

3-12 Reading Comprehension Tools for ELLs

Grades 3-12 Reading Comprehension Tools

Tools	Language Acquisition for ELL			Reading Process			Best Content Areas			
	Input (interpretive)	Intake (interpersonal)	Output (presentational)	Pre- reading	During reading	After reading	LA	Sc	Math	SS
Anticipation Guides	X	X		X	X		X	X		X
Check Those Facts!		X	X		X	X	X	X		X
Circle-Seat-Center			X			X	X	X	X	X
Coding Strategy		X	X		X	X	X	X	X	X
Collaborative Strategic Reading	X	X	X	X	X	X	X	X	X	X
Concept Collection	X	X	X	X	X	X				
Cornell Method of Note Taking	X	X	X	X	X	X	X	X	X	X
Directed Reading & Thinking Activity (DRTA)		X	X		X	X	X			X
Elaborative Interrogation	X	X	X	X	X	X	X	X	X	X
Ethical Choices	X	X	X	X	X	X	X	X		X
Four-Way Reporting & Recording		X	X		X	X	X	X		X
Group Summarizing	X	X	X	X	X	X	X	X		X
Inductive Learning Strategy	X	X	X	X	X	X	X	X		X

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Interactive Reading Guide	X	X	X	X	X	X	X	X	X	X
Infofiction		X	X		X	X	X			X
Investigative Teams		X			X		X			X
Key Concept Strategy			X			X			X	
Kindling	X	X		X	X		X	X		X
K-N-W-S	X	X	X	X	X	X			X	
L.E.T.S. Connect	X	X	X	X	X	X	X			X
Listserve, Message Boards, DVD-Roms/ CD Roms			X			X	X	X	X	X
Learning Logs		X			X		X	X	X	X
Math Notes Strategy		X	X		X	X			X	
Math Reading Keys	X	X	X	X	X	X			X	
Narrow Reading Strategy		X			X		X			X
Opinion Guide		X	X		X	X	X	X		X
Paired Guided Reading		X	X		X	X	X	X	X	X
Pen-in-Hand Strategy		X			X		X	X	X	X

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Peer Reading Strategy		X	X		X	X	X	X	X	X
Proposition Support Outlines	X	X	X	X	X	X	X	X	X	X
QAR Strategy		X	X		X	X	X			X
Q-Space			X			X	X	X	X	X
Questioning the Author		X	X		X	X	X			X
Question Menu Strategy	X	X	X	X	X	X	X	X		X
RAFT			X			X	X	X	X	X
Reading for Meaning		X	X		X	X	X	X	X	X
Read Three Times		X			X				X	
Reading- & Writing- to Learn Journals			X			X	X	X	X	X
REAP		X	X		X	X	X	X		X
ReQuest		X			X		X	X	X	X
ROW		X	X		X	X	X	X		X
Save the Last Word for Me		X	X		X	X	X			X
Scored Discussion Strategy			X			X	X	X		X
Scintillating Sentences & Quizzical Quotes		X	X		X	X	X			X

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Science Connection Overview	X	X		X	X			X		
Skimming & Scanning		X			X	X	X	X	X	X
SMART	X	X			X	X	X	X	X	X
SPAWN			X			X	X	X	X	X
SQ3R	X	X	X	X	X	X	X	X	X	X
Story Grammars		X	X		X	X	X			
Task Rotation Strategy			X			X	X	X	X	X
Think-Aloud Self-Assessment Strategy		X			X		X	X	X	X
T-Notes		X	X		X	X	X	X	X	X
Two-Minute Preview	X				X		X	X	X	X
Visual Reading Guide	X	X		X	X			X	X	X
X Marks the Spot		X			X		X	X	X	X

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What is it?

Anticipation Guides (Barton & Heidema, 2000)

Why use it?

identify purpose for reading; adjust reading rate according to purpose for reading; use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking; use comprehension strategies to monitor own reading (e.g. predict/ confirm); relate data and facts from informational texts to prior information and experience; use prior knowledge and experience in order to understand ideas and vocabulary found in books; use prior knowledge in concert with text information to support comprehension, from forming predictions to drawing conclusions; skim material to locate specific information; use knowledge of structure, content, and vocabulary to understand informational text; identify missing, conflicting or unclear information; select, reject and reconcile ideas and information in light of beliefs

How it works?

Anticipation guides have two columns labeled 'me' and 'text.' Before reading the text, students place a check next to any statement with which they agree. After reading the text, students compare their opinions with information contained in the text. See examples on following page.

Variations for emergent ELL: Have the ESL teacher guide the ELL through the pre-reading activity to expose them to the concepts beforehand; highlight or provide specific page numbers for each of the statements to be found in the text; pair ELL with linguistic buddies so the buddy can translate or explain the material; provide ELL a bilingual dictionary to assist with key words; use co-teaching tools (e.g. support, complementary or parallel could work).

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An example for a math anticipation guide on statistics might look like the following:

Me Text

- | | | |
|-----|-----|--|
| ___ | ___ | 1. There are several kinds of averages for a set of data. |
| ___ | ___ | 2. The mode is the middle number in a set of data. |
| ___ | ___ | 3. Range tells how far apart numbers in a data set can be. |
| ___ | ___ | 4. Outliers are always ignored. |
| ___ | ___ | 5. Averages are always given as percentages. |

An example for a science anticipation guide on matter might look like the following:

Me Text

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Matter is made up of elements. |
| ___ | ___ | 2. An element is made up of many different atoms. |
| ___ | ___ | 3. An element is the same thing as a compound. |
| ___ | ___ | 4. Most compounds are made up of molecules. |
| ___ | ___ | 5. Elements are represented by chemical symbols. |

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What is it? Check Those Facts! (Stephens & Brown, 2005)

Why use it? locate and use media resources to acquire information; find, combine, and evaluate information from print and electronic sources for inquiries; preview informational texts to assess content and organization and select texts useful for the task; skim texts to gain an overall impression and scan texts for particular information; read unfamiliar texts to collect data, facts, and ideas; combine multiple strategies to enhance comprehension and response; recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading and adjusting reading rate; compare and contrast information on one topic from two or more sources; make inferences and draw conclusions on the basis of information from the text; judge accuracy and validity of content and information; identify different perspectives on an issue presented in more than one text; interpret and evaluate data, facts and ideas in informational texts, online and electronic databases, and websites; participate collaboratively in group discussions of texts

How it works? This strategy serves a dual purpose: to help students become better judges of internet information and to allow students to explore an area of interest related to the content. The procedures are: (1) each student selects a topic of research, (2) they are directed to use a search engine like Google or Ask Jeeves, (3) students print the articles making sure they have the URL, (4) they seek corroborating articles from two additional internet sources, (5) they compare and contrast the information, (6) they draw conclusions about the validity of their sources, and (7) through panel or roundtable discussions, they share the information.

Variations for emergent ELL: Have ELL locate information in their primary languages as well as English so they can 'shadow read' for information (i.e. read in primary language first); identify specific sites for ELL to search to ensure material which is comprehensible (i.e. illustrations, adjusted reading level); have ESL teacher co-teach (see alternative, parallel, or team teaching models).

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What is it? Circle-Seat-Center (Sadler, 2001)

Why use it? engage in independent silent reading; use comprehension strategies, such as rereading and discussing with teacher to clarify meaning of text; summarize and answer questions (i.e. literal, inferential, critical/ application); identify main ideas and supporting details in informational texts; use graphic organizers to record details; ask questions to clarify understanding and to focus reading of text; identify unclear information with assistance; use opinions and reactions of teachers to evaluate personal interpretation of ideas and information; combine multiple strategies to enhance comprehensions and response; use strategies such as discussing with others and reading guides to assist in comprehension; work collaboratively with peers to respond to texts; demonstrate comprehension of texts through a variety of responses

How it works? Have students read the text. Divide the class into three groups: Circle, Seat or Center. The circle group reviews the text with your assistance. The seat group members work alone using study guides. The center group works on a project related to the text. Students rotate to all three groups.

Variations for emergent ELL: Assign very emergent readers to the circle as their first stop; have the ESL teacher prepare the study guides for the 'seat' stop for ELL; have the ESL teacher co-teach (e.g. station teaching); design the group projects so all students have a role in showing what they know and can do.

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What is it? Coding Strategy (Devine, 1998)

Why use it? work cooperatively with peers to comprehend text; identify main ideas and supporting details; identify specific words causing comprehension difficulties; organize and categorize text information by using knowledge of a variety of structures (e.g. sequence, cause/ effect); use knowledge of story structure, story elements and key vocabulary to interpret stories; recognize a range of literary techniques; employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted; use text features, such as headings, captions, and titles. To understand and interpret informational texts; identify unclear information; interpret multiple levels of meaning and subtleties in text; formulate questions to be answered when reading; participate in discussions about text

How it works? Think of a complex reading selection. Students take notes on the text itself while reading alone or in pairs. The note-taking system consists of: (a) colored markers for main ideas, (b) circles for new terms, (c) numbers for sequential events, (d) arrows for related concepts, and (e) question marks for unclear issues. Pairs share with others when finished.

Variations for emergent ELL: Have the ESL teacher code a text for the ELL in advance according to their linguistic levels and then have the ELL read the text to comprehend the coding; allow ELL to work together as pairs and then share with another pair of students who are English-proficient; have the ELL reread the same text a few weeks later so they can metacognitively monitor their strategies and progress.

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What is it? Collaborative Strategic Reading (Klingner & Vaughn, 2000)

Why use it? work collaboratively with peers to comprehend text; participate in discussion by integrating multiple strategies (e.g. predict, summarize, clarify); engage in purposeful oral reading in small groups; make, confirm or revise predictions; use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking to determine meaning of text; identify the themes or message of a text; distinguish between relevant and irrelevant information; identify a conclusion that summarized the main idea; summarize main ideas of informational text and details from literary text orally and in writing; generate literal, inferential, and evaluative questions; employ a range of post-reading responses to think about new learning

How it works? Students of various reading and achievement levels work in small groups to assist one another in applying four reading strategies to facilitate their comprehension of content-area text:

1. *Preview:* Prior to reading, students recall what they already know about the topic and predict what the passage might be about.
2. *Click and clunk:* During reading, students monitor comprehension by identifying *clunks*, or difficult words and concepts in a passage, and using fix-up strategies when the text does not make sense.
3. *Get the gist:* During reading, students restate the most important idea in a paragraph or section.
4. *Wrap-up:* After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.

Initially, the teacher presents the strategies to the whole class using modeling, role-playing, and teacher think-alouds. Students record their ideas in learning logs and complete RESPONSE activities.

Variations for emergent ELL: Assign the task of 'wrap up' to ELL so they are summarizing what the group has discussed; provide ELL with 'questions spinners' which provide cue words to help ELL generate questions (available from www.kaganonline.com in English and Spanish); try a co-teaching model with the ESL teacher (e.g. parallel, support or complimentary teaching) to support this strategy.

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What is it? Concept Collection (Stephens and Brown, 2005)

Why use it? identify purposes for reading; use self-monitoring strategies such as rereading, cross-checking, and attending to vocabulary; connect words and ideas in books to spoken language vocabulary and background knowledge; read unfamiliar text to collect ideas and concepts; use graphic organizers to record significant details from informational texts; analyze information on the basis of new or prior knowledge and/ or personal experience; identify information that is implied rather than stated; evaluate concepts in texts by identifying a central idea and supporting details; recognize how new information is related to prior knowledge or experiences; identify multiple layers of meaning; draw conclusions and make inferences on the basis of explicit and implied information

How it works? Students divide their paper into four columns and label them: Familiar Concepts, Evidence, New Concepts, and Evidence. Before reading, students fill out the first column by listing major concepts they already know about the topic. They read the selection, recording evidence that supports concepts in the first column. After reading, they identify new concepts they've developed as a result of reading. They then look for evidence to support these concepts. Developing concepts as opposed to listing facts requires teacher modeling and substantial guided practice over time. This strategy is a variation of K-W-L for older students.

Familiar Concepts	Evidence	New Concepts	Evidence

Variations for emergent ELL: ELL can complete the 'familiar concepts' in their primary language, with the ESL teacher, or through the use of illustrations; reading guides can be provided to assist the ELL complete the 'new concepts' task; provide the option of 'shadow' reading (i.e. primary language first) to support ELL who are literate in their primary language to read about new concepts in the primary language before doing so in English; pair students up to complete the

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tasks; be sure to model, model, and model as a pre-reading strategy so students can practice as the during-reading strategy.

What is it? Cornell Method of Note Taking
(Strong, Silver, Perini, & Tuculescu, 2003)

Why use it? formulate questions to be answered by reading; focus on key words/ phrases to generate questions; ask questions to self-monitor comprehension, to clarify understanding, and to focus reading; locate and summarize main ideas and supporting details from text; recognize and use text features (i.e. headings and sub-headings) from informational texts to understand informational text; participate in discussion about texts by integrating multiple strategies (e.g. ask questions, take notes); identify a conclusion that summarizes the main idea; draw conclusions and make inferences on the basis of explicit and implied information; use graphic organizers to record significant details from informational texts; answer questions with accurate and complete responses

How it works? Students use the method to summarize main ideas and details from their reading. Steps are: (1) guide students in a survey of the text to identify topics and subtopics, (2) have students convert the topics and subtopics into questions, (3) as students read, have them stop periodically to fill in details and main ideas (some will need this process modeled), (4) on completion of the reading, allow students time to review and refine their notes. Here is an example of the graphic organizer to be used:

QUESTIONS	DETAILS	MAIN IDEA

Variations for emergent ELL: have the ESL teacher survey the text with ELL either before class or in class through parallel co-teaching; provide ELL with 'questions spinners' which provide cue words to help ELL generate questions (available from www.kaganonline.com in English and Spanish); model the process and then differentiate the materials (e.g. jigsaw strategy); allow ELL to illustrate their notes; provide half-completed notes to assist ELL to find the material.

