

## Step 3: READING in CONTEXT

### Instructional Alternatives

McShane, S. (2005). *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. National Center for Family Literacy. <http://www.nifl.gov/publications/pdf/applyingresearch.pdf>

*Teaching Adults to Read: A Summary of Scientifically Based Research Principles*  
[http://www.nifl.gov/publications/pdf/teach\\_adults.pdf](http://www.nifl.gov/publications/pdf/teach_adults.pdf)

This section contains directions for the following instructional activities that can be used during the Reading in Context component of the 5-Step Lesson Plan:

- ✓ Personal Dictionaries
- ✓ Word Walls
- ✓ Metacognitive Reading Strategies
- ✓ Metacognitive Reading Pre – During – Post Questions
- ✓ Think Aloud
- ✓ Question Answer Relationship
- ✓ Graphic Organizers
- ✓ Bloom’s Taxonomy

Reading research indicates that there are five essential and inter-related components of effective reading instruction to enable learners to master skills in order to become proficient, successful readers. Explicit and systematic instruction must occur in these five areas:

- Phonemic Awareness
- Phonics
- Reading Fluency
- Vocabulary Development
- Reading Comprehension Strategies

**The ultimate goal in reading is comprehension:** people read to learn and understand. Readers must interact with a text for comprehension to occur, combining its ideas and information with what they already know. They understand more when they are familiar with the basic **vocabulary** or concepts presented, or when they can develop their understanding of new words as they read. When a reader does not have adequate prior knowledge and cannot figure out key concepts, comprehension suffers.

Comprehension may also suffer when readers cannot recognize individual words in a text. A reader may be conceptually ready to understand a text, for example, but will be unable to do so if he or she cannot read the individual words. Alphabetic instruction gives readers the tools they need to **decode** individual words. To read individual words, the reader must know how the letters in our alphabet represent spoken words. This includes knowing how words are made up of smaller sounds (**phonemic awareness**), and how letters and combinations of letters represent these sounds (**phonics and word analysis**).

The ability to decode individual words, however, is not sufficient. Readers must also be able to recognize strings of words rapidly as they read sentences and longer texts. **Fluent** reading is crucial to adequate comprehension. As the previous sections have indicated, each major component of reading (alphabetic, fluency, vocabulary, and comprehension) develops through specific practices. But just as all the components must function together for reading to be effective, they must be **taught together** to maximize instructional effectiveness.

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## Phonemic Awareness Instruction



- A phoneme is the smallest unit of sound in a spoken language. The word “sat” is composed of three phonemes: /s/ /a/ /t/
- Phonemic awareness is the ability to detect individual speech sounds within a word.  
“book” has 3 sounds: /b/ /o/ /k/  
/t/ can replace /b/ to make “took”
- Say the sound several times, asking learners to listen carefully and watch your mouth as you say it
- Show several items or pictures that begin (or end) with the letter and say the words one at a time, asking learners to repeat after you
- Have students find other words that begin or end with the sound
- Say a letter sound and have students underline the letter in words
- Use flash cards with the letters to practice the sounds

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## Decoding Instruction



- English uses letters to represent sounds in spoken words; written language is a sort of code (hence “decoding”)
- Beginning readers must break that code by matching letters with the sounds they represent
- Word identification skill involves using letter-sound correspondence to recognize words in print
  - Help students to “decode” and “sound out” words using:
    - Consonants
    - Short vowel sounds
    - Long vowel sounds
    - Consonant digraphs - 2 letters that stand for one sound (ch, sh, wh, ph, etc. )
    - Consonant blends (br, cr, dr, bl, pl, sn, st, scr, etc.)
    - Plurals (s, es)
    - Verb endings (s, ing, ed, ly, ful, less, ish, ent, etc.)
    - Common prefixes (re, un, anti, ex, non, pre, post, etc.)
    - Sight words - high utility words that are recognized quickly (the, in, of)
    - Root words – basic part of a complex word (“disappearance” is based on the root word “appear”)
      - Use flash cards with the letters to practice sounds, word components, and sight words

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## Fluency Instruction



- 3 aspects: speed, accuracy, and expression
- Reading words rapidly and accurately with little effort allows the reader to focus on “meaning”
  
- Most texts provide clues to phrasing, emphasis, and tone:
  - Punctuation
  - Bold print
  - Descriptive words
  - Signal words (first, finally, however, therefore)Fluent readers notice and use these clues to understand what the writer means
  
- **Echo reading:**
  - Give students a copy of the reading
  - Read a sentence or a phrase aloud and ask the students to “echo” your reading
  - Model correct pronunciation, intonation, stress, and rhythm
  
- **Choral reading:**
  - Give students a copy of the reading
  - Read the text aloud simultaneously with students
  - Divide into pairs and ask students to read aloud to each other
  - Ask students to read aloud independently to you

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## Vocabulary Instruction



- Vocabulary refers to knowledge of word meanings
- *Oral* vocabulary are the words we use and understand in speaking and listening
- *Reading* vocabulary are the words we recognize and understand in print
  
- Good readers learn new words through reading
- Pre-teach words from instructional text
- Ensure multiple exposure to new words
- Keep learners actively engaged
- Teach word-learning strategies (prefixes, suffixes, root words, dictionary skills)

Instructional alternatives include:

### **1. Personal Dictionaries**

- Write down unfamiliar words whenever they see them
- Define words by writing definition, part of speech, pronunciation, use in a sentence
- Review regularly
- Use new words while talking or writing
- Play word games with other students

2. **Word Walls** where high-frequency vocabulary are displayed on the classroom walls.

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## Comprehension Instruction



- Comprehension is understanding what we read
- Requires active, strategic thinking and basic reading skills: decoding, fluency, and vocabulary

Instructional alternatives include:

1. **Metacognitive Reading Strategies**
2. **Metacognitive Reading Pre – During – Post Questions**
3. **Think Aloud**
4. **Question Answer Relationship**
5. **Graphic Organizers**
6. **Bloom’s Taxonomy**

### 1. Metacognition: “to think about your own thinking”

- **self-assessment** : the ability to assess your own thinking and understanding
- **self-management**:the ability to manage your own further cognitive development

### 2. Pre, During, Post, Questions

- a. **Before**: Identify "what you know" and "what you don't know" and what you predict
- b. **During**: Talk about thoughts and images; predictions and conclusions; self-regulate and self-evaluate
- c. **After**: What did I learn and what do I want to remember

### 3. Think Aloud

- Modeling by the teacher—The teacher models his/her comprehension strategies while reading sample text.
- The teacher verbalizes the thought process he or she is using to gather meaning from the text.
  - a. Read a passage aloud to the learners and “give voice” to how you process the information
    - b. Talk about what
      - You are thinking
      - Your predictions
      - The images you see
      - The questions you have
      - How the reading fits with what you know
    - c. When you run into problems, express your confusion and talk through your thinking as you solve the problem
      - Stopping to reread or restate a difficult section

- Summarizing long sentences and putting them in your own words
- Looking back in the text to locate the person or thing that a pronoun refers to
- Identifying important or not-so-important information
- Using various strategies to identify or determine the meaning of an unknown word
- Relating the information to your “prior knowledge”

#### 4. Question Answer Relationship (QAR)

The QAR strategy divides questions into two broad categories;

- "In the Book" (text-explicit) questions and
- "In My Head" (text-implicit) questions

#### 5. Graphic Organizers & STORY MAPS

- “Power Pictures” that paint important pictures on the brain
- Diagrams or charts that represent concepts and the relationship of ideas and information
- They often illustrate the organization and structure of text

#### Links for Graphic Organizers & Story Maps

Education Place <http://www.eduplace.com/graphicorganizer/index.html>

Ed Helper [http://www.edhelper.com/teachers/graphic\\_organizers.htm](http://www.edhelper.com/teachers/graphic_organizers.htm)

#### 6. Bloom’s Taxonomy

Benjamin Bloom developed his “Taxonomy of Learning Domains” in the mid-1950s. His hierarchy of skills is key to developing “higher order thinking skills” (HOTS).

