

READING STRATEGIES

Descriptions with Handouts

- **Knowledge Chart**
- **Fish Pattern**
- **Story Map & Text Map**
- **Two-Column Notes**
- **Word Jar**
- **Vocabulary Frames/Maps**
- **K.I.M. - for vocabulary words**
- **Vocabulary Blocks**
- **Comparison-Contrast Charts**
- **Venn Diagram**
- **Concept of Definition Map**
- **Inquiry Chart**
- **K-W-L**
- **Problem-Solution Chart (All areas as well as behavior)**
- **Questions-Answer Relationships (QARS)**
- **Thesis-Proof**
- **3-2-1**
- **Raft**
- **Summarizing**
- **Opinion-Proof**
- **T-Notes**
- **Discussion Web**
- **Sequential Order**
- **Cause and Effect**

Knowledge Chart

Before reading a text, students fill in the blanks of the chart with the main topic of their reading. Students then briefly list the things they already know about the topic, writing them down in short phrases. After reading the text, students fill the second column with the new facts they learned from their reading.

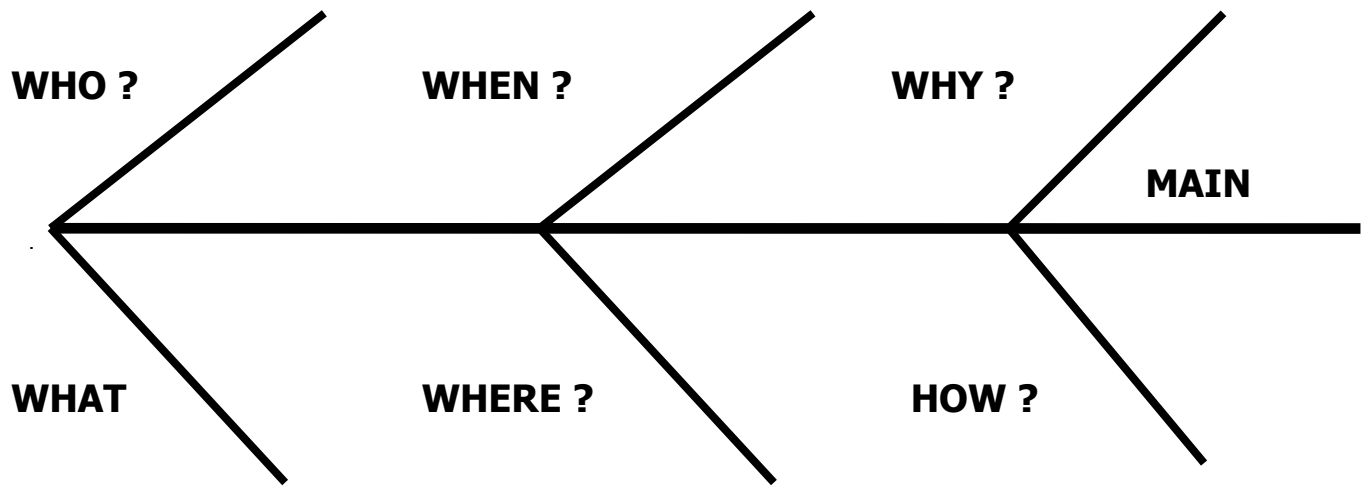
KNOWLEDGE CHART

Main Topic -	
Already Know	New Facts

Fish Pattern

The Fish Pattern is used for synthesizing information after pre-reading, or skimming a chapter. Pre-reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be, and for getting a general ideas of what will be discussed in each reading. When students take the time to pre-read they are better prepared to read and understand the information presented in a text.

Fish Pattern



Story Map & Textbook Map

(All of these can be easily adapted to fit most subject areas)

The story map is a great way to get the main ideas or events of a novel into a usable form on paper. Students write the name of the novel at the top of the page, and the title of each chapter on the top of each box. Then, after reading each chapter, students fill the chapter box with information to remind them of what occurred or was covered in the chapter. Students may write an important word, a statement, a short summary, or draw a picture. Use the story map for textbooks too: Write the name of the chapter at the top, and use a box for each section, labeling them with the section heading found in the text.

This strategy lets us take advantage of a tool that students probably already possess.... Namely, the story maps they've been using in English and Language Arts and Literature for years and years.

When looking at stories and novels, students are often asked to focus on the "elements" of story: setting, characters, plot, and theme, among others.

When we look at historical events, we're interested in the same things.

- Where and when did the event take place?
- Who was involved?
- What was the problem or goal that set events in motion?
- What were the key events?
- How was it resolved?
- And , for theme, so what? What's the universal truth, the reason this matters?

So.... How do these frames and maps work??????

