

Comprehension Activities

IDEAL Consulting Services

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Probable Passage

Description: A set of key vocabulary words from the text that the students categorize and then use to make predictions about the text.

1. The teacher selects 8-14 key words that they students can grasp the meaning of by reading the selection.
2. After discussing what the words mean, students arrange them into categories according to their probable functions in the story.
 - a. Categories: setting, characters, conflicts, solutions, or endings
3. Students use the words to write a gist statement that tells what they think the story or text will be about.
4. Students use what they know about story structure, think about the vocabulary, look for causal relationships, and make predictions about what they think will happen.

Cycle of Instruction:

1. Select 8-14 words that students will be able to grasp the meaning of when they begin reading.
2. Model:
 - a. how to categorize words and use think-alouds to demonstrate thinking processes for students.
 - b. how to create a "Gist Statement"
 - c. how to think through all of the things you want to discover as you read the selection.
3. After reading the story, go back to the Probable Passage worksheet to see which of the "To Discover" questions you can answer.

After modeling the process, allow students to try it

Sample 1: Probable Passage

Probable Passage

Title of Selection: _____

Characters

Setting

Problem

Gist Statement

Outcomes

Unknown Words

To discover...

- 1.
- 2.
- 3.
- 4.

Sample 2: Probable Passage for Non-fiction

Probable Passage

Title of Selection:

Who

What

When

Gist Statement

Where

Why

How

Now I Know...

Probable Passage Sample

Wish You Well, Chapter 30

Vocabulary:

canned in jars
Eugene
night
heavy wagon
harvested

sharing
Louisa
late summer
nothing to eat
filled lard buckets with berries

buckets of potatoes
fretted
bags of cornmeal
Billy Davis

Characters

Eugene
Louisa
Billy Davis

Setting

Night
Late summer

Problems

Heavy wagon
Harvested
Sharing
Nothing to eat

Gist Statement

Eugene, Louisa and Billy Davis live on a farm. It is nighttime in late summer and they have to harvest all of their food. There are too many people to share the harvest with, so they don't have enough food. They are trying to come up with ways to have enough food.

Outcomes

Canned in jars
Filled lard buckets
with berries
Buckets of potatoes
Bags of cornmeal

Unknown Words

Fretted
lard

To discover...

1. Why isn't there enough food?
2. Who do they have to share with?
- 3.

Anticipation Guide

Description: A set of generalizations related to the theme of a selection that activates prior knowledge, encourages students to make personal connections with the selection, and gives them an opportunity to interact with the text prior to reading it.

Cycle of Instruction:

1. Create the Anticipation Guide (see sample).
 - a. Look for a few (1-3) 'big ideas' or themes in the selection that will spark discussion.
 - b. Write down generalizations, keeping the most controversial ones. Be careful not to write factual information, but statements that one can have an opinion on.
 - c. Students will mark whether they agree or disagree with each statement.
 - i. Remember that there is no right or wrong answer.
2. Introduce the strategy to the students.
 - a. Model how to do one with them.
3. Use Anticipation Guides before, during, and after reading.
 - a. Before Reading: Students complete the guide that address issues in the selection.
 - b. During Reading: Students make notes that are revealed as they read the selection.
 - c. After Reading: Students look at their original responses and determine whether they still agree with their initial statements. If they do not, they can modify their statements based on the new information they have gained.

Sample1: Anticipation Guide

Directions:

Before Reading: Read each and write **Yes** in the blank if you believe the statement.

During Reading: Use the text to take notes that help to support those statements that you wrote a "Yes" next to or make you reconsider that opinion.

After Reading: Revisit the statements and determine whether you confirm your opinions or if you need to modify them.

Before Reading

After Reading

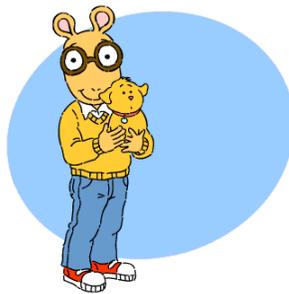
- | | | |
|-------|---|-------|
| _____ | 1. Mean people eventually get what they want. | _____ |
| _____ | 2. Good deeds are always rewarded. | _____ |
| _____ | 3. People see what they want to see. | _____ |
| _____ | 4. Ignorance is bliss. | _____ |
| _____ | 5. Marriage should be based on love. | _____ |
| _____ | 6. Children should be obedient to their parents, even if it means having to do something they don't want to do. | _____ |
| _____ | 7. If a sibling is continually mean to another sibling, the hurt sibling should tell the parents, even if that means hurting their parents. | _____ |
| _____ | 8. Political leaders should prove their worthiness to lead rather than inherit the leadership position due to family history. | _____ |

During-Reading Notes:

Sample 2: Anticipation Guide

Directions: Read each statement below and make a check mark to indicate your response. Do you agree or disagree? Read the assigned text and then respond again. Have you changed your beliefs? Confirmed or changed you opinions? Be ready to discuss your thoughts.

