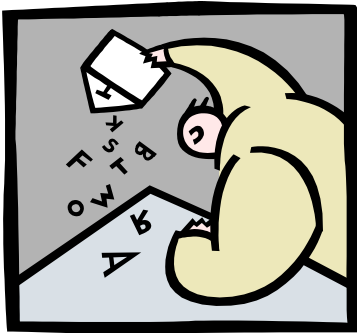


# STRATEGIES FOR STRUGGLING READERS



## Meet the “Word-Caller”

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

The “word-caller” also:

Provides minimal written responses; their work lacks elaboration.

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

Performs poorly on tests that require comprehension or understanding.

Prefers group work for answers.

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

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

Can decode words that are not in oral vocabulary .

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

## What the “word-caller” says about reading and themselves:

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

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

“I understand more when someone reads to me.”

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

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

## What you can do to help the “word-caller.”

- Evaluate for listening comprehension level versus reading comprehension level to assess comprehension skills.
- Provide intensive pre-reading activities to activate their thinking about the subject of the reading.
- Model reflection in think-alouds with stress on active reading: predicting, visualizing, clarifying, questioning, summarizing.
- Provide “fix-up strategies” to be used when comprehension breaks down.
- Provide guided practice in accessible material with specific feedback.
- Require quality independent reading and detailed response focused on specific but open ended reading comprehension purposes.

- Focus on the thinking aspect of reading and de-emphasize the word level or word recognition aspect of reading.
- Ignore miscues that do not affect text meaning or comprehension. Connect comprehension expectations to existing knowledge/experience.

### **Strategies you can use to help the “word-caller”**

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

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



**Learning Strategies are tools.  
What's in the toolbox for the "Word-Caller?"**

Define	Before	1. Visual vocabulary 2. Front Loaded Word
	During	3. Frayer / 4 Square 4. Word Detective
Summarize	Before	5. PQ3R 6. Three Things I'd Like to Know
	During	7. Cornell Notes 8. Reciprocal Teaching
Compare or classify	Before and	9. You Be the Jury 10. List, Group, Label
	During	11. I Believe



## Teacher's Toolbox

Class:

Unit:

Date:

Source Reading:

## Tool 1: Visual Vocabulary

### Use this tool:

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

### This tool will help my students:

- ▶ Define
- Summarize
- Compare

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

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

Term	Illustration
Definition	

### To Increase Rigor and Relevance:

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

Reference: *Reading for Academic Success*, Richard Silver



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 1: Visual Vocabulary

**I can use this tool:**

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

**This tool will help me:**

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

**How I use this tool:** With help from my teacher I will select my target term. Then I will use a dictionary or glossary definition to write my definition of the term. I will draw a sketch, symbol or diagram of the term that helps me to remember what it means.

Term	Draw a picture of the term here
Write the definition here	

Here's something I learned by using this tool:



## Teacher's Toolbox

Class:

Unit:

Date:

Source Reading:

## Tool 2: Front Loaded Word

### Use this tool:

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

### This tool will help my students:

- ▶ Define
- Summarize
- Compare

**How to use this tool:** Research shows that learning is increased when the learner creates multiple personal connections to the learning.

- Identify a few important new terms from an assignment.
- Define each term for students that attempts to connect with students' prior knowledge or weave the terms into story.
- Cue the students with one synonym and example and invite them to develop a few of their own.
- Give students an opportunity to share their ideas, especially their pictures, and their interpretation of the terms.

Select a key word from reading to frontload. Add to student worksheet:

Write a definition in this box	Write a synonym that means the same thing
List some example of the word	Draw a picture of the word

To Increase Rigor and Relevance:

1. Invite the class to develop different elements to put in each box. Discuss why they think these elements will be useful to better understanding a term.
2. Allow students to try other non-linguistic definitions of words (role-play, diagram, symbols).
3. Have student revisit the worksheet after completing the reading and discuss how their understanding of the term has changed.

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



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 2: Front Loaded Word

**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: My teacher will give me a new word from the section we are going to read. From my teacher and classmates I will get some information about the word ahead of time to “front load” my learning as I read.

