

**ARTICLE 6 PACK**

*The squares of the Article 6 Pack are loosely based on SQ3R, a reading comprehension method named for its five steps: survey, question, read, recite, and review and other strategies for increasing comprehension. The SQ3R method was introduced by Francis Pleasant Robinson in his 1946 book Effective Study. Teachers have morphed the worksheet to meet their curriculum needs and the needs of their students.*

*How often have we heard students say, “I just read this whole page and I don’t remember anything about it?” Or how often have we noticed students are barely engaged in a movie clip or a lecture. One goal of the 6 Pack is to switch students from being passive readers/learners to active readers/learners. Another goal parallels ideas from educators such as* [*John Dewey*](http://en.wikipedia.org/wiki/John_Dewey) *who have argued that students need to learn* [*critical thinking*](http://en.wikipedia.org/wiki/Critical_thinking) *- questioning and weighing up evidence as they learn. This can be done during lectures or when reading books.*

*There are a variety of studies from different colleges nation-wide that show peer-communication can help increase better study habits tremendously. One study shows that an average of 73% score increase was recorded by those who were enrolled in the classes surveyed (Academic Resource Center, Sweet Briar College, Sweet Briar, VA, http://www,arc,sbc,edu). Using the 6 Pack encourages collaboration.*

*When teachers practice using the 6 Pack they will be assigned one square to complete collaboratively and then share the outcomes. This way they will have experienced at least one square and will be able to understand how each prompt works. When using the 6 Pack with students, teachers may choose to have students complete more than one square, complete them for homework individually and then share, or any other way that suits the needs of the class.*

***Article 6 Pack Activity (Loosely based on SQ3R)***

|  |  |
| --- | --- |
| **Find at least two important pieces of information from the article and explain why each is central to your understanding of the article.**  **Determining Important Ideas 1** | **Write at least two connections between the article and your world or between the article and a personal experience and be sure to explain using details from the article**.  **Making Connections 2** |
| **Select a few passages/sentences/quotations from the article to share with the group. Explain why these caught your attention and what you can infer from each.**  **Drawing Inferences 3** | **Create an open-ended question about the article and answer it.**  **Questioning 4** |
| **Select several interesting words from the article, define them, and create a memory device for each that helps you remember it.**  **Build Vocabulary 5** | **Create a drawing, a graphic, a collage, or other project that demonstrates an understanding of the article. Explain in writing the rationale for your project choice.**  **Visualize 6** |

**Summarizing Strategy: GIST**

**Selection used for this activity follow it.**

GIST is a step-by step process for summarizing text material. It is particularly valuable with students who have difficulty putting what they have read into their own words. We could also have students work in pairs to do this reading one part and then stopping and then the other part and stopping.

Before Reading

Introduce the material by previewing all headings, pictures, and questions.  The teacher explains that the "gist" of something is the main idea.  The teacher shares the 20 word-size blanks on an overhead transparency and explains to the students that after reading, they will try to write a sentence or two using 20 words that capture the "gist."

During Reading

Students read the first portion of the text and reword the main idea into a short statement of no more than 20 words. They then read the second portion and restate the main idea for segments 1 and 2 in one short statement. Continue portion by portion until the assigned text is completed.

After Reading

Students write a one or two sentence summary (no more than 20 words) of the text selection in their own words.

Students may work in pairs to complete the GIST, and then they share their product with another pair. Revisions and collaboration on the main idea may be shared, and then presented to the entire class.  The class can then agree on a main idea summary for the selection.

**GIST SUMMARIES**

**Title of Reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**20-Word Summary 1 – Part 1 of Reading**

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**20-Word Summary 2 – Part 1 and 2 of Reading**

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**20-Word Summary Final – Summary of Entire Reading**

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

PROBABLE PASSAGE—SPECIFIC DIRECTIONS

This activity will assist participants in teaching students how to interact with a difficult text, make connections, and draw conclusions.