These are the six levels in ascending order:

**Knowledge:** to observe and recall information

**Comprehension:** to understand knowledge

**Application:** to use knowledge

**Analysis:** to break down and interpret knowledge

**Synthesis:** to integrate, own, and combine ideas

**Evaluation:** to assess, verify, and make choices



### ***Comprehension***

- Comprehension is understanding what we read
- Requires active, strategic thinking and basic reading skills: decoding, fluency, and vocabulary

### ***Vocabulary***

- Vocabulary refers to knowledge of word meanings
- *Oral* vocabulary are the words we use and understand in speaking and listening
- *Reading* vocabulary are the words we recognize and understand in print

### ***Fluency***

- 3 aspects: speed, accuracy, and expression
- Reading words rapidly and accurately with little effort allows the reader to focus on “meaning”

### ***Decoding***

- English uses letters to represent sounds in spoken words; written language is a sort of code (hence “decoding”)
- Beginning readers must break that code by matching letters with the sounds they represent
- Word identification skill involves using letter-sound correspondence to recognize words in print

### ***Phonemic awareness***

- A phoneme is the smallest unit of sound in a spoken language. The word “sat” is composed of three phonemes: /s/ /a/ /t/
- Phonemic awareness is the ability to detect individual speech sounds within a word.  
“book” has 3 sounds: /b/ /o/ /k/  
/t/ can replace /b/ to make “took”

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## Personal Dictionary

*Whenever a student encounters a new (or unclear) word,  
the student writes and defines the term in a Personal Dictionary*

### Why is Vocabulary Acquisition Important?

- Increasing a students' vocabulary is one powerful way to increase achievement.
- Being able to read words fluently and with understanding is dependent on a strong vocabulary.
- Vocabulary deficiencies impact students' reading in all grades.
- Many students have difficulty with expository comprehension and vocabulary.
- Teaching 10-12 new vocabulary words/week produces a large effect in student achievement.
- It is important to link the new vocabulary words to content--that is, the words should be taught in context.
- Vocabulary instruction is an excellent acceleration strategy.

Six useful strategies for vocabulary development are to:

- 1) ***learn words through context clues***
- 2) ***study definitions or words to be learned***
- 3) ***use the words in conversations and discussions***
- 4) ***learn a classification method for new words***
- 5) ***study synonyms***
- 6) ***paraphrase the definitions of new words by putting into own language***

### Directions:

1. Ask students to obtain a small notebook that can be easily carried to record new vocabulary words.
2. Ask students to write any new or unclear word in the notebook. Also, ask them to write the context in which the word was used.
3. Require students to write dictionary definitions (including the parts of speech) by any new word in their notebooks. For words with multiple definitions, students should select the most appropriate meaning for the context.
4. Encourage students to also define the terms in their own terms or language and compare their thoughts with the dictionary definitions. Personal definitions should be revised to more precisely reflect the meaning conveyed in the dictionary, without sacrificing the individual's vocabulary.
5. Ask students to regularly review their growing vocabulary list. Encourage students to use these new words whenever possible while talking or writing outside of class and in their written and oral communication in class.

Encourage them to begin habits of:

- \* underlining unfamiliar words as they read
- \* trying to guess what the word means by looking at the rest of the sentence or paragraph

- \* trying to "sound out" new words by saying the beginning sound and any parts of the word they know
- \* closing their eyes and conceptualizing the new words
- \* categorizing some of the new words, e.g. alphabetically, by meaning, by sound similarity, or by parts of speech
- \* developing word games to play with other students

Source: Adapted from The Stephens Vocabulary Elaboration Strategy (SVES) Just Read Now

<http://www.justreadnow.com/strategies/sves.htm>

University of Tennessee Knoxville <http://www.outreach.utk.edu/urban/mentoring/resources/files/vocabstrats.pdf>

## Word Walls

*A display area in the classroom is devoted strictly to high-frequency vocabulary that will be used or is being used during the course of a particular unit of study.*

There are many reasons for the study of vocabulary as an explicit daily activity. Whether it's building prior knowledge, providing contextualized information, or identifying high-frequency words that will be encountered in particular units of study, word walls are an extremely effective learning and teaching tools.

### **Directions:**

1. Select useful, high-frequency words that are used in the context in which you expect the students to know them.
2. Use the same display area throughout the semester for your word wall. Students, once used to the concept, will look for the wall. Consistency is important when presenting organizational ideas to a class. Refer to the display area as the 'word wall' as some students will remember this from their elementary experience.
3. Do not overcrowd the word wall. You may want to remove words as the unit progresses or you may want to display words by unit and then remove the entire word wall when a new unit begins. Some high-frequency words may stay up during the entire course.
4. Creatively display and organize words. Students like visual stimuli.
5. Add words in manageable amounts (usually between 5 to 7 new words at a time...per week).
6. Make word wall activities a regular and predictable part of the classroom routine. Word wall activities make for natural class openers or closers. The word wall activity should be only about 5 minutes in length unless incorporated with a larger activity.
7. Use a variety of instructional activities to review words.

Examples of beginning, mid, and end of unit word wall activity:

### Beginning of Unit Word Wall Activity

Description of Activity:

Students are organized in groups of three. 5-7 new words are placed on the word wall. Students are provided with the K-W-L handout as they walk into class. They get into their groups and complete the handout using each word for the handout.

After approximately 5 minutes call the class back together to discuss the words, specifically what they know already, what they want to know and what they have learned that relates to each of the words

given. This serves as a great springboard into discussion around the topic that will be the focus of the lesson.

**Example K-W-L handout:**

Word	What I Know	What I Want to Know	What I've Learned

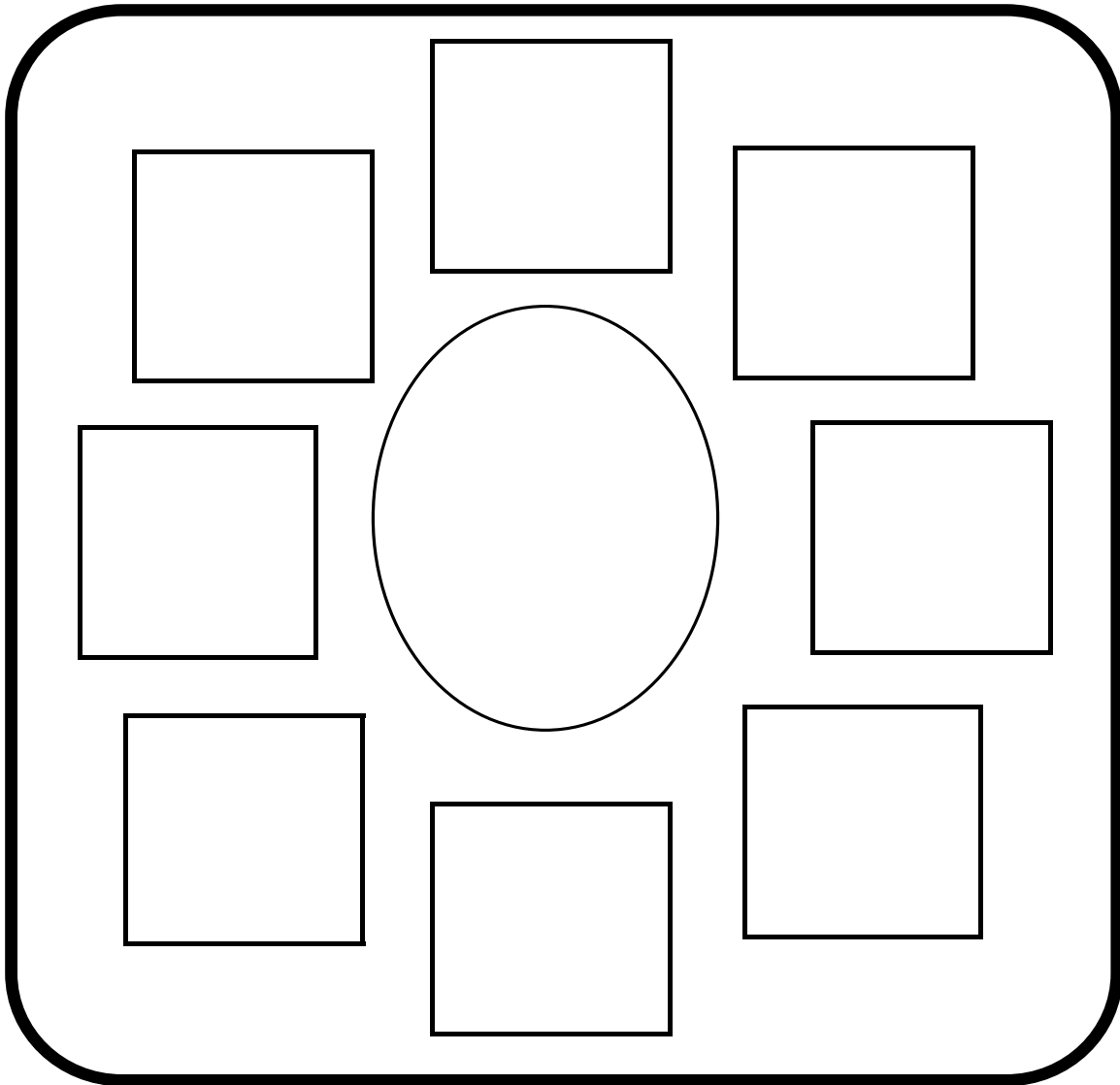
**Students are generally familiar with the K-W-L format as it is practiced at the elementary level as part of the active reading program.**

Mid-unit Word Wall Activity:

Description of Activity:

Students work with partners to complete a word cluster activity that is designed to have students reflect on what they have learned thus far in the unit. Students place one of the words from the word wall in the center of the cluster hand out and place connecting ideas or words that they have learned in the

unit in the surrounding boxes. After the students have completed their handouts, select five partner pairs to present briefly the ideas that they have connected with the word from the word wall.