The word I'm front-loading is: \_\_\_\_\_

Write a definition in this box	Write a synonym (means the same thing)
List some examples of the word	Draw a picture of the word

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 3: Frayer / 4 Square

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 Frayer model presents attributes of defining a term in a relational framework. It can be used to explore terms and phrases that are essential to understanding a reading passage.

- Select terms / phrases in advance or work with the students to identify terms.
- Put each term selected into the center square.
- Model the process using a term that is familiar to the students.
- Allow students to complete the process with the rest of the selected terms.

Definition (in students' own words)	Characteristics of the term
Term here:	
Examples	Non-examples (things it is not)

### To Increase Rigor and Relevance:

1. Have students work in collaborative groups to negotiate common answers to the questions.
2. Use information supplied by students as the basis of a matching activity that requires them to match each other's squares to selected terms.
3. Allow students to modify the four squares to include different questions such as "what would a picture of this term look like?" Let them compare which model works best.
4. Encourage students to compare how their understanding of the term changed after reading encountering it in the context of the reading.

Reference: *Strategies to Engage the Mind of the Learner*, Rachel Billmeyer





## Reader's Toolbox

## Tool 3: 4 Square Term

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

Before I read

▶ While I read

After I read

**This tool will help me:**

▶ Learn new words

Summarize what I read

Compare information and ideas

How I use this tool: I will use the form below to explore new terms and phrases. The teacher will help select terms to go in the center box. Then I will work to answer the questions in the four corners.

How would I define this term in my own words?	What are some things this term reminds me of?
The term goes here:	
What are some examples of this term that I know?	What are some things that are not example of this term?

Here's something I learned by using this tool:



## Teacher's Toolbox

Class:  
 Unit:  
 Date:  
 Source Reading:

## Tool 4: Word Detective (Context Processing)

**Use this tool:**  
 Pre-reading  
 ► While reading  
 Post-reading

**This tool will help my students:**  
 ► Define  
 Summarize  
 Compare

### How to use this tool:

Context clues enable students to maintain contextual processing while reading. Students must develop skills to use context “on the run” to solve new words.

- Select an unfamiliar term in a passage that provides a context clues by using examples, synonyms, or antonyms. If such a passage is not available, then write your own.
- Model the process for students using a passage on the board or overhead. Ask students “What does the paragraph tell you about the meaning of the target term? Why do you think that?”
- Assign students to work in groups of three detectives – each looking for one type of clue examples, synonyms, or antonyms. Let them play detective using selected passages and target terms.

Use the form below to collect their evidence

Target term	Clue from passage	Type of clue	What the clue tells me about the target term

### To Increase Rigor and Relevance:

1. Ask students to revise a passage by adding context clues for difficult or technical words.
2. Invite student to write their own passages that include context clues for target terms. They can be divided into groups to specialize in each type of clue.
3. Ask students to inventory a passage from newspaper, magazine or text to find the frequently of each type of context clue.

Reference: *Diagnostic Teaching of Reading*, Barbara Walker



## Reader's Toolbox

## Tool 4: Word Detective

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:

Sometimes the meaning to a new term is hidden in the reading passage. Before I ask the teacher for the meaning of a new term, I can look for clues to its meaning in the passage.

Here are three types of clues:

**Examples:** Sometimes the passage will also have **examples of the new term** – I should look for word clues like: “is,” “means,” or “consists of.” Colons (:) and dashes (-) can also signal examples.

**Synonyms** Sometimes a challenging word or phrase is clarified in simpler language that **means the same thing**. Look for word clues like “such as,” or “including.”

**Antonyms.** Sometimes a word or phrase is explained by including the **opposite meaning** nearby. Look for word clues like “but,” “unlike,” or “instead of.”

