

# FRAYER MODEL

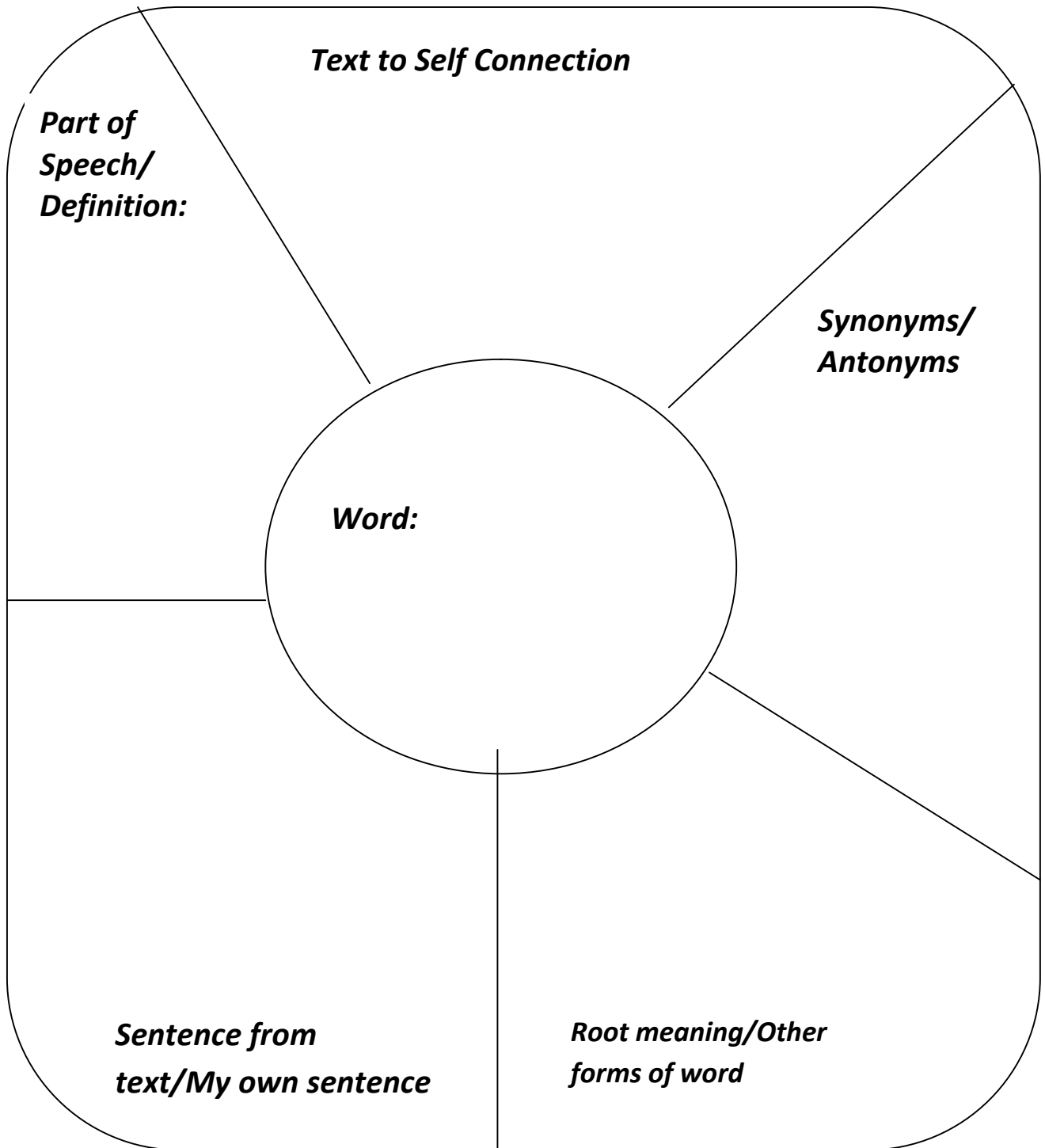
<b>Definition in your Own Words</b>	<b>Facts/Characteristics</b>
<b>Examples</b>	<b>Non-Examples</b>

Concept

## CONTEXTUAL REDEFINITION/VOC STRATEGY

Word	0=Don't Know 1=Heard 2=Know Well	Predicted Meaning; before Reading	Meaning after Reading	Context Clues	Visualization

# **WORD MAP**



# SEMANTIC FEATURE ANALYSIS

TERMS	Features						

Will You Marry Me? The Union of Content and Literacy  
Cindi Koudelka  
35<sup>th</sup> Day of Reading Conference  
November 6, 2011

# WORD SORT

*Directions:* Look at the following words for patterns in spelling, meaning, word parts, part of speech, function or other similarities. Sort them into three groups. Write down the sorting header at the top of each column.

