

## 3 - 2 - 1

### **Purpose:**

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.

### **Strategy:**

Students fill out a 3-2-1 chart with something like this:

3 Things You Found Out

2 Interesting Things

1 Question You Still Have

### **Materials:**

3-2-1 Chart

**3**

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**2**

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**1**

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3

2

1

ReadingQuest: Making Sense in Social Studies  
<http://www.readingquest.org>

*From an idea shared by Penny Jiggins  
Fairfax County, Virginia*

THINGS YOU FOUND OUT:

3

INTERESTING THINGS

2

QUESTION YOU STILL HAVE

1

ReadingQuest: Making Sense in Social Studies  
<http://www.readingquest.org>

*From an idea shared by Penny Jiggins  
Fairfax County, Virginia*

## **Middle-End Cluster**

### **Purpose:**

To help students understand the development of plot, theme, characters, settings, and events.

### **Materials:**

Paper and pencils

### **Procedures:**

Students are to draw the main character in a circle at the top of the page. From there, they draw three lines labeled beginning, middle, and end. They can either write a summary or draw a picture of what happened at each of these stages of the story.

**Application:** This could be used in the reading of a story, or in a social studies class. For example, it could be used in covering the topic of the Civil War. This would increase student knowledge as they would understand the causes of the war (beginning), what happened during the war (middle), and how it was resolved (end). This could also be used in science; for example, the water cycle.

**Resource:** Tompkins, Gail. Language Arts: Patterns of Practice. 6th. Upper Saddle River, NJ: Pearson Education, Inc., 2005.

# Character Map

## Purpose:

A character map helps students learn more about the characters of a narrative text. It allows them to find key traits of the character which can lead them to a better understanding of the story.

## Procedures:

- After reading the story, the students will draw a picture (it does not have to be elaborate or detailed) of a character.
- Out from the drawing, the students will write four-five sentences about the character. They can write quotes of what the character says, things the character does in the story, basic traits, or any other observations.
- Underneath the picture, the students will write a sentence that tells about what kind of person the character is.

## Materials Needed:

Paper, Pencil, Book

## Reference:

Billmeyer, Rachel, & Barton, Mary Lee. (1998). Teaching Reading in the Content Areas.

If not me, then who? Aurora, CO: McREL.

# Circle Diagram

## Purpose:

This would focus on the sequence of a story.

## Materials:

paper, pencil, markers

## Procedures:

After reading a story or studying a concept, students could draw a circle diagram showing the cycle, or sequence, of the concept/story.

## Application:

Could be used after reading a story, or in a science class. In science, it could be related to the water cycle. The students could draw a circle, number the steps of the cycle, and draw a picture for each. In reading, it could be used with a book that contains a circular structure. For example, *If You Give a Mouse a Cookie* is a book that contains a repetitive pattern. This could be used for younger students to work on sequencing and the order of numbers.

Resource: Resource: Tompkins, Gail. Language Arts: Patterns of Practice. 6th. Upper Saddle River, NJ: Pearson Education, Inc., 2005.

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# LESSON CLOSURE

Today's lesson .....

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..... . One key idea was .....

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..... . This is important because .....

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..... . Another key idea .....

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..... . This matters because .....

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..... . In sum, today's  
lesson .....

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*Based on Nichols (1980): Paragraph Frames.*

## Exit Cards

Purpose: Quick, easy assessment of student's understanding of lesson.

Strategy: Students will receive a blank note card and will be asked to answer no more than three questions about lesson just taught to students. This strategy checks how effective the lesson was and if anything needs to be re-taught or reviewed the next day during instruction. Students will hand in note cards when finished and this is an excellent closing for a lesson that assesses the student's work as well.

Variations:

Write 3 new things I learned, 2 things I found interesting, 1 thing I am confused about.

2 WOWS (things I found interesting)

1 SCOWL (thing I did not like or am confused about)

Materials: Note cards (1 for each student)

Story Mapping

HISTORY FRAME

<b>TITLE OF EVENT:</b>	<b>PARTICIPANTS / KEY PLAYERS:</b>
<b>PROBLEM or GOAL:</b>	<b>WHERE:</b> <b>WHEN:</b>
<b>KEY EPISODES or EVENTS:</b>	<b>RESOLUTION or OUTCOME:</b>
	<b>THEME/LESSON/So What?</b>

# I Have, Who Has?

Purpose:

Helps students develop fluency from facts.