Title/Subject: Arthur's Family Vacation		
Agree ☺	Disagree ☹	<i>Statement</i>
		All vacations are fun.
		All brothers and sisters get along.
		Going to the beach is always fun.
		When you're away from home, you always miss somebody.
		Visiting a cow festival would be fun.



Sample 3: Anticipation Guide

Directions:

Before Reading: Before we read this story, please put a check next to those statements that you agree with in the **BEFORE** column. Compare your opinions with a partner's opinions and discuss your reasons for checking or not checking each statement.

After Reading: After we have read this book, please go back and check those statements you now agree with under the **AFTER** column.

BEFORE

AFTER

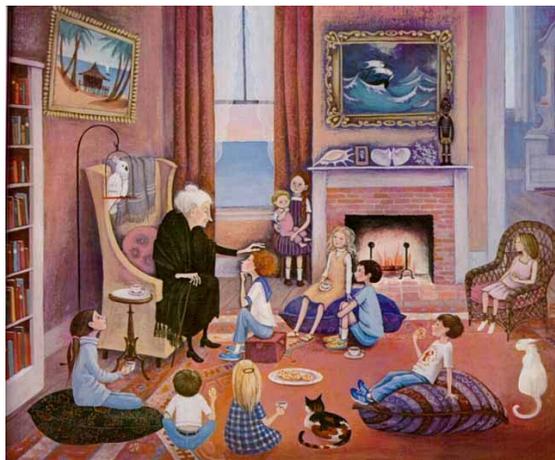
1. Older people can't do anything to help others because they need help themselves.

2. The more things you have, the happier you are.

3. People can make the world more beautiful by doing simple things in nature.

4. If you have a lot of money, you will be happy.

5. We can learn many lessons from our elders.



List – Group – Label

Description: A strategy that assists in activating prior knowledge and developing concepts and vocabulary before reading.

1. Assists students in developing categorizing skills.
2. The strategy may be used independently, with a partner, and in small- and whole-group settings.
3. Students engage in meaningful collaboration, negotiation, and problem-solving to build a common reference of understanding prior to reading a selection.

Cycle of Instruction:

1. Model the strategy and provide guided practice using a sample topic.
2. Provide students with the topic they will be learning about.
3. Divide the class into small groups (2-5 students)
4. Have students brainstorm a list of words related to the topic using free word association.
5. Have students categorize and group the words.
6. Have students create a label for each category.

Sample 1: List – Group – Label

Topic: Community

Brainstorm List:

police officer	doctors	clean up
school	parades	gardens
playground	hospital	teachers
supermarket	friends	
neighbors	firefighters	

Group:

Playground	police officer	clean up
School	neighbors	gardens
Hospital	doctors	
Supermarket	firefighters	
	teachers	
	friends	

Label:

Places in
Our Community

People in
Our Community

Ways We Help
Our Community

Tea Party/ Mix and Mingle

Description: A strategy that offers students the opportunity to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on their prior experiences.

Cycle of Instruction:

1. Decide what phrases, sentences, or single words you want to place on index cards.
 - a. You may want to create half as many index cards as there are students in your class.
 - b. Select phrases that might be interpreted multiple ways.
 - c. Do not paraphrase the text
2. Tell students that their goals are to
 - a. share their cards with as many classmates as possible
 - b. listen to others as they read their cards
 - c. discuss how these cards may be related
 - d. speculate on what the cards, collectively, might be about
3. As students move from one student to another, ensure that they are sharing their cards **and** discussing what they think the selection may be about.
4. Have students return to their small groups to discuss what they presume is happening in the text.
5. Ask students to record their predictions by writing a "We think" statement – a paragraph that begins with the sentence *"We think this selection is about..."*
6. As students share their "We think" statements, ask them to explain how they reached that prediction.
7. Read the selection.

Sample 1: Tea Party

I didn't give her a good-by kiss

I remember going there every summer...

