

## Strategies for Struggling Readers

### Summarizing Strategies

4. I'll Pause, You Think
5. What Do You Expect?
6. Text Investigation
8. Three Things I'd Like to Know
9. Cornell Notes
15. Skim and Scan
16. Progressive summary
17. Sort and select

### Defining Strategies

1. Assess and Conquer
2. Predicting ABC
3. K.I.M.
7. Envisioning words
13. Brainstorm, Group, Label
14. Vocabulary Notebook

### Comparing Strategies

10. You Be the Jury
11. I Believe
12. Alike But Different
17. Sort and select
18. Comparison Matrix

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# Meet the “Non-Reader”

A non-reader lacks the skills of a fluent reader. They read below grade level and struggles with comprehension, phonics, and vocabulary. Feelings of defeat have turned off their desire to read and they exhibit inappropriate behaviors to hide their inability to read and comprehend. They read very little and do not like to read.

Lacks effective word attack skills.

Exhibits poor comprehension skills.

Has limited language and vocabulary.

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

“This is boring and frustrating.”

“I will misbehave, so I won’t have to read.”

“I can’t understand this assignment.”

“I will never learn to read for the rest of my life.”

“I’m stupid – this is stupid – you’re stupid.”

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

- Evaluate for listening comprehension level versus reading comprehension level to assess comprehension skills
- Never engage the class in “round robin” reading activities.
- Evaluate word recognition in isolation versus word recognition in text to assess word analysis skills.
- Provide any essential information aloud or taped as the learner follows the print.
- Use oral or video/movie activities to supplement written activities.
- Provide a learning environment that does not constantly stretch the student’s level of competency and utilizes the limited areas of strength.
- Provide extensive, consistent models of literacy within the student’s grasp.
- Provide concrete examples, organizers, and demonstrations. Relate and connect ideas, vocabulary, and skills. Avoid “drill and kill.”
- Structure cooperative group activities that include a role requiring less “traditional” literacy skill – skits, raps, cartoons or visuals
- Assess learning in non-verbal ways whenever possible: models, demonstrations

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

- Arrange for this student to read easy books to younger students.
- Group or individual pre-reading: activate prior knowledge and predict.

- Try a shared reading with a partner to share responsibility for active reading.
- Work in cooperative groups for focused and specific purposes related to inferential comprehension.
- Give numerous opportunities to work with peers to “fill the gaps” in comprehension.
- Use computer programs and other technology resources to support word analysis and comprehension.
- Work with combinations of text and audiotape or text and video tape.
- Use “Telling Boards,” where they can draw simple “stick figure sketches” based on their ideas or information they find in text. Use as visual organizers instead of trying to record using words.
- Stress ideas and organization/structure when encountering text.
- Provide opportunities for re-readings and choral reading.
- Use a Readers Theatre to create interest and build skills in reading. Use text as “script” – spice it up with simple “costumes” or “sets.” Repeated “performances” (readings) bring fluency

Give him chances to “publish” his work and “tell” what he knows about a subject that interests him. He is motivated when he can successfully get his ideas down on paper.

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

### **What’s in the toolbox for the “Non Reader”?**

1. Assess and Conquer
2. Predicting ABC
3. K.I.M.
4. I'll Pause, You Think
5. What Do You Expect?
6. Text Investigation

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# 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 tell 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.
- 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

## What’s in the toolbox for the “word caller?”

7. Envisioning words
8. Three Things I'd Like to Know
9. Cornell Notes
10. You Be the Jury
11. I Believe
12. Alike But Different

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# 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

### **What’s in the toolbox for the “Turned-Off” Reader?**

13. Brainstorm, Group, Label
14. Vocabulary Notebook
15. Skim and Scan
16. Progressive summary
17. Sort and select
18. Comparison Matrix

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## Teacher's Toolbox

## Tool: 1 Assess and Conquer

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 is best suited to a content subject where understanding a chapter is largely dependent on several concept words. It focuses the reader on the essential vocabulary. It requires independent thought, pair-share for rehearsal and support and whole group for clarifying and feedback.

