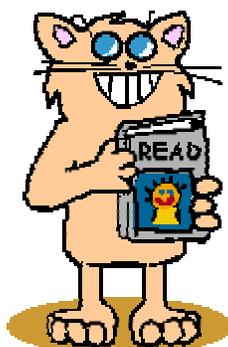


Florida Comprehensive Assessment Test

FCAT 4th Grade Reading: A Staff Development Tool

Additional Teaching Strategies



Produced by
The Florida Center for Instructional Technology
College of Education, University of South Florida
&
The Pinellas County School District

Sponsored by
The Florida Department of Education
Bureau of Educational Technology and Student Assessment Services
The Honorable Charlie Crist, Commissioner of Education

December, 2001

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1 Vocabulary

Determining the meaning of words through contextual clues, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

Sunshine State Standards

Strand A - Reading

Standard 1 - The student uses the reading process effectively.

Benchmark - LA.A.1.2.3

The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

1.1 Semantic Feature Analysis

This strategy effectively teaches vocabulary by activating prior knowledge and by classifying the new words by their features using a matrix.

1. The teacher selects a list of words that have similarities, and places them on the matrix in the left-hand column.
2. The teacher then writes features associated with these words across the top of the matrix, or asks the students to supply the features associated with these words.
3. The students are to complete the matrix by placing either a check if the word has the feature, or a zero if it does not have the feature. Accept all predictions.
4. Once the matrix is complete and the students have discussed the reasons for their answers, the students should then read the assigned passage.
5. Review matrix for any necessary changes.

	meat-eaters	plant-eaters	fly	swim	walks on 2 legs	walks on 4 legs
t-rex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
stegosaurus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apatosaurus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
triceratops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reference

Anders, P., & Bos, C. (1986). Semantic feature analysis: An interactive strategy for vocabulary development and text comprehension. *Journal of Reading*, 29(7), 610-616.

1.2 C(2)QU (See Two Cue You)

This strategy helps students learn vocabulary through contextual clues, connections to background knowledge and predictions.



1. The teacher previews the text to be read and pulls-out the vocabulary words to be studied.
2. The teacher writes the vocabulary words on a transparency or chart paper in the meaningful context from which it was found in the text. (copy the sentence the word is found in - not just the word)
3. The teacher then shows the sentence with the vocabulary word in it, and asks for predictions as to what the word means.
4. Present another clue about the vocabulary word by putting the word into another sentence that has more definitional information in it. Ask for further predictions as to its meaning.
5. Ask a question that will have the students interpreting the meaning or defining the word.
6. Ask students to use the word in a meaningful sentence either orally or written.

Reference

Blachowics, C. (1993). C2QU: Modeling context clues in the classroom. *The Reading Teacher*, 29, 643-649.

1.3 Probable Passage

This strategy helps students develop an awareness of story structure, improve comprehension, and increase vocabulary development.

Setting	Characters	Plot	Ending
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Story Frame Matrix

The story takes place _____.
_____ is a character in the story.
A problem occurs when _____.
The problem is solved when _____.
_____. At the end _____.

Probable Passage

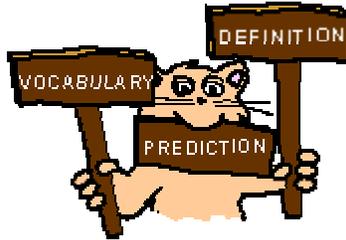
1. The teacher prepares lesson by selecting a story and a list of vocabulary words that contain important concepts from the story. They should also represent categories in the story frame matrix.
2. The vocabulary words are introduced to the students. It is important that the students are able to pronounce the words, and have some understanding of them.
3. Using the story frame matrix, the students place the vocabulary words where they feel they most likely belong. The teacher accepts all predictions.
4. The students complete the probable passage, which is a paragraph with story structure elements (setting, characters, problem, and solution) deleted. Students use the vocabulary words categorized in step 3 to complete the passage. All predictions are accepted.
5. The students read the selected story to determine if their predictions for both the story frame matrix, and probable passage were correct.

Reference

Wood, K. D. (1984). Probable passages: A writing strategy. *The Reading Teacher*, 37(5), 496-499.

1.4 Vocabulary Prediction/Confirmation

This strategy will aid students in vocabulary development. It can be used in all the content areas and promotes self-directed learning.



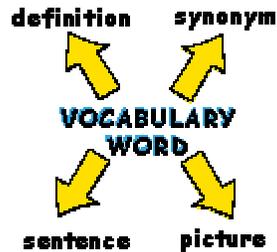
1. The students are given a worksheet with three headings on it - vocabulary, prediction, and definition
2. The students copy from the board the vocabulary words under the heading vocabulary.
3. Under the heading of prediction, the students write their predictions of the vocabulary words' meaning.
4. The students read the text from which the vocabulary words were derived.
5. Using contextual clues, the students write what they think the definitions are under the heading of definitions. These may be the same as their predictions.
6. The students check their definitions with a dictionary for accuracy, and make any corrections necessary under the definition heading.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

1.5 Vocabulary Mapping

This strategy will aid students in expanding their vocabulary development using a simple mapping format.



1. The students place the vocabulary word in the middle of a blank piece of paper.
2. The students label each of the four corners of the paper with the following headings; definition, synonym, sentence, and picture.
3. The students draw arrows radiating from the vocabulary word to each of the four headings.
4. The students complete what is being asked for under each of the four headings in regards to the vocabulary word.
5. The students share and discuss their vocabulary mappings with the class.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

1.6 PReP (Prereading Plan)

This strategy is more structured than simply skimming or previewing a text. In this strategy, students' prior knowledge is elicited by the teachers questions. These questions are geared towards helping students form mental associations about the topic, reflect on these associations, and reformulate their ideas before they read.