PRE-READING/SCAFFOLDING: Probable Passage

Read and discuss the following words:

Winter Angers

Blueblack Austere

Splintering Love

Indifferent Lonely

The above words were taken from a reading we are about to complete. Spend a few minutes discussing them with the person next to you. Then, come up with a sentence explaining what you think the reading might be about.

When you have finished, read the text to yourself several times. Look at your sentence.

What do you think of your prediction?

REASONING/CRITICAL THINKING: GENERATING QUESTIONS

Write down three questions you have about this piece for which you have absolutely no answer. Share questions. Write down those that intrigue you. Answer the “black and white” or non-interpretive questions.

GENERATING ANSWERS:

* Choose one question to answer in a small group.
* Write your questions at the top of the paper
* As a group brainstorm answers to the question referring to the “four corners” of text as many times as possible.
* Turn your question into a statement.
* List the evidence you have to support your conclusion.

Those Winter Sundays

Sundays too my father got up early  
And put his clothes on in the blueblack cold,  
then with cracked hands that ached  
from labor in the weekday weather made  
banked fires blaze. No one ever thanked him.  
  
I'd wake and hear the cold splintering, breaking.  
When the rooms were warm, he'd call,  
and slowly I would rise and dress,  
fearing the chronic angers of that house,  
  
Speaking indifferently to him,  
who had driven out the cold  
and polished my good shoes as well.  
What did I know, what did I know  
of love's austere and lonely offices?

*Robert Hayden*

A Histopoem

Source: Michelle Toth

**Event in history**

**Happened when**

**Happened where**

**Caused by… (list 3)**

**Preceded by… (list 3 historical events)**

**Followed by… (list 3 historical events)**

**Key people involved in the evernt (list 3)**

**Artists and musicians of this period (list 3)**

**Inventions of this period (list 3)**

**Resulted in… (list 3 effects)**

**If I had lived then…**

**Year**

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**I Am**

**You, too, can write and “I Am” poem. How?**

**Begin by describing two things about yourself. Avoid the obvious and the ordinary, such as “I am a 15-year old boy with brown hair.” There are millions of 15-year old boys with brown hair. Think of things about yourself that are distinctive.**

**“I am a girl who bruises easily and believes in astrology—when the starts are right.” That’s better because it gives a sense of the speaker….and how she is different from other people.**

**Once you have an opening line, you’re ready to take off. Here is a line-by-line guide you can follow.**

**It may seem strange at first to write a poem this way. But give it a try. You may surprise yourself. Some students who have tried this approach have been amazed by the results.**

**I Am**

**(first stanza)**

**I am (two special characteristics you have)**

**I wonder (something you are actually curious about)**

**I hear (an imaginary sound)**

**I see (an imaginary sight)**

**I want (an actual desire)**

**I am (the first line of the poem repeated)**

**(second stanza)**

**I pretend (something you actually pretend to do)**

**I feel (a feeling about something imaginary)**

**I touch (an imaginary touch)**

**I worry (something that really bothers you)**

**I cry (something that makes you very sad)**

**I am (the first line of the poem repeated)**

**(third stanza)**

**I understand (something you know is true)**

**I say (something you believe in)**

**I dream (something you actually dream about)**

**I try (something you really make an effort about)**

**I hope (something you actually hope for)**

**I am (the first line of the poem repeated)**

**BIO-POEM PATTERN**

**Using Poetry in Content Areas**

**A bio-poem is a short biography telling about the life of someone—either real or a character from a story. For use in a subject like biology, the bio-poem could be modified to fit the “character” of a given organism being studied. This form lends itself to use in literature, history, biology, etc.**

**Line 1: First name only\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 2: Four traits\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 3: Related to (three people)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 4: Cares deeply about/Lover of (three ideas)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 5: Who feels (three emotions)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 6: Who needs (three items)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 7: Who gives (three items)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 8: Who fears (three items)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 9: Who would like to see (three items)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 10 Resident of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line 11 Last name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Queeny**