1. Characters: Who are the people who were involved in this? Which ones played major roles, and which ones were minor?
2. Setting: Where and when did this event take place? Over what period of time?
3. Plot: This section is broken into 3 parts:
 - Problem/Goal: What set events in motion? What problem arose, or what were the key players after?
 - Events/Episodes: This is to get students to focus on summarizing.... They focus on the key steps or events that capture the progress of the situation.
 - Resolution/Outcome: How was the problem solved? Was the goal attained?
 - Theme: The "so what" of a history frame or story map. You might think of it as the universal truth or revelation, the larger meaning or

importance, the moral, the "what we've learned from this," and so on.
The theme could be divided into 2 components:

- *a universal truth

- *a personal truth

STORY MAP

Title of Chapter One _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

Title of Chapter Two _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

Title of Chapter Three _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

Title of Chapter Four _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

TEXT MAP

Title of Chapter One _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

Title of Chapter Two _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

Title of Chapter Three _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

Title of Chapter Four _____

In this box, to remember the main points of this chapter:

- Draw a picture
- Write a few words of summary
- Write a statement

Links to Charts and Information

Click here for the [Guide for Cross-Disciplinary Application](#) information (also available as hard copy in the Teacher Tools Manual).

Click here for the [Framed Character/Plot Chart](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Event/Story Pyramid Chart](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Story Map Chart](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [History Frame Chart](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Sample Category Headings Chart](#) (also available as hard copy in the Teacher Tools Manual).

Two-Column Notes

Two-Column notes are a terrific way to teach students to create organized notes that can be used as a study tool later. This type of note taking can be used both when reading textbooks and when taking notes from a lecture on any subject.

Students create two-column notes by folding each piece of notebook paper so the right edge is lined up with the left lined margin. This leaves a smaller side on the left and more room for notes and sketches on the right. Key ideas are written on the left of the margin with explanations on the right. Once the notes have been written, students can fold the right side of the paper back over to the left margin, leaving only the key words on the left exposed. Students can then study for tests alone, defining the terms and then lifting the right side of the page to check their answers.

Hints for Two-Column Notes:

- Include the title and the date
- List main ideas, topics and key words on the left
- List information and /or subtopics on the right
- Indent subtopics and leave plenty of extra space
- Use only words and phrases
- Use abbreviations when appropriate
- Make notes neat and complete

TWO-COLUMN NOTES

10/23/01	Title: Maps
A map	<ul style="list-style-type: none">• - picture of an area<ul style="list-style-type: none">- shows where things are located- uses special marks and symbols • design depends on purpose
Political map	<ul style="list-style-type: none">• shows earth divided into countries, state<ul style="list-style-type: none">- indicates capitals and major cities • uses different sizes of type for rivers, lakes, cities, etc.

TWO-COLUMN NOTES

	Title:

Word Jar

The following is written on a strip of paper and then added to the Word Jar.

1. Word
2. Name of book and page number
3. Sentence in which the word was used
4. Dictionary definition
5. Student's name

At the end of class, a word is chosen from the Word Jar and read. Students try to guess the meaning of the word (excluding the student who contributed the word). The word is then read in context, the dictionary definition is given, and the word is added to the Word Wall.

Vocabulary Frames/Maps

Vocabulary Frames are a flashcard method for learning new vocabulary. Do not use Vocabulary Frames for every new vocabulary word encountered. **Words that introduce new concepts are best used with Vocabulary Frames.**

Top Right Corner: Write the word's definition

Top Left Corner: Write the word's opposite and cross it out

Lower Left Corner: Write a silly sentence that uses the
Definition of the word

Lower Right Corner: Draw a graphic to help you visualize the
Concept

In the Center: Write the word

Click here for [Vocabulary Word Map](#) Chart and Vocabulary Word Map [Version II](#) (also available as hard copy in the Teacher Tools Manual).

Vocabulary Frame

Antonym	Definition
Silly sentence with definition of word	Graphic/Picture

Word

K.I.M - for vocabulary words and new ideas

Write the term or key idea (K) in the left column (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.

The Key idea may be a new vocabulary word, or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new key ideas.

K.I.M. – for vocabulary words and new ideas

K Key Idea	I Information	M Memory Clue
1. drought	Little or no rain over a period of time	
2. coup	Takeover of government by military	
3. sovereignty	Political independence	

K.I.M. – for vocabulary words and new ideas

K Key Idea	I Information	M Memory Clue

Vocabulary Blocks

Vocabulary Blocks work much like K.I.M. and Vocabulary Frames. Students receive a piece of paper with several blocks on it. Their vocabulary words go in the upper left corner of each block, with a short definition in the box directly below. In the upper right-hand corner goes an antonym of the vocabulary word, and in the lower right-hand corner, a drawing of the definition of the word.

Try taking each student's drawing and photocopying them onto a new piece of paper to test students. Give them the photocopied pictures with a list of the words and students must match each drawing with its corresponding word.