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What is it? Directed Reading Thinking Activity (DRTA)
(Readence, Moore, and Rickelman, 2001)

Why use it? identify the purpose for reading; use comprehension strategies to monitor own reading (e.g. predict/ confirm/ reread, self-correct) to clarify meaning of text; use knowledge of structure to identify and interpret plot, character, and events; make predictions, draw conclusions, and make inferences about events and characters; use specific evidence from stories to identify themes, describe characters, their actions, and their motivations, relate a sequence of events; define characteristics and identify literary elements of different genres; determine how the use and meaning of literary devices (e.g. symbolism, flashback, foreshadowing) convey author's message or intent; identify social and cultural context to enhance understanding; use word recognition skills and strategies accurately and automatically to understand text; determine the meaning of unfamiliar words by using context clues; recognize how the author's use of language creates images or feelings; engage in oral readings and discussions of text

How it works? The DRTA consists of (1) directing the reading-thinking process and (2) fundamental skills training. The first element entails setting purposes for reading, reading to verify those purposes, pausing to evaluate understanding, and then reading again. Three essential questions guide this strategy: *What do you think will happen next, Why do you think so, and How can you prove it?* Select predetermined reading 'points' for students to read (i.e. major shift in the action, the introduction of a new character, the resolution of a conflict). Students complete the three questions that are designed to encourage thoughtful contemplation, reflective discussion, and individual purposes for reading. The second element consists of students reexamining the text to learn to effectively use the skills of word recognition, contextual analysis, and concept development.

Variations for emergent ELL: try using alternative co-teaching for this strategy whereby the ESL teacher models the skills of word recognition, contextual analysis, and concept development and the classroom teacher models answering the three essential questions and students switch between the two lessons; have the ESL prepare ELL beforehand with a first reading so they come to class prepared; divide the predetermined reading points for pairs of students to share the load and then have students share their sections.

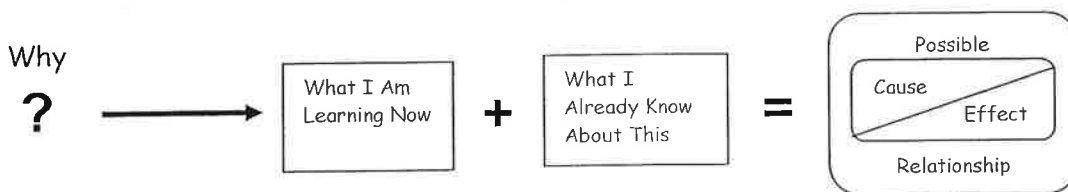
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What is it? Elaborative Interrogation (Buehl, 2001)

Why use it? ask questions to focus on reading; make connections between text being read and own lives; use prior knowledge in concert with text information to support comprehension; organize and categorize text information by using text structures (e.g. cause and effect); locate information in text needed to answer questions or solve problems; identify signal words to aid in comprehension of ideas (e.g. cause/ effect); use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding; use established criteria to analyze the quality of information in text; draw conclusions and make inferences on explicit and implied information from text; recognize how one's own point of view contributes to forming ideas; select, reject and reconcile ideas and information in light of prior knowledge and experiences; participate in discussion by integrating multiple strategies (e.g. ask questions, clarify relationships); work cooperatively with peers to comprehend text; generate and answer literal, inferential and evaluative questions

How it works? This strategy aims to rekindle an inquisitive attitude toward learning by teaching students to ask appropriate *why* questions. Using this strategy involves the following steps: (1) select a series of factual statements from the reading and present them to the students - model for them appropriate *why* questions to focus their attention on implied cause-effect relationships; (2) present students with the formula for asking why questions (see below); (3) have them work with partners to generate why questions and to brainstorm possible answers; and (4) have them create a series of questions to exchange with another pair (using different reading sections). Emphasize to them that relationships between information are what is important.

Example: FORMULA FOR ANSWERING WHY QUESTIONS



Variations for emergent ELL: have ESL teacher prepare ELL with questions beforehand; partner ELL with linguistic buddies who can translate possible answers during the brainstorming sessions; differentiate the reading sections for ELL.

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What is it? Ethical Choices (Stephens & Brown, 2005) -

Why use it? use prior knowledge and experience in order to understand ideas and vocabulary found in books; use self-monitoring strategies such as self-questioning to construct meaning; compare and contrast information on one topic from two different sources; find, evaluate and combine information from different sources for teacher-selected or student-generated inquiries; identify missing, conflicting or unclear information; make inferences and draw conclusions from texts; identify information that is implied rather than stated; use graphic organizers to record ideas from texts; evaluate the validity and accuracy of information, ideas, themes, opinions and experiences in texts (e.g. identify conflicting information, consider the background or qualification of writers, questions assumptions, beliefs, intentions and biases, evaluate examples, details, or reasons used to support ideas, identify fallacies of logic that lead to unsupported conclusions, discriminate between messages and hidden agendas, identify techniques used to persuade); use established criteria to analyze the quality of information in text; judge accuracy of content to gather facts; identify different perspectives such as social, cultural, ethnic, and historical an issue presented in one or more than one text; use opinions of teachers and classmates to evaluate personal interpretation of ideas and information; participate in discussion about texts by integrating multiple strategies (e.g. support point of view, work cooperatively with peers)

How it works? The strategy is designed to help students take a position after exploring difficult issues. The steps are: (1) the teacher introduces an issue with opposing positions, (2) students discuss a position based on what they know, (3) the teacher provides a packet of reading materials (i.e. balanced accounts), (4) students complete an issues map listing pro and con arguments, and (5) students compare their original stand with the issue map to determine if they have changed their opinions.

Variations for emergent ELL: gather information on issues in primary languages of ELL; have ESL teacher build background knowledge on issues; differentiate reading material (e.g. multiple materials and references) for ELL; pair ELL with linguistic buddies to complete issues map; use complimentary or support co-

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teaching models with the ESL teacher.

What is it? Four-Way Reporting and Recording
(Strong, Silver, Perini, & Tuculescu, 2003)

Why use it? identify purpose for reading; use self-monitoring strategies such as rereading, cross-checking text features, and attending to unfamiliar vocabulary; compare and contrast information from more than one source; make inferences and draw conclusions; evaluate information by identifying central ideas and primary details; use a variety of strategies to support understanding of texts; condense, combine or categorize information from more than one source; recognize how different authors treat similar themes; identify different perspectives such as social, cultural, ethnic and historical on an issue; take notes to record and organize ideas and use notes as part of prewriting activities; employ a range of post-reading practice; work cooperatively with others to determine meaning; demonstrate comprehension through a variety of responses

How it works? This is intended to help students develop a repertoire of note-making strategies so they can make decisions to follow their style or the features of a text. The steps are: (1) put students into groups of '4' in which each group member becomes responsible for a different reading related to the topic, (2) students read the text and select a method of note making, (3) students share notes with a partner (2 x2) and while one shares the other takes notes using a different method of note making (adapt as needed by grade level), (4) as a group of '4' students share all their information until each student has all four quadrants of the sample organizer completed, and (5) provide students with a synthesis task (e.g. students develop criteria for an oral presentation or a speech).

Concept Mapping	Power Notes
Cornell Method	Listing

Variations for emergent ELL: differentiate reading material by level of understanding; use a note-making strategy which is more visual than linguistic (e.g. mapping); provide reading guides and partially-completed notes for ELL; use parallel

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or peer co-teaching models to prepare for oral presentation or speeches.

What is it? Group Summarizing (Barton & Jordan, 2001)

Why use it? identify purpose for reading; preview informational text to assess content and organization and to build schema; categorize text information using knowledge of text structures; recognize and use organizational features such as headings and subheadings to locate information; state or summarize a main idea and support it or elaborate on it with relevant details; collect and interpret data, facts, and ideas from unfamiliar texts; use text features such as captions, tables, charts, graphs, maps, notes and other visuals to interpret texts; combine multiple strategies to enhance comprehension and response (e.g. predict/ confirm, summarize); distinguish between relevant and irrelevant information; take notes to record data, facts, and ideas with teacher direction and independently

How does it work? Class summaries help learners review and remember information while also helping students practice the skill of distinguishing between key and subordinate ideas. Here is how this strategy works: (1) instruct students to survey the text passage to identify major topics for focus, (2) divide the board or chart paper into parts and label the sections based on major topics (establishing a purpose for reading), (3) after students have read the text, ask for volunteers to provide information for each of the categories, and (4) the critical information is then transferred to the appropriate labeled sections of the chart. Examples of the sections for a science unit on electricity might include: description, kinds of electricity, electric circuits, producing electricity, using electricity, and measuring electricity.

Variations for emergent ELL: have the ESL teacher survey the text beforehand with ELL; provide reading guides for the during-reading stage; pair students up with linguistic buddies; use a SMART BOARD to record information and give printed notes to ELL to review with ESL teacher afterwards.

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What is it? Inductive Learning Strategy (Silver, Strong, Perini, 1999)

Why use it? connect words and ideas in books to spoken language vocabulary and background knowledge; identify a purpose for reading; use comprehension strategies to monitor own reading (e.g. predict/ verify or refute); collect data, facts, and ideas from unfamiliar texts; relate ideas to prior information and knowledge; use knowledge of text structure to recognize and discriminate among a variety of texts; make predictions, draw conclusions, and make inferences (e.g. about ideas or events); identify information or ideas that are implied rather than stated; make, confirm or revise predictions; condense, combine or categorize new information or ideas; generate a list of significant questions or concepts to assist with text analysis; engage in purposeful oral reading in groups or pairs; use graphic organizers to record main ideas and details

How it works? Teachers select approximately 30 words and phrases from the reading that support the generalizations they expect students to make. In small groups, students group the words into categories based on common attributes. Once students have grouped the words, they must devise a descriptive label for each group that succinctly identifies the common relationship among words. Students use their groupings to make three hypotheses or predictions about the reading. They then read the selection to find out if their hypotheses or predictions were correct or mistaken. Using an organizer, they jot down evidence from the reading that supports or refutes each hypothesis or prediction.

Variations for emergent ELL: try to select some words which are cognates (i.e. similar across languages) as a part of the list; group students into trios and have ELL sit in the middle with the responsibility of recording the sorted words, the second student with the responsibility of reading, and the third student with the responsibility of making the hypothesis or prediction; provide the words beforehand to the ESL teacher.

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What is it? Interactive Reading Guide (Buehl, 2001)

Why use it? learn grade-level vocabulary through a variety of means; identify purpose for reading; use self-monitoring strategies such as rereading, adjusting rate of reading and cross-checking to determine meaning; apply corrective strategies with peers and reference tools; use text structure to recognize differences among texts; understand written directions and procedures; collect and interpret data and ideas from unfamiliar texts; recognize and use organizational features to locate information; skim material to gain an overview or content or to locate information or ideas; combine multiple strategies to enhance comprehension and response; evaluate information, ideas, opinions, and themes in texts by identifying with assistance main ideas, details that are primary and details that are less important; identify literary elements such as setting, plot, and character of different genres; identify the ways in which characters and events develop throughout a story; identify different perspectives such as social, cultural, ethnic, and historical on issues; engage in purposeful oral reading in groups or pairs; participate cooperatively in group discussions of texts

How it works? This strategy is a treasure hunt that helps students learn to locate information in textbooks (i.e. especially when they are too difficult for independent reading). Using the strategy involves the following steps: (1) preview reading assignments to determine major information to be learned and to locate possible pitfalls for understanding, (2) construct an interactive reading guide for students to complete with partners or in cooperative groups, (3) divide the passage into segments - those to be read orally by individuals to their groups, those to be read silently by each student, and those less important to be skimmed, and (4) have each group use the guide to report the information. See examples on next page.

Variations for emergent ELL: try alternative co-teaching to preview the text (i.e. ESL teacher previews vocabulary and builds background knowledge and classroom teacher previews ideas and use of text features); if possible provide a bilingual interactive reading guide; place ELL with linguistic buddies for 'during reading.'

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INTERACTIVE READING GUIDE FOR BIOLOGY

Water Clarity and Sediments (pages 11-12)

1. Look at the drawing of the fish at the top of the page. Two things are mentioned as "stream trouble-makers." What are these two things?
2. A key word in your reading is "clarity." Student A: Read aloud paragraph 1 to your group. Group: Decide what "water clarity" means and write it below: If you were a fish, what would be the best type of water, according to paragraph 1?
3. Paragraph 2 talks about the color of a stream. Group: Silently skim this paragraph and find two things that can change the color of water in a stream.
4. Paragraph 3 is the main point of your article. Student B: Read paragraph 3 aloud to your group. Group:- Decide what effects algae and sediments have on water.
5. Paragraph 4 describes algae. Group: Silently read the paragraph and look for the following information on algae:
 - What kinds of streams are most likely to have algae?
 - What exactly is algae?
 - What color is water that has a lot of algae?
6. Student C: Read paragraph 5 aloud to your group. Group: Tell what kinds of things could be "sediment" in a stream.
7. Group: Read paragraph 6 silently and look for ways sediment gets into streams. Discuss what these ways are and write them here.
8. Group: Silently skim paragraphs 7, 8, and 9. If you were a fish, which source of sediment sounds the worst to you?
9. Sediment and algae make water cloudy, which cause trouble for fish. The next paragraphs tell five reasons why. Student A: Silently read paragraphs 10 and 11. Student B: Silently read paragraphs 12 and 13. Student C: Silently read paragraph 14. Share the five reasons why cloudy water is bad for fish and write them below in your own words.