Words: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


# TEXTBOOK FEATURE ANALYSIS

**Directions:** Use this activity to better understand the textbook for your most difficult class. Its purpose is to teach you how the textbook works by showing you what it is made of and how these elements are organized.

<p><b>Types of Text</b> 1. Skim through the book and make a list of all the different types of documents or types of text you will have to read (include graphic texts like graphs, maps).</p>	
<p><b>Sidebars and Pull Boxes</b> 2. Find examples of pull out boxes or sidebars. What kind of information appears in these? Are they standardized throughout the book (e.g., “Profiles in History,” “Science in the Workplace”)?</p>	
<p><b>Feature: Typography</b> 3. Find examples of different type faces and styles. Write down the examples and where they appear (e.g., large, bold type for chapter titles (e.g., 24 point font), 18 point font for subheadings throughout the chapter). How does this book use <b>bold-faced type</b> ? What does it mean when they use <i>italicized words</i>?</p>	
<p><b>Feature: Color</b> 4. Does the textbook use color to convey information (e.g., what does it mean when you see words in red ink on the page?)</p>	
<p><b>Feature: Symbols and Icons</b> 5. Does the textbook use symbols or icons to convey information? (e.g., if you see an icon with a question mark in it, what does that mean? Are you supposed to do something, like ask a question? Does it mean this is a potential test question? Or is it a link to a theme running throughout the book?)</p>	
<p><b>Features: Images and Graphics</b> 6. What kind of information accompanies illustrations or images? Find examples of a map, chart, and a photograph and then look for captions or sidebars that explain or discuss the image. How is the image identified (e.g., Figure 2.6)?</p>	

<p><b>Organization</b> 7. How are chapters organized? Make a brief but accurate outline.</p>	
<p><b>Navigation: Headers and Footers</b> 8. Look at the top and bottom of the pages of the book. These are called the header and footer. What kind of information is contained in this space? What do you notice as you flip through 50 consecutive pages (e.g., does the content of the header or footer change? If so, in what way, for what purpose?)</p>	
<p><b>Testing! Testing!</b> 9. Imagine you must now prepare for a big test. What features of this book would help you to prepare for that test? (Hint: Do not limit your answer to the practice or study questions).</p>	
<p><b>Note-making Strategies</b> 10. Q Notes or Outline Notes would probably help you the most while reading this book. Read a page and create an example for yourself of what good notes for this book will look like. You could also use Post-It notes to annotate your textbook since you cannot write in it.</p>	
<p><b>Reading Speed</b> 11. While your teacher times you, read one page of the book, taking notes as you normally would while reading it for homework. How long did that take you? Now do the math: If your teacher tells you to read the opening section for tomorrow and this section is 10 pages long, how much time do you need to allot for your homework in this class?</p>	
<p><b>Concerns</b> 12. After familiarizing yourself with this textbook, you may have concerns or questions. Getting these answered up front might help you read the textbook with greater success and confidence. Take this time to list any concerns you might have (e.g., reading speed, vocabulary).</p>	