Target term	Clue from passage	Type of clue	What the clue tells me about the target term

Here's something I learned by using this tool:



## Reader's Toolbox

## Tool 4: Word Detective

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

Target term	Clue from passage	Type of clue	What the clue tells me about the target term

Target term	Clue from passage	Type of clue	What the clue tells me about the target term

Target term	Clue from passage	Type of clue	What the clue tells me about the target term



## Teacher's Toolbox

## Tool 5: PQ3R

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:

Using a five step process students are actively and strategically engaged in the reading process.

### Ask students to:

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

Step 2: Turn the preview into **Q**uestions to guide thinking while they read. Research shows that the human mind processes questions most actively.

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

Step 4: Students **R**ecite by covering their notes and answering questions from memory.

Step 5: Students go back and **R**evise their initial questions and notes as the foundation for a written summary or oral summary with a peer.

### To Increase Rigor and Relevance:

1. Model the process using one of your interests. Show them how you set a purpose for your reading.
2. Invite students to consider other aspects of their lives where they independently set learning goals for themselves and monitor their own progress – sports, technology, hobbies.
3. Use the PQ3R process for different types of reading material and let students see how it varies by genre.

Reference: *Strategies to Engage the Mind of the Learner*, Rachel Billmeyer



## Reader's Toolbox

## Tool 5: PQ3R

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:

Use the table below to help you set a purpose for reading and guide your comprehension.

PQ3R Task	Check when task is completed
<b>Preview</b> Read title, heading, and introduction. Study illustrations, graphic, new vocabulary. This will help you identify a question that will establish your purpose for reading	
<b>Question</b> <b>Write a question based on your preview here:</b>	
<b>Read</b> Read to find answers your question(s). Reread sections that are confusing. <b>Write answer to your question here:</b>	
<b>Recite</b> Cover your notes and answer your question from memory	
<b>Review</b> Go back and review all the steps above. <b>Write a summary of what was learned here:</b>	

Here's something I learned by using this tool:



## Teacher's Toolbox

Class:  
 Unit:  
 Date:  
 Source Reading:

## Tool 6: Three Things I'd Like to Know

### Use this tool:

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

### This tool will help my students:

- Define
- ▶ Summarize
- Compare

### How to use this tool:

When students develop questions prior to reading they activate their prior knowledge and have a purpose for reading.

- Give students a preview of the upcoming reading. It might include an introduction to the subject matter, a quick skim of the text structure and graphic or an essential question that you pose that are tied to the subject to be studied.
- Ask students to generate a list of “three things they’d like to know” after reading the assignment.
- Following the reading, give students an opportunity to see if their questions were answered.

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

### To Increase Rigor and Relevance:

1. Ask students to reflect on what it was in the preview that triggered their questions.
2. Ask students to compare common questions and answers. Did they recognize the same text features? Did the features raise the same questions?
3. Have students reflect on what questions they should have asked given the information they encountered in the text. Discuss how the text met their needs or interests in the topic.
4. Use the activity to generate ideas for research writing projects.

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



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 6: Three Things I'd Like to Know

### I can use this tool:

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

### This tool will help me:

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

### How I use this tool:

As your teacher introduces a new reading there will be an opportunity for you identify questions you'd like to have answered by the reading. This will help you to set a purpose for your reading. While you are reading, look for answers to your questions. As you find answers record them in the table below.

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

Here's something I learned by using this tool:





## Teacher's Toolbox

## Tool 7: Cornell Notes

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:

Recording relevant information is an essential study and research skill. Note-making is not an end in itself but a tool so students must always do something meaningful with their notes.

- Guide students in a survey of the text to identify topics and subtopics.
- Assist students in converting topics and subtopics into questions what will help them probe for details.
- Ask students to fill in details and main ideas as they emerge during reading. You may wish to model the process.
- Give students time to review and refine their notes when they finish.

<b>Questions:</b> Students convert topics and subtopics into questions	<b>Details:</b> As students read, they stop and fill in the details	<b>Main Idea:</b> Students summarize the main idea for each subtopic
Question 1:	Details for question 1	Main idea for question 1

### To Increase Rigor and Relevance:

1. Use the tool for review. Ask students to cover up the details and main ideas to see if they can answer their questions - they should use notation such as “Know this” or “Need more work here” to track their understanding.
2. Ask students to compare Cornell method notes with other styles to determine which format is most helpful – including outline, pictures / diagrams, and concept maps.
3. Invite students to use the Cornell method during a class lecture or video. You will need to first preview the main ideas to be covered.