1. **Initial associations with the concept.** The students make associations between prior knowledge and the new concept. The teacher prompts this by asking students to say what comes to their mind when they hear a key term or concept related to the material to be read. The teacher records these initial associations on the board.
2. **Reflecting on initial associations.** As associations are recorded on the board, the teacher asks the students to elaborate on their responses by asking questions. At this step emphasize thinking about the associations and explaining your thinking to others.
3. **Reformulation of knowledge.** The students are now asked to summarize or add any new ideas from their discussion. After listening to other students' associations, students often remember something they may have forgotten they knew.
4. The students read the assigned text and review associations made.

Reference

Langer, J. A. (1981). From theory to practice: Pre-reading plan. *Journal of Reading*, 24(2), 152, 156.

2 Main idea and Supporting Details

What is the story about? You can think of the main idea as an umbrella that covers the other information in the paragraph or passage. The supporting details are more specific than the main idea. They may be the specific reasons, details, or examples that illustrate the main idea.

Sunshine State Standards

Strand A - Reading

Standard 2 - The student constructs meaning from a wide range of texts.

Benchmark - LA.A.2.2.1

The student determines the main idea or essential message from text and identifies supporting information.

Strand E - Literature

Standard 2 - The student responds critically to fiction, nonfiction, poetry, and drama.

Benchmark - LA.E.2.2.4

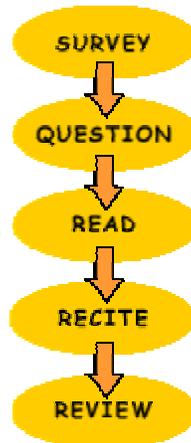
The student identifies the major theme in a story or nonfiction text.

Benchmark - LA.E.2.2.5

The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

2.1 SQ3R

The SQ3R method is a sequence of strategies to be followed when reading content area or informational texts following five steps.



1. **Surveying** - The students survey what they are about to read. This should give the students an idea as to the content and organization of the text.
2. **Questioning** - The students return to the first section of the text they are to read and formulate a question. This sets the purpose for reading.
3. **Reading** - The students are to read the first section in an attempt to answer their proposed question. If the answer to their question is not answered, they formulate a new one and answer it.
4. **Reciting** - The students answer their question in their own words, either orally or written without looking back at the text for help.
5. Continue steps 1-4 for each section of the text until the assigned reading is complete.
6. **Reviewing** - The students review the material by again answering the questions they formulated without the aid of the text.

Reference

Robinson, F. (1946). *Effective study*. New York: Harper and Brothers.

2.2 Reciprocal Teaching

This strategy is conducted in cooperative groups where students work together with informational texts in order to learn the material better. There are five strategies used in this method, with the teacher first modeling its use.



1. **Reading** - The assigned text is first broken down into short sections for the students to read. Typically the leader of the group reads the section aloud to the group.
2. **Questioning** - The leader and/or other group members now generate questions derived from the text just read for the other group members to answer.
3. **Clarifying Issues** - If any misunderstandings develop, the leader and/or other group members help in clarification.
4. **Summarizing** - When all questions have been answered and any misunderstandings have been clarified and discussed, the leader and/or other group members summarize what they have just read.
5. **Predicting** - The students now make predictions about what the next section may contain.
6. Continue using steps 1-5 until assigned text or chapter has been completed.

Reference

Palinscar, A., & Brown, A. (1984). Reciprocal teaching of comprehension - fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117-175.

2.3 Reading for Accuracy

This strategy follows a highly structured procedure. Accuracy and selected rereading is emphasized with two important questions being continually asked, (1) "Did you leave out any important information?" and (2) "Did you misrepresent any facts?" A strong factual base is important for students in order to analyze and synthesize the information read.



1. Before reading the text, the teacher prepares the students by building background knowledge, and clarifying key concepts.
2. The teacher sets the purpose for reading, and assigns a passage to be read.
3. After the students have read the passage, the teacher asks what they have remembered, and records it on the board.
4. The teacher helps students recognize when important information has been left out, or misrepresented. If necessary, the students reread the selection.
5. The class now organizes the information written on the board according to key concepts, main ideas, and supporting details.

2.4 QAR (Question/Answer Relationship)

QAR is a questioning strategy that helps teach students that a relationship exists between the question given, the text, and the background of the reader. In this strategy, students are taught to use four question/answer relationships (QAR's) to find the information they need in order to answer the question.



1. The teacher introduces QAR and explains the four types of question/answer relationships (QAR's)
2. The teacher models the QAR process by using a short story. First read the story and questions to the students. Then identify which QAR's are evidenced through the questions given. Finally, answer questions and discuss.
3. The teacher practices identifying the QAR's with the class.
4. The teacher provides independent practice.
5. The teacher gradually increases the length and complexity of the texts used with QAR.
6. The students continue to use QAR throughout the year, across the curriculum in science, social studies, health, etc.

QAR descriptors

Right There - The answer is in the text and is usually easy to find. The information is found in one place.

Think & Search - The answer is in the selection, but you need to put together different pieces of information. Information comes from different places in the text.

Author & You - The answer is not explicitly stated in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.

On My Own - The answer is not text-based. You can even answer the question without reading the selection. You need to use your own experience and background knowledge.

Reference

Raphael, T. (1982). Question-answering strategies for children. *The Reading Teacher*, 36(2), 186-191.