I remember... afternoons of spit-moistened hankies...

Cast off, abandoned, in Williamsburg, Iowa...

God wouldn't let the good person sink.

We always sealed it with a kiss.

... how could I know she would sink?

I was ten.

The idea of a kiss at that time made my young stomach sink.

Let it be summer.

The violet kiss... sealed some agreement we had for the next summer...

I sat in that angular house with summer dragging me onward...

I went off in the bus for the last time...

Grace

I could have done without the words of Jesus

Poem: Grandmother Grace by Ronald Wallace

Grandmother Grace

I didn't give her a good-bye kiss
as I went off in the bus for the last time,
away from her house in Williamsburg, Iowa,
away from her empty house with Jesus
on all of the walls, with clawfoot tub and sink
with the angular rooms that trapped all my summers.

I remember going there every summer –
every day beginning with that lavender kiss,
that face sprayed and powdered at the upstairs sink,
then mornings of fragile teacups and old times,
afternoons of spit moistened hankies and Jesus,
keeping me clean in Williamsburg, Iowa.

Cast off, abandoned in Williamsburg, Iowa,
I sat in that angular house with summer
dragging me onward, hearing how Jesus
loved Judas despite his last kiss,
how he turned his other cheek time after time,
how God wouldn't let the good person sink.

Months later, at Christmas, my heart would sink
when that flowery letter from Williamsburg, Iowa,
arrived, insistent, always on time,
stiff and perfumed as summer.
She always sealed it with a kiss,
A taped-over dime, and the words of Jesus.

I could have done without the words of Jesus;
The dime was there to make the message sink
in, I thought; and the violet kiss, quavering and frail, all the way from Williamsburg, Iowa,
sealed some agreement we had for the next summer
as certain and relentless as time.

I didn't know this would be the last time.
If I had, I might even have prayed to Jesus
to let me see her once again next summer.
but how could I know she would sink,
her feet fat boats of cancer, in Williamsburg, Iowa,
alone, forsaken, without my last kiss?

I was ten, Jesus, and the idea of a kiss
at that time made my young stomach sink.
Let it be summer. Let it be Williamsburg, Iowa.

Tea Party/Mix and Mingle Before and After Reading T-Chart

Directions:

Before Reading: Record your predictions/connections about the first small piece of text you were given on the index card.

After Reading: Expand on your original thoughts. Explain how your ideas have changed.

Before	After
I think this piece of text is about...	I know this piece of text is about...
I think this because...	I know this because...

Click/Clunk

Description: A strategy where the goal is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding.

1. **Clicks:** portions of the text that make sense to the reading; comprehension “clicks” into place as the reader proceeds smoothly through the text.
2. **Clunks:** a word, concept or idea that does not make sense; a portion of the text that causes comprehension to break down.
3. Because students know that they will be asked whether or not “everything is clicking,” they are alert to identify clunks during reading.

Cycle of Instruction:

TEACH

- a. Tell students they will be learning ways to read more carefully.
- b. Distribute copies of “My Reading Check Sheet” (see sample).
- c. Review all of the reading strategies on the student handout.
- d. Instruct students of what they should do while reading.
1. At the **end of each sentence**, they should ask the question, “Did I understand this sentence?”
 - i. If they understand, they should say, “Click!” and continue reading.
 - ii. If they do not understand, they should say, “Clunk!” and refer to the strategy sheet to correct the problem.
 - iii. Begin by having students stop at the end of each sentence, but over time they should begin to self-regulate when they need to stop.
- b. At the **end of each paragraph**, they should ask the question, “What did the paragraph say.”
 - i. If they do not know the main idea(s) of the paragraph, they should say, “Clunk!” and refer to the strategy sheet to correct the problem.
- c. At the **end of each page**, students should ask the question, “What do I remember?”
 - i. If they do not remember sufficient information, that is a “Clunk!,” and they should refer to the strategy sheet to correct the problem.

MODEL

5. Read through the passage with the entire class. At the end of each sentence, paragraph, and page, “think aloud” as you model use of the comprehension checks.
 - a. As you read each sentence, be sure to call out “Click!” when you and the class understand, and “Clunk!” when you do not.

PRACTICE

6. When students have learned to use the “Click or Clunk?” strategy, give them opportunities to practice using it during independent reading assignments.

