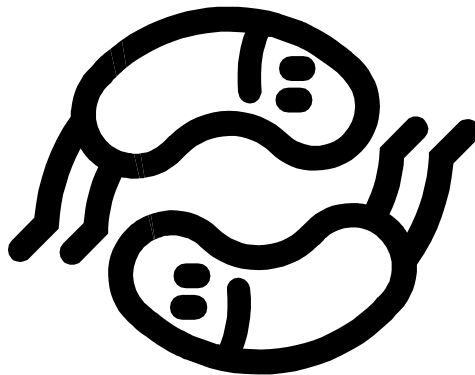
Text: Narrative/Expository

Use: After Reading

Procedure:

1. Divide the class into thirds. Have one third of the class turn their chairs to face another third of the class for debate. The other class members are observers. An alternative strategy is to have the observers collect data for students involved in the debate. Effective debate criteria are established in advance with all students.
2. Decide on a relevant topic to discuss. Clearly define the topic and outcome (e.g./ fighting in the Civil War, or bombing Pearl Harbor).
3. Ask row 1 to take position in support of the topic and row 2 to take the opposite point of view.
4. Each student selects a character from the past or present who supports the position the student has taken, either for or against the issue. The student debates the topic from that character's point of view and if possible, takes on the character's mannerisms, posture, or voice.
5. Have each student involved in the debate introduce him or herself as the character to the rest of the class.
6. The student does not have to agree with the viewpoint he/she is asked to represent.
7. Students debate from their character's point of view for ten minutes. Reverse roles if appropriate, or have one row of students become the observers and the observers take a position. Debate for another five to ten minutes.
8. Process the activity. Have the observers share the data they collected. Reflective questions might include, "How difficult was it to share information from a different perspective? Why was it difficult? What did you learn about the issue?"

Adapted from: Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.



**Activity: Directed Reading-Thinking
Directed Listening-Thinking**

COMPREHENSION ROUTINES

Predicting/Relating/Monitoring Interpersonal/Intrapersonal

Purposes: To encourage students to make predictions about a story or text; to use the author’s clues to make meaningful connections and predictions; to foster active reading or listening of a text.

Text: Narrative, Expository

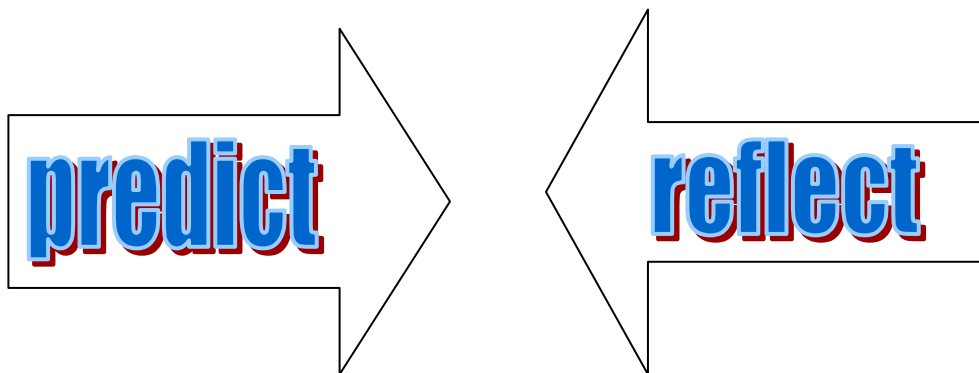
Use: Before, During, After Reading

Procedure: (Begin by explaining and modeling Directed Reading or Listening.)

1. Students look at title and/or cover of a book. Teacher asks, “What do you think this story (or book) is about? Explain.” Students respond with predictions and reasons for their thinking. Students may predict orally or record predictions on index cards, sticky notes, or with illustrations. This helps build background and activate prior knowledge.
2. Students read to a designated stopping point in the text. Students may read alone, in pairs, or small groups. The teacher asks students to review their predictions, make new predictions, and explain the reasons for the new predictions. Again, predictions may be oral, written, or illustrated. The emphasis here is on reading, so do not require extensive detailed predictions.
3. Repeat Step 3 until the selection or story is finished.
4. Students reflect on their predictions, stating what was helpful, what was surprising, and what was confusing.
5. If the activity is Directed Listening-Thinking, the students listen to the story. The reader stops at various preselected places and asks students to review predictions, make new ones, and explain their reasoning.

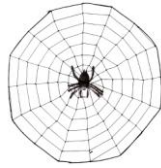
Note: If predictions are made orally, then students should be in small groups to insure that all have a chance to think and respond.

Adapted from: Stauffer (1975). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Discussion Web

Relating/Evaluation



Intrapersonal/ Interpersonal/ Spatial/Logical-Mathematical

Purpose: To give all students an opportunity to assume responsibility and share their own ideas in discussion.

Text: Narrative/Expository

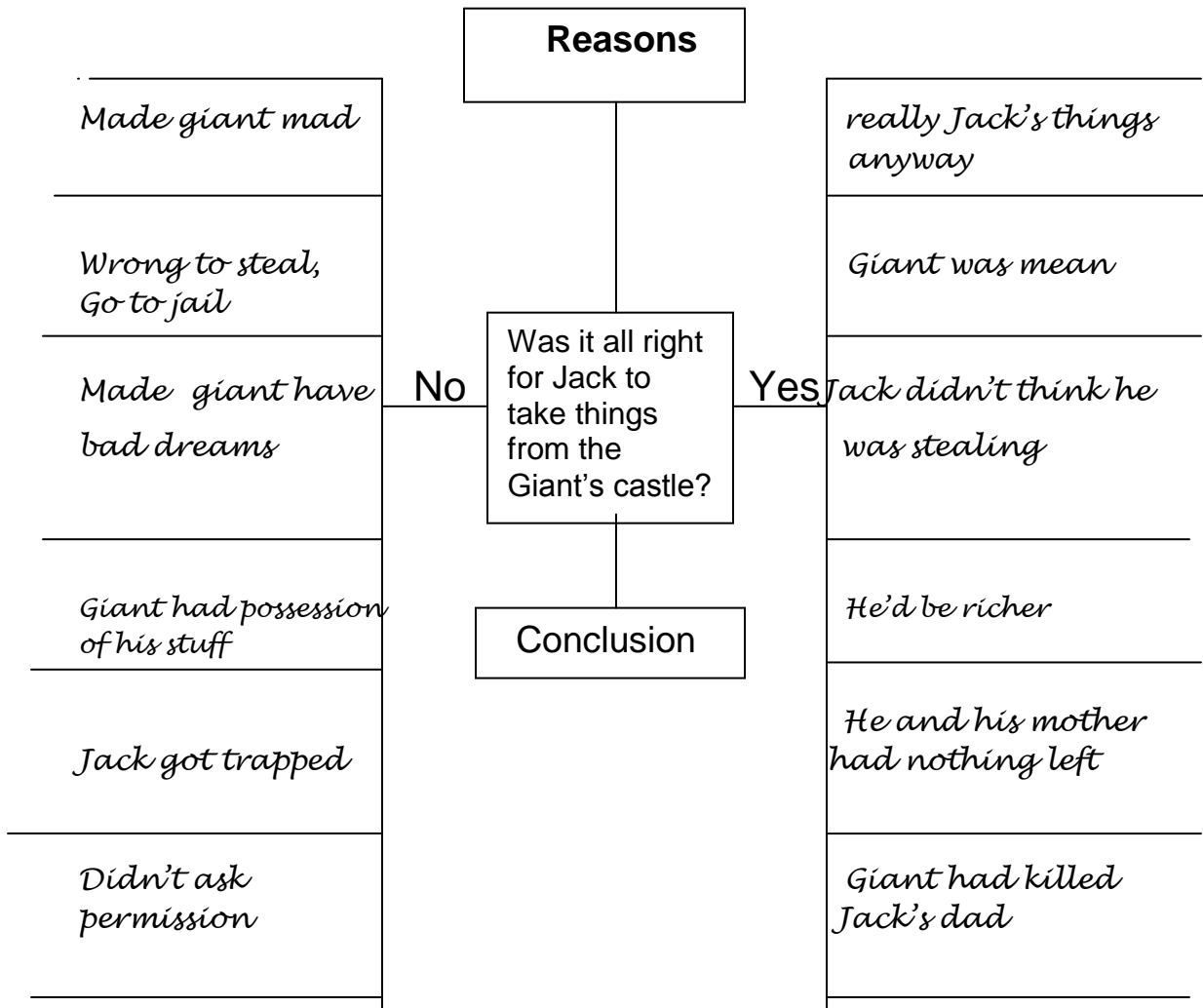
Use: Before, During, and After Reading

Procedure:

1. Prepare students for reading the selection: activate their background knowledge, introduce new vocabulary words, and explain the purpose for reading. For example, students are going to read *Jack and the Beanstalk*. To pull forward knowledge, ask the students, “What characteristics might make a person do mean things?” Then discuss their thoughts. Introduce any difficult vocabulary words during this discussion so the words are used within the context of the story being read. Explain that the purpose for reading the story is to determine if it was all right for Jack to take the things from the giant’s castle. Students will construct support for both positions.
2. Have the students read two versions of *Jack and the Beanstalk*.
3. Introduce the Discussion Web with the questions, “Was it all right for Jack to take things from the giant’s castle?” written in the middle. Explain to the students that they will have to construct support for both viewpoints by citing specific reasons. Give each student wait time to construct his/her own reasons for each viewpoint. Encourage students to write one or two ideas down: this ensures participation by all.
4. Pair each student with a partner to share written ideas. Ask them to continue to discuss the reasons for each viewpoint and to take turns writing down in the Yes/No column the reason why they think it is or is not all right for Jack to take from the giant. Give them five to ten minutes to write their reasons.
5. Pair one set of students with another set of partners. Ask the group of four students to compare their Yes/No reasons. Once students have compared notes and added any new ideas to their web, they form a conclusion to share with the class. They decide if Jack was justified in bringing things home from the castle and their major reason for that decision. They write this statement at the bottom of their web under Conclusion. One person is selected to share the group’s conclusion with the rest of the class.
6. Call on each spokesperson to report for their groups as part of the whole class discussion. After each person has shared their group’s conclusion, the discussion can be opened up for further discussion by all members. The teacher monitors for effective discussion skills.
7. As a follow-up activity, have the students individually write their own conclusion and their reasons for it on the Discussion Web question section. Also, have the students reflect on the specific discussion skills they used throughout the activity, and their strengths or areas that need improvement. This final writing helps the learners bring closure to the Discussion Web.

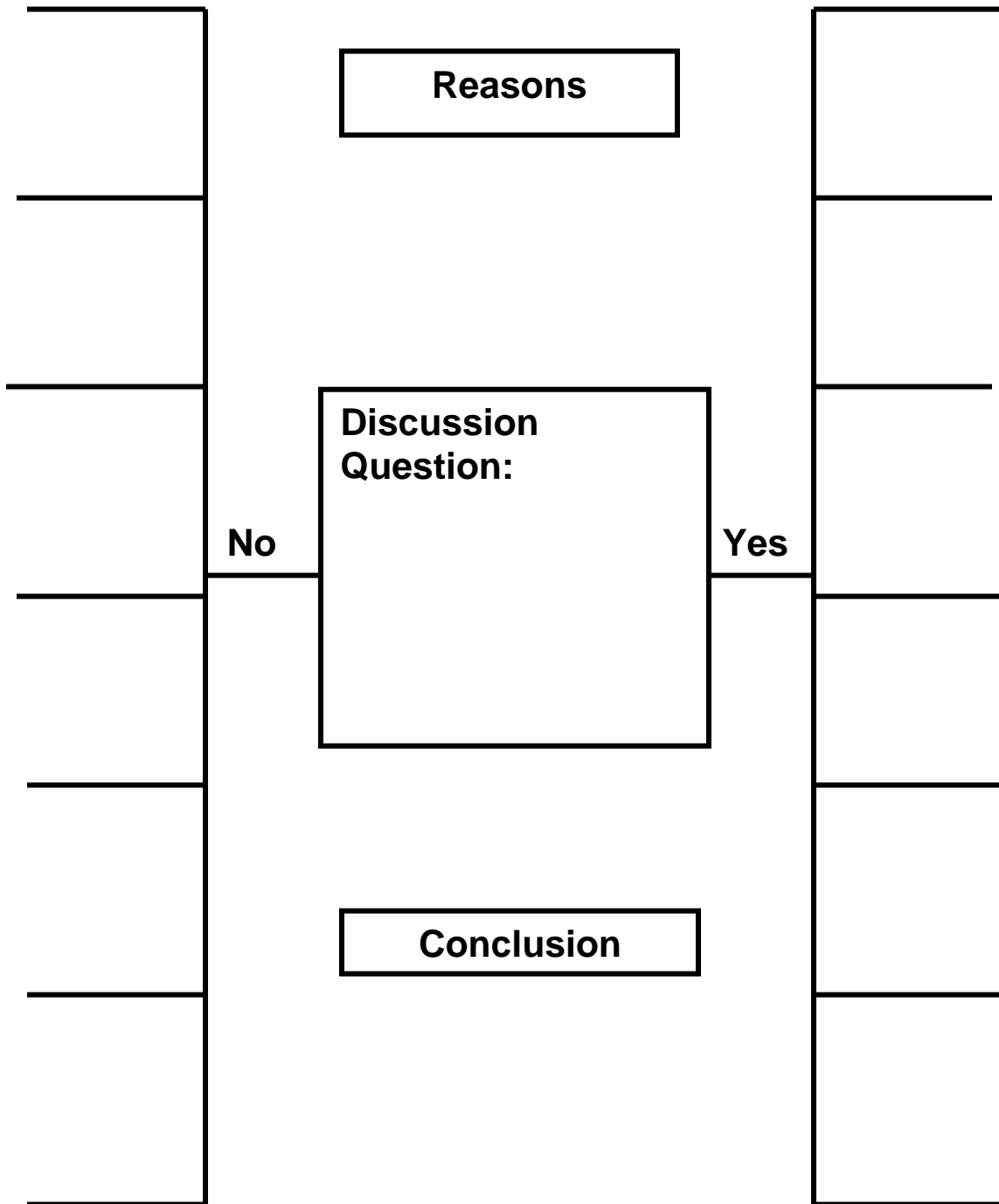
Discussion Web

Jack and the Beanstalk



Discussion Web

based on _____



Adapted from: Alvermann, (1991), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

Activity: “Doing” the Book

Visualizing/Inferring/Summarizing

**Bodily-Kinesthetic/
Interpersonal/Linguistic**

Purposes: To enhance comprehension and build fluency by reading and acting out story selections, and to integrate reading and writing skills.

Text: Narrative

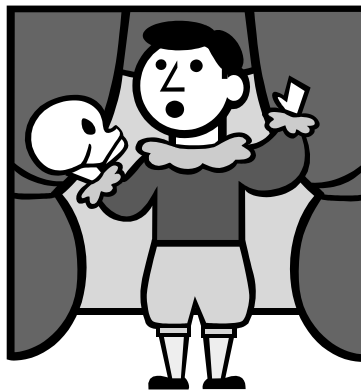
Use: After Reading

Procedure:

1. Remind the students of plays they have read and how these plays were written.
2. Choose a story selection in which there is a lot of dialogue.
3. Have the class read the selection in whatever format you choose.
4. Work together with the class modeling how to turn the first part of the story into a script.
5. Divide the children into groups and assign each group the task of writing a portion of the script. Give the children specific roles, and determine how many children should work together according to how many parts are needed. For example, if the section has four characters, then four children should be in that group. If the section has three, then three would be needed, etc.
6. After writing the scripts, the group members will need to each take a part and practice reading their parts together a few times.
7. Next the class will put all the parts together and “do” the book.

Note: “Doing” the book is not a big production. There are no costumes or scenery. The children will not memorize lines, but read them. This reading and rereading will build fluency.

Adapted from: Cunningham, Hall, and Cunningham, 2000. *Guided Reading the Four-Blocks Way*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.



Activity: Double Dipping

Working With Words

Bodily-Kinesthetic/Linguistic

Purpose: To make students aware that some words can have multiple meanings and that context clues can be used to help them decide the meaning.

Text: Narrative, Expository

Use: During and After Reading

Procedure:

1. In advance, prepare patterns of ice cream cones and scoops of ice cream to be traced or cut out by the students.
2. Before reading, explain to students how some words can have multiple meanings and that they will need to use context clues to decide which meaning is intended each time they encounter a multiple meaning word.
3. Assign a reading selection that has several multiple meaning words.
4. Give students several small pieces of highlighting tape and instruct them to mark any words in the selection that could have more than one meaning.
5. After reading, give students traceable patterns or cut outs of ice cream cones and scoops of ice cream.
6. Tell students to write the word with multiple meanings on the ice cream cones.
7. Then have the students draw a picture of each meaning the word can have on a different scoop of ice cream.
8. Have students glue the ice cream scoops to the matching cone.
9. When the ice cream cones are completed they can be shared in small groups.

Note: Instead of gluing cones, students can leave them apart to make a matching game to play with a partner. Students could also be asked to write a sentence on the back of each scoop using the meaning from the front. This could also make a nice bulletin board display.

B. Chandler, 2002.



Activity: Double-Entry Journal

Monitoring/Relating/Summarizing Intrapersonal/Linguistic

Purposes: To provide a structure for reading response; to make decisions about significant aspects of text and to reflect on personal connections to the text.

Text: Narrative, Expository

Use: Before, During and After Reading

Procedure: (Begin by explaining and modeling Double-Entry Journal)

1. Provide students with a Double-Entry Journal or have them make one. (see next 2 pages)
2. Explain how to use the journal. Model procedure and provide examples of reflective comments. (Encourage text-self, text-text, or text-work connections.)
3. Have students read (or listen to) a text or part of a text.
4. Have students select a key event, idea, word, quote, or concept from the text and write it in the left column of the paper.
5. In the right column, have students write their response or connection to the item in the left column.
6. Use journals as a springboard for discussion of text.

