

Know Your Purpose(s) for Reading

Purpose	What You Need to Know	How to Hold Your Thinking as You Read
Discussion	Why, and a question that you have	Read one page at a time. Put two sticky notes on one page. On one sticky note, write one or two sentences describing why. On the second sticky note, write a question you would like to know more about.
Be Familiar With	Skim for headings, subheadings, and highlighted vocabulary	Write a brief outline of the headings and subheadings that you can refer to quickly.
Multiple-Choice Test	Who, what, where, when	Create a chart with the 5 Ws and H (who, what, where, when, why, how) and fill in as you read.
Essay Test	Why, how	Read one page at a time. After each page, come up with one or two essay questions that might be on the test. Remember that your questions should focus on “why” and/or “how” as it relates to the reading. You should be able to answer your own questions based on information found in the text.
Presentation	Who, what, where, when, why, how. Summarize in main ideas, not small details	Create a chart with the 5 Ws and H (who, what, where, when, why, how) and fill it in as you read. For each category, write one summary statement of no more than two sentences; treat each category as if it were going to provide the basis for a PowerPoint slide.

What to Look For When Highlighting

Skim to find the following:

- What—major events, developments
- When—significant dates, time spans
- Where—locations, countries, regions
- Who—key players in the historical action
- Why—reasons for actions people took
- How—the ways in which events occurred

Sample Highlighting

Sample Text from Textbook

The Mayan civilization flourished from 250 to 900 CE in great cities such as Copan, Characol, and Tikal. Mayan cities were the administrative and ritual centers for both the city itself and an agricultural hinterland. These city-states served as power centers for the king-priests who enforced obedience, collected tribute, and directed manpower to various construction and maintenance projects.

The largest Mayan cities were home to many people. For example, Tikal, one of the greatest Mayan cities (located in what is now Guatemala), had a population of over 60,000. Within a six-square-mile area, there were over 10,000 individual structures ranging from temple-pyramids to thatched-roof huts. The population density of Tikal exceeded that of the average city in Europe or America at the same period in history.

Not all Mayan cities arose at the same time: each had different periods of growth and development. These cities centered around large temple-pyramids where people worshipped and made sacrifices to the gods. The structures consisted of stepped platforms topped by masonry structures accented with beautiful art decorations and painted walls. Ordinary dwellings were made of reeds and mud. Agricultural fields and dense tropical rainforest surrounded the cities.

What Does the Book Focus On?

	Sequence or Chronological Order	Geography	Cause/Effect	Compare/Contrast
Explanation	<ul style="list-style-type: none"> •Relationships with time •Chronology •Sequencing 	<ul style="list-style-type: none"> •Establish location of events •Spatial understanding •Conceptualization of environment 	<ul style="list-style-type: none"> •Events influence subsequent events •Why 	<ul style="list-style-type: none"> •Constant change •Similarities and differences
Key Words and Phrases	<ul style="list-style-type: none"> •Initially •Before, After •Next, Then •Today •Finally •Over the years 	<ul style="list-style-type: none"> •Relationships •Places •Locations •Climate •Temperature •Architecture of homes 	<ul style="list-style-type: none"> •Not only . . . but •If . . . then •Nevertheless •Because •Since •Consequently •Because of 	<ul style="list-style-type: none"> •Unless •Different from •Similar to •Although •But •Either . . . or •Same as
Aids	<ul style="list-style-type: none"> •Dates •Words 	<ul style="list-style-type: none"> •Maps •Geography •Pictures 	<ul style="list-style-type: none"> •Organizing facts •Finding and interpreting patterns 	<ul style="list-style-type: none"> •Grouping facts •Identifying relationships

Cause-and-Effect Writing

- Cause-and-effect writing attempts to answer “why.”
- Look first for what the reading describes. Next, look for the causes. After that, determine the effects.
- Cueing features: Key words and phrases might include “Not only,” “If . . . then,” “Nevertheless,” “Because,” “Since,” “This led to,” “Consequently,” “As a result.”

Double-Entry Notes

Event:

Causes

1.

2

3



Effects

1.

2

3

What Do You Already Know?

- What else have you read about the subject?
- What does the book say about the subject?
- Was your prior knowledge right, wrong, or do you need more information?

_____	RIGHT
_____	WRONG
_____	MORE INFO

List, Group, Label

1. List

- Make a list of things you already know about the topic you're studying. Use words or phrases, not complete sentences.
- Example:
Topic = Marco Polo's Travels
List items: Trade, India, Kublai Khan, self-sufficient, China, merchants, ambassador, migratory, southeast Asia, regional weather differences, traders, central Asian steppes, animals

List, Group, Label

2. Group

- Group the phrases and words you've come up with into categories with similar characteristics.
- Example:

Kublai Khan
Ambassador
Merchants
Traders

China
India
Southeast Asia
Central Asian steppes
Regional weather
differences

Trade
Animals
Migratory
Self-sufficient

List, Group, Label

3. Label

- Give each of these categories a label or title.

