

Reading Strategies

Reading in the Upper Grades



Teaching Strategies Comprehension

□ Learning Walls

Generate a list of essential words, concepts, formulas, etc. and begin a word wall.

Create charts and place them in a prominent place.

Use color and patterns to enhance learners.

Students connect new info with the learning walls.



Teaching Strategies Comprehension

□ Learning Walls

Location: Where the kids can see it

Content: Pictures, phrases, 4x6 index cards, color code words that share same concept



Teaching Strategies Comprehension

Did you know black text on yellow paper stimulates learning?

❑ Learning Word Walls Critical Elements: (Cunningham, 1990)

- ✓ Include essential words
- ✓ Add no more than 5 words per week
- ✓ Put words where everyone can see them
- ✓ Practice words daily (chanting, writing, and moving), make sure words are spelled correctly.



Word Walls

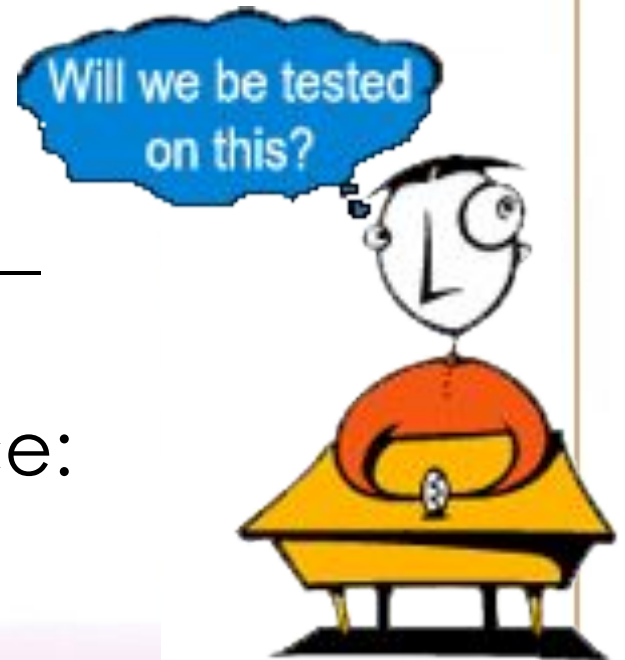
Each clue narrows
the possible
answer.

- **Guess the Word** – Students number papers 1-5. Give 5 clues focusing on one word.
- ✓ 1st clue: It is a word on the Word Wall.
- ✓ After each clue have students guess the word from the word wall.
- ✓ By the 5th clue students should be able to guess the word.



Guess the Word Game – Number our paper 1-5.

1. It is a word from the Word Wall.
2. It has _____ syllables.
3. It's used only when _____
4. It's part of _____
5. It completes this sentence:



Make it harder...call out the definition, not the word.

WORDO

(Dr. Sharon H. Faber, 2006)

- This game is based on the BINGO game. Give students a Wordo Card filled with Word Wall words (each card should be different).
- Call out a word and have students cover it with a scrap of paper or cut paper squares.
- The first one to cover a row across, down, or diagonally, shouts **WORDO**.



Download a [WORDO](#) Template from Literacy Off Ramp.

Sorts (Dr. Sharon H. Faber, 2006)

1. Decide on the type of sort.

Sorts sequentially



Sorts

- **Open Sort** – Teacher provides only the word, students determine the sort category.
- **Closed Sort** – Teacher provides the categories for the sort.
- **Speed Sort** – A timed sort
- **Blind Sort** – The teacher calls out the words, the student point to the correct category listed on the overhead or a worksheet.
- **Writing Sort** – Students have categories on a worksheet and writes words in proper categories as the teacher reads the words out.

Think Alouds (Dr. Sharon H. Faber, 2006)

- Teacher reads text orally, stops and then “thinks aloud” to model how learners should make connections that develop better comprehension.



Think Aloud Strategies

- Keep reading to see if author explains what you don't understand.
- Reread to see if you missed something.
- Read back to the part you don't understand or read forward and skip confusing words.



Think Aloud Strategies

- Reflect on what you've read and look for an explanation based on your prior knowledge.
- Look for answers beyond the text.



KWL, KWHL, KWWL Charts (Ogle, 1986)

- **K = KNOW**

What do I already know about this topic?

- **W = WILL or WANT**

What do I want to learn about this topic? What will I learn about this topic?

- **L = LEARNED**

What have I learned about this topic after reading?



KWL, KWHL, KWWL Charts (Ogle, 1986)

Variations:

- **H = HOW**

How do I find the information?

- **W = WHERE**

Where do I find the information?