VOCABULARY BLOCKS

Gaunt	Fat
Thin and Bony	

Perseverance	Cessation
Persistent effort	

Tumult	Quiet
Noisy Commotion	

Solicit	Indifference
To seek, to beg	

VOCABULARY BLOCKS

Comparison-Contrast Charts

Comparison-contrast charts do just about what you'd expect them to with a name like that - they're useful for looking at 2 quantities and determining what ways they are similar and in what ways they are different.

1. Look at the similarities
2. Consider the differences (indicate what criteria you are drawing out dissimilarities)

Click here for the [Compare and Contrast Diagram](#) (also available as hard copy in the Teacher Tools Manual).

Venn Diagram

This “comparison-contrast” chart is more well-known. It is useful as long as we keep in mind that the real value of a Venn is in the DOING of it... they work best when we have students, not teachers, determining what the relevant similarities and differences are between 2 or 3 concepts, people, places or ideas.

Click here for the [Venn Diagram for Two Items](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Venn Diagram for Three Items](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Venn Diagram and Summary Paragraph](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Venn Diagram Variation](#) (also available as hard copy in the Teacher Tools Manual).

Concept of Definition Map

The best way for students to comprehend a new vocabulary term is for them to experience it. A concept definition map helps broaden their experience of new words. Concept maps consider words in light of 3 properties or attributes:

- Category - What is it?
- Properties - What is it like?
- Illustrations - What are some examples?

Click here for the [Concept of Definition Map](#) (also available as hard copy in the Teacher Tools Manual).

Inquiry Chart

I-Charts were developed by James V. Hoffman, based on the work of McKenzie, Ogle, and others. I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in several sources.

How does it work? On a given topic, you'll have several questions to explore. These are found at the top of each column. The rows are for recording, in summary form, the information you think you already know and the key ideas pulled from several different sources of information. The final row gives you a chance to pull together the ideas into a general summary. It's at this time you'll also resolve competing ideas found in the separate sources or, even better, develop new questions to explore based on any conflicting or incomplete information.

I-Charts can be modified to meet the needs of your students. A new row at the bottom to list new questions is a good idea.

Click here for the [Inquiry Chart](#) (also available as hard copy in the Teacher Tools Manual).

INQUIRY CHART

	Question Area 1	Question Area 2	Question Area 3	Question Area 4
What I think				
Source #1				
Source #2				
Source #3				
Summary				

K-W-L

K-W-L is the creation of Donna Ogle and is a 3-column chart that helps capture the Before, During and After components of reading a text selection.

- K stands for Know - What do I already know about this topic?
 - W stands for Will or Want - What do I think I will learn about this topic?
What do I want to know about this topic?
 - L stands for Learn - What have I learned about this topic?
1. Before reading, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
 2. Then have students predict what they might learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set their purpose for reading and focuses their attention on key ideas.
 3. Alternatively, you might have students put in the middle column what they want to learn about the topic.
 4. After reading, students should fill in their new knowledge gained from reading the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually read anything. **This is the stage of metacognition: did they get it or not?**

Click here for the [KWL \(Modified\) Chart](#) (also available as hard copy in the Teacher Tools Manual).

K-W-L

W

**What Do I Think I Will Learn?
Or
What Do I Want To Know?**

K

What Do I Already Know?

L

What Have I Learned?

K-W-L PLUS

Description: K-W-L PLUS is designed to foster active reading of expository text. The basic three steps of: **K** - What do I already *know?*, **W** - What do I *want* to know?, and **L** - What did I *learn?* The "plus" is the extension or connection of the learning. KWL provides a structure for activating and building prior knowledge, for eliciting student input when established purposes for reading, and for personalizing the summarization of what is learned. It is a method that students can use independently and master in various settings. The process mirrors what good readers should always do. A complete KWL chart can help students reflect and evaluate their learning experiences as well as serve as a useful assessment tool for teachers. The key to this strategy is using the KWL organizer.

Step-by-Step

1. Identify ideas and concepts that students must get from a reading assignment and structure the lesson to ensure that students are led to an understanding of these points.
2. Introduce the KWL and model how to use it with a new topic or reading assignment.
3. Individually, in pairs or in small groups, students brainstorm what they already know about the KWL PLUS topic. Emphasize the tentative nature of what we remember by encouraging reluctant students to try to remember what they think they know.
4. The information is recorded and displayed for the whole class. During class discussion, model how to organize and categorize information.
5. Lead the class into the next phase where students generate a list of what else they want to learn or questions they want answered. Continue to

demonstrate how to organize and categorize their responses and how to use this information to set purposes for their reading.

6. Students read with the purpose of discovering the information to answer their questions or to verify their knowledge. They record what they learned in the **L** column.
7. Record and display information gained after reading, modeling how to reflect upon the entire learning experience.
8. Encourage students to decide what other information they would like to know about the topic and discuss why they are interested in this information.