2.5 ReQuest

This strategy involves the teacher as well as the students in generating and responding to questions. Initially, students will not be able to generate questions beyond the literal, "right there" level. It is critical, therefore, for the teacher to model higher level questions, and use "think alouds" when generating questions for the students.



1. Both the students and the teacher silently read a segment of a text.
2. The teacher is then questioned by the students about the segment of text read. The teacher may not refer to the text while answering the questions.
3. The teacher then questions the students about the text using higher level questions and think alouds.
4. Another segment of the text is assigned and read by both the students and teacher. Steps 2 and 3 are repeated.
5. Continue with as many segments as necessary.
6. The remainder of the material is read silently with a follow-up discussion afterward.

Reference

Manzo, A. (1969). ReQuest: A method for improving reading comprehension through reciprocal questioning. *Journal of Reading*, 12(3), 123-126.

2.6 Selective Underlining

This strategy helps students learn how to underline key ideas in a text. It also helps with organization and remembering information.



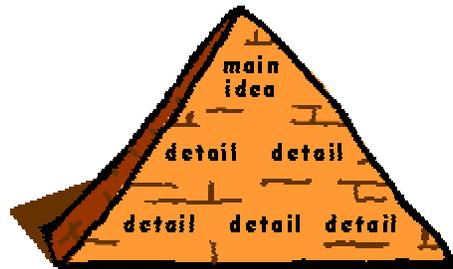
1. The teacher has the students read a short passage.
2. The teacher projects the passage onto a screen using a transparency and overhead projector. The students should also have a copy to mark.
3. The teacher explains why readers underline (organizes information and helps you remember what you have read.)
4. The teacher models how to underline selectively. It is important not to underline entire sentences, but rather key points of the sentence.
5. The teacher continues to model while increasing the length of text, and providing independent practice.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

2.7 Main Idea Pyramid

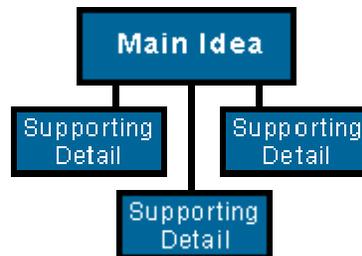
This strategy helps students identify the main idea and supporting details by using a graphic organizer.



1. The teacher introduces the graphic organizer and its structure.
2. The teacher models how to find the main idea and its supporting details. The main idea is placed in the top row. The two most important details are placed in the second row, and the next three details in the bottom row.
3. The teacher assigns a text to be read.
4. The students complete the graphic organizer independently, or with a partner.
5. The students share and discuss their pyramids.
6. The students may add illustrations.

2.8 Semantic Mapping

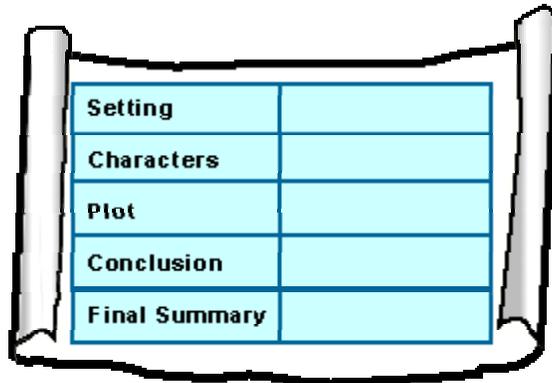
This strategy helps students organize information using a graphic organizer. Semantic mapping enables students to not only visualize relationships, but to categorize them as well. As a direct teaching strategy that includes brainstorming and teacher-led discussions, it provides opportunities for schema development and enhancement, as well as prediction, hypothesizing and verification of content when used as a prereading activity. It is also referred to as a web or concept map.



1. The teacher introduces a graphic organizer to the class. It can have several different appearances. It can be shown as circles, squares, or ovals with connecting lines.
2. The students read an assigned text.
3. Through class discussion, the teacher writes the main idea of the text in the middle of the top circle.
4. The students share the supporting details of the main idea and place them in circles that are connected to the main idea by lines.
5. This activity can also be used by students in cooperative groups, or individually.

2.9 Summary Blueprints

This strategy helps students select the main information from a text by using a graphic representation of the story structure as a guide.



Setting	
Characters	
Plot	
Conclusion	
Final Summary	

1. The teacher shares and discusses with the students the summary blueprint.
2. The students read the assigned text.
3. The students complete the summary blueprint by filling in the setting, characters, plot and ending.
4. The students create a written summary about the text using information gathered from the summary blueprint.
5. The students share and discuss their work.

Reference

Hare, V., & Bingham, A. (1986). Teaching students main idea comprehension: Alternatives to repeated exposures. In J. Baumann (Ed.), *Teaching main idea comprehension* (179--194). Newark, DE: International Reading Association.

2.10 Number Notes

This strategy helps students identify the main idea and its supporting details by assigning them numbers.



1. The teacher introduces the structure to be followed.
2. The teacher models with students how to use number notes by first using only words, not sentences
ex. 1: dinosaurs
 - 2: meat-eaters
 - 3: sharp teeth
 - 3: sharp claws
 - 2: plant-eaters
 - 3: tall
 - 3: short
3. The teacher continues modeling using a text, and writing sentences instead of words.
4. For independent practice, write structure on board, have students complete and then share.

Reference

Santa, C. (1993). Pegasus: *Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

3 Author's Purpose

The ability to recognize the purpose of a selection. Recognizing that communicating for varied purposes often requires the use of different approaches, organization, and language.

Sunshine State Standards

Strand A - Reading

Standard 2 - The student constructs meaning from a wide range of texts.

Benchmark - LA.A.2.2.2

The student identifies the author's purpose in simple text.