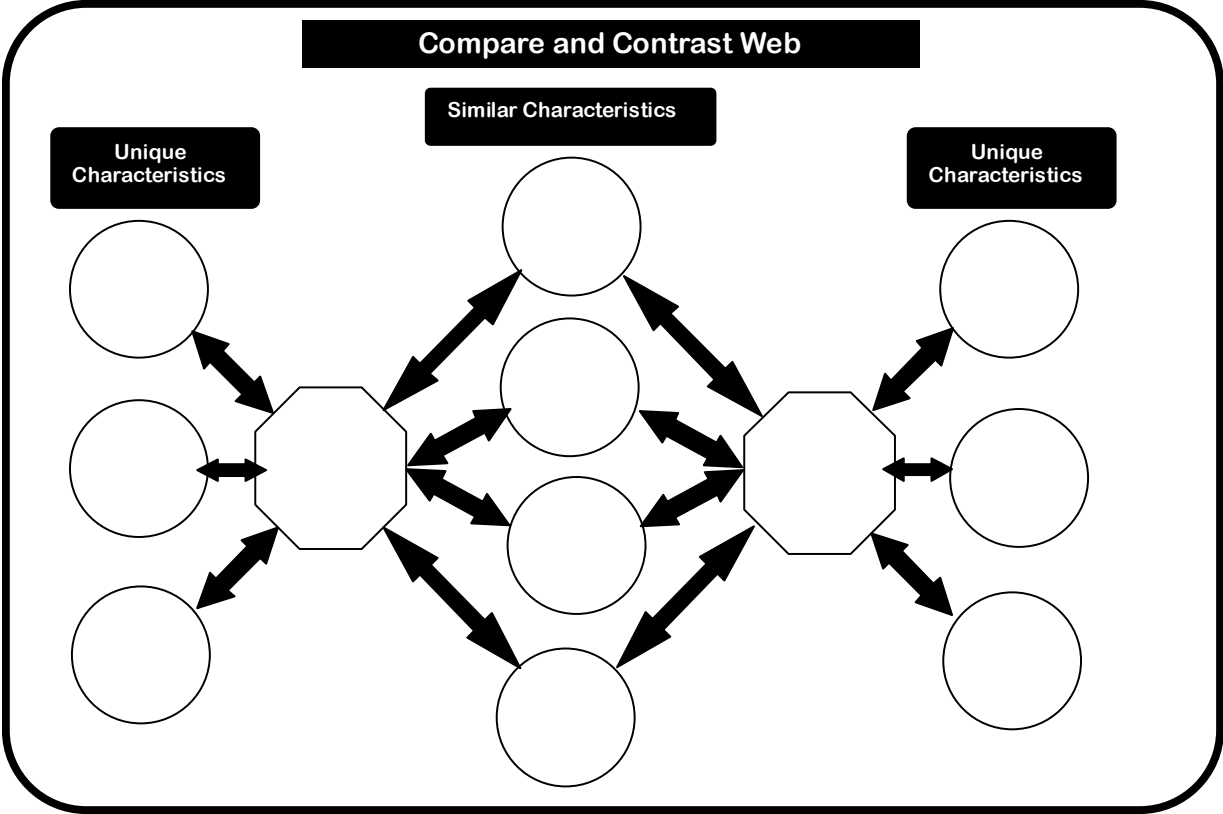
\*\*This is a useful activity as well for having the students explore content area like main idea and supporting facts in any reading assignment that they might do.

#### End of Unit Word Wall Activity

##### **Description of Activity:**

As students near the end of the unit they have seen the most pertinent vocabulary associated with the particular area of study. They have learned the definitions. They have developed contextual understanding of the words. They have used the words within the various contexts and are comfortable with them. The compare and contrast web brings the word wall for the unit to an appropriate closure and it can also be used as a quick summative evaluation of the students' understanding of the terminology presented in the unit. The teacher chooses the two words from the unit that will be presented in the web. Students individually complete the compare and contrast web. Student have to

reach back into what they have learned in the unit to determine how the two terms coincide and how they are different or unique.



Source: Using a Word Wall in the Secondary Classroom  
<http://www.markville.ss.yrdsb.edu.on.ca/mm/oise2005/bestpractice/wordwall.htm>

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## Metacognitive Reading Strategies

*Metacognition is having knowledge (cognition) and having understanding, control over, and appropriate use of that knowledge*

Good readers know when they have or have not understood something, and they know what to do when their comprehension breaks down. These are called metacognitive processes. They are the processes by which readers are consciously aware of and selectively apply various reading strategies. They include :

- \* *monitoring one's own comprehension for success or failure*
- \* *taking remedial action when necessary*
- \* *using study skills, such as*
  - self-questioning*
  - previewing*
  - focusing attention*
  - rehearsing*
  - underlining*
  - note-taking*
  - reviewing*

On the other hand, readers who do little metacognitive monitoring when faced with a particular text will have trouble understanding that text. Low levels of metacognitive monitoring can be caused by slow decoding skills, low background knowledge and/or vocabulary, low knowledge of comprehension strategies, having the strategies but not knowing how or when to use them, or a combination of these (Pressley, 2000).

### Steps to Metacognitive Reading Strategy Instruction:

1. ***Explain why using the strategy will improve learning.*** Students need to know not only how to use the strategy, but also *why* it will be useful because they will put a lot of effort into learning it.

2. ***Demonstrate how and when to use the strategy.*** Teachers usually do this by “thinking out loud” while using the strategy.

For example, while searching in an index, the teacher might say, “Now, I’m looking for Antietam, An . . . Hmm, I don’t see it. Maybe it’s under Battle of Antietam . . . Yes, there it is, Battle of . . . So, you see when I can’t find something in the index I think of another way it could be listed in there.”

This can be hard for teachers to do because they have learned these strategies so well that they are automatic. Some strategies are useful only in certain circumstances. For example, a summary is usually good for a research paper but not a detailed telephone message. Teachers need to explain *when* to use the strategy, as well as how to do it.

3. ***Have students practice using the strategy.*** Simply explaining how to generate questions does not mean students will learn how to do it. They need to actively practice, ideally using real texts for their classes.

**4. Support students while they learn the strategy.** Students need support, or scaffolding, while learning to use strategies. Scaffolding may include hints, questions, reminders, explanations, or other supports. Ideally, scaffolding should be as open-ended as possible, yet give students the support they need.

For example, students learning a search strategy and using the phone book to find a pediatrician near their house may have trouble because pediatricians are listed under “Physicians—Pediatrics” instead of under “Doctors,” where they expected to find it.

The teacher might scaffold their learning by (a) asking students how they might figure out where the listings could be (use the index), (b) suggesting that students use the index in the back of the phone book, (c) opening to the index and asking students to think of another word for “Pediatrician,” (d) telling students to look under “Doctor” in the index, (e) talking students through the entire process, from thinking of synonyms, to looking up the synonym in the index, then turning to the “Physicians— Pediatrics” section of the phone book. All of these approaches *scaffold* or support student learning.

**5. Let students explain what they understood from their reading.** This gives the teacher the opportunity to see how well students comprehend, and it shows students how the strategy was valuable to learn because it helped them understand better.

**6. Give students feedback on their answers.** Feedback is important information that can help students know whether they understand how to use the strategy effectively. Feedback should be very specific

For example, “I like how you used the index to do your search” rather than just “Good answer.”

For summarizing, feedback might be, “I like how your summary was short, but it told me all of the important ideas,” rather than “That’s a nice summary.” For question generation, feedback might include, “I like how your question asked about this important concept of how whales breathe. It wasn’t just one picky detail, like ‘How big is a killer whale?’ ”

Feedback also needs to be tailored (e.g., private vs. public feedback) for adults and for the cultural context of the classroom.

**7. Debrief with students about how useful the strategy was to them.** This can help students make the connection between using the strategy and better comprehension.