Extensions

The PLUS

- Change the **W** to or just add **N** as a category to let students think about what they **need** to **Know**. Or simply use the need category to let students know what will be tested.
- Add an **H** - **KWHL**. **How** am I going to **Learn** (research or investigate)?
- Add another **L** or **S** - **KWLL** or **KWLS**. What do I **Still** want to **Learn**?
- Add a **U** - **KWLU**. How can I **Use** (apply) this information?

K	W	L	+
Topic:			
What do you KNOW about the topic?	What do you WANT to know about the topic?	What did you LEARN about the topic?	What did you STILL want to learn about the Topic?

K

What facts do I KNOW from the information in the problem?

N

Which information, if any do I NOT need?

W

WHAT does the problem ask me to find?

S

What STRATEGY - operation - tools will I use to solve the problem?

--	--	--	--

Problem-Solution Chart - (All areas as well as behavior)

1. Students will first identify a problem
2. List the effects or consequences of that problem
3. Students brainstorm possible causes of the problem
4. Students list solutions to the problem

Click here for the [Problem Solution Chart](#) (also available as hard copy in the Teacher Tool Manual).

Question-Answer Relationships (QARs)

QARs help students realize that the answers they seek are related to the type of question that is asked: it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for:

There are 4 QARs:

1. **Right there** - answers are usually contained in a single sentence, and the words used to create the sentence are often also in that one sentence.
2. **Think and Search** - The answer is in the text, but you might have to look in several different sentences to find it.
3. **Author and You** - The answer is not in the text, but you still need information the author has given you, combined with what you already know, in order to respond to this type of question.
4. **On My Own** - The answer is not in the text, and in fact you don't have to read to text to be able to answer it.

Click here for the [Question Answer Relationship Chart](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [QAR Concept Map](#) (also available as hard copy in the Teacher Tools Manual).

Question-Answer Relationships

The sun was setting, and as the senator gazed out his office window, he could see the silhouettes of some of the unique buildings and monuments of Washington, D.C. Directly in front of him at the other end of the National Mall, the stark obelisk of the Washington Monument thrust dramatically skyward, its red warning lights blinking in the approaching dusk. Although he couldn't quite see it, he knew that beyond the Washington Monument and the reflecting pool just past it, a huge statue of Abraham Lincoln sat thoughtfully in the Lincoln Memorial.

The senator was worried. A bill was before the Congress, called Safe Surfing for Safer Schools, that would deny federal education dollars to states that didn't have laws against internet pornography on their books. He was concerned about kids having access to dirty pictures, and even more concerned about internet predators having access to kids. But he also believed strongly in the right of people to freely access information, even if it meant sometimes children might be exposed to adult materials. And it seemed dangerous to take money away from schools, where the need was desperate, if state legislatures balked at this federal pressure on them.

His constituents had let him know in no uncertain terms that they supported strict standards of decency on the internet. He knew if he didn't support the bill, his next election opponent would paint him as pro-pornography, and anti-child. But he didn't want anything to get in the way of providing monetary support to schools through federal grants.

The unique spires of the original Smithsonian Institution were getting harder to see, but there was still a faint gleam on the green dome of the Museum of Natural History. What was the right thing to do?

Right There	What legislation is the senator worried about?
Think and Search	What are some of the buildings and monuments the senator could see out his office window?
Author and You	Whom does this senator remind you of and why?
On My Own	What's a tough decision you've had to make?

Thesis-Proof

To help gather and sort information, and then to make sense of it, students can complete a Thesis-Proof chart. A Thesis-Proof chart is used to help identify and record the supporting ideas that are found in the process of research. It can be a tool for gathering evidence to support a single thesis, or (as it is shown here) it can be used to look at competing sides of a single thesis.

To do a Thesis- Proof activity, write the guiding question at the top, converted into a thesis statement. As you conduct research, you'll jot down the key ideas from the various sources, making certain they fall either under supporting or opposing your thesis.

Click here for the [Thesis - Proof Chart](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Thesis - Proof Summary Chart](#) (also available as hard copy in the Teacher Tools Manual).

3-2-1

The idea is to give students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Often teachers use this strategy in place of the usual worksheet questions on a chapter reading, and when students come to class the next day, you're able to use their responses to construct an organized outline, to plot on a Venn diagram, to identify sequence, or isolate cause and effect. The students are into it because the discussion is based on the ideas that they found, that they addressed, that they brought to class. Depending on what you're teaching, you can modify the 3-2-1 anyway you want.

Click here for the [3-2-1 Chart](#) (also available as hard copy in the Teacher Tools Manual).

