

## Strategy: Circle-Seat-Center (Sadler, 2001)

### Why use it?

- Engage in independent silent reading
- Use comprehension strategies, such as rereading and discussing with teacher to clarify meaning of text
- Summarize and answer questions (i.e. literal, inferential, critical/ application)
- Identify main ideas and supporting details in informational texts
- Use graphic organizers to record details
- Ask questions to clarify understanding and to focus reading of text
- Identify unclear information with assistance
- Use opinions and reactions of teachers to evaluate personal interpretation of ideas and information
- Combine multiple strategies to enhance comprehensions and response
- Use strategies such as discussing with others and reading guides to assist in comprehension
- Work collaboratively with peers to respond to texts
- Demonstrate comprehension of texts through a variety of responses

### Procedure:

- Have students read the text.
- Divide the class into three groups: Circle, Seat or Center.
- The *circle* group reviews the text with your assistance.
- The *seat* group members work alone using study guides.
- The *center* group works on a project related to the text.
- Students rotate to all three groups.

### Variations for emergent ELL:

- Assign very emergent readers to the circle as their first stop.
- Prepare the study guides for the 'seat' stop for ELLs.
- Design the group projects so all students have a role in showing what they know and can do.

## **Activity: Collaborative Annotation**

### **Targeted Reading Outcomes:**

- Recognize the features of nonfiction
- Make inferences and draw conclusions based on explicit and implied information

**What is it?** This is a technique that is used after students have already completed their own individual annotations on a reading; it is a great strategy to stimulate a small or large group discussion that engages and honors different perspectives on the same text.

### **Procedure:**

- In groups of 3-5, students pass their annotated copy to the person on the right.
- Each individual focuses on, and makes additions to, the original reader's commentary.
- The next time the papers pass, each individual adds his/her commentary to both of the previous readers' commentary.
- This process continues until the original reader has his/her paper back. Thus, each student has had three or four people build and expand on his/her ideas.
- This is a powerful way to encourage engagement and group participation.
- Note: It is important that students understand that they are to expand on the original reader's ideas and/or questions, not simply add what ideas they had on their papers.

<http://www.greececsd.org/academics.cfm?subpage=937&adminActivate=0.88427239512>

**Strategy:** Collaborative Strategic Reading (Klingner & Vaughn, 2000)

**Why use it?**

- Work collaboratively with peers to comprehend text
- Participate in discussion by integrating multiple strategies (e.g. predict, summarize, clarify)
- Engage in purposeful oral reading in small groups
- Make, confirm or revise predictions
- Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking to determine meaning of text
- Identify the themes or message of a text
- Distinguish between relevant and irrelevant information
- Identify a conclusion that summarizes the main idea
- Summarize main ideas of informational text and details from literary text orally and in writing
- Generate literal, inferential, and evaluative questions
- Employ a range of post-reading responses to think about new learning

**Procedure:**

- Students of various reading and achievement levels work in small groups to assist one another in applying four reading strategies to facilitate their comprehension of content-area text:
  1. *Preview:* Prior to reading, students recall what they already know about the topic and predict what the passage might be about.
  2. *Click and clunk:* During reading, students monitor comprehension by identifying *clunks*, or difficult words and concepts in a passage, and using fix-up strategies when the text does not make sense.
  3. *Get the gist:* During reading, students restate the most important idea in a paragraph or section.
  4. *Wrap-up:* After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.
- Initially, the teacher presents the strategies to the whole class using modeling, role-playing, and teacher think-alouds.
- Students record their ideas in learning logs and complete RESPONSE activities.

**Variations for emergent ELL:**

- Assign the task of 'wrap up' to ELL so they are summarizing what the group has discussed
- Provide ELLs with 'questions spinners' which provide cue words to help them generate questions (available from [www.kaganonline.com](http://www.kaganonline.com))

Activity: Cued Retell

What is it? One student retells the reading to another, while the listener checks off what the person says. The listener gives clues to the reteller as needed.

Objective: Students demonstrate understanding of the text by retelling key points to a partner or the teacher. They retell not only facts, but they respond personally in the retell.

Procedure:

- Two students read the same text.
- The listener has a written list of key points from the text.
- The reader tells everything he or she remembers about the text.
- The listener assigns one point for each idea the reader gives in the “Free Retell” column.
- If the reader leaves anything out, the listener gives clues to help the reader remember. This is checked off as a “cued retell”, meaning the reader needed reminders.
- For non-fiction, it is best to prepare the specific points to be remembered ahead of time and write these out for the listener. The listener checks off each point as the reader says it. As a cue, the listener may prompt the reteller by asking a question about the point, such as, “What did the pioneers eat in the Salt Desert?”
- One form of retell is “generic” meaning there are basic elements to most nonfiction such as topic, central idea, author’s purpose, and text structure (sequential, cause/effect, compare/contrast, and problem/solution). Once students learn what is expected of them regarding retelling these elements, it is advisable to also cue them to tell their reaction to the reading and to have them relate it to personal experience as well. Once they’ve been cued several times, they will remember to include these elements on their own.
- Have students practice retelling on a regular basis. They may use the generic questions or a pre-prepared set of questions.