Benchmark - LA.A.2.2.3

The student recognizes when a text is primarily intended to persuade.

3.1 Author's Grab Bag

This strategy helps students identify an author's purpose. An author's purpose may be to entertain, inform, persuade or, describe.



1. The teacher collects various writing samples from a number of sources (newspaper articles, captions with photo, comics, advertisements, etc.) and laminates them. There should be many examples of each type of author's purpose.
2. The laminated writing samples are placed in a grab bag.
3. The students take turns pulling writing samples out of the bag and identifying the author's purpose. The students should be able to explain their answer.

Reference

Reading FCAT Ideas from Pinellas County Teachers, Grades K-5, April 1998, p. 22.

3.2 Author's Purpose

This strategy teaches students how to identify the author's purpose or point of view.



1. The teacher introduces the four main purposes an author may use. Give plenty of examples of each type, and practice identifying which ones belong under which heading.
2. The teacher places students into cooperative groups of four. Give each group a copy of the daily newspaper. Have students search through and cut out articles, advertisements, etc., and identify the author's purpose. Follow-up with a class discussion where articles are shared and the justification of an author's purpose is explained.

Reference

Adapted from Florida Department of Education materials.

3.3 What's the Purpose?

This activity helps students to identify the different purposes of television programs. The students will categorize various programs as to whether they inform, persuade or entertain.



1. The students brainstorm programs that can be found on the television.
2. The teacher introduces or reviews the terms; inform, persuade, and entertain.
3. The teacher makes a table or chart using these terms as headings on the board or chart paper.
4. As a class, categorize the TV programs brainstormed earlier under these headings. Students should be able to justify and explain their answers.

Reference

Adapted from Florida Department of Education materials.

3.4 QAR (Question/Answer Relationship)

QAR is a questioning strategy that helps teach students that a relationship exists between the question given, the text, and the background of the reader. In this strategy, students are taught to use four question/answer relationships (QAR's) to find the information they need in order to answer the question.



1. The teacher introduces QAR and explains the four types of question/answer relationships (QAR's)
2. The teacher models the QAR process by using a short story. First read the story and questions to the students. Then identify which QAR's are evidenced through the questions given. Finally, answer questions and discuss.
3. The teacher practices identifying the QAR's with the class.
4. The teacher provides independent practice.
5. The teacher gradually increases the length and complexity of the texts used with QAR.
6. The students continue to use QAR throughout the year, across the curriculum in science, social studies, health, etc.

Reference

Raphael, T. (1982). Question-answering strategies for children. *The Reading Teacher*, 36(2), 186-191.

4 Chronological Order

Recognizing the order of events in a selection. A text that is chronologically organized features a sequence of events that unfold over a period of time.

Sunshine State Standards

Strand A - Reading

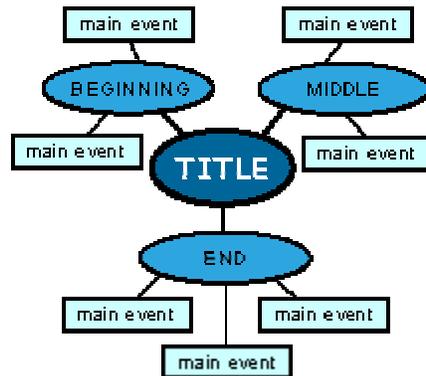
Standard 2 - The student constructs meaning from a wide range of texts.

Benchmark - LA.A.2.2.1

The student reads text and determines the main idea, or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

4.1 Story Mapping

Story mapping is a way of visually representing the major parts of a story. The focus is typically on the three main elements of a story: the beginning, middle, and end. The students are directed to concentrate on the most important events of the three main elements, and not get hung up with minor details.



1. The teacher reads the story to the class, or has them read it silently. The more familiar they are with the story, the more successful they will be.
2. The teacher draws an outline of the story map onto the board. The middle circle will contain the title of the story. From that circle, draw three lines connecting to three other circles containing the terms; beginning, middle, and end.
3. The students recall and list the most important events connected to each of the three story element parts. This is done by drawing lines from the story element (beginning, middle, end) to another circle with the event written inside.
4. After the story map is complete, the students use it to orally retell the story, illustrate main events, write a summary, or act it out.

4.2 Plot Diagrams

Plot diagrams are another strategy involving story structure, specifically the plot and the sequence of events surrounding the main character(s). Most story plots involve a main character or characters who must solve a problem or reach some goal. To do so there is typically a series of events or challenges that must be overcome in order to reach a resolution. In this strategy students are asked to imagine the plot structure as a journey in order to reach their destination.



1. The teacher will read a story to the class or have them read it silently.
2. The teacher records the main character's journey onto a transparency or large piece of paper as dictated by students.
3. The teacher records each obstacle or challenge the main character experiences onto the transparency or chart paper with a sentence and a picture. The plot diagram will look similar to a map when complete. For example, a challenge for the main character to overcome may be shown as a hill, mountain or bridge to cross.

4.3 Probable Passage

This strategy helps students develop an awareness of story structure, improve comprehension, and increase vocabulary development.

Setting	Characters	Plot	Ending
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Story Frame Matrix

The story takes place _____.
_____ is a character in the story.
A problem occurs when _____.
The problem is solved when _____.
_____. At the end _____.