- Choose six to eight concept words from a text/topic that are critical to understanding the essential ideas of the topic. (i.e. Welding: conductive elements; plasma arc cutting; power source terminal)
- Write the words on the *Assess and Conquer* graphic and provide the worksheet to the students.
- Read the list aloud, one word at a time. Have students mark the appropriate box on their sheet indicating their knowledge of the word.
- Divide the class into mixed-ability pairs. Read the words again giving each pair one minute to share with each other what they know about the terms.
- Pairs should record a definition or the teacher may want to have the entire class decide on a definition to be recorded on the *Assess and Conquer* graphic.
- Instruct the student to read a text selection in search of the words. Remind them to look in titles, subtitles, boldface, captions, illustrations for the terms. They should compare their definitions with the way the word is used in the chapter and record their understanding of the words they didn't know.
- Assess understanding through generative (verbalizing, illustrating, explaining) tests rather than responsive (multiple choice) tests

### To Increase Rigor and Relevance:

1. Have students write a chapter summary using the words.
2. Have students classify or categorize the terms and explain their system of comparing/relating the terms.
3. Assess understanding through verbalizing, illustrating, explaining tests rather than multiple choice tests.

Reference: *Literacy Strategies for Grades 4-12* Karen Tankerley



# Reader's Toolbox

## Tool: 1 Assess and Conquer

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 assess my understanding of key terms before reading so I can conquer the reading. I work with a partner, with the class and on my own as a learner.

Topic:	Title of Selection:			
Key Term	My Knowledge Rating			Definition
	Know Term	Not Sure	Don't Know	

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool: 2 Predicting ABC's

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 activity activates schema and provides an easily accessed classification system of the words needed to complete a reading assignment. The activity can be done whole group to provide a reference tool for the struggling reader. The words can easily be transferred to a word wall by the teacher or the more able students.

1. Explain that thinking about key words before reading helps the reader prepare for reading.
2. Use a blank transparency of the ABC's graphic to model the strategy.
3. Tell students that they are about to read a chapter about the solar system. Ask them to call out the words that they would expect to find in the chapter.
4. Write their responses in the appropriate boxes on the blank transparency.
5. Repeat every word clearly so that the pronunciation is clear and is associated with that word in print.
6. Give students the subject of the assignment they will read next.
7. Ask students to work in pairs to brainstorm and record on an ABC's graphic as many words related to the subject as they can.
8. Write down the vocabulary words on a blank transparency and have students correct any misspellings on their charts.
9. Have students skim the assignments to add any boldface words or words in the titles and subtitles to their ABC's graphic.
10. Have students watch for these words as they read.

A-B black hole astronauts	C-D Comet constellations	E-F	G-H
I-J Jupiter	K-L	M-N Mars meteor Neptune	O-P Pluto
Q-R Quasar	S-T Stars Saturn space ship	U-V Uranus	W-X-Y-Z

### To Increase Rigor and Relevance:

1. Allow students to devise word games using the words.
2. Require students to use words from ABC's graphic when writing a summary or responses to questions.
3. Have student classify words using a system other than ABC.
4. Have students design an ABC book of the terms for a group of younger students.
5. Require students to use words from ABC's graphic when writing a summary or responses to questions.

Reference: *Yellow Brick Road* by Janet Allen



## Reader's Toolbox

## Tool 2: Predicting ABC's

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 predict the words that I think I will meet as I read as assignment. I record the words on an ABC chart. This helps my brain get ready for the reading.

A-B	C-D	E-F	G-H
I-J	K-L	M-N	O-P
Q-R	S-T	U-V	W-X-Y-Z

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 3:

**K.**(key idea) **I.**(information) **M.**(memory clue)

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:** Understanding concept vocabulary is essential for the non-reader. They cannot make connections because they lack the language and a strategy to remember vocabulary. This strategy is very simple and requires a minimum of writing. By making a sketch the student synthesizes and interprets the new information and makes it their own. Students can reference their drawings to remember the words.

1. Provide the key vocabulary critical to a student's understanding of a required reading selection. These terms should represent key ideas or concepts
2. Provide a meaning for the students. The information may be a definition or it may be a more technical explanation of the concept.
3. Be sure to give examples and the context in which the word will be used. Have the student paraphrase his own meaning. Have the student verbalize a connection of the term to what they already know about the topic. Stress the pronunciation of each word.
4. Have the student make a simple sketch that explains the word. This "memory clue" is a way for students to fully integrate the meaning into their memories.

**K** (key idea) **I** (information) **M** (memory clue)

Key Idea	Information	Memory Clue
1. drought	Little or no rain over a period of time	

### To Increase Rigor and Relevance:

1. Require students to use the words when writing responses to questions or a summary.
2. Have the students classify the words.
3. Have students attempt to match other students' memory clues to the words.