Developed by Doug Buehl & S. Krauskopf, 1998.
Madison East High School. Madison, WI, USA.

INTERACTIVE READING GUIDE FOR HISTORY

Section A: Introduction to Ellis Island (pages 1-2) 1

1. Class: Listen and follow along in the article as I read this passage to you. Then based on what you remember, respond to the questions below. If you need to, you can locate information from the article:
 - Ellis Island is located in what city?
 - What famous national landmark can be seen from Ellis Island?
 - List four reasons why immigrants came to the United States that were mentioned.

Section B: Early Immigration to the United States (pages 2-3)

1. Partners: Read paragraph 1 silently and decide on an answer to the following question:
 - Who were the first immigrants to the United States?
2. Partner X: Read aloud paragraph 2. Partner Y: Listen and decide how to answer the following questions:
 - Were the early immigrants to the United States regarded as a good thing?
 - Why or why not?
3. Partner Y: Read aloud paragraph 3. Partner X: Listen and decide how to answer the following questions:
 - Did the government keep very close track of immigrants in the early days?
 - What clues in the article helped you figure this out?
4. Partners: Read paragraphs 4, 5, & 6 silently. List four things that attracted people to the United States.
5. Partner X: Read paragraphs 7 & 8 out loud. Partner Y: Listen and decide how to answer:
 - What are some of the nationalities of the new immigrants?
 - What was the attitude of many Americans to the new immigrants?

Developed by Doug Buehl & P. McDonald, 1999,
Madison East High School, Madison, WI, USA.

Grades 3-12 Reading Tools

What is it? Infofiction (Stephens & Brown, 2005)

Why use it? show interest in a wide range of grade-level texts including fiction and non-fiction; select literature on the basis of interest from a variety of genres and by different authors; compare and contrast information on one topic from multiple sources; locate and use media resources to acquire information; read print-based and electronic texts for specific purposes; find, evaluate and combine information from print and electronic sources for inquiries; use knowledge of text structures to discriminate among texts and to support understanding; explain statements of fact and fiction; make inferences and draw conclusions; analyze, contrast, support and critique points of view in a wide range of genres; evaluate the validity and accuracy of information, ideas, themes, opinions and experiences by identifying conflicting information, questioning assumptions and intentions of writers, identifying fallacies of logic that lead to unsupported conclusions, and discriminating between apparent messages and hidden agendas; use established criteria to analyze the quality of information in text; judge accuracy of content to gather facts and information; identify different perspectives such as social, cultural, ethnic and historical on issues

How it works? Students read novels that have a significant informational dimension (i.e. novels that combine fact and fiction). Steps to follow: (1) while reading the novel, students identify the informational content in the book, (2) students verify information from the book by checking facts in reference books or on the Internet, and (3) the teacher and students plan further investigation of the information.

BOOK TITLE AND AUTHOR

FACTUAL INFORMATION	PAGE #	VERIFICATION SOURCE

Variations for emergent ELL: use the time-honored ESL strategy of shadow reading (i.e. reading in primary language and English to increase comprehension); use-co-teaching models to complete tasks (e.g. parallel, alternative, station, and team are all possibilities).

Grades 3-12 Reading Tools

What is it? Investigative Teams (Stephens & Brown, 2000)

Why use it? discriminate among a variety of texts; read with increasing fluency and confidence from a variety of texts; select books independently to meet informational needs; maintain a personal reading list to reflect goals and accomplishments; lead and participate in group discussions about grade-level texts by integrating multiple strategies (e.g. ask questions, clarify misunderstandings, support point of view, summarize ideas); state main ideas and support/ elaborate with relevant details in texts; compare and contrast information; use established criteria to analyze the quality of information; analyze information from different sources by making connections and showing relationships to other texts; evaluate the validity and accuracy of information, ideas, opinions, and themes in texts by identifying conflicting information, multiple levels of meaning, apparent messages and hidden agendas, propaganda, persuasive techniques; identify different perspectives such as social, cultural, ethnic, and historical on issues presented in multiple texts; judge a text by using evaluative criteria from a variety of perspectives such as literary, political, and personal

How it works? This strategy resembles literature circles but is used for non-fiction or info-fiction. Groups of students are given a different book on a particular topic or theme. Roles are assigned (e.g. always an investigative reporter and then any of the following: headline writer, graphic artist, editorial consultant, critic, travel reporter, ad designer, researcher, and social columnist). The teacher and class establish a calendar for reading and responding, for meeting in their groups for discussion, and for rotating roles.

Variations for emergent ELL: differentiate reading material based on primary language or on level of English proficiency; assign roles of graphic artist or ad designer to ELL in the beginning; use co-teaching models to implement the strategy (e.g. parallel teaching for reading of material and peer teaching for discussion groups).

Grades 3-12 Reading Tools

What is it? Key Concept Strategy (Stephens & Brown, 2005)

Why use it? learn words and concepts directly and indirectly through reading; use comprehension strategies such as attending to vocabulary to clarify meaning of text; locate information in a text that is needed to solve a problem; read and follow multi-step directions or procedures to solve problems or complete assignments; identify a conclusion that summarizes a main idea; distinguish relevant and irrelevant information; interpret facts taken from graphs, charts, and other visuals; use self-monitoring strategies such as attending to key words to enhance understanding; apply corrective strategies such as discussing with others to assist in comprehension; take notes to record data, facts, and ideas by following teacher direction and by writing independently; develop an idea within a brief text; understand the purpose for reading and writing

How it works? This strategy was developed to help students understand key concepts in mathematics and to improve their comprehension of mathematics texts. The steps include: (1) the teacher records a phrase identifying the lesson focus, (2) the key concept is described or explained by the teacher or by students after reading a section of the text, (3) students write a concise summary of the key concept in the grid, (4) students summarize any properties/ rules/ processes essential for understanding the key concept, (5) the teacher helps the students complete the examples/ non-examples section, and (6) students complete a practice problem.

LESSON FOCUS	
KEY CONCEPT	PROPERTIES/ RULES/ PROCESSES
EXAMPLES/ NONEXAMPLES	PRACTICE PROBLEM

Variations for emergent ELL: have the ESL teacher preview the key words and phrases beforehand; provide nonlinguistic representations of the key words or phrases; provide a graphic organizer with linguistic cues to assist with summary writing; provide ELL with linguistic buddies to assist with translations or problem

Grades 3-12 Reading Tools

solving.

What is it? Kindling (Strong, Silver, Perini, & Tuculescu, 2003)

Why use it? connect words and ideas in books to background knowledge; use comprehension strategies such as connecting background knowledge to new ideas, visualizing and collaborating with others to clarify meaning; use prior knowledge in concert with text to support comprehension, from forming predictions to making inferences and drawing conclusions; infer underlying message or theme from written text; engage in purposeful oral reading in small groups; recognize how information is related to prior knowledge and experience; read grade-level texts and answer literal, inferential and evaluative questions; use previous reading and life experiences to understand literature; make connections between texts being read with own lives and lives of others; participate in group discussions about ideas and text; demonstrate comprehension of and response to text through a range of responses such as writing and discussing; write voluntarily to communicate ideas; understand the purpose for writing; vary the formality of writing depending on the audience and purpose

How it works? This strategy uses provocative questions to help students generate informal ideas and activate prior knowledge. The ideas are fleshed out through writing and peer collaboration to become the foundation for active reading. The steps are: (1) pose an open-ended question before students read, (2) encourage students to think about what they might already know and what they will need to know to answer the question, (3) refer students to their journals to sketch their thoughts, have students meet in pairs or small groups to share their thoughts and record them on chart paper, and (4) have students read the given text.

Variations for emergent ELL: have the ESL teacher preview the open-ended question with ELL beforehand in order to generate ideas and acquire key vocabulary to discuss sketches; differentiate the material to be read but not the topic; use co-teaching models (e.g. alternative or team) to implement this strategy.

Grades 3-12 Reading Tools

What is it? K-N-W-S (K-W-L for-math word problems)
(Barton & Heidema, 2000)

Why use it? identify a purpose for reading; use self-monitoring strategies such as rereading, adjusting rate of reading and cross-checking; connect words and ideas in texts to background knowledge; recognize specialized vocabulary; relate data and facts from informational text to prior information and experience; read unfamiliar texts to collect data, facts and ideas; locate information in a text that is needed to solve a problem; use text features such as tables, charts, graphs, notes and other visuals to understand text; distinguish between relevant and irrelevant information; identify missing, conflicting, unclear or irrelevant information; draw conclusions and make inferences on the basis of explicit and implied information; read and follow written directions and procedures to solve problems and accomplish tasks; engage in self-correcting behaviors when comprehension is disrupted; use graphic organizers to record significant details from informational text

How it works? Students use a graphic organizer similar to the K-W-L chart (i.e. what I know, what I want to know, what I learned) except that the columns for math reading are: K or what facts do I KNOW from the information in the problem, N or which information do I NOT need from the problem, W or what does the problem ask me to find, and S or what strategy/ operation/ tools/ will I use to SOLVE the problem.

What I know	Information I do not need	What do I need to find	What strategy will I use

Variations for emergent ELL: have the ESL teacher preview essential vocabulary; try using the complimentary or support co-teaching models for this strategy.

Grades 3-12 Reading Tools

What is it? L.E.T.S. Connect (Billmeyer, 2004)

Why use it? engage in a variety of shared reading experiences; listen to or read grade-level text and ask questions to clarify understanding or answer literal, inferential or critical /application questions; participate in grade-level discussion about text by integrating multiple strategies (e.g. ask questions, clarify misunderstandings, support point of view, summarize); use knowledge of organizational features of genres to enhance understanding; use specific evidence to identify themes, describe characters, their actions, and their motivations; use knowledge of story structure, story elements and key vocabulary to interpret stories; present a point of view or interpretation of a text; make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large; work cooperatively with peers to comprehend text; suspend judgment until all perspectives have been presented

How it works? The steps are: (1) select a text to read aloud, (2) review with students the importance of thinking about what they are learning before, during, and after reading, (3) explain what the acronym L.E.T.S. stands for (L = listen to the selection, E = engage with the content, T = think about the characteristics of the genre, S = say something to your partner about your thoughts), (4) organize students into pairs or trios, (5) read the selection aloud to the students and at various predetermined times stop reading and announce "L.E.T.S. connect." As a final connection, students create a summary statement about the entire selection.

Variations for emergent ELL: have the ESL teacher preview the text beforehand; provide visual clues to enhance understanding (e.g. pictures, a film beforehand); provide linguistic buddies for ELL so they translate thoughts; try complimentary or support co-teaching models to implement strategy.

Grades 3-12 Reading Tools

What is it? Listservs, Message Boards, DVD-ROMS/ CD-ROMS
(Stephens & Brown, 2005)

Why use it? maintain a personal reading list to reflect reading goals and accomplishments; show interest in a wide range of print and non-print materials; locate and use library media resources to share information and ideas; read print-based and electronic library texts silently on a daily basis for enjoyment; read grade-level texts from a variety of genres in varying text formats for a variety of purposes; use a variety of strategies to support understanding such as adjust reading rate; use opinions and reactions of participants to evaluate personal interpretation of ideas, information, and experience; participate cooperatively and collaboratively in group discussions of texts; skim material to gain an overview of content or locate specific information; compare and contrast information from multiple sources; use compute software to support the reading and writing processes

How it works? Listservs are electronic discussion groups organized around a common interest of the members. Students participate through e-mail. For example, Book Report is a listserv for students to share their reactions to books they have read. There are also listservs for content areas like math, science, and social studies so students can verify the information they might read in their books. While listserv messages arrive via e-mail, message boards are web based and usually hosted by a third party. Participants must go to the message board rather than having messages arrive in their e-mail boxes. Membership is interest-driven so the discussions are focused on specific topics. Content teachers can supplement their classroom resources with content-appropriate DVD-ROMS or CD-ROMS (the former can hold as much information as an entire library while the latter can replace entire books). Both can be resources focused on particular topics - presented in multimedia fashion. An original text may be narrated and include still photos, background music, film clips, audio clips, graphics, and automated cartoons. One of the benefits of these resources is that it provides interactive reading and writing opportunities.

Variations for emergent ELL: collaborate with the ESL teacher (and ELL themselves!) to locate the materials and sites most beneficial for ELL.

Grades 3-12 Reading Tools

What is it? Learning Logs (Reiss, 2005)

Why use it? use comprehension strategies to self-monitor comprehension; use self-monitoring strategies such as identifying specific vocabulary causing comprehension difficulties, rereading and cross-checking to determine meaning; identify specific words causing comprehension difficulties in written language; ask questions to clarify understanding and to focus on meaning; summarize main ideas; infer underlying themes or message from text; identify missing or unclear information; take notes to record data, facts and ideas

How it works? These are structured content journals based on reading assignments from the textbook.

TEXT PAGES	WHAT I UNDERSTOOD	DIFFICULT VOCABULARY	QUESTIONS I HAVE

Variations for emergent ELL: Learning logs would be an excellent anchor activity or alternative assignment (see differentiation tools) for ELL or could serve as a bridge between the ESL and mainstream classrooms; try using a cooperative learning tool such as pairs check, corners, or sages share afterwards to assist students to answer the questions they may have.