Adapted from:

Intervention Central. (n.d.). “Click or Clunk?”: A student comprehension self-check. Retrieved October 3, 2005, from <http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/clickclunk.shtml>

Klinger, J. K. & Vaughn, S. Using collaborative strategic reading. Retrieved October 3, 2005, from http://www.idonline.org/ld_indepth/teaching_techniques/collab_reading.html

Sample: Reading Check Sheet

Reading Check Sheet

Name:

Class:

Sentence Check: "Did I understand this sentence?"

*If you had trouble understanding a **word** in the sentences, try...*

- Reading the sentence over.*
- Reading the next sentence.
- Looking for a prefix or suffix.
- Breaking the word apart and look for a smaller word you might know.
- Asking someone for help.

*If you had trouble understanding the **meaning of the sentence**, try...*

- Reading the sentence over.*
- Reading the whole paragraph again.*
- Asking someone for help.

Paragraph Check: "What did the paragraph say?"

*If you had trouble understanding what the **paragraph** said, try...*

- Reading the paragraph over.*

Page Check: "What do I remember?"

*If you had trouble understanding what was said on this **page**, try...*

- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

* Before rereading, set yourself a purpose. Don't simply reread it the same way you read it the first time. Look for specific clues, pick your focus, read more slowly, try reading it out loud...

Sample: Graphic Organizer

Words or Ideas I don't understand or need to know more about:

Clunk 1:

Fix-up strategy used:

Clunk 2:

Fix-up strategy used:

Clunk 3:

Fix-up strategy used:

Clunk 4:

Fix-up strategy used:

Fix-up Strategies:

1 – Reread the sentence with the clunk and look for clues to help you figure out the unknown word. Think about what makes sense.

2 – Reread the sentence before and after the clunk looking for clues about the unknown word.

3 – Look for a prefix or suffix in the unknown word that might help you figure it out.

4 – Break the word apart and look for smaller words that you already know.

Sample: Click and Clunk Try it Out

Mortality in a wide variety of bird species has been a hallmark of West Nile Virus (WNV) activity in the U.S. The reasons for this are not known; however, public health officials have been able to use bird mortality (particularly birds from the family Corvidae) to effectively track the movement of WNV. Most birds survive WNV infection as indicated by the high **seroprevalence** in numerous species of resident birds within the regions of most intensive virus transmission. The contribution of migrating birds to natural transmission cycles and dispersal of WNV is poorly understood.

1 – Reread the sentence with the clunk and look for clues to help you figure out the unknown word. Think about what makes sense.	2 – Reread the sentence before and after the clunk looking for clues about the unknown word.
3 – Look for a prefix or suffix in the unknown word that might help you figure it out.	4 – Break the word apart and look for smaller words that you already know.

Clunk 1: Fix-up strategy used:
Clunk 2: Fix-up strategy used:
Clunk 3: Fix-up strategy used:
Clunk 4: Fix-up strategy used:

Say Something

Description: A strategy that interrupts students' reading of a text, giving them an opportunity to think about what they are reading.

1. Students get into groups of 2-3 and take turns reading a portion of a text passage aloud.
2. As they read, they occasionally stop to "say something" about what is read.
3. Students make a prediction, ask a question, clarify a confusion, comment on what is happening, or make a connection between what is in the text and something that they already know.
7. Reading partners offer a response to what was said.
8. A different student continues the reading until the next time they pause to say something.

Cycle of Instruction:

1. Model the strategy
 2. See if you can get a colleague to demonstrate the strategy with you.
 3. If not, type out the dialogue you would like to model, make a transparency of it, and put it on the overhead projector.
4. Explain the procedure to students
 1. Go over the "Say Something Rules" with students.
5. Ensure that partners know that their job is to offer a response to what is said (i.e., answer the question).
 1. Any questions that can't be answered should be noted on paper so that they may be addressed by the whole group.
6. Assist dependent readers in developing their Say Something comments.
 1. Provide students with stem starters (see Say Something Cards).
7. Begin using the Say Something strategy with very short texts to provide students with opportunities to practice it.
8. Model often.

Rules for Saying Something

Rules for Saying Something

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
 - Make a prediction.
 - Ask a question.
 - Clarify something you had misunderstood.
 - Make a comment.
 - Make a connection.
3. If you can't do one of those five things, then you need to reread.

Sample: Say Something Cards

Make a Prediction

- I predict that...
- I bet that...
- I think that...
- Since this happened (fill in detail), then I bet the next thing that is going to happen is...
- Reading this part makes me think that this (fill in detail) is about to happen...
- I wonder if...

