Strategy: Make Connections

What is Making Connections?

- Noting what the text reminds you of while reading
- Making connections to personal experiences
- Connecting one text to another text
- Making connections between what you read and world events, people, or issues

Thinking During Reading

- *This reminds me of . . .*
- *This is different from . . .*
- *This made me remember when . . .*

Teaching Tools

- Use two-column note-taking to identify *What This Is About/ What This Reminds Me Of.*
- Read aloud a short article or poem, and ask students to write a personal response.
- Think Aloud while reading text to model making connections.
- Code the Text: text-to-self, text-to-text, text-to-world connections.
- Model Marginalia on enlarged text on transparency. Show connections to self, texts, world.
- Use the Golden Lines graphic organizer.

Make Your Own Connections!

To you: _____

_____

_____

_____

_____

_____

To another text: _____

_____

_____

_____

_____

_____

To the world: _____

_____

_____

_____

_____

_____

Strategy: Infer

What is Inferring?

♦ Reading between the lines to find answers to questions

♦ Drawing conclusions based on background knowledge

♦ Using clues in the text to make sense of what the author is saying

♦ Interpreting while reading

♦ Generating hypotheses

Tips for Students

♦ Think about what you already know about the content.

♦ Ask questions: *I wonder why, how, if . . .*

♦ Think about how background knowledge helps to answer questions.

Teaching Tools

♦ Ask students to discuss and write inferences about photographs.

♦ Use two-column note-taking to list *Text Quote/Inference.*

♦ Read aloud picture books (such as *Teammates*), and discuss themes.

♦ Read aloud from textbooks, and stop at selected points to ask students to write what they visualize and infer.

♦ Use two-column note-taking from textbook passages to list *Facts/Inferences.*

♦ Read text using a two-column graphic organizer to show *Questions/Inferences.*

Inferring is using information in your head along with evidence in the text to predict, conclude, or generalize.

How to Infer

You need to combine background knowledge with the text to:

♦ Predict what will happen or what information you will learn.

♦ Read between the lines to find answers to questions.

♦ Use the clues to make sense of what the author says.

♦ Know what the characters mean when they speak or act.

Strategy: Ask Questions

What is Asking Questions?

- Interacting with the text
- Thinking while reading
- Asking questions before, during, and after reading
- Asking questions of the author, yourself, and the text
- Monitoring comprehension and clarifying confusion

Thinking During Reading

- *What is the author trying to say?*
- *What is the most important message here?*
- *What is this part really saying?*
- *What is the big idea?*
- *Does this make sense?*

Teaching Tools

- Use sticky notes to write *Huh?* on confusing parts.
- Read aloud a newspaper passage, and think aloud questions.
- Use "question webs": Write an essential question in the center and add lines with information that helps answer the question.
- Use photographs and ask students to write questions.
- Use two-column note-taking to record *Text/Questions.*
- Read aloud picture books, and model how to ask questions while reading.
- Model Marginalia using a poem or difficult excerpt from textbook to note questions.

New Bloom's Taxonomy: Key Words for Questions

1. Remembering
Define
Identify
Locate
List
Draw
Label
Match

2. Understanding
Describe
Compare
Demonstrate
Infer
Predict
Explain
Classify
Summarize

3. Applying
Calculate
Convert
Experiment
Dramatize
Illustrate
Solve

4. Analyzing
Differentiate
Question
Order
Rank
Generalize
Attribute
Survey

5. Evaluating
Critique
Argue
Defend
Assess
Conclude
Select

6. Creating
Assemble
Design
Formulate
Plan
Compose
Write

Strategy: Determine Importance

What is Determining Importance?

♦ Identifying the big idea

♦ Extracting essential information from less important ideas

Thinking During Reading

♦ *The big idea is . . .*

♦ *The big ideas so far are . . .*

♦ *This is important because . . .*

♦ *So what?*

♦ *I can use this information to . . .*

Teaching Tools

♦ Preview the text using the THIEVES technique to scan text features.

♦ Code text on sticky notes:

√ = important information

+ = new information

s = surprising information

♦ Set purpose for reading.

♦ Use sticky notes to record three important ideas from text, then write a synthesis statement.

♦ Use graphic organizers.

♦ Use Anticipation Guides.

♦ Use Mind Maps and webs.

♦ Write gist statements.

♦ Use picture books as models for writing a summary of what is important about a concept (try *The Important Book* by Margaret Wise Brown).

