

# *Reading "Fix up" Strategies*

March 2013

## Before Reading Strategies

[Anticipation Guides](#)

[Book Pass](#)

[Dramatic Role Plays](#)

[Gallery Walk](#)

[KWL](#)

[List-Group-Label](#)

[Preview the Text](#)

[Read Aloud and Support Texts](#)

[Tea Party](#)

## During Reading Strategies

[Bookmarks](#)

[Double Entry Journal](#)

[Frustration Chart](#)

[It Says/I Say/And So](#)

[Jigsaw](#)

[Marking the Text](#)

[Noisy Thinking](#)

[Post It Strategy](#)

[Question Web](#)

[Save the Last Word For Me](#)

[Say Something](#)

[Sketching/Illustrating/Mapping](#)

## After Reading Strategies

[5-4-3-2-1 Organizer](#)

[Cause and Effect](#)

[Confirm and Adjust](#)

[Exit Slips](#)

[Hotseating](#)

[Scales](#)

[Somebody Wanted But So](#)

[\(SWBS\)](#)

[Text Reformation](#)

## Bibliography

[Top](#)

## Before Reading Strategies

**What are they?** Strategies that good readers use to activate prior knowledge and generate interest in the text. Pre-reading strategies frontload meaning.

**Why use them?** These strategies build a context for readers so that they can connect the text to themselves in meaningful ways. Further, these strategies provide ways to introduce difficult or technical vocabulary and identify specific text features. Pre-reading strategies can provide readers with a reason for reading the text.

## Anticipation Guides

**What it is:** A set of generalizations related to the theme of a text in which students must decide to agree or disagree encouraging them to become active participants with the text.

**How it works:**

1. Look for the big ideas or themes presented in the text.
2. Create 3 to 6 general statements that do not have a specific right or wrong answer and will later drive classroom discussion.
3. Give the students time to read each statement and respond "agree" or disagree".
4. Students meet with a partner or small group to discuss the ideas and responses and then share with the whole group.
5. Can also be used as a during reading or after reading strategy as well. Students might keep the anticipation guide close by while they read to find answers to the statements and to review their beginning opinions after they read the text to determine if they have changed their response or strengthened their original position by understanding the text.

Beers, 2003

[Top](#)

## Book Pass

**What it is:** An activity designed to provide students with an opportunity to briefly peruse a large number of high interest books related to a single, upcoming topic to build connection and interest.

**How it works:**

1. Collect a large number of high interest books to share with small groups of students about the upcoming topic.
2. Allow each student to choose a book, record the title and author on the book pass record sheet and then give them three minutes to review the text. At the timer, ask the student to record a comment about the book and then choose another book.
3. Repeat this several times (as class time allows).
4. To close the activity, allow small group discussion for 4 or 5 minutes and then share as a whole group.

Allen, 2000

[Top](#)

## Dramatic Role Plays

**What it is:** An opportunity for students to role play a situation or event that they will soon be reading about to encourage interest and understanding.

**How it works:**

1. Divide students into small groups and ask them to act out a simple scene, situation, problem, or challenge related to the upcoming reading. The scenario should be open enough that students can improvise.
2. Allow groups to create and rehearse their role-plays. A few groups with differing versions of the scenario should present to the class.
3. After students have read the text and ask them to compare their previous interpretation with what they visualize as they read.
4. Content areas might select a historical situation, math problem, science concept, etc.

Daniels and Zemelman, 2004

[Top](#)

## Gallery Walk

**What it is:** Actively moving about the classroom to build interest and make connections and inferences about the text.

**How it works:**

1. Post large sheets of chart paper around the classroom with thought-provoking questions or statements regarding the text to be read.
2. Instruct the students to move around the room and post sticky note responses to the questions or statements.
3. After initial responses have been posted, ask students to reply to at least one other student's response. Students may initial their replies to promote accountability.
4. Use the questions and responses for whole group or small group discussion.