Reference: Allen: *Words, Words, Words - Teaching Vocabulary in Grades 4-12*



# Reader's Toolbox

## Tool 3: K.I.M.

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 write the information that goes with each key idea in the middle column (I). I draw a picture of the idea, what the information means to me, in the right column (M).

**K** (key idea) **I** (information) **M** (memory clue)

Key Idea ( <b>K.</b> )	Information ( <b>I.</b> )	Memory Clue ( <b>M.</b> )

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool: 4 I'll Pause, You Think

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:** Struggling readers lack the word accuracy to make comprehension of text possible. This tool enables the teacher to use content text while supporting the reading development of struggling readers. Once the process is mastered it can become a form of peer or buddy reading between struggling readers and unmotivated but competent readers.

1. Provide students with an expository text or selection of text.
2. Create questions, using titles and subtitles, with students during a text preview or provide teacher generated questions. These questions will define the reading purpose.
3. Provide students with a Cornell note-making form with the questions in the left column and space to record connections in the middle and space to summarize in the right column.
4. Read short sections the text to the students at a conversational pace with expression. The students need to visually track the text as the teacher reads so that they are seeing the word being said. In order to support both word recognition and comprehension, the students must hear fluent, connected text rather than halting and fragmented reading. Thus it is essential that the teacher be the reader.
5. Stopping every paragraph or two, ask the students to think about the text to record key words, thoughts, images, and questions (think marks) in the middle column. For “right there” questions, students might want to record the first several words of the sentence where the question details are located. If possible, students should be taught to “tag the text” rather than use the middle column.
6. Honor think time without losing momentum. In the beginning the teacher can interject a “think aloud” to model thinking.
7. Ask the students to restate the key points, or summarize the text section, when the content answering a question has been read. Students can ask questions to clarify their thinking and any misunderstanding or incomplete understandings can be addressed. This emphasis helps everyone focus on meaning rather than their own reading performance.
8. Read the next section of text and repeat the process.

To Increase Rigor and Relevance:

1. Have students turn titles and subtitles into reading purpose questions.
2. Have fluent student readers read the text to a buddy. The pair can jointly summarize the text and answer the questions.

Reference: *Literacy Strategies for Grades 4-12* Karen Tankersley



## Reader's Toolbox

## Tool: 4 I'll Pause, You Think

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: with my eyes I follow what the teacher is reading while my brain is connecting what I hear to the question I am trying to answer. When the teacher pauses, I will think about how the ideas are related to the question and summarize what I saw and heard.

QUESTIONS	THINK MARKS	SUMMARY

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 5: What Do You Expect?

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 graphic organizer serves a dual purpose. Good readers automatically create a mental expectation grid prior to reading based on past experiences with reading (text structure) and general prior knowledge. Struggling readers do not formulate such a framework. Using the expectation grid students are caused to categorize their prior knowledge, thus matching isolated bits of information to the “big picture.” It creates their focus/purpose for reading, provides an organization for note-making while reading and creates a summary tool.

1. Construct an expository expectation grid on an overhead, chart paper or the computer. Place a general topic in the center. When introducing this tool use a familiar topic such as a pet.
  - Ask the students what information they would include if they were going to write about that topic.
  - As students suggest details (black fur, floppy ears) help them understand that those details fit under the category of appearance. Brainstorm other categories of information they would include in writing about their animal: habitat, what it eats, its life cycle, its enemies.
2. Guide students to identify general categories of information they would expect to find when reading a selection about this topic. Use the text as a guide and chose categories you know the text addresses.
3. Point out that one can expect similar categories of information whenever one reads about a similar topic.
4. Have students record what they already know about the topic under each category. Students might also preview the text to help with this.
5. Have students read a selection to fill in each category.
  - As this is modeled, the text can be read in segments and the grid completed by contribution of all the students.
  - One color ink might be used for the pre-reading comments and another for during reading comments so the student can see what they gained from the reading.

Paint: enamel, lacquer,  
clear coat

Surface preparation:  
fiberglass filler, sanding

Auto Body  
Repair

Finishing: buffing

Problems: orange peel

### To Increase Rigor and Relevance:

1. Have students retell a summary using the grid.
2. Have students write a summary using the grid
3. Ask students to design and explain their own model for a graphic organizer.