Characteristic of Retelling	Key Points <i>(To be determined and written here by the teacher prior to student’s retell)</i>	Retell Points Free/Cued	
Topic	•		
Central idea	•		
Author’s purpose	•		
Fact/detail	•		
Fact/details	•		
	•		
Text structure	•		
	•		
	•		
	•		
	•		
	•		
<b>Total Points: Free/Cued</b>			

Activity: Group Summarizing (Barton & Jordan, 2001)

What is it? Class summaries help learners review and remember information while also helping students practice the skill of distinguishing between key and subordinate ideas.

Procedure:

- Instruct students to survey the text passage to identify major topics for focus
- Divide the board or chart paper into parts and label the sections based on major topics (establishing a purpose for reading).
- After students have read the text, ask for volunteers to provide information for each of the categories
- The critical information is then transferred to the appropriate labeled sections of the chart.
- Examples of the sections for a science unit on electricity might include: description, kinds of electricity, electric circuits, producing electricity, using electricity, and measuring electricity.

Variations for emergent ELL:

- Preview text to frontload needed vocabulary to build background
- ELLs must keep vocabulary notebook
- Provide reading guides and visuals
- Pair students up with linguistic buddies
- Use SMART BOARD to record information and give printed notes to ELL to review

Strategy: Interactive Reading Guide (Buehl, 2001)

What is it? This strategy is a treasure hunt that helps students learn locate information in textbooks (i.e. especially when they are too difficult for independent reading).

Procedure:

- Preview reading assignments to determine major information to be learned and to locate possible pitfalls for understanding
- Construct an interactive reading guide for students to complete with partners or in cooperative groups
- Divide the passage into segments - those to be read orally by individuals to their groups, those to be read silently by each student, and those less important to be skimmed
- Have each group use the guide to report the information

See examples below:

<b>INTERACTIVE READING GUIDE FOR BIOLOGY</b>	<b>INTERACTIVE READING GUIDE FOR HISTORY</b>
<p><b>Water Clarity and Sediments (pages 11-12)</b></p> <ol style="list-style-type: none"><li>1. Look at the drawing of the fish at the top of the page. Two things are mentioned as "stream trouble-makers." What are these two things?</li><li>2. A key word in your reading is "clarity." <u>Student A:</u> Read aloud paragraph 1 to your group. <u>Group:</u> Decide what "water clarity" means and write it below: If you were a fish, what would be the best type of water, according to paragraph 1?</li><li>3. Paragraph 2 talks about the color of a stream. <u>Group:</u> Silently skim this paragraph and find two things that can change the color of water in a stream.</li><li>4. Paragraph 3 is the main point of your article. <u>Student B:</u> Read paragraph 3 aloud to your group. <u>Group:</u> Decide what effects algae and sediments have on water.</li><li>5. Paragraph 4 describes algae. <u>Group:</u> Silently read the paragraph and look for the following information on algae:<ul style="list-style-type: none"><li>• What kinds of streams are most likely to have algae?</li><li>• What exactly is algae?</li><li>• What color is water that has a lot of algae?</li></ul></li><li>6. <u>Student C:</u> Read paragraph 5 aloud to your group. <u>Group:</u> Tell what kinds of things could be "sediment" in a stream.</li><li>7. <u>Group:</u> Read paragraph 6 silently and look for ways sediment gets into streams. Discuss what these ways are and write them here.</li><li>8. <u>Group:</u> Silently skim paragraphs 7, 8, and 9. If you were a fish, which source of sediment sounds the worst to you?</li><li>9. Sediment and algae make water cloudy, which cause trouble for fish. The next paragraphs tell five reasons why. <u>Student A:</u> Silently read paragraphs 10 and 11. <u>Student B:</u> Silently read paragraphs 12 and 13. <u>Student C:</u> Silently read paragraph 14. Share the five reasons why cloudy water is bad for fish and write them below in your own words.</li></ol>	<p><b>Section A: Introduction to Ellis Island (pages 1-2) 1</b></p> <ol style="list-style-type: none"><li>1. <u>Class:</u> Listen and follow along in the article as I read this passage to you. Then based on what you remember, respond to the questions below. If you need to, you can locate information from the article:<ul style="list-style-type: none"><li>• Ellis Island is located in what city?</li><li>• What famous national landmark can be seen from Ellis Island?</li><li>• List four reasons why immigrants came to the United States that were mentioned.</li></ul></li></ol> <p><b>Section B: Early Immigration to the United States (pages 2-3)</b></p> <ol style="list-style-type: none"><li>1. <u>Partners:</u> Read paragraph 1 silently and decide on an answer to the following question:<ul style="list-style-type: none"><li>• Who were the first immigrants to the United States?</li></ul></li><li>2. <u>Partner X:</u> Read aloud paragraph 2. <u>Partner Y:</u> Listen and decide how to answer the following questions:<ul style="list-style-type: none"><li>• Were the early immigrants to the United States regarded as a good thing?</li><li>• Why or why not?</li></ul></li><li>3. <u>Partner Y:</u> Read aloud paragraph 3. <u>Partner X:</u> Listen and decide how to answer the following questions:<ul style="list-style-type: none"><li>• Did the government keep very close track of immigrants in the early days?</li><li>• What clues in the article helped you figure this out?</li></ul></li><li>4. <u>Partners:</u> Read paragraphs 4, 5, &amp; 6 silently. List four things that attracted people to the United States.</li><li>5. <u>Partner X:</u> Read paragraphs 7 &amp; 8 out loud. <u>Partner Y:</u> Listen and decide how to answer:<ul style="list-style-type: none"><li>• What are some of the nationalities of the new immigrants?</li><li>• What was the attitude of many Americans to the new immigrants?</li></ul></li></ol>
<p>Developed by Doug Buehl &amp; S. Krauskopf, 1998. Madison East High School. Madison, WI, USA.</p>	<p>Developed by Doug Buehl &amp; P. McDonald, 1999, Madison East High School, Madison, WI, USA.</p>