Strategy:

Teacher creates cards that have a statement and then a question. The student must read both the statement and then the question to see who goes next in the game. This has the students ask each other questions and lets them play the role of the teacher. It helps build quick recall and lets students think independently. Ideally, the last card will ask the question that is answered on the first card.

Materials: Game cards

Example: This strategy can be used with any concept, including vocabulary. The example used is for algebraic expressions that were created in a 6<sup>th</sup> grade class.

Card 1 I have $n+2$ . Who has four more than a number?	Card 2 I have $x+4$ . Who has 3 times a number?
Card 3 I have $3n$ . Who has 7 times a number?	Card 4 I have $7x$ . Who has 5 less than a number?

Reference: Kenney, Joan M. Literacy Strategies for Improving Mathematics. ASCD Publications. Virginia, 2005.



## Illustrator

Draw a picture that shows what happened in the reading.



## Word Searcher



Find 3 words that you were unfamiliar with and give their definition and a sentence you have created. Note what page you found each word.

1. \_\_\_\_\_ - \_\_\_\_\_

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2. \_\_\_\_\_ - \_\_\_\_\_

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3. \_\_\_\_\_ - \_\_\_\_\_

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Passage Master



Find 3 passages in the reading that are important to the story and tell why you feel that are important.

1. Page \_\_\_\_ . " \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. "

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. "

2. Page \_\_\_\_ . " \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. "

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. "

3. Page \_\_\_\_ . " \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. "

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. "

## Investigator

Find a topic of interest in the reading that you would like to know more about. Explain what it is and how it is important to the story. Last, explain why you chose it.



Topic:

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What? \_\_\_\_\_

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Importance? \_\_\_\_\_

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Why? \_\_\_\_\_

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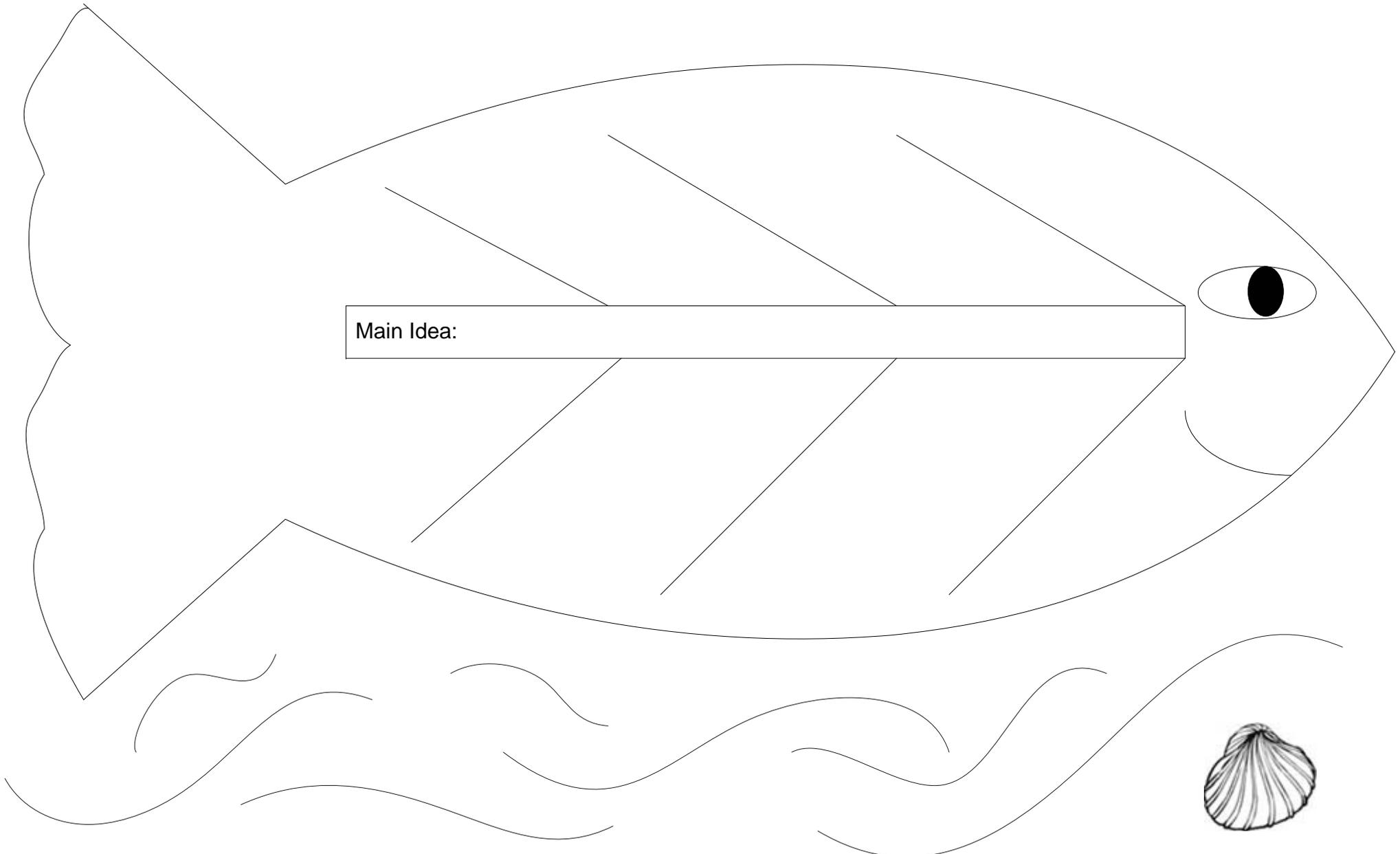
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# Main Idea