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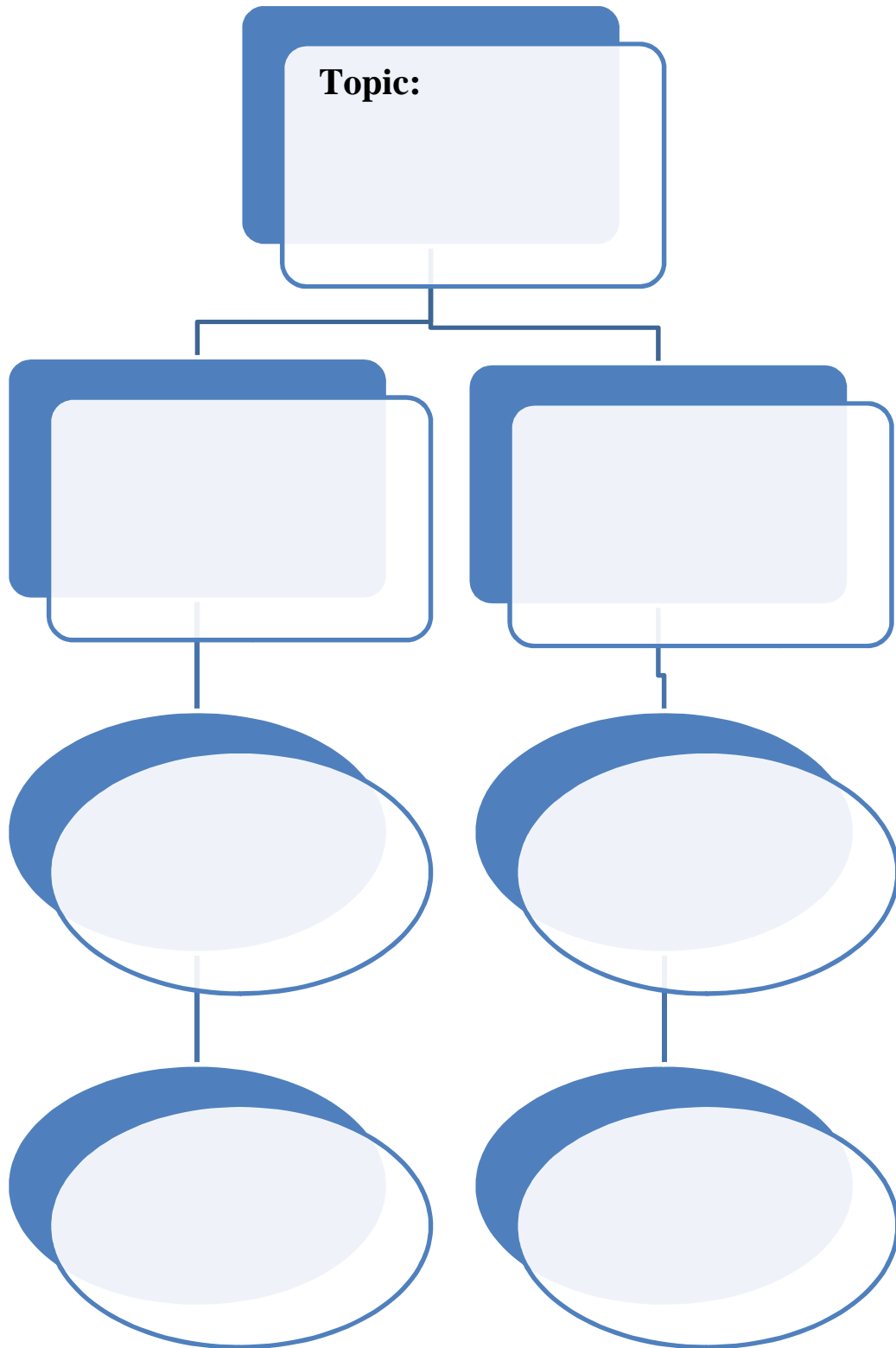
# **RAP STRATEGY**

**Read:**

**Ask- -What was this paragraph about? Summarize and paraphrase it in your own words.**

**Put – State the main idea in your own words. List two details from the passage.**

# PLAN STRATEGY



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## THREE LEVEL GUIDE

Read the text and then look at the following statements. Respond to the statements in each section. Check if you agree, cross if you disagree. Discuss your responses with others. From: *The Canberra Times* (November 20, 2001)

# Bagging a 'berg may solve water worries: scientist

By SIMON GROSE

Towing icebergs from the polar oceans to thirsty regions of the world is not a new idea, but nor has it melted away under the heat of scrutiny.

According to Professor Patrick Quilty, of the University of Tasmania, who served as chief scientist of Australia's Antarctic Division for 19 years, it's an idea of the future.

"Icebergs probably will become used as a water resource in the lifetimes of our children or grandchildren," Professor Quilty will tell a conference today.

"There are companies in existence in the northern hemisphere to explore the concept of iceberg water seriously," he will tell the annual two-day symposium of the Australian Academy of Technological Sciences and Engineering in Hobart.

The new approach to using icebergs for water aims to overcome the cost of towing icebergs and the loss of water during the tow. Professor Quilty says the idea is to contain icebergs in impermeable bags and use ocean currents as natural conveyor belts.

This is not just a Christomeets-Jules Verne fantasy. A German company has developed and tested a plastic film reinforced with a fibre web, and a United States company is aiming to patent the technology using a Canadian fibre-reinforced plastic.

In 1985, a German team



An iceberg like this, rising 25m above the water and about 150m deep below, contains 2 million tonnes of fresh water.

wrapped a 3000-tonne iceberg near the Antarctic Peninsula, using 2m-wide plastic sheets welded together on site. The sheet was weighted and dropped upstream of the iceberg, then pulled back over the top. The iceberg was left bagged for some weeks to test the method.

Professor Quilty said any attempt to use this method to harvest water cost-effectively would require several much bigger icebergs — weighing as much as 3 million tonnes each — to be wrapped in groups.

"You wouldn't go down there to wrap just one."

He said that in the early 1980s he saw an iceberg which contained enough water to supply Hobart's annual usage or 10 per cent of Perth's annual usage.

"At the price of excess water rates in Perth or Adelaide that one iceberg was worth approximately \$25-30 million."

Professor Quilty said an iceberg bagged off Antarctica would drift north into the Antarctic Circumpolar Current which would transport it eastward. If it was intended for somewhere like Somalia, it could be intercepted and towed to the current that travels north along the eastern side of the Indian Ocean.

Eventually manoeuvred to the Horn of Africa, the bag could be used as a floating reservoir with its water taken ashore by pipeline.

Professor Quilty believes the technology can be developed to withstand long-distance ocean travel without letting too much sea water in.

Level 1 Literal Statements

**Does the text say this? What words support your answer?**

1.  Icebergs are worth a lot of money.
2.  Australia is developing a system for bagging icebergs.
3.  This technology is freely available to everyone.
4.  Towing icebergs is no longer expensive.
5.  Bagged icebergs provide pure fresh water.

Level 2 Interpretive Statements

**Does the text give you this idea? What words and phrases support your answer?**

6.  It is inexpensive to harvest an iceberg.
7.  Icebergs will soon be used widely to supply water to dry regions of the world including Australia.
8.  Companies in Germany and America are developing this technology because their countries are running out of water.
9.  Supplying water is a profitable business.
10.  Icebergs have already been towed to Africa.

Level 3 Applied Statements

**Do you agree with this? Why? Be prepared to share your reasons.**

11.  We don't need to conserve resources because technology will always overcome these concerns.
12.  Australia will greatly benefit from this new technology.
13.  Big companies are always looking for ways of helping developing countries.
14.  Environmental problems can easily be solved by technology.

[http://www.myread.org/guide\\_three.htm](http://www.myread.org/guide_three.htm)

# UNIVERSAL READING QUESTIONS

Directions: Read Pages \_\_\_\_\_ - \_\_\_\_\_ in your text and complete the following questions.

**1. List two things from the reading you thought were interesting and why you think so.** (Things that strike you as: Interesting, Strange, Odd, Funny, Weird, or you would like to know more about.)

A. \_\_\_\_\_

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B. \_\_\_\_\_

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**2. List two things from the reading that were unclear or that you want to know more about.** (Don't get it? Let me know. Or Got it? Want to know more about it? )

A. \_\_\_\_\_

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B. \_\_\_\_\_

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**3. Can you think of a similar situation (from the past or something more current)? (Text-Self, Text-Text, Text-World Connections)**

(This can be from history, from other classes, Events at school, Something at home, -From your experiences, Or even from popular culture such as television and movies.)

A. \_\_\_\_\_

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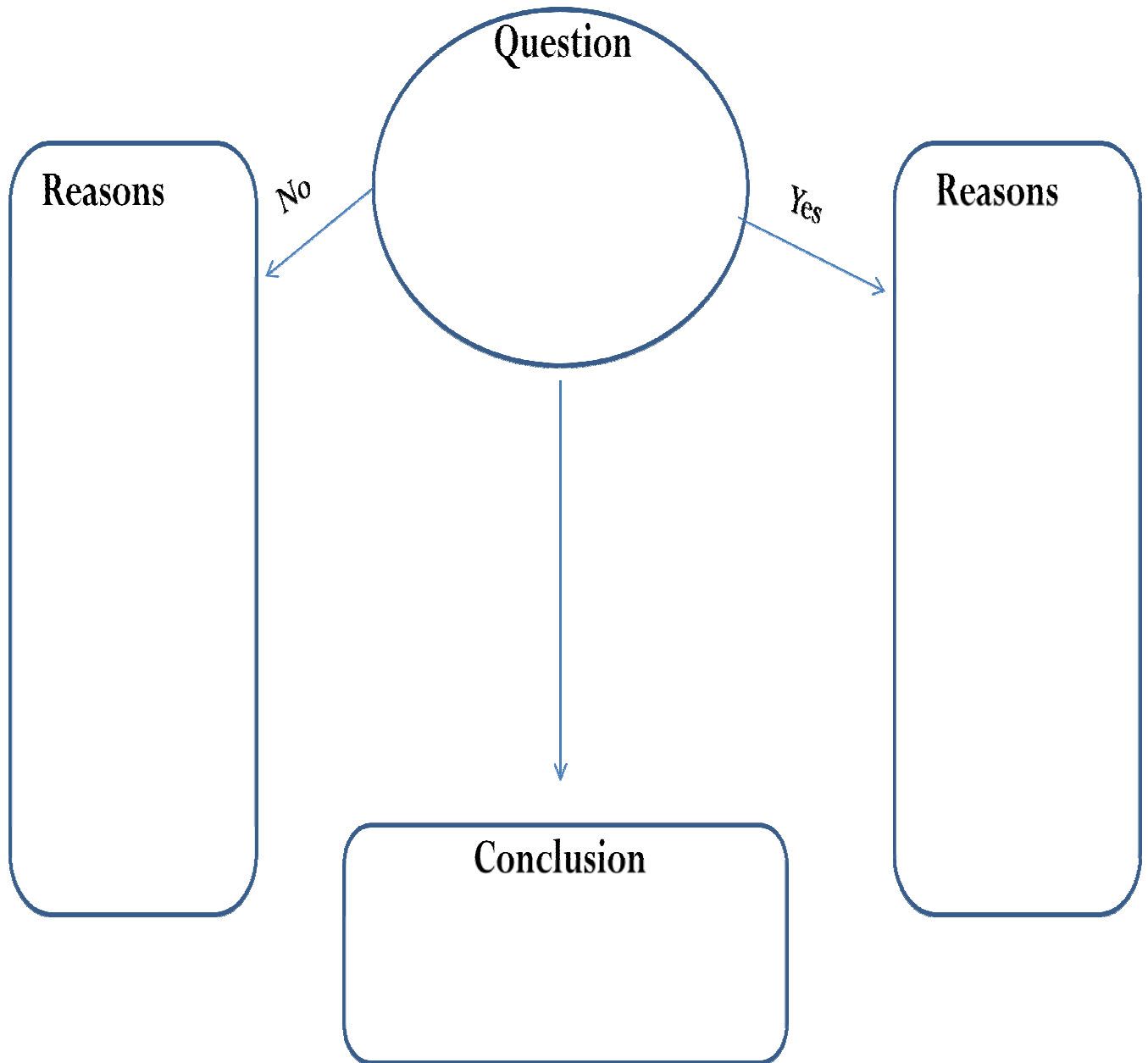
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## **QAR**

**Directions:** Write a question for each category about your assigned reading.

<b>RIGHT THERE</b>	<b>AUTHOR AND YOU</b>
<b>THINK AND SEARCH</b>	<b>ON MY OWN (IN YOUR HEAD)</b>

## DISCUSSION WEB



# DOUBLE ENTRY JOURNAL

Name: \_\_\_\_\_  
Class/Hour: \_\_\_\_\_  
Date: \_\_\_\_\_

Book: \_\_\_\_\_ Chapter/Section: \_\_\_\_\_

Quote/Page Number	Connection (this reminds me of...) <i>Or</i> Question (I wonder...) <i>Or</i> Confusion (I don't understand...)

# I-CHART

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

**Directions:** Decide on your guiding questions and fill those in the title row. Then in the first row, write down your background knowledge about the topic. In the other rows, write down your source and new information you discovered.

	<b>Guiding Question:</b>	<b>Guiding Question:</b>	<b>Guiding Question:</b>	<b>Guiding Question:</b>	<b>Other Facts:</b>	<b>New Questions:</b>
<b>What do I already know?</b>						
<b>Source 1:</b>						
<b>Source 2:</b>						
<b>Source 3:</b>						
<b>Source 4:</b>						
<b>Source 5:</b>						

**Q-NOTES** Q-Notes combines two well-known and powerful methods: SQ3R and Cornell Notes. I call it “Q Notes” because you can only write Q-uestions in the left-hand margin; when you prepare for a Q-uiz, the Q-uestions serve as CUES to remind you what you

must know. When using these notes to study, fold the **right-edge** of the paper over so that it lines up with the dotted line. You should then only be able to see your questions in the Q-column. Use these to Q-uiz yourself.

<p><b>Directions:</b> Turn the titles, subheadings, and topic sentences into questions in this column.</p>	<p><b>Directions:</b> In this area, you write the answers to the questions. Use bullets and dashes to help organize your ideas. Also, use symbols and abbreviations to help you take notes more efficiently.</p>
<p>Down here you should review, retell, or reflect on what you read so far.</p>	

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