

Main Idea and Supporting Details

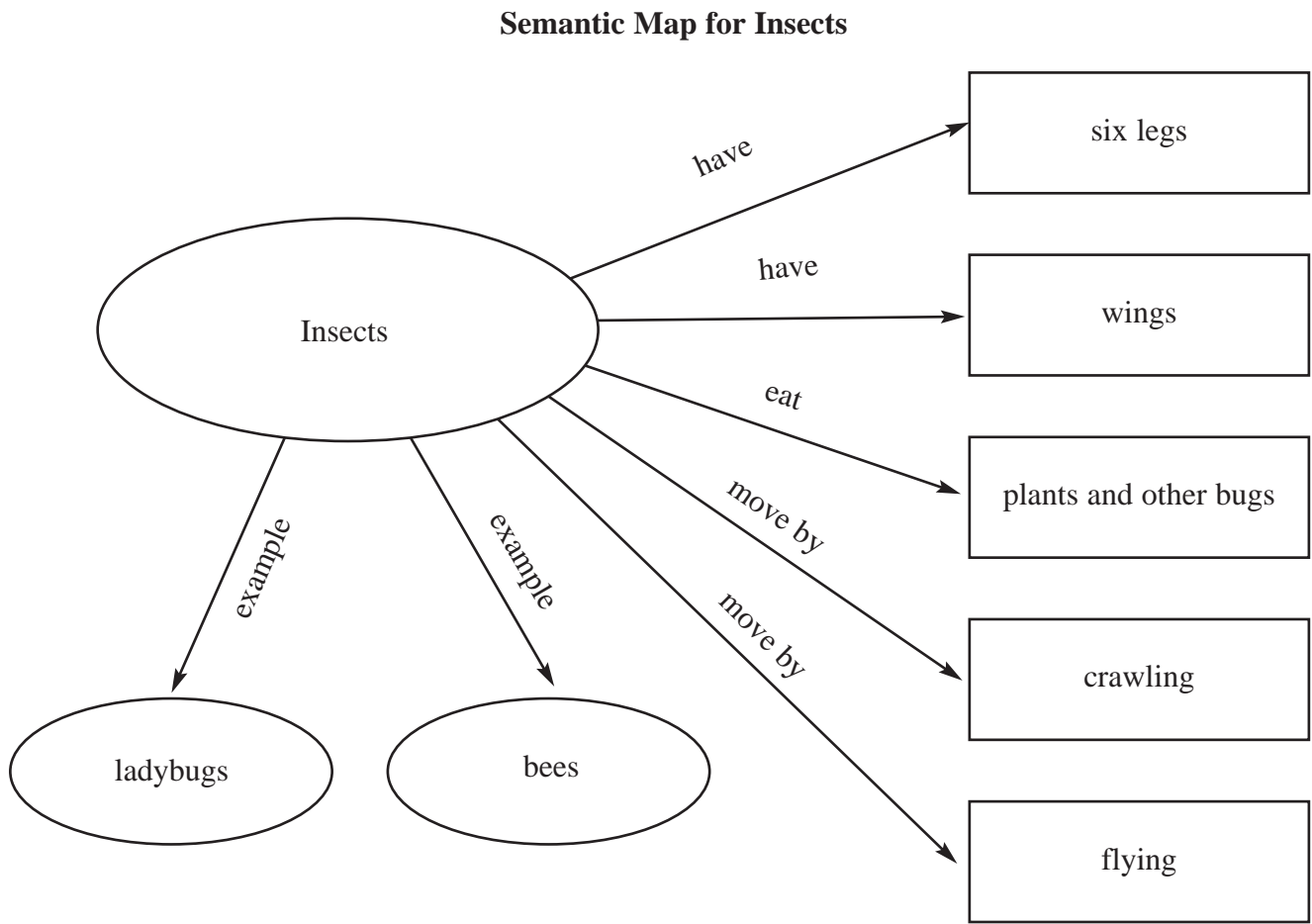


Strategy 5: Semantic Mapping

Semantic mapping (Pearson and Johnson, 1978) is a strategy that can help students organize the information they know about the subject into different categories. It is a visual representation of that subject. The steps for creating a semantic map are the following:

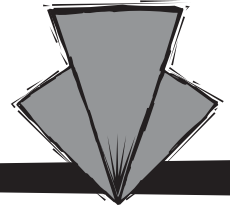
1. The subject being discussed is written on the board, a chart, or on a transparency. An oval is drawn around it.
2. Students think of words to describe the subject. As they share them, the teacher writes them on the chart in boxes and connects them to the oval with arrows. Above the arrows the teacher writes phrases or words to show the relationship between the subject and the other words.
3. Students give examples of the subject, and teacher writes these ovals with arrows connecting them to the subject in the center oval.