Reference: *Reading for Academic Success*, Richard Silver



## Reader's Toolbox

## Tool 7: Cornell Notes

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:**

Working with my teacher I identify some questions that I think I can answer from the reading. I write down details from the reading that answer the question. When I've completed the reading and my list of details for question 1, I go back and write one main idea statement that uses the details to answer the question.

<b>Questions:</b> I work with my teacher to identify guiding questions for my reading.	<b>Details:</b> As I read I think about the questions and fill in details below that answer it.	<b>Main Idea:</b> When I've completed reading the section, I write a main idea below that summarizes the details.
Question 1:	Details that answer question 1	A main idea based on question 1 and the details I found

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 8: Reciprocal Teaching

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 cooperative learning tool helps students process reading in a group setting. It has the greatest impact on student learning of any instructional strategy.

- Teacher models strategy before transferring responsibility to students working in small groups.
- Students learn to independently and flexibly apply the strategy on their own.
- Teacher should designate roles for each member of the discussion group. and may wish to add a group recorder as scribe.

Summarizing sums up the content, identifying the gist of what has been read and discussed.

Questioning poses questions based on a portion of a text the group has read, either aloud or silently.

Clarifying resolves confusions about words, phrases, or concepts, drawing on the text when possible.

Predicting suggests what will next happen in text or be learned next from the text.

### To Increase Rigor and Relevance:

1. Model the skills to be a part of class discussions to build active listening skills.
2. Help students make the connection between active listening, reading and viewing. All of these skills can be applied with equal impact on learning in each setting.
3. Combine with a Jig Saw activity - example: all the "Predictors" from each group regroup to share predictions.

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



## Reader's Toolbox

## Tool 8: Team Teaching

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: After the teacher has explained and modeled each of the skills below, I will practice with my class I can then work in groups as a teaching team.

**Summarize:** In a few sentences, what was the reading about? Summarize the main ideas and identify key terms that are most important.

**Question:** Still have any questions? Write them here. When you find the answers you will better understand the reading.

**Clarify:** Anything confusing you? Write it down here. It could be terms or ideas that need to be better explained.

**Predict:** What do you think will happen next? Make a prediction based on the reading.

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 9: You Be the Jury

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:

As students read they must think about their thinking – metacognition – to both become strategic and independent and to process information at deep levels of understanding by filtering and processing the text, finding and evaluating information, supporting and refuting arguments, and building thoughtful interpretations.

1. In advance, create three to five statements, keyed to essential information in the reading, that require interpretation (inference, synthesis, judgment, evaluation) by the reader.
2. Review the purpose of the tool with class. Model its use with a sample reading.
3. Introduce the target reading to the students. Ask students to read the passage carefully, collecting information to support or refute the statements on the organizer.
4. Assign students to work in small groups to share their responses and the thinking they used to guide those responses.
5. As a large group, discuss the information gathered; ask students to reflect on what they've learned about both the subject matter and the use of the tool.

Teacher produced statement: Example: The author of this reading states that .....	
Agree	Evidence from reading:
Disagree	

### To Increase Rigor and Relevance:

1. Modify the task to focus the students on whether they personally agree or disagree with the statement. They can still use information from the reading. Probe further to discern what evidence it would take to change their thinking.
2. Have groups of students read different reading selections that discuss divergent opinions on the same subject. So they can compare and contrast their conclusions.
3. Use this tool to support critical skills in evaluating a variety of source material, example - advertising, speeches or the news.

Reference: *Reading for Academic Success*, Richard Silver



## Reader's Toolbox

## Tool 9: You Be the Jury

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

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

**This tool will help me:**

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

### How I use this tool:

I will use a reading assignment and some sample statements about it. I will see if the reading agrees or disagrees with each of the statements the teacher gives me. I should look for quotes from the reading to prove if the statement agrees or disagrees with the reading. When I find a quote in the reading, I will write it down in the organizer below and tell if it agrees or disagrees with the statement. I will need to be ready to explain my thinking as I made my decisions.

Statement:	
Agree	Evidence from reading:
Disagree	

Statement:	
Agree	Evidence from reading:
Disagree	

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 10: List, Group, Label

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 assists students in both summarizing and comparing what they have read. It gives them a chance to process the reading while exposing them to the thinking process of their peers. To introduce the technique you should model to the large group and might use a familiar movie, TV show or fairy tale.

1. Introduce the topic of the reading and ask students to write 5-6 key terms or ideas they associate with the topic.
2. Help students set a purpose for reading.
3. As students finish the reading ask them to put it aside. Provide them with sticky notes or small cards.
4. Using the sticky notes or cards each student will begin to recall information from the reading, putting one idea on each card.
5. Assign students to work in small teams to group the cards into like categories.
6. Have each team assign a label to each category.

Reconvene as a large group to compare labels / categories and to extract essential information from the reading. Guide students to focus on the commonalities in their thinking – what emerged as relevant and essential as opposed to interesting or intriguing?

### To Increase Rigor and Relevance:

1. When students are experienced with the technique ask them work in teams without talking to the other members of the group and silently group and label the cards.
2. Give students the opportunity to compare classification systems and discuss the effectiveness of each system for different purposes – writing a report, studying for a test, debating an issue.
3. This can also be used as a pre-reading exercise. Give students a new term or concept. Ask them to list all the words they can think of, related to the concept. Then they group the words that you have listed by looking for words that have something in common. Once grouped, they decide on label for each group

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



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 10: List, 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. Your teacher will provide you with a reading and help set your purpose for reading.
2. When you have finished reading the assignment, turn it over face down. .
3. **List:** Remember key details and ideas from the assignment. Write them on sticky notes or cards. Use a different card for each key idea.
4. **Group:** Work in a small team to sort all our facts / ideas into groups
5. **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 11: I Believe

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 to filter and process the text, find and evaluate information, support and refute arguments, and build thoughtful interpretations.

1. In advance, create three to five statements keyed to essential information in the reading.
2. Review the purpose of the tool with class. Model its use with a sample reading.
3. Ask students to review each statement and decide if it is true or false. They should record their answers in the “Pre” column.
4. Introduce the target reading to the students. Ask students to read the passage thoughtfully to collect information about the statements on the organizer. During the reading they should decide if each statement is true or false based on their thinking as they are reading. They should be sure to collect evidence from the reading to support their thinking. This promotes active and strategic reading.
5. After the reading, students should reflect on their thinking and record their answers in the “Post” column.
6. In a small or large group guide a student discussion of how their opinions changed during the course of their reading. Compare the evidence they cited to support their thinking.

Pre	Statement and Evidence	Post
	Statement 1:	
	Supporting Evidence:	

### To Increase Rigor and Relevance:

1. Have students rewrite false statements as true statements and provide the evidence that supports their position
2. Use this tool as an advance organizer to review various sources for evidence. It's especially effective with digital resources.
3. Use the tool as a foundation for an oral debate or a “Stump the Experts” game.
4. Present students with the same questions but a variety of readings from different perspectives. Have them discuss the multiple perspectives of the authors.

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



## Reader's Toolbox

## Tool 11: I Predict

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. I read each statement to decide whether I think it is true or false. I record T or F in the "Pre" column at the left.
2. I read the assignment, looking for evidence about the "truth" of the statement. I record the evidence in the box below the statement.
3. After I have reviewed the evidence I recorded, I decide if I now think the statement is true or false and record T or F in the post column. I will be ready to explain and defend my decisions.

Pre	Statement and Evidence	Post
	Statement 1:	
	Evidence:	
	Statement 2:	
	Evidence:	
	Statement 3:	
	Evidence:	

Here's something I learned by using this tool: