*Real Reading, Real Writing: Content Area Strategies*

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STRATEGIES

"they access prior knowledge, hypothesize and predict,  visualize, monitor their comprehension, and use fix-up strategies." (21)

Before.....

SQ3R: survey question read recite review

BDA - before during and after reading

"Accessing prior knowledge has been likened to building bridges from the

known to the  new and accessing the file folders of the mind " (39)

Go  ahead and ask students to predict, to guess, to take risks ...

Word webbing.  Put word in center of page -put associations connected with

lines (44)  having them do the word webbing before and after reading would

help them compare/contrast prior knowledge and what they learned from the

reading

KIA- use the example of the MTV web I use in my composition classes to get

them to brainstorm before writing

During.....

QAD - questions, answers, details  in three columns

Chapter questions given by teacher

Students write answers and details

Helps students with note taking

Charts-teacher made or student made - ex: term from book, where is it

found, how is it beneficial , how is it harmful, etc.

After....

Pick a card- have students create vocab flash cards to review from chapter

Reverse crosswords - almost like jeopardy - teacher gives answers,

students give questions or clues

Yes and no game - create a t-chart and put items that fit a concept you've

taught on the left (yes) and those that don't on the right (no).  Add

ideas /words to help students learn to identify the key terms/components

that belong together

Kind of like the old sesame st game of 3 of these things belong together

Sensory impressions - right side of the brain

I saw, I heard , I smelled, etc...

Think about events (e.g. Studying Civil War) or conceits (magnets or the skeletal system)

Make connections

Venn diagrams - have students write compare/contrast paragraphs

Questioning

-did we find answers to our questions

-are some of our questions unanswered

-what else did we learn that we didn't even have questions about

- what was the most surprising thing we learned

How is what we know different from what we thought before