**Note:** This can be done with photos as well making an interesting twist to the activity.

[Top](#)

## KWL

**What it is:** A strategy that provides a framework for readers to access knowledge about a topic before they read and to consider what they want to find out as they read. Later they can also use this strategy to realize what they have learned.

**How it works:**

1. Give students a KWL chart or ask them to create their own. The chart should have three columns. The first labeled "K"; what I Know. The second should be labeled "W"; what I Want to know. The last should be labeled "L"; what I have Learned.
2. Share with students what the topic is and ask them to brainstorm what they already know about that topic. These items should be recorded in the K column.
3. Give students a few minutes to share with a partner what they have recorded to encourage ownership in the text.
4. Ask students to write their own what I want to know questions in the middle column to define their purpose then later after reading the students will come back to this chart to record what they have learned.

Beers, 2003 Daniels and Zemelman 2004.

[Top](#)

## List-Group-Label

**What it is:** A strategy designed to support student learning of vocabulary within a particular text to encourage understanding of the text.

### How it works:

1. Give students a list of the vocabulary words in a section that are critical to understanding of that text. (Sometimes you might allow students to create their own lists.)
2. Divide students into small groups and ask them to find definitions of the words using the context clues in the text or the glossary or dictionary.
3. Have each group of students sort the vocabulary words in categories and then label the groups.
4. As a whole group ask students to share their sorts either verbally or I like to have the students show their work on chart paper. Students must be able to support why the put vocabulary words into specific groups.

Daniels and Zemelman, 2004

[Top](#)

## Preview the Text

**What it is:** A strategy that allows students to build interest and learn their way around the text.

### How it works:

1. Provide students with the text to be read.
2. Ask students to review the text looking for title, subtitles, graphics, photos, etc. When looking at a novel I suggest students look over front and back cover, chapter titles, about the author notes, etc. When previewing a chapter in a text I ask the students to think about illustrations, bold words, subtitles, maps, etc.
3. Ask students to "turn and talk" and then share with the whole group regarding what they have discovered and what they think this text will be about, or what is important in the text.
4. Preview can also be a time to help students understand the purpose for reading the text.

[Top](#)

## Read Aloud and Support Texts

**What it is:** Texts that help build schema for students and encourage interest in text.

**How it works:**

1. Select a text to share with students to build knowledge before moving on to more challenging texts. I enjoy using read alouds in the classroom.
2. Share the support text with students and discuss the ideas, images, and vocabulary to build the background knowledge for the students.
3. Create connections between the support text and the more challenging text.

Support texts can be easy to find if you look in the right places and might include short stories, picture books, magazine articles, newspaper articles, photos, student writing, poetry, internet articles and textbooks and nonfiction books written at a lower reading level

[Top](#)

## Tea Party (I call this Gab About)

**What it is:** A strategy that encourages active participation with the text as students make connections and inferences about a text prior to reading it.

**How it works:**

1. The teacher writes one phrase, quote, or sentence from the text on an index card using phrases that might be interpreted multiple ways.
2. Give one card to each student and ask them to get up and move from student to student reading their card to as many students as possible. The students should discuss how the cards might be related and what the topic of the reading might be.
3. Students should then discuss what they think is happening in the text in small groups and record their predictions by writing a paragraph beginning " We think this is about..."
4. Have groups share their "we think" statements with the class and explain how they arrived at their prediction.

Beers, 2003

[Top](#)

## During Reading Strategies

**What are they?** Strategies that good readers use to focus on constructing meaning while reading a text.

**Why use them?** These strategies help students actively engage in the text by recognizing and evaluating the author's purpose and by monitoring their own understanding of the text. Students use these strategies to visualize, question, clarify, and connect to the text in meaningful ways.

[Top](#)

## Bookmarks

**What is it:** A strategy students use to construct and extend meaning during reading.

**How it works:**

1. Students will use a "book mark" to record pertinent information about the text as they read.
2. Options are unlimited: some might be interesting facts, students' questions about the text, character traits, timeline of events, vocabulary, predictions, cause and effect, etc.
3. When reading is complete, the students may refer back to bookmarks to support discussion or as a study guide.