Source: Cromley, J. G. (2005) *Metacognition, Cognitive strategy instruction ,and reading in adult literacy.*

[http://www.ncsall.net/fileadmin/resources/ann\\_rev/rall\\_v5\\_ch7\\_supp.pdf](http://www.ncsall.net/fileadmin/resources/ann_rev/rall_v5_ch7_supp.pdf)

### **Ideas for Assessment**

Students can evaluate their own success in using metacognitive reading strategies and monitoring their own learning processes. Assessment activities can include writing self-evaluation reflections, debriefing discussions after strategies practice, learning logs in which students record the results of their learning strategies applications, checklists of strategies used, and open-ended questionnaires in which students expressed their opinions about the usefulness of particular strategies.

### **Example:**

#### **Questions for Pre-Reading Reflection**

1. What type of reading is this? (Textbook, article/essay, or short story.)
2. Is this type of reading a strength or area of difficulty for you?
3. How long is the reading and how much time do you have to complete it?
4. What is your interest in this reading? How can you relate it to your life?
5. What do you already know about the topic?

6. What are some things you might need to read outside of class to gain more background knowledge?
7. If decoding is a problem for you, are there services on campus, such as a learning center or tutor that might be of help to you?
8. What is the purpose of the reading assignment?
9. My personal reading plan for completing this assignment:

## Sources and Additional Resources

Benchmark Education Company

<http://www.benchmarkeducation.com/educational-leader/reading/metacognitive-strategies.html>

Landmark College [http://www.landmark.edu/institute/assitive\\_technology/reading\\_overview.html](http://www.landmark.edu/institute/assitive_technology/reading_overview.html)

*Metacognition, Cognitive Strategy Instruction, and Reading in Adult Literacy* by Jennifer Cromley

[http://www.ncsall.net/fileadmin/resources/ann\\_rev/rall\\_v5\\_ch7\\_supp.pdf](http://www.ncsall.net/fileadmin/resources/ann_rev/rall_v5_ch7_supp.pdf)

Metacognition.Org <http://metacognition.org/comprehension.php>

National Institute for Literacy

[http://www.nifl.gov/lincs/resourcecollections/abstracts/basicskills/RC\\_skills\\_abs33.html](http://www.nifl.gov/lincs/resourcecollections/abstracts/basicskills/RC_skills_abs33.html)

Reading Rockets <http://www.readingrockets.org/article/21160>

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### Metacognitive Reading Questions

It is very important for all students to develop their ability to monitor their own thought processes while reading in order to make sure they understand what they are reading. These techniques can be taught and/or strengthened so that the students are paying attention to whether or not they are understanding what they are reading. These three strategies should be incorporated into every reading activity.

#### PRE-READING:

- Think about what they know about the subject
- Predict what the material will be about
- Know why they are reading the material

#### DURING READING:

- Give their full attention to the material
- Create mental pictures of what they read
- Stop and reread what is not clear
- Often stop to talk to themselves about what they read

#### POST READING:

- Ask what they have learned
- Think about how this fits into what they already knew
- Decide how they will use this information
- Ask if they have changed because of what they read

### **Before Reading Questions**

- What is the title and author of this reading?
  - What do you already know about this subject?
  - What do you think it will be about?
  - What do think you will learn from this reading?
  - What is your purpose for reading?
  - What strategies could you use as you read the passage to help you understand this reading?
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### **During Reading Questions**

- What mental pictures do you get as you read?
  - What do you think is going to happen next?
  - What is the main point the author is making?
  - What do you want to remember about this material?
  - Is the information in this reading similar to anything you have leaned before? How?
  - What are you wondering about at this point in your reading? Write down a question.
  - 
  - Is anything unclear? Do you need to stop and reread any sections that are unclear?
  - Is your concentration wandering at any point during the reading? When?
  - What do you believe is causing your concentration to wander?
  - What can you do to regain your concentration?
  - Are you having any difficulty understanding any words and/or ideas? Which ones?
  - What is your attitude toward the reading at this point? Do you need to modify any of your behaviors, attitudes, resources in order to reach your goal?
  - What kind of graphic organizer could you use to help you organize the ideas in the reading?
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### **After Reading Questions**

- What were the main ideas in this passage?
- List the important facts and ideas to remember.
- How will you help yourself remember this information?
- Restate the ideas using your own words.
- Summarize the writing into a single sentence.  
(Who? Does what? To whom? When? Where? Why? )
- Were your predictions correct?
- What parts of the passage interested you the most? What ideas made you think?
- Who and what is the writing about?
- When and where does the writing take place?
- Why do the events occur as they do?
- Why did the author write it?
- What motivates the characters?
- What do you think about the situation or the characters?
- What advice would you give....?
- What is your personal reaction to the writing?
- How can you apply the reading to your own life?
- What did you learn?
- Did you accomplish your reading goal?

You can gauge comprehension, increase understanding, and help students explore their own relationships with the literature by asking these types of questions:

- Ask the students to **paraphrase** the information and ideas stated explicitly in the reading into their own words. This will make it easier for the students to grasp the meanings of words.  
*Restate the information and ideas using your own words.*  
*What was the main point made by the author?*  
*List the important facts and ideas to remember.*  
*What does the author think about . . . ?*  
*Who is the author writing to ...?*
- Ask the student to **analyze** ideas that go beyond those stated explicitly in the reading. You want the students to extract deeper meaning from the words by "reading between the lines."  
*What does it mean . . . ?*  
*Compare and contrast . . .*  
*What motivates the character(s)?*  
*Why did certain events happen?*  
*What do you think about the facts that were presented?*  
*Why did the author write this?\**
- Ask the students to take the information and ideas already described and analyzed and **generalize** to larger, broader issues. You want students to take information written by someone else and use it to create their own conceptual understandings.  
*Should it have happened the way it did?*  
*What do you think about the situation or the character(s)?*  
*If something were changed, how would the change affect the outcome?*  
*Do you agree with the author? Why or why not?*  
*What conclusions can you draw?*
- Ask the student to **react** personally or emotionally to the feeling brought up in the reading. The students should tell you what they feel about the subject rather than what they think about it.  
*What advice would you give . . . ?*  
*Was it morally right?*  
*Would you have done the same thing?*  
*What is your personal emotional reaction to the story situation?*
- Ask the students to decide how they could **act** upon the thoughts and feelings brought up in the reading. Seek an active response in addition to the more passive, intellectual ones asked for earlier. Encourage the students to look at actions and consequences that could occur beyond the classroom.  
*What could you do about it?*  
*How could you change this situation?*  
*What alternatives are there?*  
*Can you apply the reading to your own life situation*

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## Think Aloud

*Think Aloud is a strategy used to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text.*

### Think Alouds Components:

- Modeling by the teacher—The teacher models his/her comprehension strategies while reading sample text
- The teacher verbalizes the thought process he/she is using to gather meaning from the text
  - a. Read a passage aloud to the learners and “give voice” to how you process the information
  - b. Talk about what
    - You are thinking
    - Your predictions
    - The images you see
    - The questions you have
    - How the reading fits with what you know
  - c. When you run into problems, express your confusion and talk through your thinking as you solve the problem
    - Stopping to reread or restate a difficult section
    - Summarizing long sentences and putting them in your own words
    - Looking back in the text to locate the person or thing that a pronoun refers to
    - Identifying important or not-so-important information
    - Using various strategies to identify or determine the meaning of an unknown word
    - Relating the information to your “prior knowledge

Below is a beginning list of what skilled readers do implicitly; we need to help our students learn and apply these skills/strategies on a regular basis to improve their interactions with text.

### What Skilled Readers Do While They Read:

**Activate prior knowledge:** Whenever skilled readers approach a text for the first time, they consciously (or unconsciously) summon any information or background that they have in relation to the topic, idea, people/characters, setting, historical context, author, similar events, etc. This process provides a footing or foundation for the reading; it helps us to make sense of the new text. This is an important step that inexperienced readers often skip over.

**Set a purpose/reason/goal for reading:** Another step that becomes automatic for skilled readers is establishing what they expect to get out of the reading. Depending on the purpose, we adjust our reading in order to meet the chosen goal. Helping our students to define the reason, purpose or goal for the reading is a crucial initial step in helping them to successfully interact with the text. Are they

reading for pleasure/entertainment? To gather information? To support a thesis? To answer an essential question? etc.

**Decode text into words and meanings:** These are the basic reading skills that our children *begin* to learn at the elementary level; but as secondary teachers, we must continue to work on them as the texts become more varied and sophisticated. Decoding text into words and meaning can also involve using strategies to define unfamiliar words using context clues or word parts (e.g., prefixes, suffixes, roots).