KWL, KWHLKWL, KWHL, KWWL

**Charts can be downloaded
from Literacy Off Ramp.**



Anticipation Guide Strategy

Before, During, and After
reading strategy

Tierney,
Readence, and
Dishner

- **Preparation** – The teacher develops 3-5 statements that are related to the topic.
- Create an anticipation guide to copy and give to students

in [Anticipation Guide Template](#) can be
downloaded from Literacy Off Ramp.



Anticipation Guide Strategy

Pre-Reading Discussion

- Distribute guides and students mark the **Before Reading** Agree/Disagree choices.

As students read, they take notes, **reading with a purpose.**

Tierney,
Readence, and
Dishner



In [Anticipation Guide Template](#) can be
downloaded from Literacy Off Ramp.



Anticipation Guide Strategy

Post-Reading Discussion

- Review original choices to see if thinking has changed:
 - Did we find answers to our questions?
 - What questions do we still have?
 - What information did we learn that we did not anticipate before we read?
 - What have we learned by reading this selection?
 - What was the most interesting, unusual, or surprising information you learned?

Tierney,
Readence, and
Dishner



In [Anticipation Guide Template](#) can be
downloaded from Literacy Off Ramp.



PIC Strategy (Dr. Sharon H. Faber, 2006)

(**P**urpose, **I**mportant Ideas, **C**onnections)

Students focus on the most important information and make predictions and develop questions before reading.

P= What is my **P**urpose for reading?

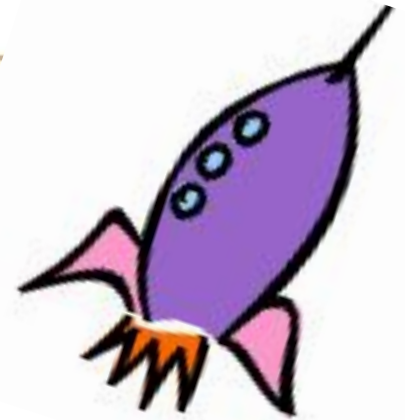
I = How can I tell what are the **I**mportant **I**deas in the text?

C = What do I already know that I use to make a **C**onnection?



\ **PIC Form** can be downloaded from
_literacy Off Ramp.

3-2-1 Strategy (Dr. Sharon H. Faber, 20 Summarizing



- 3** key ideas I found out from reading
- 2** things that were especially interesting or especially hard to understand
- 1** question I still have



\ [3-2-1 Form](#) can be downloaded from
Literacy Off Ramp.

3-2-1 Variation (Dr. Sharon H. Faber, 20



3 differences between
_____ and _____.

2 similarities between
them

1 question I still have

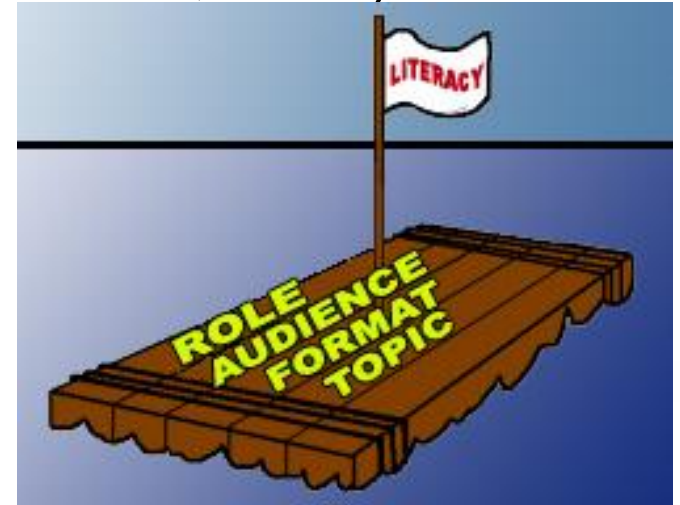


3-2-1 Form can be downloaded from
Literacy Off Ramp.

RAFT (Vandervanter and Adler, 1982)

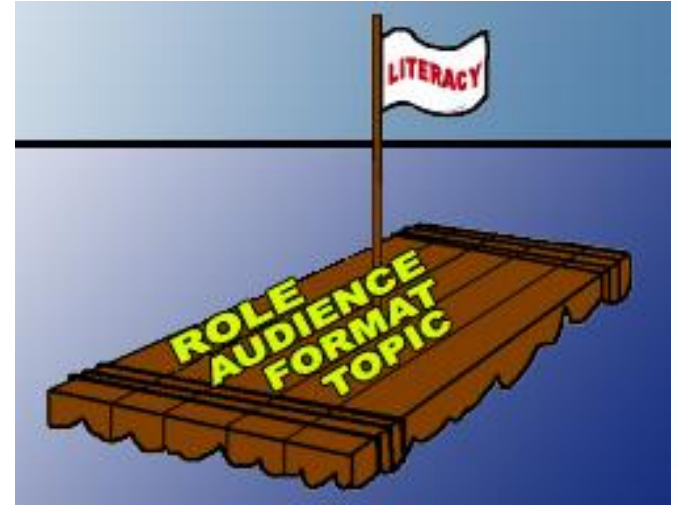
Post-Reading

- **R=Role**
- **A=Audience**
- **F=Format**
- **T=Topic**



RAFT (Vandervanter and Adler, 1982)

- **Role of the writer**
 - Who is the writer?
- **Audience**
 - To whom are you writing?
- **Format**
 - Are you writing to persuade, entertain, inform, describe?
- **Topic**
 - What is your topic?