Probable Passage

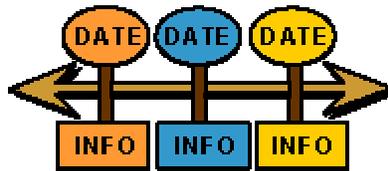
1. The teacher prepares lesson by selecting a story and a list of vocabulary words that contain important concepts from the story, and that represent categories in the story frame matrix.
2. The vocabulary words are introduced to the students. It is important that the students are able to pronounce the words, and have some understanding of them.
3. Using the story frame matrix on the board or chart paper, the students place the vocabulary words where they feel they most likely belong. The teacher accepts all predictions.
4. The students complete the probable passage, which is a paragraph with story structure elements (setting, characters, problem, and solution) deleted. Students use the vocabulary words categorized in step 3 to complete the passage. All predictions are accepted.
5. The students read the selected story to determine if their predictions for both the story frame matrix, and probable passage were correct.

Reference

Wood, K. D. (1984). Probable passages: A writing strategy. *The Reading Teacher*, 37(5), 496-499.

4.4 Timelines

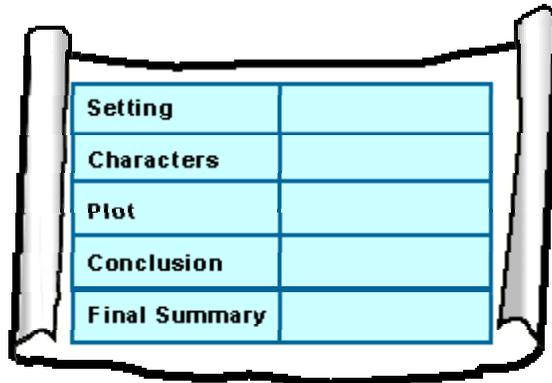
This strategy helps students chronologically organize information found in a text. It graphically shows the students how events occur over time. It is most effective with historical texts, as well as biographies, social studies and science. A timeline is created by drawing a straight line and inserting dates and events in-between.



1. The teacher introduces students to the concept of a timeline by showing several examples, and by modeling one as a whole group activity.
2. The teacher assigns a text to be read.
3. The teacher instructs students to create a timeline using the dates and information given in the text. Drawing paper and rulers will be needed. This activity can be done in cooperative groups, or individually.
4. The students share and discuss their work.
5. The students may wish to add illustrations.

4.5 Summary Blueprints

This strategy helps students select the main information from a text by using a graphic representation of the story structure as a guide.



Setting	
Characters	
Plot	
Conclusion	
Final Summary	

1. The teacher shares and discusses with the students the summary blueprint.
2. The students read the assigned text.
3. The students complete the summary blueprint by filling in the setting, characters, plot and ending.
4. The students create a written summary about the text using information gathered from the summary blueprint.
5. The students share and discuss their work.

Reference

Hare, V., & Bingham, A. (1986). Teaching students main idea comprehension: Alternatives to repeated exposures. In J. Baumann (Ed.), *Teaching main idea comprehension* (179--194). Newark, DE: International Reading Association.

5 Plot & Conflict Resolution

Understanding the elements of a story; the characters, setting, events and conclusion.

Sunshine State Standards

Strand E - Literature

Standard 1 - The student understands the common features of a variety of literary forms.

Benchmark - LA.E.1.2.2

The student understands the development of plot and how conflicts are resolved in a story.

Benchmark - LA.E.1.2.3

The student knows the similarities and differences among the characters, settings, and events presented in various texts.

5.1 Directed Listening/Thinking Activity (DLTA) and Directed Reading/Thinking Activity (DRTA)

These two activities have the students either listening (DLTA) or reading (DRTA) stories actively and critically. Throughout the activity the students are to summarize and make predictions about the story content. It is important to avoid terms such as, "right" or "wrong". Instead use terms like "might happen", "likely" or "possible." Predicting is not so much guessing right, but rather coming up with possible alternatives.

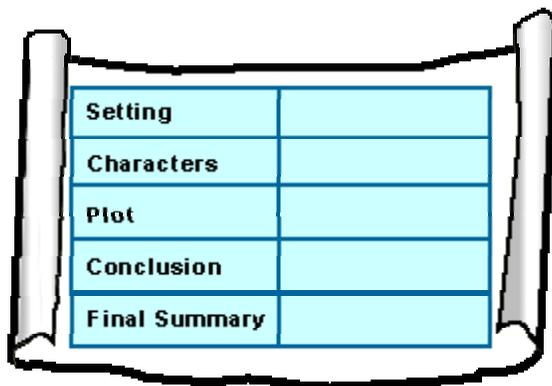
1. The teacher chooses a story in advance, one with a clear plot structure and attractive illustrations.
2. The teacher becomes familiar with the story, and plans to stop reading at least 2-4 times at predetermined points where she can ask the students to summarize what has happened so far, and predict what may happen next.
3. Before reading to the children (DLTA), or having them read silently (DRTA), the teacher draws attention to the cover of the book by reading the title and looking at its illustration. The teacher asks the children to make predictions as to what the story may be about. The teacher accepts all predictions.
4. The teacher records the predictions on the board, and asks, "Why do you think so?"
5. The teacher reads the story to the class (DLTA), or has the students read silently to a predetermined stopping point (DRTA). At each of the stopping points, the teacher asks for the children's summaries of what has happened so far, and what they predict will happen next.
6. The class reexamines the predictions on the board, discusses which predictions are no longer viable, and which need to be adjusted or refined. New predictions are then formulated.
7. Continue reading aloud (DLTA), or silently (DRTA) to the next stopping point. Repeat step 6.

Reference

Stauffer, R. (1980). *The language experience approach to the teaching of reading*. (2nd ed.). NY: Harper and Row.

5.2 Summary Blueprints

This strategy helps students select the main information from a text by using a graphic representation of the story structure as a guide.



