

Purposeful Reading

Common Text Patterns

- Discuss text patterns with students:
Descriptive, Procedural, Cause/Effect.
Chronological
- Show examples of each text pattern and explain why it can be classified as that type of text.
- Have students practice classifying an assortment of paragraphs by text pattern.
- As an extension, have students find examples in their text of each type of text pattern.

Note Taking/Note Making

From Reading

Summary/Outline

“What I’m thinking
while I’m reading”

Thoughts/Questions

Paired Reading

1. Pair up with someone.
2. Designate partner A and partner B.
3. Partner A reads the first paragraph, then partner B gives a summary or main point statement for the paragraph.
4. Partner B reads the second paragraph, then partner A gives the summary statement.
5. Repeat the alternating pattern until the end of the reading.

Jigsaw

- Form groups of students.
 - Assign each student one passage, text section, or article.
 - Direct students to read silently and independently, making a list of main ideas.
 - After everyone has finished reading, students share what they learned while the other students listen.
 - When the student who commented first on their reading is finished sharing, continue by having the students who read the other sections or readings to share it with their group.
 - Continue until each person reports on what they read.
- * It often helps to have students take notes while their peers are speaking.

Summary Protocol

- Form groups of three students, one student is chosen to keep the group on-task.
- Read one paragraph silently (leader makes sure all group members know where paragraph starts and ends).
- Group discusses main idea(s).
- Group comes to consensus about one (or two) main idea(s).
- Talk about how to write the main idea(s).
- Each group member writes down the main idea(s).
- Repeat for each paragraph of the reading.

Really Reading

Name: _____

Date: _____

Period: _____

Assigned Pages: _____

Very Interesting Facts:

Things I Already Know:

Things I don't Know:

I read, I thought

I read...	I thought...

Pre - Reading

Pre-Reading

Section Title (Color):

Heading Title (Color):

Heading Subtitles (Color):

Vocabulary Words and Definitions (Color):

Reading

Interesting Facts:

Things I don't understand yet:

Outside-Inside

- Read article silently (SSR).
- Form groups of four.
- Draw a large circle on the poster paper.
- Each person writes 3 - 5 ideas from the article on different post-it notes.
- Place the post-it notes around the outside of the circle.
- Read all the post it notes aloud.
- Select one post-it note from each person to put into the center of the circle.
- Discuss why central ideas were chosen.

K-W-L

What do I Know?	What do I Want to Know?	What did I Learn?

Reciprocal Teaching

- Form groups of four, each group member takes a different task (role) - Summarizer, Questioner, Clarifier, Visualizer.
 - Read the first sentence aloud as a group.
 - Read the rest of the passage silently.
 - Work together to fill in the reciprocal teaching chart.
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- Use the following role descriptions and summaries to help group members know what to focus on, be attentive to, or how to speak.

Reciprocal Teaching

Questioning	Clarifying	Visualizing	Summarizing
<i>What questions arise from this material?</i>	<i>We'd like to know more about.... These ideas or words are new or this is what we already knew.</i>	<i>What might this look like?</i>	<i>The main ideas of this passage.</i>

Reciprocal Teaching: Questioner

Helps the group generate questions to further understand the meaning of the text, concept, or data.

Sounds like:

“How is this related to...(some other idea)

“What are some of the reasons this might be important?”

“Why might this be important?”

“What are the parts of ____?”

“How is ____ an example of ____?”

“How do ____ and ____ compare?”

“How are ____ and ____ different?”

“How does ____ happen?”

“What is your opinion of ____?”

Reciprocal Teaching: Clarifier

**Looks for parts of the text or material that are not clear,
leads the group to clarify these parts.**

CLARIFY parts when:

- Someone does not understand
- Someone has difficulty following the text
- Someone doesn't know what a word means

Sounds Like:

“What are the new vocabulary words and what do they mean?”

“Were there parts that were hard to understand?”

“So, right now we need help with...”

Reciprocal Teaching: Visualizer

Helps the group make a mental picture of the information or concept.

VISUALIZE a picture in your mind:

Sounds Like:

“When I read this, I imagine that...”

“As I read, in my mind I see...”

“What do you see when you think about...”

“Can you make a picture that includes all the information?”

Reciprocal Teaching: Summarizer

Tells the group the most important ideas in the reading.

Summarizing includes - Looking for a topic sentence; rephrasing the main idea; deciding what is not important;

Sounds Like:

“The most important idea(s) seem to be...”

“This section is about...”

“The main idea(s) here is...”

“This passage about ____ begins with ____, discusses the idea that ____, and ends with ____.”

Sources

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