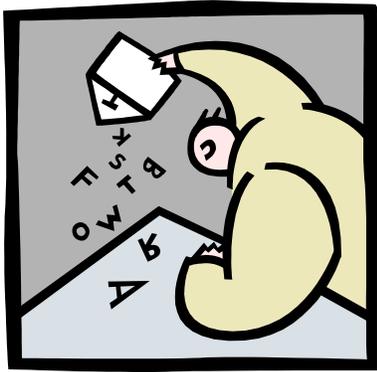


# STRATEGIES FOR STRUGGLING READERS



## Meet the “Turned-Off Reader”

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

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

- “Why would anyone want to waste time reading this garbage?”
- “I don't see why I have to do this work.”
- “I do not need / want to read or write.”
- “There is no time in my life that I am going to need this stuff!”

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

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

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

- Create effective pre-reading experiences that cause the learner to anticipate the learning and activate prior knowledge to make predictions about the learning.
- Allow brief, cooperative brainstorming or “buzzing” to activate prior knowledge and make predictions. Use “quick writes” to activate prior knowledge.
- Provide background through a film or an entertaining teacher read aloud related to the topic. Use technology and cooperative learning activities to motivate.
- Provide meaningful, interesting follow-up activities that tap into student’s strengths and challenge the learner’s thinking – classification, comparison, evaluation, synthesis
- Minimize lengthy assignments and rely on graphic organizers and graphics to record comprehension. Break longer assignments up into manageable parts.
- Present each assignment with a meaningful purpose that illustrates the student's need to read the information.
- Provide choice, variety and options within assignments whenever possible.
- Maintain a quantity and quality expectation within the student’s grasp that is the “ticket to leave” each day.

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

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

## Learning Strategies are tools. What’s in the toolbox for the “Turned-Off” Reader?



Define	Before	12. Brainstorm, Group, Label 13. Vocabulary Notebook
	During	14. Working together 15. SAW Student Action Words
Summarize	Before	16. Skim and Scan 17. Quick write
	During	18. Summary cube 19. Progressive summary
Compare or classify	Before and During	20. Sort and select 21. Comparison Matrix 22. Analogy Organizer



## Teacher's Toolbox

Class:

Unit:

Date:

Source Reading:

## Tool 12: Brainstorm, Group, Label

### Use this tool:

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

### This tool will help my students:

- ▶ Define
- Summarize
- Compare

### How to use this tool:

This tool causes the learner to connect new vocabulary with prior knowledge. It allows student to brainstorm their own explanations of terms before turning to the dictionary. It provides a structure to connect students with what they already know and build independent learning skills.

1. Give students a new term. Focus on essential and complex terms rather than single dimensional terms or words.
2. Invite students to brainstorm all the words they can associate with the term.
3. Supply them with sticky notes or small cards and ask them to put one associated idea on each card
4. Let them work in small teams to first group the cards into like categories.
5. Then ask them to assign a label to each category.
6. As a large group compare labels/ categories and extract essential information about the term. Compare their understanding of the word to the dictionary definition

### To Increase Rigor and Relevance:

1. When students are experienced with the technique have them work in teams to group and label the cards without talking.
2. Give students the opportunity to compare classification systems and discuss the effectiveness of each.
3. This tool can be used to consider the use of familiar terms in a specialized contexts or disciplines.

Reference: *Words, Words, Words* ~ Janet Allen



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 12: Brainstorm, Group, Label

### I can use this tool:

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

### This tool will help me:

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

How I use this tool:

1. I think about the assigned term.
2. **Brainstorm** all the ideas or words that the term makes me think of and use small pieces of paper to write down each idea or word I think of.
3. **Group:** Work in a small team to sort all our ideas or word into groups
4. **Label:** Work in a team to develop a label for each group of facts / ideas.

