Maximizing Student Engagement

Maximize student engagement by using a variety of strategies and approaches that encourage students to actively participate and respond during instruction, practice, and review.

During reading instruction and practice, help students focus on important steps of strategies and critical concepts.

Support students in their reading development by creating classroom environments that instill a desire to read, such as book-rich classrooms, opportunities for choice, and sharing and interacting with others.

Alternate methods of response to maximize student engagement and increase motivation:

- Provide clear instructions.
- Model procedures to ensure students understand.
- Keep up an active pace to maintain attention.
- On response-card activities, provide immediate feedback if a number of students are making errors.

Think-pair-share: Have students sit in pairs as you present information to the class. Pose a problem or question. Students individually think of an answer, discuss it with their partner, and come to agreement on their answer. Ask pairs to share their answer with the whole group.

Turn-to-your-neighbor: After listening to a student make a presentation of a book or a piece of writing, students turn to their neighbor and tell one idea they liked. They can also tell one question they would like to ask the presenter.

Response cards: Cards, signs, or items (such as chalkboards or dry-erase boards) for students to hold up simultaneously to show their answer to questions or problems.

Response cards increase active student participation because every student responds to all questions. Students learn from each other. Ask for frequent and immediate feedback from students.

Preprinted Response Cards: Cards are made with the answers already printed on them. Students choose and hold up the card with the correct answer. These can include simple content such as cards with just yes/no options or more varied content such as vowel letters, word cards, or concept cards.

Example: Students have cards with easily confused high-frequency words: where, were, why, who, and how. The teacher says, “Hold up were.”

Pinch cards: Preprinted cards with multiple answers on one card. Students hold up the card with their thumb and forefinger pinching the part of the card that displays the correct answer. Clothespins can also be used as pinching tools.

Example: Students have a card with the vowel letters. The teacher says, “What letter makes the /e/ sound?”
Write-on response cards: Students write their answers to each question on blank cards or boards. Answers can be erased from one question to the next.

Example: The teacher says, “Write a word in the -ink family.”

Alternate methods of reading text:

- Partner reading: Students are paired and read with a partner.
- Choral reading: Students read in unison with or without the teacher. This approach has many options that students enjoy:
  - Refrains: One student or group reads the main verses, and the others read the refrain.
  - Lines: Each student or group reads one line until the whole selection has been read.
  - Dialogue: Two students or groups alternate reading dialogue.
  - Echo reading: The teacher or a student reads a line of text, and another student or group repeats the line.

Use a variety of graphic organizers:

Help students focus, organize, comprehend, and synthesize information.
Provide a concrete tool to represent ideas and their relationships.

Some different types of graphic organizers include:

- Webs
- K-W-L charts
- Story Maps
- Venn diagrams
- Timelines

Selecting Books for Read-Alouds

Consider the following criteria when selecting books for read-aloud sessions:

• Include stories and books that represent a variety of subjects, genres, and levels of difficulty, such as stories with intriguing plots and informational books that stimulate inquiry and discussion.

• Choose books that are personal favorites, books that other second grade classes have loved, and children’s classics. Favorite texts may be reread many times.

• Choose books that provide a context for building and extending students’ language through elaborate ideas, new vocabulary, and more sophisticated syntax.

• Include books that reflect our diverse society through a variety of experiences, cultures, and role models. Help students identify with the characters and settings of the books read aloud.

• Select new books for read-alouds, not just new in publication date but new in the sense of originality. Look for books that contain unique presentation styles, formats, illustrations, or perspectives.

• Select books that help students make connections across the curriculum. Relate read-alouds to topics in social studies, science, and math as well as to curricular themes or units of study.

• Read different books by the same author. As students become familiar with an author’s style and characters, they begin to recognize patterns. The recognition of patterns can be used as a springboard for predicting or comparing and contrasting.

Selecting Multicultural Books

Consider the following criteria when selecting multicultural literature.

- Does the book or story represent a wide range of diversity that is characteristic of our society and the world?
- Does the book or story accurately reflect different groups and their cultures: e.g., African Americans, Asian Americans, American Indians, and Latinos?
- Does the book or story address the diversity of the students in your classroom? Does it create realistic, positive images of your students and their families, community, and culture?
- Does the book or story offer varying perspectives and add a distinctive view of the world? Does the book affect change in the way young readers view the world?
- Does the book or story encourage an appreciation and respect for diversity both within and across social groups?
- Is the book or story enjoyable in both its unity and variety? Does the book or story contain lively language, aesthetically appealing artwork, and illustrations that complement and extend the text?
- Is the book credible in its representation of different groups? Are groups depicted as bicultural: leading lives that are fairly indistinguishable from those of other Americans, but at the same time maintaining distinctive ethnic cultural patterns? Are the illustrations the only indication that the book is multicultural? (The race or color of the characters is only evident from the illustrations and does not play a part in the plot.)
- Are the characters depicted accurately in their physical appearance, behaviors, attitudes, values, language, beliefs, and way of life?
- Does the book or story help correct misconceptions and eliminate stereotypical thinking? Does the book or story perpetuate long-standing stereotypes? Are characters portrayed as stereotypes visually and/or verbally?
- Is the book or story about diverse groups and cultures that have historically been distorted, patronized, or excluded from the curriculum and from literary genres?
- Does the book or story include background knowledge and explanatory notes in a preface or afterword about the author and literary traditions of a particular group or culture?
- Does the book present a preferred, familiar view of the world? Is the book relevant to today’s world or is it only of historical interest?
- Does the book or story promote critical discussion and prompt students to ask questions about their heritage and past, who they are today, and their future? Does the book or story offer opportunities to examine critically the values, attitudes, and points of view it appears to convey and promote?

## Literary and Informational Texts

Listening to and reading both types of texts helps students:

- comprehend a variety of written materials
- build and extend background knowledge
- develop vocabulary
- make connections to real-life experiences
- learn how different texts are organized and written
- distinguish different genres

<table>
<thead>
<tr>
<th>Literary Texts</th>
<th>Informational Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include fiction, drama, poetry, and literary nonfiction</td>
<td>Include expository texts—texts that tell about something</td>
</tr>
<tr>
<td>Include literary elements such as sensory language and imagery</td>
<td>Include procedural texts—texts that instruct readers on how to do something</td>
</tr>
<tr>
<td>May include narrative elements such as theme, plot, characters, and setting</td>
<td></td>
</tr>
</tbody>
</table>
Different Types of Informational Texts

Here are some common ways that informational texts are organized. Use the prompts and key words to tell which organization a writer is using.

<table>
<thead>
<tr>
<th>Types</th>
<th>Prompts</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expository</td>
<td>Does the text tell about something?</td>
<td></td>
</tr>
<tr>
<td>Procedural</td>
<td>Does the text tell how to do something or make something?</td>
<td>first, second, next, then, finally</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>Does the text give reasons for why something happens?</td>
<td>because, then, so, therefore, for this reason, results, since, reasons, effects, consequences, in order, thus</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>Does the text state a problem and offer solutions to the problem?</td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>Does the text show how two things are alike or different?</td>
<td>same, similar, although, however, on the other hand, but, yet, still, rather, than, instead of</td>
</tr>
</tbody>
</table>
Textos Literarios y Textos Informativos

Escuchar y leer estos dos tipos de textos ayuda a los estudiantes a:
• Comprender una variedad de escritos
• Desarrollar y extender el conocimiento previo
• Ampliar el vocabulario
• Hacer conexiones con experiencias de la vida real
• Aprender como diferentes textos están organizados y escritos
• Distinguir entre diferente géneros

<table>
<thead>
<tr>
<th>Textos Literarios</th>
<th>Textos Informativos</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incluyen ficción, drama, poesía y escritos de no-ficción</td>
<td>• Incluyen textos expositivos – textos que presentan información sobre algo</td>
</tr>
<tr>
<td>• Incluyen elementos literarios como uso de imágenes y lenguaje sensorial</td>
<td>• Incluyen textos de procedimientos – textos que explican a los lectores cómo hacer algo</td>
</tr>
<tr>
<td>• Pueden incluir elementos narrativos como tema, argumento, personajes y escenario</td>
<td></td>
</tr>
</tbody>
</table>
### Diferentes Tipos de Textos Informativos

A continuación se presentan varias maneras en las que los textos informativos pueden estar organizados. Utilice las pistas y palabras claves para ayudar a los estudiantes a identificar la organización que el escritor está utilizando.