**Activity:** Paired Guided Reading (Stephens&- Brown, 2000)

**Why use it?**

- Identify purpose for reading
- Use self-monitoring strategies such as rereading and cross-checking to assist comprehension
- Read unfamiliar text to collect data, facts and ideas; compare and contrast information
- Read text and ask questions to clarify understanding and to focus reading
- Read text and answer literal, referential, or critical/ application questions
- Organize and categorize text information by using knowledge of text structures (e.g. cause/effect, problem/solution, sequence, compare/contrast)
- Make inferences and draw conclusions
- Identify information that is stated rather than implied
- Take notes to record data, facts and ideas
- Work cooperatively with peers to comprehend text
- Participate in discussion about text by integrating multiple strategies (e.g. ask questions, clarify, summarize)
- Use opinions of peers to evaluate personal interpretation of ideas
- Use graphic organizers to record main ideas and significant details

**Procedure:**

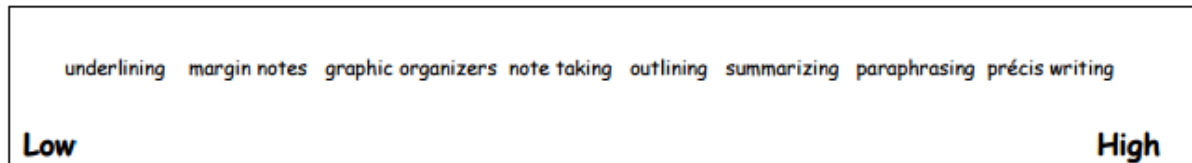
- The teacher directs the students to read a certain amount of text with a specific purpose (e.g. read the first paragraph to find three major causes of pollution).
- When finished reading, students record what they remember on sticky notes.
- In pairs, they compare and discuss their notes, grouping the ones that are similar.
- They self-monitor by asking, *"Did we leave out anything important?" "What didn't we understand?"*
- Then they reread the material as they check, add to, or change their notes.
- Students repeat the process until done reading and finally arrange their notes into a graphic organizer to demonstrate the relationship between notes.

**Variations for emergent ELL:**

- Provide partially-completed or visually-supported sticky notes and graphic organizers to focus their attention.
- Pair ELLs with linguistic buddies to share notes.

Strategy: Pen-in-Hand Strategy (Stephens and Brown, 2005)

The following continuum of writing-reading interactions is based on the degree of student involvement:



The Pen-in-Hand strategy focuses on two of these types of interactions to help students engage in the construction of meaning when reading textbooks:

- Underlining/ highlighting – provide students with photocopies of text pages or transparencies they can use on top of text pages and then model for them how to interact with text.
  - Margin notes - provide students with sticky notes and then model writing notes in the margins of the texts (i.e. reactions, associations, questions, applications, examples, drawings, or symbols).
  - In so doing, the strategy provides an ‘entry point’ of text interaction which is useful for ELL.
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Strategy: Coding Strategy (Devine, 1998)

Think of a complex reading selection. Students take notes on the text itself while reading alone or in pairs. The note-taking system consists of:

- Colored markers for main ideas
- Circles for new terms
- Numbers for sequential events
- Arrows for related concepts
- Question marks for unclear issues
- Pairs share with others when finished.