Setting	
Characters	
Plot	
Conclusion	
Final Summary	

1. The teacher shares and discusses with the students the summary blueprint.
2. The students read the assigned text.
3. The students complete the summary blueprint by filling in the setting, characters, plot and ending.
4. The students create a written summary about the text using information gathered from the summary blueprint.
5. The students share and discuss their work.

Reference

Hare, V., & Bingham, A. (1986). Teaching students main idea comprehension: Alternatives to repeated exposures. In J. Baumann (Ed.), *Teaching main idea comprehension* (179--194). Newark, DE: International Reading Association.

5.3 Two-Column Notes for Plot & Conflict Resolution

This strategy helps students with a story's plot development and resolution by using a graphic organizer. This organizer uses two columns. The first column lists the following story elements; setting, characters, problem(s), event(s), and resolution. The second column is for the students to complete using information from the story.

Setting	
Characters	
Problem	
Event(s)	
Resolution	

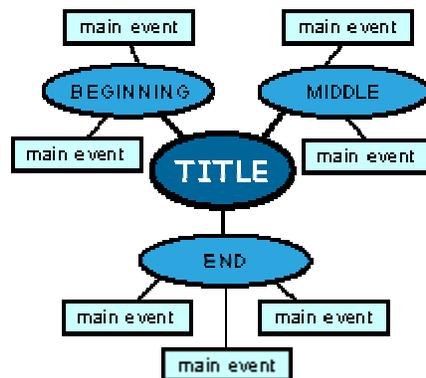
1. The teacher introduces the graphic organizer.
2. The students read an assigned story.
3. The students complete the two-column notes using their knowledge of the story.
4. The students share and discuss their notes with the class.
5. The students may add illustrations.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

5.4 Story Mapping

Story mapping is a way of visually representing the major parts of a story. The focus is typically on the three main elements of a story: the beginning, middle, and end. The students are directed to concentrate on the most important events of the three main elements, and not get hung up with minor details.



1. The teacher reads the story to the class, or has them read it silently. The more familiar they are with the story, the more successful they will be.
2. The teacher draws an outline of the story map onto the board. The middle circle will contain the title of the story. From that circle, the teacher draws three lines to connect to three other circles containing the terms; beginning, middle, and end.
3. The students recall and list the most important events connected to each of the three story element parts. This is done by drawing lines from the story element (beginning, middle, end) to another circle with the event written inside.
4. After the story map is complete, the students use it to orally retell the story, illustrate main events, write a summary, or act it out.

5.5 Plot Diagrams

Plot diagrams are another strategy involving story structure, specifically the plot and the sequence of events surrounding the main character(s). Most story plots involve a main character or characters who must solve a problem or reach some goal. To do so there is typically a series of events or challenges that must be overcome in order to reach a resolution. In this strategy students are asked to imagine the plot structure as a journey in order to reach their destination.



1. The teacher will read a story to the class or have them read it silently.
2. The teacher will record the main character's journey onto a transparency or large piece of paper as dictated by students.
3. The teacher will record each obstacle or challenge the main character experiences onto the transparency or chart paper with a sentence and a picture. The plot diagram will look similar to a map when complete. For example, a challenge for the main character to overcome may be shown as a hill, mountain or bridge to cross.

5.6 Story Clock

This strategy helps students with plot development by using a graphic organizer.



1. The students read an assigned story.
2. Using a graphic representation similar to a clock, the students draw 12 pictures depicting events from the story.
3. The students start at the 1 o'clock position and draw a picture of the starting event.
4. The students continue around the circle with pictures relaying the story events in successive order.
5. The final event is placed at the 12 o'clock position.
6. The students add a sentence near each picture to further explain the events.

6 Cause & Effect / Fact & Opinion

Cause & Effect - Recognizing and exploring the relationship between events, actions or situations by looking for the results or consequences of these particular actions, events or ideas.

Fact & Opinion - Recognizing the difference between facts, things that can be verified and proven true or not, and opinions, which are someone's personal values expressed.

Sunshine State Standards

Strand E - Literature

Standard 2 - The student responds critically to fiction, nonfiction, poetry, and drama.

Benchmark - LA.E.2.2.1

The student recognizes cause-and-effect relationships in literary texts.

Strand A - Reading

Standard 2 - The student constructs meaning from a wide range of texts.

Benchmark - LA.A.2.2.6

The student recognizes the difference between fact and opinion presented in a text.

6.1 Two-Column Notes for Cause & Effect

This strategy helps students identify and/or explain cause and effect relationships found in both informational and literary texts by using a graphic organizer.

Causes	Effects
_____	_____
_____	_____
_____	_____

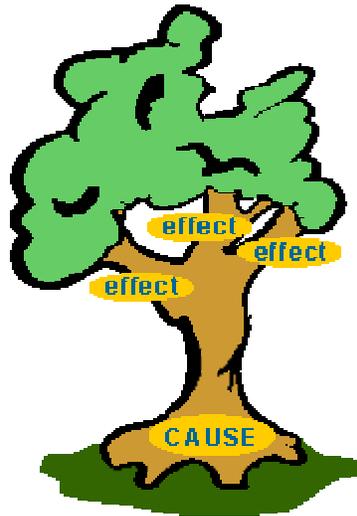
1. The teacher introduces the graphic organizer.
2. The students read an assigned text.
3. The students complete the two-column notes using their knowledge of the story.
4. The students list causes on the left-hand side of the chart.
5. The students identify the effects of the listed causes on the right-hand side of the chart.
6. The students share their cause and effect notes with the class.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

6.2 Cause and Effect Tree

This strategy helps students identify cause and effect relationships. It is important to stress that sometimes one cause may have several effects, or several causes may lead to one effect. There is not always a one-to-one relationship in cause and effect.



1. The students read an informational or literary text.
2. The students brainstorm cause and effect relationships found in the text.
3. The teacher introduces a visual aid of a tree with many branches either on the board or chart paper, as well as on worksheets for each student.
4. The students write the cause on the trunk of the tree.
5. On each branch the students write the effects of the cause. If there is more than one cause and effect relationship in the text, use another tree.
6. The students share their cause and effect trees and/or extend them into paragraph form.

6.3 Opinion/Proof Notes

This strategy helps students learn to develop an opinion, and support it through evidence from a text.

Opinion	Proof
_____	_____
_____	_____
_____	_____

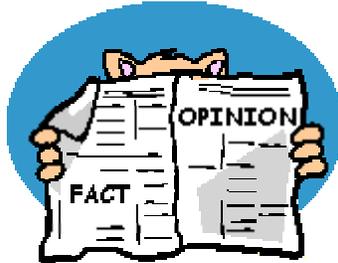
1. The students read an assigned chapter or book.
2. The students develop an opinion about a character from the text. The opinion is written down in the left-hand column.
3. The students write supporting evidence for their opinion in the right-hand column. The evidence must be derived from the text along with the page number for reference.
4. The students share their opinion/proof notes with the class. Extension: The students may use their opinion/proof notes to develop a persuasive paper.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

6.4 Fact and Opinion in the Newspaper

This strategy helps students distinguish between fact and opinion. Students are taught that facts, unlike opinions, can be verified to see if they are true or not, and that key words may help in identifying an opinion.



1. The teacher shows the students a variety of samples from the newspaper. It can be either headlines or complete articles.
2. The students discuss whether the samples are facts or opinions. The teacher alerts the students to look for key words, such as, *perhaps*, *in my opinion*, *I think*, *probably*, and *I believe*, that may signal an opinion.
3. After practicing with the teacher, the students are placed in cooperative groups and given more newspaper samples to decide which are fact or opinion.
4. The students may write an "O" or "F" after each sentence to distinguish between which is fact and which is opinion as they read the article.

7 Compare & Contrast

Recognizing similarities and differences. How are they alike? How are they different?

Sunshine State Standards

Strand A - Reading

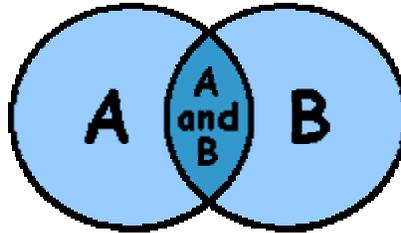
Standard 2 - The student constructs meaning from a wide range of texts.

Benchmark - LA.A.2.2.7

The student recognizes the use of comparison and contrast in a text.

7.1 Venn Diagrams

This strategy will help students to compare and contrast information attained from a text or unit of study through the use of a graphic aid.



1. The students write the attributes of one concept in the left-hand side of the circle that which only it possesses.
2. The students write the attributes of the other concept being looked at in the right-hand side of the second circle those characteristics only it possesses.
3. The students write those attributes shared by both concepts in the middle area where the two circles overlap. These should be the characteristics that are shared by both concepts.
4. The students share their venn diagrams, and/or use them in putting the information into paragraph form.

7.2 Three-Column Notes

This strategy helps students with comparing and contrasting. Attributes are compared and contrasted using three-columns (different-same-different). This is similar to a venn diagram, but in column form.

Different	Same	Different
_____	_____	_____
_____	_____	_____
_____	_____	_____

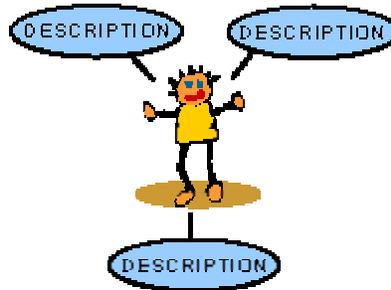
1. The students read an assigned story.
2. The students are to compare and contrast the story to one previously read, or within itself. If you wish to compare and contrast within one story , you can do so with the characters.
3. The students take notes underneath the three columns to compare and contrast between any two concepts (characters, settings, subjects or topics, events, etc.).
4. The students share their notes with the class, and may extend the activity by putting their information into paragraph form.

Reference

Reading FCAT Ideas from Pinellas County Teachers, Grades K-5, April 1998, p. 22.

7.3 Character Mapping

This strategy helps students select and describe a character from a story, and then compare/contrast it to another character from either the same story or another.



1. After reading a story, the students choose a character they wish to describe in detail.
2. The students draw a picture of their character and/or write its name in the middle of a blank piece of paper.
3. The students draw a short line outward from their picture for each description they attribute to their character.
4. The students do a character map for two characters in their story to compare/contrast them, or take characters from two different stories to compare and contrast.
5. The students share their character mappings with the class.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

7.4 Character Frames

This strategy helps students select and describe a character from a story, and then present evidence to justify the character's description. The students can also use this strategy as a way of comparing/contrasting between two different characters from either the same story or from another.

Character	Personality Characteristics	Evidence
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. The students choose a character that they wish to describe in detail.
2. The students complete a character frame by filling in information about the character under three headings; character, personality characteristics, and evidence. The evidence comes from the story and supports the personality characteristics.
3. The students share and discuss their character frames with the class.

Reference

Santa, C. (1993). *Pegasus: Teacher implementation guide for grade 4*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

7.5 Semantic Feature Analysis

This strategy effectively teaches vocabulary by activating prior knowledge and by classifying the new words by features using a matrix.

	meat-eaters	plant-eaters	fly	swim	walks on 2 legs	walks on 4 legs
t-rex						
stegosaurus		✓				
apatosaurus						
triceratops						

1. The teacher selects a list of words that have similarities, and places them on the matrix in the left-hand column.
2. The teacher then writes features associated with these words across the top of the matrix, or asks the students to supply the features associated with these words.
3. Students are to complete the matrix by placing either a check if the word has the feature, or a zero if it does not have the feature. Accept all predictions.
4. Once the matrix is complete and the students have discussed the reasons for their answers, the students should then read the assigned passage.
5. Review matrix for any necessary changes.

Reference

Anders, P., & Bos, C. (1986). Semantic feature analysis: An interactive strategy for vocabulary development and text comprehension. *Journal of Reading*, 29(7), 610-616.

8 Organizing Information

Using maps, graphs, charts, tables, and other graphic aids to help organize information found in a text.

Sunshine State Standards

Strand A - Reading

Standard 1 - The student uses the reading process effectively.

Benchmark LA.A.1.2.2

The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

Strand B - Writing

Standard 1 - The student uses the writing processes effectively.

Benchmark - LA.B.1.2.1

The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Standard 2 - The student writes to communicate ideas and information effectively.

Benchmark - LA.B.2.2.2

The student organizes information using alphabetical and numerical systems.

Benchmark - LA.B.2.2.6

The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

Strand E - Literature

Standard 1 - The student understands the common features of a variety of literary forms.

Benchmark - LA.E.1.2.3

The student knows the similarities and differences among the characters, settings, and events presented in various texts.

8.1 K - W - L

KWL is a strategy typically used with nonfiction material. The students are to recall what they already know about a topic, what they want to know, and later what they have learned. It is also highly effective in introducing new themes or units of study, as well as a culminating activity.

K	W	L
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. The teacher prepares a K-W-L chart on posterboard.
2. The students brainstorm what they already know about the topic. The teacher records this information under the K on the chart. Important: Accept all predictions. This is not a "teaching" time, you are merely recording what they think they know about the topic. Later you can reexamine their speculations as to whether they were indeed true or not.
3. Under the W, the teacher lists what the students want to know about the topic. These must be formed as questions.
4. After completing the reading assignment, or unit of study, the students complete the K-W-L chart.
5. Under the L, the teacher lists what the students have learned through their assigned reading or unit of study.
6. Items listed under the L can be categorized using a key. For example, when listing what they have learned about mammals, the class could devise a key such as, D for description, F for food and L for location. These designations can then be placed next to each item listed under the L.

Reference

Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 36(6), 564-570

8.2 Previewing

This strategy helps students to read and learn from content area texts. The students are taught several techniques to use in preparation to reading a text independently through teacher demonstrations and modeling. The goal is to have students approach textbook reading strategically and independently.



The teacher will draw attention to the following features:

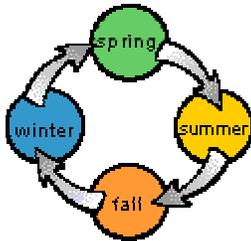
1. Title - This can be used to predict what the assigned text will be about, as well as to activate the students' prior knowledge.
2. Introductions and Summaries - Point out to the students that introductions and summaries are two places where lots of important information can be found.
3. Bold Print Headings - Direct students' attention to headings and subheadings found in the chapter. Have students speculate what information may be found under these headings, as well as anticipate what questions may be answered there.
4. Graphic Aids - Draw the students' attention to any charts, tables, graphs or maps that may be used in the chapter. Explain that these graphic aids are valuable resources for summarizing important information found in the text. If students are having difficulty reading or understanding a certain graphic aid, the teacher may wish to conduct mini-lessons at a later date.

Reference

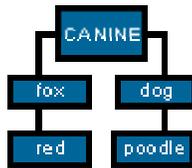
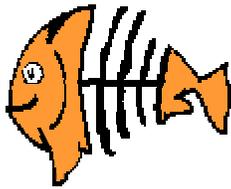
Vacca, J. L., & Vacca, R. T. (1996). *Content area reading* (5th ed.). New York: HarperCollins.

8.3 Graphic Organizers

Graphic organizers help students develop an awareness of the various structures found in informational texts to improve comprehension and recall. Graphic organizers are pictorial arrangements of ideas showing major ideas connected by supporting details through geometric shapes, lines and arrows. Once students have been trained in the use of graphic organizers and have an understanding of text structures, they can create their own as needed.



1. Choose a graphic organizer to use.
2. Read a text or complete a unit of study.
3. Complete the graphic organizer. The type of graphic organizer used will dictate how to complete it. (see Graphic Organizers in the Teaching Strategies section for more help)



8.4 Hierarchical Summaries

This strategy helps students learn to outline and summarize textbook material, specifically content area texts. It is extremely effective with textbooks that are organized with boldface headings and subheadings.

A.

1.

2.

3.

B.

1.

2.

3.

1. The students skim over three to four pages of the assigned text, taking note of the headings.
2. The students use this information to make a skeletal outline using a capital letter for each section designated by a heading with two to three lines underneath to write sentences.
3. The students read the section under the first subheading.
4. The students write a main idea sentence next to the letter A in their own words. Underneath they write two to three sentences that support the main idea, again in their own words.
5. The students continue reading sections one at a time, and filling in the skeletal outline as in step 4.
6. When the assigned reading is complete, the students review their summaries.
7. The students share their summaries in small groups.

Reference

Taylor, B. (1986). Teaching middle grade students to summarize content textbook material. In J.F. Bauman (Ed.), *Teaching main idea comprehension* (pp. 195-209). Newark, DE: International Reading Association.