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 13: Vocabulary Notebook

Class:

Unit:

Date:

Source Reading:

### Use this tool:

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

### This tool will help my students:

- ▶ Define
- Summarize
- Compare

### How to use this tool:

The Vocabulary notebook serves as a comprehensive system of exploring and managing new vocabulary

1. Students read through a selected text to identify terms that they know, think they know, and think they don't know.
2. The student develops their own preliminary definition of selected terms based on prior knowledge, context clues, structural analysis (root words, prefixes, and suffixes)
3. The student then looks up the definition of the term in dictionary or glossary.
4. The student then compares their preliminary definition to the dictionary definition of the term. In this step the student must reflect on how effectively their process of thinking about the word helped them determine a meaning and will help them remember the word.

Word	My definition	Dictionary definition	Comparison

### To Increase Rigor and Relevance:

1. Students can work in small groups comparing their preliminary definitions or their final comparisons. They can decide on a group definition derived from combined thinking.
2. Students can keep the terms in vocabulary notebook organized by unit or chapter.
3. Provide a rubric that measures the student level of understanding of each term so students can self-appraise their vocabulary growth.

Reference: *Reading for Academic Success*, Richard Silver



## Reader's Toolbox

## Tool 13: Vocabulary Notebook

Student Name:

Class:

Due Date:

Reading Assignment:

### I can use this tool:

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

### This tool will help me:

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

### How I use this tool:

1. As I read a selection of text I identify terms that I know, might know, or don't know. I use the symbols. + ? - to represent each type
2. I select some of the words I don't know to add to my vocabulary notebook. I try to develop my own definition before I look it up in the dictionary or glossary.. I use my prior knowledge, context clues, and knowledge of word structure (root words, prefixes, and suffixes) to help me unlock the unknown words..
3. I find a definition of the term in dictionary or glossary that fits the context of the way the word was used in the reading selection.
4. I compare my definition to the dictionary definition of the term. I think about how close I was to getting the meaning correct? I consider what was similar or different about my definition to the dictionary definition of the term? I think about what I learned about the meaning of the word?

Word	My definition	Dictionary definition	Comparison

Here's something I learned by using this tool:



## Reader's Toolbox

## Tool 13: Vocabulary Notebook

Student Name:

Class:

Due Date:

Reading Assignment

**I can use this tool:**

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

**This tool will help me:**

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

Word	My definition	Dictionary definition	Comparison



## Teacher's Toolbox

## Tool 14: Working Together

Class:  
Unit:  
Date:  
Source Reading

### Use this tool:

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

### This tool will help my students:

- ▶ Define
- Summarize
- Compare

This tool provides an opportunity for students to more deeply process their vocabulary. It helps them to see how terms can take on specialized meaning in different academic contexts. They can reflect on how a term is they have learned in either the same course or across multiple disciplines.

### How to use this tool:

1. Prepare two lists of vocabulary word. One set should come from the reading assignment and the other from another subject the students are studying.
2. Have the students enter the two lists of words in the first two columns of the chart.
3. Have the students define each of the words in their own words.
4. Ask students to write a sentence that uses both words. It should demonstrate their understanding of both words.
5. Review the sentence during class discussion.

Vocabulary list 1 Subject:	Vocabulary list 2 Subject:	Sentence using both words
Word: Definition:	Word: Definition:	
Word: Definition:	Word: Definition:	
Word: Definition:	Word: Definition:	

### To Increase Rigor and Relevance:

1. Let students work in groups to complete assignment. Give them time to compare the results and negotiate a collaborative meaning for terms.
2. Let students generate their own list of words from a hobby they're interested in.
3. Turn into a game with competing teams suggesting off-beat words to link to the reading's vocabulary words.

Reference: *Reading Strategies in the Content Areas*, ASCD



## Reader's Toolbox

## Tool 14: Working Together

Student Name:

Class:

Due Date:

Reading Assignment

**I can use this tool:**

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

**This tool will help me:**

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

**How I use this tool:**

1. Your teacher will help you select two lists of vocabulary words. One set should come from the reading assignment and the other from another subject you are studying.
2. Enter the two lists of words in the first two columns of the chart.
3. Define each of the vocabulary words in your own words
4. Write a sentence that uses both words in the pair. It should demonstrate your understanding of both words.