From: Tompkins, G.E. (1997), In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



DOUBLE-ENTRY JOURNAL

Idea	Reflection/Reaction

DOUBLE-ENTRY JOURNAL

Idea/Text From Story	My Connection

Activity: Draw-Read-Draw

Predicting/Visualizing/Monitoring

**Spatial/Bodily-Kinesthetic/
Naturalist**

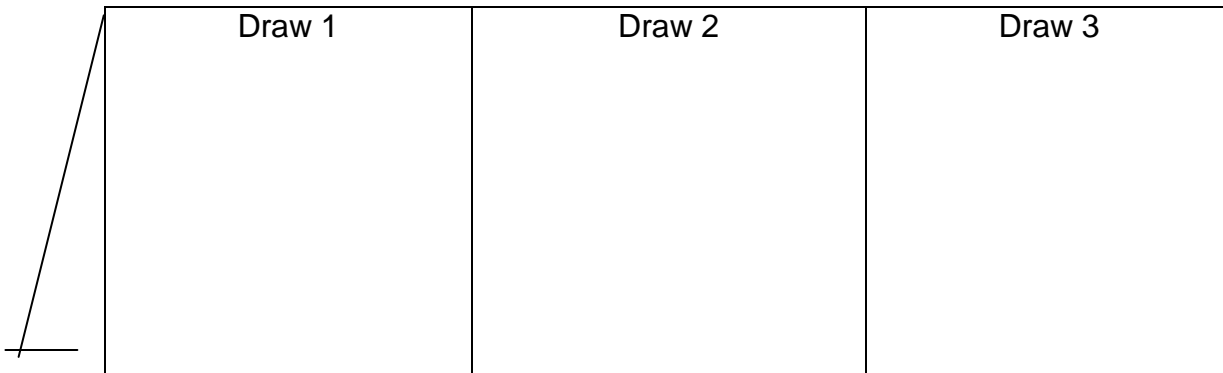
Purposes: To reinforce the connection between predictions and information provided in the text and to provide additional opportunities for reinforcement for students who have difficulty making predictions.

Text: Narrative

Use: Before, During, and After Reading

Procedure:

1. Model for students how to fold a piece of unlined paper in half lengthwise.
2. Have them cut two or three flaps on the top half as shown below. A third flap is best for students who have difficulty making predictions as this provide additional opportunities for reinforcement.



3. Before reading, the teacher should examine the text and identify two or three good stopping points in the story which will encourage and support predictions.
4. After previewing the text and title, encourage students to open up the paper and draw their predictions on the inside top left section of the first flap.
5. Discuss the predictions, encouraging students to justify and support their drawings using preview information.
6. Then read to the first designated stopping point.
7. Following reading, provide students time to respond to the reading by drawing in the first box on the bottom portion of the page what actually happened in the story as well as draw a new prediction in the next section at the top.
8. Then read to the next point and repeat the steps until all boxes are completed.

Draw-Read-Draw

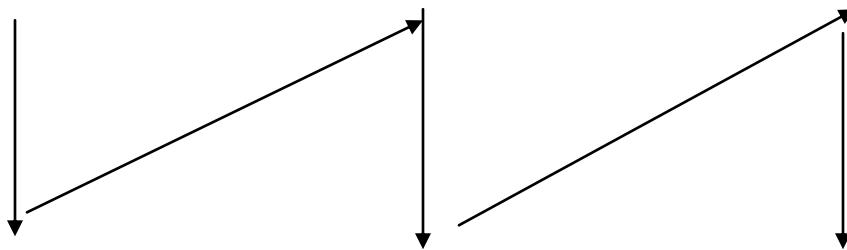
The sequence of drawings are shown below:

Prediction 1	Prediction 2	Prediction 3
Event 1	Event 2	Event 3

Prediction 1

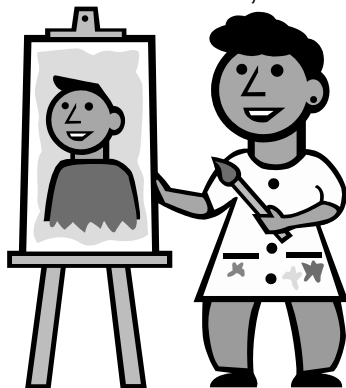
Prediction 2

Prediction 3



9. Allow students time to describe similarities and difference in the predictions and actual story events, paying attention to details.
10. Conclude by pointing out the relationship between predictions and the text as the students make, modify, and confirm predictions.

From: Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.



Activity: Evaluative Questioning

Evaluating/Generating Questions

Intrapersonal/
Interpersonal

Purpose: To promote self-questioning and evaluative thinking.

Text: Narrative, Expository

Use: During and After Reading

Procedure: (Begin by explaining and modeling Evaluative Questioning.)

1. Explain the importance to multiple levels of questioning.
 - ❖ Memory questions: who, what, where, when
 - ❖ Convergent thinking questions: why, how, in what ways
 - ❖ Divergent thinking questions: what if, imagine, suppose, predict, if/then
 - ❖ Evaluative thinking questions: defend, judge, justify/what to you think?) In this activity have students focus on evaluative questions.
2. Model creating and responding to evaluative questions using a read-aloud and Think-aloud. Explain the signal words and cognitive operations used to form and respond to evaluative questions.
 - ❖ Signal words: defend, judge, justify
 - ❖ Cognitive operations: valuing, judging, defending, justifying
3. Using a common text, guide small groups of students to read the text and create an evaluative question. Provide the students with an index card with one of the signal words on one side. Students may write the questions generated on the other side. Starting with one or two signal words at a time may be helpful.
4. One at a time, have groups share their question and allow the rest of the class to respond. Discuss the cognitive processes they used to answer each question.
5. Provide opportunities for students to use evaluative questions to engage in reflection and conversations about texts they read.

Note: Students may need many practices at this type cognitive thinking and questioning. As some students catch on to evaluative questioning, place them with partners needing assistance.

Adapted from: Chiardello, (1998). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Eye Spy

Generating Questions

Intrapersonal/Interpersonal/Naturalistic

Purpose: To set a purpose for reading.

Text: Expository or narrative

Use: Before and During Reading

Procedure:

1. Explain to students that they will become special investigators. Be sure they understand what this term means.
2. Choose several topics that relate to the selection. Be sure to include items from the natural environment along with items to suggest other key elements in the selection.
3. Write each topic to be investigated on an index card or slip of paper. For example, if the selection is about ocean animals put the name of each animal or topic on a separate card. Several students may be assigned the same animal.
4. Each student will select one card and write several questions to be answered on the front of the card before reading the selection. Example: Sea Turtles: A. Where do they live? B. Can they survive out of the water? C. How do they know where to lay their eggs?
5. While reading the selections students write the answers to their questions on the back of the card.
6. After reading students may read questions and answers in pairs or in small groups.

Adapted from: Scott Foresman, 2001, *Reading: Seeing Is Believing*, Grade 4, Volume 2, Teacher's Edition p. 511d.



Activity: FBI (Fact Building Interview)

Predicting/Generating Questions

Linguistic/Intrapersonal/ Interpersonal/Spatial

Purpose: To motivate students to read and to make predictions after becoming acquainted with the characters in text.

Text: Narrative, Expository

Use: Before, During, and After Reading

Procedure:

1. Explain to students that they will need to be FBI investigators before they read the next selection. Tell the students to do a picture walk (look at the title, cover and illustrations, or any graphics in the selection) and make predictions about the selection.
2. Ask students to prepare a list of questions for a mock interview of the main character(s). For example, before reading and expository text about spiders, questions could include: "Where do you (the spider) live? What do you eat? Do you ever bite people?" In reading a fiction selection such as *Cinderella*, questions could include: "Are the other girls in the pictures your sisters? Why are you so much prettier than them? Why are your clothes so dirty?"
3. The teacher will answer the questions posed by the students. The teacher can heighten anticipation by dressing as the character and/or bringing in props that represent important elements of the selection and pretending to be under interrogation by the FBI.
4. After a full interview has been conducted, have students revise predictions and read the selection.
5. After reading, have students revisit their predictions and see if the interview questions helped them predict the content adequately. If not, the class may want to discuss what kind of questions would have been more appropriate so they will conduct a better interview next time.

Adapted from: Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.



FBI FACT BUILDING INTERVIEW

Title _____

Characters _____

Interview Questions	Character Responses
Predictions:	

Activity: Frayer Four Square Model

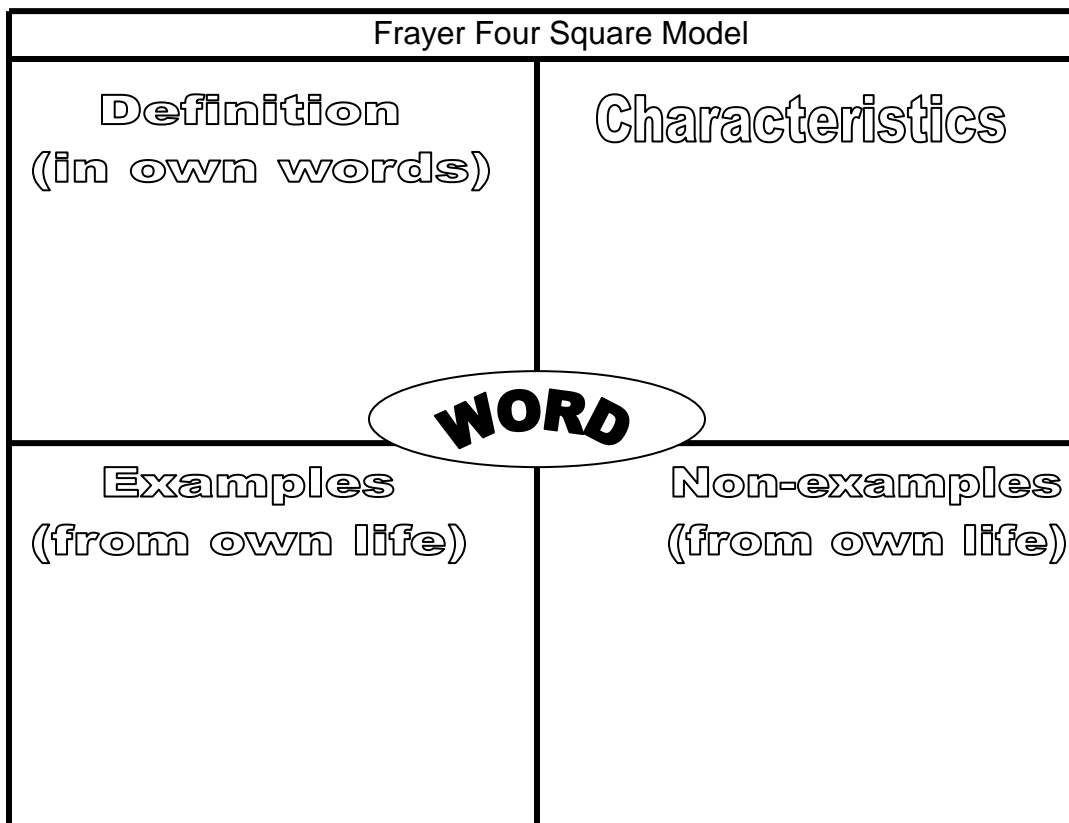
Purpose: To develop understanding of concepts by studying them in a relational manner.

Text: Expository or narrative

Use: Before Reading

Procedure: (Begin by explaining and modeling the Four Square Model.)

1. Assign the concept or word being studied.
2. Have students work in pairs and complete their model diagram using the assigned concept or word.
3. Once the diagram is complete, have students share their work with other students. If students develop the diagram on chart paper with markers, display the posters during the entire unit of study so that students can refer to the words being studied. Students can continue to add ideas to displayed models.



Adapted from: Frayer, Frederick, and Klausmier (1969). In Billmeyer & Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* 2nd Edition. Aurora, CO.

Frayer Four Square Model

Definition

(in own words)

A mathematical shape that is closed plane figure bounded by 3 or more line segments.

Characteristics

- closed*
- plane figure*
- more than 2 straight sides*
- 2-dimensional*
- made of line segments*

polygon

Examples
(from own life)

- pentagon*
- stop sign*
- square*
- desk top*

Non-examples
(from own life)

- circle*
- cone*
- arrow*
- cylinder*

Adapted from: Frayer, Frederick, and Klausmier (1969). In Billmeyer & Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* 2nd Edition. Aurora, CO.

Frayer Four Square Model

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(in own words)

Characteristics

Examples
(from own life)

Non-examples
(from own life)

Adapted from: Frayer, Frederick, and Klausmier (1969). In Billmeyer & Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Edition*. Aurora, CO.

Activity: Getting a GRIP on Inferences

Inferring

Interpersonal/Linguistic

Purpose: To demonstrate how making inferences aids in comprehension and to teach students to make inferences as they read.

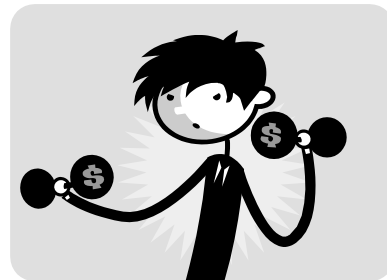
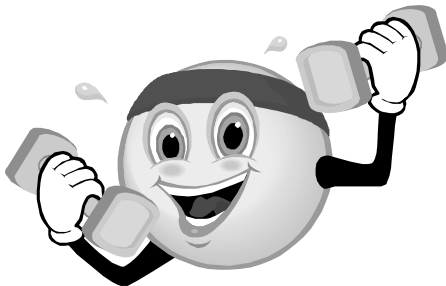
Text: Narrative

Use: During Reading

Procedure: (Begin by preparing four paragraphs that support the use of inferences. These can be placed on the overhead projector and used in the following manner:

1. Paragraph 1: The teacher explicitly models how inferences are made by rereading text and underlining or highlighting specific key words or clues in the text.
2. Paragraph 2: The teacher reads and highlights clues and key words but students are asked to make inferences. Inferences must be justified and discussed based on clues in text and prior knowledge.
3. Paragraph 3: Students identify and highlight key words and clues in the text as the teacher makes inferences, justifying inferences made using the text.
4. Paragraph 4: Students assume full control of the process by highlighting key words and clues, making inferences, and justifying inferences based on the text.
5. Students now work in pairs to write their own inference paragraph. They will generate five or more key words and write a text using clues without giving away the inference.
6. Paragraphs may then be exchanged for peers to highlight clues and make and justify inferences.

Adapted from: Hollingsworth & Reutzel, (1988). In Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.



Activity: The Goldilocks Strategy

Monitoring

Intrapersonal/Linguistic

Purpose: To teach students to question the readability of self-selected reading materials.

Text: Narrative, Expository

Use: Before Reading

Procedure:

1. Using Goldilocks as a focus, explain to students that they should evaluate selections before reading as being *Too Easy*, *Too Hard*, or *Just Right*...much in the same way that Goldilocks sampled porridge in the house of the Three Bears. Remind students that there are a variety of reasons for reading selections at each of these levels. *Too Easy* books allow students to build confidence, develop fluency, and practice and orchestrate strategies independently. *Just Right* books provide greater challenge for recognizing new words and building concepts. *Too Hard* books can be appropriate when interest is high and there is someone to help them read it.
2. Give each student a copy of the questions and ask them to practice using them whenever they are self-selecting reading materials.
3. After students have had some practice at evaluating their reading selections, ask the class to generate their own criteria for selecting books at each level.
4. Frequently review the criteria and discuss self-selected reading materials with the class.

From: Ohlhausen & Jepsen, (1992). In Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education and Research.



Activity: Graphic/Visual Organizers

Visualizing/Summarizing

**Spatial/Logical-Mathematical/
Linguistic**

Purposes: To provide a visual model of the structure of text; to provide a format for organizing information and concepts. (see teacher resources)

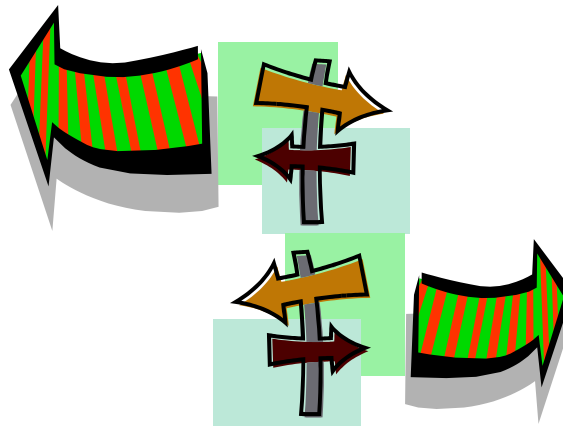
Text: Narrative, Expository

Use: Before, During and After Reading

Procedure: (Begin by explaining and modeling Graphic Organizers/Visual Organizers)

7. Introduce the Graphic Organizer to the students. Demonstrate how it works by reading a piece of text and noting key concepts and ideas on the organizer.
8. Have groups of students practice using the Graphic Organizers with ideas from an independently read text. Share ideas with the class.
9. Choose organizers from the teacher resource section that match text structures and thinking processes.

From: McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Guess the Covered Word

Working With Words/Monitoring

**Intrapersonal/Linguistic/
Spatial**

Purpose: To provide students with a strategy to decode and use context clues to comprehend an unknown word during reading.