**Angry, defiant, bright, frightened**

**Daughter of a prison inmate**

**Cares deeply about here mom and dad**

**Who feels alone**

**Who needs someone to see through her defenses**

**Who gives friendship to those who believe in her**

**Who fears going to jail**

**Who would like to see her father**

**Resident of cotton Junction, Georgia**

**Peavy**

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**Strategies for Reading\***

**These strategies can help you gain a better understanding of what you read. Whenever you find yourself having difficulty making sense of what you are reading, choose and use the strategy that seems most likely to help.**

**PREDICT Try to figure out what will happen next and how the selection might end. Then read on to see how accurate your guesses are.**

**VISUALIZE Visualize characters, events, and setting to help you understand what’s happening. When you read nonfiction, pay attention to the images that form in your mind as you read.**

**CONNECT Connect personally with what you’re reading. Think of similarities between the descriptions in the selections and what you have personally experienced, heard about, or read about.**

**QUESTION Question what happens while you read. Searching for reasons behind events and characters’ feelings can help you feel closer to what you are reading.**

**CLARIFY Stop occasionally to review what you understand and expect to have your understanding change and develop as you read on. Reread and use resources to help you clarify your understanding. Also watch for answers to questions you had earlier.**

**EVALUATE Form opinions about what you read, both while you’re reading and after you have finished. Develop your own ideas about characters or events.**

**\*From *The Interactive Reader***

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**PREDICT**

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**CLARIFY**

**EVALUATE**

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**Comprehension Strategies Used by Proficient Readers**

**1. Activating Schema (aka “Making Connections)**

* **Relating prior knowledge and personal experience to what you read.**
* **May be Text-to Self, Text-to-Text, and/or Text-to World connections**

**2. Asking Questions**

* **Good readers ask themselves questions before, during and after reading.**
* **Questions help to enhance understand, clarify confusing, and find specific information.**

**3. Creating Sensory Images**

* **Includes visualizing (“Making a movie in your mind”) as well as imagining how something in the book sounds, feels, tastes, or smells.**
* **Enables readers to place themselves in the story.**
* **Links past experience to the words and ideas in the text.**

**4. Making Inferences**

* **Making an educated guess; figuring out something that is *not directly stated but is probably true*.**
* **Includes drawing conclusions, making predictions, using pictures to construct meaning, and understanding themes.**
* **Readers’ questions are often only answered through an inference.**

**5. Determining Importance**

* **Finding out and remembering what’s important.**
* **Distinguishing between what’s important and what’s interesting.**
* **Determining author’s purpose, opinion, or the theme.**
* **May be at work, sentence, or text level.**

**6. Synthesizing Information**

* **Combining new information with existing knowledge to form and original idea.**
* **Sifting and sorting what you read, as you read, in order to understand them, make generalizations, make judgments, and summarize.**

**7. Monitoring and Repairing Understanding**

* **Knowing when you don’t understand, or when you are no longer focusing on your reading.**
* **Rereading, slowing down, reading on to see if it helps to clarify, or asking for help when comprehension breaks down.**

|  |
| --- |
| Read Around the Text |

1. Look at the pictures. What ideas are being presented?

6. Ask questions. Give yourself a reason to read.

5. Read the first and last lines of each paragraph for more information.

4. Look at the titles and headings. What is the big idea?

2. Look at the captions and read them.

3. Look at the maps, charts, and graphs. Discuss what information they present.

**Read Around the Text Response**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Question** | **Response** |
| **1. What ideas are being presented in the pictures?** |  |
| **2. What are the captions telling you?** |  |
| **3. Bullet three ideas taken from the**  **graphics.** | ►  ►  ► |
| **4. What is the big idea?** |  |
| **5. What did you learn from the first and last lines of the paragraphs?**  **Three bullets** | ►  ►  ► |
| **6. What are your questions?**  **What is your reason to read?** |  |