Grades 3-12 Reading Tools

What is it? Math Notes Strategy (Silver, String, and Perini, 1999)

Why use it? use self-monitoring strategies such as rereading, adjusting rate of reading and cross-checking; recognize specialized vocabulary; relate data and facts from informational text to prior information and experience; read unfamiliar texts to collect data, facts and ideas; locate information in a text that is needed to solve a problem; read and follow multi-step directions or procedures to solve problems or complete assignments; ask questions to clarify understanding; draw conclusions and make inferences on the basis of explicit and implied information; take notes to record data, facts, and ideas; use graphic organizers to record significant details from informational text

How it works? Present students with a word problem that they must solve. Have them use the 'window' to help them take notes and deepen their understanding. They are to break down the problem in this sequence:

- In the 'facts' box - they identify the facts of the problem and identify what is missing.
- In the 'question' box, they isolate the main question that the problem is asking, and they search for hidden questions and assumptions.
- In the 'diagram' box, they visualize and draw the problem as they see it.
- In the 'steps' box, they determine what steps will solve the problem.

See example on following page.

Variations for emergent ELL: use the complimentary or support co-teaching models; pair ELL with linguistic buddies - the student who speaks more English is responsible for completing the 'facts' and 'questions' boxes and the ELL is responsible for the 'diagram' and 'steps' boxes.

Grades 3-12 Reading Tools

Example: Math Notes Strategy

Math Notes	
<p><i>The Facts</i></p> <p>What are the facts?</p> <p>What is missing?</p>	<p><i>The Steps</i></p> <p>What steps can we take to solve the problem?</p>
<p>The Question</p> <p>What question(s) need to be answered?</p> <p>Are there any hidden questions that need to be answered?</p>	<p>The Diagram</p> <p>How can we represent the problem visually?</p>
<p>Now use the back of this page to solve the problem.</p>	

Grades 3-12 Reading Tools

What is it? Math Reading Keys (Buehl, 2001)

Why use it? adjust reading rate according to purpose for reading; use self-monitoring strategies such as rereading, attending to vocabulary and sentence structure, summarizing, using classroom resources, and cross-checking; learn new vocabulary and concepts directly and indirectly; distinguish between dictionary and implied meaning of vocabulary; read unfamiliar text to collect data, facts, and ideas; read and understand written directions; identify and interpret facts taken from visuals (e.g. charts, graphs); answer literal, referential and evaluative questions; locate information in a text that is needed to solve a problem; identify information that is implied rather than stated or information that is missing or unclear; make inferences and draw conclusions; distinguish between relevant and irrelevant information; read the steps of a procedure in order to solve a problem or complete a task; take notes to record data, facts and ideas; work cooperatively with peers to comprehend text

How it works? Students must learn that reading math texts is different than reading other kinds of textbooks (i.e. math language is conceptually laden but precise and compact and students often glide over the text thinking or looking for the problems to solve). Using this strategy involves the following steps: (1) model how to read a challenging section of text on an overhead by thinking aloud and highlighting *knowledge gaps* -- spots where the author thinks readers have sufficient knowledge and therefore need no further explanation; (2) point out how your think aloud followed the steps in the Math Reading Keys Bookmark (see the example below). Then pair students to read portions of the text during class time; (3) encourage students to compile their own definitions of key terms in a notebook, and (4) have students create a classroom dictionary of key math terms.

Variations for emergent ELL: use the support or complimentary co-teaching tools for modeling the process; pair ELL with linguistic buddies who can explain or translate in primary languages; have ELL keep bilingual or nonlinguistic (i.e. pictorial) dictionaries.

Grades 3-12 Reading Tools

MATH READING KEYS BOOKMARK

1. Read carefully to make sure each sentence makes sense.
2. Summarize what you read in your own words.
3. When you encounter tough words think of easier words that mean that same thing and substitute.
4. Discuss with a partner what you read
 - a. to make sure you understand, and
 - b. to clear up things you don't understand.
5. Look for things the author assumes you already know, and things you have learned in math before.
6. Read with a pencil
 - a. to work any examples provided, and
 - b. reread each section after working the examples.
7. Write and store your own definitions for key terms in a notebook.

TRANSLATING MATH TERMS INTO ENGLISH

Decimal Notation

The way we write numbers, using 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.
Each place in the number is a power of ten.

	hundred thousands	ten thousands	thousands	hundreds	tens	ones
Example:	7	0	9	8	7	3

Grades 3-12 Reading Tools

What is it? Narrow Reading Strategy (Krashen, 1981)

Why use it? maintain a personal reading list to reflect reading goals and accomplishments; engage in independent silent reading for extended periods of time; use a variety of strategies to support understanding of texts; read with increasing fluency and confidence from a variety of texts; read with comprehension and for different purposes; adjust reading rate according to purpose for reading; discriminate among a variety of texts and define characteristics of different genres; use technology to support reading; demonstrate comprehension of grade-level texts; show interest in reading a wide range of grade-level texts, topics, genres, and authors; select literature on the basis of need and interest from a variety of genres and by different authors; read, view and interpret literary texts from a variety of genres; recognize differences among genres; be familiar with titles and authors of a wide range of literature; learn vocabulary through a variety of means; identify opportunities for improvement of reading comprehension skills (e.g. exposure to seek a wider range of writes, topics, and styles)

How it works? Narrow reading is reading on the same topic over the course of a number of texts. Teachers can collect stories on an engaging topic or theme, reading in a single genre (e.g. a series with recurring characters and situations, or texts from a single author). The Internet also provides a vast amount of authentic texts available on almost any topic. From a reading perspective, focusing on texts on a recurrent topic gives learners the chance to practice reading more fluently and quickly. From a vocabulary perspective, multiple exposures to recurrent words facilitate vocabulary learning.

Variations for emergent ELL: collaborate with the ESL teacher or with ELL to select appropriate reading materials; use narrow reading as a way of sustaining primary language development by allowing the selection of materials accordingly.

Grades 3-12 Reading Tools

What is it?

Opinion Guide (Stephens & Brown, 2005)

Why use it?

identify purpose for reading; connect ideas in books to background knowledge; use comprehension strategies to monitor own reading (e.g. predict/ confirm, compare/ contrast opinions) and clarify meaning; summarize main ideas; support point of view with details from the text; relate data and facts from informational texts to prior knowledge and experience; compare and contrast information on one topic; use prior knowledge in concert with text information to support comprehension, from making predictions to making inferences and drawing conclusions; present a point of view or interpretation of a text such as its theme and support it with significant details; note and describe aspects of the writer's craft; identify information that is implied rather than stated; judge accuracy of content; use opinions of peers to evaluate personal interpretation of ideas and information; evaluate the content by identifying the author's purpose and statements of fact, opinion and exaggeration; identify different perspectives such as social, cultural, ethnic, and historical on an issue; work cooperatively with peers to comprehend and respond to text; participate in discussions by integrating multiple strategies

How it works?

Opinion guides provides students with a series of statements to respond to from two different perspectives: their own and that of the author. The teacher creates an opinion guide by writing three to seven statements from the reading material. Each statement is preceded by two columns: one labeled "you" and the other "author." The students read and mark whether they agree or not. While they read the text, they search for ideas to help them understand the author's opinions and then, after reading, mark whether they think the author agreed or disagreed with the statements. In small groups or as a whole class, students discuss each statement, comparing the opinions of all.

Variations for emergent ELL: have ESL teacher survey ELL for their opinions beforehand so they come to class with background knowledge; pair ELL with linguistic reading buddies.

Grades 3-12 Reading Tools

What is it? Paired Guided Reading (Stephens &- Brown, 2000)

Why use it? identify purpose for reading; use self-monitoring strategies such as rereading and crass-checking to assist comprehension; read unfamiliar text to collect data, facts and ideas; compare and contrast information; read text and ask questions to clarify understanding and to focus reading; read text and answer literal, referential, or critical/ application questions; organize and categorize text information by using knowledge of text structures (e.g. cause and effect, fact and opinion); make inferences and draw conclusions; identify information that is stated rather than implied; take notes to record data, facts and ideas; work cooperatively with peers to comprehend text; participate in discussion about text by integrating multiple strategies (e.g. ask questions, clarify information, summarize information); use opinions of peers to evaluate personal interpretation of ideas; use graphic organizers to record main ideas and significant details

How it works? The teacher directs the students to read a certain amount of text with a specific purpose (e.g. read the first four paragraphs to find three major causes of pollution). When finished reading, students record on sticky notes what they remember. In pairs, they compare and discuss their notes, grouping the ones that are similar. They monitor themselves by asking, "*Did we leave out anything important?*" "*Was there anything we didn't understand?*" Then they reread the material as they check, add to, or change their notes. Students repeat the process until done reading and finally arrange their notes into a graphic organizer that demonstrates the relationship of the notes.

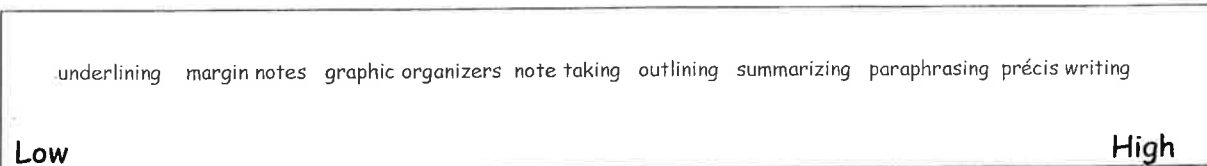
Variations for emergent ELL: provide partially-completed or visually-supported sticky notes and graphic organizers to direct ELL' attention; pair ELL with linguistic buddies to share notes; try co-teaching with the ESL teacher (e.g. support, complimentary, or team teaching are all possibilities).

Grades 3-12 Reading Tools

What is it? Pen-in-Hand Strategy (Stephens and Brown, 2005)

Why use it? read grade-level text with comprehension and for different purposes; use comprehension and self-monitoring strategies to clarify meaning of text (e.g. interacting with text, rereading, using reference tools); recognize when comprehension has been disrupted and initiate self-correction; as use text features to understand text; ask questions to clarify meaning of text; identify the themes or message of a text; use a variety of strategies to support understanding of text; demonstrate comprehension of text through a range of responses; make inferences and draw conclusions; recognize the organizational format of text; note and describe aspects of the writer's craft; make connections between texts being read to own lives, the lives of others, texts read in the past, and the world at large; take notes to record data, facts and ideas; take notes to record significant details about characters and events in stories

How it works? The following continuum of writing-reading interactions is based on the degree of student involvement:



The Pen-in-Hand strategy focuses on two of these types of interactions to help students engage in the construction of meaning when reading textbooks: (1) underlining/ highlighting - provide students with photocopies of text pages or transparencies they can use on top of text pages and then model for them how to interact with text and (2) margin notes - provide students with sticky notes and then model writing notes in the margins of the texts (i.e. reactions, associations, questions, applications, examples, drawings, or symbols). In so doing, the strategy provides an 'entry point' of text interaction which is useful for ELL.

Variations for emergent ELL: provide cues or partially-completed transparencies and sticky notes to guide ELL; try alternative co-teaching with the ESL teacher (i.e. one teaches underlining/ highlighting and the other teaches margin notes and

Grades 3-12 Reading Tools

then the groups of students rotate).

What is it? Peer Reading Strategy (Silver, Strong, and Perini, 1999)

Why use it? read grade-level texts with comprehension and for different purposes; use self-monitoring strategies such as cross-checking, summarizing, and self-questioning to construct meaning of text; ask questions to clarify understanding and to focus reading; summarize main ideas of informational texts and details from imaginative text orally and in writing; summarize main ideas and supporting details; identify a conclusion that summarizes a main idea; read grade-level text and answer literal, referential, and critical/ application questions; use specific evidence from stories to identify themes, describe characters (e.g. their actions, and their motivations), relate a sequence of events; identify missing, conflicting, unclear and irrelevant information; draw conclusions and make inferences on the basis of explicit and implied information; take notes to record data, facts and ideas; work cooperatively with peers to comprehend and respond to text; participate in discussion about text by integrating multiple strategies (e.g. ask questions, summarize information); use opinions and reactions of peers to evaluate personal interpretations of text

How it works? Select a reading and break it up into manageable sections. For each section, create a question or a set of questions that will require students to summarize the section. Break up students into pairs. Distribute the reading and the summarizing questions to all students. Ask students to read the first section, mark their text, and then engage in coaching partnerships (reader A puts his reading aside while the coach asks the summarizing questions and coaches reader A to a more complete answer using her marked copy). Have students reverse roles for each of the remaining sections of the text. When done, ask students to use the summarizing questions and notes to create a summary collaboratively. Over time, gradually model and coach students through the process of identifying their own summarizing questions and using their skills to summarize readings and conduct research.

Variations for emergent ELL: differentiate the reading material for ELL by using the *input plus next level* principle; provide linguistic buddies or reading guides for ELL; try a co-teaching model with the ESL teacher (e.g. complimentary, support, or

Grades 3-12 Reading Tools

team teaching are all possibilities).

What is it? Proposition/Support Outlines (Billmeyer and Barton, 1998)

Why use it? identify purpose for reading; organize and categorize text information by using knowledge of a variety of text structures; apply thinking skills to interpret data, facts, and ideas from multiple sources; use organizational features of text to locate information (e.g. captions, charts, tables, graphs, notes and visuals); use knowledge of text structures to support understanding; support interpretations and explanations with evidence from text; compare and contrast information on one topic from multiple sources; condense, combine or categorize new information from more than one source; make inferences and draw conclusions; distinguish between fact and opinion; judge accuracy of content to gather facts; evaluate the validity and accuracy of information, ideas, and opinions in texts by identifying statements of facts, opinion, and exaggeration; distinguish verifiable statement from hypothesis, and assumption and facts from opinion; consider the writer's assumptions, beliefs, intentions, and biases; identify propaganda; identify differing points of view; present clear analyses using examples, details, and reasons from text; take notes to record data, facts, and ideas by following teacher direction and working with peers; use graphic organizers to record significant details from informational text; use opinions of peers to evaluate interpretation of text; use prewriting strategies to organize ideas and information to plan writing

How it works? In large-group sharing, introduce a blank 'proposition support' outline on an overhead and model for students how support for a proposition (related to your content) could be categorized as facts, statistics, examples, expert authority, logic, or reasoning. Assign a text passage that follows the same framework and have pairs of students complete the outline as they analyze the author's arguments. This is an excellent guide for independent research. See example of the graphic organizer on the next page.