RAFT

RAFT Papers are simply a way to think about the 4 main things that all writers have to consider:

- Role of the writer - Who are you as a writer? Are you Abraham Lincoln? A warrior? A homeless person?
- Audience - To whom are you writing? A friend? A local bank?
- Format - What form will the writing take? Is it a letter? A classified ad? A speech? A poem?
- Topic - What's the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

RAFT papers give students a fresh way to think about approaching their writing. They occupy a nice middle ground between standard, dry essays and free-for-all creative writing. RAFT papers combine the best of both. They can also be the way to bring students' understanding of main ideas, organization, elaboration, and coherence... in other words, the criteria by which compositions are most commonly judged.

***See William Dollar Memorandum**

Click here for the [Raft Paper Chart](#) (also available as hard copy in the Teacher Tools Manual).

Click here for the [Raft Composition Criteria](#) (also available as hard copy in the Teacher Tools Manual).

William Dollar

U.S. Mint/Bureau of Engraving

Memorandum

Plead for Time Off

TO: Personnel Director
FROM: William Dollar
DATE: April xx, 19xx
RE: Request for Vacation

My name is Dollar, Bill Dollar. I've been on the job for the last twelve months without a break, and I am writing to request a two-week vacation. In considering my request, I think it's essential that you understand exactly how much work we dollar bills have to do during our time of service for the United States Treasury. One-dollar bills are the more prevalent, most used, and most abused of all the paper currency. Our life expectancy is only about 18 months. By comparison, the average \$100 bill has been in circulation around nine years!

My journey through the many hands that hold me begins after I leave the Bureau of Engraving and Printing and get sent out to a Federal Reserve Bank. I was shipped to Richmond, Virginia, although I could have been sent to any one of the 12 Federal Reserve Banks located throughout the country. While it's nice to travel and see the country, that first trip involves being bundled in currency "bricks" and chunked into armored trucks...no daylight or sunshine for us there! Then we get sent to regular banks when they need to increase the cash they have on hand for their customers. So while it seems like our job is pretty easy to start with, let me assure you it gets much worse from there.

In my case, I went out of our bank with a whole lot of other bills to become part of the day-laborer payroll of a construction company. It turns out there's a lot of house-building going on in the fast-growing Research Triangle area of North Carolina, and a lot of temporary help is hired on that has to be paid at the end of each day. I was paid out to a guy who'd been hauling sand all day to the cement mixers. On his way home, he stopped by the Better Burger place for a buffalo burger and fries, and I ended up going into the cash register there. When they were closing up that evening, the manager divided up tip money among the wait staff, and I was off again.

I went into this very nice woman's purse, but I didn't stay there long. In fact, I didn't stay any place too long; I was in and out of cash registers, fed into soft drink machines, passed back and forth between husbands and wives and kids, folded into swans and other strange shapes at late-night dinner tables, crumpled up and wadded into jeans pockets, and even washed a few times in laundromats.

But I know how crucial we are: employers use us to pay their workers, and the workers use us to buy food and medicines and clothes and gas, and then we're used to pay the people who work in the grocery and drug stores, the malls, and the gas stations. Then those people use us all over again to pay not only for goods but also for services like haircuts and car washes.

It is true that in some ways my life is easier than it was for dollar bills that came before me, because people use checks, credit cards, debit cards, and other electronic transfers more and more all the time. But there will always be a need for good old hard cash like me. It's just that I'm awfully tired from all my travels, and I may only have another year at the most left in me before I'm recalled, retired, and shredded into thousands of tiny pieces. I'd like to have time to recover from all this wear and tear so that I can keep on circulating until I'm in no condition to continue. Will you consider my request?

Sincerely,

William P. Dollar

Role

Audience

Format

Topic

Summarizing

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form", it's the distillation, condensation, or reduction of a larger work into its primary source.

When we summarize, we strip away extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and crucial details necessary for supporting them.

This is what **USUALLY** happens when students summarize:

- They write down everything
- They write down next to nothing
- They give me complete sentences
- They write way too much
- They don't write enough
- They copy word for word

This is what you **want** them to do:

- Pull out the main ideas
- Focus on key details
- Use key words and phrases
- Break down the larger ideas
- Write only enough to convey the gist
- Take succinct but complete notes

WARNING!!!! Summarizing is one of the hardest strategies to get students to grasp. You have to **repeatedly model it** and give your students ample time and opportunities to practice it. But it is such a valuable strategy and competency. Can you imagine your students succeeding in school without being able to break down content into manageable small succinct pieces? We ask students to summarize all the time, *but we're terrible about teaching them good ways to do this!*

Here's a few ideas!!!!

1. After students have used "selective underlining" on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
2. Have students write successively and relevant information remains: They can start off with half a page; then try to get it down to 2 paragraphs; then one paragraph; then 2 or 3 sentences; and ultimately a single sentence.
3. Teach students to go with the newspaper mantr: have them use the key words or phrases to identify only - who, what , when, where, why and how.
4. Take articles from the newspaper and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the "headless" stories.
5. **SUM IT UP!!** Have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend "so much." For instance, if you say them have \$2 to spend, then that means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing. Consider setting this up as a learning station, with articles in a folder that they can practice on whenever they finish their work early or have time when other students are still working.

Click here for [Sum It Up Instructions](#) (also available as hard copy in the Teacher Tools Manual).

Click here for [Sum It Up Sheet](#) (also available as hard copy in the Teacher Tools Manual).

Opinion - Proof

It's designed to take the power of student's own opinions about their content and harness them as tools of learning.

Whatever opinion the teacher assigns or which students choose themselves is written in the left column. Then, support for that opinion is culled from the text, video, newspaper, story or other source of content. Students can then use their Opinion-Proof charts to write persuasive essay, compose an editorial suitable for a newspaper, or to prepare themselves for a classroom debate, among other things.

Strategies for Reading Comprehension

Opinion-Proof

What Is Opinion-Proof?

Opinion-Proof is a particular application of column notes. It's designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied (or based on research that a student has done).

How Does It Work?

Two columns are set up for the basic Opinion-Proof chart. Label the left column "Opinion". Label the right column "Proof". Whatever opinion the teacher assigns or which students choose themselves is written in the left column. Then, support for that opinion is culled from the text, video, newspaper, story, or other source of content. Students can then use their Opinion-Proof charts to write a persuasive essay, compose an editorial suitable for a newspaper, or to prepare themselves for a classroom debate, among other things.

What Does an Opinion-Proof Chart Look Like?

Imagine using the following as a pre-writing activity for a persuasive essay.

Opinion-Proof	
OPINION	PROOF
President Truman was justified in resorting to the use of the atomic bomb in the final days of World War II.	<ul style="list-style-type: none">• The Japanese government and military had committed to fight to the last man.• The alternative to atomic bombing was an invasion of Japan, which would have resulted in enormous numbers of casualties among U.S. troops.• The United States was in a race to develop atomic weapons and had no idea whether or if the Japanese were also developing their own weapons of mass destruction.• A continuation of the war indefinitely would cost untold thousands of military and civilian deaths on both sides of the fighting.• A continuation of the war indefinitely would continue to drain the resources of the United States and the other Allied Powers.• A continuation of the war indefinitely would further delay efforts to rebuild the war-torn nations.

[Click here for a printable Opinion Proof Chart](#) (Hard copy available in the Teacher Tools Manual).

T-Notes

T-Notes provide students an organized method of note taking while listening or reading.

1. Generally, students divide a sheet of notebook paper in half.
2. While listening or reading, students record words or key points in the left columns.
3. In the right column, students record definitions or explanations of key points.

This is beneficial when time to review for exams and quizzes. Students may fold their papers to hide the right column. Then either mentally or by using an additional sheet, students may quiz themselves and check their answers.

T-NOTES

Words for Key Points	Definition or Explanation

Discussion Web

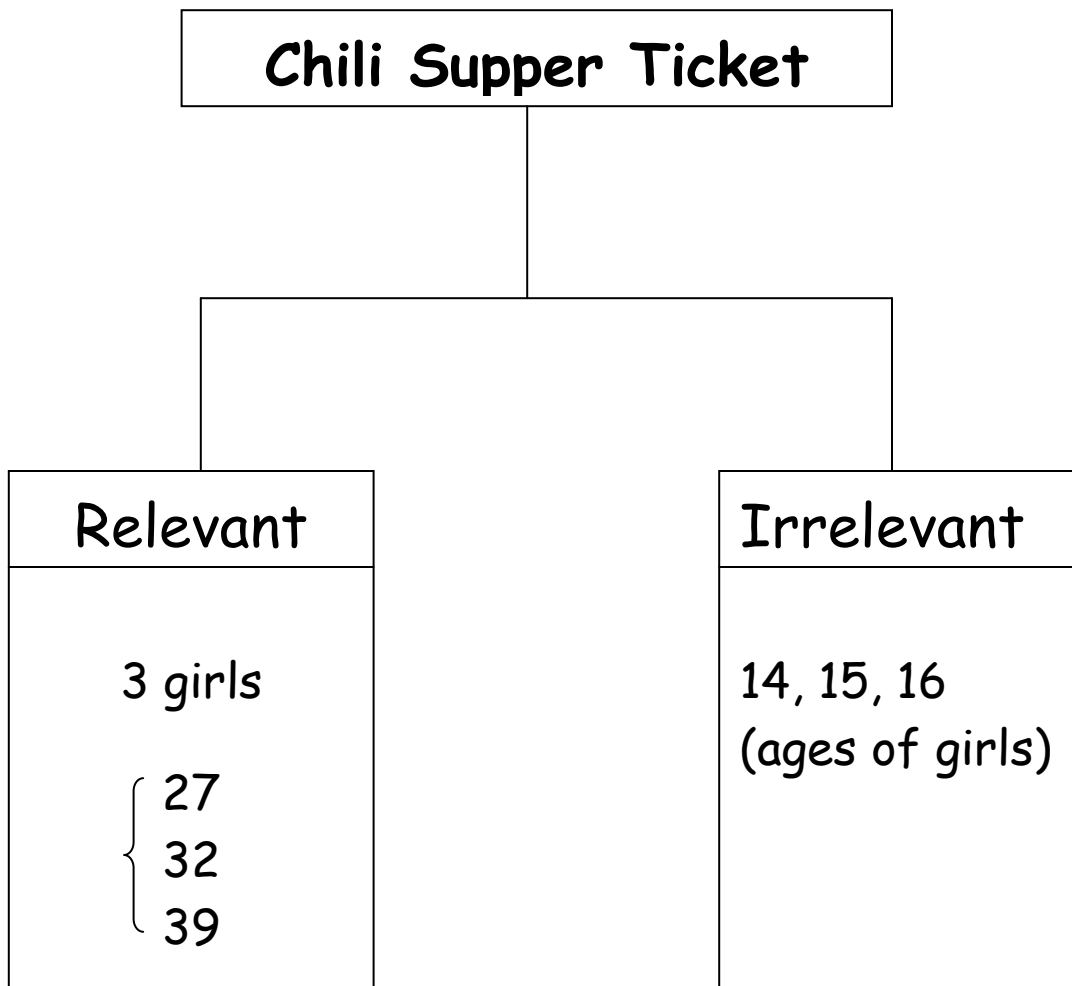
The discussion web is an organizer that allows students to look at both sides of an issue before making a decision based on evidence.

1. Choose a selection that has potential for opposing viewpoints.
2. A transparency of the Discussion Web to be used for class review is helpful. A question should be posed and written on the web.
3. Students working with a partner can brainstorm at least 3 responses to the question that has been posed.
4. Pair one set of partners with another set of partners for the purpose of comparing their reasons. Working toward consensus is the goal. This can then be written in the box at the bottom of the page.
5. Each group needs to select a spokesperson to report to the whole class.

MATH

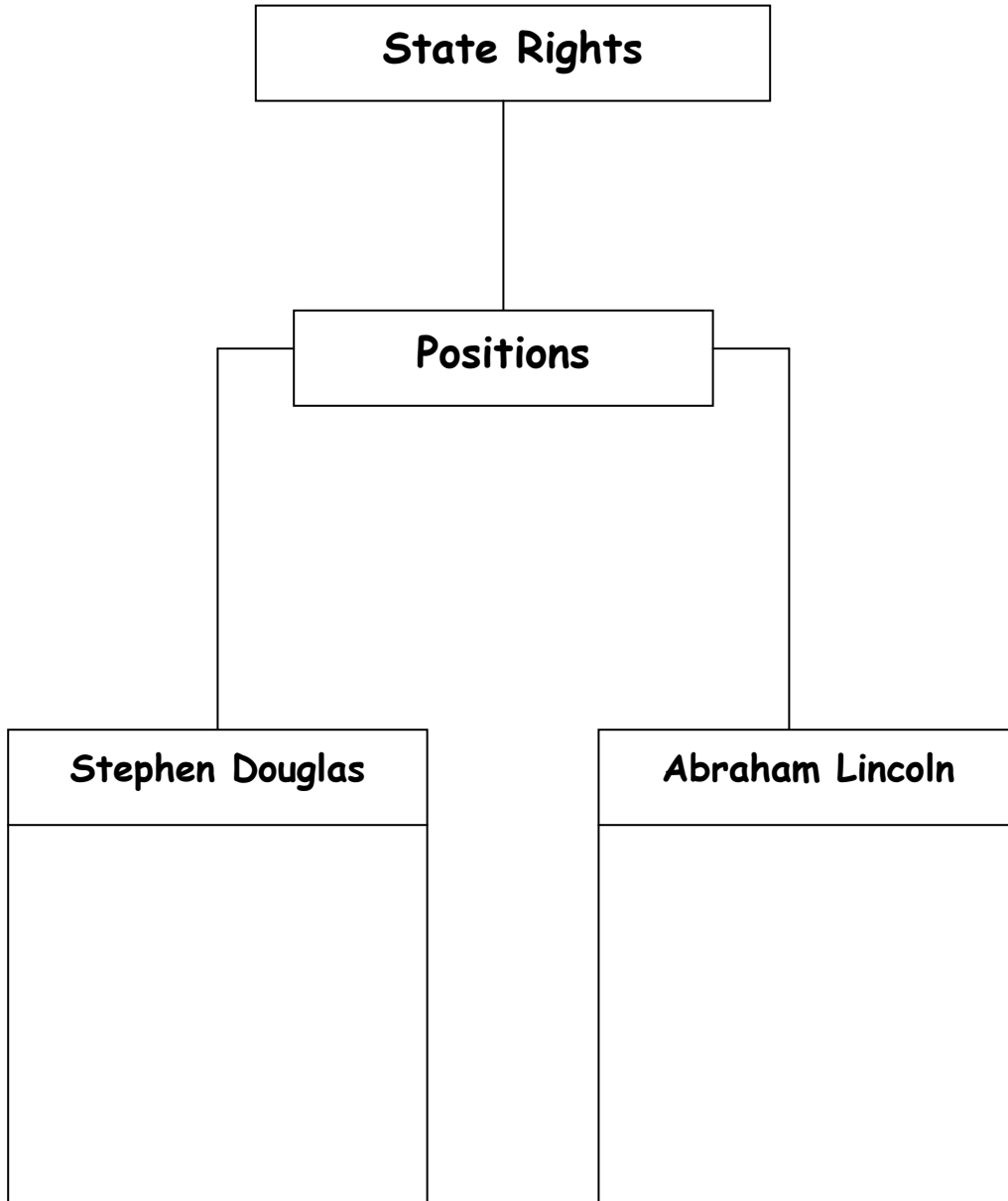
Description: In mathematics, students can be asked to determine information as relevant or irrelevant in an effort to focus on necessary information to solve the problem.

Lisa was 14. Diane was 15. Sara was 16. The three girls reported their classes' results for the Chili Supper tickets drive. Lisa's class sold 27 tickets. Diane's class sold 32 tickets and Sarah's class sold 39 tickets. What was the average number of items collected for the Chili Supper contest?



SOCIAL STUDIES

Historical issues can be explored by revising the Discussion Web.



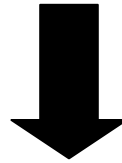
Sequential Order

A sequential organizer is one kind of graphic organizer which provides scaffolded instructional sequence. This helps students organize information in text, as well as other printed material assigned in the classroom.

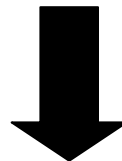
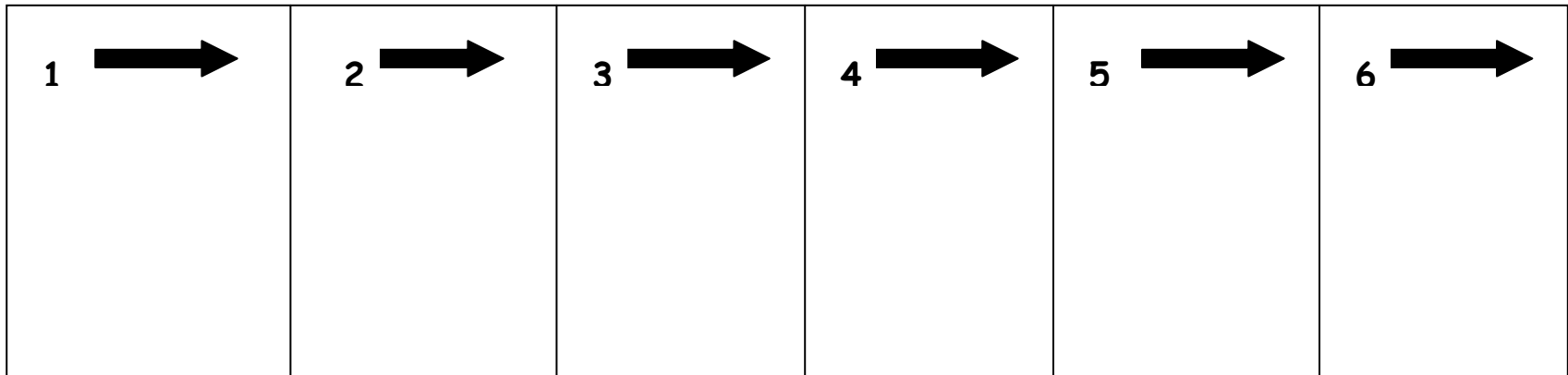
1. At the top identify the topic.
2. In each box list the order of events sequentially.
3. Write a main idea statement in the box at the bottom of the organizer.

SEQUENTIAL ORGANIZER

Topic



Sequence



Main Idea Statement

Cause and Effect

The Cause and Effect Graphic Structure is a visual representation of what happened and why.

1. Using the graphic organizer students begin with the first box, write what happened and why.
2. In the second box they tell what happened (and why) as a result of the events of the first box.
3. This continues throughout the reading to show the relationships of the various events.

CAUSE AND EFFECT GRAPHIC STRUCTURE