After you read the text, write the main idea in the center of the fish. Write the details on the other lines.



## Open-Mind Portrait

### Purpose:

To examine characters and reflect on story events from the character's viewpoint.

### Materials:

Paper, pencils, markers

### Procedures:

After studying a concept/reading a story, students will draw a picture of the character. A picture of the outline of the character will also be drawn without features. On the empty picture, students will put characteristics about that character.

### Application:

This could be used in a science class. After studying mammals, for example, the students could draw a picture of a mammal. In the empty picture, they would put characteristics of that particular mammal. This could also be used in reading with a character of a story.

Resource: Resource: Tompkins, Gail. Language Arts: Patterns of Practice. 6th. Upper Saddle River, NJ: Pearson Education, Inc., 2005.

# RAFT

## Purpose:

To integrate reading and writing by having students create a product that shows their depth of understanding after reading. RAFT is an acronym for Role, Audience, Format and Topic.

## Procedures:

Provide the necessary materials such as a book, video clip, primary source etc... and provide framework for the assignment. For example the Role will be Latvian Jews in exile during World War II, the Audience will be themselves, Format will be a personal diary or journal, and the Topic will be the treatment of the Jews by the Nazis.

## Materials:

Text

## Examples of a RAFT

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<ul style="list-style-type: none"><li>• writer</li><li>• artist</li><li>• character</li><li>• scientist</li><li>• adventurer</li><li>• inventor</li><li>• juror</li><li>• judge</li><li>• historian</li><li>• reporter</li><li>• rebel</li><li>• therapist</li><li>• journalist</li></ul>	<ul style="list-style-type: none"><li>• self</li><li>• peer group</li><li>• government</li><li>• parents</li><li>• fictional character(s)</li><li>• committee</li><li>• jury</li><li>• judge</li><li>• activists</li><li>• immortality</li><li>• animals or objects</li></ul>	<ul style="list-style-type: none"><li>• journal</li><li>• editorial</li><li>• brochure/booklet</li><li>• interview</li><li>• video</li><li>• song lyric</li><li>• cartoon</li><li>• game</li><li>• primary document</li><li>• critique</li><li>• biographical sketch</li><li>• newspaper article</li></ul>	<ul style="list-style-type: none"><li>• issue relevant to the text or time period</li><li>• topic of personal interest or concern for the role or audience</li><li>• topic related to an essential question</li></ul>

## References:

<http://www.greece.k12.ny.us/instruction/ELA/6-12/Reading/Reading%20Strategies/RAFT.htm>

<b>ROLE</b>
<b>AUDIENCE</b>
<b>FORMAT</b>
<b>TOPIC</b>

## **Seed Discussion**

**Purpose:** A two-step strategy used to encourage in-depth discussions of reading passages. First, individual readers identify “seeds” for discussion – key concepts or questions which require further elaboration. Second, these individual students present their “seeds” to begin the discussion. Each “seed” should be thoroughly discussed before moving on to the next. This strategy encourages both higher order thinking (required to isolate and articulate the “seeds”) and communication skills (required to adequately develop and discuss the “seeds” within the group).