**Reciprocal Teaching Prompts**

**Students take on certain roles and teach each other about the text. Roles can be rotated.**

1. **Predictor—**
   * 1. **Read the assigned section carefully.**
     2. **Think about the main ideas being presented.**
     3. **Based on what you have just read, predict what you think you will read next.**
     4. **Jot down 3-4 predictions.**
     5. **Tell your partner/group about your predictions. See what might happen next.**
2. **Clarifier—**
   * 1. **Read the assigned section carefully.**
     2. **Think about the main ideas being presented.**
     3. **Jot down any words you find confusing.**
     4. **Jot down any ideas you find confusing.**
     5. **Tell your partner/group about your confusions. See if anyone in the group can clear things up.**
3. **Questioner—**
   * 1. **Read the assigned section carefully.**
     2. **Think about the main ideas being presented.**
     3. **Jot down 3-4 “I wonder” statements about the content.**
     4. **Read one question to your partner/group and ask for possible answers. Share your thoughts, too.**
     5. **Continue discussion the rest of your questions.**
4. **Summarizer—**
   * 1. **Read the assigned section carefully.**
     2. **Think about the main ideas being presented.**
     3. **Jot down those main ideas on paper.**
     4. **Use bold-faced print and headings to help you.**
     5. **Tell your partner/group what the section was about.**
     6. **Avoid retelling all the little details.**

**Reciprocal Teaching Plus: Gwynne Ellen Ash *Educational Leadership* October 2005**

**To the ideas above add evaluating a text critically, identifying the author’s perspective and analyzing what points of view are left out.**

* **Whose story is being told? What is the perspective of the author or narrator?**
* **Does the author believe certain thing about the story/topic/world? How can you tell? Does the author or narrator tell us about these beliefs directly, or do we need to guess on the basis of clues?**
* **Whose story is not being told? Why? Would some people disagree with the author’s or narrator’s beliefs or arguments? What might they believe or argue instead?**
* **Do you agree or disagree with the things that the author would like you to believe? Why?**

**Summarizer—**

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WRITING-TO-LEARN PROMPTS

How could you use these in your teaching assignment?

1. **Bellwork: One of the most basic forms of writing-to-learn prompts is bellwork. These are writing prompts on the board each day in anticipation of the arrival of students who are instructed to begin writing as soon as they are settled into their seats**
2. **Entry and Exit Slips—An entry slip is a writing-to-learn prompt that must be completed before the next class, whereas an exit slip is a writing-to-learn prompt that must be completed before leaving class. These prompts typically require students to use material from the lesson in responding.**
3. **Crystal Ball—This prompt requires students to make predictions by writing what might come next. The crystal ball prompt is useful in developing comprehension because students must use the information already provided to make their predictions. .**
4. **Yesterday’s News—This prompt requires that students summarize what has already happened. Like the crystal ball prompt, is is useful in developing comprehension because student must synthesize what they know and present it in writing.**
5. **Found Poems—The found poem writing prompt usually follows a reading activity. Working in groups or individually, student select key words and phrases from their readings to create a free verse poem that provides readers with information about the larger reading. These words and phrases can be rearranged to maintain a poetic flow, but only those that appear in the text may be used.**
6. **Golden Lines—This writing-to-learn prompt provides students with an opportunity to explore their thinking in response to a specific line from a text. In some cases, the teacher selects the line and asks all of the student to respond to the same line. In other cases, students each select their own lines and explore their understanding and confusions.**
7. **RAFT—A creative means for assessing students’ literal and inferential understanding is through the use of a writing-to-learn prompt called RAFT (Santa & Havens, 1995). These letters form a mnemonic to shape a student’s written response to text: Role—the role of the writer**

**Audience—to whom are you writing?**

**Format—the form of writing (letter, poem, telegram, essay)**

**Topic—the subject of the piece**