Variations for emergent ELL: have the ESL teacher preview the concept of 'proposition-support' beforehand; differentiate the reading materials and the topics of investigation; provide linguistic buddies for ELL; try co-teaching with the ESL teacher (i.e. parallel, alternative, complimentary, support or team would work

Grades 3-12 Reading Tools

depending on the short- and long-term purpose of using this strategy).

Example: Proposition / Support Outline

Proposition/Support	
<i>Topic</i>	
<i>Proposition</i>	1. Facts
	2. Statistics
<i>Support</i>	3. Examples
	4. Expert Authority
	5. Logic and Reasoning

Grades 3-12 Reading Tools

What is it? QAR (question-answer relationship) Strategy
(Stephens & Brown, 2000)

Why use it? identify purpose for reading; use self-monitoring strategies such as rereading, cross-checking and answering questions to comprehend meaning ; use prior knowledge and experience in order to understand ideas and support comprehension of text; make connections between text being read and own lives, the lives of others, and other texts; present a point of view or interpretation and support it with details; use knowledge of story structure and story elements to interpret stories; use specific evidence from stories to identify themes, describe characters (i.e. their actions and motivations), relate a sequence of events; read grade-level texts and answer literal, referential, analytical and critical/ application questions; demonstrate comprehension of text through a variety of responses; infer underlying theme or message from text; recognize how authors use literary devices to create multiple levels of meaning; identify social and cultural context and other characteristics to enhance understanding and appreciation of text; identify author's point of view; recognize how one's point of view contributes to interpretation; interpret multiple levels of meaning in text; form opinions and make judgments about literary works by analyzing and evaluating texts from a critical perspective

How it works? Teacher gives students four types of questions classified as follows:

1. Right There! (The answer is found directly in the text. The words in the question can usually be found in the same sentence with the answer).
2. Think and Search! (The answer is in the text but the words are not in the same sentence. You must read the text, look for ideas that you can put together, and think about what the author is saying).
3. You and the Author! (The author gave you some ideas and made you think, but you must figure out what you know and use it to answer the question).
4. On Your Own! (You must apply what you know and what you have learned to answer the question).

Teacher models some examples and then students apply QAR while reading.

Variations for emergent ELL: have ELL respond to the Right There! Questions to provide an appropriate 'entry point'; provide partially-completed responses to all levels of questions to ascertain what ELL are able to do; use co-teaching (e.g. parallel if pull out and peer if ESL teacher comes into class).

Grades 3-12 Reading Tools

What is it? Q-SPACE (Strong, Silver, Perini, & Tuculescu, 2003)

Why use it? engage in purposeful reading in small and large groups; use self-monitoring strategies such as rereading and cross-checking to comprehend text; employ a range of post-reading practice to think about new learning and plan further learning; use text structures and features to comprehend text; demonstrate comprehension and response of grade-level text; ask questions to focus reading; answer literal, referential, analytical and evaluative questions; make predictions, draw conclusions and make inferences; analyze ideas on the basis of prior knowledge and experience; identify information that is implied rather than stated; participate in discussion about grade-level text by integrating multiple strategies; use opinions of classmates to evaluate personal response to text; evaluate content by identifying author's purpose and intent, identify different perspectives on or responses to issues presented in text

How it works? This is an acronym that stands for the following steps: (1) Question - pose a content-specific question for students to answer, (2) Silence - remain silent to allow time for students to generate ideas, (3) Probe - respond to answers with questions about the process of answering (e.g. How did you arrive at that answer?), (4) Accept - communicate to students the positive aspects of their answers, (5) Clarify - - aid students in making their answers clearer (e.g. when the answer is incorrect, state the question for which it is an answer), (6) Elaborate - encourage students to look past answers to see where they may lead (e.g. generalizations).

Variations for emergent ELL: use a cooperative learning tool like 'team-pair-solo' to have students go through the process in groups, then pairs, and then 'elaborate' alone; provide the ESL teacher with the questions beforehand to prepare ELL for this post-reading strategy.

Grades 3-12 Reading Tools

What is it? Questioning the Author (Q+A)
(Beck, McKeown, Hamilton, & Kucan, 1998)

Why use it? identify a purpose for reading; use comprehension strategies to monitor own reading and clarify meaning of text; read grade-level texts and answer literal, referential and evaluative questions; engage in purposeful reading in small groups; participate in discussions by integrating multiple strategies (e.g. ask questions, clarify misunderstandings, support ideas); make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large; state main ideas and support or elaborate them with relevant details; use specific evidence from stories to identify themes, describe characters' actions and motivations; use knowledge of story structure to interpret stories; present a point of view or interpretation of a text such as its theme or author's intended message and support it with details; determine how the use and meaning of literary devices conveys author's intent or message; evaluate ideas, themes, and experiences to identify multiple levels of meaning in texts; form opinions and make judgments by analyzing and evaluating text from a critical perspective

How it works? This strategy is designed to assist students in their efforts to understand text as they read, especially for Social Studies or Language Arts texts. Select passages based on important concepts, develop queries that will prompt discussion and build understanding, instruct students to read the passage, facilitate a query-driven discussion about the passage, giving students the opportunity to grapple with ideas in small groups first, and be sure to model the strategy yourself by thinking aloud how you might grapple with ideas to build understanding around a passage.

Variations for emergent ELL: provide a reading guide to ELL to facilitate their understanding; groups students into the small groups strategically so that ELL have linguistic buddies in the discussion; provide the material to the ESL teacher beforehand so that he can do pre-reading strategies to build vocabulary and background knowledge.

Grades 3-12 Reading Tools

What is it? Question Menu Strategy (Silver, Strong, and Perini, 1999)

Why use it? engage in purposeful reading; use a variety of comprehension strategies to monitor own reading; read grade-level texts and answer literal, inferential and critical/ application questions; ask questions to clarify meaning and focus reading; use specific evidence from stories to describe characters, their motivations and actions, and relate sequence of events and importance of setting; make predictions, draw conclusions and make inferences; use knowledge of story structure and story elements to interpret stories; identify ways in which characters change over the course of a story; make connections between text being read and own lives, the lives of others, other text read in the past and the world at large; recognize how authors use literary devices to create meaning; recognize how the author's use of language creates images or feelings; interpret multiple levels of meaning in text; generate a significant list of questions to assist with analysis of text; work cooperatively with peers to comprehend text; use opinions of classmates to evaluate personal interpretation of texts

How it works? Select an appropriate text. Using the question stem menu, establish at least one question for each level of understanding. Have students review the questions before reading. As they read, they are to collect the information needed to generate a response for each question. Allow students to meet with other students to discuss their responses. As they become more competent, foster independence by encouraging them to ask their own style-based questions as a way to expose the multiple layers of a reading. See example on the following page.

Variations for emergent ELL: have the ESL teacher generate the questions for ELL; prepare reading guides to support ELL; provide 'question spinners' which will cue ELL so they can generate questions (available at www.kaganonline.com).

Grades 3-12 Reading Tools

Example: Question Menu Strategies

<p>Mastery questions ask students to:</p> <p>Focus on Reading Facts:</p> <ul style="list-style-type: none"> • Who was involved? • Where did it take place? • When did it occur? • What happened? • How did it occur? <p>Supply information based on observation:</p> <ul style="list-style-type: none"> • What did you observe? • What is wrong with this? How would you correct this? • Can you describe the data? <p>Establish procedures on sequence:</p> <ul style="list-style-type: none"> • What are the steps? • How would you go about doing this? • What comes first? Next? • What is the correct order for this? 	<p>Interpersonal questions ask students to:</p> <p>Empathize and describe feelings:</p> <ul style="list-style-type: none"> • How would you feel if _____ happened to you? • How do you think _____ felt? • Can you describe your feelings? <p>Value and appreciate:</p> <ul style="list-style-type: none"> • Why is _____ important to you? • What's the value of _____? • What decision would you make? <p>Explore human interest problems:</p> <ul style="list-style-type: none"> • How would you advise or console _____? • What is the issue facing _____? • What would you do about it? • How would you help each side come to agreement? 	<p>Understanding questions ask students to:</p> <p>Focus on making connections:</p> <ul style="list-style-type: none"> • What are the important similarities and differences? • What is the cause? • What is the effect? • How are the parts connected? <p>Make inferences and interpret:</p> <ul style="list-style-type: none"> • Yes, but why? • How would you explain _____? • Can you prove it? • What can you conclude? • What experience do you have to support your position? <p>Focus on understanding meaning:</p> <ul style="list-style-type: none"> • What are the hidden assumptions? • What does this prove? • What have you discovered? 	<p>Self-Expression questions ask students to:</p> <p>Rethink their ideas:</p> <ul style="list-style-type: none"> • What come to mind when you think of _____? • How is _____ like _____? <p>Develop images, hypothesis, and predictions:</p> <ul style="list-style-type: none"> • What would happen if _____? • Can you imagine _____? What would it look like? What would it be like? <p>Focus on alternatives and original solutions:</p> <ul style="list-style-type: none"> • How many possible ways can you _____? • What is another way to do this? • Is there a better way to design _____? <p>Think metaphorically and creatively:</p> <ul style="list-style-type: none"> • How is _____ like _____? • Can you create a poem, icon or skit that represents this?
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Grades 3-12 Reading Tools

- What is it? RAFT Strategy (Billmeyer and Barton, 1998)

Why use it? demonstrate comprehension of text through creative responses; respond in writing to prompts that follow the reading of literary or informational texts; understand the purpose for writing; determine the intended audience before writing; use tone and language appropriate for audience and purpose; use the writing process; adjust style of writing, voice, and language used according to purpose and intended audience; review writing independently to revise for focus, development of ideas, and organization; review writing independently to edit for correct language; identify different perspectives on an issue presented in text; evaluate information, ideas, opinions, and themes in texts by identifying central ideas, primary details, multiple levels of meaning; maintain a writing portfolio that includes RAFT writing

How it works? The RAFT strategy enhances understanding of informational text by encouraging creative thinking and reflection. RAFT is an acronym that stands for: Role of the writer. What is the writer's role: reporter, observer, eyewitness, Audience. Who will be reading this writing: the teacher, other students, people in the community, an editor, Format. What is the best way to present this writing: in a letter, an article, a report, a poem, Topic. Who or what is the subject of this writing: a famous mathematician, a reaction to a specific event? To use this strategy, analyze the information you want students to learn from a reading. Brainstorm possible roles students could assume in their writing. Decide who the audience will be and determine the format for the writing. After students have read, explain RAFT and list the role, audience, format, and topic for the writing. All students could do the same or you could offer choices. See examples of RAFT assignments.

Variations for emergent ELL: consult the ESL teacher on the design of RAFT assignments for ELL and differentiate the assignments accordingly.

Grades 3-12 Reading Tools

Role	Audience	Format	Topic
Newspaper Reporter	Readers in the 1870s	Obituary	Qualities of General Custer
Lawyer	U.S. Supreme Court	Appeal Search	Dred Scott Decision
Abraham Lincoln	Dear Abby	Advice Column	Problems with his generals
Mike Royko	Public	News Column	Capital punishment
Frontier Woman	Self	Diary	Hardships in the West
Constituent	U.S. Senator	Letter	Gun Control
News Writer	Public	News Release	Ozone layer has been formed
Chemist	Chemical company	Instructions	Combinations to avoid
Wheat Thin	Other Wheat Thins	Travel Guide	Journey through the digestive system
Plant	Sun	Thank-you note	Sun's role in plant's growth
Scientist	Charles Darwin	Letter	Refute a point in evolution theory
Square Root	Whole Humber	Love letter	Explain the relationship
Repeating Decimal	Set of Rational Numbers	Petition	Prove you belong to this set
Cook	Other Cooks	Recipe	Alcoholism
Julia Child	TV Audience	Script	Wonders of eggs
Advertiser	TV Audience	Public Service	Importance of fruit
Lungs	Cigarettes	Complaint	Effects of smoking
Huck Finn	Jim	Letter	What I learned during the trip
Joseph Stalin	George Orwell	Letter	Reactions to <i>Animal Farm</i>
Comma	9 th grade students	Complaint	How it is misused
Trout	Self	Diary	Effects of acid rain on lake

Grades 3-12 Reading Tools

What is it? Reading For Meaning (Strong, Silver, Perini, & Tuculescu, 2003)

Why use it? identify the purpose for reading; use self-monitoring strategies such as rereading, cross-checking and self-correcting; read unfamiliar text to collect data, facts and ideas; locate information in a text that is needed to solve a problem; identify main ideas and supporting details in text; skim material to locate information; draw conclusions and make inferences on the basis of information from text; present a point of view or interpretation of a text and support it with significant details; recognize how new information is related to prior knowledge and experience; identify information that is implied rather than stated; identify missing, conflicting, unclear, and irrelevant information; judge accuracy of content to gather facts; use graphic organizers to record evidence from text; work cooperatively with peers to comprehend text; evaluate the validity and accuracy of information; select, reject, and reconcile ideas and information in light of beliefs

How it works? This strategy is intended to help students with the difficulties they may have in getting meaning (i.e. literal meaning, seeing important themes or ideas, ambiguous or symbolic language, and personally challenging texts). The steps are: (1) create statements keyed to important information in the text, (2) review the purpose and goals of the strategy with students by explaining the use of the organizer (example on following page), (3) students read the passage to collect evidence to support or refute the statements, (4) students form small groups to discuss the statements and share responses, and (5) students apply what they've learned to a writing task.