### **Strategy:**

1. Divide the class into groups of four students each.
2. Explain to the class the way a Seed Discussion works. Focus specifically on the four roles played by students (leader, manager, checker, and communicator). Distribute role cards as you explain.
3. Provide a series of questions about the target reading selection that will help students identify possible “seeds” for discussion. (What new information does the reading passage provide? “What did you find interesting or surprising about the passage?” “What did you not understand in the selection?”)
4. Provide students with time to write and refine their “seeds.”
5. Have students begin discussion by presenting their “seeds.” Wait for at least four comments about a “seed” before moving on to the next.
6. At the end of the discussion, have students evaluate the strongest and weakest “seeds.” Ask them to describe criteria for determining quality “seed” ideas.

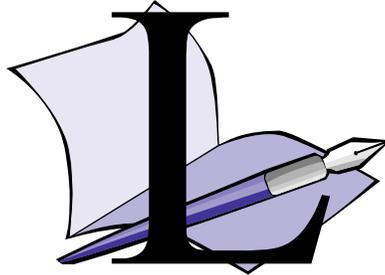
### **Materials:**

“Seed” cards, dry erase board/chalkboard, overhead projector, text/passage/novel

### **Reference:**

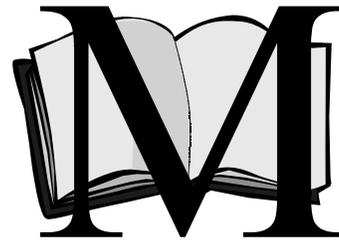
[http://nms.pulaski.net/teacher\\_pages/a\\_to\\_z\\_literacy\\_strategies.htm](http://nms.pulaski.net/teacher_pages/a_to_z_literacy_strategies.htm)

Example of Seed Discussion Role Cards



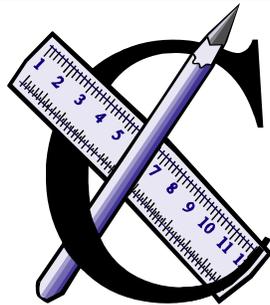
**Leader**

The Leader is responsible for calling on each person in the group to share his discussion “seeds.”



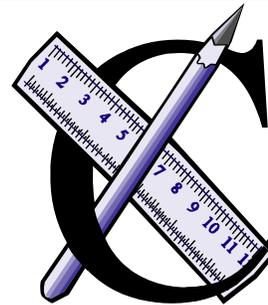
**Manager**

The Manager makes sure that everyone has all of their materials for their discussion (books, journals, cards, etc.).



**Checker**

The Checker makes sure that every team member has a chance to talk about his/her “seeds.” Everyone in the group comments on the seeds before the next person presents his “seed” for discussion.



**Communicator**

The Communicator is the only person to leave the group. The communicator lets the teacher know when the discussion is complete.



## Setting Map

### Purpose:

To show the path a character traveled or the passage of time in a story.

### Materials:

Paper and pencil

### Procedures:

After reading a story or studying a particular subject, students would draw a map depicting the journey of the character. The map must contain a legend and a description of what is happening along the way.

### Application:

This could be used when reading a story or studying a historical figure. The map could be used for the journey of Lewis and Clark, for example. The map also focuses on geography and map skills. When using this in reading, the students could draw a map of the path traveled by the character, if there was one.

Resource: Resource: Tompkins, Gail. Language Arts: Patterns of Practice. 6th. Upper Saddle River, NJ: Pearson Education, Inc., 2005.

## Story Chains

**Purpose:** Allows students to demonstrate their understanding of newly learned material. Story chains also promote the application of content area concepts through writing.

**Strategy Procedures:** After new content has been learned, split the students into groups. If this is the first time completing a story chain, model the process for the students by creating a class story chain at this point. Otherwise, allow the students to create their own story chains after brainstorming a list of ideas. Ask the first student in the group to initiate a story based on the content learned. The next student will then add a second line, then a third and etc. Each student should be ready to revise their ideas based on the line written by the previous group member. The last student must write a logical ending or a solution to the problem. Once the story is written, the group members should look over it for accuracy in relation to the content they have learned. The stories can then be exchanged with other groups.