**Make personal connections:** As skilled readers move through a text, they constantly compare and contrast their knowledge and experience with what is presented and revealed in the text. This process of “personal engagement” in the text improves the reader’s comprehension and understanding. Skillful readers often ask themselves (consciously or unconsciously) the following questions as they read: How is this like or unlike something I know or have experienced? How can I connect the ideas here to other texts I have read? How is this text (and the ideas presented in it) useful or relevant to me?

**Make predictions:** From the moment a skilled reader picks up a text, they start making predictions about it. They look at such things as the title, table of contents, dedication, number of pages, font size, photographs, commentary on the back or book jacket, etc.; and they begin to make predictions about the contents, quality and their initial reactions to the text. As their reading progresses, they continue to check and revise their initial reactions and predictions.

**Visualize:** One of the most powerful tools that skilled readers develop is their ability to visualize what they are reading. While reading a fictional text they may create a mental picture of the setting, imagine what the characters look like, in short, immerse themselves in the visual world of the story. In a nonfiction text that is abstract in nature, the reader may create visual symbols, concept webs, or mind maps that help him/her to keep track of the information and organize it.

**Ask questions:** Good readers make a habit of asking questions while they read. They ask questions about the text, the writer, their own responses, opinions, and reactions to the reading. They may be questions that probe deeper for understanding, but they may simply be questions that voice their internal confusion and need for clarity. When explicitly taught, this is a skill that often will shock some of your less skilled readers; they often think that it is time to stop reading when they become confused, assuming that good readers never get confused. It is powerful for them to see/hear someone work through their confusion.

**Monitor understanding and summarize:** Skillful readers carry an “invisible suitcase” of information with them as they read a text. Along the way, they drop important items into the case that help them to make sense of the text; if something doesn’t make sense they unpack it and take a closer look. They review those collected items at various points in the reading in order to move toward understanding, synthesis and evaluation of the text.

**Apply what has been learned:** Both during and after the reading, skillful readers are constantly asking themselves, “How can I use this information?” “What does this story mean to me?” “How can I apply this in my own life?” “Is this relevant to other situations or circumstances?” When students are reading a text to fulfill the demands of a task or prompt, they may keep the demands of the prompt in mind, consider how they will apply information from the text to complete an assigned task. More generally, discovering how a reading applies to our lives and the world around us is essential for engaging a reader in a text. We need to help our students discover the ways to reflect on how the reading “applies.”



### **Steps to Think Aloud:**

Using the list of *What Skilled Readers Do While They Read*, use the basic process below to model think-aloud reading with your students.

**Step 1:** Begin with a short section of a text (1-2 pages); the text should be challenging for most of your students and give you several opportunities to illustrate the various strategies.

**Step 2:** Choose 3-5 strategies on which you want to focus from the list. (Activate Prior Knowledge, Make Predictions, Ask Questions, etc.) Tell your students the *what*, *why* and *when* of these strategies: *what* the strategies are that you will be using, *why* each of these strategies help on this particular text, and have them keep track of *when* you use them as you read the text.

**Step 3:** Make sure you give your students the purpose or goal for this reading or have them come up with it if that's appropriate for the particular reading.

**Step 4:** Read the text to your students and model the chosen strategies as you read by stopping (sometimes even in the middle of sentences!) to articulate aloud what is going on inside your head as you read.

**Step 5:** Have your students annotate the text by underlining/ circling the cues that triggered the use of a particular strategy and discuss them after the read-aloud is complete.

**Step 6:** Have students brainstorm a list of other texts and circumstances where they might be able to use each of the strategies. Have the students connect these strategies to real life applications. (e.g. How do we judge the tone of a school when we walk into it, and what clues might a writer use to create a chosen tone in his/her description of that school?)

**Step 7:** Consistently reinforce the use of these strategies as you continue reading this text and as you introduce new texts to your students.

### **Variation**

You can either introduce the list of *What Skilled Readers Do* to your students, or use an inductive process where the class annotates what you are doing during the think-aloud and creates the list together.

In his book, *Improving Comprehension with Think-Aloud Strategies*, Jeffrey Willhelm provides a list of "basic ways to conduct think alouds;" the book is an excellent reference tool that gives specific details on each of the following:

- Teacher does think-aloud; students listen.
- Teacher does think-aloud; students help out.
- Students do think-alouds as large group; teacher and other students monitor and help.
- Students do think-alouds in small group; teacher and other students monitor and help.
- Individual student does think-aloud in forum; other students help.
- Students do think-alouds individually; compare with others. (they write their commentary)
- Teacher or students do think-alouds orally, in writing, on an overhead, with Post-it notes, or in a journal.

**Sources:** FOR-PD's Reading Strategy of the Month <http://www.forpd.ucf.edu/strategies/stratthinkaloud.html>

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/thinkaloud.htm>

### **Think Aloud**

Think Aloud is a strategy used to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text.

### **Student Think Aloud Observation Sheet**

Your teacher will be demonstrating a think-aloud. This means that he/she will be demonstrating what good readers do when they read. While watching your teacher demonstrate the thinking-aloud, tally how often you see him/her use the following reading strategies.

<b>Strategy</b>	<b>How often did you see your teacher demonstrate this strategy?</b>
Made a prediction	
Asked a question	
Clarified something that was confusing	
Made a comment about something that was read	
Made a connection to something he/she has read, experiences, or heard	
Reread because something was confusing or unclear	
Stopped and asked, "Do I understand what I have read?"	
Made mental pictures of what was being read	
Compared what is being read now to what was previously read or learned	

Source: FOR-PD's Reading Strategy of the Month FOR-PD  
<http://www.forpd.ucf.edu/strategies/stratthinkaloud.html>

**Self-Assessment: Think-Aloud Strategies**

Name \_\_\_\_\_ Date \_\_\_\_\_

While I was reading, how much did I use these 'think-aloud' strategies?

	NEVER	SOMETIMES	OFTEN	ALWAYS
<b>Made a prediction</b>				
<b>Asked a question</b>				
<b>Clarified something that was confusing</b>				
<b>Made a comment about something that was read</b>				
<b>Made a connection to something he/she has read, experiences, or heard</b>				
<b>Reread because something was confusing or unclear</b>				
<b>Stopped and asked, "Do I understand what I have read?"</b>				
<b>Made mental pictures of what was being read</b>				
<b>Compared what is being read now to what was previously read or learned</b>				

1. Based on the above table, what do I do most often?
2. Why do I think I do that the most?
3. What think aloud strategy do I do the least?
4. The next time I do a think-aloud, I will try to do more.
5. I think-alouds help me because

Source: **FOR-PD's Reading Strategy of the Month FOR-PD** <http://www.forpd.ucf.edu/strategies/stratthinkaloud.html>

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## Question-Answer Relationship - QARs

This strategy divides questions into two broad categories:

"In the Book" (text-explicit) questions and "In My Head" (text-implicit) questions.

**Questioning** has long been used by teachers as a way to guide and monitor student learning and comprehension. It is effective for improving comprehension because it gives the students a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is learned to what is already known.

Question-Answer Relationship or QAR proposed by Taffy Raphael is a great way to help students figure out how to go about answering questions based on a given text. Often students assume that every question's answer is directly stated somewhere in the text, if only they look hard enough. Thus, many students spend far too much time looking for answers that are not "right there," and their frustration mounts.

The QAR strategy divides questions into two broad categories; "In the Book" (text-explicit) questions and "In My Head" (text-implicit) questions.

- **"In the Book"** questions are generated directly from a reading selection. These explicit questions fall into two subcategories: **"Right There"**—questions found in one place in a selection and **"Think and Search"**—questions built around cumulative information found throughout a document.
- **"In My Head"** questions are created by the reader when confronting a text. These questions are not explicitly found in the reading; rather, these questions arise as the reader engages the selection's content through active thought, comparison, evaluation, etc. These implicit questions fall into two subcategories: **"Author and You"**—questions that the text provokes in the reader and **"On My Own"**—questions arising from the reader's prior knowledge and experiences.

In the Book QARs	In Your Head QARs
<b>RIGHT THERE</b> The answer is in the text, and is usually easy to find. The words used to make up the question and words used to answer the questions are RIGHT THERE in the same sentence.	<b>AUTHOR and YOU</b> The answer is NOT in the story. You need to think about what you already know (your background knowledge), what the author tells you in the text and how it fits together.
<b>THINK and SEARCH (Putting it Together)</b> The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection.	<b>ON MY OWN</b> The answer is not in the text. You can answer the question without reading the selection. You need to use your own experience and knowledge. Teachers ask this type of question to bring out your prior or background knowledge.

## Directions:

QARs take time to develop with students. Students will need a fair amount of instruction and guided practice using the strategy. Plan to invest time in modeling using *think alouds* when teaching students this strategy.