Reference: *Intervention Strategies to Follow Informal Reading Assessment* Caldwell and Leslie



## Reader's Toolbox

## Tool 5: What Do You Expect?

Student Name:

Class:

Due Date:

Reading Assignment:

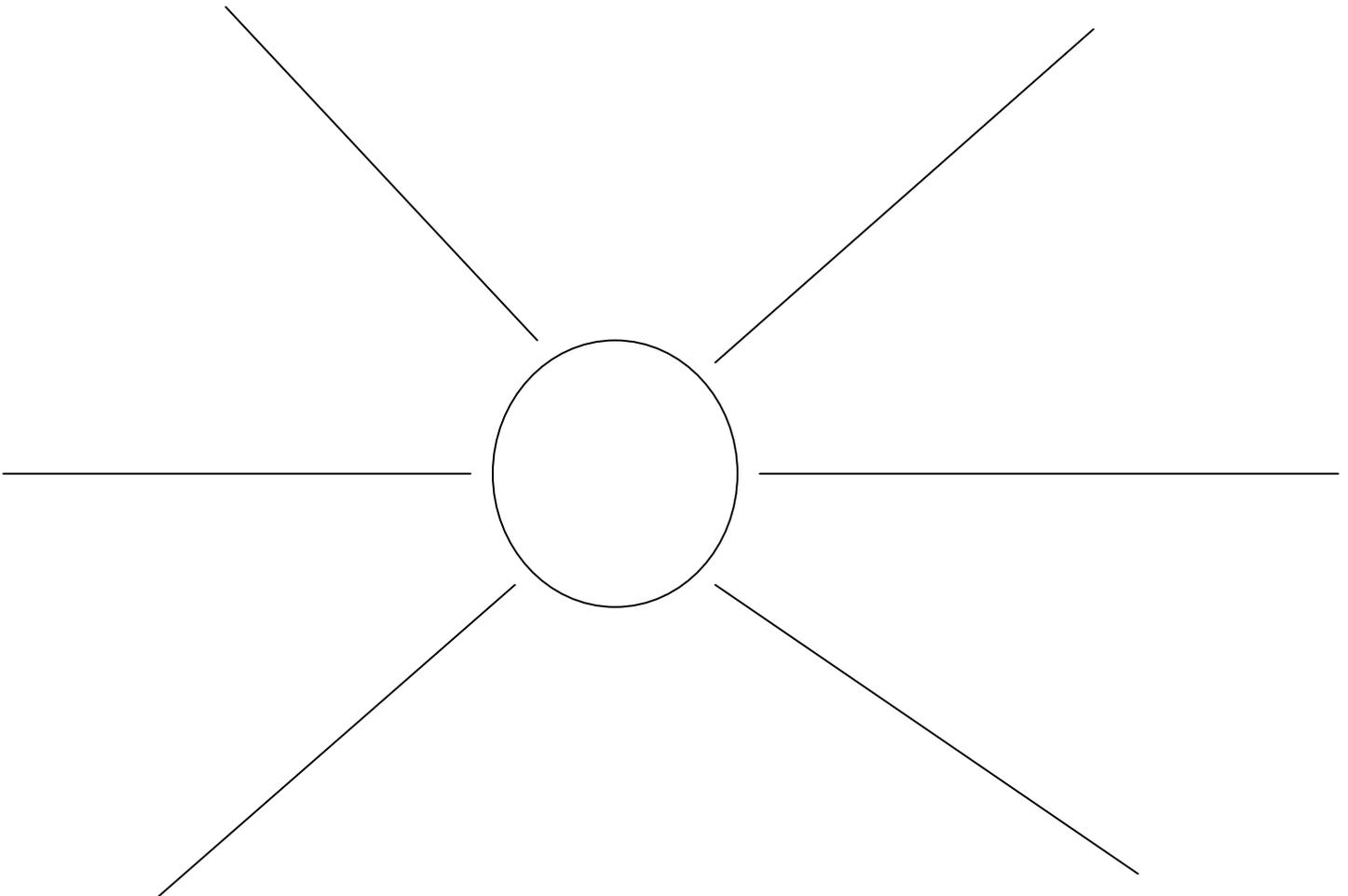
**I can use this tool:**

- ▶ 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 create a mental expectation, categories, before reading based on what I know about the topic and my experience with similar topics. I use these categories to organize my prior knowledge and the information I encounter while reading. I can use my grid to discuss the reading or to summarize.



Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool: 6 Text Investigation

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 scaffolds the more common SQ3R for the struggling reader. It focuses the reader on multiple cueing systems within expository text to assist their word recognition and comprehension. This six-step strategy activates the reader's prior knowledge and builds background knowledge to allow the reader to make predictions and set an accurate purpose for reading. It is most useful when there are no guiding questions.