Variations for emergent ELL: highlight information in texts for ELL so they can locate passages with specific information; have linguistic buddies translate ideas; use co-teaching to include ELL (e.g. parallel, complimentary, support and team would all work with this strategy).

Grades 3-12 Reading Tools

<p>For Cherokees, moving west of the Mississippi is preferable to being oppressed in their homeland.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>	<p><u>SUPPORT</u></p>	<p><u>REFUTE</u></p> <p>"We wish to remain in the land of our fathers." "If we are compelled to leave, we see nothing but ruin before us."</p>
<p>Relocation is an inhumane policy.</p> <p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>	<p>Cherokees would come into conflict with other tribes west of the Mississippi. The region was badly supplied with food and water, and they were forced to go against their will.</p>	

Grades 3-12 Reading Tools

What is it? Read Three Times (Sadler, 2001)

Why use it? identify specific words causing comprehension difficulties in written language; use comprehension strategies to clarify meaning of text (i.e. attend to vocabulary); ask questions to clarify understanding and to focus reading; use self-monitoring strategies such as cross-checking and self-questioning to construct meaning; read unfamiliar texts collect, data, facts and ideas; locate information in a text that is needed to solve a problem; understand written directions and procedures; identify signal words that provide clues to meaning; read the steps in a procedure in order to accomplish a task; identify missing and irrelevant information; apply corrective strategies such as discussing with others and monitoring for misunderstandings to assist in comprehension; use knowledge of structure, content, and vocabulary to understand text; identify missing, unclear, conflicting or unclear information; demonstrate task awareness by employing flexible strategies; recognize unstated assumptions; work cooperatively with peers to comprehend text

How it works? This is a mathematics strategy used in solving word and logic problems. Steps: (1) students read through problem quickly, (2) they list the words they do not understand, and (3) they try to answer questions (i.e. What is the problem asking us to do, What do we need to know, What is unnecessary information, What materials do we need, What math operation(s) will we use? Class members review their responses to the questions.

Variations for emergent ELL: pair ELL with linguistic buddies to read problems and ask questions; send questions to ESL teacher beforehand so ELL have the opportunity to review them; differentiate the word problems by linguistic level or unpack the language to make it more comprehensible (e.g. divide complex sentences into simple sentences); use co-teaching models (e.g. support or complimentary would work here).

Grades 3-12 Reading Tools

What is it?

Reading- and Writing- To Learn Strategy

Why use it?

relate data, facts and ideas to prior information and experience; answer literal, inferential and critical/ application questions; identify a conclusion that summarizes a main idea; demonstrate comprehension of text through a variety of responses; use journals to record significant ideas from text; make predictions, draw conclusions and make inferences; understand the purpose for writing; develop an idea with a brief text; produce clear, well-organized accounts that demonstrate understanding of a topic; support interpretations and explanations with evidence from a text; present a point of view or interpretation of a text; evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts; participate in group discussions by integrating multiple strategies (e.g. support point of view, summarize information); use opinions and reactions of classmates to evaluate personal interpretation of ideas, information, and experience

How it works?

Think of reading selections that would go well with the types of journals which appear on the next page. Afterwards, have students share their ideas. Select the type of journal which aligns with specific subject areas (e.g. double entry for literature, problem solution for math, metacognitive for science, speculation for social studies).

Variations for emergent ELL: allow ELL to use primary language to write journals (and then have a bilingual student or staff member translate it); allow ELL to illustrate their journals to show what they have understood; have ESL teacher do journal writing during ESL class so ELL come to class with their journals to share.

Grades 3-12 Reading Tools

Examples: Reading- and Writing- To Learn Journals

Double Entry Journal	Divide a sheet of paper in half. On the left side, copy a quotation or passage from the text. On the right side of the paper, you may respond, question, make personal connections, evaluate, reflect, analyze and interpret. In other words, the left column is for note taking from the text and the right column is for your own note making.
Problem Solution Journal	Identify a problem, brainstorm possible alternatives, choose a probable solution, anticipate stumbling blocks, and propose arguments while writing in favor of a proposed solution.
Metacognitive Journal	Divide a paper in half. On the left side of the paper, record "What I learned." On the right side of the paper, record "How I came to learn it."
Synthesis Journal	Divide your paper into sections. Record "What I did", "What I Learned", and "How I Can Use It."
Speculation About Effects Journal	Divide paper in half. On the left side, record "What happened." On the right side, record "What might/ should happen as a result of this."
Reflective Journal	Divide paper into sections. Record "What happened," "How I felt," and "What I learned," <u>or</u> "What I did," "What I learned," "What questions do I still have," "What surprises did I experience," and "Overall Response."

Grades 3-12 Reading Tools

What is it? REAP (Allen, 2004)

Why use it? read grade-level texts with comprehension and for different purposes; use prior knowledge in concert with text information to support comprehension; recognize when comprehension has been disrupted and initiate self-correction strategies such as rereading and adjusting rate of reading; summarize main ideas and supporting details; relate data, facts and ideas from texts to prior information and experience; draw conclusions and make inferences; state a point of view or interpretation of a text and support it with evidence; recognize the theme of message of a text; use knowledge of text or story features to interpret texts; make connections between text being read and own lives, the lives of others, texts read in the past, and the world at large; generate questions to further understanding; identify information that is implied rather than stated; distinguish between relevant and irrelevant information; interpret multiple levels of meaning; use graphic organizers to record ideas; evaluate information, ideas, opinions, and themes by identifying the author's purpose, important and unimportant information, and writer's assumptions, beliefs, stated ideas and hidden agendas

How it works? REAP is an acronym for *read, encode, annotate, & ponder*. Explain or model the following for students: read on you own, encode the text by putting the gist of what you read in your own words, annotate the text by writing down the main ideas and the author's message, and ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/ or connect this reading to other reading. See example of organizer on following page.

Variations for emergent ELL: partner ELL for reading text; differentiate the reading material if possible; provide reading guides to assist ELL with comprehension; use co-teaching (e.g. parallel) to support the REAP process.

Grades 3-12 Reading Tools

Read text. Jot down title and author.	Encode the text. Put main ideas in own words.
Annotate text. Write a summarizing statement.	Ponder text. Why did the author write the text?

Grades 3-12 Reading Tools

What is it? Reciprocal Teaching Strategy (Billmeyer & Barton, 1998)

Why use it? use comprehension strategies to monitor own reading (e.g. predict/ confirm, reread, self-question) and clarify meaning of text; summarize main ideas and supporting details from text; support interpretations with evidence from text; lead and participate in discussion about text by integrating multiple strategies (e.g. ask questions, clarify misunderstandings, support point of view, summarize); make predictions, draw conclusions and make inferences about events and characters; use specific evidence from stories to describe characters, their actions and motivations, relate sequences of events; ask questions to clarify understanding of texts; read and interpret informational or literary texts; present a point of view or interpretation of text and support it with evidence; use prior knowledge to support comprehension, from forming predictions to making inferences and drawing conclusions; use text structure and literary devices to aid comprehension and response; generate a list of significant questions to assist with analysis of text; seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts

How it works? This is a four-step procedure (summarize, question, clarify, predict) which makes the reading process interactive between the teacher and the text. Initially, the teacher works with small groups of students to model the strategy - the teacher reads a paragraph or two and then summarizes. The teacher then poses questions for discussion, models how to clarify the meaning of the text, and asks students to make predictions about what happens next. After this modeling, it is time for students to reciprocate. A designated student-leader assumes the role of teacher and repeats the process. One by one, students take responsibility for the active, attentive-read-think process of critical readers. The leadership role is reciprocal, turning over responsibility to the students, and in reciprocating, students eventually internalize the reading process.

Variations for emergent ELL: parallel co-teaching would allow the ESL teacher to work with ELL on the same strategy; when ELL become more proficient, alternative co-teaching could be used.

Grades 3-12 Reading Tools

What is it? ReQuest (Readence, Moore, & Rickelman, 2001)

Why use it? identify purpose for reading; engage in independent silent reading of text; read grade-level texts and ask questions to self-monitor comprehension, clarify understanding and focus reading of texts; read grade-level text and answer literal, referential and evaluative questions; recognize the theme or message of a text; use prior knowledge in concert with text information to support comprehension, from formulating questions to drawing conclusions to making inferences; state or summarize a main idea and support/ elaborate with relevant details; use text features to understand and interpret texts; recognize organizational formats to assist in comprehension of texts; read and interpret literary texts from a variety of genres, in varying text formats and by different authors for a variety of purposes; identify opportunities for improvement of reading comprehension skills; interpret multiple levels of meaning and subtleties in text; lead and participate in discussion about text by integrating multiple strategies (e.g. ask questions, clarify misunderstandings)

How it works? ReQuest is an abbreviation of reciprocal questioning, a strategy intended to help students (1) formulate their own questions about the text they are reading, (2) develop an active inquiring attitude toward reading, (3) acquire purposes for reading, and (4) develop independent comprehension abilities. ReQuest involves students and teacher silently reading portions of text and taking turns asking and answering questions concerning that material. It is the reciprocal nature of the questioning sequence that differentiates ReQuest from teacher-directed questioning strategies and provides the format for students' active involvement.

Variations for emergent ELL: provide ELL with questions cues or stems to assist (questions spinners are available on www.kaganonline.com); prepare reading guides for ELL; use parallel, alternative or team teaching models to coteach with ESL teacher.

Grades 3-12 Reading Tools

What is it? ROW (Stephens & Brown, 2005)

Why use it? read grade-level texts with comprehension and for different purposes; organize and categorize text information by using knowledge of a variety of text structures (e.g. cause and effect, sequence); summarize main ideas and details; read unfamiliar texts to collect data, facts and ideas; use text structure to recognize differences among a variety of texts; identify transitional words or phrases that provide clues to organizational formats; condense, combine, or categorize new information to understand informational texts; use graphic organizers to record significant ideas and details; include relevant and exclude irrelevant information; respond in writing the reading of texts; understand the purpose for writing; use prewriting activities (e.g. notetaking, organizing); use the writing process; demonstrate comprehension of text through writing; use organizational patterns for expository writing; organize writing effectively to communicate ideas

How it works? ROW stands for read/ organize/ write and is designed to help students with understanding different types of expository text. The steps include: (1) the teacher presents an expository text pattern using short, clear examples for the class to read, (2) the class develops a working definition of the organizational pattern and a graphic organizer of that represents it (e.g. sequence/ direction; listing/ description; definition/ explanation; comparison/ contrast; problem/ solution; cause/ effect), and (3) the students then write a selection using the text pattern.

Variations for emergent ELL: have the ESL teacher preview the graphic organizer to be used for reading; provide partially-filled graphic organizers to ELL (e.g. linguistic cues); use writer's workshop as a differentiation strategy; use co-teaching models (e.g. station teaching) to implement writer's workshop.

Grades 3-12 Reading Tools

What is it? Save the Last Word for Me (Buehl, 2001)

Why use it? adjust reading rate according to purpose for reading; infer underlying themes or messages; analyze ideas and information on the basis of prior knowledge and experiences; identify different perspectives such as social, cultural, ethnic, and historical on issues presented in text; make connections between text being read and own lives, the lives of others, texts read in the past, and the world at large; summarize a main idea and support/ elaborate with relevant details; note and describe aspects of the writer's craft and explain the role that crafting techniques play in helping the reader comprehend the text; identify information that is implied rather than stated; how the author uses literary devices to make meaning; analyze, contrast, support, and critique points of view in a wide range of genres; identify poetic elements in order to interpret poetry; interpret multiple levels of meaning in text; present a point of view or interpretation and support it with significant details from text; demonstrate personal response to text; evaluate information, ideas, opinions, and themes by identifying author's purpose, important and unimportant details, the recognize development of central ideas or themes, the significance of language used by author; take notes to record ideas and respond to reading; engage in purposeful reading in small groups; work cooperatively with peers to clarify meaning; participate in discussion about grade-level texts by integrating multiple strategies (e.g. supporting point of view, summarizing ideas); use opinions and reactions of peers to evaluate personal interpretation of ideas, information, and experience

How it works? This strategy helps students to reflect on what they read and is especially useful with material that may elicit differing opinions. Reluctant speakers have an opportunity to be in small group settings with time to rehearse. Using the strategy involves the following steps: (1) have students locate five statements that they find interesting while they read, (2) distribute index cards for students to write their statements on - they write comments about the statements on the other side, (3) divide the students into groups of four and have each student share their statements one at a time - they also help their team members locate the statement in the text, (4) comments can not be shared until all group members give their reactions - this gives the initial student *the last word*.

Variations for emergent ELL: be strategic in student groupings (e.g. either a linguistic buddy or nurturing friends); have ESL teacher pre-read text before class so ELL come prepared.

Grades 3-12 Reading Tools

What is it?