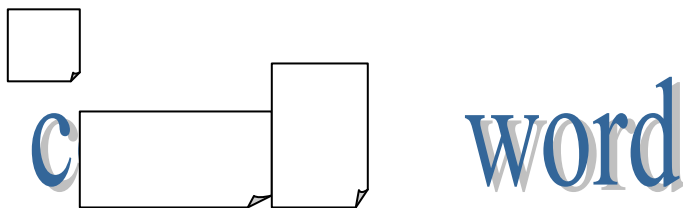
Text: Narrative, Expository

Use: Before and During Reading

Procedure:

1. Choose a topic or selection for your Guess the Covered Word.
2. Make a list of words that are important to the topic.
3. Determine the difficulty level. Covered words are easiest at the end of a sentence, harder in the middle, and hardest at the beginning. Begin with easier words that begin with single consonants. Work up to blends, digraphs, or prefixes after students begin to understand the activity.
4. Write a sentence with each word to be covered. Writing on a blank overhead transparency sheet with a permanent marker works well and permits reuse. Try to make all the letters the same size as the visual space is an important clue. Make sure you selected words that begin with a consonant. In order for the strategy to be crosschecking, each covered word should be one which more than one word makes sense in the sentence.
5. Cover each of the selected words with a one small sticky note over the beginning letter(s) up to the first vowel, and another sticky note to cover the remaining portion of the word. Remember to make sticky notes only as long as the word. Since the word length serves as a visual clue. You may use several very small sticky notes to cover various parts of the word. For example: if the word is *working* you will cover the *w*, the *ork*, and the *ing*, each separately.
6. Follow the three steps to make sure your examples work:
 - a. Ask what words make sense in the sentence.
 - b. Check the word length.
 - c. Check the beginning letter(s), prefixes/suffixes, known “little” words within the word, and all the other letters in the word.
7. Challenge your class to “Guess the Covered Words” in your lessons. Write their guesses on the transparency. If the lesson is being led by a student, remind him or her to coach the other students with the strategy steps if they need help.

From: Kohfeldt & Collier, 2000



Activity: “I Wonder” Statements

**Generating Questions/
Predicting/Relating**

Linguistic/Spatial/Interpersonal

Purposes: To encourage self-questioning; to provide a model for active thinking during the reading process.

Text: Narrative, Expository

Use: Before, During, and After Reading

Procedure: (Begin by explaining and modeling “I Wonder” Statements.)

1. Model for the students how to wonder. Do this orally and in writing, beginning your thoughts with “I Wonder.” Wonder about life experiences or the world, as well as events in stories or facts presented in texts.
2. Guide students to wonder about world or life things, story events, and ideas presented in texts.
3. Provide students with a format for sharing their wonderings orally or in writing. This may include an “I Wonder” book, a question board posted in the room, sticky notes provided during reading, or a Think-Pair-Share session.
4. Share wonders and discuss them with text support, if possible.
5. Encourage students to wonder throughout the reading of a story or content area text. Use students’ “I Wonder” Statements to provide structure for further reading or research.

Adapted from: Harvey & Goudvis (2000). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: It Effects Me So

Predicting/Inferring

**Logical/Mathematical/
Interpersonal**

Purpose: To predict effects caused by an event.

Text: Narrative, Expository

Use: During and After Reading

Procedure: (Begin by explaining and modeling *Find the Fib* and *It Effects Me So*.)

1. Be sure students are familiar with and have had practice using the cooperative learning structure, *Find the Fib*. (Each student writes three statements: two correct and one incorrect. Students read all three statements to their teammates. Teammates take turns guessing the incorrect response. The student gives the incorrect response.)
2. Read to or with students a selection with clear cause and effect situations such as; That's Good! That's Bad! By Margery Cuyler or If You Give a Mouse a Cookie by Laura Numeroff.
3. Stop as you are reading to allow the students to write down the cause of an event on their paper. Ask students to guess what the effect might be. Students think of what effects could really happen and write down two. Students should also write one "fib," or effect that could probably not happen. Encourage the students to make inferences about one of the effects.
4. A student reads his or her cause and effects to the team. The teammates take turns trying to guess which effect isn't true. The student shares the wrong effect if no one is able to guess which one was the "fib."
5. Students continue around the team sharing their cause and effects and allowing teammates to guess which one isn't true.

Example:

Cause *The three bears surprised Goldilocks in Baby Bear's bed.*

Effect *Goldilocks jumped out the window and ran into the forest.*

Effect *Goldilocks stayed to have dinner with the three bears.*

Effect *The bears locked their door when going out into the forest again.*

From: Stone, Jeanne M. 1996. *Cooperative Learning Reading Activities*. San Clemente, CA: Kagan Publishing.



Activity: It's Raining, It's Pouring

Inferring

Naturalist/Linguistic

Purpose: To infer how weather affected the behavior of the characters in the selection.

Text: Narrative

Use: During or After Reading

Procedure:

1. During the reading of a selection pause at a few predetermined places.
2. Ask students to think what the weather was like in the story. Examples: Is the weather described in the text? Can you get details about the weather from the text or pictures or do you need to make inferences by understanding what the characters are feeling or doing? How did the weather affect how the characters were feeling?
3. Other questions to ponder and/or discuss:
Did the weather pose any significant problems for the characters? What? If the weather changed, would the story change? Why? Would the character's clothing or home change?
4. Students may illustrate their ideas about the weather at this point or continue reading to the end of the selection.
5. After reading, students discuss and compare their inferences about the weather and its effect on the characters.

D. McCleish, 2002



Activity: “I’ve Been Working on a Story”

Monitoring

Musical

Purpose: To provide students with a strategy to understand an unknown word while reading.

Text: Narrative, Expository

Use: During Reading

Procedure:

1. Introduce the three cueing system for determining an unfamiliar word in a selection. The three-cueing system encourages students to ask themselves the questions, “Does it look right, does it sound right, does it make sense to me?” when they come to an unknown word,
2. Give the students a copy of the following song to reinforce the cueing system musically.
3. Post the song on a chart on the wall and practice singing it periodically with the class.

I’ve Been Working on a Story

(tune: I’ve Been Working on the Railroad)

I’ve been working on a story
All the livelong day,
I’ve been working on a story
Just to find out what to say,

When a word doesn’t sound right,
Or it doesn’t look right,
You can find out if it makes sense
By using the words all around.

Does it look right?
Does it sound right?
Does it make sense to me?

Does it look right?
Does it sound right?
Does it make sense to me?



D. McCleish, 2002

Activity: Jackdaw

Predicting/Relating

Bodily-Kinesthetic/Interpersonal/ Naturalist

Purpose: To arouse curiosity and practice making predictions before reading, and to have students relate to a story after reading by bringing in items for which others can make predictions.

Text: Narrative, Expository

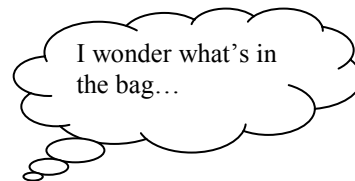
Use: Before, During, and After Reading

Procedure:

1. Select various items that relate to the story in some way. Be sure to include items from the natural setting, such as leaves, shells, sand, etc.
2. Put the items in a bag or box.
3. Choose a student to come forward and remove one item and give the class a description of the article (tell what the item is, what it is used for, who might use it, etc.).
4. Then encourage students to discuss with partners or small groups how the item might relate to the selection.
5. Repeat this step until all items have been removed and discussed.
6. After discussion with partners or group members, the students will make predictions about the selection.
7. Have students read the selection with the partner/group.
8. After reading, students will revisit and discuss the predictions.
9. The students will then be challenged to add items of their own to the Jackdaw collection.

Note: Jackdaws may also be used to entice students to read a book by displaying items with a book in the library corner. Jackdaw could also be used in place of a book report by having the students bring in items that relate to the book they read to show the class during an oral report.

Adapted from: Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.



Activity: Journal Responses

Evaluating/Relating/Summarizing

Interpersonal/Intrapersonal

Purposes: To respond in writing to texts: to provide opportunities for reflection and critical thinking.

Text: Narrative, Expository

Use: During and After Reading

Procedure: (Begin by explaining and modeling Journal Responses.)

1. Provide students with a journal or a system for keeping their responses.
2. Show students examples of good responses to texts. This can be put on an overhead, the board, handout, or aloud. Help students identify aspects of thoughtful reading responses.
3. Read a portion text out loud and think aloud through a thoughtful response. Discuss with students why it was thoughtful and not shallow.
4. Read another portion of the text aloud and have students write a thoughtful response. Share with partners or in groups.
5. For independent reading, have students write the date and the title of the text or chapter at the top of the page or in the left margin.
6. After reading a text, or listening to one, use Journal Responses as one of many methods students use to respond to what they read. Journal Responses can include reactions, questions, wonderings, predictions, connections, or feelings.
7. Encourage students to share responses in groups or with the whole class.

Example: Journal response prompts:

- ❖ What was your favorite part? Explain.
- ❖ How did this make you feel? Explain.
- ❖ What was important in the chapter or segment? How do you know?
- ❖ What is something new you learned? Explain.
- ❖ What connections did you make? Explain.

Journal Responses



From: McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: KWL Charts (What I Know – What I Want to learn – What I Learned)

Generating Questions/Relating

Linguistic/Spatial

Purposes: To activate students' prior knowledge about a topic; to set purposes for reading; to confirm, revise, or expand original understandings related to a topic.

Text: Narrative, Expository

Use: Before, During, and After Reading

Procedure: (Begin by explaining and modeling K-W-L using charts or the board.)

1. Have students brainstorm everything they know, or think they know, about a specific topic. Write, or have students write, these ideas in the **K** column. You may use a chart, dry erase board, chalkboard, or standard paper for individual students.
2. Have students write or tell some things they want to know about the topic. List these in the **W** column.
3. Have students read the text. (As they read, they can jot down new ideas, facts, or concepts they learn in the **L** column.)
4. List or have students list what they learned in the **L** column.
5. Revisit the **K** column to modify or confirm original understandings.
6. Revisit the **W** column to check if all questions have been answered.
7. Discuss the completed **K-W-L chart**.
8. Develop a plan to help students find answers to any unanswered questions. For Example, use the encyclopedia, internet, library card catalog, etc.

From: Ogle, D., 1986, In McLaughlin & Allen, 2002, *Guided Comprehension: A Teaching Model for Grades 3-8*, Newark, DE: International Reading Association.



Topic: _____

K

(What I know or think I know)

W

(What I want to know)

L

(What I learned)

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From: McLaughlin and Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Learning Logs

Summarizing/Monitoring/Linguistic/Intrapersonal Relating/Evaluating/Predicting/ Generating Questions



Purpose: To foster reflection on either text content or on students' reading and learning processes.

Text: Narrative and Expository

Use: Before, During, and After Reading

Procedure: (Begin by explaining and modeling Learning Logs for students. Be sure to make clear to students that Learning Logs differ from journals in that they focus on content covered in class, not students' personal and private feelings. Students may reflect on how they feel, but it is always in relation to what is being studied in class.)

1. Select the concept or process you want students to explore.
2. A learning log entry can be assigned at any time before, during, or after reading depending on your topic and purpose.
3. Assign the topic, and give students three to five minutes "think time" to consider their response.
4. Have students write for five minutes on the learning log topic.
5. You might have students reread their learning log entries at a later date and reflect on how their ideas have changed.

Possible learning log topics:

- After previewing, write about your predictions for the story/passage.
- During or after reading, explain whether your predictions about the story/passage were correct.
- Explain which prereading strategy that we have learned has made the most difference in your reading comprehension, and why.
- Which "fix-up" strategies do you use most often when you read? Explain how they have helped your comprehension.
- Advise another reader on ways to stay focused when reading.
- Which of the textbooks you are using this year is the most difficult for you to understand? Analyze what it is about that text that makes it hard to comprehend?
- Which story or text passage we read during this unit have you found the most interesting? Explain your answer.
- Write about the importance of _____ (an idea or concept students have read about) to the world in general, and to you in particular.
- Summarize the text material we read in class today. Explain how it relates to or reminds you of information or skills you have learned elsewhere.
- Write a letter to the editor of the school paper in which you argue for or against a controversial issue we are studying or have studied this year.
- Write about an upcoming test or quiz. List the questions that you think might be asked, and develop answers for each.

Learning Log (Continued)

- Write about a topic that you need to learn more about before the upcoming quiz or test. What do you know about the subject? What do you need to know more about?
- Consider how your opinions have changed as a result of what we have studied during this unit. How have class discussion, reading, or class activities influenced the way you think about the topic?
- Explain what we have been reading to a specific audience—a teenager from another time period, a young child, a new student at your school who has not studied this unit.

Adapted from: Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.



Activity: Line Up

Summarizing

Logical-Mathematical/ Interpersonal/Linguistic

Purpose: To practice identifying the important events in a story in sequence.

Text: Narrative

Use: After Reading

Procedure:

1. Have the students read the story.
2. After reading, put the students in groups of 6-8, depending on the size of the class and the number of important events in the story.
3. Give each group 6-8 blank cards and ask them work together as a group to identify the most important events in the story and write one event on each card. The number of cards will determine the number of important events the group should chose.
4. Give each student a card.
5. Ask the students to line up with his or her group at a designated spot in the classroom in correct sequential order.
6. After all groups are lined up, call on each student to read what is on his or her card and lead a discussion of the events each group has chosen as important and the order in which they occurred.

Note: If any groups need more support, the teacher could make the cards in advance and the group could just line up in sequence. Another way the teacher could support this activity would be to put the first and last important event on cards and let the group decide on the events in the middle, again with the number of blank cards determining how many events to chose.

From: Kagan and Kagan, 1988. *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Kagan Cooperative Learning.



Activity: Literature Circles

COMPREHENSION ROUTINES

**Relating/Monitoring/
Summarizing/Evaluating/
Working with Words**

Interpersonal/Intrapersonal

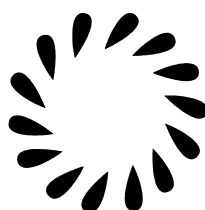
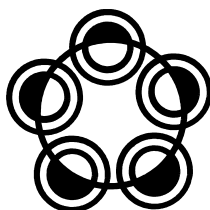
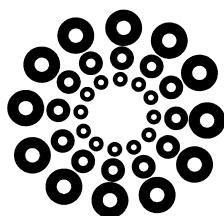
Purposes: To provide a structure for student to talk about texts from a variety of perspectives; to provide opportunities for social learning.

Text: Narrative, Expository

Use: After Reading

Procedure: (Begin by explaining and modeling Literature Circles.)

1. Students select books to read and form groups based on their text selections.
2. Groups meet to develop a schedule-how much they will read, when they will meet, etc. The teacher may initially determine the schedule. Some groups may need the teacher's guidance and others may be motivated enough to do this planning independently.
3. Students read the predetermined amount of text independently, taking notes as they read. (The teacher should model this note taking process as many times as needed.) Students may keep their notes in their Guided Comprehension Journals. It is important to remember that the students' personal interpretations drive the discussion. There is not a list of questions to be answered. The notes can reflect the student's role in the Literature Circle or their personal connections to the text. Roles within the Literature Circles such as, Recorder, Facilitator, Equalizer, etc., may vary from meeting to meeting.
4. Students meet according to the group schedule to discuss ideas about the text until the book is completed. Much of this time will be set by the teacher and take place in the classroom.
5. Provide opportunities for students to participate in Literature Circles. The teacher may want to arrange for students to meet during lunchtime, recess, or another time.



Note: This can be very exciting for students. They may get very enthusiastic about the book they are reading. Some may want to call or email each other outside of school.

Adapted from: Daniels, H. (1994). In McLaughlin & Allen, 2002. Guided Comprehension: a Teaching Model for Grades 3-8. Newark, DE: International Reading Association.

Activity: Lyric Summaries

Summarizing

Musical/Linguistic

Purposes: To provide an alternative format for narrative or expository text summaries; to provide opportunities to use multiple modalities when creating summaries; to link content learning and the arts.

Text: Narrative and Expository

Use: After Reading

Procedure:

1. Review summarizing with the students. Ask them to note the types of information that comprise narrative or expository summaries.
2. Introduce the musical aspect of the Lyric Summary by explaining to students that summaries can also be written as song lyrics to familiar tunes (popular, rock, jazz, disco, children's songs).
3. Choose a melody with which students are familiar and use it as the background for writing a Lyric Summary. Write the first line and then encourage pairs of students to suggest subsequent lines. When the lyric Summary is completed sing it with the class. Example: Using the story of *The Three Little Pigs* apply the following lyrics to the tune of *Three Blind Mice*.

Three little pigs, Three little pigs,
See how they build, See how they build,
One builds a house out of bricks,
Two builds a house of wood,
Three builds a house out of straw,
Which one will last?

Continue on with the example to summarize the story.

4. Have small groups of students choose a melody they know and a selection they have recently read to create their own Lyric Summaries. The topic could be information from a content area.
5. Have the students sing their completed summaries for the class or record on a tape recorder.

Adapted from: McLaughlin and Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Make a Wish

Predicting

Bodily-Kinesthetic/Linguistic

Purpose: To set a purpose for reading.

Text: Narrative, Expository

Use: During Reading

Note: This activity works well with any narrative that has a character or characters experiencing a challenge or dilemma.

Procedure:

1. Students read to a designated stopping point in the selection that has been predetermined by the teacher. This should be a place in the selection where the problem for a character has been developed but not resolved.
2. Give each student a star pattern. Have each student choose one character and write a brief paragraph describing what the character might be wishing at this point. Write the character's wish on the star pattern.
3. After writing the paragraph, have the student glue his star on yellow paper and cut it out. Place the stars on a bulletin board labeled "Wish Upon a Star."
4. Students then finish reading the selection checking to see if their wish for the character came true.

Adapted from: *The Mailbox*, Education Center, Dec./Jan. 1998-1999.



Activity: March off to Buffalo

Summarizing

Logical-Mathematical/Spatial/Linguistic

Purposes: To identify important information; to put the steps to a process in logical order.

Text: Expository and Narrative

Use: After Reading

Note: This activity works well with any step by step process which must be followed in a sequential order such as baking a cake or cleaning an animal's cage, etc.

Procedure:

1. Students read the selection.
2. Discuss with students how some activities require doing each step in the proper sequential order, such as building a birdhouse, to make a finished product.
3. Model writing clear, step-by-step instructions to something simple such as making Kool Aide from a mix. Be sure to number the steps.
4. Guide students to select one activity in the selection and write step-by-step directions for that activity. In the beginning be sure to help them find a brief, uncomplicated activity.
5. Help with proofreading the rough copy of the step-by-step directions.
6. Distribute the foot pattern.
7. Students write each successive step on a separate foot pattern. Each foot should be numbered in the correct sequence. The first foot should include the title of the directions.
8. The "feet" may be displayed on the wall or floor so that students may "March off to _____" (Bake a Cake, Clean the Gerbil's Cage, etc.).