Summarizing is the ability to read or listen to a text and condense it by retelling or writing only the main parts with supporting details and important facts.

How to Model Summarizing

♦ Survey the text passage, and identify three to five major topics to focus on while reading. These subheadings will become the key ideas in the summaries.

♦ Divide chart paper into three to five parts, and label the sections with subheadings. These sections provide a purpose for reading.

♦ Read the text to find information for each of the categories on the chart. Record the information in sentence form.

♦ Discuss information to identify which concepts are most important to include in the summary and to decide how to write the summary in a clear and concise manner.

♦ Write a summary from the recorded information on each part of the chart for students to read.

Solid	Liquid	Gas

Example: States of Matter

What is Visualizing?

♦ Creating pictures in your mind

♦ Using your senses: taste, hear, feel, touch, and smell
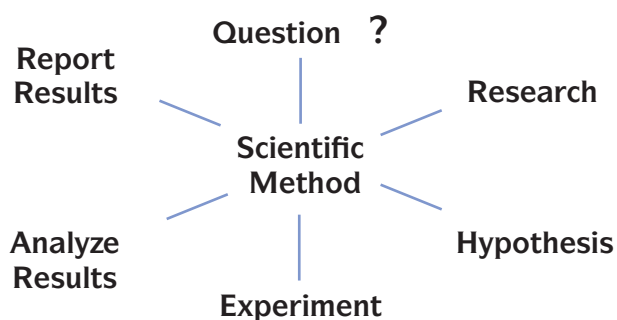
♦ Inferring with visual images

Teaching Tools

♦ Draw a picture.

♦ Generate mental images.

♦ Construct a graph.

♦ Create a Mind Map.

♦ Act it out.

♦ Create a physical model.

♦ Produce a graphic organizer.

♦ Engage in kinesthetic activity.

♦ Use wordless picture books to write a story.
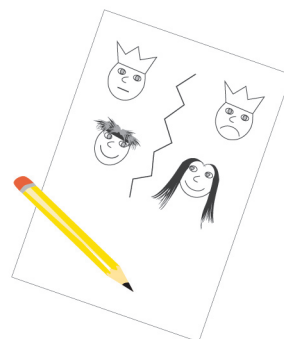
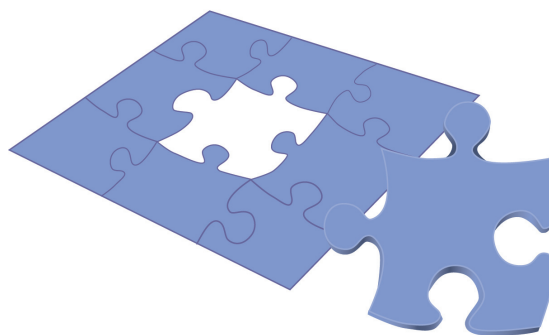♦ Illustrate new concepts or vocabulary.

Strategy: Visualize

Mind Mapping

Question **?**

Report Results

Research

Scientific Method

Analyze Results

Hypothesis

Experiment

Drawing

Constructing

Strategy: Synthesize

What is Synthesizing?

♦ Experiencing an Aha! or "light bulb" moment

♦ Combining information from different sources to produce a new idea

♦ Making sense of ideas during reading to create a new perspective after reading

♦ Getting the gist of the story or text

♦ Summarizing information

♦ Applying ideas and information to yourself

Thinking During Reading

♦ *I can picture . . .*

♦ *I can visualize . . .*

♦ *I can see the . . .*

♦ *I can taste the . . .*

♦ *I can hear the . . .*

♦ *I can feel the . . .*

♦ *I can smell the . . .*

Tips for Students

♦ Read multiple sources on the same topic.

♦ Find elements in common.

♦ Include your prior knowledge.

♦ Use graphics to organize.

♦ Seek additional sources.

Teaching Tools

♦ Use journal writing to note text information AND model thinking while reading.

♦ Use three-column compare and contrast: Write two concepts in the first and third column headings and "Alike" in the middle.

♦ Use two-column note-taking to show *Text Facts/My Thinking*: Write text facts in the left column and questions, connections, rewording in the right column.

Text Facts	My Thinking

♦ Model Marginalia (note-taking in margins).

♦ Use sticky notes: Write questions and then a synthesis statement at the end of a page, section, or chapter.

♦ Read aloud picture books and model thinking.

Strategy: Monitor & Clarify Understanding

What is Monitoring & Clarifying Understanding?