<table>
<thead>
<tr>
<th>Tipos</th>
<th>Pistas</th>
<th>Palabras Clave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expositivos</td>
<td>¿Presenta el texto información sobre algo?</td>
<td></td>
</tr>
<tr>
<td>De Procedimientos</td>
<td>¿Explica el texto cómo hacer algo?</td>
<td>Primero, segundo, siguiente, entonces, finalmente</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organización</th>
<th>Pistas</th>
<th>Palabras Clave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causa/Efecto</td>
<td>¿Presenta el texto razones por las cuales sucedió algo?</td>
<td>Porque, entonces, por lo tanto, en consecuencia, por esta razón, resultados, efecto, por eso</td>
</tr>
<tr>
<td>Problema/Solución</td>
<td>¿Presenta el texto un problema y ofrece soluciones para ese problema?</td>
<td></td>
</tr>
<tr>
<td>Comparar/Contrastar</td>
<td>¿Explica el texto cómo dos cosas son iguales o diferentes?</td>
<td>Igual, similar, diferente, sin embargo, por otro lado, aún, en vez de, pero</td>
</tr>
</tbody>
</table>
Narrative Cards

Narrative text tells a story. Cue cards can be used selectively during teacher read alouds. Later, as students begin to read independently or with a partner, they can use the cards to help them understand narrative texts. Students orally respond to the questions.

Set 1 (Green Cards) — Use before reading.
- Before reading a text, place the green cards in a pocket chart. (Students place them on their desks.)
- Touch each green card, read it, and ask students to respond.
- Remove the green cards, and place the yellow cards in a column down the left side of the pocket chart, in this order: Who, What, When, Where, Why, How. (Students place them on their desks.)

Set 2 (Yellow Cards) — Use while reading.
- Review the significance of each card:
  
  Who — tells who the story is about (or who the characters are).
  What — tells the problem.
  When — tells the time the story takes place.
  Where — tells the place of the story.
  Why — tells why something happened.
  How — tells how the problem was solved.
- Begin reading the narrative text.
- Periodically, stop. Touch each yellow card, read it, and ask students to respond.
- Move the card from the left side of the pocket chart to the right side as each question is answered. (Students move the cards on their desks.)
- When all the cards have been moved from the left to the right side, students know they have found answers to all the questions.

Set 3 (Red Cards) — Use after reading.
- Collect the yellow cards and lay out the red cards in the pocket chart.
- Touch each red card, read it, and ask students to respond.

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# Narrative Cards Discussion

**Green Cards**

Card 1 — What does the title tell me about this story?

Card 2 — What do the pictures tell me?

Card 3 — What do I already know about . . . ?
   If reading chapter books, review what has happened.

**Yellow Cards**

Card 4 — Who?
   Tell who the story is about, or name the characters.

Card 5 — What?
   State the problem.

Card 6 — When?
   Tell the time the story takes place.

Card 7 — Where?
   Tell the place of the story.

Card 8 — Why?
   Explain why something happened.

Card 9 — How?
   Tell how the problem was solved.

Card 10 — What do I think will happen next?
   Make predictions.

**Red Cards**

Card 11 — Who were the characters?
   State the main characters.

Card 12 — What was the setting?
   Tell when and where the story takes place.

Card 13 — What was the problem?
   Explain the problem (relate to characters).

Card 14 — How was the problem solved?
   Explain how the problem was resolved.

Card 15 — Why did . . . ?
   Elaborate on why something happened.
The Tortoise and the Hare

Aesop

Once a long time ago, a hare made fun of a tortoise who was resting by the side of a long, dusty road. “You are so slow!” he mocked.

“Am I?” asked the tortoise. “Race me and I'll beat you.”

“I will gladly race with you,” said the hare.

The course of the race was decided, and the wise old fox started the race. “On your mark, get set, go!” he said.

The tortoise lost no time. He started out and continued with a steady pace.

The hare raced quickly for a time till he was winning the race. Seeing that he was far ahead of the tortoise, the hare decided to take a nap.

He slept for a while and then he awoke. He had forgotten about the race. He jumped up and ran as fast as he could. But even with his great speed, he did not cross the finish line before the tortoise. He lost the race.

“Slow and steady wins the race,” said the tortoise.
Narrative Cards

What does the title tell me about this story? #1
What do the pictures tell me? #2
What do I already know about...? #3
Who? #4
What? #5
When? #6
Narrative Cards

<table>
<thead>
<tr>
<th>Where?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#7</td>
<td>#8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How?</th>
<th>What do I think will happen next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9</td>
<td>#10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who were the characters?</th>
<th>What was the setting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11</td>
<td>#12</td>
</tr>
</tbody>
</table>
Narrative Cards

What was the problem? #13

How was the problem solved? #14

Why did...? #15
Tarjetas para Textos Narrativos

Desarrollando el diálogo interno: el texto narrativo

Mientras están leyendo, los estudiantes necesitan relacionarse con el texto. El desarrollo del diálogo interno permite que el lector se relacione con el texto y reflexione acerca de lo que está leyendo. El diálogo que los estudiantes deben desarrollar debe coincidir con la estructura de cada texto. En el ambiente escolar, los estudiantes trabajan con textos narrativos y textos expositivos. El texto narrativo relata una historia. El texto expositivo provee información.

Con el texto narrativo, el diálogo interno se concentra en cinco preguntas—quién, qué, cuándo, dónde y por qué. El diálogo interno del texto expositivo se concentra en la idea principal, las ideas complementarias y en los detalles del texto.

Tarjetas interactivas para trabajar con textos narrativos

Los estudiantes utilizan las tarjetas interactivas antes, durante, y después de leer un pasaje de texto narrativo.

Uso de estas tarjetas:

**Conjunto 1 (Tarjetas verdes) — Use estas tarjetas antes de leer.**
- Antes de leer el texto, los estudiantes colocan las tarjetas verdes sobre sus escritorios.
- Los estudiantes toman cada tarjeta verde, la leen y verbalizan una respuesta.
- Después de que verbalizan una respuesta para cada tarjeta, guardan las tarjetas y ponen las tarjetas amarillas sobre sus escritorios.

**Conjunto 2 (Tarjetas amarillas) — Use estas tarjetas mientras lee.**
- Los estudiantes comienzan a leer el texto narrativo.
- Periódicamente se detienen. Toman cada tarjeta amarilla, la leen y verbalizan una respuesta para cada tarjeta.
- Después de que hayan verbalizado una respuesta para cada tarjeta, guardan las tarjetas amarillas y colocan las tarjetas rojas sobre sus escritorios.

**Conjunto 3 (Tarjetas rojas) — Use estas tarjetas después de leer la selección.**
- Después de que los estudiantes hayan leído toda la selección, toman, leen y verbalizan una respuesta para cada tarjeta roja.
- Después de que hayan verbalizado una respuesta, guardan las tarjetas rojas.
Tarjetas interactivas para trabajar con textos narrativos

**Tarjetas Verdes:**

Tarjeta 1: ¿Qué me dice el título acerca del cuento?

Tarjeta 2: ¿Qué muestran los dibujos?

Tarjeta 3: ¿Qué sé sobre . . .?

**Tarjetas Amarillas:**

Tarjeta 4: ¿Quién?
Los estudiantes nombran los personajes.

Tarjeta 5: ¿Qué?
Los estudiantes explican el problema.

Tarjeta 6: ¿Cuándo?
Los estudiantes mencionan cuándo pasó este cuento.

Tarjeta 7: ¿Dónde?
Los estudiantes identifican el lugar/escenario del cuento.

Tarjeta 8: ¿Por qué?
Los estudiantes explican el problema/la meta.

Tarjeta 9: ¿Cómo?
Los estudiantes explican cómo se resolvió el problema.

Tarjeta 10: ¿Qué crees que va a pasar después?
Los estudiantes predicen los eventos futuros.

**Tarjetas Rojas:**

Tarjeta 11: ¿Quiénes fueron los personajes?
Los estudiantes nombran los personajes principales, secundarios y otros.

Tarjeta 12: ¿En dónde ocurrió el cuento?
Los estudiantes identifican el lugar.

Tarjeta 13: ¿Cuál era el problema?
Los estudiantes explican el problema (relacionado a los personajes).

Tarjeta 14: ¿Cómo se resolvió el problema?
Los estudiantes describen cómo se resolvió el problema.

Tarjeta 15: ¿Por qué?
Los estudiantes explican el resultado o la solución.
**Ejemplo:**
Se colocan las tarjetas y se lee este cuento:

**La tortuga y la liebre**

*Esopo*

Hace muchos años, una liebre se burló de una tortuga que estaba descansando al lado de una vereda larga y polvorienta. La liebre dijo burlándose:

—¡Eres tan lenta!

—¿De veras? —preguntó la tortuga. —Corramos una carrera y yo te ganaré.

—Gustosamente correré contigo —dijo la liebre.

Se decidió la ruta de la carrera y la astuta zorra fue la encargada de la carrera. — ¡Preparados! ¡Listos! ¡Fuera! —gritó la zorra.

La tortuga no perdió tiempo. Echó a andar y siguió andando a paso constante.

La liebre salió corriendo rápidamente por un rato hasta asegurarse de que iba ganando la carrera. Al verse tan adelantada, la liebre decidió acostarse a tomar una siesta.

Durmió un rato y luego se despertó. Se le había olvidado que estaba corriendo una carrera. Saltó de su lugar y echó a correr tan rápidamente como pudo. Pero a pesar de su gran velocidad, no alcanzó a llegar a la meta antes que la tortuga. La liebre perdió la carrera.

Dijo la tortuga: —A paso lento pero constante se llega a la meta.
Tarjetas para Textos Narrativos

¿Qué me dice el título acerca del cuento?

¿Qué muestran los dibujos?

¿Qué sé sobre . . .?

¿Quién?

¿Qué?

¿Cuándo?
Tarjetas para Textos Narrativos

¿Dónde?

¿Por qué?

#7

#8

¿Cómo?

¿Qué crees que va a pasar después?

#9

#10

¿Quiénes fueron los personajes?

¿En dónde ocurrió el cuento?

#11

#12
Tarjetas para Textos Narrativos

¿Cuál era el problema?

#13

¿Cómo se resolvió el problema?

#14

¿Por qué?

#15
Expository Cards

Expository text explains information or tells about a topic. Cue cards can be used during teacher read alouds. Later, as students begin to read independently or with a partner, they can use the cards to help them understand expository texts. Students orally respond to the questions.

**Set 1 (Green Cards) — Use before reading.**

- Before reading a text, place the green cards in a pocket chart. (Students place them on their desks.)
- Touch each green card, read it, and ask students to respond.
- Remove the green cards, and place the yellow cards in the pocket chart. (Students place them on their desks.)

**Set 2 (Yellow Cards) — Use while reading.**

- Begin reading the expository text.
- Periodically, stop. Touch each yellow card, read it, and ask students to respond.

**Set 3 (Red Cards) — Use after reading the entire selection.**

- Collect the yellow cards and lay out the red cards in the pocket chart.
- Touch each red card, read it, and ask students to respond.

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Expository Cards Discussion

**Green Cards**

Card 1 — What does the title tell me?

Card 2 — What do I already know about the topic?

Card 3 — What do the pictures tell me?

Card 4 — What do I want to learn about . . . ?

**Yellow Cards**

Card 5 — Does this make sense?
   Periodically stop and ask if the text is making sense.
   If the text does not make sense, reread.
   Initially, stop reading after each page.
   Eventually, increase the amount read before stopping.

Card 6 — What have I learned so far?
   Summarize what’s been learned from the text.

Card 7 — What questions do I still have?

**Red Cards**

Card 8 — What new words did I learn?
   State a brief definition for unfamiliar words.

Card 9 — What was this mainly about?
   State the main idea(s).

Card 10 — What did I learn?

Card 11 — What else do I want to know about . . . ?
What does the title tell me? #1

What do I already know about the topic? #2

What do the pictures tell me? #3

What do I want to learn about...? #4

Does this make sense? #5

What have I learned so far? #6
What questions do I still have?

#7

What new words did I learn?

#8

What was this mainly about?

#9

What did I learn?

#10

What else do I want to know about…?

#11
Tarjetas para Textos Expositivos

Desarrollando el diálogo interno: el texto expositivo

Mientras están leyendo, los estudiantes necesitan relacionarse con el texto. El desarrollo del diálogo interno permite que el lector se relacione con el texto y reflexione acerca de lo que está leyendo. El diálogo que los estudiantes deben desarrollar debe coincidir con la estructura de cada texto. En el ambiente escolar, los estudiantes trabajan con textos narrativos y textos expositivos. El texto narrativo relata una historia. El texto expositivo provee información.

Con el texto narrativo, el diálogo interno se concentra en cinco preguntas—quién, qué, cuándo, dónde y por qué. El diálogo interno del texto expositivo se concentra en la idea principal, las ideas complementarias, y en los detalles del texto.

Tarjetas interactivas para trabajar con textos expositivos

Los estudiantes utilizan las tarjetas interactivas antes, durante, y después de leer un pasaje de texto expositivo.

Uso de las tarjetas de color para textos expositivos:

**Conjunto 1 (Tarjetas verdes)** — Use estas tarjetas antes de leer el texto.
- Antes de leer el texto, los estudiantes colocan las tarjetas verdes sobre sus escritorios.
- Ellos toman cada una de las tarjetas verdes, la leen y contestan la pregunta.
- Después de que los estudiantes hayan respondido a las preguntas de cada tarjeta, guardan las tarjetas verdes y sacan las tarjetas amarillas.

**Conjunto 2 (Tarjetas amarillas)** — Use estas tarjetas mientras lee el texto.
- Los estudiantes empiezan a leer el texto expositivo.
- Los estudiantes se detienen a menudo para tomar cada tarjeta amarilla, leer y contestar la pregunta.

**Conjunto 3 (Tarjetas rojas)** — Use estas tarjetas después de leer el texto.
- Después de que los estudiantes hayan terminado de leer la selección, guardan las tarjetas amarillas, sacan las rojas y las ponen sobre sus escritorios.
- Los estudiantes toman cada tarjeta roja, leen y contestan la pregunta.
Tarjetas interactivas para trabajar con textos expositivos

Tarjetas Verdes:

Tarjeta 1: ¿Qué me dice el título?
Los estudiantes leen y hablan del título.

Tarjeta 2: ¿Qué sé acerca del tema?
Los estudiantes utilizan conocimientos previos acerca del tema.

Tarjeta 3: ¿Qué muestran los dibujos?
Los estudiantes observan los dibujos y hablan de su significado.

Tarjeta 4: ¿Qué me interesa aprender sobre el tema del libro?
Los estudiantes explican lo que les interesa sobre el tema.

Tarjetas Amarillas:

Tarjeta 5: ¿Tiene sentido lo que leí?
Los estudiantes se detienen a menudo y se preguntan si el texto tiene sentido.

Tarjeta 6: ¿Qué he aprendido en este libro hasta el momento?
Los estudiantes resumen lo que han aprendido del texto.

Tarjeta 7: ¿Qué preguntas tengo todavía?

Tarjetas Rojas:

Tarjeta 8: ¿Qué palabras nuevas aprendí?
Los estudiantes dan una definición de cualquier palabra que desconocían al comenzar a leer el texto.

Tarjeta 9: ¿Cuál es la idea principal?
Los alumnos enuncian la idea o ideas principales de la selección entera.

Tarjeta 10: ¿Qué fué lo que aprendí?
Los alumnos explican lo que han aprendido.

Tarjeta 11: ¿Qué más me gustaría aprender?

Los estudiantes deben trabajar en parejas. Pueden contestar estas preguntas oralmente. El uso de las tarjetas les ayudará a desarrollar el diálogo interno para trabajar con un texto expositivo. Las tarjetas también sirven como pauta para formar buenos hábitos de estudio.
Tarjetas para Textos Expositivos

¿Qué me dice el título? ¿Qué sé acerca del tema?

¿Qué muestran los dibujos? ¿Qué me interesa aprender sobre el tema del libro?

¿Tiene sentido lo que leí? ¿Qué he aprendido hasta el momento?

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Tarjetas para Textos Expositivos

¿Qué preguntas tengo todavía?
#7

¿Qué palabras nuevas aprendí?
#8

¿Cuál es la idea principal?
#9

¿Qué fue lo que aprendí?
#10

¿Qué más me gustaría aprender?
#11
# Continuum of Questions

Questions can be asked based on what students know (the knowledge in the left-hand column) and on how they think (thought processes across the top of the chart) as they actively engage in discussions and other instructional activities. This continuum reflects a newly revised version of Bloom’s taxonomy and is designed for teachers at all grade levels.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Thought processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facts:</strong> Basic elements students must know</td>
<td><strong>Remember</strong></td>
</tr>
<tr>
<td>Recall information</td>
<td>Grasp the meaning</td>
</tr>
<tr>
<td><strong>Concepts:</strong> Connections between basic elements</td>
<td>Define</td>
</tr>
<tr>
<td><strong>Procedures:</strong> How to do something</td>
<td>Describe</td>
</tr>
<tr>
<td><strong>Metacognition:</strong> Awareness of their own thinking and learning</td>
<td>Construct</td>
</tr>
<tr>
<td></td>
<td>Compare</td>
</tr>
<tr>
<td></td>
<td>Combine</td>
</tr>
</tbody>
</table>

# Answering/Asking Different Types of Questions

(A modified version of a strategy known as QAR or question-answer relationships)

<table>
<thead>
<tr>
<th>First Level</th>
<th>Second Level</th>
<th>Third Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Questions can be answered in one sentence</td>
<td>• Questions can be answered by looking in the story</td>
<td>• Questions cannot be answered by looking in the story</td>
</tr>
<tr>
<td>• Answers can be located word-for-word in the story</td>
<td>• Answers are more complex; answers are one sentence or more</td>
<td>• Students think about what they have read and use their own experiences to make connections and draw conclusions</td>
</tr>
<tr>
<td></td>
<td>• Answers are found in more than one place and put together (Students must combine information that is located in different sentences, paragraphs, or pages of the text)</td>
<td>• They answer questions by thinking about what has been read, thinking about what they already know, and thinking about how it fits together</td>
</tr>
</tbody>
</table>

**Example:**

• The answer to *What did Mary do when she got to the party?* is found in one of the sentences of the text: “When Mary got to the party, she spilled punch on her new dress.”

**Example:**

• To answer *How are volcanoes formed?* several sentences are needed to describe the steps that are presented on different pages of the text.

**Examples:**

• *Why do you think Todd ran away?*
• *What caused Jake’s father to cancel their vacation?*
• *What would you have done if you had lost your mother’s watch?*

---

### Time for Practice

**Title of Story in Reading Program:**

**Author:**

**Pages:**

<table>
<thead>
<tr>
<th>First Level</th>
<th>Second Level</th>
<th>Third Level</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

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Question and Answer Cards

Level One

- Questions can be answered in one sentence
- Answers can be found word-for-word in the story

Level Two

- Questions can be answered by looking in the story
- Answers require one sentence or more
- Answers are found in more than one place and put together
Question and Answer Cards

Level Three

- Questions cannot be answered by looking in the story

- Answer questions by thinking about what has been read, thinking about what is already known, and thinking about how it fits together
Scaffolding Discussions

You can scaffold discussions to help students clearly express their ideas and feelings about stories they listen to or read.

- **Incorporate small-group discussions as often as possible to actively involve students.**

  When you scaffold discussions, students ask more questions and give more elaborate responses, achieving greater understanding.

  This is especially true for struggling readers and English language learners.

- **Model different ways to respond to questions.**

  If students have difficulty answering questions, change the question to an answer. For example, change “How did Aunt Josie feel when she saved enough money to attend the family reunion?” to “Aunt Josie was very happy when she saved enough money to go to the family reunion. She danced around the room with her son and daughter.”

  Follow up with another question, and if necessary, help students with a response.

- **Use questions and prompts.**

  Different levels of questions help students express their ideas.

  Questions should elicit more than a simple “yes” or “no” response.

  Prompt students who are having difficulty responding. For example, “Aunt Josie was dancing around the room. How do you think she felt?”

- **Paraphrase and expand what students say during discussions.**

  Repeat the main idea using new vocabulary.

- **Request clarification.**

  Asking “why” and “how” questions helps students make inferences and explain what they are feeling and thinking.

- **Promote questions and conversation among students.**

  Allow students to converse with each other about what they read.

  Encourage students to ask each other questions during discussions.
• **Provide appropriate feedback.**

  Encourage ALL students to join in.

  Give positive feedback for all types of responses.

  If students understand that their ideas and responses are valued, they are more likely to participate.

  Spotlight what someone has contributed to a discussion, such as, “Mary noticed that the policeman was angry.”

  Pose questions that turn the thinking back to the students for further consideration, such as, “John thinks the girl is unhappy. Does anyone know why she might be unhappy?”

• **Give sufficient wait time for students to think and respond.**

  Struggling readers often need more time. Be patient.

  Ask questions in different ways to provide more time to respond.

Narrative Story Structure Questions

Remember
• Who are the main characters?
• When did the story take place? (setting)
• Where did the story take place? (setting)

Understand
• What is the main idea of the story?
• What are the major events in the story?
• Sequence the events of the story.
• Retell the story.
• Describe the setting. Describe the main character.
• What is the mood of this story?
• Give examples of when _____ (a character) felt _____.
• What is the problem in this story?

Apply
• Does the story remind you of anything?
• What do you predict will happen next if the story continues?
• How is the problem solved in this story?
• Can you think of other possible solutions to the problem?

Analyze
• Why do you think ____ (a character) did ___ (an action)?
• How did ____ (a character) change/grow during the story?
• What caused ____ (a character) to change/grow?
• Why do you think ____ (a character) felt ____?
• ____ (a character, setting, problem) is like ____ (another character, setting, problem) because ____.
• ____ (a character, setting, problem) is different from ____ (another character, setting, problem) because ____.
• How did ____ (a character) feel when ____ (an event) happened?

Evaluate
• A place in the story I’d like to be is ____ because ____.
• A place in the story I would not like to be is ____ because ____.
• My favorite part of the story was ____ because ____.
• I like this story because ____.
• I do not like this story because ____.

Create
• If you were ____ (a character, a place), what would you do?
• How could you change the story to make it more ____?
• Suppose ____; then what would have happened?
• Create a new setting/problem for the story.
• Imagine you are ____ (a character) and plan a day in your life.
Preguntas Sobre la Estructura de un Cuento Narrativo

Recordar
• ¿Quiénes son los personajes principales?
• ¿Cuándo ocurrió el cuento? (el escenario)
• ¿Dónde ocurrió el cuento? (el escenario)

Entender
• ¿Cuál es la idea principal del cuento? (Haz un resumen)
• ¿Cuáles son los eventos más importantes del cuento?
• Escribe en orden los eventos del cuento.
• Relata el cuento otra vez.
• Describe el escenario. Describe al personaje principal.
• Da unos ejemplos para ilustrar cuando ___ (un personaje) se sintió ___.
• ¿Cuál es el problema del cuento?

Aplicar
• ¿Qué te recuerda el cuento?
• ¿Qué predices que va a pasar después en el cuento?
• ¿Cómo se resolvió el problema en este cuento?
• ¿Cuáles otras soluciones puedes imaginar para resolver el problema?

Analizar
• ¿Por qué crees que ___ (un personaje) ______ (una acción)?
• ¿Cómo ___ (un personaje) cambió ___ durante el cuento?
• ¿Qué le ocurrió a _____ (un personaje) que le hizo cambiar de opinión y aprender algo nuevo?
• ¿Por qué se sintió ___ (un personaje) _____ (un sentimiento)?
• ___ (un personaje, el escenario o el problema) se parece a (otro personaje, escenario o problema) porque ___.
• ___ (un personaje, el escenario o el problema) es diferente a (otro personaje, escenario o problema) porque ___.
• ¿Cómo se sintió ___ (un personaje) cuando pasó (un evento)?

EVALuar
• Un lugar del cuento en el que te gustaría estar es ___ porque ___.
• Un lugar del cuento en el que no te gustaría estar es ___ porque ___.
• La parte que más te gustó es _____ porque _____.
• Te gusta este cuento porque ___.
• No te gusta este cuento porque _____.

Sintetizar
• ¿Si fueras ___ (un personaje) qué harías?
• ¿Cómo podrías cambiar el cuento para hacerlo más ___?
• Supón que ______. ¿Luego qué ocurriría?
• Crea un escenario/problema nuevo para el cuento.
• Imagina que eres ___ (un personaje) y planea un día en su vida.
Using Story Structure to Enhance Comprehension

Discussing story structure or story grammar can help students:

- understand how narrative text is organized;
- focus their attention on the sequence of major events in a story, such as what happens in the beginning, middle, and end;
- develop a common language for talking about stories and books.

Sample story structure activities and maps include:

**Beach Ball Story Questions**

- On a beach ball, use a marker to write **who, what, when, where, how, and why**.
- Toss the beach ball around to discuss story elements.
- Students answer one of the questions on the ball and toss it to another student.

Sample Story Map

**Setting**
- When did the story happen?
- Where did the story happen?

**Characters**
- Who are the characters in the story?

**Problem**
- What was _____’s problem in the story?
- What was ______ trying to do (or accomplish) in the story?

**Plot**
- How did ______ try to solve the problem?
- What did ______ do to try and ______ (state the goal)?
- What happened first? Second? Next?

**Resolution**
- How was the problem solved?
- How was the character’s goal accomplished?
- How did the story end?
Name: __________________________
Title: __________________________

<table>
<thead>
<tr>
<th>Who?</th>
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<tr>
<th>What?</th>
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<th>When?</th>
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<th>Where?</th>
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<tr>
<th>Why?</th>
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<tr>
<th>How?</th>
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</table>
Lights, Camera Action!

Problem

Event #1

Event #2

Event #3

Solution

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Story Blocks for ________________________________

Setting

Characters

Problem/Goal

Plot Events/Action

Solution/Outcome

Theme

Activating and Using Prior Knowledge

- Prior knowledge can be activated and developed by using brainstorming.
- Brainstorming is a strategy that determines what students already know about a topic and how well they will understand what they read.
- Introduce the content or topic of the text with a word, phrase, or picture.
- Ask: “What do you think of when I say ________?” or “What do you think of when you see __________?”
- Allow time for students to think.
- Write ideas as a list or on a brainstorming web.
- Accept and record all ideas.

Previewing Before Reading

Before reading a story or book, you should do 2 things first:

1. Predict what you think the story or book will be about, and
2. Brainstorm everything you know related to that story or book.

Predictions
Before reading I think I will learn:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Brainstorms
Before reading I know:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
Directed Reading-Thinking Activity

- Is used before reading to make predictions
- Scaffolds learning as teacher guides students to make and check predictions during and after reading
- Can be used during read-aloud sessions
- Helps students actively think
- May be implemented with the whole class and in small groups

Plan the lesson by selecting:
- An unfamiliar book, either literary or informational.
- Places to stop in the text to think, predict, and confirm predictions (limit the number of stopping points).
- A procedure for recording predictions (a chart, sentence strips, sticky notes, or the individual form as provided).

Teach the Lesson — Step One
- Before beginning to read, introduce the story. (Discuss the topic, show objects or pictures related to the story, and activate prior knowledge.)
- Show the cover of the book and ask students to make predictions about the story.
- Explain that no one knows the exact outcome, but predictions should be logical and based on what students know.
  Possible questions:
  1. What do you think a story with a title like this could be about?
  2. What do you predict might happen in this story?
  3. Does the picture give you any ideas about what might happen?

Teach the Lesson — Step Two
Students:
- Read only the assigned sections of the story (no reading ahead).
- Mark their place and close the book when finished reading the assigned section.
- Wait for others to finish.
- While waiting:
  - think back about predictions and what evidence is presented either to support or disprove predictions, and/or
  - revise or make new predictions.

Teach the Lesson — Step Three
- Ask students to share predictions (three or four) with the group.
- Record responses (optional).
- Ask everyone to commit to at least one of the predictions made before reading on. “How many of you think ___ is most likely to happen?”
  “How many of you agree with ___ that ___ will happen?”
- Have students make new predictions for the next section of text.

Possible questions:
  1. Based on what we read, how accurate were your predictions?
  2. What in the story supports or disproves that idea?
  3. What do you think will happen next?
  4. What would happen if . . . ?
  5. Why do you think this is a good prediction?
  6. What in the story made you think of that prediction?

DRTA Lesson Planning Sheet

Title:________________________________________
Author:______________________________________

What will I use to introduce this book?

Which questions will I ask?

Stopping points after reading:
pages ____ - ____
Which questions will I ask?

pages ____ - ____
Which questions will I ask?

pages ____ - ____
Which questions will I ask?

How will I wrap up the lesson?
DRTA Prediction Organizer

Title:________________________________________

Author:______________________________________

Predictions based on the title, cover, and pictures

Predictions after reading the first part of story: pages ___ - ___

Predictions after reading the next part of the story: pages ___ - ___

Reflections on predictions after finishing the story
**Prediction Chart**

Title: ________________________________________________
Author: ______________________________________________

<table>
<thead>
<tr>
<th>Our Predictions</th>
<th>What Really Happened</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Mis Predicciones

Título: __________________________________________

Autor: __________________________________________

Mis predicciones:  

Lo que realmente pasó:

<p>| | |</p>
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</tbody>
</table>
Practicing Thinking Aloud: Using Self-Monitoring Strategies

1. Explain why stopping during reading to check your understanding is important.
   • Point out that everyone has trouble understanding text at one time or another. Checking understanding during reading is one way to clear up misunderstandings and to help you remember what you read.
   • Before beginning, ask students how they know whether or not they are understanding what they read. Build on strategies students identify.
   • Explain that thinking aloud is one way to understand what is happening when we read.
   • Ask students to think about times when they were thinking aloud to help them complete a task; for example: “Have you ever thought aloud when you were spelling a difficult word or trying to solve a math problem?”

2. Model how you use self-monitoring strategies as you read. Place a brief page of text on the overhead and show how you pause at the end of a paragraph and ask: “Does this make sense?”
   • Note when it isn’t making sense and ask: “What can I do to fix it?” For example, show when it is appropriate to reread a sentence or paragraph. Point out when it might be a good idea to read ahead because the next sentence or paragraph explains the word or idea that you are having difficulty pronouncing or understanding.
   • Explain that you need to check to see if a fix-up strategy helps, because if it doesn’t, you need to try another strategy.
   • Teach students strategies on the “Reading for Understanding” strategy card.

3. Provide opportunities for students to practice thinking aloud using the self-monitoring strategies with guidance and feedback from you and their peers. Students practice clarifying misunderstandings, using strategies, and gaining confidence in their ability to check their own comprehension.

4. Have students use the Thinking Aloud signs.

5. Provide appropriate feedback, such as “I like the way you reread that sentence when you realized it didn’t make sense.” Use the “Self-Monitoring Prompts” on page 2.

6. Provide ample opportunities for practice applying the strategies as students read a variety of texts.
Self-Monitoring Prompts

- What were you thinking about as you listened to or read the story?
- Does this part of the story make sense to you?
- Are you having difficulty understanding any of the words?
- What are you doing if you don’t understand a word? A sentence? A part of the story?
- What do you think will happen next? What do you think the next part will be about? Why?
- What do you think this story or book will be about?
- Did what you think was going to happen occur?
- Have you changed your mind about anything so far? Is this book or story what you expected?
- Have you been surprised by anything that has happened or by what you have learned?
- What is the most important thing that has happened? How did you decide this was the most important event?
- Can you picture in your mind what is happening?
- Is there any part that you don’t understand?
- Do you have any questions?
- Do you need to go back to reread anything?

Pensando en Voz Alta

• ¿En qué estaba pensando mientras escuchaba o leía este cuento?
• ¿Tiene sentido esta parte del cuento?
• ¿Entiendo todas las palabras que leí? ¿Tengo problemas para entender alguna palabra?
• ¿Qué hago si no entiendo una palabra? ¿Una oración? ¿Una parte del cuento?
• ¿Qué creo que va a pasar después?
• Me pregunto de qué tratará la siguiente parte. ¿Por qué?
• ¿Sobre qué tratará este cuento o libro?
• ¿Ocurrió lo que pensé que iba a ocurrir?
• ¿Cambié de opinión sobre algo? ¿Es el cuento o el libro lo que anticipé? ¿Se trata el cuento de lo que creí que se iba a tratar?
• ¿Me sorprendió algo que ocurrió? ¿O algo que aprendí?
• ¿Cuál es el evento más importante que ocurrió? ¿Cómo decidí que éste fue el evento más importante?
• ¿Hay alguna parte del cuento que no entendí?
• ¿Tengo alguna pregunta?
• ¿Necesito leer algo de nuevo?

## Reading for Understanding

Strategies to help me understand what I read...

### Stop and ask myself questions:
- Does this make sense?
- Do I know what all the words mean?
- Can I picture in my mind what is happening?
- What do I think will happen next?
- Was my prediction correct? Why or why not?

### If I am having trouble understanding, I will use a fix-up strategy:

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread the sentence or paragraph to help me figure out what a word means or what the author is saying</td>
</tr>
<tr>
<td>Read ahead the next sentence or two to see if it helps me understand</td>
</tr>
<tr>
<td>Retell in my own words what I just read</td>
</tr>
<tr>
<td>Think and connect what I read to what I already know and my own experiences:</td>
</tr>
</tbody>
</table>
  - This reminds me of ________
  - Based on ____ I know ____ |

### If I am still having trouble understanding, I ask someone for help

---

Reading for Understanding

Strategies to help me understand what I read...

Stop and ask myself questions:
• Does this make sense?
• Do I know what all the words mean?
• Can I picture in my mind what is happening?
• What do I think will happen next?
• Was my prediction correct?
  Why or why not?

If I am having trouble understanding, I will use a fix-up strategy:

Reread the sentence or paragraph to help me figure out what a word means or what the author is saying
Read ahead the next sentence or two to see if it helps me understand
Retell in my own words what I just read
Think and connect what I read to what I already know and my own experiences:
  This reminds me of ______________
  Based on _____ I know __________

If I am still having trouble understanding, I ask someone for help

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¿Entendí lo que leí?

Estrategias que me ayudarán a entender lo que leo...

<table>
<thead>
<tr>
<th>Me detengo y me pregunto lo siguiente:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ¿Suena lógico? ¿Tiene sentido?</td>
</tr>
<tr>
<td>• ¿Sé lo que significan todas las palabras?</td>
</tr>
<tr>
<td>• ¿Puedo imaginarme lo que está pasando?</td>
</tr>
<tr>
<td>• ¿Qué creo que va a pasar después?</td>
</tr>
<tr>
<td>• ¿Fue mi predicción acertada? ¿Por qué sí o por qué no?</td>
</tr>
</tbody>
</table>

Si tengo problemas para entender lo que estoy leyendo, yo voy a utilizar una de las siguientes estrategias:

• Volveré a leer la oración o el párrafo para ayudarme a entender lo que una palabra significa o lo que el autor quiere decir.

• Leeré las siguientes oraciones para ver si esto me ayuda a entender.

• Volveré a relatar lo que leí con mis propias palabras.

• Reflexiono y asocio lo que leo con algo que ya sé o con experiencias pasadas.
  Esto me recuerda cuando____
  Esto me recuerda a ______
  Basado en ____, yo sé que ____

• Si todavía tengo problemas para entender lo que estoy leyendo, le pido ayuda a alguien.

# Checking for Understanding

<table>
<thead>
<tr>
<th>Reading</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was spring. Mom, Pam, and Bill went on a hike in the woods. Pam wanted to pick flowers. They saw pretty yellow and white blooms in an open field.</td>
<td>Is this making sense? <em>(Asking myself questions)</em> That last part of the sentence is confusing. I’m not sure if I pronounced that one word correctly. I wonder what “blooms” means. What can I do? <em>(Asking myself questions)</em> I better reread that part. <em>(Reread if I’m confused)</em></td>
</tr>
<tr>
<td>They saw pretty yellow and white blooms in an open field.</td>
<td>Did the strategy help? <em>(Asking myself questions)</em> It says they were two different colors and were in a field. I think “blooms” must be a type of flower. That makes sense.</td>
</tr>
<tr>
<td>“Let’s pick some of these for our table,” said Pam. They began picking the flowers. Bill called, “Stop! I hear buzzing.” “Help, it’s after me!” cried Pam. She started to run.</td>
<td>Is this making sense? <em>(Asking myself questions)</em> Bill hears buzzing and it’s chasing Pam. I’m not sure what is happening. What can I do? <em>(Asking myself questions)</em> I better read on to find out what is making that buzzing sound and chasing Pam. <em>(Read ahead the next sentence or two)</em></td>
</tr>
<tr>
<td>Reading</td>
<td>Thinking</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| A bee was chasing Pam.  
“Be still Pam,” Mom told her. “Try not to run.”  
Mom waved the bee away from Pam’s head. | Did the strategy help? *(Asking myself questions)*  
So, now I understand what was buzzing and chasing Pam—a bee. But, I’m confused. Why would Mom wave at a bee? That doesn’t make sense. What can I do? *(Asking myself questions)* I better read it again. *(Reread if I am confused)* |
| A bee was chasing Pam.  
“Be still Pam,” Mom told her. “Try not to run.”  
Mom waved the bee away from Pam’s head. | Did the strategy help? *(Asking myself questions)*  
Oh, now I understand. Mom used her hand to get the bee away from Pam. That’s what “waved” means here. |
| The bee flew off. Pam was glad that she did not get stung. “Let’s leave these flowers here,” said Bill.  
“Yes,” Pam agreed, “these flowers belong to the bees.” | Is this making sense? *(Asking myself questions)*  
Yes, they decided not to pick flowers after all, because they were afraid of getting stung by a bee. *(Retell)* |
Different Types of Comprehension Charts

Comprehension charts are graphic organizers that are most commonly used after reading. Comprehension charts help students think about what they have read, evaluate their thoughts and feelings, and make connections.

**Use comprehension charts:**
- to record responses to literature such as story elements, personal connections, and questions;
- to record information so that comparisons and connections can be made between books when participating in ongoing units of study (several books on a particular topic or by a particular author);
- to document topics of study completed during the year so they can be reread and reviewed.

**Procedures:**
- Choose the type of chart to match the text and purpose of discussion.
- Before you begin writing on the chart, provide time for students to discuss what they have read.
- Write students’ responses on charts during discussion.
- Acknowledge students for their ideas by placing their names beside their comments.
- Ensure that all students’ responses are recorded on a regular basis.
- Before discussions begin, have students write individual responses in journals or turn to their neighbor and share their responses.
Examples of Charts

**Author Chart**
(Consider including a picture of the author or book)

<table>
<thead>
<tr>
<th>Title</th>
<th>Illustrator</th>
<th>Main Character</th>
<th>Problem</th>
<th>Resolution</th>
<th>Connections to Other Books</th>
</tr>
</thead>
</table>

(Include several rows depending on how many books you read by a selected author.)

**Narrative Chart**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

**Expository (Data) Chart**

<table>
<thead>
<tr>
<th>Kind</th>
<th>Appearance</th>
<th>Food</th>
<th>Home</th>
</tr>
</thead>
</table>

(Select topic from content curriculum. Select several books on the topic.)

**Connection Chart**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/ Illustrator</th>
<th>Description</th>
<th>Observations</th>
<th>Connections</th>
</tr>
</thead>
</table>

**Thematic Chart**

**“Friendship”**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>How did character(s) show friendship?</th>
<th>Connections to other stories</th>
<th>Connections to my life</th>
</tr>
</thead>
</table>

**Connection Chart**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/ Illustrator</th>
<th>Character with description</th>
<th>Observations</th>
<th>Connections</th>
</tr>
</thead>
</table>

**Prediction Chart**

<table>
<thead>
<tr>
<th>Title/Author</th>
<th>Interesting Words</th>
<th>Predictions</th>
<th>Checking Predictions</th>
</tr>
</thead>
</table>

**Tipos de Gráficos**

### Gráfico de un autor específico

<table>
<thead>
<tr>
<th>Título</th>
<th>Ilustrador</th>
<th>Personaje principal</th>
<th>Problema</th>
<th>Resolución</th>
<th>Conexión con otros libros</th>
</tr>
</thead>
</table>

### Gráfico del texto narrativo

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor</th>
<th>Inicio</th>
<th>Intermedio</th>
<th>Final</th>
</tr>
</thead>
</table>

### Gráfico del texto expositivo

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor</th>
<th>¿Qué aprendí?</th>
<th>¿Qué más quiero saber?</th>
</tr>
</thead>
</table>

### Gráfico del tema “La amistad”

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor</th>
<th>¿Cómo demostraron su amistad los personajes?</th>
<th>Conexiones con otros cuentos</th>
<th>Conexiones con mi vida</th>
</tr>
</thead>
</table>

### Gráfico de conexiones

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor/Ilustrador</th>
<th>Descripción de los personajes</th>
<th>Observaciones</th>
<th>Conexiones</th>
</tr>
</thead>
</table>

### Gráfico de predicciones

<table>
<thead>
<tr>
<th>Título/Autor</th>
<th>Palabras interesantes</th>
<th>Predicciones</th>
<th>Confirmar predicciones</th>
</tr>
</thead>
</table>

Stop and Think About It: Graphic Organizers

• Skim the contents of the final unit in the Teacher’s Edition of your reading program.

• Complete the graphic organizer below to illustrate the different types of graphic organizers that are included for improving comprehension.

• List the type, page number, and purpose (e.g., K-W-L chart, p. 257, before reading expository text about mammals).

---

Graphic Organizers to Enhance Comprehension

---
## Extending Learning in Small-Group Settings

### Narrative and Expository Cards

**Number of Students:** Individual or pairs  
**Teacher Preparation:** Read the text. Create a reading guide, such as:

| Materials: Narrative or expository cards; reading guide; text  
| Directions:  
| • Place cards in number order: green, yellow, red.  
| • Use the reading guide.  
| • Answer orally or write answers on a piece of paper.  
| • Reread if you can’t answer a question.  
| **Variation:** Record stories on audio cassettes. Include reading guide. |

### Extending Learning in Small-Group Settings

### Story Frames

**Number of Students:** Individual  
**Directions:** After reading a story, students complete a story frame.

| The story takes place _____________. _____________ is a character in the story who _____________. _____________. A problem occurs when ____________. After that, _____________. The problem is solved when ____________. The story ends with ____________. |
### Extending Learning in Small-Group Settings

#### Investigation Chart

**Number of Students:** Individual, pairs, or small group  
**Directions:** Students choose a topic related to an expository text they are reading or studying in a content area. They complete the chart as they research information in three different sources.

<table>
<thead>
<tr>
<th>Topic Questions</th>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting the Main Idea and Summarizing

The ability to identify the main idea and summarize helps students with their overall comprehension of narrative and expository texts.

Get the Gist

- The “get the gist” strategy can be practiced cooperatively by pairing a less proficient reader with a more proficient reader.

- Text is selected that both readers are able to read. It may be instructional-level text that the less proficient reader has read before in a supported reading group.

- The more proficient reader reads first.

- The first reader reads a paragraph, then stops and asks his/her partner the three questions on the cue card.

  - Who or what is the paragraph about?

  - Tell the most important thing about the who or what.

  - Tell the main idea in 10 or fewer words.

- Reader One continues this procedure until the teacher tells him/her to stop and switch roles. Roles are switched after a certain period of time elapses (approximately 5 minutes), or after a specified number of pages are read and the main idea is identified for each paragraph.

- As students state the main idea in 10 or fewer words, they can count the words on their fingers. This procedure helps them limit the number of words and focus on important ideas rather than details.
**Summarizing**

- Summaries are brief, concise statements of the main ideas and most important information.
- Summarizing links all the main ideas together.
- To teach students to summarize, have students write each main idea as they “get the gist” for a paragraph or section of a text. Show them how the main ideas can be combined into one organized and concise summary.

<table>
<thead>
<tr>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

¿Qué es lo Esencial?

- ¿De quién o de qué se trata el párrafo?
- Menciona la cosa más importante acerca de la persona o del tema.
- Di la idea esencial en 10 palabras o menos.
Tools for Assessment

“Students become partners in the assessment process when they are encouraged to engage in self assessment and peer assessment” (O’Malley & Pierce, 1996).

Assessing students’ use of cognitive strategies can be challenging. Their use of strategies may vary, depending upon text difficulty, background knowledge of the text topic, the reading task, and other factors. Therefore, it is important that we assess our students over time.

We assess our students by:

- Listening. We listen to our students as they read and when they share their thinking about text.
- Talking. We ask questions so that we understand our students’ thinking and so they may understand their own strategy use.
- Reading. We read students’ responses to text, including their formal responses (such as journal entries) and informal responses (such as sticky notes upon which they have recorded their thinking).
- Note-taking. We have a system for recording what we hear and see in class. This may be a small notebook for each child, a clipboard with a spreadsheet containing students’ names and a place to make comments, a binder with a record sheet for each child, or another system that is convenient for an individual teacher.
- Thinking. We synthesize all of the information we have collected to create a complete picture of each student.

Included in this section are several tools that can be used to aid in assessment. Teachers are encouraged to choose the tools that they find useful, or to create their own.

Further resources for educators:


### Determining Importance - Informational

#### Individual Student Record Sheet

<table>
<thead>
<tr>
<th>Skill/Strategy</th>
<th>Observed Y/N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can articulate the strategy's name, definition, and how it might be used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student distinguishes between important and interesting information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can identify the topic of the text (all grade levels)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can formulate a main idea statement (first grade and above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student articulates how determining importance aids in understanding a particular text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can identify text features and how they help determine importance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student determines importance when reading independently</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Interventions/Enhancements as needed:**
## Determining Importance - Narrative

**Individual Student Record Sheet**

<table>
<thead>
<tr>
<th>Skill/Strategy</th>
<th>Observed Y/N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can articulate the strategy's name, definition, and how it might be used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can name and define grade-appropriate elements of story structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can retell a story sequentially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can describe character actions and the reasons for those actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can identify a story's problem and solution (first grade and above) and theme (second grade and above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can articulate how determining importance aids in understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student determines important elements of story structure when reading independently</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

### Interventions/Enhancements as needed:
**Student Self-Assessment**

**Determining Importance - Informational Text**

Name: ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thought about the topic before I read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I thought about the important ideas in the text as I was reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I decided if information was important or just interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I thought about the main ideas in the text, I understood better.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I liked this book.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Self-Assessment

**Determining Importance - NarrativeText**

Name: ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thought about the topic before I read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I noticed the important story elements as I was reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I thought about the main character's actions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I thought about the story elements, I understood better.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I liked this book.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cognitive Strategies
Individual Student Record Sheet

Student __________________________________________ Date ____________________________
Book/Text ____________________________________________________________

<table>
<thead>
<tr>
<th>Strategy</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key:</td>
<td>3 = Rarely</td>
<td>2 = Sometimes</td>
<td>1 = Usually</td>
</tr>
<tr>
<td>Making Connections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating Mental Images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Inferences &amp; Predictions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determining Importance &amp; Summarizing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Cognitive Strategy Grouping Mat

The Cognitive Strategy Grouping Mat can be used to group students for additional instruction.

Some suggestions for use are found below. Teachers, interventionists, coaches, and others are encouraged to use the Grouping Mat creatively to enhance instruction.

- The Cognitive Strategy Grouping Mat and the Rubric can be pasted into a file folder and then laminated. Wet erase markers can be used to write on the mat. Previous comments can then be wiped off and the mat re-used as new data (both formal and anecdotal) become available.

- The Cognitive Strategy Rubric may be used to assess students’ use of the cognitive strategies. As students share their thinking about text, their instructors may determine which rubric descriptors best express students’ use of the cognitive strategies. These may be translated into a rating on the Rubric (3, 2, or 1 – see Rubric for more specific information), and the instructor may mark the box next to the child’s name on the Grouping Mat.

  Example: Andy is a first grader whose teacher, Ms. Glover, has been modeling the strategy asking questions. She is now expecting the students to use the strategy when they Think-Turn-Talk. Andy shares his thinking with his partner, and Ms. Glover listens to their dialogue. She notes on her clipboard that Andy asks questions related to the text, but many of the questions are surface-level and can be answered with little deep thinking. Later, as she reviews her notes, she rates Andy’s use of the strategy as a “2” on the rubric. Ms. Glover will continue to provide support for Andy (and other students whom she has categorized as using the strategy at a level “2”), using strategic modeling and question prompts to deepen students’ use of the strategy.

- Students may be grouped for further instruction. For example, all students who are using the strategy at a “3” level may be grouped together to receive more intensive instruction on the strategy, while students using the strategy at a “1” level may receive enrichment. It is important to remember that students’ use of strategies will be fluid over time, depending upon background knowledge, familiarity with text structures, etc.

- A Grouping Mat can be used for an entire class or for individual small groups.
• The “arrow system” is a simple recording system that can be used during daily instruction (Shearer, 2000). As an instructor listens to a student’s thinking (for example, during Think-Turn-Talk), arrows can be added to the chart.

    Arrow up - Student used the cognitive strategy with facility

    Arrow to the side - Student used the cognitive strategy, but at a surface level

    Arrow down - Student did not use the cognitive strategy or used it at an emerging level

This can be done on an ongoing basis across a specified time period. At the end of the time period, a brief glance at the arrows can inform the instructor which students are ready for enhanced instruction (several “up” arrows), which students need more supported practice (several “side” arrows), and which students need intensive instruction (several “down” arrows).
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Making Connections</th>
<th>Creating Mental Images</th>
<th>Making Inferences &amp; Predictions</th>
<th>Asking &amp; Answering Questions</th>
<th>Summarizing &amp; Determining Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Has difficulty making simple connections to text.</td>
<td>Unable to describe sensory images in relation to text.</td>
<td>Not able to predict or make inferences, or makes predictions/ inferences that are illogical in relation to text information.</td>
<td>Poses no questions before, during, or after reading.</td>
<td>Unable to retell the story, or can identify some events from text, does not order events sequentially. Cannot identify important events or main idea.</td>
</tr>
<tr>
<td>2</td>
<td>Can identify connections, but without the ability to relate how they help understand text.</td>
<td>Able to describe visual or sensory images tied directly to text, from literal text, or existing picture.</td>
<td>Makes simple predictions tied directly to text or pictures, makes some inferences with prompting.</td>
<td>Poses questions to clarify meaning at a surface-level.</td>
<td>Can retell a logical sequence. Identifies important events or main idea.</td>
</tr>
<tr>
<td>1</td>
<td>Makes connections with previous background knowledge to enhance comprehension.</td>
<td>Able to describe multi-sensory images to deepen or enhance comprehension.</td>
<td>Makes clear and reasonable predictions based on text; is able to make inferences to deepen understanding.</td>
<td>Poses questions to deepen understanding, validate or challenge the author's purpose or motives, or which lead to inferences.</td>
<td>Can retell critical story elements in a logical sequence with some extension or background knowledge. Identifies important events or main idea and why they are important.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Making Connections</th>
<th>Making Inferences &amp; Predictions</th>
<th>Summarizing/Determining Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
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<td>1</td>
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<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Student Name: ____________________________

Totals: ____________________________
Monitoring Comprehension Progress: Story Retells

• Through story retells, students learn to introduce a story with its setting and characters, recount the problem, sequence plot events, and state the solution or outcome.

• Through retelling, students reveal their comprehension of story details and sequence and their ability to add inferences and interpretations.

• To help students learn how to retell stories:
  • read the story aloud on several different occasions,
  • model a retell activity,
  • use questions or prompts to scaffold first retell attempts, and
  • use props.

Questions to ask:

What is the title of this book?

Where does the story take place?

Who are the characters?

What is the story about?

What happened first?

If students leave out details important to the logical sequence of the story, ask them how or why questions to fill in what’s missing.

How did . . . ?

Why did . . . ?
Story Retell Record Sheet

Name:  
Date:  
Story:  
Number of times story has been read:

<table>
<thead>
<tr>
<th>Story</th>
<th>Student’s Retelling</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td>What happened in the beginning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where did the story happen?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who were the main characters?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What was the problem?</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td>What happened next?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What did ___ do?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why?</td>
</tr>
<tr>
<td>End</td>
<td></td>
<td>How was the problem solved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How did the story end?</td>
</tr>
</tbody>
</table>

## Survey of Knowledge

Match the key concept to its definition by writing the letter in the correct blank.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Text</strong></td>
<td>A. Plans that readers use and apply when hearing texts read aloud or when reading independently</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Expository texts</strong></td>
<td>B. Text structures, such as narrative texts, expository texts, and poetry, that are identified by their own set of structural characteristics</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Explicit questions</strong></td>
<td>C. Any type of written material, such as a story, a book, an article in a newspaper or magazine, the print on a computer screen, words on a sign, a page in a book, a chapter in a textbook</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Genres</strong></td>
<td>D. Texts that tell stories and follow a familiar story structure</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Metacognition</strong></td>
<td>E. Inferential questions, such as why, how, and what if</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Comprehension</strong></td>
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<tr>
<td>8. <strong>Strategies</strong></td>
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<tr>
<td>9. <strong>Implicit questions</strong></td>
<td>I. Literal questions, such as who, what, when, and where</td>
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<td>10. <strong>Text structure</strong></td>
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<tr>
<td>11. <strong>Strategic readers</strong></td>
<td>K. Physical patterns and literary conventions that make up the organizational framework of different texts</td>
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<tr>
<td>12. <strong>Think aloud</strong></td>
<td>L. Ability to understand and get meaning from spoken and written language</td>
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Survey of Knowledge
Answer Key

Match the key concept to its definition by writing the letter in the correct blank.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | **C** | Text | A. Plans that readers use and apply when hearing texts read aloud or when reading independently |
| 2. | **G** | Expository texts | B. Text structures, such as narrative texts, expository texts, and poetry, that are identified by their own set of structural characteristics |
| 3. | **I** | Explicit questions | C. Any type of written material, such as a story, a book, an article in a newspaper or magazine, the print on a computer screen, words on a sign, a page in a book, a chapter in a textbook |
| 4. | **B** | Genres | D. Texts that tell stories and follow a familiar story structure |
| 5. | **H** | Metacognition | E. Inferential questions, such as why, how, and what if |
| 6. | **L** | Comprehension | F. Comprehension strategy which involves stopping periodically during reading to say aloud what the reader is thinking |
| 7. | **D** | Narrative texts | G. Informational texts that explain or tell about a topic |
| 8. | **A** | Strategies | H. Awareness of one’s own thinking processes or mental functions, such as remembering, focusing attention, and processing information |
| 9. | **E** | Implicit questions | I. Literal questions, such as who, what, when, and where |
| 10. | **K** | Text structure | J. Readers who have a purpose for their reading and use a variety of strategies to construct meaning from text |
| 11. | **J** | Strategic readers | K. Physical patterns and literary conventions that make up the organizational framework of different texts |
| 12. | **F** | Think aloud | L. Ability to understand and get meaning from spoken and written language |
References and Resources


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Resources


Web Sites

School-Home Links Reading Kit (Kindergarten resources)  
http://www.ed.gov/pubs/CompactforReading/tablek.html

U.S. Department of Education—free educational materials  
http://www.edpubs.ed.gov

*Martha Speaks*, PBS KIDS animated series—program summaries and activities  
http://pbskids.org/martha/parentsteachers/program/summary.html

Colorín Colorado—a bilingual site for families and educators of English language learners  
http://www.colorincolorado.org/

Reading Rockets, PBS Launching Young Readers—information about programs and resources  
http://www.readingrockets.org/shows/launching