Adapted from: *The Mailbox*, Education Center, Feb./Mar. 2002.



Activity: Meeting of the Minds

Evaluating

Interpersonal

Purposes: To support a point of view with facts from reading; to promote debate and evaluative thinking.

Text: Narrative, Expository

Use: After Reading

1. Teach students how to participate in the Meeting of the Minds, a debate format between two characters that have differing viewpoints on a topic.
2. Choose a few students to help you model the procedure. Give each one a role-moderator, characters (at least two), and summarizer. It can be helpful to have each role on a small index card folded tent style (examples follow). On one side of the card tell the role: moderator, character, and summarizer. On the other side explain what the role requires. Prepare the students to use a debate format to respond to predetermined questions. Model Meeting of the Minds for the whole class with students. Discuss the process with the students, seeking questions, generating reflections, summarizing benefits
3. The moderator poses questions to which the characters respond.
4. The characters must support their points of view with references from the text.
5. The summarizer recaps the information presented.
6. Next divide the class into groups of 8 to 10. Have four or five students participate in Meeting of the Minds while the other students act as audience members. Then have the students reverse the roles. Have students participate in Meeting of the Minds with various narrative and expository topics occasionally throughout the year.



From: Richard-Amato, (1988). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Meeting of the Minds (continued)

Examples of Role cards:

Front

Back

<h1>MODERATOR</h1>	<p>The Moderator begins the discussion and makes sure that everyone has a turn. The moderator poses questions that the characters answer. You may find the following phrases helpful:</p> <p><i>What are your thoughts?</i> <i>Thank you for your ideas.</i></p>
<h1>CHARACTER</h1>	<p>The Character must respond to the questions. Support for his or her point of view must be cited from the text. Responses may sound like:</p> <p><i>I believe that _____ because on page _____ in the _____ paragraph I _____.</i></p>
<h1>CHARACTER</h1>	<p>The Character must respond to the questions. Support for his or her point of view must be cited from the text. Responses may sound like:</p> <p><i>I believe that _____ because on page _____ in the _____ paragraph I _____.</i></p>
<h1>SUMMARIZER</h1>	<p>The Summarizer explains, or recaps, what has been discussed. (Most of this will be at the end of each discussion.) Begin with:</p> <p><i>I think what you are saying is...</i> <i>The main idea is...</i></p>

From: Richard-Amato, (1988). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Name That Tune

Relating/Inferring

Musical/Interpersonal/Linguistic

Purpose: To give the students practice in relating to the characters in a story and inferring what kind of musical selections the character might prefer.

Text: Narrative

Use: After Reading

Procedure:

1. Have the students read the story selection.
2. Divide the class into groups of 3-4 students.
3. Ask each group to fully discuss the important characters in the story and brainstorm songs or types of songs that they can relate to each character or think each character would like. The groups should discuss all the important characters, but only have to choose a song that relates to one. They can use their best example. (Make sure the students understand that the song needs to relate to the character in some way. They should not choose a currently popular song thinking the character would like it just because everybody likes it.)
4. Ask each group to try to bring in the song and play or sing it to the class. (The teacher may need to help some of the groups find a recording, printed song lyrics, etc.)
5. After listening to the song, the other classmates can guess which character the song relates to and why.
6. Repeat until all groups have had a chance to share their songs with the rest of the class.

B. Chandler, 2002.



Activity: Narrative Pyramid

Summarizing

Spatial/Interpersonal/Linguistic

Purposes: To summarize a narrative text; to provide a format for summary writing.

Text: Narrative

Use: After Reading

Procedure:

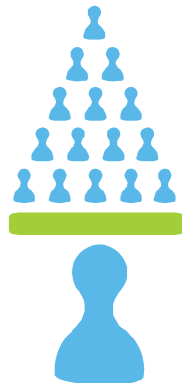
1. After reading a story, show students the format for writing narrative pyramids.
 - Line 1 – character's name
 - Line 2 – two words describing the character
 - Line 3 – three words describing the setting
 - Line 4 – four words stating the problem
 - Line 5 – five words describing one event
 - Line 6 – six words describing another event
 - Line 7 – seven words describing a third event
 - Line 8 – eight words describing the solution to the problem
2. Create a Narrative Pyramid as a class.
3. After reading another story, have students create Narrative Pyramids in small groups or pairs.
4. Use the completed pyramids as the basis for class discussion.

Example: *Thank You, Mr. Falkner* (1998) by Patricia Polacco

Trisha

artistic sensitive
Michigan and California
Trisha struggled to read
She learned to fake reading
A boy named Eric taunted her
Her teacher noticed she didn't read well
With Mr. Falkner's help she learned to read

From: Waldo, B. (1991). In McLaughlin and Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



NARRATIVE PYRAMID

1. _____
Character's name

2. _____
Two words describing the character

3. _____
Three words stating the setting

4. _____
Four words describing the problem

5. _____
Five words describing one event

7. _____
Six words describing another event

7. _____
Seven words describing a third event

8. _____
Eight words describing the solution to the problem

From: McLaughlin and Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Paired Questioning

Generating Questions/ Relating/Monitoring

Interpersonal/Linguistic

Purpose: To engage in questioning and active decision making during the reading of a narrative or expository text.

Text: Narrative, Expository

Use: During and After Reading

Procedure: (Begin by explaining and modeling Paired Questioning)

1. In pairs, each student reads the title or subtitle of a manageable section of text.
2. Students put the reading materials aside. Each student asks a question that comes to mind related to the title or subtitle. The partner tries to give a reasonable answer to the question.
3. Students silently read a predetermined (by the teacher or students) section of text.
4. After reading, the students take turns asking a question about the reading. One student asks a question first, the partner answers, using the text if needed. Then they reverse roles. Students continue this process until the text is finished.
5. After they have completed reading the text, one partner tells what he or she believes to be the important and unimportant ideas in the text and explains why. The partner agrees or disagrees with choices and offers support for his or her thinking.

From: Vaughn, & Estes (1986), In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Paired Summarizing

**Summarizing/Relating/Monitoring
Generating Questions**

Interpersonal

Purposes: To provide a format for pairs to summarize narrative or expository text and articulate understanding and confusions.

Text: Narrative, Expository

Use: After Reading

Procedure: (Begin by explaining and modeling Paired Summarizing.)

1. Pairs of students read a selection and then each writes a retelling. They may refer back to the text to help cue their memory, but they should not write while they are looking back. The retelling should be in their own words, not copied from the text. Students may leave out details but need to include enough detail so the central idea of the selection is clear.
2. When the Retellings are completed, the partners trade papers and read each other's work. Then each writes a summary of the other partner's paper.
3. The pairs of students compare or contrast their summaries. The discussion should focus on
 - Articulating what each reader understands,
 - Identifying what they collectively cannot come to understand, and
 - Formulating clarification questions for classmates and the teacher.
4. Share understandings and questions in a whole-class or large-group discussion.

PAIRED SUMMARIZING



Adapted from: Vaughn & Estes, (1986). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Pairs Read

Summarizing

Interpersonal/Linguistic

Purpose: To collaborate with another student, and to help each other increase knowledge and understanding of the text.

Text: Narrative

Use: During Reading

Procedure:

Option 1

1. Select a passage for the students to read.
2. Arrange students into pairs with one being the coach and the other being the reader.
3. The reader reads the first paragraph of the selected passage out loud to the coach.
4. After reading, the coach summarizes the main idea of the paragraph and discusses any supporting details necessary for understanding. The coach can ask the reader questions to help clarify the reading.
5. The students reverse roles, and the new reader reads the next paragraph to the coach.
6. The new coach summarizes the main idea of the paragraph and discusses any supporting details necessary for understanding.
7. Students continue alternating roles to read and summarize as they complete the passage.
8. Once the entire passage is read, the students cooperatively summarize the main idea and discuss the supporting details.



Pairs Read (cont.)

Option 2

1. Same as above.
2. Same as above.
3. Students read the first paragraph, half of the passage, or the entire passage silently (the more difficult the material, the greater the need to break the reading of the passage into smaller chunks for understanding).
4. After reading, the reader summarizes the passage for the coach. The role of coach is to ask effective, probing, and clarifying questions.
5. Students reverse roles, read the next section silently, and the reader then summarizes for the coach with the coach asking questions.
6. The process continues until the entire passage has been read and summarized.
7. Once the entire passage is read, the students cooperatively summarize the main idea of the passage and discuss the supporting details.

From: Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.



Activity: Patterned Partner Reading

Monitoring, Relating, Evaluating

Interpersonal/Linguistic

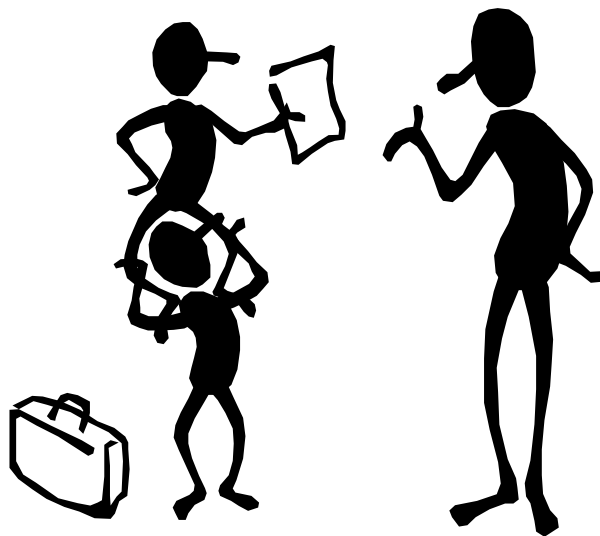
Purpose: To provide a structure for reading interactively with another; to promote strategic reading.

Text: Narrative, Expository

Use: During Reading

Procedure: (Begin by explaining and modeling Patterned Partner Reading.)

1. “Take Turns” days - partners take turns reading the text out loud.
2. “Ask Questions” days – partners read a page silently and then ask each other a question about that page before moving on.
3. “Sticky Note” days – partners decide together where to put a predetermined number of sticky notes to mark what is most interesting, most important, and most confusing.
4. “Predict-Read-Discuss” days – partners make predictions about material, read to confirm or disconfirm their predictions, discuss the outcome, and repeat the cycle.
5. “Read-Pause-Retell” days – partners read, stop to think, and take turns retelling what they have read to a given point; repeat.
6. “Making Connections” days – partners read a predetermined amount and then tell the text – self, text-text, or text-world connections they have made.
7. “Visualizing” days – partners read a portion of the text and describe the pictures they have created in their minds, repeat.
8. “You Choose” days – partners select which pattern to use.



Monday... Tuesday... Wednesday... Thursday... Friday...

Adapted From: Cunningham & Allington, (1999). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Persuasive Writing

Evaluating

Intrapersonal/Linguistic

Purposes: To express points of view with supporting ideas; to foster understanding of multiple perspectives on a topic.

Text: Narrative, Expository

Use: Before, During, and After Reading

Procedure: (Begin by explaining and modeling Persuasive Writing.)

1. Introduce a topic by reading an article that contains two points of view about the same issue.
2. Use a Think-aloud to share the different perspectives about the topic.
3. Then choose a side and write persuasively to defend your choice. Think aloud throughout this process. Be certain to support your argument with facts.
4. Discuss your writing with the students and encourage them to express their ideas about the topic.
5. Then guide the students to engage in Persuasive Writing by sharing a different article and scaffolding their ability to write persuasively.
6. Provide additional opportunities for students to engage in practice by using current events, character choices, and historical events in other instructional settings.

From: McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Picture Walk

Predicting

Spatial/Naturalist

Purpose: To preview, predict, and relate to a reading selection using the pictures or illustrations.

Text: Expository or Narrative

Use: Before Reading

Procedure:

1. Walk students through the text, looking at some or all of the visuals.
2. Ask questions about the visuals, and let the students explain what they can learn from these to the other students. Ask students to observe elements of nature such as; habitat, flora, fauna, weather, climate, etc.
3. Use the visuals to introduce key vocabulary. Ask questions that might elicit the vocabulary words.
3. Have students say the key vocabulary words. Ask students to locate the words in the text.
4. Relate the words to the visuals again if possible.

Note: If you begin guided reading with a picture walk on a regular basis, students will get in the habit of previewing the text before they read it. They will take their own picture walk, or page through the text, to see what it is about. This is how students become independent, strategic readers.

Adapted from: Cunningham, Hall, & Cunningham, 2000. *Guided Reading, The Four – Blocks Way*, Greensboro, NC, Carson-Dellosa Publishing Company, Inc.



Activity: Predict-O-Gram

Predicting/Summarizing Spatial/Logical/Mathematical/ Linguistic

Purposes: To make predictions about a story using narrative elements, and to introduce vocabulary.

Text: Narrative

Use: Before and After (revisit)

Procedure: (Begin by explaining and modeling Predict-O-Gram

1. Select vocabulary from the story to stimulate predictions. Vocabulary should represent the story elements: character, setting, problem, action, and solution.
2. Have students decide which story element the word tells about and write each word on the Predict-O-Gram in the appropriate place.
3. Have students read the story.
4. Revisit the original predictions with students and make changes as necessary. Use the resulting information to summarize or retell the story.

From: Blachowicz (1986), In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



PREDICT-O-GRAM

Vocabulary Words	
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Character	
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From: Blachowicz (1986), in McLaughlin & Allen, 2002. Guided Comprehension: A Teaching Model for Grades 3-8. Newark, DE: International Reading Association.

Activity: Prereading Plan (PreP)

Predicting/Relating

Linguistic

Purposes: To activate prior knowledge about a topic; to introduce new vocabulary and make connections.

Text: Expository

Use: Before and After Reading

Procedure: (Begin by explaining and modeling PreP.)

1. Provide students with a cue word or idea to stimulate thinking about the topic.
2. Have all students brainstorm words or concepts related to the topic. Write all ideas.
3. After all the words and ideas are listed, go back to each word and ask the contributor why he or she suggested that word.
4. Read the text.
5. After reading, revisit the original list of words and revise as necessary.

From: Langer (1981). In McLaughlin & Allen, 2002, *Guided Comprehension: A Teaching Model for Grades 3-8*, Newark, DE: International Reading Association.



Activity: Prereading Predictions

Predicting/ Working With Words

Linguistic/Interpersonal

Purpose: To activate prior knowledge, and to analyze correct usage and word choice.

Text: Narrative

Use: Before and After Reading

Procedure: (Begin by explaining and modeling Prereading Predictions.)

1. Before students read a story, the teacher selects approximately twenty to thirty colorful, unusual, and/or unfamiliar vocabulary words used by the author.
2. The teacher lists these words in columns, grouping them by parts of speech; that is, all the nouns are listed in one column, verbs in another, and so on.
3. Each student examines this list of words, and depending upon developmental level, may work in small groups or as a class to review the meanings of any familiar terms and to make some guesses about unfamiliar words' meanings.
4. The teacher models for the students a few ways the words in different columns might be combined to form simple sentences. The teacher asks students to explain which combinations "make sense," which do not and why.
5. Based on the lists, students are asked to predict what the story might be about.
6. After reading the story, students revisit their lists and identify how the author actually used these words. At this point, the teacher may encourage students to discuss why the author might have chosen those words to tell the story, whether the students would have chosen different words than the author did, and what effect wording can have on a story's meaning and mood.



From: Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

Activity: Probable Passages

(see blackline on next page)

Predicting/Relating

Linguistic/Interpersonal

Purposes: To make predictions using story elements; to introduce vocabulary; to use story vocabulary to make connections with story structure.

Text: Narrative

Use: Before Reading

Procedure: (Begin by explaining and modeling Probable Passages.)

1. Introduce key vocabulary from the story to students. (Choose vocabulary that represents various elements of the story.)
2. Have students use the key vocabulary to create probable sentences to predict each element in the story. (Providing a story frame/story map facilitates this process.)
3. Encourage students to share their predictions with the class.
4. Read the story to confirm or modify original predictions.

Example: (*Chrysanthemum* [1991] by Kevin Henkes)

Key Vocabulary: Chrysanthemum, dreadful, school, perfect, Victoria, wilted, bloomed, Mrs. Twinkle, name

Story Map: Using the words above, create a probable sentence to predict each story element.

Setting: I think the story takes place in school.

Characters: The characters' names are Chrysanthemum, Victoria, and Mrs. Twinkle.

Problem: The flowers were perfect when they bloomed, but then they wilted and looked dreadful.

Solution: The students decided to buy new flowers for their school.

From: Wood (1984). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

PROBABLE PASSAGES

Setting:

Characters:

Problem:

Events:

Solution:

From: *Guided Comprehension: A Teaching Model for Grades 3-8* by Maureen McLaughlin and Mary Beth Allen ©2002. Newark, DE: International Reading Association.

Activity: Prove It!

Predicting

Linguistic/Spatial

Purposes: To motivate students to read; to provide a strategy for predicting and checking predictions.

Text: Expository and Narrative

Use: Before and After Reading

Procedure:

1. Ask students to make predictions based on the title, book cover, and table of contents (if there is one). List and number their predictions on the board, overhead, or a chart.
2. Decide which section of the book will be read first, and then have students make predictions for that section based on the pictures—including any labels, captions, charts, maps, and other visuals. Limit the time students can look at the chosen section to about two minutes, and have them close their books while making predictions.
3. Have students read the text in whatever format you choose (pairs, small groups, silently, etc.)
4. After reading, have students tell which predictions are true or not, and have them read parts of the text aloud that “Prove It.”
5. Put a check next to any predictions that are true, and cross out or modify any untrue predictions.
6. Ask students what other important things they found out that couldn’t be predicted based on the visuals. Discuss this information and refer students back to the text to clarify words or meanings as necessary.
7. If you are reading a longer piece, continue steps 2-6 for each section.

Note: Be sure that no students have read the story before starting this activity. You may find that once you have used this activity many students will “cheat,” or look ahead so that their predictions are correct. Discourage this so the activity is more interesting for everyone.