The following is an example of a semantic map for insects:



Semantic mapping is a technique that works well when several books about the same subject are going to be read. As new information is learned, it can be added to the map. A blank graphic organizer is provided on page 15.

Summarizing and Paraphrasing



Partner Reading

Directions: Write at least one sentence about what you learned. Have your partner write at least one sentence also. Each of you should draw a picture to match your sentences.

Book title: _____

Summary 1: _____

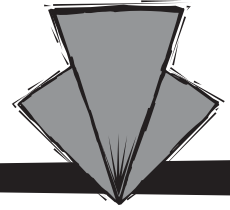
Summary 2: _____

Picture 1:

Picture 2:

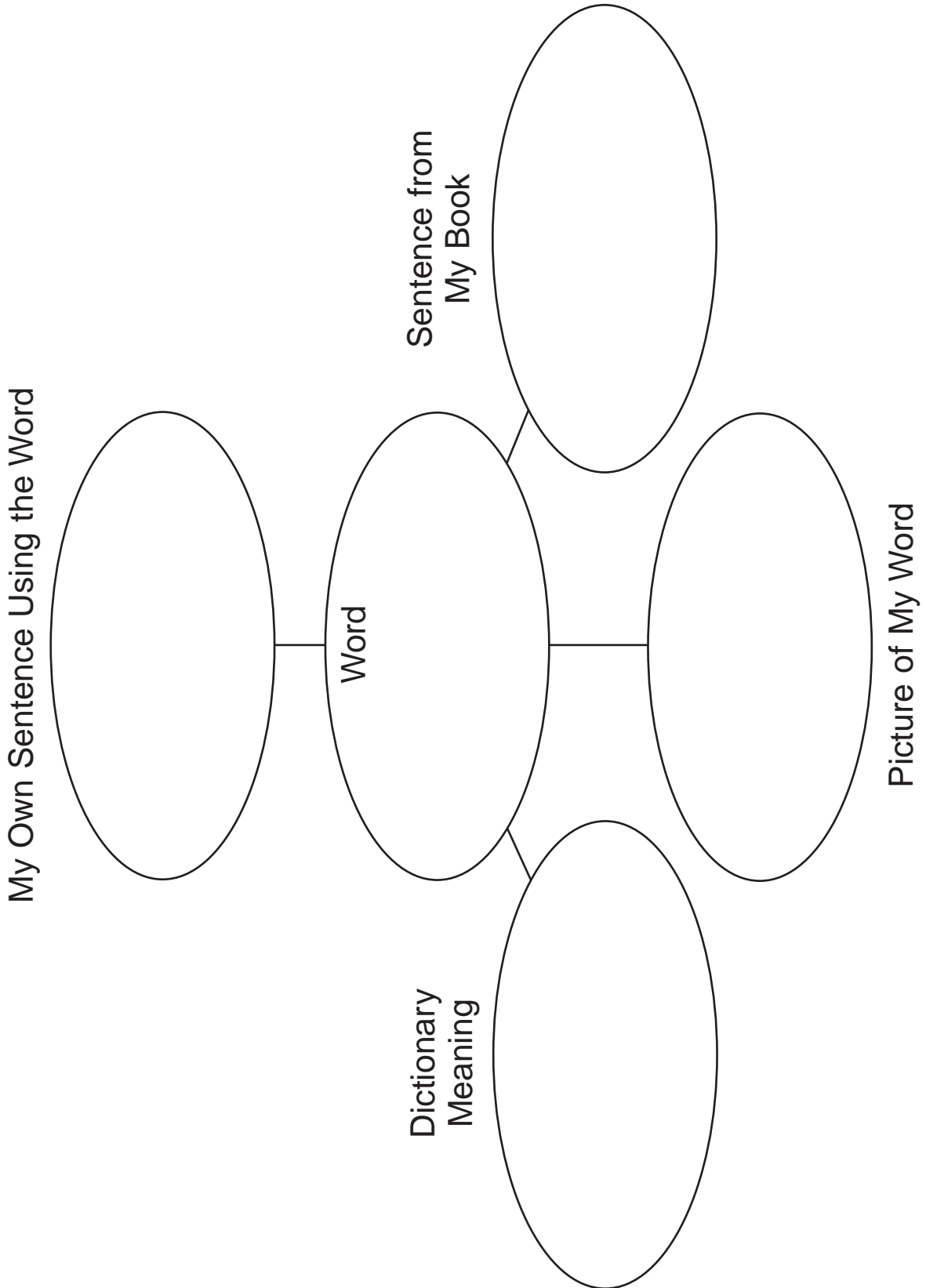
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Developing Vocabulary

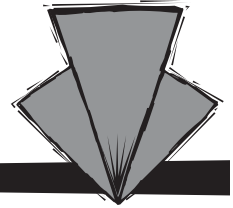


Word Web

Directions: Find a new word in your book. Write it in the center oval. Fill in the web.



Structural Patterns

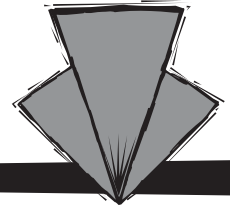


Compare and Contrast H-Chart

Directions: Label each side of the “H” with the two things you are comparing and contrasting. Under each label, list the ways each thing is different. In the center section of the “H,” list the ways they are both the same.

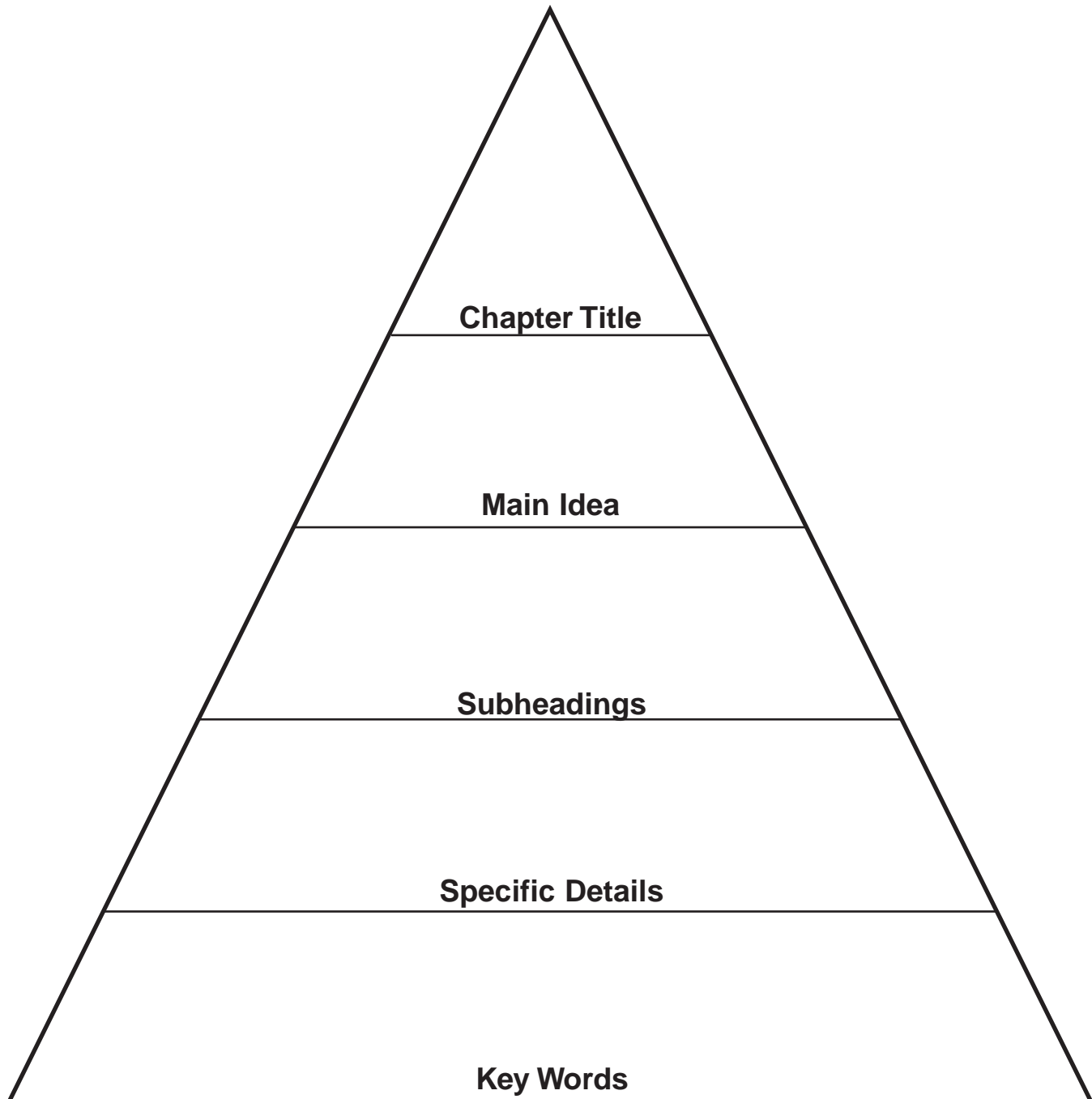
Both

Using Text Organizers

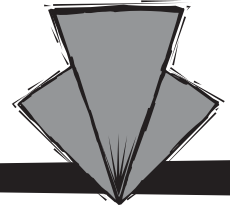


Pyramid

Directions: First write the chapter title in the top of the pyramid. Then read the entire chapter. Decide the main idea and write this in the next part of the pyramid. Then list the subheadings of the chapter in the next section of the pyramid. Then list any other details from the chapter that helped you to determine the main idea.



Using Parts of the Book



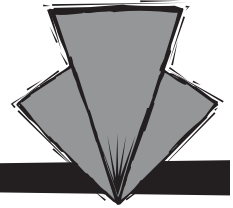
Inside or Outside?

Directions: Cut out the different parts of a book. Sort them into the two categories. Glue them in the correct columns. If you think an item belongs in both categories, glue it in the middle.

Outside the Book	Inside the Book

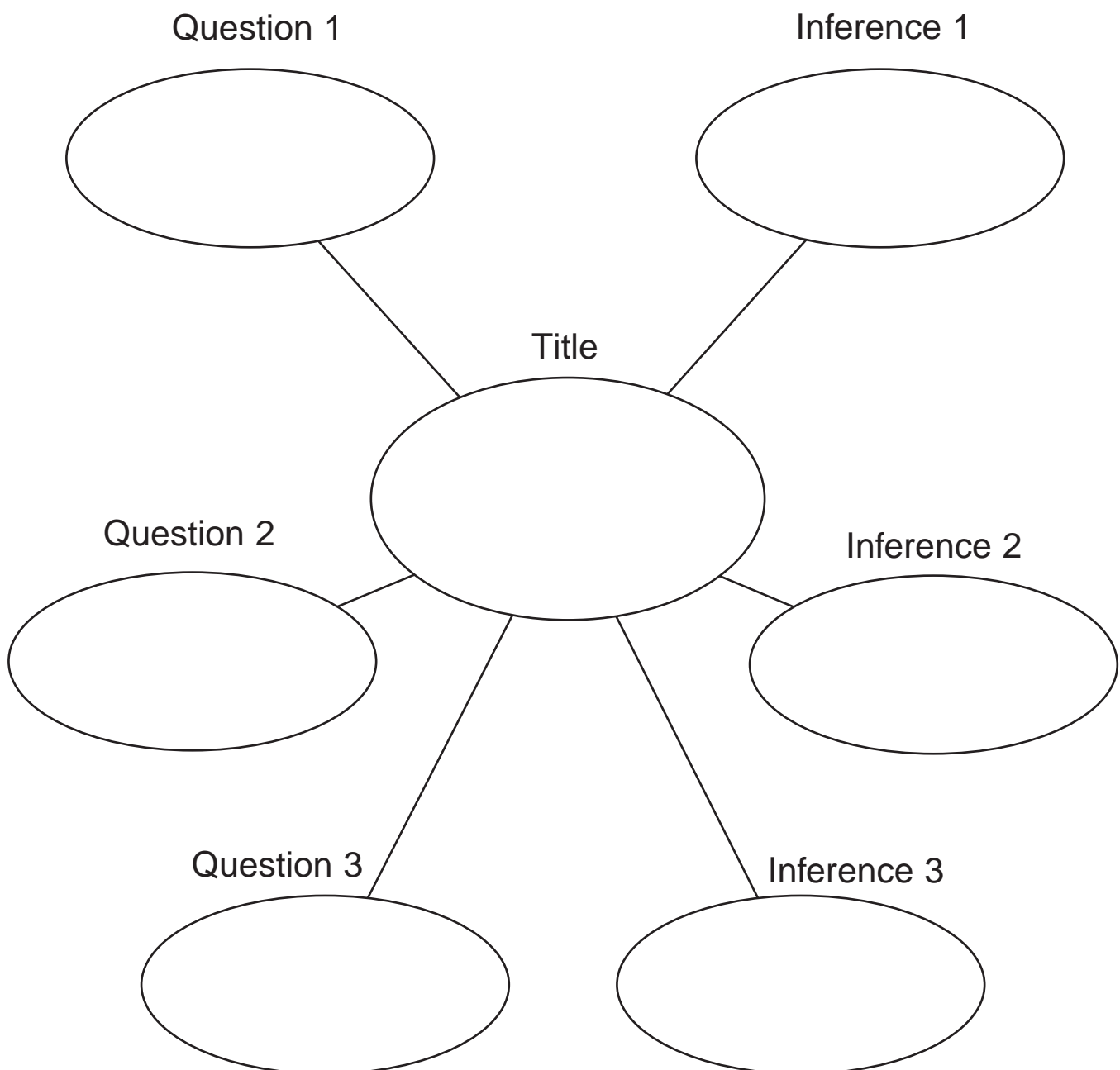
Copyright Date	Chapter Names
Table of Contents	Bibliography
Title Page	Index
Title of the Book	Glossary
Author's Name	Appendix
Cover of the Book	Spine of the Book

Making Inferences



Questioning and Inferring

Directions: Listen to the passage as the teacher reads. Write the title of the text in the center circle. Write questions in the circles extending from the left of the center circle. Write inferences made based on these questions in the circles extending from the right of the center circle.



Questioning



Strategy 4: Content and Process Questions

According to Anthony and Raphael (1995), questions asked before and during the reading of the text should center on content questions and process questions. Content questions are used to check each student's understanding of the text and are connected to the purpose for reading the text. Content questions are questions that can be answered by using the information presented in the text and are asked after the student has read a specific portion of the text.

Process questions focus on the reading strategies used by the student to arrive at a specific meaning. According to Anthony and Raphael (1995), specific process questions have the student:

- make predictions
- prove or disprove predictions
- identify elements of the text that signal important ideas such as using bold print, italic print, underlining words in paragraphs, etc.

Examples of process questions are the following:

- What questions did you develop after reading the title of the text?
- What information in the text did you use in making the prediction?
- What new or confusing words did you come across when reading the text?
- How could you figure out the meaning of a new or unfamiliar word?
- What is the main idea of the text? What in the text made you think that was the main idea?
- Did the author do a good job in writing the text? Why or why not?

These are the kinds of questions a student needs to ask in order to monitor his or her own level of comprehension and understanding of the text (Anthony and Raphael, 1995). It is important that the teacher asks the student questions during the reading process to set the student on the right path to becoming an independent and strategic reader and thinker. The template titled "Ask Me!" on page 244 can be used when teaching this strategy.

Strategy 5: Asking All the Right Questions

As students read, they need to keep the 5W's (who, what, when, where, and why) in mind at all times. Help them with this task by distributing a copy of Asking All the Right Questions graphic organizer on page 245 and having them fill it in as they read. For example:

