

# Review of terms and activities

- ppt

# Additional First Reading Strategies

After initial predictions, you may choose a variety of strategies for supporting students' further reading of the text.

See the following purposeful reading strategies in *Success in Science*:

- Read Aloud (p. 98)
- Reading Guides (p. 99)
- Paired Reading (p. 101)
- Summary Protocol (p. 103)

# Annotating

From *READING RHETORICALLY*

Annotating is a way of making the text your own, of literally putting your mark on it, noting its key passages and ideas:

- Can be used later to focus rereading or review
- Can remind the reader of first impressions of the text
- Help identify main points & new levels of understanding
- It is a means of discovery through monitoring one's own evolving construction of a text's meaning

**Warning:** highlighting can be overdone; be specific and strategic, offer students *a notation system appropriate for your content area*

**Underline, Draw arrows, Make margin comments**  
(Let's look at a sample)

<https://www.teachingchannel.org/videos/student-annotated-reading-strategy>

# Suggested Annotations

- *Underline* the major points.
- *Circle keywords or phrases* that are confusing or unknown to you.
- *Use a question mark (?)* for questions that you have during the reading. Be sure to write your question.
- ***Use an exclamation mark (!)*** for things that surprise you, and briefly note what it was that caught your attention.
- ***Draw an arrow (↵)*** when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.

# Another way to structure the assignment:

## Annotation Practice

1. Have students label points in the left-hand margin: Introduction, Issue/problem being addressed, Author's main arguments, Author's examples, Conclusion
3. Have students write their reactions to what the author is saying in the right-hand margin. Students may work collaboratively as a class. Have them exchange their annotations and compare their labeling and responses in small groups or in pairs.

**Now you try it using your text. Plan for how you will teach your students using this strategy**

# Reading Response prompts:

Use a prompt on paper for students to answer after they read a passage or chapter or any text instead of check reading quizzes. Please choose one of the following and jot down some thoughts to finish the question. Discuss your thoughts with a partner and listen to theirs, as well. Prompts include:

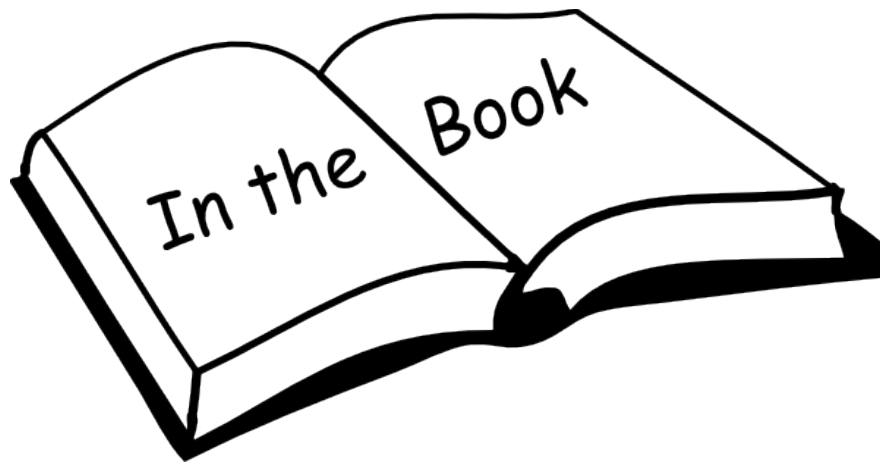
- One thing that interested me about the reading when I read it today was...
- While reading I realized about the reading was...
- I didn't understand the text's particular idea about...
- Why does the author or character....
- The most important or interesting event was...
- I was especially taken with this line \_\_\_\_ on page \_\_\_\_ and here is why...
- This story or event connects to my life because...
- I wish I could ask the character or author ....
- One strategy I used when I did not understand \_\_\_\_\_ from the reading was I.....
- A good discussion question for this reading is....

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

[www.achievethecore.org](http://www.achievethecore.org)

# Text Dependent Questions

- Questions that can be answered **ONLY** by referring explicitly to the text being read.





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Questions that can be answered **ONLY** by referring explicitly to the text being read.

- Can *only* be answered with evidence from the text and should not require background knowledge.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

- Rome never solved the problem of how to peacefully transfer political power to a new leader. When an emperor died, ambitious rivals with independent armies often fought each other for the emperor's crown. Even when the transfer of power happened without fighting, there was no good system for choosing the next emperor.
- What was the problem for Rome?
- What words and phrases refer to a Roman leader?
- What does ambitious rivals with independent armies mean?
- What other phrase in the paragraph has the same meaning as peacefully transfer political power?
- What two ways did the Romans attempt to find a new leader? Were either successful?
- In what ways would the phrase Political Instability be a good title for this chunk and what does it mean?

- To finance Rome's huge armies, its citizens had to pay heavy taxes. These taxes hurt the economy and drove many people into poverty. For many people, unemployment was a serious problem. Wealthy families used slaves and cheap labor to work their large estates. Small farmers could not compete with the large landowners. They fled to the cities looking for work, but there were not enough jobs for everyone. Other social problems plagued the empire, including growing corruption and a decline in the spirit of citizenship. A rise in crime made the empire's cities and roads unsafe.
- Why would this problem have been an internal weakness for the Roman Empire? Make a prediction since they had no way to transfer power peacefully.
- **1. What internal weaknesses are described in this section?**
- **2. Why would Rome need huge armies? What problems did the armies cause?**
- **3. What do these taxes refer to?**
- **4. What is the metaphor in the last sentence? What images come to mind?**
- **5. Why would these problems have been internal weaknesses for the Roman Empire? (Predict what might have happened due to these probs.)**
- **6. What title might fit the second paragraph or chunk? Why?**

The most current Bloom's Taxonomy revised (Anderson & Krathwohl 2001) using the words to help design questions for each level. Anderson, L. W. and David R. Krathwohl, D. R., et al (Eds..) (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston, MA: Allyn & Bacon.

**Remembering:** can student recall or remember the information?

**define, duplicate, list, memorize, recall, repeat, reproduce state**

**Understanding:** can student explain ideas or concepts?

**classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase**

**Applying:** can student use the information in a new way?

**choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.**

**Analyzing:** can student distinguish between the different parts?

**appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.**

**Evaluating:** can student justify a stand or decision?

**appraise, argue, defend, judge, select, support, value, evaluate**

**Creating:** can student create new product or point of view?

# The Importance of Questions: Reading as an Act of Inquiry

A critical instructional focus is to mentor students to take an active, questioning approach to the disciplinary texts they read. In particular, students need to read to resolve questions **they** have articulated related to disciplinary topics of study, including questions from targeted disciplinary texts as well as from texts students select for inquiry-focused learning.

But it's not enough for the teacher to ask questions:

Empowering students to become active questioners is a major teaching shift and key to mentoring students to take an active, questioning approach to the disciplinary texts they read.

The teacher role needs to evolve from question asker to question modeler, modeling the kind of questioning we would like students to assume.

# Self-Questioning Taxonomy

- An instructional practice where teachers model and students practice questioning strategies that facilitate the transition to independent reading and comprehension self-monitoring.
- A metacognitive strategy that uses a protocol to cue thinking on all six cognitive levels:
  1. Creating
  2. Evaluating
  3. Analyzing
  4. Applying
  5. Understanding
  6. Remembering

# Reading the Non-Text Features

Follow the directions for “From Graphic to Text and From Text to Graphic” in *Success in Science* (p. 106) and with a partner, practice describing and drawing the graphic.

Discuss the benefits of using this strategy with your students. Offer examples of when you might incorporate this into your instruction.