Getting to the Point of Reading

Session 1 - Strategies for Main Ideas and Details
BEFORE READING STRATEGIES

We remember more—the more background knowledge we have before reading.
- Use with narrative or information texts
- Choose 8-10 key terms from text
- Place terms in categories: character, setting, theory, theorist, formulas
- Use the terms to create a gist statement (a prediction about the passage).
- They list their questions.
- After reading the text, students compare their gist statement to the summary.
• Instructor identifies meaningful phrases from the text and write 1 on each card.
  Identify half as many different phrases as there are students in your class.
  Give each student one card.
  Students move around the room and discuss their phrase with as many different partners within the allotted time.
  In groups of 4-5 students, write a group prediction about the topic of the text to be read.
• After reading compare text and predictions.
DURING READING STRATEGIES
• Logograph is a visual symbol
• Readers create their own symbols based on recurring themes
• Students place the symbols in the text or notes

Logographic Cues

- Idea
- Description
- Important person
- Question
Groups of 2 or 3.
1 person reads a portion of the text to the group.
Person to the right says something about what was read.
Make a prediction, ask a question, clarify a confusion, or comment.
The person who commented, reads the next section of the text.
Reading continues around the group until the entire passage is read.
AFTER READING STRATEGIES

Before

During

After
Students write a short sentence or phrase from the text they feel is important on one side.

On the other side of the card they explain why.

In small groups, one at a time a person reads the front of his card.

Other students comment on the phrase that was read.

When everyone has commented, the individual who wrote the card, reads the comment he wrote on the back.
Choose a specific portion of text that is central to your content.

Students must arrange the information in a new way.

Comic books, letters, interview, ABC book, diary, Fortunately-Unfortunately stories, etc.

The form could be your choice or their choice.

It requires the student to really understand and reread the material.
This?
Or this? Your Choice!