Adapted from: Cunningham, Hall, & Cunningham, 2000. *Guided Reading, The Four – Blocks Way*, Greensboro, NC, Carson-Dellosa Publishing Company, Inc.



Activity: Question-Answer Relationship (QAR)

**Generating Questions/Relating/
Monitoring**

**Intrapersonal/Linguistic
Interpersonal**

Purposes: To promote self-questioning; to answer comprehension questions by focusing on the information source needed to answer the question.

Text: Narrative, Expository

Use: After Reading

Procedure: (Begin by explaining and modeling QAR.)

1. Introduce the QAR concept and terminology. Explain that there are two kinds of information:

In the book -The answer is found in the text.

In my head –The answer requires input from the student’s understandings and background knowledge.

Explain that there are two kinds of QARs for each kind of information:

In the book:

Right There –The answer is stated in the passage.

Think and Search –The answer is derived from more than one sentence or paragraph but is stated in the text.

In my head:

On my own –The answer is contingent on information the reader possesses in his or her background knowledge.

Author and me –The answer is inferred in the text, but the reader must make the connections with his or her own prior knowledge.

2. Use a Think-Aloud to practice using QAR with a text. Model choosing the appropriate QAR, giving the answer from the source, and writing or telling the answer.
3. Introduce a short passage and related questions. Have groups or individuals work through the passages and the questions. Students answer the questions and tell the QAR strategy they used. Any justifiable answer should be accepted.
4. Practice QAR with additional texts.

Principles of Teaching QAR: Give students immediate feedback: progress from shorter to longer texts; guide students from group to independent activities; provide transitions from easier to more difficult tasks.

From: Raphael (1986). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

QUESTION – ANSWER RELATIONSHIP (QAR)

■ In the text

■ **Right There** – The answer is within one sentence in the text.

■ **Think and Search** – The answer is contained in more than one sentence from the text.

■ In my head

■ **Author and You** – The answer needs information from the reader's background knowledge and the text.

■ **On your own** – The answer needs information only in the reader's background knowledge.

From McLaughlin and Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Questioning the Author (QtA)

COMPREHENSION ROUTINES

Relating/Monitoring/Self Questioning

Interpersonal

Purposes: To facilitate understanding of the text; to use questions to promote discussions for the purpose of collaboratively constructing meaning from text.

Text: Narrative, Expository

Use: During Reading

Procedure: (Begin by explaining and modeling Questioning the Author.)

1. Read the text to determine major understandings and potential problems.
2. Determine segments within the text to use for discussion. These segments should be chosen because of their importance in helping students to construct meaning related to the major understandings that have been determined in step 1.
3. Create queries that will lead the students to the major understandings. Develop initiating queries to start the discussion. Anticipate student responses to these queries to determine follow-up queries. Use these to focus and move the discussion.
4. Guide the students to read the text using the queries to facilitate discussion during reading.
5. When students become proficient at QtA, have them use it as an independent comprehension routine.

Sample Queries:

Initiating

- What is the author trying to say here?
- What is the author's message?
- What is the author talking about?

Follow-up

- What does the author mean?
- Did the author explain this clearly?
- Does this make sense with what the author told us before? How?
- Does the author tell us why?
- Why do you think the author tells us this now?

Narrative

- How do things look for this character now?
- How has the author let you know that something has changed?
- How has the author settled this for us?
- Given what the author has already told us about the character, what do you think he's up to?



From: Beck, McKeown, Hamilton, Kucan, (1997). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Questioning the Text

Predicting/Relating/Summarizing

**Interpersonal/Intrapersonal/
Linguistic**

Purposes: To use knowledge of text structures and text supports to facilitate comprehension; to make connections and summarize information.

Text: Narrative, Expository

Use: Before and During Reading

Procedure: (Begin by explaining and modeling Questioning the Text)

10. Think aloud by asking some or all of the following questions before reading the text.

- What is the text structure? Narrative? Expository? What clues help me know that?
- What questions will this text answer?
- What questions do I have for this text?
- What clues does the front cover (title, cover art, author) offer? The contents page?
- What do the physical aspect (size, length, print size) of the book tell me?
- Is the author familiar? What do I know about the author? What connections can I make?
- What clues do the genre and writing style provide for me?
- Is there a summary? What does it help me know?
- What does the information on the back cover tell me?

11. Provide small groups of students with a text and the questions. Guide students to question the text.

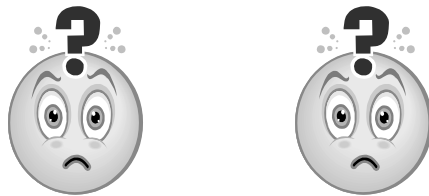
12. Discuss the information students compile.

13. Summarize the information. Have students add to this information during reading.

NOTE: Encourage students to question the text before and during reading to enhance their comprehension.

From: McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.





Questioning the Text

What is the text structure? Narrative? Expository? What clues help me know that?

What questions will this text answer?

What questions do I have for this text?

What clues does the front cover (title, cover art, author) offer? The contents page?

What do the physical aspects (size, length, print size) of the book tell me?

Is the author familiar? What do I know about the author? What connections can I make?

Is the topic familiar? What do I know about the topic? What connections can I make?

What clues do the genre and writing style provide for me?

Is there a summary? What does it help me know?

What does the information on the back cover tell me?

Here's my summary of what I learned:

Activity: Reading Between the Lines

Inferring

Intrapersonal

Purpose: To teach students to make inferences to enhance comprehension.

Text: Narrative, Expository

Use: During Reading

Procedure:

1. Explain and model inferring to the students.
2. Provide each student with a paper clip, dry-erase marker, an eraser, and a blank overhead transparency sheet (a half-sheet may be large enough, depending on the size of the page to be read.)
3. Point out a passage to be read and instruct students how to place the transparency sheet on top of the page, using the paper clip to hold it in place.
4. Show students how to underline passages from which inferences can be made. The lines will point to the margins where the students will then write the inference.
6. After reading, discuss the inferences made by the students.



From: Pavelka, 1999. *How to Teach Reading to Low-performing 3rd, 4th and 5th Graders*. Peterborough, NH: The Society for Developmental Education.

Activity: Reciprocal Teaching



COMPREHENSION ROUTINES

**Predicting/Monitoring/
Generating Questions/Summarizing**

Interpersonal

Purposes: To provide a format for using comprehension strategies—predicting, questioning, monitoring, and summarizing—in a small group setting; to facilitate a group effort to bring meaning to a text; to monitor thinking and learning.

Text: Narrative, Expository

Use: Before, During, and After Reading

Procedure: (Begin by explaining and modeling reciprocal Teaching.)

1. Explain the procedure and each of the four reading comprehension strategies: prediction, questioning, monitoring, and summarizing.
2. Model thinking related to each of the four strategies using an authentic text and thinking aloud.
3. With the whole class, guide students to engage in similar types of thinking by providing responses for each of the strategies. Sentence stems, such as the following, facilitate this:

PREDICTING: I think...I bet...I wonder...I imagine...I suppose...

QUESTIONING: What connections can I make?
How does this support my thinking?

CLARIFYING: I did not understand the part ...I need to know more about...

SUMMARIZING: The important ideas in what I read are...The big idea here is...

4. Place students in groups of four and provide each group with copies of the same text to use as the basis for Reciprocal Teaching.
5. Assign each student one of the four strategies and the suggested prompts. Role cards may be made in advance with the strategy on one side and sentence stems or questions (examples follow) on the other side.
6. Have students engage in Reciprocal Teaching using the process that was modeled.
7. Have students reflect on the process and their comprehension of the text.
8. Provide opportunities for the students to engage in Reciprocal Teaching as an independent comprehension routine.

Adapted from: Palincsar & Brown, (1986). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Reciprocal Teaching (continued)



Examples of role cards:

Front: Predictor

Back: I think... I bet...
I wonder... I imagine..
I suppose...

For each group of four you will need one copy of the four cards below. The sentence stems or questions on the back of each card will facilitate the process.

Front	Back
<h1>PREDICTOR</h1>	<p>The Predictor has the task of generating ideas of what might happen. Start sentences with:</p> <p><i>I think... I bet...</i> <i>I wonder... I imagine...</i> <i>I suppose...</i></p>
<h1>QUESTIONER</h1>	<p>The Questioner tries to relate the story or text to his or her life or what members of the group may already know. Think and explain to the group:</p> <p><i>What connections I can make.</i> <i>How this supports my thinking.</i></p>
<h1>CLARIFIER</h1>	<p>The Clarifier helps clear up any misunderstanding that members of the group may have. Lead discussion with:</p> <p><i>I did not understand the part....</i> <i>I need to know more about...</i> <i>Is everyone clear on that?</i></p>
<h1>SUMMARIZER</h1>	<p>The Summarizer explains what the main ideas are. Most of this will be at the end of each discussion. Begin with:</p> <p><i>The important ideas in what I read are...</i> <i>The big idea is...</i> <i>The main idea is...</i></p>

Adapted from: Palincsar & Brown, (1986). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Red Light/Green Light?

Monitoring

Intrapersonal/Linguistic

Purpose: To develop an awareness of when the requirements of the text require a change in reading speed.

Text: Narrative, Expository

Use: Before Reading, During Reading

Procedure:

1. Explain to students that they need to develop a flexible rate of reading because all text is not written at the same level of difficulty. Three rates of reading they can use are:

Speed Up:

This text is easy to understand and can be read smoothly. This text is on an independent level and contains concepts for which the students have background experiences. We give this text the *green light*.

Slow Down:

This text may have some difficult concepts or vocabulary and the reader should take caution to read at a slower rate and focus on the text. Although the reader will be able to understand this text, it will require more time and concentration. We give this text the *yellow light*.

Stop:

This text may be extremely difficult to understand, or may require discussion or clarification often and comprehension will be limited. We give this text the *red light*.

2. Make a model of a traffic light to use as a visual reminder. In the beginning the teacher will model choosing the appropriate color from the traffic light to match the level of the text with the required reading speed.
3. When students are more comfortable, they can identify text according to difficulty levels and appropriately choose the correct reading speed to support comprehension.

Note: The traffic light can be discontinued as appropriate, but some students may need more practice and could benefit from cards with the symbols being placed on their desks, or written on sticky notes and placed in the margins etc.

Adapted from: Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.



Activity: Retelling

Summarizing

Interpersonal/Bodily/Kinesthetic

Purposes: To promote reflection about narrative text; to provide a format for summarizing narrative text structure.

Text: Narrative

Use: After Reading

Procedure: (Begin by explaining and modeling Retelling.)

1. Explain to the students the purpose of retelling a story and the major ideas that are included (characters, setting, problem, attempts to resolve, resolution).
2. Demonstrate a Retelling after reading a story aloud. Discuss the components you included. (A story map or other graphic organizer may help.)
3. Read another story to the students and in small groups, have them retell the story. (You may want to give each student in the group a card listing a specific story element; i.e. characters, setting, problem, attempts to resolve, resolution.) Each student will have one element of the story to retell. Encourage students to be dramatic by using facial expressions and body movements to express their story element.
4. Share information with the class and record it on a chart, overhead, or large graphic organizer. Review the Retellings to assure all elements are addressed.
5. After repeating the Retelling steps in groups, gradually ask students to retell more than one element each. Eventually students will be able to Retell the entire story. Using a consistent graphic organizer can be very helpful.
6. Encourage students to do Retellings using oral presentation, writing, visual representation, or dramatization to demonstrate understanding of narrative text.

Adapted from: Morrow, (1985). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

TITLE _____	
SETTING	CHARACTERS
PROBLEM	
EVENT (OR ATTEMPT TO RESOLVE)	
EVENT	
EVENT	
SOLUTION	
THEME	

DO TELL!

Activity: RIVET

Working With Words/Predicting

Spatial/Interpersonal/ Linguistic

Purposes: To activate prior knowledge of a topic; to make predictions, to introduce vocabulary; to model spelling of specific vocabulary words.

Text: Narrative, Expository

Use: Before and After Reading

Procedure: (Begin by explaining and modeling RIVET)

14. Choose six to eight interesting and important words from the selection to be read.

15. Create a visual representation of the words in a numbered list, leaving lines for each letter in the words. Begin the activity by writing numbers and drawing lines on the board to indicate how many letters each word has. Have the students draw the same number of lines on a piece of scratch paper. You may want to provide students with a copy of this. The board and their papers at the beginning of the RIVET would look the same.

1. _____
2. _____
3. _____
4. _____
5. _____

16. Fill in the letters of the first word, one by one. Encourage students to guess each word as soon as they think they know what it is. Once someone has guessed the correct word, ask him or her to help you finish spelling it and write it on the board as students write it on their papers.

17. Begin writing the letters of the second word, pausing for just a second just after writing. If they are right, have them help you finish spelling it. If they give you an incorrect guess, just continue writing letters until someone guesses the correct word. Have students fill in their sheets or copy the words along with you.

18. Continue this process for each word on the list.

19. Make sure students understand word meanings. Encourage them to share.

20. Using the list of words, have students make predictions about the text. Record them.

21. Encourage students to ask questions prompted from the list of words. Record them.

22. Read the text. Revisit predictions to confirm or modify. Answer questions on the list.

From: Cunningham, 2000, in McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Say Something

Monitoring/Relating

Interpersonal/Linguistic

Purposes: To make connections with texts during reading, to enhance comprehension of written material through short readings and oral discussion.

Text: Narrative, Expository

Use: During Reading

Procedure: (Begin by explaining and modeling Say Something)

1. Choose a text for the students to read and have them work in pairs.
2. Designate a stopping point for reading.
3. Have students read to the stopping point and then “say something” about the text to their partner.
4. Allow pairs to choose the next stopping point. (If the text has subheadings, these make good stopping points.) Students repeat Steps 3 and 4 until they have finished reading the text.

From: Adapted from Short, K.G., Harste, J.C. & Burke, C. 1996, In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Semantic Map

Predicting/Relating

Spatial/Linguistic

Purposes: To activate and organize knowledge about a specific subject.

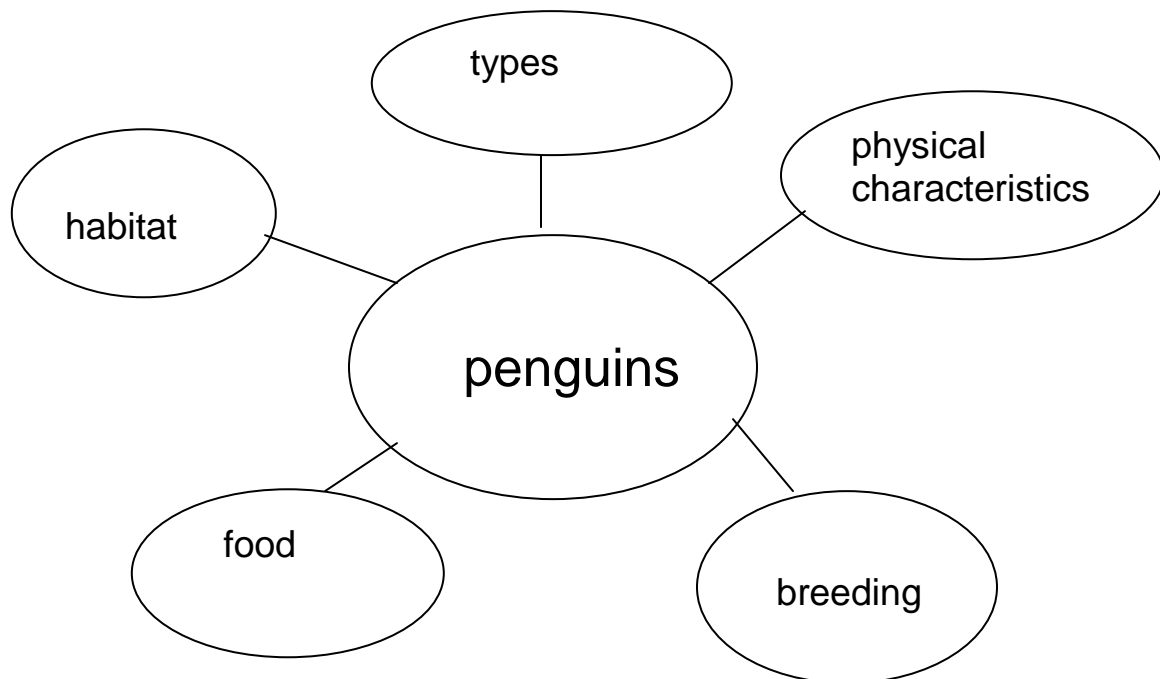
Text: Narrative, Expository

Use: Before and After Reading

Procedure: (Begin by explaining and modeling Semantic Maps.)

1. Select the main idea or topic of the passage: write it on a chart, overhead, or chalkboard and put a circle around it.
2. Have students brainstorm subtopics related to the topic. Use lines to connect these to the main topic.
3. Have students brainstorm specific vocabulary or ideas related to each subtopic. Record these ideas beneath each subtopic.
4. Read the text and revise the Semantic Map to reflect new knowledge.

Example:



From: Johnson & Pearson (1984). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Sensory Imagery

Relating/Visualizing

**Interpersonal/Naturalistic/
Bodily-Kinesthetic**

Purpose: To enhance comprehension, recall and retention while reading.

Text: Narrative, Expository

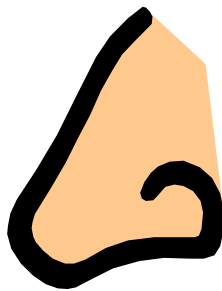
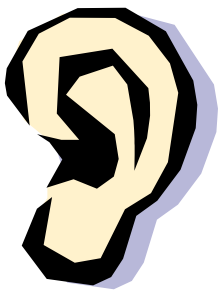
Use: During Reading

Procedure:

1. Select a passage that contains sensory details (e.g., a sheep shearing).
2. As students follow along in their texts, read the passage aloud. At appropriate points, stop and ask students to close their eyes and imagine the scene: "The text describes a farmer shearing his sheep. Have you ever seen a sheep up close, maybe on a farm or on TV? What did its coat look like? What color was it?" Allow some time for students to share their experiences. Continue to prompt them to visualize the scene. "What does the book say about how the sheep behaves during the shearing?"; "What sounds do you think they'd make?"; "Has anyone here ever smelled a farm that has sheep? Can you describe that smell? Just thinking of it makes my nose wrinkle!"
3. Select another vivid passage for the class to read aloud. This time have students volunteer their images.
4. Ask students what they discovered about using their imagination while reading. Periodically revisit this strategy to reinforce its use during independent reading.

