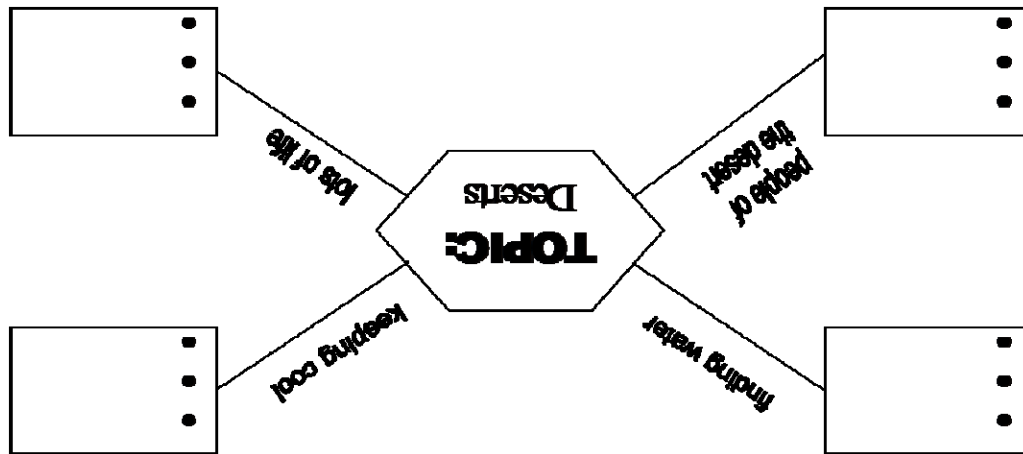


Helps student distinguish between main idea and supporting details in a text.



Main Idea Web

## Possible Sentences

Possible Sentences aid students in exploring, predicting and learning new concepts related to a topic and/or reading assignment.

- Teacher previews lesson or assigned reading and selects a set of key vocabulary (6-12 words).
- Teacher gives a brief introduction of words.
- Students begin to create sentences that use at least two of the words.
- Students share sentences.

Possible sentences then become a purpose for reading and Learning.

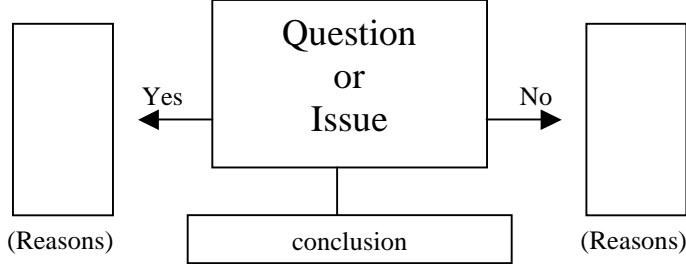
- Students read books looking for sentences that:
    - communicate information
    - are poetic
    - are metaphors/similes
    - have imagery
    - contain specific literary devices or structures
  - Students write sentences or chart paper.
  - Students share what they've collected.
- Students harvest or collect sentences from their reading to share with their classmates. By collecting, students become more sensitive to literary devices or syntactic structures that can inform and improve their comprehension while reading.

# Sentence Collecting

# Discussion Web

Helps students make sense of complex problems, issues or situations. Also helpful in building comprehension for what is read.

- Students read about a controversial issue.
- Student pairs generate responses for both sides of the issue.
- Students work towards coming to a consensus or conclusion.



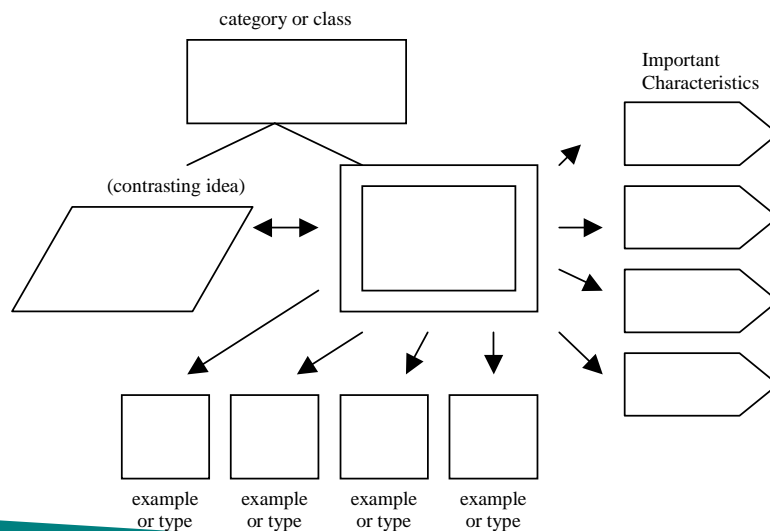


Students infer when they combine what the author says with what they already know. The end result is students who understand what the author meant but did not state directly.

## Drawing Inferences to gain deeper meaning

## Concept Map

Helps students develop definitional knowledge of selected words through their own exploration.



Read and compare book to predictions.

- » Select a text.
- » Identify 10-20 important or interesting words.
- » Choose categories for sort (e.g., words related to the plot, setting, odd words or words that connect in some way).
- » Share words with students.
- » Have students sort words in pairs or groups.
- » Based on different sort outcomes make predictions about what will happen.

A pre-reading activity that challenges students to use designated words from a text, narrative or essay for sorting words into pre-designated categories. Based on the words and the sort, students make predictions about what they're going to read.

## Prevoke

## Sketch to Stretch

Encourages students to go beyond a literal understanding. Students realize we create meaning in many different ways.

- » Students are divided into small groups.
- » After reading, students think about what they've read and draw a sketch.
- » Students should understand there are many ways to represent meaning.
- » Each person shows their sketch to others in the group. The group says what they think the person is attempting to draw.
- » Then the artist tells the group what their picture represents.
- » Sharing continues until all group members have shared their sketches.

- « Text to World - "This text reminds me of something in the world around me."
- « Text to Text - "This text reminds me of another text."
- « Text to Self - "This reminds me of something in my own life."

### -TYPES OF CONNECTIONS-

All readers connect to texts in some way. Students notice and "post-it" their connections as they read.

## Connections

## Read, Cover, Remember and Retell

This strategy helps and supports readers by stopping them frequently to THINK about the meaning.

- « Have students **READ** only as much as their hand can cover.
- « Tell students to **COVER** the words with their hand.
- « Ask students to **REMEMBER** what they've just read.  
(Tell students its okay to take another look.)
- « Have students **RETELL** what they have just read.

“ I Choose...”

This strategy is designed to help students with summarization and inferring. After reading, students pick two words which reflect their thinking about the passage that they read. After writing their words, students share what they chose and why they chose them.

## Two Words

## Very Important Points

Helps students reflect upon and summarize the text. Aids students in marking parts they feel are significant such as, points of interest, points of confusion, and points where students feel a personal connection.

**V.I.P.**

- « Provide students with sticky notes.
- « Read a page or two to the students.
- « Have students identify their very important point in the text and jot it on their post-it note.
- « Students share the points they chose and why.

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