1. **Explain the strategy.** Explain to students that there are essentially two categories of questions:

**In The Book:** the answer can be found in the text.

**In My Head:** the answer cannot be found in the text and must come from the reader's own knowledge or experiences.

2. **Demonstrate the strategy.** To teach this strategy, use an example that clearly distinguishes between the different types of questions. Demonstrate how you determine question type. For in the book questions, show students how to find the answers to the questions in the text. For in the head questions, demonstrate the thought processes used to answer these questions.

3. **Guide students to apply the strategy.** As a class, have students decide the QAR for each question and explain their reasoning. Discuss using the QAR strategy. Give students feedback on their use of the strategy.

4. **Practice individually or in small groups.** Divide students into groups of three and have them practice using QARs. Students should identify the QAR for each question and then give the answer.

5. **Reflect.** Discuss the QAR technique and how it helps students to better understand the text. Talk about which types of questions require the most thought and how students identified the QAR. At this point, students can complete a journal activity answering these two questions: How does understanding the QAR strategy help you comprehend information? How can you apply the strategy on your own?

You may need to go through this routine a few times before students catch on to the strategy. For those students who need additional work, you can form small groups of students who need additional help using the QAR strategy. It is important that students learn to generalize this strategy across settings and see the value of the strategy when completing work from other content areas.

## Variations:

QARs do not have to be used exclusively with text. They can be used with tables, graphs, pictures, music and art. Included in the resources is a lesson plan for using QAR with pictures.

As students become comfortable with identifying types of questions and answering them, students can begin writing examples of their own questions in lieu of responding to your questions. Student-generated questions can be exchanged with other classmates who then answer and classify the student-produced questions.

## QARs Example

*When lighting a match, it is important to follow these steps carefully. First, tear one match out of the matchbook. Second, close the matchbook cover. Third, strike the match against the rough strip on the outside of the matchbook. Finally, after it has been used, blow it out carefully, and be sure it is cool before you throw it away.*

### Question Answer Relationship

1. What are the first two steps to correctly light and use a match?
2. Why should you be sure the match is cool before you throw it away?
3. What should you do after a match has been used and is still burning?
4. Why should you close the cover before striking the match?
5. What do you strike the match against to light it?
6. How important is it to follow the second and fourth step of lighting the match?


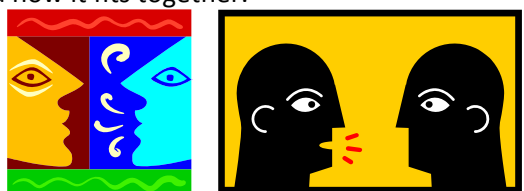

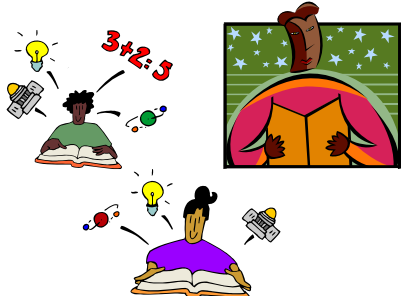
Teachers can also use a rubric to assess student understanding of the QAR strategy. The following rubric comes from a lesson plan found on [www.readwritethink.org](http://www.readwritethink.org).

Criteria	Points
The student accurately identifies each of the four question types (1 point each)  ___ Right There ___ Think & Search ___ On My Own ___ Author & Me	
The student's responses demonstrate a close, careful reading. (4 points) Notes:	
The student makes appropriate links to the text for "In the book" questions. (4 points) Notes:	
The student makes appropriate connections for "In my head" questions. (4 points) Notes:	
The student demonstrates reflective reading habits during group conversation. (4 points) Notes:	

Sources:

- FOR-PD's Reading Strategy of the Months <http://www.forpd.ucf.edu/strategies/stratqar.html>
- Greece Central School District <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/QAR.htm>
- Just Read Now <http://www.justreadnow.com/strategies/qar.htm>
- Raphael, T.E. (1984). Teaching learners about sources of information for answering comprehension questions. *Journal of Reading*, 27, 303-311.
- Raphael, T.E. (1986). Teaching question-answer relationships. *The Reading Teacher*, 39, 516-520.
- Read Write Think [http://www.readwritethink.org/search/?resource\\_type=6&sort\\_order=relevance&q=qar&old\\_q=&srchwhere=full-site](http://www.readwritethink.org/search/?resource_type=6&sort_order=relevance&q=qar&old_q=&srchwhere=full-site)

## Question Answer Relationships – 4 Types of Questions Handout

In the Book QAR's	In your head QAR's
<p><b>RIGHT THERE</b>                      The answer is in the text, and is usually easy to find. The words used to make up the question and words used to answer the questions are <b>RIGHT THERE</b> in the same sentence.</p> 	<p><b>AUTHOR and YOU</b>                      The answer is <b>NOT</b> in the story. You need to think about what you already know (your background knowledge), what the author tells you in the text and how it fits together.</p> 
<p><b>THINK and SEARCH (Putting it Together)</b>                      The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection.</p> 	<p><b>ON MY OWN</b>                      The answer is not in the text. You can answer the question without reading the selection. You need to use your own experience and knowledge. Teachers ask this type of question to bring out your prior or background knowledge.</p> 

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## Graphic Organizers

Graphic organizers are visual representations of information presented in an organized manner. They are “visual pictures” used for constructing meaning in reading, writing, speaking, listening, mathematics, and problem solving.

Examples include Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps, T-graphs, word webs, KWL charts, continuum scales, chain of events, compare and contrast matrixes, net work trees, concept maps, calendars, etc.

### edHelper.com

[http://www.edhelper.com/teachers/graphic\\_organizers.htm](http://www.edhelper.com/teachers/graphic_organizers.htm)

### Education Place

<http://www.eduplace.com/graphicorganizer/index.jsp>

### Graphic.org

<http://www.graphic.org/goindex.html>

### Sasks School Canada

<http://www.saskschools.ca/~gvss/curriculum/goread.pdf>

### Teacher Vision

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

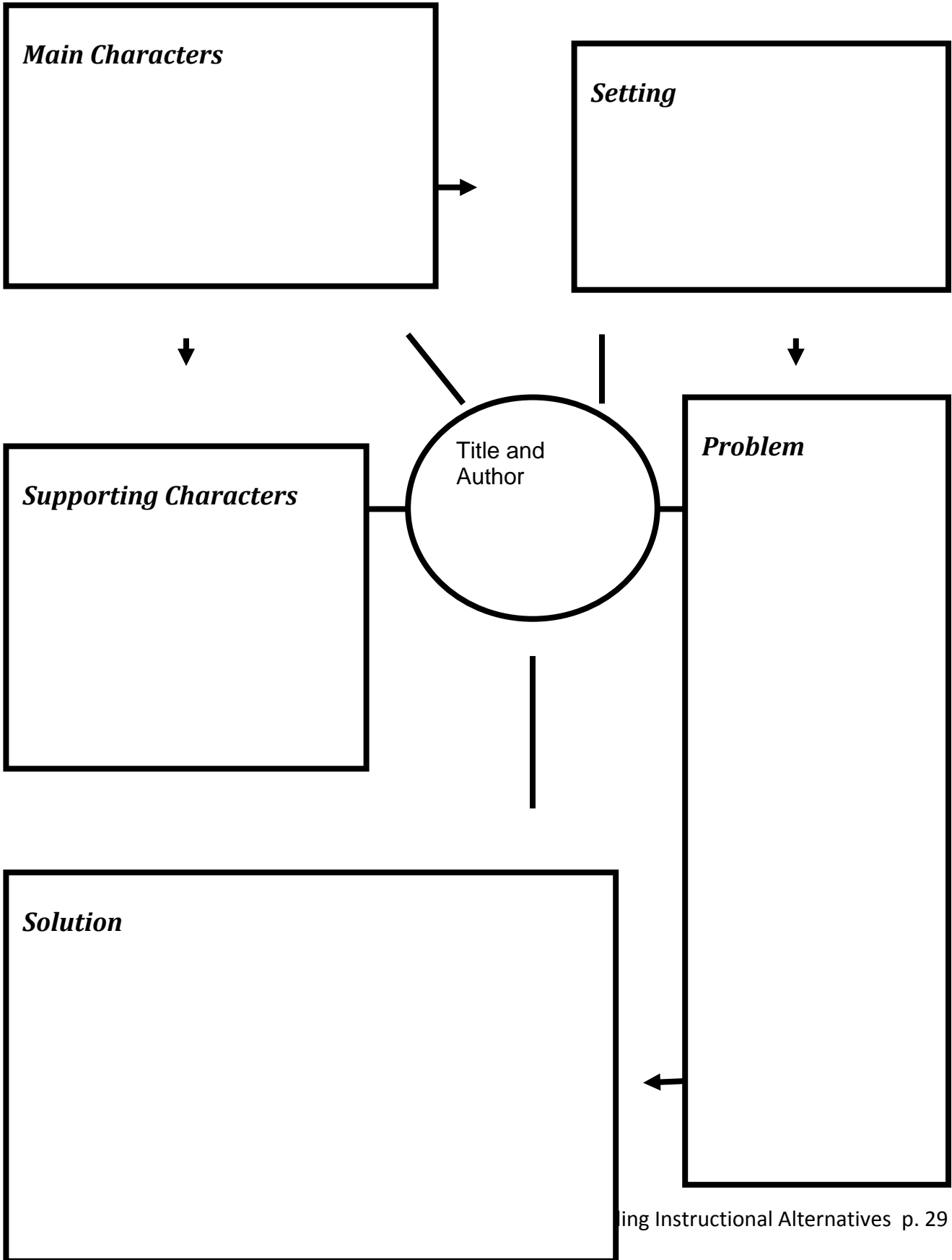
### A few Graphic Organizer are provided:

- ✓ Story Map 1
- ✓ Story Map 2
- ✓ Story Map 3
- ✓ Sequence Chart
- ✓ Chain of Events
- ✓ Who, What, Where, Why, When, Why, How

**GRAPHIC ORGANIZER: Story Map 1**

<b>Name of story and author</b>
<b>Setting</b> (When and where did the story take place?)
<b>Characters</b> (Major and minor characters)
<b>Speaker</b> (Who is telling the story?)
<b>Problem</b> (What is the main conflict or issue in the story?)
<b>Main Events</b> (What happened in the story? Be concise.)  1.  2.  3.  4.  5.
<b>Resolution</b> (What was the solution to the problem? How did the story end?)

GRAPHIC ORGANIZER: Story Map 2



**GRAPHIC ORGANIZER: Story Map 3**

Title:

Author:

Name:

Date:

*Setting*

*Characters*

*Problem*

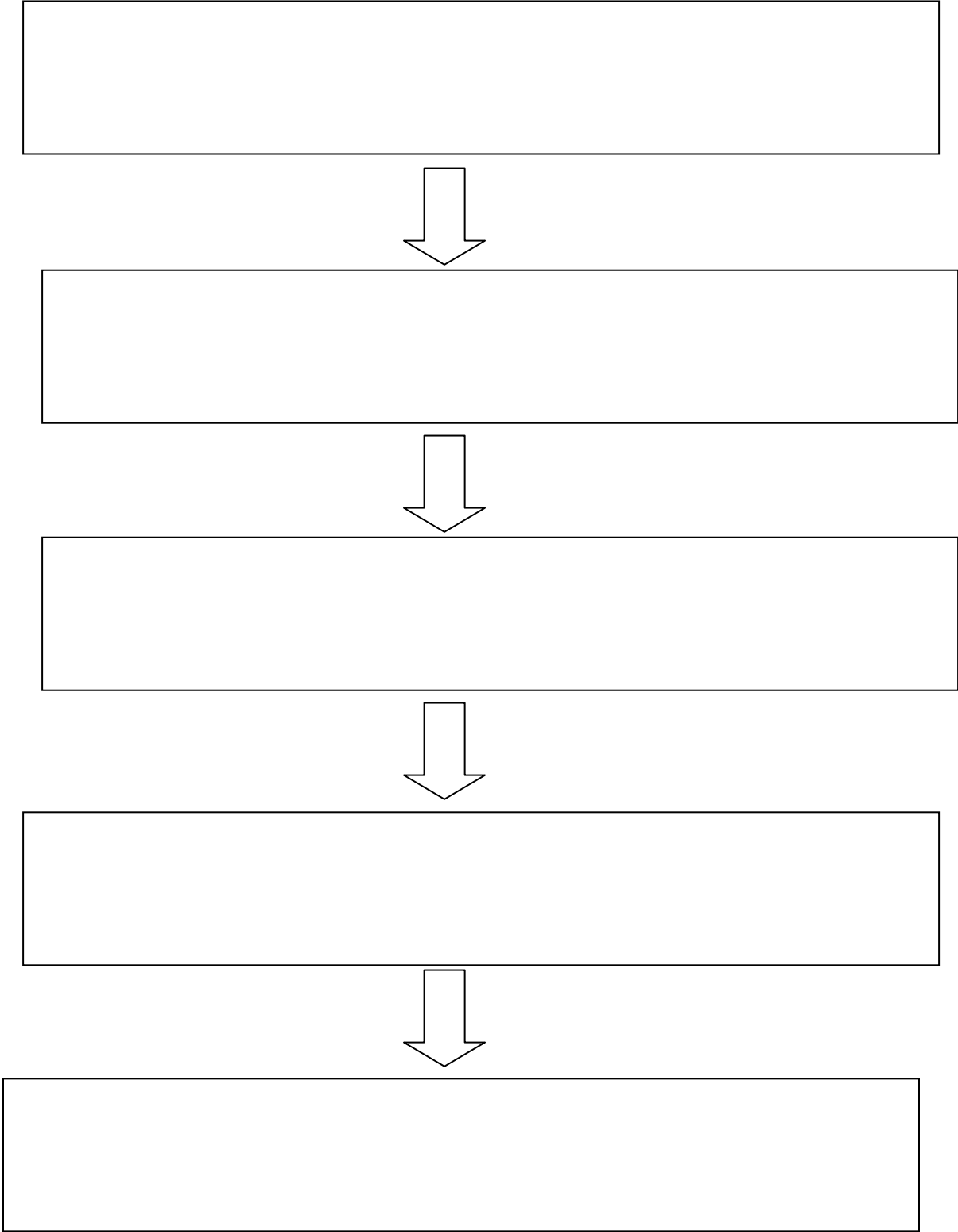
*Beginning*

*Middle*

*End*

*Solution*

**GRAPHIC ORGANIZER: Sequence Chart**

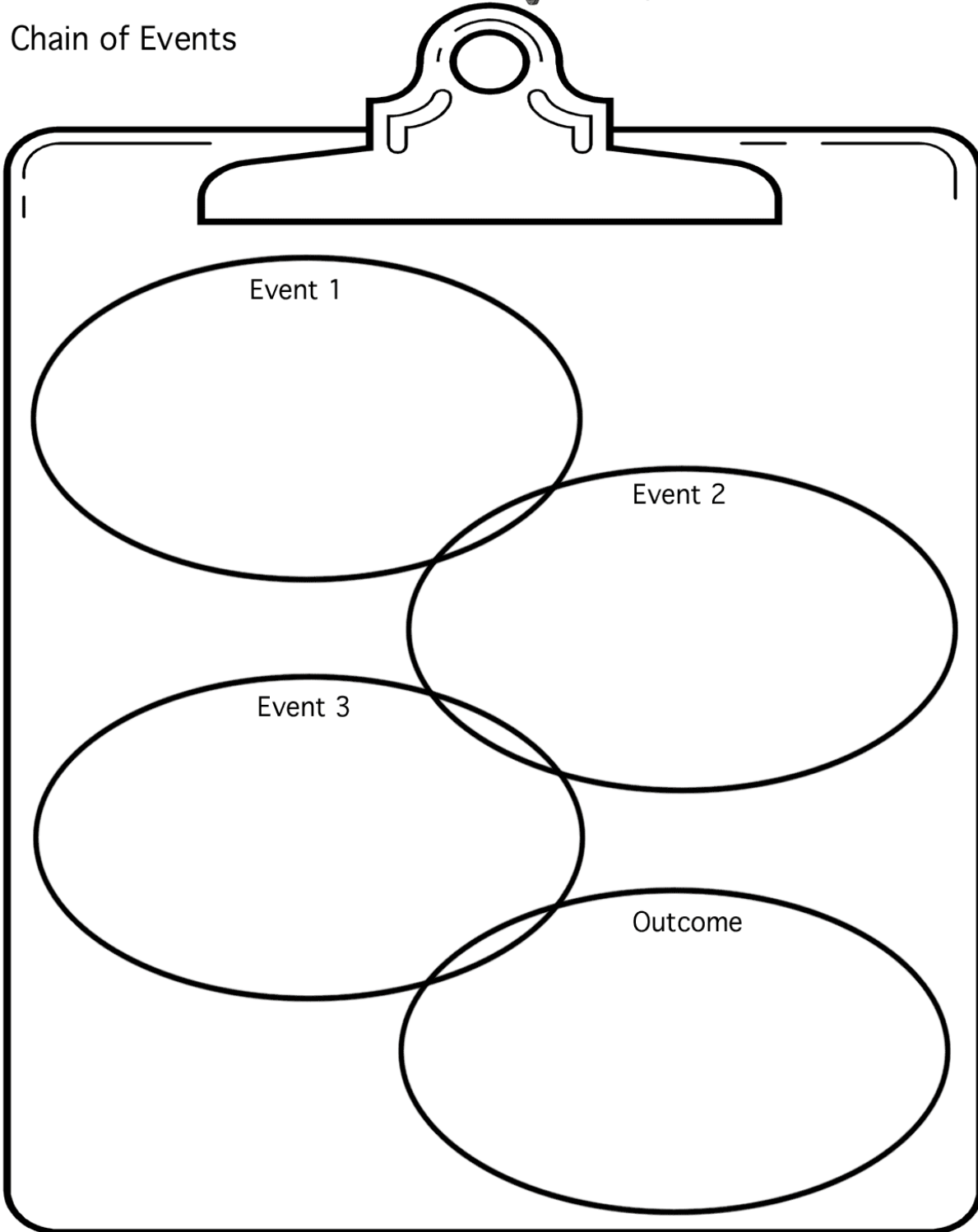


GRAPHIC ORGANIZER: Chain of Events

Name \_\_\_\_\_ Date \_\_\_\_\_



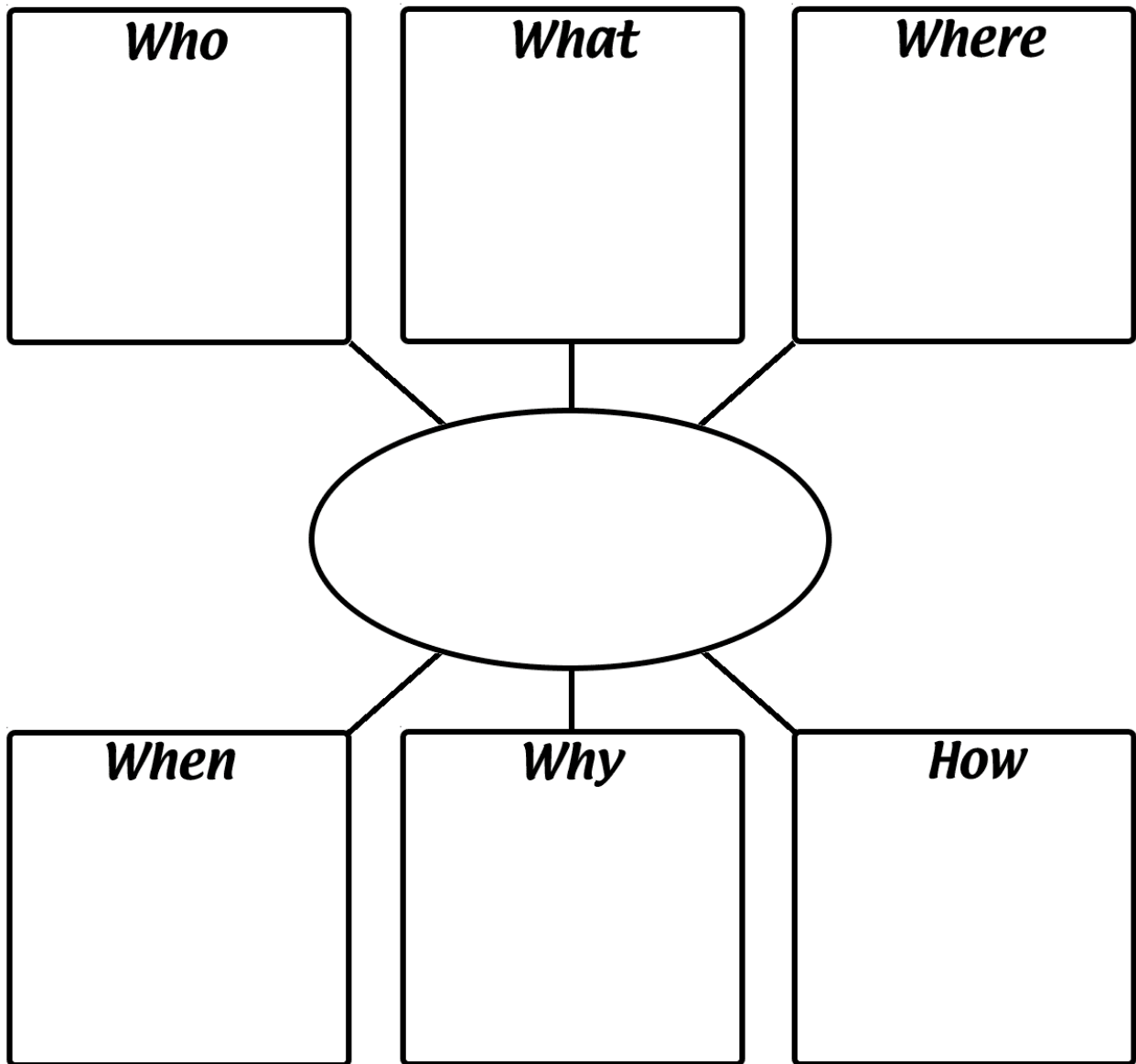
Chain of Events



GRAPHIC ORGANIZER: Who, What, Where, Why, When, Why, How

Name \_\_\_\_\_  Date \_\_\_\_\_

Put the subject in the center box. Answer the six questions.



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## Bloom's Taxonomy

a classification of levels of intellectual behavior important in learning

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom developed his "Taxonomy of Learning Domains" and established a hierarchy of skills ranging from the simple recall or recognition of facts, at the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

These domains and levels are still useful to teachers today as we formulate questions and activities that develop our students' "higher order thinking skills" (HOTS).

These are the six levels in ascending order:

- **Knowledge:** to observe and recall information
- **Comprehension:** to understand knowledge
- **Application:** to use knowledge
- **Analysis:** to break down and interpret knowledge
- **Synthesis:** to integrate, own, and combine ideas
- **Evaluation:** to assess, verify, and make choices

The following charts provides useful verbs, sample questions stems, and potential activities and products for each of the six levels within the cognitive domain

**Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state

**Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate

**Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write

**Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

**Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write

**Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate

## Knowledge

Useful Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story. Make a chart showing... Make an acrostic. Recite a poem.

## Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a coloring book.

## Application

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct	Do you know another instance where...? Could this have happened in...? Can you group by	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas

complete examine classify	<p>characteristics such as...?</p> <p>What factors would you change if...?</p> <p>Can you apply the method used to some experience of your own...?</p> <p>What questions would you ask of...?</p> <p>From the information given, can you develop a set of instructions about...?</p> <p>Would this information be useful if you had a ...?</p>	<p>of study.</p> <p>Make a paper-mache map to include relevant information about an event.</p> <p>Take a collection of photographs to demonstrate a particular point.</p> <p>Make up a puzzle game using the ideas from the study area.</p> <p>Make a clay model of an item in the material.</p> <p>Design a market strategy for your product using a known strategy as a model.</p> <p>Dress a doll in national costume.</p> <p>Paint a mural using the same materials.</p> <p>Write a textbook about... for others.</p>
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## Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
<p>analyze</p> <p>distinguish</p> <p>examine</p> <p>compare</p> <p>contrast</p> <p>investigate</p> <p>categorize</p> <p>identify</p> <p>explain</p> <p>separate</p> <p>advertise</p>	<p>Which events could have happened...?</p> <p>I ... happened, what might the ending have been?</p> <p>How was this similar to...?</p> <p>What was the underlying theme of...?</p> <p>What do you see as other possible outcomes?</p> <p>Why did ... changes occur?</p> <p>Can you compare your ... with that presented in...?</p> <p>Can you explain what must have happened when...?</p> <p>How is ... similar to ...?</p> <p>What are some of the problems of...?</p> <p>Can you distinguish between...?</p> <p>What were some of the motives behind...?</p> <p>What was the turning point in the game?</p> <p>What was the problem with...?</p>	<p>Design a questionnaire to gather information.</p> <p>Write a commercial to sell a new product.</p> <p>Conduct an investigation to produce information to support a view.</p> <p>Make a flow chart to show the critical stages.</p> <p>Construct a graph to illustrate selected information.</p> <p>Make a jigsaw puzzle.</p> <p>Make a family tree showing relationships.</p> <p>Put on a play about the study area.</p> <p>Write a biography of the study person.</p> <p>Prepare a report about the area of study.</p> <p>Arrange a party. Make all the arrangements and record the steps needed.</p> <p>Review a work of art in terms of form, color and texture.</p>

## Synthesis

Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

## Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritize determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, eg "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

Source: Teachers on the Web  
<http://www.teachers.ash.org.au/researchskills/dalton.htm>