People

Kublai Khan
Ambassador
Merchants
Traders

Geography

China
India
Southeast Asia
Central Asian steppes
Regional weather
differences

Economics

Trade
Animals
Migratory
Self-sufficient

List, Group, Label

4. Confirm/Disprove

- Use a textbook or other sources to confirm your prior knowledge. Place a check mark (✓) in front of information that the excerpt confirms, place a minus sign (-) in front of incorrect information, and place a question mark (?) in front of material that the excerpt neither confirms nor disproves.
- If you placed a minus sign by several statements, consider why. Did you read or hear something that contradicted information in your textbook? For tests, you'll usually have to go with the information in the textbook, but for class discussion it's good to bring up alternative views and information.

Collecting the Clues

Just as a detective has to collect clues to solve a crime, readers must also collect textual clues to discover more information.

Who? What? When? Where? Why? How? Point of view?

Be sure to verify your clue by identifying what the book says. Sometimes the book gives the exact answer; other times, it only gives hints.

Example: Collecting the Clues

Read the following example and find the clues:

Although he was a strong leader, Atty was not well liked, for numerous reasons. First, there was his penchant for fighting. He seemed to want to pick a fight just because he could. Second, others resented his strict discipline. While others reveled in excess, Atty was utilitarian. His clothes were simple. His eating utensils were wood, while others flaunted their gold and silver. Even his warhorse was free from adornment. Third, while he didn't use his power for personal gain, he did demand that his neighbors give him tribute.

Making Inferences

Who:	Because the text says:
When:	Because the text says:
What:	Because the text says:

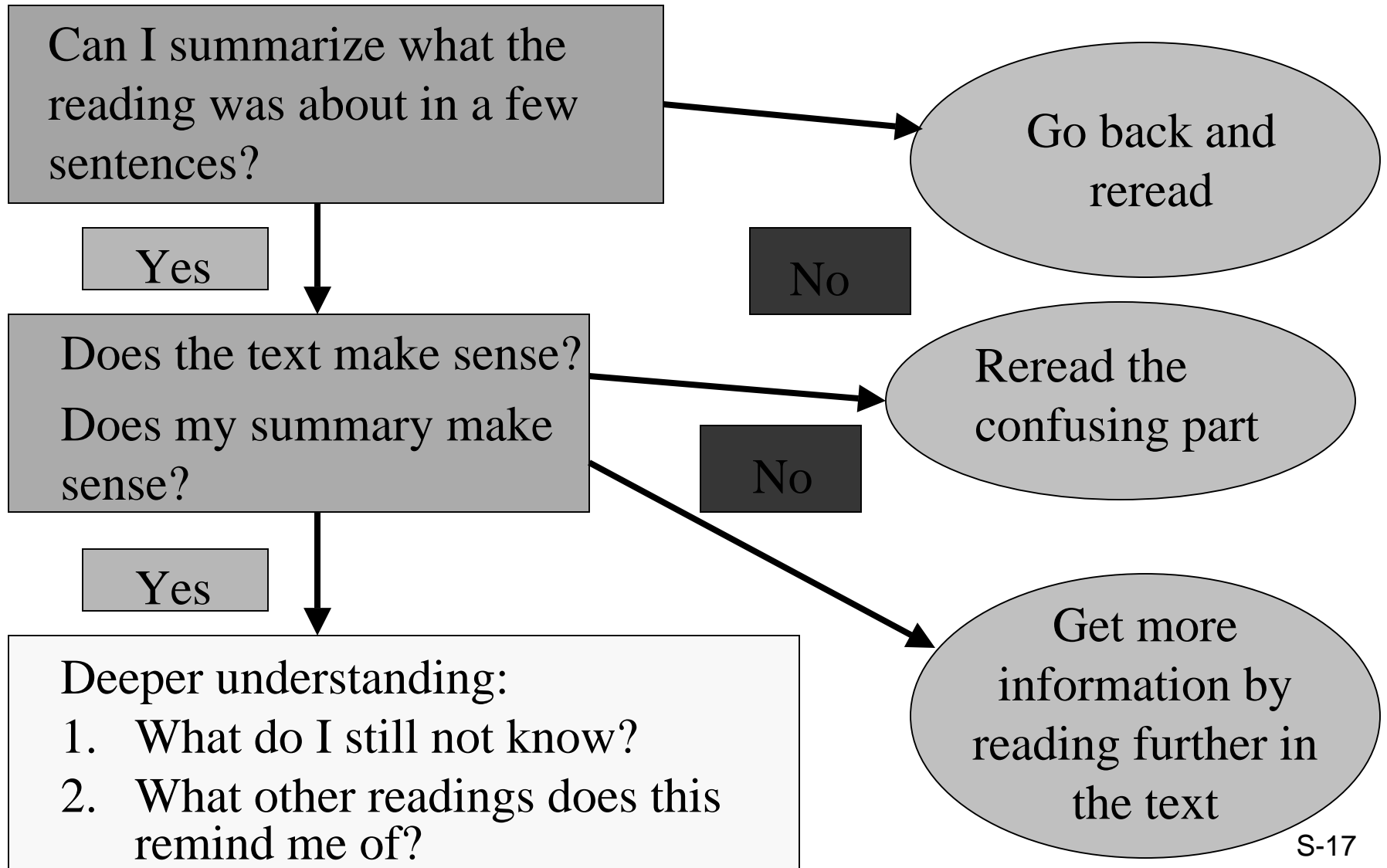
The I-Chart

Topic: WWI	Central Powers' goals for going to war	Allied Powers' goals for going to war	Outcomes of WWI	Other interesting information
Source 1:	<p>Nationalism</p> <p>Revenge</p> <p>Struggle for personal power within and among rulers (e.g., between Bismarck and Kaiser Wilhelm II)</p>	<p>Nationalism</p> <p>Naval threat of Germany</p>	<p>New countries created; new boundaries for existing countries</p>	<p>Many countries did not want to get involved. The United States, especially, felt it could remain isolated since it was a continent away.</p>
Source 2:	<p>Struggle for control of resources</p> <p>Squelch ethnic and religious unrest</p>	<p>Gain new colonies and new raw materials</p>	<p>New technology brought new weapons (tanks, poison gas, planes)</p> <p>New way of fighting: trench warfare</p>	<p>In December 1914, both sides called an unofficial truce. Leaders for both sides wanted the fighting to continue through the holidays, but the soldiers on the front lines shared food, songs, and games with their opponents.</p>

Synthesizing Information: I-Chart example

	Information about the war	Perception of conflict	Questions
A Newspaper Interview with a World War I French Veteran	<p>Homeland is war torn, physical and environmental effects can be seen</p> <p>Experience with new technologies and weapons</p>	<p>Defiant about fighting on homeland</p> <p>Waiting and weather were the hardest parts</p>	<p>Why would some soldiers have different perceptions on the worst part of the war?</p>
WWI textbook sample	<p>Called the “Great War”</p> <p>New technology and weapons</p> <p>Both sides called a truce for the holidays</p>	<p>Larger scale of fighting than ever before</p> <p>Soldiers unhappy about their initial war idealism</p> <p>Soldiers disobeyed superiors’ orders about fighting on holidays</p>	<p>How did the footsoldiers know the war was far from over?</p>

Questioning Comprehension Flowchart



Reciprocal Teaching Text

Religious Traditions in Africa, Ivory Coast

Residents of the northern part of the Cote d'Ivoire (Ivory Coast) consider the Senufo Hornbill an important animal because they believe it carries prayers and wishes between the everyday world and spirit world. This belief derives from a religion called Animism. The term “animism” is derived from the Latin word *anima*, meaning “breath” or “soul.” It is the belief that a soul or spirit exists in every animal or object—even inanimate things. Individual souls or spirits are believed to exist as parts of a universal spirit or immaterial soul. Animism dates back to the Paleolithic age and is considered one of the oldest human belief systems.

Reciprocal Teaching

Step 1: Question

- What questions do you have as you read the selection?
 - Examples: What is a hornbill? Why are they considered to be animals that communicate with the spirit world? Can all animals communicate with the spirits or just hornbills?

Reciprocal Teaching

Step 2: Prediction

- What topic will the next paragraph or section cover?
 - Example: I think this text will say more about animism in Africa.

Reciprocal Teaching

Step 3: Summarize

- What is most important to remember about the selection you've just read?
 - Example: The first paragraph defined animism as a belief that animals communicate with the spirit world. In Cote d'Ivoire (Ivory Coast), one such animal is the Senufo Hornbill.

Reciprocal Teaching

Step 4: Clarify

- What remains unclear? What other information do you need?
 - Example: I'm not sure if I understand animism. I think I'll reread that part of this paragraph. I may also need to go look up some more information about animism.