Note: When possible, bring in actual items from the text to let students see, feel, taste, hear and smell.

Adapted from: Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: IF Not Me, Then Who?* Aurora, CO.



Activity: Sketch to Stretch

Visualizing/Relating/Summarizing

**Intrapersonal/Spatial/
Interpersonal/Linguistic**

Purposes: To create, represent, and share personal meanings for a narrative or expository text; to summarize understandings through sketches.

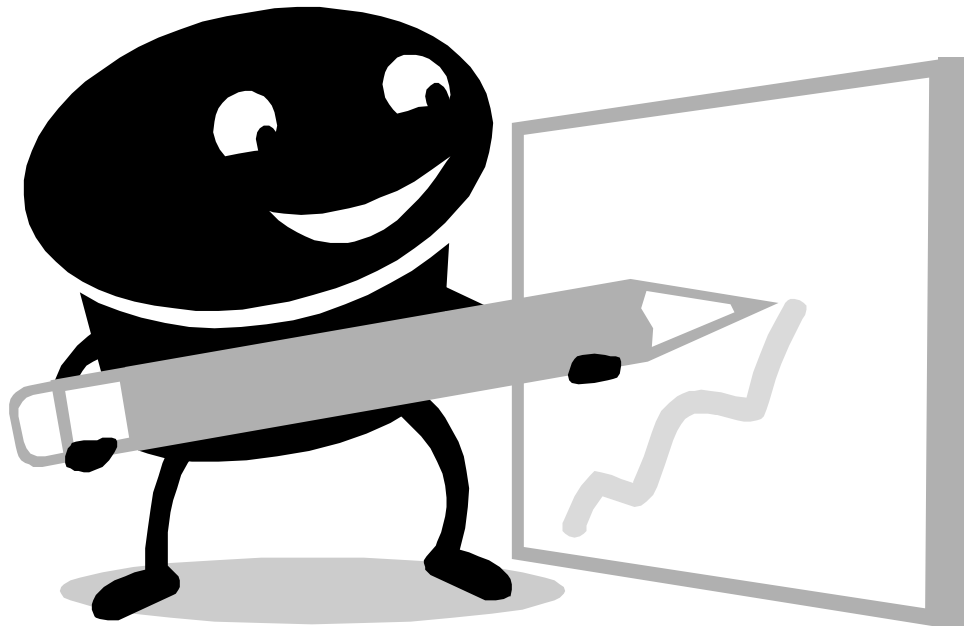
Text: Narrative, Expository

Use: After Reading

Procedure: (Begin by explaining and modeling Sketch to Stretch.)

1. After reading or listening to text, have students sketch what the text means to them.
2. Encourage students to experiment and assure them there are many ways to represent personal meanings.
3. Have students gather in groups of three to five.
4. Each person in the group shares his or her sketch. As the sketch is shared, all other group members give their interpretation of the sketch. Once everyone has shared, the artist tells his or her interpretation.
5. Repeat Step 4 until everyone in the group has had a chance to share.

From: Short, Harste, & Burke (1996). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



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

**Predicting/Monitoring/
Generating Questions/
Summarizing**

Intrapersonal/Interpersonal

Purposes: To engage the reader during each phase of the reading process; to develop predictions, set a purpose for reading, and generate questions before reading; to read actively and answer questions during reading; and to monitor comprehension and summarize after reading.

Text: Expository

Use: Before, During and After Reading

Procedure: (Begin by explaining and modeling SQ3R.)

1. Provide students with a copy of the following questions. (See worksheet on next page.)
2. Model how you would respond to each set of questions or tasks.
3. Assign a text passage to be read and have students practice the strategy in pairs or small groups.
4. When it's clear that students understand each phase of the strategy, they can begin using the strategy individually.

Adapted from: Billmeyer and Barton, 2002. In *Teaching Reading in the Content Areas: IF Not Me, Then Who?* Aurora, CO.

SQ3R

SQ3R

(Survey, Question, Read, Recite, Review)

1. **Survey** what you are about to read.
 - Think about the title: What do I already know about this subject? What do I want to know?
 - Glance over headings and/or skim the first sentences of paragraphs.
 - Look at the illustrations and graphic aids.
 - Read the first paragraph.
 - Read the last paragraph or summary.
2. **Question.**
 - Turn the title into a question. Answering this question becomes the major purpose for your reading.
 - Write down any questions that come to mind during the survey.
 - Turn the headings into questions.
 - Turn the subheadings, illustrations, and graphic aids into questions.
 - Write down unfamiliar vocabulary and determine the meaning.
3. **Read** actively.
 - Read to search for answers to your questions.
 - Respond to questions and use context clues for unfamiliar words.
 - React to unclear passages, confusing terms, and questionable statements by generating additional questions.
4. **Recite.**
 - Look away from the answers and the book to recall what was read.
 - Recite answers to questions aloud or in writing.
 - Reread text for unanswered questions.
5. **Review.**
 - Answer the major purpose questions.
 - Look over answers and all parts of the chapter to organize information.
 - Summarize the information learned by creating a graphic organizer that depicts the main ideas, by drawing a flow chart, by writing a summary, by participating in a group discussion, or by writing an explanation of how this material has changed your perceptions or applies to your life.

Adapted from: Billmeyer and Barton, 2002. In *Teaching Reading in the Content Areas: IF Not Me, Then Who?* Aurora, CO.

Activity: Story Frame

Summarizing

Linguistic/Intrapersonal

Purposes: To help the reader organize and examine the logical progression and sequence of events in a story.

Text: Narrative

Use: After Reading

Procedure: (Begin by explaining and model using Story Frame.)

1. Present the story frame to students before reading the story. (See worksheet on next page.)
2. Read the frame with the learners, noting the blank spaces they are supposed to complete.
3. Ask learners to read the story.
4. Ask learners to complete the story frame independently, using information from the story.
5. After learners complete the story frame, help students evaluate how well they captured the major plot events. Depending on the developmental level of the students, lead a discussion on the cause-effect pattern in narrative text, and whether the plot developed logically and realistically.

From: Fowler (1982), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.



Story Frame

Story: _____

Author: _____

In this story, the problem starts when _____

_____.

After that

_____.

Next, _____

_____.

Then, _____

_____.

The problem is finally solved when _____

_____.

The story ends with _____

_____.



From: Fowler (1982), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

Activity: Story Grammar/Maps

Summarizing

Spatial/Intrapersonal/ Interpersonal

Purposes: To help the reader identify a story's structure, literary elements, and their relationship to one another, and to help in sequencing story events.

Text: Narrative

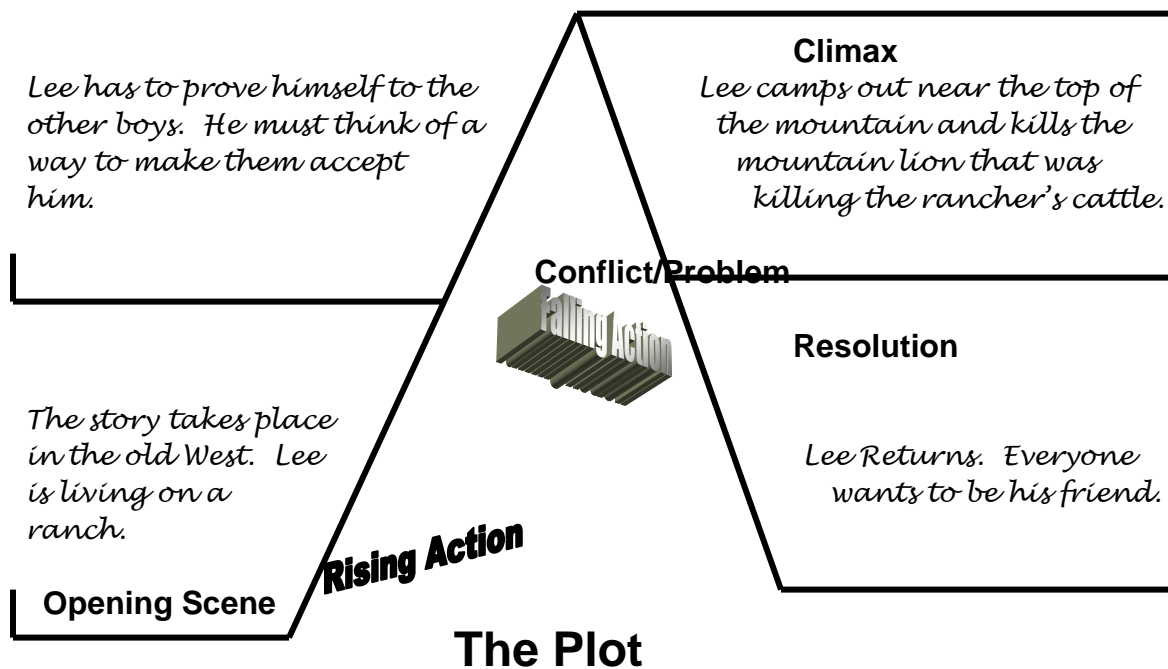
Use: After Reading

Procedure: (Begin by explaining and modeling Story Grammar/Maps.)

1. The teacher chooses and constructs a Story Map outline.
2. Students read the assigned story and then fill in the specific information after reading the story selection.
3. After several practices with the different types of Story Maps, students may begin constructing their own Story Maps using the necessary story elements.
4. Story Maps might be shared and discussed in small groups.

Adapted from: Sorgen and Wolfe (1988), in *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

STORY MAP



Story Map

	Title:		
	Elements		
Who?	Main Characters:	Other Characters:	
	Where? When?		
	Setting:		
What?	Problem:	Resolution:	
	Structure		
	Beginning:	Middle:	End:
	Theme:		

Adapted from: Sorgen and Wolfe (1988), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

STORY MAP

Characters:	Setting:
↓ ↓	
Goal/Problem/Conflict:	
↓	
Major Events:	
1.	
2.	
3.	
4.	
5.	
↓	
Ending/Resolution:	
↓	
Theme:	

Adapted from: Sorgen and Wolfe (1988), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

STORY MAP

Title: _____

10.

9.

8.

7.

6.

5.

4.

3.

2.

1.

Climax:

11.

12.

13.

14.

15.

Rising Action

Rising Action

Conflict:

Resolution:

Setting:

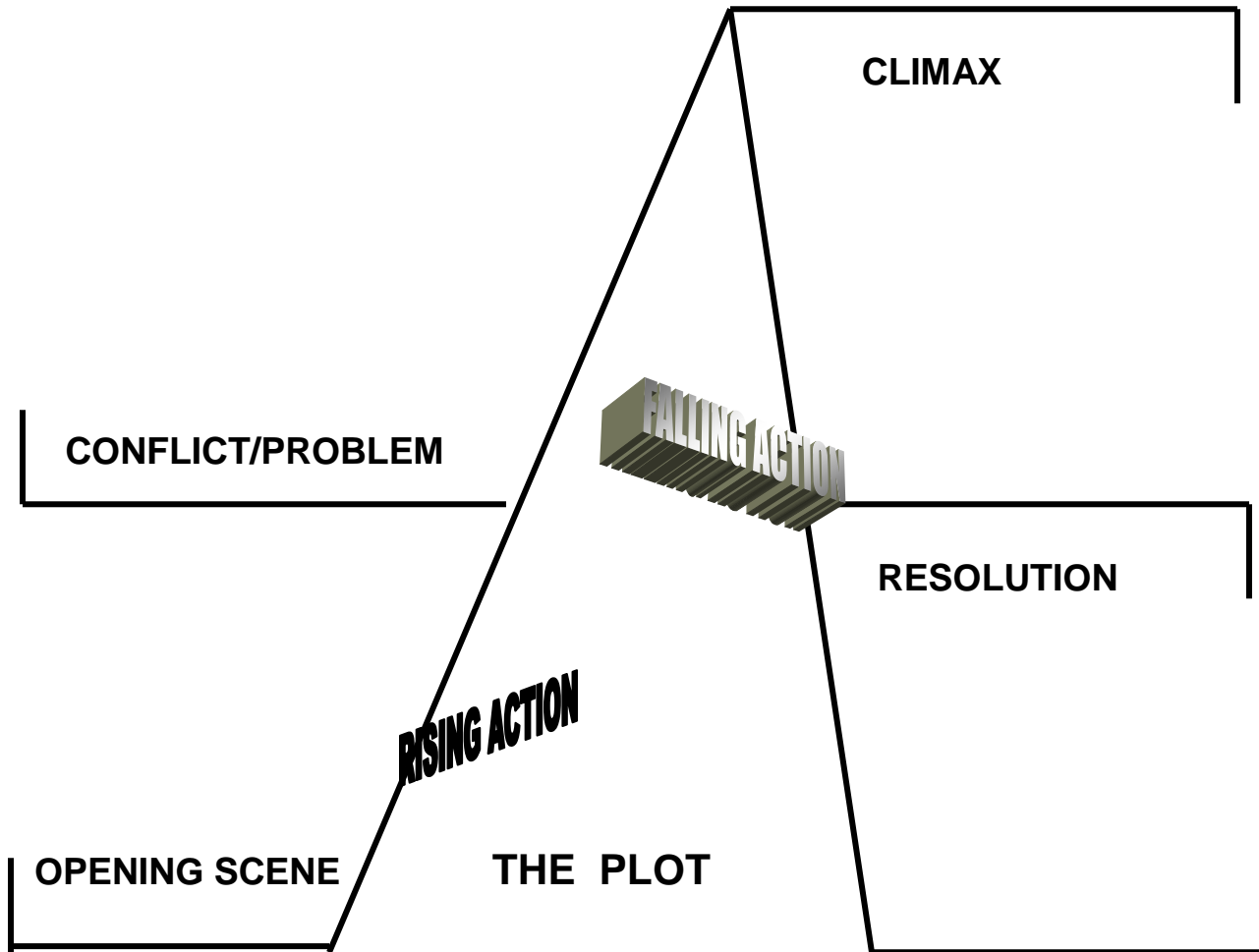
Characters: _____

Author's Theme:

Adapted from: Buehl (1995), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

STORY MAP

Title: _____

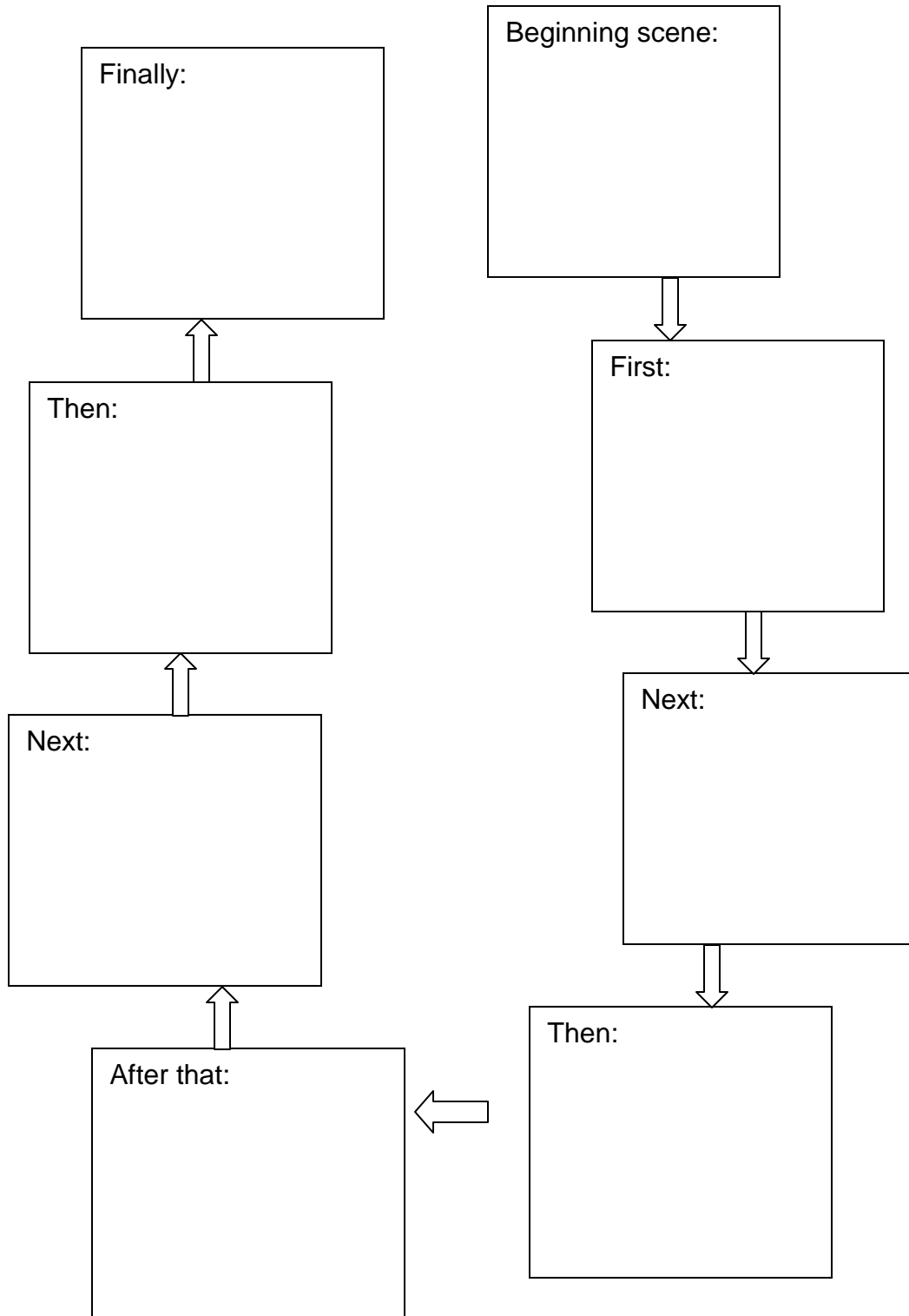


From: Sorgen and Wolfe (1998). In Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.