Scored Discussion Strategy (Billmeyer & Barton, 1998)

Why use it?

listen respectfully and responsively; ask questions to clarify understanding; present a point of view or interpretation and support/ elaborate with significant details; demonstrate comprehension through oral presentations; use previous reading and life experiences to understand and compare ideas from informational or literary text (e.g. analogy); use evidence to describe characters, and their actions and motivations; distinguish between relevant and irrelevant ideas and details; note and describe aspects of the writer's craft and explain the role that crafting techniques play in helping comprehension; analyze, contrast, support and critique points of view; discuss how the use and meaning of literary devices conveys author's message or intent; recognize how the author's use of language creates images or feelings; form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective; select, reject and reconcile ideas and information; participate in discussions about texts by integrating multiple strategies (e.g. ask questions, clarify misunderstandings, support point of view, summarize information); evaluate information, ideas, opinions, and themes in texts and discussions by identifying central ideas and themes, important and unimportant details, conflicting information, writer's assumptions, fallacies of logic, and multiple levels of meaning and subtleties; use established criteria to analyze the quality of ideas and information in text; use opinions of classmates to evaluate personal interpretation of ideas and information;

How it works?

This strategy gives students the opportunity to practice and evaluate effective discussion skills. A small group (6 to 8) of students carries on a reading related discussion while classmates listen. Meanwhile, the teacher and the rest of the class observe the small group discussion and score individual contributions to the discussion. Students are awarded points for contributing relevant information, using evidence, asking questions, making analogies, and encouraging others. Negative points are assigned for interruptions, irrelevant comments, and personal attacks. At the conclusion, the feedback is provided to the discussion group members. See the example of a scored discussion rating sheet on the next page.

Variations for emergent ELL:

have ELL listen and take notes the first few times; tape record the discussion and have ELL listen afterwards at a listening center or for homework; use co-teaching with the ESL teacher (e.g. peer teaching).

Grades 3-12 Reading Tools

Discussion Score Sheet

Student _____

Class _____

Positive/Productive Behavior	Points	Non-Productive Behaviors	Points
(1) 1. Offers his / her position on a topic	_____ x (1) = _____	(-2) 1. Not paying attention or distracting others	_____ x (-2) = _____
(1) 2. Makes a relevant comment	_____ x (1) = _____	(-2) 2. Interruption	_____ x (-2) = _____
(3) 3. Uses evidence to support position	_____ x (3) = _____	(-1) 3. Irrelevant comment	_____ x (-1) = _____
(2) 4. Points out contradictions in another person's statements	_____ x (2) = _____	(-3) 4. Monopolizing	_____ x (-3) = _____
(2) 5. Recognizes when another person makes an irrelevant comment	_____ x (2) = _____	(-3) 5. Personal attack	_____ x (-3) = _____
(3) 6. Develops an analogy	_____ x (3) = _____	Total Points:	
(1) 7. Asks a clarifying question	_____ x (1) = _____	<i>Positive / Productive Behavior:</i>	_____
(3) 8. Uses active listening skills (e.g. rephrases or restates what another student says before commenting)	_____ x (3) = _____	<i>Non-Productive Behavior:</i>	_____
		<i>Overall Total:</i>	_____
		<i>Grade:</i>	_____

Grades 3-12 Reading Tools

What is it?

Scintillating Sentences and Quizzical Quotes
(Stephens and Brown, 2000)

Why use it?

adjust reading rate according to purpose for reading; identify a conclusion that summarizes the main idea; identify point of view; infer underlying theme or message; use prior knowledge and experience to understand; distinguish between relevant and irrelevant information; identify information that is implied rather than stated; use established criteria to analyze the quality of information in text; present a point of view or interpretation of a text such as its theme or the author's intended message; note aspects of the writer's craft; draw conclusions and make inferences on the basis of explicit and implied information; use text structure and literary devices to aid comprehension; recognize how the author's use of language evokes feelings; use reading strategies such as discussion with others to assist in comprehension; identify statements that disrupt comprehension; evaluate the content by identifying the author's purpose, important and unimportant ideas; statements of fact, opinion, and exaggeration; engage in purposeful reading in small groups; work cooperatively with peers to comprehend text; use opinions of classmates to evaluate personal interpretation of ideas and information; respond to text through writing

How it works?

While reading (in pairs), students find a sentence that represents a significant idea, illustrates a point of view, or has special meaning for understanding content as well as a sentence that they don't understand or they find confusing. These are recorded on strips or chart paper along with the author, title, page number, and students' initials. The papers are sent around the room so the class members can write their comments.

Variations for emergent ELL:

pair ELL with linguistic buddies so they can translate; highlight some sentences beforehand to facilitate ELL' completion of the task.

Grades 3-12 Reading Tools

What is it? Science Connection Overview (Buehl, 2001)

Why use it? identify purpose for reading; use self-monitoring and comprehension strategies such as rereading, attending to vocabulary, and self-questioning; relate data, facts and ideas from informational texts to prior information and experience; use knowledge of text features and organizational formats to assist comprehension; read unfamiliar texts to collect data, facts and ideas; locate main ideas in texts; skim material to gain an overview of content or locate specific information; scan texts for particular information; use text features such as headings, captions, and titles to understand and interpret informational texts; recognize how new information is related to prior knowledge and experience; identify missing, conflicting, unclear or irrelevant information; generate a list of significant questions to assist with analysis of text; take notes to record significant information; determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources; work cooperatively with peers to comprehend text

How it works? This is a pre-reading strategy that helps students connect possible relationships between the science in their texts and their understandings of the world around them. Using the strategy involves the following steps: (1) distribute a blank form (see example that follows) and model for students on an overhead how to skim a portion of text and think aloud about things mentioned with which you are familiar (avoid technical vocabulary), (2) have students work with partners to survey the rest of the chapter, (3) if the chapter has a summary, direct students to read it, asking them to identify key topics that seem to be the focus of the chapter, (4) ask students to generate personal questions about the topic (i.e. you could model the kinds of questions people normally have about science), (5) have students complete the "How is it organized?" section of the overview to become familiar with information to be found in the chapter, (6) have students read the chapter using the overview to remind them what the chapter is about and (7) have students complete 3x5 index cards for technical vocabulary (i.e. they need to 'translate' the terms into understandable language). See the example on the following page.

Variations for emergent ELL: have the ESL teacher model the strategy beforehand; pair ELL with linguistic buddies; provide the stems of questions for ELL; provide bilingual dictionaries for ELL.

Grades 3-12 Reading Tools

What's familiar?

What's the Connection? Skim and survey the chapter for things that are familiar and that connect with your life or world. List them below:

- mushrooms
- mold on spoiled food
- spores
- yeasts
- plant rusts
- fungi on rotting plants
- lichens
- penicillin
- Dutch Elm disease

What topics are covered?

Read the Summary. What topic areas seem to be the most important?

- How they look or are structured
- How they reproduce
- How they feed and stay alive

What questions do you have?

Questions of Interest. What questions do you have about this material that may be answered in the chapter?

- Why do mushrooms grow in damp places?
- Why does food get moldy when it spoils?
- Why do they put yeast in bread doughs?
- Why are some mushrooms poisonous?
- How can you tell which mushrooms are poisonous and which are safe?
- What do fungi eat?
- Does the medicine penicillin come from a fungus?

How is it organized?

Chapter Organization: What categories of information are provided in this chapter?

- Structure of Fungi
- Nutrition
- Reproduction
- Variety of Fungi: molds imperfect
 yeasts
 mushrooms
 lichens

Translate

Read and Translate: Use 3X5 cards for vocabulary.

Grades 3-12 Reading Tools

What is it? Skimming & Scanning (Allen, 2004)

Why use it? adjust the reading rate according to the purpose for reading; use comprehension strategies to monitor own reading and clarify understanding (e.g. predict/confirm, reread); summarize main ideas and significant details; read unfamiliar texts to collect and interpret data, facts and ideas; use organizational features such as chapter titles and headings/ subheadings to locate information; use text features such as captions, charts, tables, graphs, maps, notes, and other visuals to understand and interpret informational texts; preview informational texts to assess content and organization; skim material to gain an overview of content or locate specific information; scan texts for particular information; analyze ideas and information on the basis of prior knowledge and personal experience; use prior knowledge in concert with text information to support comprehension from forming predictions to making inferences and drawing conclusions; state a point of view or interpretation of a text; identify information that is implied rather than stated; distinguish between relevant and irrelevant information; condense, combine or categorize new information; take notes to record data, facts, and ideas; work cooperatively to comprehend text

How it works? This strategy requires a reader to look quickly and find the most important features and information in a text. Follow these steps: (1) give students a reading assignment from a textbook; (2) ask students to work in pairs to skim and scan the reading by looking at the title, the headings and subheadings, the visuals, the boldfaced words, and the first and last paragraphs in order to make predictions about what they think the reading is about; (3) give the students a three-columned form with *first impressions*, *fast facts & final thoughts* and as a whole class have them fill in the *first impressions* column; (4) ask students to skim and scan again writing down several *facts* they discover in this limited reading; and (5) ask students to look at the two previous columns and determine what they believe will be the most important points and then have them read the text to look for these *final thoughts*. See example on next page.

Variations for emergent ELL: pair ELL with linguistic buddies for the initial 'skim and scan' task; provide a reading guide or differentiate the reading material; use co-teaching (e.g. parallel, peer, complimentary, or support would work with this strategy).

Grades 3-12 Reading Tools

<i>First impressions</i>	<i>Fast facts</i>	<i>Final thoughts</i>

Grades 3-12 Reading Tools

What is it? SMART (Self-Monitoring Approach to Reading and Thinking) (Buehl, 2001)

Why use it? adjust reading rate according to purpose for reading; read grade-level texts with comprehension and for different purposes; use self-monitoring strategies such as rereading, cross-checking, summarizing, and self-questioning; apply corrective strategies using classroom resources such as peers, teachers, and reference tools; use comprehension strategies to monitor own reading (e.g. attend to vocabulary) and clarify meaning; recognize and use organizational features such as glossaries and chapter headings/ subheadings to locate and interpret information; use text features such as captions and other visuals to understand informational texts; recognize when comprehension has been disrupted and initiate self-correction strategies such as discussing with others and monitoring for misunderstandings; analyze information on the basis of new or prior knowledge and/ or personal experience; identify missing, conflicting unclear or irrelevant information; combine multiple strategies to enhance comprehension; identify opportunities for improvement of reading comprehension strategies; demonstrate task awareness by employing flexible strategies

How it works? This strategy helps students learn to carry on an internal monologue while they read (i.e. like proficient readers naturally do). Using this meta-cognitive strategy involves the following steps: (1) select a challenging passage of about four or five paragraphs and enlarge it on an overhead in order to model the process of thinking aloud while reading, (2) place a check mark next to sentences or paragraphs you understand immediately and a question mark next to those you don't, (3) after reading the passage, model the *READ SMART* protocol (see following page), and (4) have them practice the whole process on their own or with partners.

Variations for emergent ELL: use support or complimentary co-teaching for the modeling session; pair ELL with linguistic buddies for the practice session; differentiate the level of challenge depending on ELL' proficiency (i.e. have the ESL teacher help if necessary).

Grades 3-12 Reading Tools

READ SMART!

1. **READ.** Read a section of the text. Using a pencil, lightly place a check mark next to each paragraph that you understand and a question mark next to each paragraph that contains something you do not understand.
2. **SELF-TRANSLATE.** At the end of each section, stop and explain to yourself, in your own words or language, what you read.
3. **TROUBLESHOOT.** Go back to each (?) paragraph and see if you can now make sense of the paragraph.
 - Re-read the trouble spot to see it now makes sense. If it still does not make sense:
 - Pinpoint a problem by figuring out why you are having trouble: Is it a difficult word or unfamiliar vocabulary?, Is it a difficult sentence or confusing language?, Is it a subject about which you know very little?
 - Try a Fix-Up Strategy: Use the glossary or some other vocabulary aid, look over pictures or graphs to assist with meaning, examine other parts of the chapter (summary, review section, diagrams) to assist with meaning.
 - Explain to yourself exactly what you do not understand or what confuses you.
 - Get help. Ask the teacher or a classmate.

Grades 3-12 Reading Tools

What is it? SPAWN (Martin, Martin & O'Brien, 1984)

Why use it? demonstrate comprehension of texts through creative responses; support interpretations, explanations and points of view with evidence from text; express opinions and make judgments that demonstrate point of view; use supporting evidence from texts to evaluate ideas, information, themes, or experiences; make connections between text read and own lives, the lives of others, and the world at large; analyze examples, details, or reasons used to support ideas; evaluate the validity and accuracy of text information by identifying differing points of view in texts and identifying fallacies of logic that lead to unsupported conclusions; form opinions and make judgments by analyzing and evaluating texts from a critical perspective; select, reject and reconcile ideas and information in light of prior knowledge and experiences; respond in writing to prompts that follow the reading of literary and informational texts; develop ideas through brief written texts; vary the formality of language depending on audience and purpose of writing; combine information when writing; use resources such as peers and text information to stimulate writing; produce imaginative responses that show development, organization, insight, and effective language; exhibit personal voice when writing; use a computer to respond to text texts; maintain a portfolio that includes imaginative and interpretative writing as a method of reviewing work with the teacher; share the process of writing to respond to written text; use opinions of classmates to evaluate personal interpretation of ideas and information

How it works? SPAWN stands for special powers, problem solving, alternative viewpoints, what if, and next. This strategy encourages students to examine complex issues and extend thinking related to content reading. After reading a text/ researching a topic/ working with a concept, students work collaboratively on one or more writing tasks in each of the above five areas. Examples include: (1) You have been granted special powers. How is this situation different because you of the way you choose to use your powers?, (2) How would you solve this problem differently than the way presented?, (3) You are a journalist interviewing different people on this topic - what kinds of viewpoints are you hearing?, (4) What if the events had been different?, and (5) What do you think should happen next?

Variations for emergent ELL: pair ELL with linguistic buddies; differentiate the number of tasks for ELL; use writer's workshop (see differentiation tools); use the station co-teaching tool to implement writer's workshop (see co-teaching tools).

Grades 3-12 Reading Tools

What is it? SQ3R (Holdaway, 1980)

Why use it? adjust reading rate according to purpose for reading; use comprehension strategies to monitor own reading and clarify meaning (e.g. predict/confirm, reread, self-question); use organizational and text features to locate and understand texts (e.g. titles, headings/ subheadings, captions, visuals); relate data and facts from texts to prior information and experience; Use prior knowledge in concert with text information to support comprehension from forming predictions to making inferences and drawing conclusions; formulate and generate questions to be answered by reading and analyzing informational text; read and answer literal, inferential, and critical/ application questions; summarize main ideas and supporting details; skim material to gain an overview of content or locate information and scan texts for specific information; recognize how new information is related to prior knowledge or experience; distinguish between relevant and irrelevant information; present a point of view or interpretation of a text and support it with relevant details; recognize unstated assumptions; evaluate information, ideas, opinions and themes in texts by identifying central ideas

How it works? This strategy is best used with non-fiction and textbooks. The steps are: (1) Survey-Preview or note the format of the book and discuss students' of previous knowledge the topic, (2) Question or make predictions and pose questions inspired by the preview, (3) Read through a shared reading format, (4) Recite or answer and discuss questions generated earlier, and (5) Review or state the main idea, recalling and revisiting the text to assure comprehension.

Variations for emergent ELL: have ESL teacher build background knowledge of topic before ELL come to class; provide 'question cues' to help generate higher-order questions (question spinners available online at www.kaganonline.com); use cooperative learning tools for 'reciting' or discussing (e.g. pairs share); use co-teaching tools (e.g. parallel, support or complimentary would work with this strategy).

Grades 3-12 Reading Tools

What is it?

Story Grammar/Maps (Billmeyer and Barton, 1998)

Why use it?

read, view and interpret texts from a variety of genres; engage in purposeful reading in small groups; use previous reading and life experiences to understand and compare literature; use knowledge of story structure and elements to identify plot, character, and events; use specific evidence to describe characters and their actions and motivations, relate sequence of events; make predictions, draw conclusions and make inferences about events and characters; plot, setting, theme, and dialogue using evidence from the text; interpret characters, define characteristics of literary texts; identify literary elements of different genres; identify the ways in which characters change and develop throughout a story; recognize how the author uses literary devices to create meaning; work with the written version; compare a film, video, or stage version of a literary text; read, view and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres; read, view and respond to literary works that represent a range of social, historical and cultural perspectives; use graphic organizers to record details about literary elements

How it works?

Story grammar identifies the story's structure, literary elements, and their relationships to one another. A story map is a visual representation of the story structure. Students fill them out in as they read in small groups and then share and discuss them as a class. See example on following page.

Variations for emergent ELL: differentiate the material to be read and then use this strategy as a during-reading strategy before literature circle (see differentiation tools); if using the same material, then show visuals or a film as the pre-reading strategy to build a context; provide a partially-completed story map for ELL to help them locate information; use co-teaching tools (e.g. parallel, alternative, peer, or team could work).

Grades 3-12 Reading Tools

Example: Story Map

Title: _____

Climax:

10. _____ 11. _____

9. _____ 12. _____

8. _____ Falling Action 13. _____

7. _____ 14. _____

6. _____

5. _____ Events: Rising Action

4. _____

3. _____

2. _____

1. _____

Main Characters

Minor Characters

Setting:

Conflict:

Resolution:

Author's Theme:

Grades 3-12 Reading Tools

What is it? Task Rotation Strategy

Why use it? demonstrate comprehension and response through a range of activities such as writing, drama, oral presentation and mixed media performance; show interest in a wide range of texts; select books independently to meet informational needs; select literature on the basis of personal needs and interests from a variety of genres and by different authors; read, view and interpret texts from a variety of different genres; use a variety of strategies (e.g. summarizing, forming questions, visualizing, and making connections) to support understanding of texts; use classroom resources to learn the meanings of words causing comprehension difficulties; use graphic organizers to record significant details from texts; use strategies such as note taking, semantic webbing, and outlining to plan and organize writing; respond in writing to the reading of literary and informational texts; write in a variety of formats such as print and multimedia; participate in reading-response activities by integrating multiple strategies (e.g. summarize information, support point of view); use opinions of classmates to evaluate personal interpretation of ideas and information; maintain a personal reading-response list to reflect reading accomplishments

How it works? Think of a reading selection that implies 'how to.' Come up with four tasks going from the literal and concrete to the highly abstract (e.g. (1) defining terms, (2) webbing a summary, (3) creating an outline, and (4) writing a response). Figure out how you could group students so that some complete all four tasks and others just do the tasks they can. Another idea is to require all students to complete all tasks but to differentiate timelines.

Variations for emergent ELL: confer with the ESL teacher and the ELL to determine tasks, timelines and partners; differentiate the reading selection if necessary; provide a reading guide for ELL; try a co-teaching tool (e.g. station and peer could work).

Grades 3-12 Reading Tools

What is it? Think-Aloud Self-Assessment Strategy
(Billmeyer and Barton, 1998)

Why use it? use self-monitoring strategies such as cross-checking, visualizing, and self-questioning to construct meaning of text; make, confirm or revise predictions; connecting words and ideas in books to spoken language vocabulary and background knowledge; use prior knowledge in concert with text information to support comprehension, from forming predictions, to making inferences and drawing conclusions; ask questions to self-monitor comprehension, to clarify understanding, and to focus reading; combine multiple strategies (i.e. predict/ confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response; identifying missing, conflicting, unclear, or irrelevant information; recognize when comprehension has been disrupted and employ self-correction strategies such as rereading, adjusting rate of reading, and attending to specific vocabulary; identify opportunities for improvement of reading comprehension skills

How it works? Select a passage to read aloud that contains difficult points, unknown vocabulary terms, or ambiguous wording. Develop questions to ask yourself which show what you think as you confront these problems. Try to model the kinds of coping strategies you could use (see self-assessment record on following page). Have students work with partners to practice "think aloud" when reading short passages of text. Periodically revisit this strategy so that meta-comprehension skills become second nature.

Variations for emergent ELL: have ESL teacher guide ELL through 'think aloud' protocols on a regular basis; pair ELL with linguistic buddies; differentiate the reading material but not the task; use co-teaching (e.g. support, complimentary, team could work).

Grades 3-12 Reading Tools

Example: Think-Aloud Strategy

Assessing My Use of the "Think-aloud" Strategy

While I was reading, how much did I use these "think-aloud" strategies?

	Not much	A little	Most of the time	All of the time
Making and revising predictions				
Forming mental pictures				
Connecting what I read to what I already know				
Creating analogies				
Verbalizing confusing points				
Using fix-up strategies				

Grades 3-12 Reading Tools

What is it? T-Notes (Reiss, 2005)

Why use it? identify purpose for reading; use comprehension strategies to monitor own reading and clarify meaning of text (e.g. reread, cross-check, take notes); organize text information by using knowledge of a variety of text structures; read unfamiliar texts to collect and interpret data, facts, and ideas; use text features to understand and interpret texts; use organizational features to understand and interpret texts; recognize when comprehension has been disrupted and initiate self-correction strategies such as adjusting rate of reading and attending to specific phrases; skim material to gain an overview of content or locate specific information; scan material for specific information; identify main ideas and supporting details in text to distinguish relevant and irrelevant information; draw conclusions and make inferences on the basis of explicit and implied information; support main ideas with significant details from the text; use evidence from text to support statements, interpretations and explanations; identify missing, conflicting or unclear information; select, reject and reconcile information; evaluate information, ideas, opinions and themes in texts by identifying supporting details of central ideas and citing examples, details and reasons used to support ideas; use graphic organizers to record significant details from text; take notes to record data, facts, and ideas independently

How it works? This strategy is a simplified form of an outline which helps students with reading comprehension and note-taking skills. T-notes have two columns: the left-hand side lists the main ideas of the reading and the right-hand side is for students to complete details/ examples of the main ideas. See the example on the following page.

Variations for emergent ELL: provide page numbers or partially-completed notes for ELL so they know where to locate information; provide ELL with the details and have them identify the main ideas; differentiate the reading material for ELL but not the topic; use a co-teaching tool (e.g. support, complimentary or team could work with this strategy).

Grades 3-12 Reading Tools

The Civil War - A Turning Point in American History	
Main Ideas	Details/ Examples
1. The Civil War was expensive in lives and money.	360,000 Union soldiers died. 250,000 Confederate soldiers died. \$20 billion spent.
2. The Civil War was a turning point.	The Democratic party got weaker. The Republican party got stronger. States lost some power. The federal government got stronger.
3. The Civil War officially ended slavery.	Millions of African-Americans became free. Millions of Americans thought about the meaning of 'free and equal.'
4. The Civil War didn't end the struggle for equality.	In the Gettysburg Address, Lincoln said that the nation must work hard in the fight for equality. This struggle made the US a stronger, freer country.

Grades 3-12 Reading Tools

What is it? Two-Minute Preview (Stephens and Brown, 2000)

Why use it? use comprehension strategies to monitor own reading and to clarify understanding (e.g. predict/ confirm, self-question, attend to vocabulary); ask questions to self-monitor comprehension, to clarify understanding, and to focus reading; recognize and use organizational features such as table of contents, indexes, chapter headings/ subheadings, margin notes and summaries to locate information; use text features such as captions, charts, tables, graphs, maps, notes, and other visuals to understand text; read unfamiliar text to collect data, facts, ideas, and information; skim material to gain an overview; make/confirm, or revise predictions; identify information that is implied rather than stated; Infer underlying theme or message of written text; analyze ideas and information on the basis of prior knowledge and personal experience

How it works? This strategy provides students with an overview of the reading and helps them develop a strategic plan for reading it. Provide students with an outline or checklist (see example on following page). Pair them and give them five minutes to preview the material and jot their responses. To be effective, model several different ways of previewing and provide students with ongoing practice. This is especially helpful with non-fiction reading passages.

Variations for emergent ELL: pair ELL with linguistic buddies; differentiate the material but not the topic or task; use co-teaching (e.g. complimentary, support or team could work).

Grades 3-12 Reading Tools

Textbook Preview

Introduction: What is the author talking about?

Headings and Subheads: What are the topics of these sections?

Graphs, charts, maps, and tables: Do I understand how to interpret this information?

Margin notes: What kind of information do they provide?

Summary: Does it provide a clear overview of the chapter?

Questions: Do the questions cover major ideas in the chapter?

Grades 3-12 Reading Tools

What is it? Visual Reading Guide (Readence, Moore, and Rickelman, 2001)

Why use it? read unfamiliar texts to collect data, facts and ideas; locate information in a text that is needed to solve a problem; use text features such as captions, charts, tables, graphs, maps, notes and other visuals to understand informational texts; relate data and facts from informational texts to prior information and experience; identify and interpret facts taken from maps, graphs, and other visuals; apply thinking skills such as define, classify, and infer to interpret data, facts and ideas from informational texts; recognize the defining features and structures of informational texts; recognize unstated assumptions; identify and evaluate the reliability and validity of informational sources; identify a main idea and provide evidence to support or elaborate on it; identify missing and irrelevant information; make inferences and draw conclusions on the basis of information from text; identify information that is implied rather than stated; skim material to gain an overview and scan text to locate specific material

How it works? This approach introduces students to a passage by predicting information based on graphics in a text. The following steps are involved: (1) the teacher explains to students why some graphics are more important than others by modeling the qualities that make one chart optional and another crucial, (2) students analyze what each graphic is depicting by answering questions like *What is this showing us?*, *How is this graphic organized?*, *Why is this important to the topic?*, and *Is there anything that does not make sense?*, and (3) students should discuss the information to formulate a main idea, citing evidence to support their statement.

<i>What is this showing us?</i>	<i>How is this graphic organized?</i>	<i>Why is this important to the topic?</i>	<i>Is there anything that does not make sense?</i>

Variations for emergent ELL: provide translations of key terms used in the graphics if possible or allow ELL to use electronic or buddy translations.

Grades 3-12 Reading Tools

What is it? X Marks the Spot (Stephens & Brown, 2005)

Why use it? read grade-level texts with comprehension and for different purposes; identify specific words, phrases or sentences causing comprehension difficulties in written language; use comprehension strategies to monitor own reading and to clarify meaning of text (e.g. clarify misunderstandings); use self-monitoring strategies such as rereading, cross-checking and attending to vocabulary to determine meaning of a text; recognize when comprehension has been disrupted and initiate self-correction strategies such as rereading, adjusting rate of reading, and attending to specific vocabulary; use knowledge of structure, content and vocabulary to understand text; skim material to gain an overview of content; ask questions to self-monitor comprehension, to clarify understanding and to focus reading; collect and interpret data, facts and ideas from unfamiliar texts; formulate questions to be answered by reading; focus on key words and phrases to generate questions; interpret information, ideas, opinions and themes by identifying central ideas and supporting details, missing or unclear information, identify multiple levels of meaning, distinguish between relevant and irrelevant information;

How it works? Students use a coding system to help them interact with their reading. The three-part reading response code helps them to identify significant information, new information, and information that is unclear. The teacher models the reading response code as follows: X means "I've found a key point"; ! means "I've found some interesting, new information"; and ? means "This is confusing" or "I have a question about what this means." Have students list the information on charts to serve as a guide for answering questions and reviewing the major text concepts.

Variations for emergent ELL: pair ELL with linguistic buddies to complete coding; differentiate the material for ELL but not the topic; use co-teaching tools (e.g. parallel, support or complimentary could work).

Grades 3-12 Reading Tools

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