- Provide students with an expository text selection and the "Text Investigation" sheet.
- Use a blank transparency of the "Text Investigation" sheet to model the strategy.
- Explain the reason for using this strategy: establish background knowledge and establish reading purpose.
- Work through the sample selection with the students.
  1. Scan the selection to select important (usually nouns and verbs), new and interesting words in the titles and subtitles. Ask the students: *What might that tell you about the topic(s) of this selection?*
  2. Review the photographs, diagrams, graphic organizers and other visual elements and make notes on what you see. Spend some time on the nuances of the pictures.
  3. Note interesting, specially formatted words and/or phrases in the captions or labels. Ask the students: *What information can you learn from captions or labels?*
  4. Scan for any boldface words in the text. Select any that are unclear. Write the page number where each word is found.
  5. Review the glossary to define any words that are unclear. Look back in the context to match the glossary definition with the word in context.
  6. Set a purpose for reading. Ask the students: *What did you identify in your preview that is important for you to discover more about while you are reading?*
  7. Read the text either by starting at the beginning or by "dipping" in at the most relevant parts to fulfill the reading purpose. Record in words or phrases the key information.
  8. Ask the students: *What questions or confusion still remains that you must read further to discover?*

To Increase Rigor and Relevance:

1. Have students turn titles and subtitles into reading purpose questions.
2. Have students summarize the reading using words selected during the preview.
3. Have students compare "Text Investigation" sheets and discuss their thinking as they worked through the text.

Reference: *Summarization in Any Subject* Rick Wormeli



## Reader's Toolbox

## Tool: 6 Text Investigation

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 preview a reading selection to get a complete picture of what I will be reading about. Then I can focus my reading on what is probably important.

Title of Selection	
Titles and Subtitles	<i>What might the titles and subtitles tell you about the topic(s) of this selection?</i>
Pictures / Graphics	<i>Review the photographs, diagrams, graphic organizers and other visual elements and make notes on what you see</i>
Captions / Labels	<i>Review the captions and label and make notes on what you see</i>
Glossary	<i>Review the glossary to define any words that are unclear. Look back in the context to match the glossary definition with the word in context.</i>

Make a prediction or set your purpose for reading: *What did you identify in your preview that is important for you to discover more about while you are reading?*

Read	
Further Reading	<i>What questions or confusion still remains that you must read further to discover?</i>

Here's something I learned by using this tool:



## Reader's Toolbox

## Tool: 6 Text Investigation

Student Name:

Class:

Due Date:

Reading Assignment:

**I can use this tool:**

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

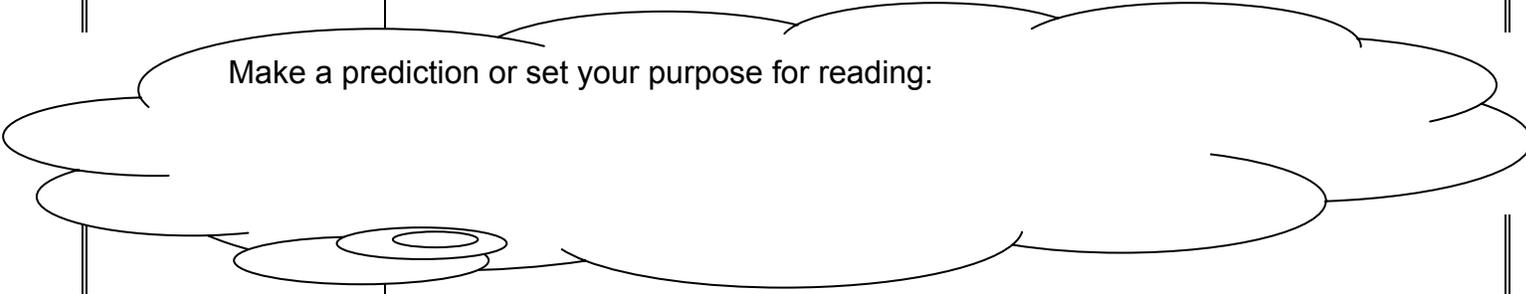
**This tool will help me:**

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

How I use this tool: I preview a reading selection to get a complete picture of what I will be reading about. Then I can focus my reading on what is probably important.