 [RAFT Worksheet](#) can be downloaded from Literacy Off Ramp.

Column Notes

(Dr. Sharon H. Faber, 2006, based on Cornell Note Taking System)

- Change column headings to fit objectives/material
- Best for cause/effect or compare/contrast skills
- 2-Columns – students fold paper down middle for note taking.



2 Column Notes

(Dr. Sharon H. Faber, 2006, based on Cornell Note Taking System)

2 Column Notes can be made with:

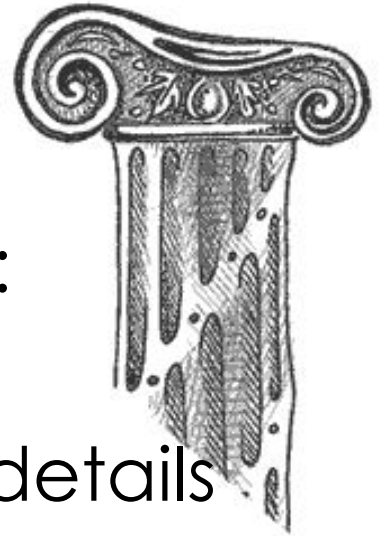
- Main idea – headings – details – explanations
- Cause – effect
- Vocabulary – definitions
- Questions – answers
- Facts – opinions
- Predications – outcomes



2-Column Notes can be downloaded from Literacy Off Ramp.

3 Column Notes

(Dr. Sharon H. Faber, 2006, based on Cornell Note Taking System)



3 Column Notes can be made with:

- Vocabulary – definition- example
- Topic – explanation – supporting details
- Process – procedure – results
- Questions – notes – class discussion
- Cause – effect - explanation



[Column Notes](#) can be downloaded
from Literacy Off Ramp.

QAR Question-Answer-Relationship

(Raphael, 1982, 1986)

A process of finding and supporting answers to questions.

4 Types:

1. Right There – the answer is in a single sentence in the text.



**RIGHT
THERE!**

2. Think and Search – The answer is in the text, but in more than one sentence.



QAR Question-Answer-Relationship

(Raphael, 1982, 1986)

4 Types:

3. Author and You – The answer is not in the text. Reader will use the text and prior knowledge to answer the question.



4. On My Own – The answer is not in the text, but is based solely on the reader's prior knowledge.



[QAR Form](#) can be downloaded from
Literacy Off Ramp.



Visual Reading Guides (Stein, 1978)

Used to preview the text by noting visuals such as maps, charts, graphs pictures, cartoons, etc. that relate to the content.

- **How is the visual related to the text?**
- **Why did the author include the visual?**
- **What does the visual show me?**
- **How can I use the information from the visual to help me understand the text?**
- **Why is the information from the visual important?**

Visual Reading Guide can be

downloaded from Literacy Off Ramp.

Rider & Aide Bookmarks



Mapping (Johnson and Pearson, 1978)

- **Vocabulary Web** (Johnson and Pearson, 1978) is a mapping strategy that builds on students' prior knowledge to lead them toward relationships with new words or terms.

[Vocabulary Web worksheet](#)

- [DISSECT](#) (a word analysis graphic)



Reciprocal Teaching (Palincsar et al., 1984, 1986)

Combines 4 comprehension strategies:

1. Summarizing
2. Questioning
3. Clarifying
4. Predicting

Students are arranged in groups of 4 and given a Reciprocal Teaching worksheet. Students read a section of text and assume a role, either summarizer, questioner, clarifier, or predictor.



Reciprocal Teaching (Palincsar et al.,

1984, 1986) [Reciprocal Teaching worksheet](#)

Students take notes on the worksheet and stop at a given point.

- The summarizer will then give the major points
- The questioner will ask questions about unclear sections
- The clarifier will discuss the confusing parts
- The predictor will guess what will happen next.



80-15-5 Rule

- A new strategy must be taught, modeled, and supervised in order for students to incorporate the strategy.





80-15-5 Rule:

Any one technique works with 80% of students

Okay with 15% of students

And does not work at all with 5% of students.