STORY MAP

Title: _____



Adapted from: Routmann (1991), in Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Aurora, CO.

Activity: Story Impressions

Predicting/Relating

Linguistic/Interpersonal

Purposes: To provide a framework for narrative writing; to encourage predictions about the story; to make connections between story vocabulary and story structure.

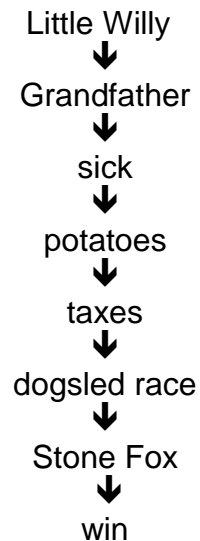
Text: Narrative

Use: Before Reading

Procedure: (Begin by explaining and modeling Story Impressions).

1. Provide students with a list of words that provide clues about the story. Choose words that relate to the narrative elements-characters, setting, problem, events, and solution.
2. List words in sequential order as they appear in the story. Connect them with downward arrows. Share the list of clues with the students.
3. In small groups, students then create stories using the clues in the order presented.
4. Have students share their story with the class and discuss them.
5. Read the original story to the class and have students compare and contrast their story with the original.

Example: (Stone Fox [1988] by John Reynolds Gardiner)



From: McGinley & Denner (1987). In McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.

Activity: Storybook Introductions

Predicting /Working With Words/Relating

Linguistic

Purposes: To introduce the story, characters, vocabulary, and style of a book prior to reading; to promote prediction and anticipation of a story; to make new texts accessible to readers.

Text: Narrative, Expository

Use: Before Reading

Procedure: (Begin by explaining and modeling Storybook Introductions.)

1. Preview the text and prepare the introduction. Focus on those points that will help make the text accessible to students. These may include text structure, specific vocabulary, language patterns, plot, or difficult parts.
2. Introduce the topic, title, and characters.
3. Encourage students to respond to the cover and text illustrations by relating to personal experiences or other texts.
4. While browsing through the illustrations, introduce the plot up to the climax (if possible, not giving the ending away). Throughout this process, encourage students to make connections to personal experiences or other texts, and make predictions about what will happen next.
5. Choose to introduce some literary language, book syntax, specialized vocabulary, or repetitive sentence patterns that will be helpful to readers.
6. Have students read the text. Then engage in discussion and other activities.

Note: It is important to make decisions about the introduction based on the text and the students' competency and familiarity with the text type. Introductions may range from teacher involvement in a rich introduction to a shorter, more focused introduction, to a brief introduction.

From: Clay (1991), in McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



Activity: Structured Note-taking

Summarizing

Spatial/Interpersonal

Purpose: To assist in recall and retention of essential information.

Text: Narrative, Expository

Use: Before, During and After Reading

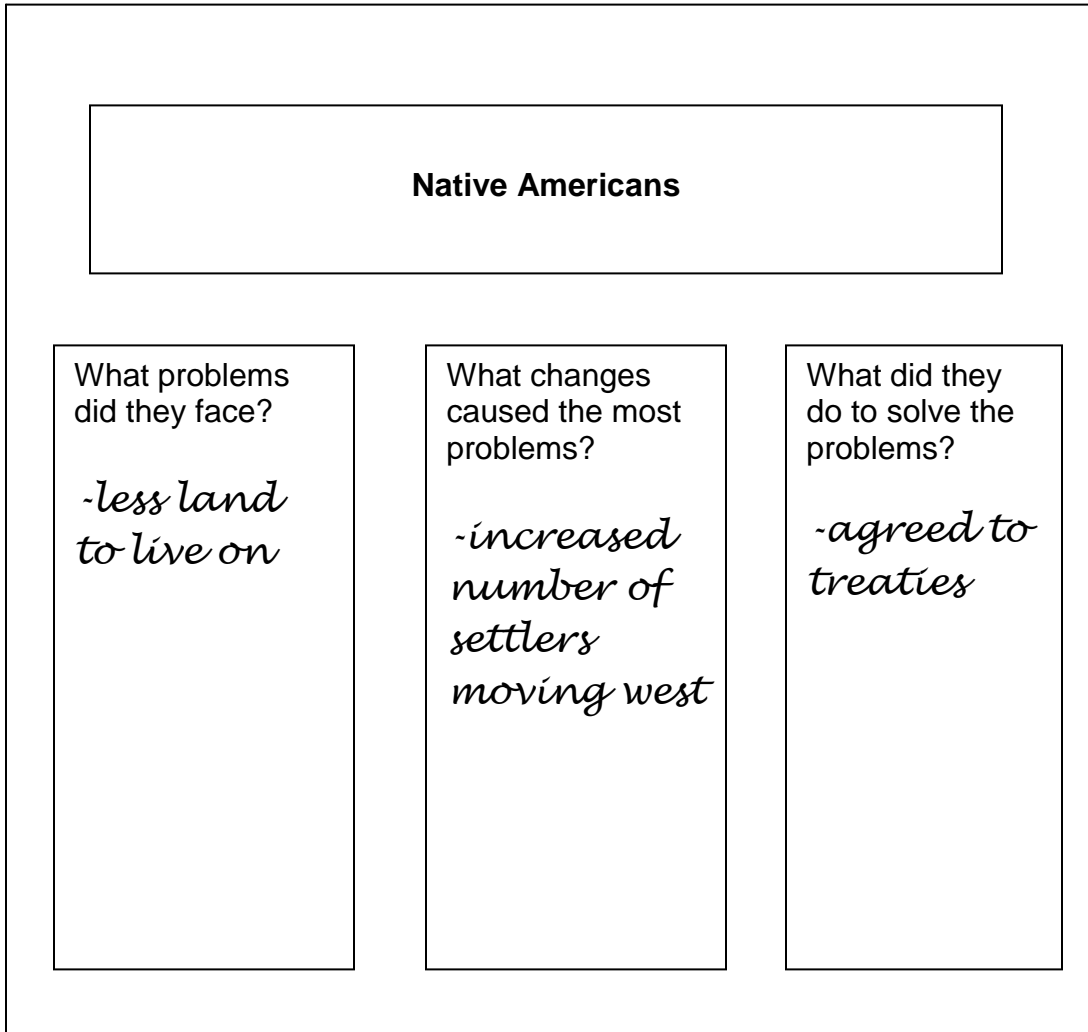
Procedure: (Begin by explaining and modeling Structured Note-taking.)

1. Begin by instructing students in the various organizational patterns authors use. Explain that understanding these patterns improves understanding of the text and also provides a structure for taking notes on the material. These organizational patterns are:
 - Chronological sequence, which organizes events in a time order
 - comparison and contrast, which organizes information about two or more topics according to their similarities and differences
 - Concept/definition, which defines a concept by presenting its characteristics or attributes and sometimes examples of each
 - Description, which describes the characteristics of specific persons, places, things, and events (not in any particular order)
 - Episode, which includes the time and place, specific people, specific duration, specific sequence of incidents that occur, and the event's particular cause and effect
 - Generalization/principal, which organizes information into general statements with supporting examples
 - Process/cause-effect, which organizes information into a series of steps leading to a specific product; or organizes information in a causal sequence that leads to a specific outcome
2. Once students understand the different organizational patterns, model structured note-taking. Give students a short passage for which you have already created a graphic organizer and walk them through how you would use it for note-taking.
3. Next, assign a passage from the text from which students can take notes. Provide each student with a copy of a graphic organizer you have constructed for that passage. You may want to include the major headings on the organizer, so that students can be successful at ordering subordinate ideas on the graphic. Point out that at first you will be giving them the prepared organizers, but that eventually they will be able to build their own as they read.
4. After they have finished reading and note-taking, students can share their work with a partner, explaining why they included certain information and justifying its position on the graphic.
5. Continue to scaffold student learning over time, constructing graphics for the students but leaving all of the boxes or circles empty for them to fill in.

Structured Note-taking (cont.)

6. After students develop confidence with Structured Note-taking, show them how to preview text in order to develop their own visual frameworks for constructing an accurate visual representation of the material.

Adapted from: Smith and Tompkins (1988). In Billmeyer and Barton, 2002. *Teaching Reading in the Content Areas: IF Not Me, Then Who?* Aurora, CO.



Activity: Summary Cube

Summarizing

Bodily-Kinesthetic/Linguistic

Purposes: To provide a structure for summarizing factual information or retelling key points of a story.

Text: Narrative, Expository

Use: Before, During and After

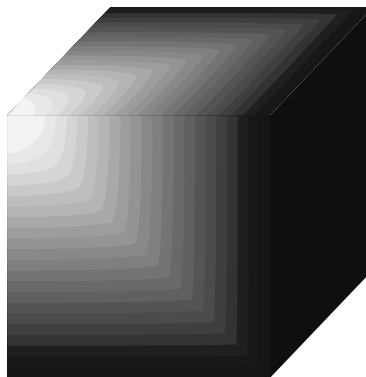
Procedure: (Begin by explaining and modeling Summary Cubes)

23. Explain the idea of cubing to the students. Describe the information that goes on each side of the cube.
24. Demonstrate through read-aloud and Think Aloud (see Think Aloud activity) the process of determining key ideas about either narrative or expository text to write on the cube. Show the students how to assemble the cube.
25. In small groups, guide the students to read a text and create Summary Cubes.
26. Share ideas with the class. Display Summary Cubes.
27. Encourage students to create their own cubes as follow-ups to reading narrative and expository texts.

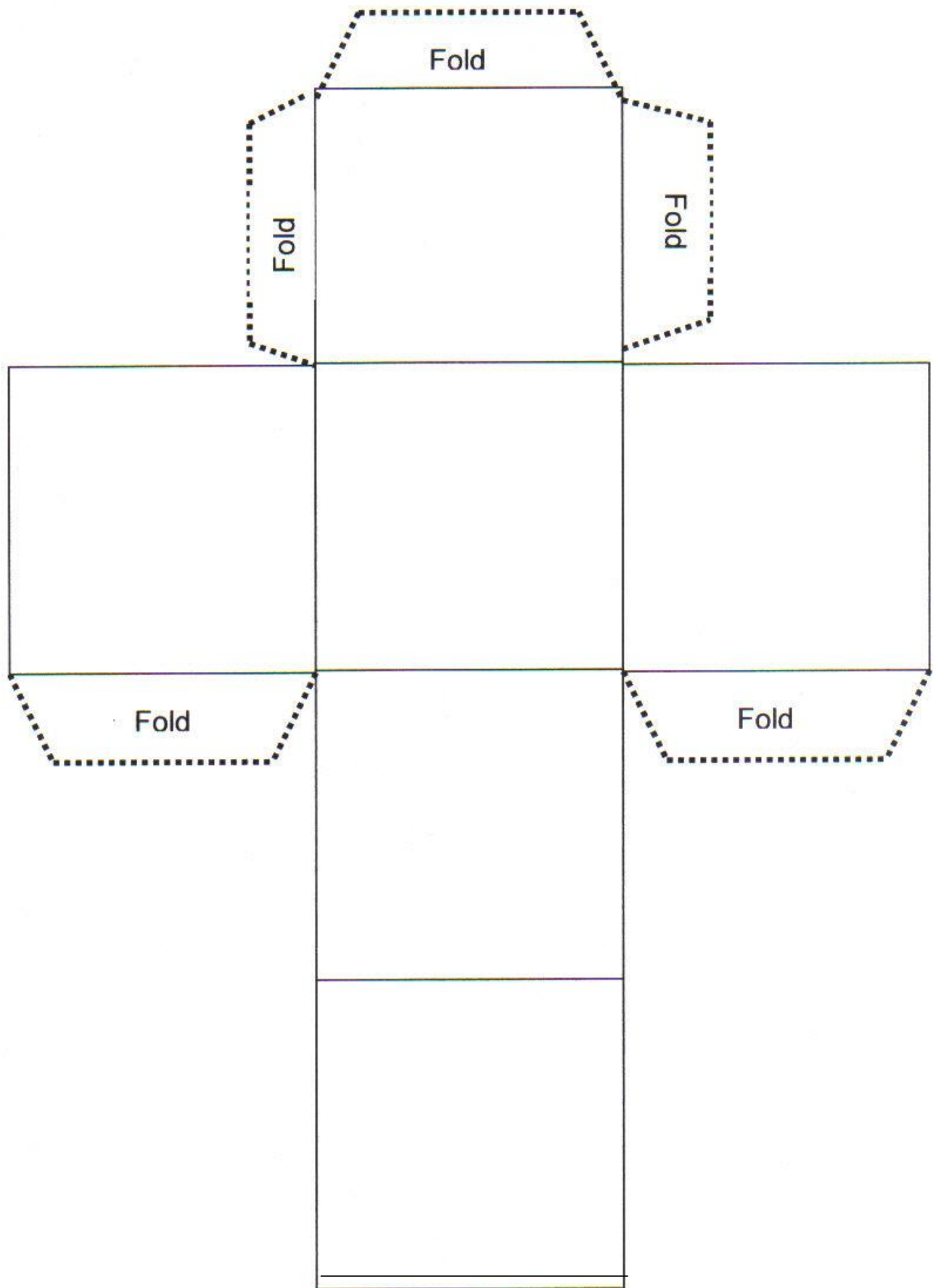
Information for cubes:

Side 1	Who?	Title	Topic
Side 2	What?	Characters	Subtopic 1 and Details
Side 3	Where?	Setting	Subtopic 2 and Details
Side 4	When?	Problem	Subtopic 3 and Details
Side 5	Why?	Solution	Summary
Side 6	How?	Theme	Illustration

From: McLaughlin & Allen, 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.



SUMMARY CUBE



Activity: Ten Dollar Words

Working With Words

Spatial/Logical-Mathematical/ Linguistic

Purposes: To create an awareness and interest in multi-syllabic words and to provide motivation to learn difficult words.

Text: Narrative, Expository

Use: Before, During and After Reading

Procedure:

1. Draw and duplicate \$10 bills and place them in the vocabulary center or a place accessible to the students. (Just a rectangle shape with "\$10" written in the corners will be sufficient, since the student will be doing the design later.)
2. Explain to children that sometimes when are reading they will encounter words that will be difficult to read or decode and we will call these *\$10 words*. Challenge students to keep an eye out for these words when they are doing independent reading. Have them keep a blank card for a bookmark for the purpose of writing the words down as they read so as not to interfere with reading.
3. After reading, have students who found a Ten Dollar Word get a duplicated bill and write the word on it in large letters. Then have them illustrate the bill in such a way that the other students can learn the meaning of the new word. They can draw pictures, write synonyms or antonyms, etc.
4. Set up an area in the room with a bare tree for the student to put the \$10 bill on the "money tree." After placing the \$10 bill on the tree the student will have the responsibility of explaining the word and its meaning to the rest of the class.
5. This money tree can serve as a vocabulary activity area for the class.

Adapted from: Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.



Activity: Thick and Thin Questions

Generating Questions

Interpersonal/Intrapersonal/ Linguistic

Purposes: To create questions pertaining to a text; to help students discern the depth of the questions they ask and are asked; to use questions to facilitate understanding a text.

Text: Narrative, Expository

Use: Before, During, and After Reading

Procedure:

1. Teach the students the difference between thick and thin questions. Thick questions deal with the big picture and large concepts. Answers to thick questions are involved, complex, and open ended. Thin questions deal with specific content or words. Answers to thin questions are short and close ended.
2. Guide students to learn the difference between Thick and Thin Questions. Read a portion of a text and ask students questions with starters, such as **why, how, or what if** for thick questions and **who, what, when, or where** for thin questions.
3. Have students create Thick and Thin Questions for the texts they are reading. They can write thick questions on large sticky notes and thin questions on small sticky notes. Or cut 5X8 note cards in half lengthwise for thin questions and use the whole card for thick questions. For further emphasis, the students could write with thick and thin letters on the cards or sticky notes.
4. Have students share questions and answers in small and large groups.

Adapted from: (Lewin, 1988) and (Harvey & Goudvis 2000). In McLaughlin and Allen 2002. *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE International Reading Association.



Thick and thin ?

Activity: Think-Alouds

Predicting/Visualizing/Monitoring/Relating/Working with Words/Summarizing/Evaluating **Intrapersonal/Interpersonal**

Purpose: To provide a model for active thinking during the reading process.

Text: Narrative, Expository

Use: Before, During, and After Reading

Procedure:

1. Select a passage to read aloud to the students. The passage should require some strategic thinking in order to clarify understandings.
2. Before reading, share your predictions for the story or chapter and explain your reasoning. (For example, "From the title or cover, I predict...because...")
3. As you read, think aloud to demonstrate strategies such as:
 - Making/confirming/modifying predictions ("I was thinking_____, but now I predict_____"; "I thought that was what was going to happen because_____".)
 - Visualizing-making pictures in your mind ("What I am seeing in my mind right now is_____".)
 - Making connections/relating ("This reminds me of _____"; "This is like a _____".)
 - Monitoring ("This is confusing; I need to reread, read on or ask someone for help"; "This is not what I expected.")
 - Figuring out unknown words ("I don't know that word, but it looks like _____"; "That word must mean _____because_____".)
4. After modeling several times, guide students to practice with partners.
5. Eventually, encourage students to use this technique on their own.

From: Davey, B. 1983, In McLaughlin & Allen, *Guided Comprehension: A Teaching Model for Grades 3-8*, Newark, DE: International Reading Association.



Activity: Value Line

Evaluating/Relating

Intrapersonal/Bodily-Kinesthetic

Purpose: To practice making judgments about events that the student encounters during reading.