Beers, 2003

[Top](#)

## Double Entry Journal

**What it is:** A powerful strategy that allows students to take note and respond to the text at the same time.

**How it works:**

1. Have students create a two-column chart on a piece of notebook paper.
2. Students record quotes, phrases, and notes from the reading in the left column.
3. Students record questions, responses, or comments about the reading in the right column. Students should focus on questions about confusing material, questions that were not answered in the reading, or new questions generated by the text.
4. Notes and questions should be used for further discussion or studying.

Allen, 2004

[Top](#)

## Frayer Chart

**What it is:** Strategy used to support a reader's development of vocabulary in a text.

**How it works:**

1. Students will fold a piece of notebook paper into 4 squares.
2. Students will write the word or concept in the middle of the page.
3. Students will then study and learn the vocabulary word by filling in the boxes as follows:
  - \*Top left: write a definition of the word
  - \*Top right: describe characteristics of the word
  - \*Bottom left: give examples of what the word is
  - \*Bottom right: give examples of what the word is not
4. Students may use further reading and context clues to complete the chart or dictionaries and other resources.
5. Classroom discussion will complete the activity.

Wilhelm, 2007

[Top](#)



## It Says/I Say/And So

**What it is:** A strategy that allows students to summarize text, make connections, and draw inferences.

**How it works:**

1. The teacher will create 3 or 4 questions that require students to draw inferences from a selected reading.
2. Students will create a 3-column chart on paper with these headings: It Says, I Say, And So.
3. As students read the assigned reading, they will answer the questions by summarizing a part of the text in the "It Says" column, writing their own thinking in the "I Say" column, and drawing a conclusion in the "And So" column.
4. Use whole class or group discussion to compare charts.

Daniels and Zemelman, 2004

[Top](#)

## Jigsaw

**What it is:** Strategy that encourages students to learn and share information by collaborating with others.

**How it works:**

1. The teacher will divide text into small sections to assign reading to individual students or small groups.
2. Assign each student or group one section of the story/chapter to read.
3. Students then split up and find the other students reading the same section.
4. Students read and discuss the assigned portion.
5. Students then share what they have learned through their reading and discussion with the whole class.
6. Collaboration of the information allows all students take ownership in the instruction of the text giving students accountability for their learning.

Harvey and Goudvis 2007

[Top](#)

## Marking the Text

**What it is:** This strategy teaches students to locate and mark important text in the reading to refer back to and to record mental responses to the text.

**How it works:**

1. Students write margin notes to record thoughts as they read.
2. Students circle important words and concepts.
3. Students mark text with sticky notes when writing in the text itself is not feasible.
4. Teacher will sometimes ask for specific notations such as character traits or vocabulary but the strategy is most meaningful when the student decides what is significant to mark.

Daniels and Zemelman 2004

[Top](#)

## Noisy Thinking

**What it is:** This strategy encourages students to think about what they are thinking about as they read.

**How it works:**

1. Students are assigned a text to read either with a partner or within the whole class.
2. As students read they are cognitive about what they are thinking.
3. When students come to a confusing place in the text, or a place where they "get it", the student says out loud what they have figured out or are questioning.
4. Likewise, if a student is way off track and has lost focus, they say out loud what they are thinking in order to get themselves back into the text.

## Post It Strategy

**What it is:** This is a strategy much like the marking text strategy where students may use sticky notes to keep track of interesting or confusing text.

**How it works:**

1. Students will use sticky notes to mark text for various cognitive reasons.
2. Students may be locating vocabulary or setting or conflict or resolution, etc.
3. Students may be looking for character traits or cause and effect, etc.
4. After reading, students may use sticky notes to track learning on chart paper or in folders to allow teachers to assess progress of the student.