Ask a Question

- Why did...
- What's this part about...
- How is this (fill in the detail) like this (fill in the detail) ...
- What would happen if ...
- Why ...
- Who is ...
- What does this section (fill in the detail) mean?
- Do you think that ...
- I don't get this part here ...

Clarify Something

- Oh, I get it...
- Now I understand ...
- This makes sense now ...
- No, I think this means ...
- I agree with you. This means ...
- At first I thought (fill in detail), but now I think ...
- This part is really saying ...

Make a Comment

- This is good because ...
- This is hard because ...
- This is confusing because ...
- I like the part where ...
- I don't like this part because ...
- My favorite part so far is ...
- I think that ...

Make a Connection

- This reminds me of...
- This part is like...
- This character (fill in the name) is like (fill in the name) because ...
- This is similar to...
- The differences are ...
- I also (name something in the text that has also happened to you) ...
- I never (name something in the text that has never happened to you)...
- This character makes me think of...
- This setting reminds me of...

Bookmarks

Description: Bookmarks where students can “mark” topics and ideas of interest as they read the text. Bookmarks can be created for different reading purposes.

1. **Mark My Words:** Students record interesting, unusual or unknown words they encounter while reading.
 - a. Every 5-10 days, the teacher spends 10 minutes reviewing the words students have recorded.
 - b. Words are written on a chart paper for easy reference by the entire class.
 - c. The class selects 2-3 words they want to use during the next week.
 - d. The teacher assigns bonus points every time someone uses a word correctly.

2. **Marking Time:**
 - a. Students mark how the setting changes as the book or story progresses.
 - b. This is an excellent strategy to use during history or science class or any class in which students must mark a progression of steps or events.

3. **Question Mark:** Students record their questions as they read.
 - a. Students write down the page number next to each question so that they can revisit that part of the text to see what caused the question.

4. **Mark Who?:** Students record information about characters on these bookmarks.

5. **Mark the Bold:** Students use these bookmarks when reading expository or informational text that includes several bold-faced words.
 - a. When students see a bold-faced term, they record that word on the front of the bookmark.
 - b. Students then turn over the bookmark to the side titled “**Talk the Bold,**” and write what the term means in their own words.
 - i. About once a week, students review the terms they have collected and “talk the bold” by reviewing their definitions with one another.

**Sample: Question Mark, Marking Time, Mark Who?, and Mark the Bold
(front of page) Bookmark Templates**

? Mark
Name:
Book:
Page:

? Mark
Name:
Book:
Page:

? Mark
Name:
Book:
Page:

Sample: Mark My Words Bookmark Template

Mark My Words	
Name:	
Book:	
Page: Word:	

Mark My Words	
Name:	
Book:	
Page: Word:	

Mark My Words	
Name:	
Book:	
Page: Word:	

Sample: Marking Time Bookmark Template

Marking Time
Name:
Book:
Page:

Marking Time
Name:
Book:
Page:

Marking Time
Name:
Book:
Page:

Sample: Mark Who? Bookmark Template

Mark Who?
Name:
Book:
Page:

Mark Who?
Name:
Book:
Page:

Mark Who?
Name:
Book:
Page:

Sample: Mark the Bold Bookmark Template

Mark the Bold
Name:
Chapter:
Page:

Mark the Bold
Name:
Chapter:
Page:

Mark the Bold
Name:
Chapter:
Page:

Sample: Talk the Bold (back of "Mark the Bold") Bookmark Template

Talk the Bold
Comments:

Talk the Bold
Comments:

Talk the Bold
Comments:

Get the Gist

Description: The goal of GIST is to have students convey the “gist” of what they read by summarizing the text in 10 words or less (Moore, Moore, Cunningham, & Cunningham, 1994, page 125).

1. Students work to revise their summaries until they meet the 10-word goal.
2. The activity requires students to focus their reading on what is really important, discarding trivial facts or details.

Cycle of Instruction:

TEACH

1. Discuss the criteria for a good summary with the class.
 - a. Include only essential information—delete trivial and repetitious information.
 - b. Collapse lists into broader categories.
 - i. For example: If the passage lists the achievements of Robert Fulton, Alexander Graham Bell, and Thomas Edison, the names can be collapsed into the category of “Inventors.”
 - d. Students identify the most important who or what. Then they write the most important thing from the text about that who or what.
 - e. Focus on conveying the information by using **key words** and **phrases**.
 - f. Don't be afraid to revise your summary.

MODEL/GUIDED PRACTICE

2. Ask the students to read a short passage consisting of no more than three paragraphs.
3. Ask the class to provide you with important ideas from the passage and list them on the board.
 - a. Work with the class to condense those ideas into 10 words.

PRACTICE

4. Ask students to read a second short section.
 - b. Ask them to create a new 20-word summary that incorporates information from both the first and second sections.

Sample 1: GIST Worksheet

Section 1:

<hr/>	<hr/>

Section 1-2:

<hr/>	<hr/>

Section 1-3:

<hr/>	<hr/>

Sample 2: GIST Template

Name:

Selection Title:

Selection Source:

1. Read the article.

2. Fill out the 5Ws and 1 H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 10-word GIST.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Try it Out: GIST Template

Name:

Selection Title:

Selection Source:

1. Read the article.

Deaths from West Nile infection are relatively uncommon. Most people who are infected with West Nile virus have no signs or symptoms or have only a mild illness. Most don't become seriously ill and recover fully. However, West Nile virus may be serious, especially in seniors and people with other medical conditions. It may lead to inflammation of the brain (encephalitis), inflammation of the membranes and fluid surrounding the brain and spinal cord (meningitis), or inflammation of the brain and membranes surrounding the brain (meningoencephalitis).

2. Fill out the 5Ws and 1 H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 10-word GIST.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Scales

Description: Scales assist students with making comparisons, recognizing contrasts, drawing conclusions, and distinguishing facts and opinions. They also assist students who need help with organizing their thoughts and seeing information represented in graphic form.

Likert Sales: require students to read a statement and indicate how much they agree or disagree with it and mark or circle the term that represents their level of agreement.

1. Likert scales usually focus on generalizations about characters, themes, conflict, or symbolism (see sample).

Semantic Differential Scales: place opposite character traits (strong/weak, optimistic/pessimistic) at opposite ends of a scale, and then ask students to decide how much of the trait a character possesses.

1. The scales focus on character development and can be used to track character changes through a story (see sample).

Cycle of Instruction:

9. Model how to use the scale for the students after having read a selection to/with them.
 1. Using think-alouds, explain how you arrive at your opinions by pointing out information from the text that supports them.
 2. The most important point to make to students is for them to understand that they must support their opinions with evidence from the text, personal experience, or outside knowledge.

Sample: Likert Scale

1. Jeremy and his brother should have told their mother about the broken lamp.

strongly disagree

disagree

agree

strongly agree

2. It is okay to tell a lie if you are trying to protect someone.

strongly disagree

disagree

agree

strongly agree

3. The author describes Ms. Lohan as a patient and caring woman. This was an accurate description of Ms. Lohan.

strongly disagree

disagree

agree

strongly agree

4. Although Jeremy was grounded, Maritza did the right thing by telling the truth.

strongly disagree

disagree

agree

strongly agree

5. In order to be trusted, a person must first be trustworthy.

strongly disagree

disagree

agree

strongly agree

Sample: Semantic Differential Scale

1.	Jeremy is...	←	→
		honest	dishonest
2.	Maritza is...	←	→
		honest	dishonest
3.	Maritza is...	←	→
		brave	cowardly
4.	Mrs. Lohan is...	←	→
		kind	unkind
5.	Mrs. Lohan is...	←	→
		fair	unfair

Somebody Wanted, But..., So... (SWBS)

Description: A summarization strategy that provides students with a framework to use as they create their written summaries.

- **Somebody:** One of the main characters
- **Wanted:** What the somebody wanted (plot, main ideas & supporting details).
- **But:** What happened to prevent the something from happening (conflict)
- **So:** How everything finally worked out (resolution)

Cycle of Instruction

1. Teach students how to use the strategy by modeling a "Somebody Wanted But So" statement.
 - a. Read a short selection and discuss with students which somebody to consider, what that somebody wanted, what occurred that caused a problem, and what eventually happened.
 - b. Ensure that students understand that the finished product should be a one summary sentence.
2. If the selection being read is long (novel, chapter/several chapters), model and remind students to break the selection into chunks, using transitional words to connect the statements.

Sample 1: Somebody Wanted But So Template

Somebody	Wanted	But	So

Sample 3: Somebody Wanted But So for longer text selections

Name _____ Class _____ Date _____

Skill: Identifying Conflicts and Resolutions

Part 1. Identify three conflicts presented in (the selection). In the charts provided below, create "Somebody Wanted But So" statements for each section of the novel you have selected.

1. (pages _____ - _____) The conflict presented in this section of *Wish You Well* is the struggle between _____ and _____ in which (describe the conflict)

Somebody (character)	Wanted (goal/motivation)	But (conflict)	So (resolution)

2. (pages _____ - _____) The conflict presented in this section of *Wish You Well* is the struggle between _____ and _____ in which (describe the conflict)

Somebody (character)	Wanted (goal/motivation)	But (conflict)	So (resolution)

3. (pages _____ - _____) The conflict presented in this section of *Wish You Well* is the struggle between _____ and _____ in which (describe the conflict)

Somebody (character)	Wanted (goal/motivation)	But (conflict)	So (resolution)

Part 2. On the remainder of this sheet, identify what you consider to be the central conflict of (the selection). At the novel's end, is this conflict resolved? Explain. Could the selection have ended differently? Explain. Why do you think the author ended the story as he did?

Sample:

Somebody	Wanted	But	So
Juliet	to marry Romeo	Romeo was a Montague, an enemy of her family	she and Romeo had Friar Laurence marry them in secret, without their families' knowledge

It Says – I Say

Description: A strategy that provides students with a visual scaffold that helps them organize their thoughts as they move from considering what is being said in the text to connecting the information to their prior knowledge (which means they are making inferences).

Cycle of Instruction:

1. Introduce the strategy using a short familiar passage.
 - a. Ask a question that requires students to make an inference by connecting what is in the text to their prior knowledge to explain how the answer was created.

2. Model the strategy regularly.
 - a. Keep in mind that dependent readers require multiple models over an extended period of time.
 - b. When students become comfortable using the strategy, allow them to model use of the strategy for one another.

3. Provide repeated practice using this strategy.
 - a. Provide opportunities for students to verbalize their thinking in addition to using the visual graphic.

Sample: It Says – I Say – And So Template

It Says – I Say – And So

Question	It Says	I Say	And So
Read the question.	Find information from the text that will help you answer the question.	Think about what you know about that information.	Combine what the text says with what you know to come up with the answer.

It Says – I Say – And So

Question	It Says	I Say	And So
Why did she break baby bear's chair?	Story says she sits down in the baby chair but she's no baby.	Baby chairs aren't very big because they're for babies and she is bigger and so she weighs more.	And so she is too heavy for it and it breaks.

It says...

- What words, phrases, ideas, or images stand out when I read this piece?
- What are the main ideas? Hint: Which words or ideas are repeated or emphasized in more than one sentence?

I say...

- What do I already know about this topic?
- What is my experience in a similar situation?
- What does the evidence tell me? Hint: Evidence may be in the form of examples, word pictures, or small stories (anecdotes).

And so...

- I conclude...
- I think...
- I judge...
- I predict...

CSR Wrap-Up: Asking Teacher Questions

Description: Students wrap up after finishing a reading assignment by generating questions about the important ideas in the passage. Generating questions allows readers to self-test their understanding of the text, to identify what is important in the passage, to remember what has been read, and to prepare for classroom discussions or tests.

1. Students are required to go back into the text to consider what the most important aspect(s) of the text was. Through different types of questions, they are also asked to make inferences and go beyond literal understanding.
2. Students are instructed to select important information from the passage and to use the words "who," "what," "when," "where," "why," and "how" to generate questions. Students are encouraged to pretend to be the teacher and to think of questions that might be asked on an exam. Some questions should be about information stated explicitly in the passage and other questions should require an answer not directly in the passage, but in your head, the kind of questions that ask for an opinion and can have more than one right answer.
3. To facilitate students' ability to generate higher level questions, you initially will have to teach students a few all purpose question stems. Provide the question stems (these or others) and teach them explicitly through the use of multiple examples.
 - a. Why do you think _____?
 - b. How were _____ and _____ alike?
 - c. How were _____ and _____ different?
 - d. What do you think would happen if _____?
 - e. What do you think caused _____ to happen?
 - f. What other solution can you think of for the problem?
 - g. What might have prevented the problem from happening?
 - h. What are the strengths/weaknesses of _____?
4. Students then pick their best question and trade with another student to try to answer these student-generated questions. If the question cannot be answered, this is an indication that it should be analyzed for appropriateness and/or reworded.