Text: Narrative, Expository

Use: After Reading

Procedure:

1. Have students read a text selection that has a character acting in a questionable way or that has to make a very difficult decision.
2. Explain to the students how to conduct a Value Line. The students line up according to how they stand on a given issue. Example: *School should be in session year round*. The students in most agreement go to the right end of the line. This is easy to remember since they think this statement is *right*. The students in most disagreement go to the left, and the students who are unsure or agreeable either way go to the middle of the line. If a student is leaning one way or the other, he or she would line up in that direction according to the amount of agreement or disagreement.
3. After making sure that everyone understands a Value Line, bring up for discussion a character from the text. Lead a discussion of the character, his or her actions, and the resulting events.
4. Then tell the students to make a Value Line across the front of the classroom according to their level of agreement with the character's actions.
5. When all the students have found their place in the Value Line, instruct them to Fold The Line. The person on the extreme right now lines up facing the person on the extreme left. The second person on the right lines up in front of the second person on the left, etc. This continues until the complete line is now a double line with each person facing another who has the opposite opinion. If there is an odd number, the teacher may need to fill in.
6. The teacher will name the two lines either A or B. The students in Line A will be partners with the person they are facing in Line B. Then each person will have two minutes to tell his or her partner how he or she feels about the subject and the character's actions.
7. The students will return to their seats and the teacher may want to further discuss the topic with the class now that students have had a chance to hear another student's viewpoints.

From: Kagan and Kagan, 1998. *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Kagan Cooperative Learning.



Activity: Vocabulary Whirlwind

Working With Words

Interpersonal Bodily-Kinesthetic

Purposes: To understand vocabulary words; to practice using vocabulary words.

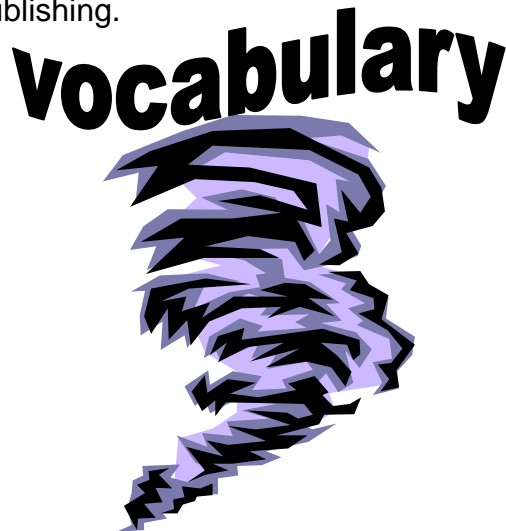
Text: Narrative, Expository

Use: Before or After Reading

Procedure: (Begin by explaining and modeling *Inside-Outside Circle* and Vocabulary Whirlwind.)

1. Be sure students are familiar with and have had practice using the cooperative learning structure, *Inside-Outside Circle*. (*The students form two concentric circles. They face each other and discuss a topic, practice a skill, or share some information. After a small amount of time the teacher stops the discussion and has the students move left or right around the circle to a new partner. Students face a new partner and repeat the discussion or practice with a new partner.*)
2. The class forms an *Inside-Outside Circle*. Each student receives one of the vocabulary prompt cards from the handout. The teacher announces a vocabulary or spelling word. The students look at their prompt cards (see handout next page) and share that response with their partners. For example, the teacher announces the word “escape.” Looking at the prompt card, one student has to use the word in a “Sentence” while the partner needs to give a “Synonym.” The students need to be aware that not all prompts will work with all words (orange does not have a “Rhyming Word”).
3. The partners trade prompt cards, rotate to a new partner and listen for the new vocabulary word.

Adapted from: Stone, Jeanne M. 1996. *Cooperative Learning Reading Activities*. San Clemente, CA: Kagan Publishing.



Vocabulary Whirlwind **Prompt Cards**

Spell	Definition
Antonym	Synonym
Sentence	Part of Speech
Add a Suffix or Prefix	Rhyming Word

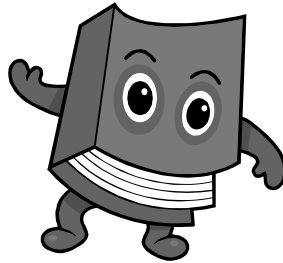
Adapted from: Stone, Jeanne M. 1996. *Cooperative Learning Reading Activities*. San Clemente, CA: Kagan Publishing.

Activity: Wearing the Book

Predicting

Purposes: To heighten anticipation about reading a story and to encourage students to

Text: Narrative



Spatial/Linguistic

anticipation about reading a story and to make predictions.

Use: Before Reading

Procedure:

1. Using an apron with a vinyl pocket attached to the front, place a book in the pocket which will be read at the end of the day.
2. Encourage students to examine the book cover and predict the contents of the book.
3. Throughout the day, students may ask questions or make comments about the book. The students will be very excited to ask questions, so some sort of management tool must be used. Put up a sheet of chart paper for the children to write their questions on in order to keep from interrupting other activities all through the day. Or let students write questions on small slips of paper and drop them in a fishbowl. Several times throughout the day you may schedule discussion time to respond to the questions and comments. Respond appropriately to predictions without giving away too much information. These predictions serve as a model for those students who have difficulty making logical predictions.
4. At the end of the day, have a class discussion of their predictions and then read the book aloud.

Note: An excellent source for an apron is one that is Velcro compatible. A vinyl pocket can also be purchased which will Velcro to the front of the apron. In this way, the book can easily and quickly be placed inside.

Book Props
16825 South Chapin Way
Lake Oswego, OR 97034
1-800-636-5314

Show-A-Tale Apron (\$25.00)
Show-A-Tale Fabric (\$18.00/yd)
Vinyl Pocket (\$18.00)

Adaptations: To heighten anticipation the teacher could wear an apron made of felt and throughout the day attach illustrations to the felt that give hints about the story. These could be drawn, laminated, and then fastened with Velcro. If the above apron is not available, use a zip lock bag with a ribbon to make a “necklace”, or choose a designated spot to place the book so that all students will be able to see it throughout the day. Ask students not to peek inside, however.

Adapted from: Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.

Activity: What's for Reading?

Predicting

Linguistic/Logical-Mathematical

Purpose: To preview, predict, and relate to a reading selection using the text structure and illustrations.

Text: Expository, Narrative

Use: Before Reading

Procedure:

1. At the beginning of the reading lesson for the day when you are starting a new selection, announce, **“What's for Reading?”**
2. Give the students one minute to preview the text and decide what kind of text it is and what it is about. You may want to review genres at this time.
3. Have students explain what kind of text it is, what it is all about, and how they know. Their ideas may be listed on the board, overhead, chart or simply discussed.
4. If the text is a story or informational, have students try to decide which it is and justify their answers. Explain that sometimes this decision is easy, but other times you can't tell until you have read some of the text. For example, the difference between a play and a poem is easily observed but whether a narrative is fiction or nonfiction is not.
5. If the text is informational, have students identify any special features, such as bold-faced text, sub-headings, definitions, captions, etc., and tell how these features can help them when they are reading.

Note: This is a good opening activity that encourages students to quickly get ready for reading. Discourage students from reading ahead before you start this activity.

Adapted from: Cunningham, Hall, & Cunningham, 2000. *Guided Reading, The Four – Blocks Way*, Greensboro, NC, Carson-Dellosa Publishing Company, Inc.



Activity: “When You Wish Upon a Star”

Monitoring/Summarizing

Musical/Linguistic

Purpose: To provide students with a strategy to remember to ask the questions who, what, where, when, why, and how when reading.

Text: Narrative

Use: During and After Reading

Procedure:

1. Teach students the song below to help them remember to look for answers to who, what, where, when, why, and how during reading.

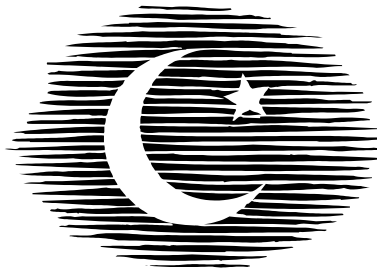
When You Wish Upon a Star

(tune: When You Wish Upon a Star)

When you read a story now,
Think about the why and how
Find out who, what, where, and when,
Then think again.

Read again and you will find,
Answers that will ease your mind,
When you know just why and how,
Then you'll feel proud.

2. Post the song on a chart on the wall and practice periodically with the class.



D. McCleish, 2002.

Activity: Where's Flora?

Inferring

Naturalist/Spatial/Linguistic

Purpose: To infer the types of plants that could be encountered in the reading selection.

Text: Narrative, Expository

Use: After Reading

Procedure:

1. After students have read a selection, explain the meaning of flora (plants).
 2. Ask students to make a list (or draw pictures) of the types of plants the characters in the selection may have seen, touched, smelled, or tasted. In the case of expository text the list would include plants in the habitat or region of the selection.
 3. The teacher may need to ask questions to generate thinking beyond what is described in the text. Examples: "Do you think _____ (a character) had trees in his/her yard? What kind? How large? Did any characters use plants to meet the basic needs of food, shelter, or water? How do you know?"
- Variation - Where's Fauna? Make a list or drawing of the animals that may have been present in the selection.

D. McCleish 2002



Activity: Who Wants to be a Million-Dollar Reader?

Monitoring

Linguistic/Spatial

Purposes: To provide students with strategies and visual aids to confront a word, concept, or other difficulty while reading.

Text: Narrative, Expository

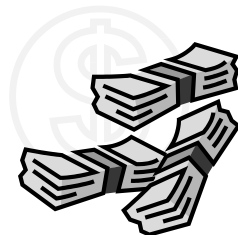
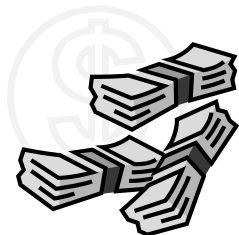
Use: During Reading

Procedure:

1. Make and display a chart entitled **Reading Lifelines** (see handout).
2. Introduce and discuss the **Reading Lifelines** chart. Relate this to the popular television show, *Who Wants to Be a Millionaire?*
3. Refer students to a brief reading selection. Model for students how to use the poster's steps to confront a question or difficulty with a word in a selection.
4. Discuss the strategies. Encourage students to refer to the poster during reading and to use the strategies described.
5. Copy the handout to create a bookmark for each student. Students may need extra copies of the bookmark for other books they are reading.
6. Remind students to use the steps on the bookmark when they are having difficulty with a word or concept.

Adapted from: *The Mailbox, The Idea Magazine for Teachers*, Intermediate, June/July 2002. Greensboro, NC: The Education Center.

ASK THE READER!



50/50

PHONE FOR HELP!



Who Wants to be a Million-Dollar Reader?



Reading Lifelines

\$ Ask the Reader: What have I learned or experienced that reminds me of what I'm reading?

\$ 50/50: What makes sense to me? What part is unclear?

\$ Phone for Help: What kind of help do I need?

Where can I go for help?

- **Context Clues**
- **Reference tools**
- **Text aids (print, graphics, illustrations, etc.)**
- **Rereading**
- **Looking for signal words (because, however, before, etc.)**
- **Looking at the organizational structure of the text (compare and contrast, cause and effect, sequence, etc.)**

Yes! You are a
MILLION-DOLLAR READER!



Activity: You Become the Author

Predicting/Inferring

Interpersonal/Linguistic

Purpose: To encourage students to make predictions and then use those predictions to “become the author” and write the text before reading.

Text: Narrative, Expository

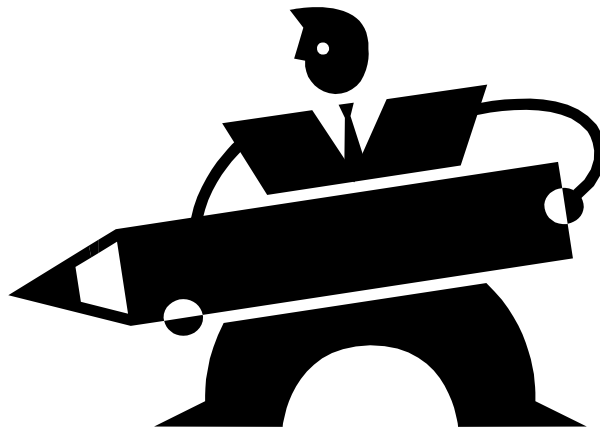
Use: Before Reading

Procedure:

1. Place the students in small groups of three to four each.
2. Have the students preview the text, discuss it within groups, and then make predictions about the text.
3. Students will then become the author and write the selection based solely on these predictions. Provide time for discussion and writing.
4. Let groups share their writing with the rest of the class. Ask the class to compare and contrast the stories of the different groups.
5. Following reading, compare the predictions with the text selection.

Note: This is an excellent way to assess and activate prior knowledge using expository texts. Students are presenting their background knowledge in the writing which will provide valuable information for the teacher. This strategy could work equally well with a fiction selection. This activity could also be conducted with students telling the story orally rather than writing.

Adapted from: (Goodman, Watson, & Burke, 1987). In Howard, 1996. *Helping Your Struggling Students Be More Successful Readers*. Bellevue, WA: Bureau of Education & Research.



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Agreement Circle	1	X				X		X				X	X					X			
Anticipation/Reaction Guide	2	X						X		X	X					X	X				
Beach Ball	3	X				X						X							X		
Been There, Done That	5	X	X									X						X			
Character Map	6	X		X								X	X								
Character Report Cards	8			X			X					X	X								
Coding the Text	10	X					X				X						X	X			
Concept Definition Map	11	X		X					X									X			X
Concept Question Chain	13	X		X	X						X	X	X		X			X	X		
Connecting with Characters	15						X				X	X	X					X			
Creative Debate	17					X	X					X	X					X			
Directed Reading-Thinking*	18						X	X		X	X	X				X	X	X			
Discussion Web	19		X	X			X	X		X	X	X	X					X			
Doing the Book	22	X				X	X					X			X				X	X	
Double Dipping	23	X				X					X	X									X
Double-Entry Journal	24	X						X		X	X	X				X		X	X		
Draw-Read-Draw	27	X		X		X			X	X	X	X				X	X				X
Evaluative Questioning	29						X	X			X	X	X	X							
Eye Spy	30	X					X	X	X	X	X			X							
FBI (Fact Building Interview)	31	X		X			X	X		X	X	X		X			X				
Framer Four Square Model	33	X		X			X			X											X
Getting a GRIP on Inferences	36	X			X						X	X			X				X		
Goldilocks Strategy	37	X						X		X						X					
Graphic Organizers	38	X	X	X						X	X	X							X	X	
Guess the Covered Word	39	X		X				X		X	X					X					X
I Wonder Statements	40	X		X			X			X	X	X		X			X	X			
It Effects Me So	41		X								X	X			X		X				
It's Raining, It's Pouring	42	X					X				X				X						
I've Been Working on a Story	43	X					X				X	X				X					
Jackdaw	44	X				X	X		X								X	X			
Journal Responses	45							X			X	X	X					X	X		
KWL Charts	46	X		X						X	X	X		X				X			
Learning Logs	48	X					X			X	X	X	X	X		X	X	X	X		
Line Up	50	X	X				X					X							X		
Literature Circles*	51						X	X				X	X			X		X	X		X
Lyric Summaries	52	X			X							X							X		
Make a Wish	53	X					X				X						X				
March off to Buffalo	54	X	X	X								X							X		
Meeting of the Minds	55						X					X	X								
Name that Tune	57	X			X		X					X			X			X			
Narrative Pyramid	58	X		X			X					X							X		

General Index Continued

Activity	Page #	Linguistic	Logical-Math	Spatial	Musical	Bodily-Kinesthetic	Interpersonal	Intrapersonal	Naturalist	Before	During	After	Evaluating	Generalizing	Inferencing	Monitoring	Predicting	Relating	Summarizing	Visualizing	Working with Words	
Paired Questioning	60	X						X			X			X		X	X					
Paired Summarizing	61						X					X				X		X	X			
Pairs Read	62	X					X				X									X		
Patterned Partner Reading	64				X						X		X			X		X	X			
Persuasive Writing	65							X		X	X	X	X									
Picture Walk	66			X					X	X							X					
PredictO-Gram	67	X	X	X						X		X					X		X			
Prereading Plan	69	X								X		X					X	X				
Prereading Predictions	70	X					X			X		X					X					X
Probable Passages	71	X					X			X							X	X				
Prove It!	73	X		X						X		X					X					
Question-Answer Relationship	74	X					X	X				X		X		X		X				
Questioning the Author*	76						X				X			X		X		X				
Questioning the Text	77	X					X	X		X	X						X	X	X			
Reading Between the Lines	79	X					X				X				X							
Reciprocal Teaching*	80						X			X	X	X		X		X	X		X			
Red Light/Green Light?	82	X						X		X	X					X						
Retelling	83						X					X								X		
RIVET	84	X		X			X			X		X					X					X
Say Something	85	X		X							X					X		X				
Semantic Map	86	X		X						X		X					X	X				
Sensory Imagery	87					X	X		X		X					X		X		X		
Sketch to Stretch	88	X		X			X	X				X						X	X	X		
SQ3R	89	X					X	X		X	X	X		X		X	X		X			
Story Frame	91	X						X				X							X			
Story Grammar Maps	93	X		X			X	X				X			X							
Story Impressions	99	X					X			X							X	X				
Storybook Introductions	100	X								X							X	X				X
Structured Note-taking	101			X			X			X	X	X						X				
Summary Cube	103	X				X				X	X	X							X			
Ten Dollar Words	105	X	X	X						X	X	X										
Thick and Thin Questions	106	X					X	X		X	X	X		X								
Think-Alouds	107	X					X	X		X	X	X	X			X	X	X	X	X	X	X
Value Line	108	X				X		X				X	X					X				
Vocabulary Whirlwind	109						X			X		X										X
Wearing the Book	111	X		X						X							X					
What's for Reading?	112	X	X							X							X					
When You Wish Upon a Star	113	X							X		X	X				X			X			
Where's Flora?	114	X		X					X			X			X							
Who Wants to be a Million Dollar Reader?	115	X				X					X					X						
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Most of the activities in this book are linguistic. Please see **Index of Activities by Name**.

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The following activities are considered “Package Strategies.” Each of these activities can be used to teach 3 or more comprehension strategies simultaneously.

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