[Top](#)

## Question Web

**What it is:** This is a strategy that helps students organize content knowledge to answer a specific question.

**How it works:**

1. The teacher or the student will develop an essential question that is critical to understanding of the text being read.
2. That question is placed in the center of a semantic web.
3. The lines that emanate from the center are then used to add information that relates to the question.
4. The ultimate goal is for the student to build an answer to the question through this collection of information.

Harvey and Gouvis 2007

[Top](#)

## Save the Last Word For Me

**What it is:** This is a strategy designed to encourage discussion of the text while encouraging students to synthesize text and interpret text.

**How it works:**

1. Each student should have 3 or 4 note cards before they begin reading. While reading, students should identify statements or passages from the text that are interesting.
2. Students write the interesting passage on the front of a card with the page number where it can be found in the text. On the other side of the card, they write their reactions or thoughts about the passage.
3. In small groups, students take turns reading one of their selected passages. After the student reads the **front** of their card, other group members give their thoughts or responses. The author of the card then gets the last word by reading his/her own reaction from the **back** of the card
4. The next student begins the process again.
- 5.

Daniels and Zemelman, 2004 and Beers, 2003

[Top](#)

## Say Something

**What it is:** This reading strategy encourages students to think as they read by enabling frequent, brief conversations about the text with a partner. Students will predict, question, clarify, connect or comment as they interrupt the text.

**How it works:**

1. Students will find a partner and begin reading the assigned text.
2. One student reads the first section aloud and then stops to make a statement about the text. The other student will respond to that statement and the students may banter back and forth a bit about the text.
3. The readers then switch roles and continue reading until the second reader finds a place to stop and make a statement about the text. Followed by the two sharing discussion.
4. The two students will continue in this fashion until the reading is complete.
5. Sometimes teachers will ask for written notes of these brief conversations and other times the whole group will then convene to share ideas and learning points.

Daniels and Zemelman, 2004; Beers, 2003

[Top](#)

## Sketching/Illustrating/Mapping

**What it is:** This strategy allows students to understand text through visual representation or mapping.

**How it works:**

1. The student or teacher selects a process, event, problem, or concept that needs clarification within the text.
2. As students read, they illustrate the text in some meaningful way to support understanding. Students should be showing that they understand what they read rather than displaying artistic ability, S
3. Students then compare sketches with others and discuss the various ways they represent and make meaning of the text.

[Top](#)

## **After Reading Strategies**

**What are they?** Strategies that good readers use to reflect on and analyze the text in meaningful and organized ways to support comprehension and retention and to extend meaning.

**Why use them?** These strategies support students as they summarize and synthesize the text. These strategies allow students to organize their ideas and clear up confusion while they make connection with the text. Students will make inferences and draw conclusion about the text when they draw on these strategies.

## 5-4-3-2-1 Organizer

**What it is:** This strategy is designed to encourage students to synthesize and summarize the text following reading.

### How it works

1. After reading, students record the following on paper:
  - 5 key ideas
  - 4 facts related to the main idea
  - 3 new words and their meanings
  - 2 facts that I already knew
  - question that I did not have answered and still want to know.
2. This organizer can then be used for discussion with small group or whole class.

[Top](#)

## Cause and Effect

**What it is:** A strategy that causes students to use known and implied ideas in the text to infer an outcome.

### How it works:

1. First students should complete the reading of the text.
2. Students must understand what a cause statement and an effect is.
3. Give students a cause from the text and ask them to provide one (or more) effects.
4. After the students have shown proficiency in cause and effect, allow them to discover both the cause and effect(s) in the text themselves. This can be done individually or in small groups.
5. Close with whole group discussion.

Robb, 2000

[Top](#)



## Confirm and Adjust

**What it is:** This strategy teaches students to analyze ideas after they have read and to adjust thinking and reread as needed to ensure comprehension of the text.

