**How Knowledge Powers Reading** by Doug Lemov

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|  | **Reciprocal Teaching**You will help your group use comprehension strategies to discuss and understand the assigned reading. As you read, take notes based on your assigned strategy. After you read, you will lead a discussion for your role in your group. |
|  | **Predictor** | **Questioner** | **Clarifier** | **Summarizer** |
| *Text Section* | *Predict what’s on the next page.* | *Ask Questions* | *Clarify important ideas & words.* | *Tell what you read.* |
| Why Knowledge Counts More Than Skill |  |  |  |  |
| Enrich Understanding with Embedded Nonfiction |  |  |  |  |

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| *Text Section* | *Predict what’s on the next page.* | *Ask Questions* | *Clarify important ideas & words.* | *Tell what you read.* |
| Ask Knowledge-Based Questions |  |  |  |  |
| Put Writing Before Discussion |  |  |  |  |

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| **The Predictor needs to:** | **The Questioner needs to:** | **The Clarifier Needs to:** | **The Summarizer Needs to:** |
| * Suggest what the text might be about before reading
* Use clues from the text to support predictions
* Share predictions and text supported evidence
* Offer informed guesses about what the author will tell the group next
 | * Pose questions about the selection
* Ask questions that help make meaning
* Work with the group to find meaning
 | * Look for unknown words and phrases
* Identify new or confusing ideas or concepts
* Work with the group to find meaning
 | * Identify the main idea
* Locate important vocabulary
* Summarize key details
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| **Predicting**Questions & Statements | **Questioning**Questions & Statements | **Clarifying**Questions & Statements | **Summarizing**Questions & Statements |
| * What do you think will happen?
* What will the author do or tell you next?
* What clues tell you what will happen?
* What clues from the passage help you remember what has happened?
 | * What questions do you have about the topic?
* What did you think about as you read?
* Share what you think the author meant when…
* What else do you know about this subject?
 | * I need help understanding this part of the section.
* What context helps you?
* I don’t understand these words…
* This example helped me figure out the meaning.
 | * Tell about what you just read.
* What is the most important part?What was the author’s purpose?
* What was the central idea?
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| **Predicting**Strategy Frames | **Questioning**Strategy Frames | **Clarifying**Strategy Frames | **Summarizing**Strategy Frames |
| * I think \_\_\_\_\_ because \_\_\_\_\_\_
* I think I will learn \_\_\_\_\_ because \_\_\_\_\_
* I predict \_\_\_\_\_\_ because \_\_\_\_
 | * I wonder…?
* Why is \_\_\_\_\_\_ significant?
* How is \_\_\_\_\_\_\_ an example of \_\_\_\_\_\_\_?
* How do \_\_\_\_\_\_\_ and \_\_\_\_ compare?
 | * I didn’t understand \_\_\_\_\_\_\_\_, so I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I couldn’t figure out \_\_\_\_\_\_\_, so I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
 | * The author is trying to tell us…
* This part is about…
* An important detail is…
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