Vocabulary list 1 Subject:	Vocabulary list 2 Subject:	Sentence using both words
Word: My Definition:	Word: My Definition:	Word pair 1 sentence
Word: My Definition:	Word: My Definition:	Word pair 2 sentence
Word: My Definition:	Word: My Definition:	Word pair 3 sentence

Here's something I learned by using this tool:



## Reader's Toolbox

## Tool 14: Working Together

Student Name:

Class:

Due Date:

Reading Assignment

**I can use this tool:**

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

**This tool will help me:**

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

Vocabulary list 1 Subject:	Vocabulary list 2 Subject:	Sentence using both words
Word:  My Definition:	Word:  My Definition:	Word pair 1 sentence
Word:  My Definition:	Word:  My Definition:	Word pair 2 sentence
Word:  My Definition:	Word:  My Definition:	Word pair 3 sentence



## Teacher's Toolbox

## Tool 15: SAW Student Action Words

Class:  
Unit:  
Date:  
Source Reading

### Use this tool:

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

### This tool will help my students:

- ▶ Define
- Summarize
- Compare

Students are allowed to self select words they think are interesting and interact with them in multiple ways. It reinforces the importance of examining the context in which a word is used when defining them. It provides an opportunity for students to share work and create enthusiasm for word study.

### How to use this tool:

1. Allow students to select interesting vocabulary words from the reading.
2. They should quote the actual sentence and page number where it appears. They should write the word and its predicted definition.
3. Give students a chance to review or look up the definitions of the word in the dictionary.
4. They should then write an antonym, draw an image and write a sentence that helps them remember the word.

Vocabulary word:	Quotation:	Image:
Page:		
My Definition:	Dictionary Definition:	
Antonym(s)	Sentence	

### To Increase Rigor and Relevance:

1. Ask students to collect words in a personal dictionary for each unit of study. Ask them to create a rubric to measure and record their understanding of terms.
2. Have students collaborate to negotiate common SAW charts for words
3. Publish a collaborative student dictionary

Reference: *Reading Strategies in the Content Areas*, ASCD



## Reader's Toolbox

## Tool 15: SAW Student Action Words

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

Before I read

▶ While I read

▶ After I read

**This tool will help me:**

▶ Learn new words

Summarize what I read

Compare information and ideas

### How to use this tool:

1. Select interesting vocabulary words from a reading.
2. Quote the actual sentence and page number where the word appears.
3. Define the word in your own words.
4. Look up the definitions of the word in the dictionary and add it to the chart.
5. Write an antonym (something that is the opposite of the word)
6. Draw an image and write a sentence that helps you to remember the meaning of the word.

Vocabulary word:	Quotation:	My Image of the Word:
Page:		
My Definition:	Dictionary Definition:	
My Antonym(s)	My Sentence to help me remember the word	

Here's something I learned by using this tool:



## Reader's Toolbox

## Tool 15: SAW Student Action Words

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

Before I read

▶ While I read

▶ After I read

**This tool will help me:**

▶ Learn new words

Summarize what I read

Compare information and ideas

Vocabulary word:  Page:	Quotation:	My Image of the Word:
My Definition:	Dictionary Definition:	
My Antonym (opposite of the word)	My sentence to help me remember the word	



## Teacher's Toolbox

## Tool 16: Skim and Scan

Class:  
Unit:  
Date:  
Source Reading

### Use this tool:

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

### This tool will help my students:

- Define
- ▶ Summarize
- Compare

### How to use this tool:

The skim and scan strategy helps students quickly preview readings to develop a better sense of text format and to thoughtfully set their own purpose for reading.

1. Give students an expository reading assignment such as the chapter of a textbook.
2. Have students skim the reading, an activity like preview in PQ3R (Tool 5), scanning the titles, headings, sub-headings, visuals, typeface, first and last paragraphs.
3. Use the form to gather initial thoughts and impressions about the reading in the First Impressions column.
4. Ask students to recall several facts that they used to generate their first impressions. Put these facts in the First Facts column
5. Have students review their first two columns and then decide what questions they think the chapter will answer. List those in reading purpose question column.