**How it works:**

1. Students read the text, or a section of the text, completely then review their predictions or think alouds to check for accuracy.
2. Students may need to adjust their previous thoughts to line up with the content in the text.
3. Students should use text evidence to confirm or adjust their thinking.
4. Students may need to read deeper into the content to answer some of their discrepancies.

Robb, 2000

[Top](#)

## Exit Slips

**What it is:** This strategy uses note cards or exit templates to organize students' thoughts about the text as they end the class. The teacher may use these in a variety of ways as shown below.

**How it works:**

1. Students will read and interact with the text and then respond in some way to the text through an exit slip which will be turned in to the teacher.
2. Students might state one important idea they have learned or one fact. They might make a prediction or confirm a prediction already made. Students could ask a question that was not cleared up by the reading. Sometimes exit slips are used to give them or a very brief retell of key points.
3. Teachers can be very creative with exit slips using them in a way that give the teacher the feedback that he/she is looking for.

Daniels and Zemelman, 2004

[Top](#)

## Hotseating

**What it is:** A strategy students use to understand the text and make connections with concepts, characters, ideas.

**How it works:**

1. After reading, students will take on a role of a character, author, idea, or concept from the text.
2. Students are given a short amount of time to review the text for their role.
3. Students then brainstorm 3 initial interview questions and practice their responses.
4. Students volunteer to take the "hotseat" for an interview. The students' 3 initial questions should be asked first (by the teacher or other students). Then other questions may be asked.
5. After several students have taken the hotseat, a class discussion may be used to synthesize the interviews.

Smith and Wilhelm, 2006

[Top](#)

## Scales

**What it is:** This strategy uses charts and scales to make comparisons, draw conclusions, and identify judgments about a text.

**How it works:**

1. After reading a text, students will read 4 to 6 statements for which they must agree or disagree. The teacher should provide statements about the themes or conflicts which require students to reflect, make comparisons, or make judgments.
2. For each statement, the student writes marks on a scale if they strongly agree, agree, disagree, or strongly disagree.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

3. Students must justify their choice with reasoning below the statement.
4. Whole group discussion may be shared to stimulate interest and higher level thinking.

Beers, 2003

[Top](#)

## Somebody Wanted But So (SWBS)

**What it is:** This strategy gives students a tool to scaffold main ideas, relationships, generalizations, and emphasis after reading a text.

**How it works:**

1. After reading a story, ask students to create a chart on notebook paper with four columns labeled *Somebody*, *Wanted*, *But*, *So*. Have students complete the chart by answering the following:
  - Name *Somebody* in the story
  - then what that character *Wanted*
  - *But* what happened to create an obstacle
  - *So* how did everything work out
2. Students will compile the information in the chart by writing summaries.
3. Classroom discussion should be used for students to collaborate their work.

Beers, 2003

[Top](#)

## Text Reformation

**What it is:** This strategy encourages students to revisit the text to think critically about the text and their previous evaluations.

**How it works:**

1. Reformulating the text means putting it into a different pattern or format to encourage different ways of thinking about the same text.
  - Fortunately/unfortunately statements
  - If / then statements
  - ABC structure
  - Repetitive book structure
2. Some examples might be
  - Text into journals, diaries, letters, graphic novels
  - Poems into stories or plays
  - Expository text into narratives
  - Text into memoirs or television news spots
3. Students will share their reformations with the class and explain how the text lends itself to the new format.

Beers, 2003

[Top](#)

## Bibliography

Allen, Janet. *Yellow Brick Roads*. Portland: Stenhouse Publishers, 2000

Beers, Kylene. *When Kid's Can't Read What Teachers Can Do*. Portsmouth: Heinemann, 2003

Daniels, Harvey, and Zemelman, Steven. *Subjects Matter Every Teacher's Guide to Content-Area Reading*. Portsmouth: Heinemann, 2004

Harvey, Stephanie, and Goudvis, Anne. *Strategies That Work*. Portland: Stenhouse Publishers, 2007

Robb, Laura. *Teaching Reading in Middle School*. New York: Scholastic, 2000

[Top](#)