♦ Thinking about your thinking while reading

♦ Realizing when meaning breaks down

♦ Using strategies to solve comprehension problems

Tips for Students

♦ Make notes of your thinking.

♦ Set purposes for reading.

♦ Make connections to yourself, texts, and the world.

♦ Make predictions.

♦ Stop and reread to clarify.

♦ Retell.

♦ Skip and read ahead to clarify.

♦ Mark confusing parts.

♦ Ask questions.

♦ Change your reading rate—slow down or speed up.
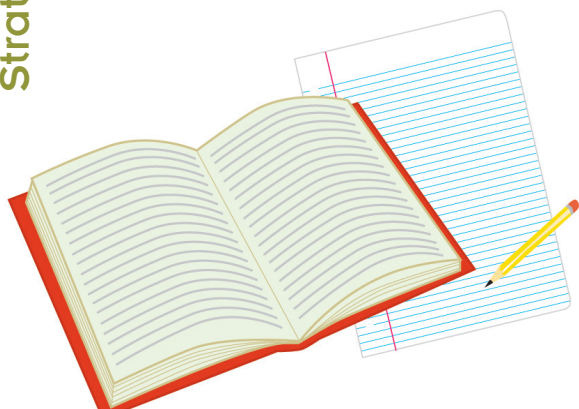
Teaching Tools

♦ Ask students to use Coding the Text symbols.

♦ Use sticky notes to record thinking and/or problems while reading

♦ Use Marginalia: Ask students to record thinking while reading in margins.

♦ Think aloud while reading to model what strategic readers do.

"Children learn to monitor themselves to keep their correct reading on track, and when something seems to be wrong they usually search for a way to get rid of the dissonance. It is important for teachers to notice self-monitoring because the process is a general one required in all reading" (Marie Clay, *Change Over Time in Children's Literacy Development,* 2001, p. 185).

BK — Background knowledge

? — Questions or confusing passages

I — Inferences or conclusions

P — Predictions

Strategy: Stoplight

Think Like a Stoplight!

1. Read the directions and notice words in bold, italics, or quotation marks.

2. Read the question and all of the answers.

3. Go back and think this way about each answer:

   ♦ *This answer has nothing to do with the question or reading selection or is ridiculous, so I will stop thinking about it and give it an "R" for red, which means* Stop.

   ♦ *The answer is a possibility. It may answer the question, and it was mentioned in the text, so I will give it a "Y" for yellow, which means,* Think carefully about this answer again.

4. Reconsider the "Y" or yellow answers by going back to the reading selection to double-check.

5. Choose the best "Y" or yellow answer as your "G" or green answer, which means *Go!*

Think Like a Stoplight!

Red = Stop

Yellow = Caution

Green = Go

Never answer a multiple-choice question without Thinking Like a Stoplight!

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Strategy: Partners

Why Partners?

The research says collaborative learning works because:

- The brain is social.

- Fortune 500 Companies identified teamwork as the NUMBER-ONE skill of the future.

- It teaches social skills—important at the middle-school level.

- It's part of the middle-school concept.

- Students who learn in a cooperative model perform better academically.

- Positive peer relationships and interactions develop.

- It teaches how to work in teams.
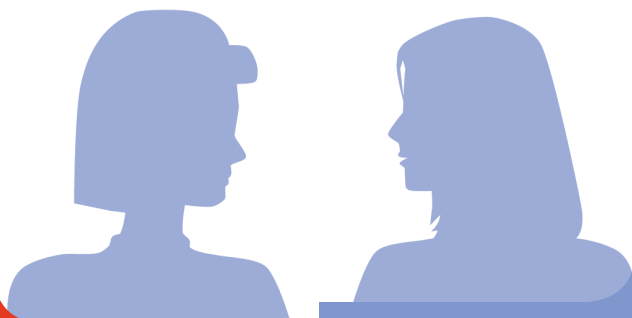
Grouping Strategies

Ways to Group Students

- Use partner sign-up sheets.

- Cut pictures in half, and have students find their other half.

- Use matching stickers.

- Use a deck of cards! Students find the four that are alike or of the same suit for a larger group.

- Use Pair/Square. Students use any of the methods above to partner, then join another pair to make a foursome.

Classroom Management Techniques

- Flick a light switch.

- Play music (always the same selection).

- Use a silent signal such as holding your hand in the air.

- Create a verbal wave. Tell the group to repeat after you whenever they hear you say, "Time is up."

- Use a musical instrument such as a xylophone.