First Impressions	First Facts	Reading Purpose Questions

### To Increase Rigor and Relevance:

1. Allow students to compare forms and discuss how their ideas are similar or different. Also discuss why their thinking is different and whether it is equal. Ask them to explain what it was in the text that generated their impressions of the reading.
2. Have students revise their responses after reading the assignment.
3. Ask students to evaluate the author's success at effectively communicating their main ideas to the reader.

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



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment

## Tool 16: Skimming and Scanning

### I can use this tool:

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

### This tool will help me:

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

### How I use this tool:

1. Before I read an assignment, I skim the reading by scanning the titles, headings, sub-headings, visuals, typeface, first and last paragraphs.
2. I use a form to gather my initial thoughts about the reading in the First Impressions column.
3. As I reflect on my first impressions I will generate several facts that I picked up from the skimming. I put these facts in the First Facts column
4. I review the first two columns to decide what important questions I think will be answered by reading the chapter. I list those in reading Purpose Questions column.

First Impressions	First Facts	Reading Purpose Questions

Here's something I learned by using this tool:



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment

## Tool 16: Skimming and Scanning

**I can use this tool:**

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

**This tool will help me:**

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

First Impressions	First Facts	Reading Purpose Questions



## Teacher's Toolbox

## Tool 17: Quick Write

Class:

Unit:

Date:

Source Reading:

### Use this tool:

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

### This tool will help my students:

- Define
- ▶ Summarize
- Compare

### How to use this tool:

Open class with a “Quick Write” to reinforce learning and transition to a new day. This tool provides feedback for the teacher and helps students activate their prior knowledge, organize their thoughts, clarify misunderstandings, apply and build content-specific vocabulary and provides a “hook, or transition,” to the new learning.

1. As students enter the room they see a writing prompt that requires them to revisit a previously learned concept. The best prompts are open-ended. Avoid asking them to simply repeat facts from the previous lesson.
2. Students are reminded to write briefly but in complete sentences with correct spelling, grammar and conventions.
3. After 5 minutes of writing, the teacher can select students read their responses aloud to the class. Students are instructed to read exactly what they have written.
4. Teachers call on other students to draw out reactions and other responses.

### To Increase Rigor and Relevance:

1. Stimulate students’ higher-order thinking about a concept from the previous day with essential questions such as: “What is the most significant thing you learned during the unit we just finished for the continuation of the human race?” or “What is the most important thing you learned that you can use in your future career?”
2. For longer class blocks summarize throughout the lesson. “Chunk” sections of the lesson into 15 minute sections to “file learning” in long term memory. Use interim summaries to build understanding of the full lesson. Modify the approach to use at the end of class. It can focus on essential questions to reflect on the lesson or be used to summarize the lesson. Use as part of a “Ticket to Leave” approach.
3. Modify the written approach and instead offer student the chance to draw their answers the students using graphics or simple stick-figure “telling boards.”

Reference: *Effective Prompts for Quick Writes in Science and Mathematics*  
Jo Cleland



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 17: Quick Write

**I can use this tool:**

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

**This tool will help me:**

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

### How I use this tool:

1. As you enter the room, look for the Quick Write prompt on the front board.
2. Write briefly, but in complete sentences. Write on the topic continuously for five minutes. Use complete sentences and appropriate grammar and conventions.
3. Keep writing for 5 minutes.
4. Be ready to read your response to the class.

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 18: Summary Cube

Class:  
Unit:  
Date:  
Source Reading:

### Use this tool:

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

### This tool will help my students:

- Define
- ▶ Summarize
- ▶ Compare

### How to use this tool:

Teachers can use Bloom's Taxonomy to help students summarize and interact with what they've read. Like all strategies, this works best when it's modeled as a "think aloud" with students. Let them see how you would go through the process of developing summaries based on different levels of Bloom's Taxonomy.

