
April 2001

Bookmarks

Michigan Reading Journal

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

Recommended Citation

Journal, Michigan Reading (2001) "Bookmarks," *Michigan Reading Journal*: Vol. 33 : Iss. 3 , Article 7.
Available at: <https://scholarworks.gvsu.edu/mrj/vol33/iss3/7>

This Other is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

About these bookmarks

Please enjoy the bookmarks included on this page and the following pages. They are meant to be cut out and put in your teacher's edition as a reminder to you of the strategies to enhance effective content area reading. The two strategies included here are Cubing and Say Something. If you are interested in an entire set of bookmarks, please refer to the publications order form on page 12. These bookmarks are from the Content Area Bookmarks II.

The bookmarks are designed to illustrate for teachers how to put current research into instructional practice. The goal is to move students to independent selection of the strategy or strategies that work best for each student. Each of these strategies can be used across all content areas.

CUBING

WHAT IS IT?

Cubing is a strategy which asks students to look at a concept from several point of view. It helps students as both readers and writers.

WHY USE IT?

- Promotes connection between reading, writing and thinking.
- Unlocks "writers' block."
- Forces writers to examine ideas from several points of view.

HOW TO DO IT

- Use a box (i.e. tissue box) that is cube shaped, or construct one of sturdy material, to make a visual prop.
- Label each of the six sides with the following: **Describe It, Compare It, Associate It, Analyze It, Apply It, and Argue For or Against It.**
- You might want to add question starters to each of the six sides:

Describe It: color? shape? size? where can you find it?

Compare It: what is it like? what is it different from? what can it do?

Associate It: what person can you associate with it? experience? event? place? taste? hear? smell?

Analyze It: what are its parts? what is it made of? what is it composed of? where does it come from?

CUBING

Apply It: what can you do with it? how is it used? what would we do without it? why is it important?

Argue For or Against It: take a stand, list reasons. take the opposite point of view. why do you like it? dislike it? what's good about it? bad about it?

- Give an assigned reading.
- After reading, students use the cube as a prop to get them writing.

Model the strategy for students.

Students should write on the questions from six sides of the cube. Spend no more than 5 minutes on each cube side.

- When an area doesn't seem to fit for the writing, encourage students to stretch and make it fit. Be creative!

EXAMPLES

TOPIC: American assignment of troops to Vietnam

Describe it: Green, tall, good-looking, smoker, dusty and dirty.

Compare it: The troops can be compared to a snake moving slowly through the tall grass on the plains.

Associate it: An experience I had which is similar to Vietnam and the Vietnam War, was a dream of a time I was lost in a jungle and couldn't speak the language of the jungle people.
etc. ...

Michigan Department of Education (1998). User Friendly: A Writing Handbook for Content Area Teachers – Social Studies.

Richardson, J.S. & Morgan, R.F. (1997) Reading to Learn in the Content Areas.

SAY SOMETHING

WHAT IS IT?

This is a technique to develop personal response to literature with a partner or small group. It is used at different points during the story.

WHY USE IT?

- Engages students in their reading
- Increase comprehension by asking students to relate the story to a personal experience.
- Focuses on the meaning during reading.

HOW TO DO IT

- Select an engaging text.
- Model reading and personal response with a partner.
- Students practice the strategy.
- Encourage student opinions and extension of story ideas and themes.
- Next, ask students to look at any new ideas or insights they have from hearing other ideas.
- Students select partners.
- Partners decide if the reading will be oral or silent.
- Partners take turns reading and saying something about what they have read.
- After reading, teacher leads a whole group discussion.
- Begin an idea map of the story.
- Add details from the reading.

Walker, B.J. (1992.) Diagnostic Teaching of Reading.

SAY SOMETHING

EXAMPLES

Novel Sarah Bishop

Partners Jon and Dave

Read chapter 1 and relate a personal response

Summarize: _____

Jon:

Dave:

Read Chapter 2 and relate a personal response

Summarize: _____

Jon:

Dave:

.....

Theme of Sarah Bishop

What was the major problem in the story Sarah Bishop?

What other solutions to the problem might have worked?

ReQUEST

WHAT IS IT?

ReQuest is a strategy that helps students develop their own purpose for reading. It helps students develop effective questioning that goes beyond literal level questions.

WHY USE IT?

- Helps students to learn questioning strategies.
- Facilitates development of an inquiry attitude toward learning.
- Leads students to set their own purpose for reading.
- Improves reading comprehension through increased depth of understanding.

HOW TO DO IT

- Select a passage/section to be read.
- Teach questioning strategies.
- Model good questioning (going beyond first level -- knowledge questions).
- Ask questions of one another -- teacher to student, student to teacher.
- Provide feedback to student on how well the question was understood and the ease of answering the question.
- Design a follow-up activity.

This strategy was originally designed to be used one-on-one between the teacher and a student. Due to time constraints, once modeled, it is effective in small groups.

ReQUEST

Types of questions which are effective in ReQuest:

- specific reference to the reading
- common knowledge
- information related to the reading, but not specifically stated in the reading
- open-ended questions which require an explanation
- personalized analogies
- promote predictions

EXAMPLES

- In the story, what did the visitor say to the owner of the restaurant?
- Was what the visitor said polite or rude? Why?
- In your opinion, what possible solutions could the students have used to solve their problem?
- When have you, or a friend, had a similar experience as the characters in this story?
- How do you think the students will solve the mystery that they have encountered in the first part of this story?

Manzo, A.V. (1969). The ReQuest Procedure, The Journal of Reading.

Tierney, R.J., Readence, J.E., & Dishner, E.K. (1990) Reading Strategies and Practices.