Title of Selection	
Titles and Subtitles	
Pictures / Graphics	
Captions / Labels	
Glossary	

Make a prediction or set your purpose for reading:



Read	
Further Reading	

Here's something I learned by using this tool



## Teacher's Toolbox

Class:  
Unit:  
Date:  
Source Reading:

## Tool 7: Envisioning Words

Frayer or 4 Square

### 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, have students brainstorm essential terms or have students select boldface or italicized terms from a text or reading selection.
- Have students define a term by paraphrasing a text, 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.

<p><b>Definition</b> (in student's own words): Plant that lives three or more years Plants that last year after year</p>	<p><b>Picture or Illustration:</b></p>
<p><b>Term</b> perennial</p>	
<p><b>Characteristics</b> of word and usage: Noun – The common buttercup is a perennial. Adjective – Perennial herbs last many seasons. per- (throughout) + annus (year) + -al (adj suffix)</p>	<p><b>Examples</b> (things it is) Trees, shrubs, herbs, grasses</p> <p><b>Non-Examples</b> (things it is not) Annual, biennial</p>

### To Increase Rigor and Relevance:

1. Have students work in teams to design a "Field Guide" for a selected list of terms for a project or area of study. (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 7: Envisioning Words

Frayer or 4 Square

### 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 look for the part of speech of the word and may write a sentence showing how the word is used. I will draw a sketch, symbol or diagram of the term that helps me to remember what it means. I will think of some examples of the word or some non-examples. That forces me to think deeply about the word.

<b>Definition</b> (in your own words):	<b>Picture or Illustration:</b>
<b>Term</b>	
<b>Characteristics</b> of word and usage:	<b>Examples</b> (things it is)  <b>Non-Examples</b> (things it is not)

Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 8: Three Things I'd Like to Know

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:** Active engagement is essential for comprehension. If students develop questions prior to reading they activate their prior knowledge and create a purpose for reading. This process creates strategic and independent learners.

1. Model using the first three steps of the PQ3R process with a reading selection. It might include an introduction to the subject matter.

**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 Questions to guide thinking while they read. Research shows that the human mind processes questions most actively. Ask students to generate a list of “three things they’d like to know” after reading the assignment.

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

2. Following the reading, Ask students to reflect on what it was in the preview that triggered their questions. Ask students to compare common questions and answers. Did they recognize the same text features? Did the features raise the same questions? Discuss how the text met their needs or interests in the topic.

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. Complete the PQ3R process:
  - 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.
2. Write a summary
3. Have students reflect on what questions they should have asked given the information they encountered in the text.

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



## Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 8: 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:**

After I preview a text I can identify questions I'd like to have answered by the reading. This helps me set a purpose for and focus my reading. While I am reading, I look for answers to my questions. As I find answers I 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

Class:  
 Unit:  
 Date:  
 Source Reading:

## Tool 9: Cornell Notes

### 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. A fourth column can be added for students to record a visual.
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 9: 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 answers 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:



## Reader's Toolbox

## Tool 9: 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

Questions	Details	Main Ideas
Summary		



## Teacher's Toolbox

## Tool 10: 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 10: 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 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 “Before” 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 “After” 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.

Before	Statement and Evidence	After
	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 Believe

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.

Before	Statement and Evidence	After
	Statement 1:	
	Evidence:	
	Statement 2:	
	Evidence:	
	Statement 3:	
	Evidence:	

Here's something I learned by using this tool:



# Reader's Toolbox

# Tool 11: I Believe

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

Before	Statement and Evidence	After
	<p>Statement 1:</p> <hr/> <p>Evidence:</p>	
	<p>Statement 2:</p> <hr/> <p>Evidence:</p>	
	<p>Statement 3:</p> <hr/> <p>Evidence:</p>	
	<p>Statement 4:</p> <hr/> <p>Evidence:</p>	



## Teacher's Toolbox

## Tool 12: Alike But Different

Class:

Unit:

Date:

Source Reading:

### Use this tool:

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

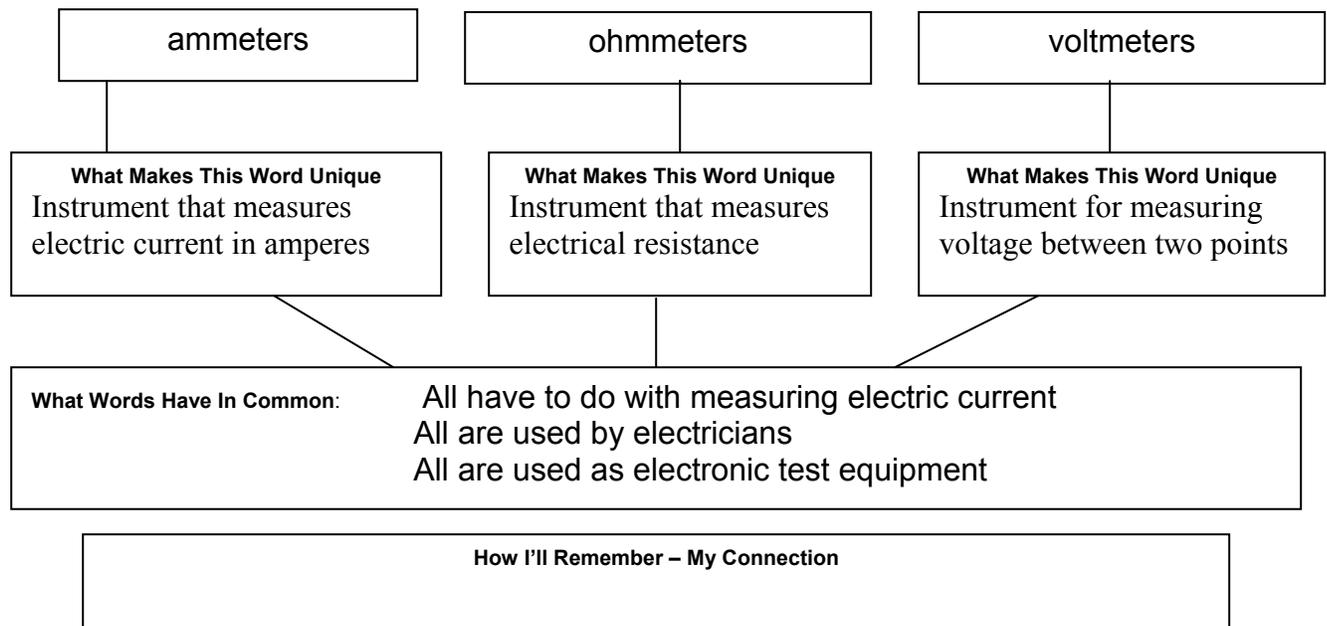
### This tool will help my students:

- ▶ Define
- Summarize
- ▶ Compare

**How This Tool Works:** Understanding specialized vocabulary in most texts is a challenge for students. This tool provides a process to analyze essential vocabulary and classify the vocabulary into a meaningful structure. This structure will deepen the student's understanding of the terms.

**How to use this tool:**

1. Select three words critical to a student's understanding of a required reading selection.
2. Read the text containing the words to the students. Stress the pronunciation of each word.
3. Repeat the target words in the context of the reading selection. Stress the pronunciation.
4. Help students identify the commonalities of the words to complete the graphic organizer.
5. Assist students to identify the differences in the meanings of the three words.
6. Have students express in words or visuals the ways they will remember the three words.



**To Increase Rigor and Relevance:**

1. Require students to use the words when writing responses to questions or a summary.
2. Have student provide a personal connection to each word.
3. Let students design their own graphic organizer and explain how it helps them.

**Reference:** Nagy – *Teaching Vocabulary to Improve Reading Comprehension*, 1988.



## Reader's Toolbox

## Tool 12: Alike but Different

Student Name:

Class:

Due Date:

Reading Assignment:

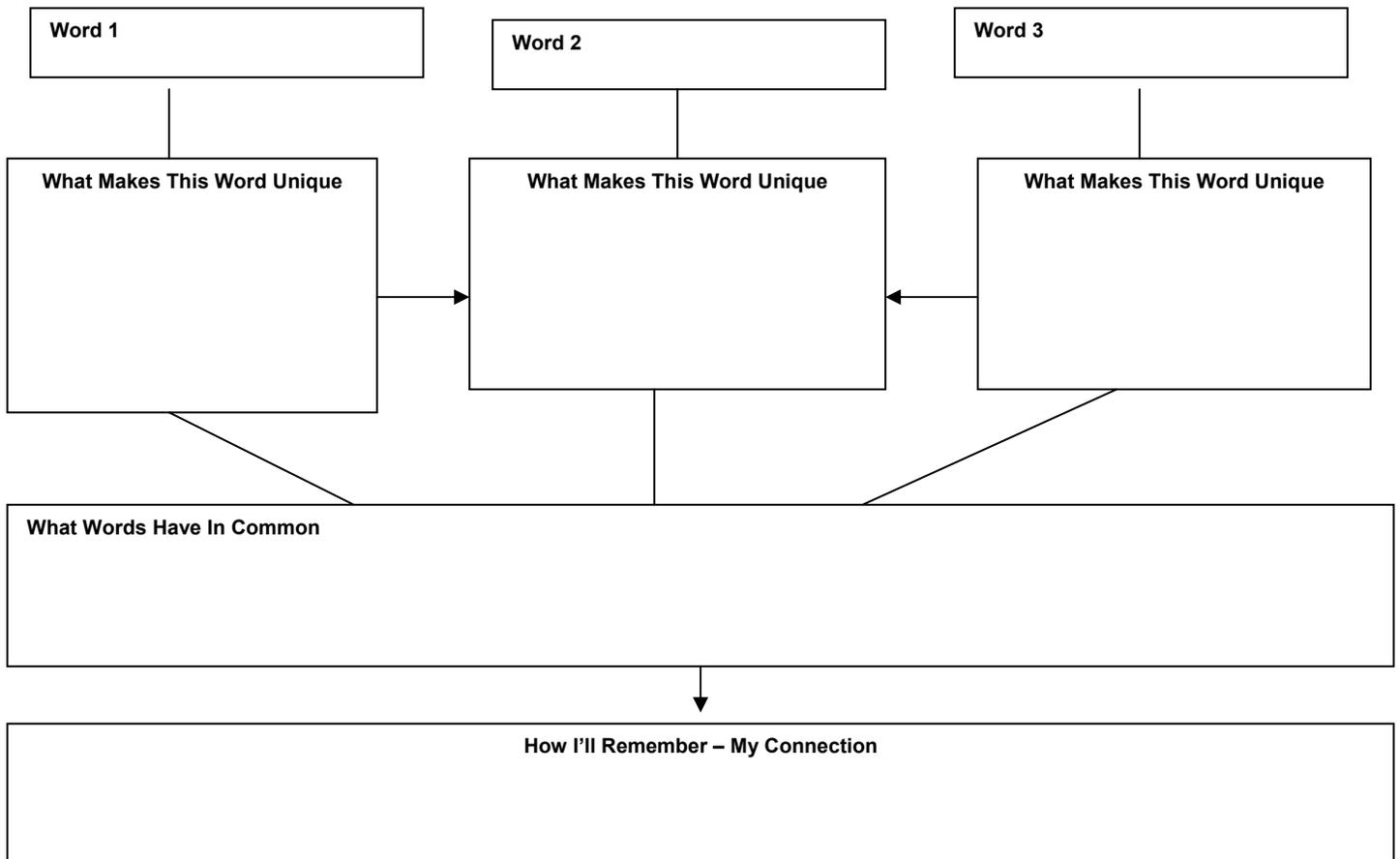
**I can use this tool:**

- 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: Deciding how words are alike yet different will help me see how the words are related to each other in meaning. Deciding how the words are different will deepen my understanding of each word.



Here's something I learned by using this tool:



## Teacher's Toolbox

## Tool 13: Brainstorm, 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 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

### Example:

Term:	Associative terms:		Possible categories
nutrition	Healthy Food Vitamins Minerals Diet Energy Sugar	Illness Vegetables Fruits Calcium Milk Body functions Fats	Food groups Results of poor nutrition Results of good nutrition Food pyramid Additives

### 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 13: 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 14: 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

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 14: Vocabulary Notebook

### 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 14: 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 15: 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 “Three Things I’d Like to Know” (Tool 8), 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

## Tool 15: Skim and Scan

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. 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

## Tool 15: Skim and Scan

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

First Impressions	First Facts	Reading Purpose Questions



## Teacher's Toolbox

## Tool 16: Progressive Summary

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:

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

## Tool 16: Progressive Summary

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:

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

1. Listen to the first two sentences and summarize them in 5 words or less.
2. Listen to the next two sentences and 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:



## Reader's Toolbox

## Tool 16: Progressive Summary

Student Name:

Class:

Due Date:

**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

Paragraph #1	
First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	
Paragraph #2	
First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	
Paragraph #3	
First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	



## Teacher's Toolbox

## Tool 17: 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 17: 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 to 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
<b>My title for group 1</b>	<b>My title for group 2</b>	<b>My title for group 3</b>
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:



## Teacher's Toolbox

## Tool 18: 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

Student Name:

Class:

Due Date:

Reading Assignment:

## Tool 18: 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

### 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 18: 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:			