1. Review Bloom's Taxonomy with students. Pay special attention to explaining each level of thinking. Have students explain their understanding.
2. Give students practice recognizing cue words that align with each level of Bloom. This is an important aspect of "understanding."
3. Give students the cube form below to cut out.
4. Assign a brief reading selection and ask students to summarize one element of the reading based on a prompt set at each level of Bloom.
5. Ask students to fill out their cube with summary responses.
6. Students may then assemble and tape their cubes.

### To Increase Rigor and Relevance:

1. When students become experienced working with Bloom, let them generate their own prompts to fill in the cube.
2. Fill out a cube with unlabeled responses and let students identify the level of Bloom associated with each.
3. Have students conduct a content analysis of questions from their texts identifying the level of Bloom's taxonomy that is associated with each question.

Reference: *Summarization in Any Subject*, Rick Wormeli



## Reader's Toolbox

## Tool 18: Summary Cube

Student Name:

Class:

Due Date:

Reading Assignment:

### I can use this tool:

Before I read

- ▶ While I read
- ▶ After I read

### This tool will help me:

Learn new words

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

### How I use this tool:

In the 1950s Benjamin Bloom developed a system for categorizing how we process information.

You will use this system to summarize your assigned reading into categories.

Here are Bloom's Six Categories and key words for each level.

Level of Thinking	Key words
<b>Recall:</b> recall information	define, list, memorize, recall, repeat
<b>Comprehension:</b> explain ideas or concepts	describe, discuss, explain, locate, recognize, paraphrase
<b>Application:</b> use the information in a new way	demonstrate, illustrate, interpret, operate, schedule, sketch, solve
<b>Analysis:</b> distinguish between the different parts	compare, contrast, criticize, examine, experiment, question, test.
<b>Synthesis:</b> create something new using what you've learned	assemble, construct, create, design, develop
<b>Evaluation:</b> justify a decision or evaluation	appraise, argue, defend, judge, select, support, value, evaluate

Here's something I learned by using this tool:



## Reader's Toolbox

## Tool 18: Summary Cube

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

Before I read

▶ While I read

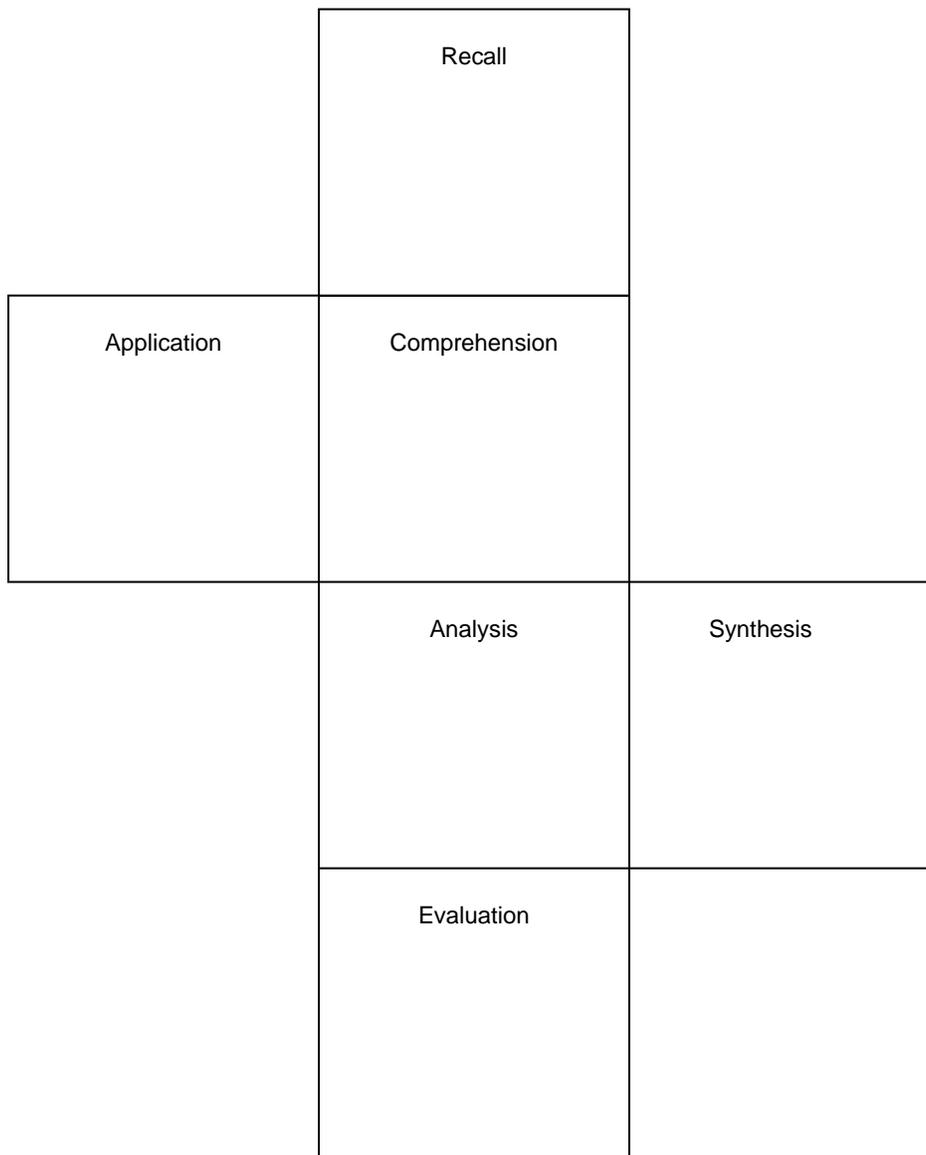
▶ After I read

**This tool will help me:**

Learn new words

▶ Summarize what I read

▶ Compare information and ideas





## Teacher's Toolbox

Class:  
 Unit:  
 Date:  
 Source Reading:

## Tool 19: Progressive Summary

### Use this tool:

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

### This tool will help my students:

- Define
- ▶ Summarize
- Compare

### How to use this tool:

Summarization requires that the learner select main ideas and relevant, as opposed to irrelevant, supporting details. It is an essential step in comprehension and aids critical thinking and interpretation. This whole group model gives students practice in summarization, utilizes the power of multiple viewpoints and provides for clarification of thinking.

1. Select a paragraph from the text.
2. Read the first two sentences to the students and ask them to summarize them in 5 words or less. Record the group thinking so everyone has visual access.
3. Read the next two sentences and ask them to summarize the first four sentences in 10 words or less. Record the group thinking so everyone has visual access.
4. Continue reading any additional sentences to the class and ask them to summarize the entire paragraph in 15 words or less. Record the group thinking so everyone has visual access.
5. Evaluate the accuracy of the summaries.
  - a. Would someone else reading the summary understand the subject?
  - b. Does it convey the information accurately and fairly?

First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	

### To Increase Rigor and Relevance:

1. Let the students work in teams using written material.
2. Turn the activity into a game with teams challenging each other to develop the shortest summaries. Could they fit it on a bumper sticker or T-shirt?
3. Ask students to summarize a selection for a typical reader at lower grade level.
4. "Publish" student summaries as newspaper or magazine reviews.

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



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 19: Progressive Summary

**I can use this tool:**

Before I read

▶ While I read

▶ After I read

**This tool will help me:**

Learn new words

▶ Summarize what I read

Compare information and ideas

### How I use this tool:

Your teacher will read a paragraph to you one sentence at a time.

1. Listen to the first two sentences then summarize them in 5 words or less.
2. Listen to the next two sentences and then summarize the first four sentences in 10 words or less.
3. Summarize the entire paragraph in 15 words or less.
4. Evaluate the accuracy of your summary.
  - a. Would someone else reading the summary understand the subject?
  - b. Does it convey the information accurately and fairly?

First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 20: Sort and Select

Class:  
Unit:  
Date:  
Source Reading

### Use this tool:

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

### This tool will help my students:

- ▶ Define
- ▶ Summarize
- Compare

We typically ask students to take someone else's classification system and thoughtfully apply it. We rarely ask students to generate a classification system of their own. Creating categories gives them a chance to assert their intellectual independence and address questions such as: "Of what use is the classification system?" and "What does it enable us to do or see?"