**Materials:** Chart paper for each group

**Reference:** Brozo, Dr. William. (2008) Content Literacy Strategy Descriptions for Louisiana Comprehensive Curriculum.

# Story Frame

## Purpose:

- To help the reader organizer and examine the logical progression and sequence of events in a story.

## Strategy Procedures:

- Present the story frame to students before reading the story
- Read the frame with learners, noting the blank spaces they are supposed to complete
- Ask students to read the story.
- Ask students to complete the story frame independently, using information from the story.

## Materials:

- Possibly a graphic organizer to aid students with the logical progression of a story.

- In this story, the problem starts when \_\_\_\_\_

- After that \_\_\_\_\_

- Next, \_\_\_\_\_

- Then, \_\_\_\_\_

- The problem is finally solved when \_\_\_\_\_

- The story ends with \_\_\_\_\_

## Reference:

- Teaching Reading in the Content Areas: If Not Me, Then Who?  
Barton, Mary Lee, and Billmeyer, Rachel.

# STORY MAP

TITLE:		AUTHOR:	
SETTING	CHARACTERS	PROBLEM or GOAL:	
		EVENTS or EPISODES:	
THEME: A Personal Truth		RESOLUTION or OUTCOME:	
THEME: A Universal Truth			

Story Mapping  
EVENT / STORY PYRAMID

\_\_\_\_\_

MAIN CHARACTER'S NAME

\_\_\_\_\_

TWO WORDS DESCRIBING THIS PERSON

\_\_\_\_\_

THREE WORDS DESCRIBING THE SETTING or PLACE

\_\_\_\_\_

FOUR WORDS DESCRIBING AN IMPORTANT EVENT

\_\_\_\_\_

FIVE WORDS DESCRIBING THE MAIN IDEA OR THE IMPORTANCE OF THIS EVENT

# Sum It Up

NAME	DATE
TITLE of READING SELECTION	

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says "Main Idea Words."
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can "sum it up" in twenty words!

Main Idea Words:

*"Sum It Up" for \$2.00*

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Adapted from Pat Widdowson  
Surry County (NC) Schools

# Sum It Up Instructions

**Get a “Sum It Up” sheet.**

**Read the entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the “Sum It Up” sheet.**

**Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only \$2.00 and that each word you use is worth ten cents.**

**You’ll “sum it up” in 20 words!**

Adapted from Pat Widdowson  
Surry County [NC] Schools

Story Mapping

FRAMED CHARACTER/PLOT CHART

[ Dr. Barbara Schmidt, California State University and similar to Macon, Bewell, & Vogt, 1991 ]

**WHAT THIS IS:** Want to get at the barest essentials of an historical event or a story? Focus on WHO and what that person WANTED, what GOT IN THE WAY of what he or she wanted, and WHAT HE or SHE DID about it. In other words: Somebody Wanted ... But ... So ... See the simple example below.

<b>SOMEBODY</b>	John
<b>WANTED</b>	to build a house
<b>BUT</b>	he didn't have wood
<b>SO</b>	he went to the store to buy some.

<b>SOMEBODY</b>	
<b>WANTED</b>	
<b>BUT</b>	
<b>SO</b>	

# The Three-Level Guide

## Purpose:

- The Three-Level guide is a simple printed form students use to analyze a text selection. The guide allows students to record their understanding of the reading at three graduated levels.

## Procedures:

1. Level – Understanding the literal meaning of the words and ideas in a reading passage.
2. The Interpretive Level – Understanding the “message” of the passage or grasping what the author meant by the passage.
3. The Applied Level – Relating the Passage’s message to other experiences or contexts.

## Materials Needed:

- Graphic Organizer with the level questions included
- Text to answer the questions
- Pencil

## Resources

- Adapted from: Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999), Reading and learning strategies for middle and high school students: Dubuque, Iowa: Kendall/Hunt.
- Accessed :  
[http://nms.pulaski.net/teacher\\_pages/a\\_to\\_z\\_literacy\\_strategies.htm](http://nms.pulaski.net/teacher_pages/a_to_z_literacy_strategies.htm)