### How to use this tool:

1. Identify the reading assignment and discuss its purpose.
2. Ask students to read the assignment and then develop a list of important words or ideas from the reading.
3. Have students group words into categories that they then name and provide reasons for the groupings.
4. Encourage students to add additional words to the groupings.

Words from assigned reading to be classified:		
Words in Group 1	Words in Group 2	Words in Group 3
A title for this group of words	A title for this group of words	A title for this group of words
Why these words are grouped together	Why these words are grouped together	Why these words are grouped together

### To Increase Rigor and Relevance:

1. Allow students to work in groups and negotiate categories.
2. Have different groups compare and explain their classification systems.
3. Introduce new words and have students adapt their classification systems to include them.

Reference: *Reading Strategies in the Content Areas*, ASCD



## Reader's Toolbox

## Tool 20: Sort and Select

Student Name:

Class:

Due Date:

Reading Assignment

**I can use this tool:**

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

**This tool will help me:**

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

**How I use this tool:**

1. Your teacher will identify a reading assignment give you a chance to discuss its purpose.
2. Read the assignment and then create a list of word or ideas that were important ot your understanding of the reading.
3. See if you can sort words into smaller groups.
4. Give each group a title, and give a reason for why you grouped the words this way.

Words from assigned reading to be classified:		
Words I'll put in Group 1	Words I'll put in Group 2	Words I'll put in Group 3
My title for this group of words	My title for this group of words	My title for this group of words
Why I grouped these words together	Why I grouped these words together	Why I grouped these words together

Here's something I learned by using this tool:



## Reader's Toolbox

## Tool 20: Sort and Select

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

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

**This tool will help me:**

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

Words from assigned reading to be classified:		
Words I'll put in Group 1	Words I'll put in Group 2	Words I'll put in Group 3
My title for this group of words	My title for this group of words	My title for this group of words
Why I grouped these words together	Why I grouped these words together	Why I grouped these words together



## Teacher's Toolbox

## Tool 21: Comparison Matrix

Class:  
Unit:  
Date:  
Source Reading:

### Use this tool:

Pre-reading  
While reading  
▶ Post-reading

### This tool will help my students:

Define  
▶ Summarize  
▶ Compare

### How to use this tool:

This tool helps students classify information by identifying graphically the similarities and differences among items. The matrix supports the student's analysis of items, identification of characteristics, or attributes, and organization of the resulting information.

1. Introduce the matrix and explain each element and guide students through a sample version of the matrix using familiar information.
2. Assign students a set of items to be compared. Include the characteristics they should consider.
3. Guide them through the process describing the characteristics of each item being compared. Note similarities or difference among items.
4. Ask students to write a concluding statement about what they learned through their comparison and invite students to share the results of their comparisons.

Characteristics	Items to be compared		
	Item 1	Item 2	Item 3
Characteristic 1			
Characteristic 2			
Characteristic 3			
Similarities or difference:			
Conclusion			

### To Increase Rigor and Relevance:

1. Scaffold the experience by allowing students some discretion or choice to select items and or characteristics.
2. Modify into a decision-making exercise. Substitute criteria for characteristics and options for items. Students will need to decide if all criteria are of equal importance.
3. Challenge them to find a way to quantify their comparisons. Have them develop a rating scale or rubric.

Reference: *A Handbook for Classroom Instruction That Works*, Robert Marzano



## Reader's Toolbox

## Tool 21: Comparison Matrix

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

Before I read

While I read

▶ After I read

**This tool will help me:**

Learn new words

▶ Summarize what I read

▶ Compare information and ideas

### How I use this tool:

This tool helps me organize information about the items or events I am comparing.

1. My teacher has guided me through a sample version of the matrix.
2. I will need to gather the information that explains how each characteristic applies to each item.
3. I will note the similarities and difference that I find in my comparisons.
4. When I have gathered all my information, I will write a conclusion that summarizes my comparison.

Characteristics of items	Items I will compare		
	Item 1	Item 2	Item 3
Characteristic 1			
Characteristic 2			
Characteristic 3			
Similarities or difference that I found:			
My conclusion			

Here's something I learned by using this tool:



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 21: Comparison Matrix

**I can use this tool:**

Before I read

While I read

▶ After I read

**This tool will help me:**

Learn new words

▶ Summarize what I read

▶ Compare information and ideas

Characteristics of items	Items I will compare		
	1	2	3
1			
2			
3			
Similarities or difference that I found:			
My conclusion:			



## Teacher's Toolbox

## Tool 22: Analogy Organizer

Class:  
Unit:  
Date:  
Source Reading:

### Use this tool:

Pre-reading  
While reading  
▶ Post-reading

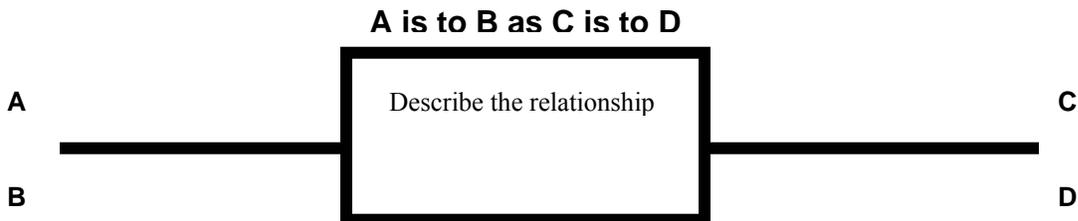
### This tool will help my students:

▶ Define  
▶ Summarize  
▶ Compare

### How to use this tool:

Students use analogies to express how concepts are related or can be compared.

1. Model the process with high-interest information that is familiar to the students.
2. Explicitly identify how the two elements in the first pair are related.
3. Provide students with extensive examples of the relationships between items to help them understand that analogies are based on recognizable patterns. Point out that actually it is the ideas that are related, not simply the words.
4. Ask students to re-state their relationship in a general way
5. Identify another pair of elements that share a similar connection.
6. Give students an analogy set with one or two words missing **A is to B as C is to D** in written or oral format.
7. Student must fill in missing words with special attention to **relationship**



### To Increase Rigor and Relevance:

1. Ask them to create analogies that combine words and images.
2. Allow students to design their own analogies from an assigned relationship.
3. Work with students to brainstorm a list of random words and then invite them to use them as the basis for analogies.

Reference: *A Handbook for Classroom Instruction That Works*, Robert Marzano



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 22: Analogy Organizer

**I can use this tool:**

Before I read

While I read

▶ After I read

**This tool will help me:**

▶ Learn new words

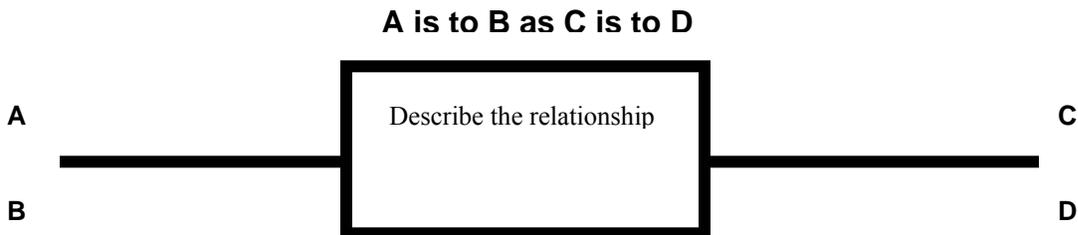
▶ Summarize what I read

▶ Compare information and ideas

### How I use this tool:

I can use analogies to think about how words are related to each other. I need to remember that it is the ideas expressed by the words that are related.

1. What is the connection between word/idea A and word/idea B
2. Try to re-state their relationship in a general way.
3. What is the connection between word/idea C and word/idea D
4. Try to re-state their relationship in a general way.
5. In what ways are the relationships similar?
6. Use the same relationship to select a word can you use to fill in missing space.



Here's something I learned by using this tool: