

Revisit, Reflect, Retell

UPDATED EDITION

*Time-Tested Strategies for
Teaching Reading Comprehension*

LINDA HOYT



Heinemann

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To Maura

*Thank you for your wonderful book titles,
creative thinking, and friendship.
Here's to bunny slippers, treasured pets, and
finding creative ways to connect the dots.*

To Abby

*Thank you for your patience, grace,
and unerring attention to detail.
You have the gift of making complex tasks
appear to be simple.
Thank you.*



Dear Readers,

The quest for new knowledge and quality research to support effective practices in literacy education is unending . . . and that is good. As an educator with nearly forty years of experience and a commitment to advancing my own learning, it has been deeply gratifying to look back at *Revisit, Reflect, Retell* and discover that the instructional content is just as solid as it was ten years ago—and *new research backs it up!* New research not only makes the book more relevant than ever but also offers a wonderful opportunity to create fresh, new supports for students. This updated edition of *Revisit, Reflect, Retell* invites you to reacquaint yourself with time-tested favorites, and to explore additional possibilities through new tools for scaffolding multidimensional understanding.

In these pages you will find the influence of researchers such as P. David Pearson, Nell Duke, Richard Allington, Bob Marzano, and Michael Pressley, whose research has opened up so many important new insights. New tables have been included that organize lessons according to key comprehension strands to guide you as you plan units of study for comprehension (see pages xiii–xv). There are also direct links to Robert Marzano’s Classifications of Thinking that will help you select the best experiences for processing text at a number of levels (see pages xvi–xix). In response to requests from readers, there are also wonderful new photos showing strategies in action across a wide range of grade levels, and a CD with full-color and customizable reproducible tools, plus a DVD with video footage showing me working with students.

I believe academic experiences should be like a tapestry, richly woven with opportunities for promoting reflective, critical thinking, and environments that resonate with high-quality talk. When students engage in reflections that range from clarifying and summarizing to drawing interpretations and synthesizing, they learn that comprehension is a deeply satisfying, active experience.

This book is filled with suggestions for ways to engage learners as thinkers, as communicators, and as readers who understand that the primary goal is to comprehend. But I offer a caution: The learning experiences in these pages are *not* time fillers. They are meaningful investigations that support communicative competence and understanding. Too many students encounter learning situations in which they do little more than get through an assignment and comply with teacher directions. They don’t get excited about ideas; they aren’t actively involved as readers. It is my hope that the learning opportunities offered in this book bring those very students into a state of attention and interest—a state where problem solving, critical thought, and peer dialogue resonate with purposeful wonder.

As you use this resource, I encourage you to approach the reproducibles as springboards for your own creativity. Enlarge the spaces for writing or expand thinking with



invitations that challenge students to reach deeper and think in new ways. These are learning experiences that can be explored from your own perspective or linked to your own state standards. Best of all, these learning experiences can be explored on plain paper! Challenge yourself and your students to use these tools to help you build an environment that is alive with rich learning and spirited conversations about text.

While comprehension is a deeply personal exploration that is enhanced by strategy use, we must remember that comprehension instruction isn't about a single book or a single strategy. In designing comprehension instruction, it is vital that students develop a strong sense of how to reach for understanding, and how to be strategic as they navigate print. What they learn today should help them read more deeply in the *next* text they select. As you consider opportunities for active comprehension, please also consider the following:

1. Am I asking my students to engage in learning that is significant, learning that will shape them as lifelong learners who question, wonder, and challenge their own understandings?
2. Is this experience one that will help these learners reach for knowledge that is deep and multidimensional, rather than shallow and superficial?
3. Have I helped the students see how the learning could transfer to their interactions with other texts?
4. Does the task require social engagement and the use of academic language? Does the vocabulary of the learning “float on a sea of talk”?
5. Is this experience a necessary scaffold to understanding, or would these learners be better served simply by reading another selection?

Welcome to *Revisit, Reflect, Retell: Updated Edition*. A world of possibility awaits.

Sincerely,

Linda Hoyt



FOREWORD

When I first read the first edition of Linda Hoyt's popular book, *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension*, I was amazed and surprised. "Who is this woman," I asked myself, "and how did she manage to get the comprehension revolution just right? How did she provide something so practical, yet so reflective of all we have learned about comprehension in the past thirty years?" And now, with this updated and expanded edition, she gets it even "righter"—if that is possible. At any rate, she has once again brought a remarkably useful resource to her teaching colleagues.

What makes Linda's book so useful is its simultaneous grounding in solid theory and research about reading comprehension and in the everyday world of classroom practice. In the final analysis, it is Linda's uncanny ability to provide fellow teachers with down-to-earth, practical activities they can use in their classrooms that sets her book apart. In good conscience teachers can feel free to use any or all of the activities, including the reproducible graphic organizers, to promote and in some cases assess students' comprehension of a wide range of texts. All the while teachers can be comfortable in the knowledge that what they are providing is just what their students need to make progress in the all-important process of improving their comprehension.

Two aspects of her approach demand special notation. First is the skilled manner in which she employs graphic organizers. These are important tools for all students, but they are doubly important for that subset of students who must "see" the relationship of ideas in pictures or spatial relationships rather than in words. Visual displays of information are visual representations, or, as I like to say, visual re-presentations; they literally re-present the same information to the students and, in the process, make it more accessible and more memorable. Second is her dedication to active student learning through cooperative and collaborative activities. She understands that social learning is active, engaged learning and that many students need that extra touch of support and recognition to be successful.

This is a book that can be useful to teachers from kindergarten through middle school. The techniques and activities are that broad in their scope and application. I cannot imagine being a teacher and not having a resource like this at my fingertips. So my advice to fellow teachers is to get the book and get busy engaging your students in ways you never thought possible.

P. David Pearson

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	Page No.	Summarize	Infer	Determine Importance	Question	Connect	Sensory Imaging	Synthesize
Chapter 2: Conversations About Books	12							
Partner Read and Think	16	✓	✓		✓			
My Partner Said ...	20	✓		✓				
I Remember!	22	✓		✓				
Say Something	26		✓		✓			
Book Reviews	28			✓				✓
Alphaboxes: A Reflective Strategy	30	✓	✓	✓				
Two-Word Strategy	32		✓					
Inference Equation	36		✓			✓		✓
In the Text/I Can Infer ... Charts	39	✓	✓	✓				✓
Understanding a Character and Hot Seat	41		✓	✓				✓
The Character and Me	42			✓		✓		
V.I.P. ("Very Important Points")	44	✓		✓		✓		
Stimulating Discussion Through Questions	46		✓		✓	✓		
Book Commercials	50	✓						✓
Memorable Moments	52			✓		✓		✓
Drawing Conclusions	53		✓					
Maybe	54		✓					✓
Analyzing Poetry	56						✓	
Get Real	57							✓
Have a Book Party	58							✓
Chapter 3: Oral Retelling	70							
Preparing for a Retell	77	✓		✓				
Retelling Checklist for Fiction	78	✓		✓		✓		
Illustrating the Story	79	✓					✓	
Three-Circle Map	80	✓					✓	
What Is Important?	82	✓	✓	✓				✓
Partner Retelling	84	✓		✓				
Novel Reflections	87	✓		✓	✓			✓
Team Retelling	88	✓						
Spin a Story	91	✓						
Paper Bag Theatre	94	✓		✓			✓	

STRATEGIES ORGANIZED BY COMPREHENSION STRAND

	Page No.	Summarize	Infer	Determine Importance	Question	Connect	Sensory Imaging	Synthesize
Story Bag	94	✓		✓			✓	
Storytelling at the Overhead	94	✓		✓			✓	
Storytelling Apron and Storytelling Vest	95	✓		✓			✓	
Hand Print Retells	96	✓						
Storytelling Glove	96	✓						
Compare and Contrast	97			✓				✓
Retells on Tape	98	✓		✓				✓
Support Retell and Summary with Dramatic Interpretation	98	✓		✓			✓	✓
Spicing It Up with Line Drawings	98	✓		✓			✓	
Cumulative Retells	99	✓		✓				
Chapter 4: Written Reflections	112							
If I Were the Author	116	✓		✓	✓	✓		✓
Book Rating and Book Review	118	✓	✓	✓		✓		✓
Image Search: The Art of Good Writing	122						✓	✓
Interactive Journals	126		✓	✓		✓		
Writing Letters	129	✓		✓				✓
Key Word Strategy	130	✓	✓	✓				
Organizing a Summary	135	✓						
My Character Says	138		✓			✓		✓
Story Reflections	139		✓				✓	
Pass Around Retells	141	✓		✓				
The Important Thing About ...	142	✓		✓				
Creating a Readers Theatre Script	144	✓		✓				✓
Attribute Graph	146		✓	✓				✓
Sketch to Stretch	148	✓		✓			✓	
Word Theatre	150		✓				✓	✓
Communicating Through Art	152	✓					✓	
Character Analysis	153		✓					
Riddling Along	154	✓			✓	✓		
Dual Bio Poems	156	✓				✓		✓
Personal Narrative: Written Reflections	157	✓						

STRATEGIES ORGANIZED BY COMPREHENSION STRAND

	Page No.	Summarize	Infer	Determine Importance	Question	Connect	Sensory Imaging	Synthesize
Chapter 5: Informational Text	166							
Word Prediction	172		✓		✓	✓		
Read, Cover, Remember, Retell	174	✓		✓				
Coding Strategy	176	✓	✓	✓	✓	✓		
Weave a Web of Understanding	178	✓		✓				
Student-Created Dictionaries	179	✓						✓
Information Equation	180	✓	✓	✓		✓		✓
Questioning	182				✓			
Fact or Fib?	184				✓			
Test-Style Questions	186	✓	✓	✓	✓	✓		✓
Magic Jigsaw: A Questioning Strategy	188	✓	✓	✓	✓	✓		
Focusing on Important Ideas	190	✓		✓				
Sum It Up	191	✓		✓				
Reflecting on Main Ideas	192			✓				✓
Nonfiction Scaffold	193	✓						
Drawing Conclusions	194		✓					✓
Generalization Strategy	195		✓	✓				
Leads, Middles, Endings!	196						✓	✓
Preparing an Informational Retell	197	✓		✓				
Table of Contents Retell	198	✓			✓			
Retelling Expository Text	199	✓						
Book Evaluation	200							✓
Investigating Visual Supports	201						✓	✓
Reciprocal Teaching	202	✓		✓	✓	✓		
Alpha Antics	204					✓		✓
Alliteration Fun	206						✓	
A Definition Poem	208	✓		✓			✓	
Research Plan	209	✓						✓
Investigations	210			✓			✓	✓

STRATEGIES ORGANIZED BY CLASSIFICATION OF THINKING

	R. Marzano's Classification of Thinking Skills	Verbs Related to This Classification	Sample Tasks or Questions	L. Hoyt's Strategies That Support This Classification	Page No.
Basic-Level Thinking Skills	Knowing (defining, recall)	List, name, label, recall, identify, match, choose, formulate questions, clarify information, observe, store information for recall	<ul style="list-style-type: none"> Name the strategies good readers use to understand what they read. Identify strategies that you use during reading to help you remember content. Formulate a question about the habitat of a _____. 	<ul style="list-style-type: none"> Partner Read and Think I Remember! Alphabox V.I.P. Strategy Stimulating Discussion Through Questions Partner Retelling Key Word Strategy Riddling Along Read, Cover, Remember, Retell Coding Strategy Weave a Web of Understanding Test-Style Questions Sum It Up Reflecting on Main Ideas Table of Contents Retell Reciprocal Teaching 	16 22 30 44 46 84 130 154 174 176 178 186 191 192 198 202
	Organizing (arranging information)	Categorize, group, classify, compare, contrast, sequence, represent (change the form but not the substance)	<ul style="list-style-type: none"> Which fix-up strategies do good readers use when they come to a challenging word? List the strategies that help you to visualize as you read. Which strategies help you to identify important ideas? Compare the life cycle of a butterfly with that of a moth. 	<ul style="list-style-type: none"> Alphabox The Character and Me Book Commercials Maybe Team Retelling Spin a Story Spicing It Up with Line Drawings Image Search Writing Letters Key Word Strategy, group in meaningful clusters Organizing a Summary Dual Bio Poems Coding Strategy Student-Created Dictionaries Information Equation Test-Style Questions Sum It Up Reflecting on Main Ideas Nonfiction Scaffold Investigations 	30 42 50 54 88 91 98 122 129 130 135 156 176 179 180 186 191 192 193 210
Mid- to Upper-Level Thinking Skills	Applying (demonstrating prior knowledge in a new situation, transfer of strategy to a new context)	Apply, make, show, record, construct, demonstrate, solve a problem, illustrate, describe how you applied ...	<ul style="list-style-type: none"> What did you do in this text when you got confused? Describe how you used the V.I.P. strategy to identify important points. Show how you can use the _____ strategy in two different books. 	All Strategies: Each strategy applied in multiple contexts and settings Also: <ul style="list-style-type: none"> Interactive Journals Creating a Readers Theatre Script Riddling Along Word Prediction Coding Strategy Information Equation Test-Style Questions Magic Jigsaw Focusing on Important Ideas Preparing an Informational Retell Alliteration Fun Research Plan 	126 144 154 172 176 180 186 188 190 197 206 209

This table is organized around the "Classifications of Thinking" by Robert J. Marzano.

STRATEGIES ORGANIZED BY CLASSIFICATION OF THINKING

	R. Marzano's Classification of Thinking Skills	Verbs Related to This Classification	Sample Tasks or Questions	L. Hoyt's Strategies That Support This Classification	Page No.
Mid- to Upper-Level Thinking Skills	Analyzing (clarifying information, identifying relationships, and establishing a hierarchy of key ideas)	Outline, diagram, differentiate, analyze, examine relationships, identify characteristics and patterns, main idea, determine importance	<ul style="list-style-type: none"> • What kind of text requires the most frequent use of fix-up strategies for you as a reader? • Which strategies are you most comfortable using? Which ones do you need more practice in applying? • Outline the main ideas in this selection. 	<ul style="list-style-type: none"> • Say Something • Alphabox, to describe a character • Two-Word Strategy • Understanding a Character • The Character and Me • V.I.P. Strategy • Three-Circle Map • Novel Reflections • If I Were the Author • Interactive Journals • Key Word Strategy • Sketch to Stretch • Coding Strategy • Information Equation • Questioning • Test-Style Questions • Focusing on Important Ideas • Preparing an Informational Retell • Investigating Visual Supports • Alliteration Fun 	26 30 32 41 42 44 80 87 116 126 130 148 176 180 182 186 190 197 201 206
	Generating (producing new understandings by inferring, predicting, or elaborating)	Conclude, predict, explain, elaborate by adding details or examples, infer, produce new information	<ul style="list-style-type: none"> • What would happen if a reader never used the fix-up strategy of rereading? • What are the advantages of knowing a range of strategies to help you remember and understand what you read? • Predict five words that you expect to see in this passage on ____. • Explain how you solved this problem. 	<ul style="list-style-type: none"> • Partner Read and Think • My Partner Said ... • Two-Word Strategy • In the Text/I Can Infer ... Charts • Stimulating Discussion Through Questions • Drawing Conclusions • Maybe • Team Retelling • Spin a Story • Storytelling Glove, with details and opinions • Interactive Journals • Key Word Strategy • My Character Says • Story Reflections • Sketch to Stretch • Word Theatre • Word Prediction • Read, Cover, Remember, Retell • Weave a Web of Understanding • Information Equation • Test-Style Questions • Magic Jigsaw • Generalization Strategy • Reciprocal Teaching • Alliteration Fun • A Definition Poem 	16 20 32 39 46 53, 194 54 88 91 96 126 130 138 139 148 150 172 174 178 180 186 188 195 202 206 208

This table is organized around the "Classifications of Thinking" by Robert J. Marzano.

continues on next page

STRATEGIES ORGANIZED BY CLASSIFICATION OF THINKING

	R. Marzano's Classification of Thinking Skills	Verbs Related to This Classification	Sample Tasks or Questions	L. Hoyt's Strategies That Support This Classification	Page No.
Upper-Level Thinking Skills	Integrating (connecting and combining information to summarize and create cohesive statements)	Connect and combine information, summarize into cohesive statements, imagine, generalize, restructure	<ul style="list-style-type: none"> • Imagine you were reading a book with a stain on the page, covering several words. What could you do to make sense of the text? • Imagine that you were giving advice to a younger student on reading for meaning. Which strategies would you most encourage that younger student to use? • Summarize your learning from this passage. 	<ul style="list-style-type: none"> • My Partner Said ... • I Remember! • Say Something 	20 22 26
				<ul style="list-style-type: none"> • Alphabox, words used in retell or writing • Inference Equation • V.I.P. Strategy • Drawing Conclusions • Analyzing Poetry • Retelling Checklist for Fiction • Three-Circle Map • Novel Reflections • Retells on Tape • Book Rating and Book Review • Interactive Journals • Key Word Strategy • Story Reflections • Sketch to Stretch • Personal Narrative • Read, Cover, Remember, Retell • Coding Strategy • Weave a Web of Understanding • Student-Created Dictionaries • Information Equation • Fact or Fib? • Test-Style Questions • Nonfiction Scaffold • Preparing an Informational Retell • Retelling Expository Text • A Definition Poem • Investigations 	30 36 44 53, 194 56 78 80 87 98 118 126 130 139 148 157 174 176 178 179 180 184 186 193 197 199 208 210

This table is organized around the "Classifications of Thinking" by Robert J. Marzano.

STRATEGIES ORGANIZED BY CLASSIFICATION OF THINKING

	R. Marzano's Classification of Thinking Skills	Verbs Related to This Classification	Sample Tasks or Questions	L. Hoyt's Strategies That Support This Classification	Page No.
Upper-Level Thinking Skills	Evaluating (assessing quality, verifying importance, considering accuracy, establishing criteria)	Judge, evaluate, rate, verify, assess, define criteria	<ul style="list-style-type: none"> • Which fix-up strategy is the most important to learn? Explain why you think so. • Which comprehension strategies have you found to be most helpful? Why? • If we were to create a rubric for a high-quality piece of descriptive writing, what should be on the list? • Evaluate the verb choices in the book _____. 	<ul style="list-style-type: none"> • Say Something, focused on evaluation 	26
				<ul style="list-style-type: none"> • Book Reviews • Two-Word Strategy • V.I.P. Strategy, partners reaching consensus on most important points • Stimulating Discussion Through Questions • Get Real • What is Important? • Partner Retelling • Compare and Contrast • Retells on Tape • If I Were the Author • Book Rating • Image Search • Key Word Strategy • Attribute Graph • Character Analysis • Coding Strategy • Fact or Fib? • Test-Style Questions • Generalization Strategy • Leads, Middles, Endings! • Preparing an Informational Retell • Book Evaluation • Investigating Visual Supports • Writing self-assessment 	28 32 44 46 57 82 84 97 98 116 118 122 130 146 153 176 184 186 195 196 197 200 201 224
				Also: <ul style="list-style-type: none"> • Create your own rubrics • Read two selections on the same topic and compare author style, point of view, content • Use self-assessment strategies • Create lists such as Attributes of a Great Reader or Attributes of a Great Personal Narrative 	

This table is organized around the "Classifications of Thinking" by Robert J. Marzano.



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The Researchers

P. David Pearson, Nell Duke, and Bob Marzano shared the gift of their time and enormous expertise to review this work, affirm the rock-solid research base, and lend their support. They have always had my deepest respect. I add my sincere appreciation.

The Review Team

We asked elementary and middle school educators from around the country to help us reflect on the original edition of *Revisit, Reflect, Retell* and share their thinking about the strategies that have been sure-fire winners with students. They were also invited to offer suggestions for new features that might help this resource be even more useful to teachers and learners. The responses of this team helped us to bring new shape and vision to this resource, as well as affirming our belief that the content was already solid, and worthy of a fresh new face. Our sincere thanks to Marlene Hill, Mattie Fallen, Jan McCall, Glenda Haley, Kelly Boswell, Kelly Davis, Sally Wells, Jennifer Gotkin, Sonja Parks, Ceretha Mitchell, Marie Puett, Debbie McMahan, Denise Lutkin, and Jacquelyne Vereen for their thoughtful responses and support.

The Permissions and Photographic Team

Readers put out the call for more photographs and visuals to support the strategies described in *Revisit, Reflect, Retell*. Teresa Therriault, Marie Govro, Leah Starkovich, Sarah Phillips, Lory Lauridsen, Sonja Parks, April Willard, Kelly Davis, Barbara Coleman, Ceretha Mitchell, Barbara Petruccio, Marlene Hill, Mattie Fallen, Sandy Gordon, Mandy Caine, Carol Updegraff, Jeanne Yttreness, and Jan McCall came forward in amazing ways. Special thanks go to Gilbert Park Elementary in Portland, Oregon; the schools of Davidson County, North Carolina; Wingate Elementary in Monroe, North Carolina; Hudson City Schools in Hudson, Ohio; Fort Belvoir School in Fairfax County, Virginia; Kinnaman Elementary in Beaverton, Oregon; and Central Schools in Independence, Oregon. These forward-thinking educators opened their hearts and their learning environments to help us celebrate this new edition with visuals designed to empower teachers and showcase readers and writers at work. They helped us to track down parent permissions for photographs, student work samples, video footage, and so much more. Their role in the development of the updated version of *Revisit* was essential and very much appreciated.

ACKNOWLEDGMENTS



Team Heinemann

They are trusted professionals who bring art and craft together in the beautiful and educationally responsible books they publish. It has been an honor to again work with this incredible team of experts and friends. Abby Heim led the way with production while Maura Sullivan anchored my work with her insights, thoughtful editing, and mastery of the marketing world.

The project team at Heinemann also includes (first and foremost!) Stephanie Turner, editorial coordinator; Denise Botelho, copyeditor; Jenny Jensen Greenleaf, cover and page designer; Gina Poirier, typesetter and page designer; Pat Carls, marketing director; Eric Chalek, copywriter; Roberta Lew, rights, permissions, and contracts supervisor; Steve Bernier, senior manufacturing buyer; Nicole Russell, CD technology coordinator and designer; and Kevin Carlson, video coordinator.

Bill Miller

Bill, thank you for creating the video clips that bring some of these strategies to life. Your friendship, artistry, and amazing ability to listen have helped me more than you know.

Partner Read and Think

 VIEW THIS STRATEGY IN ACTION ON THE DVD.

Partner Read and Think is based on the research that so effectively supports reciprocal teaching, but it requires fewer social skills as it is completed by partners instead of teams of four. The process engages partners in applying six distinct steps to each segment of text that is read. The combination of steps helps students engage at several levels of comprehension and encourages language use as partners navigate a selection.

Partner Read and Think guides partner pairs in:

- * placing a stop sign
- * predicting words they think are likely to appear
- * reading the section (silently or in unison)
- * identifying words they find interesting or are confused about
- * summarizing the learning.

Model

I like using an enlarged text or a text projected on an overhead projector when modeling the steps of this strategy to ensure that students can clearly see the text as I am modeling.

- * Students watch as I place a sticky note stop sign in the text. During a Partner Read and Think, it is important to complete all steps before moving the stop sign to the next chunk of text.



Explicitly show students how to place sticky notes on the text as a reminder to apply all steps in a short passage before reading on.

Partner Read and Think

Comprehension Strands	Level of Thinking	Action Verbs
Question	Knowing	Formulate a question
Infer	Generating	Predict
Summarize	Integrating	Summarize

- * Next, I show them how I scan quickly across the text and predict words that I think are likely to appear. This is an essential step in bringing out academic vocabulary that will support understanding.



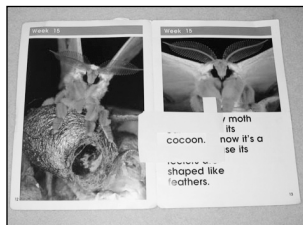
During Word Prediction, students activate prior knowledge about the topic and focus on key academic vocabulary.

- * I then read the section aloud or have students join me in reading the section in unison.



Use a Literacy Frame to model selection of "an interesting word."

- * For the next step, I use a Literacy Frame as originally designed by Don Holdaway to direct student attention to words I think are worthy of attention. The frame should be proportioned to match the text you are reading so the words fit inside the frame. For student-size texts and use at the overhead, guidelines for making a



frame appear on page 18. For big books, use the pattern as a guide then enlarge the frame to fit around the words in your favorite big books.

- * The next step is to model asking questions and wondering aloud about the words, the visuals, or the concepts. Questions are important because they encourage readers to interact with the selection.



Notice that the words appear in a Literacy Frame, then are also written on sticky notes to make them more visible to students.

- * Finally, I model a brief summary to show students how I can sum up my learning before I move the sticky note and proceed to the next section of the reading.



Kay and Will think together as they navigate a newsmagazine.

Partner Read and Think *

1. Place a stop sign.



2. Predict.



3. Read together.



4. Find interesting words.



5. Ask questions.



I wonder...

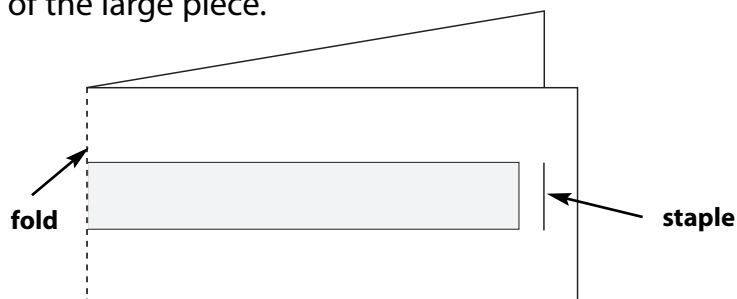
6. Summarize.

I learned that _____

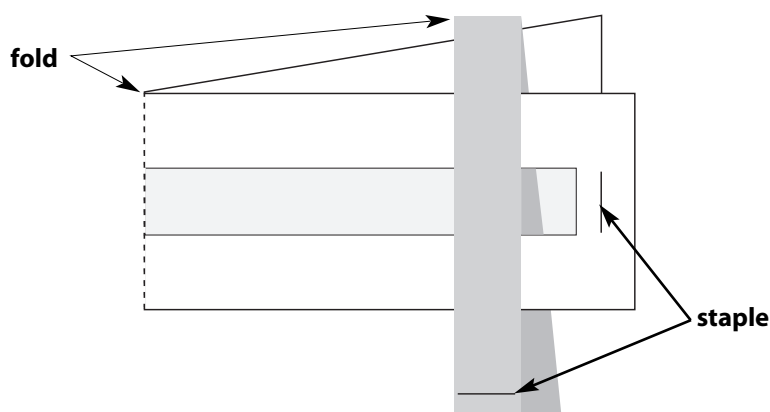
Students in Mandy Caine's third grade created bookmarks to support Partner Read and Think experiences.

Literacy Frames

Step 1: Fold a long, thin piece of paper or oak tag in half. Cut (and save) a strip from the middle (shaded section). Then staple together (one staple) the open ends of the large piece.



Step 2: Slip one side of the folded strip (removed in Step 1) into the Literacy Frame, stapling it at the bottom after insertion. The staples prevent the slider from falling out of the frame.

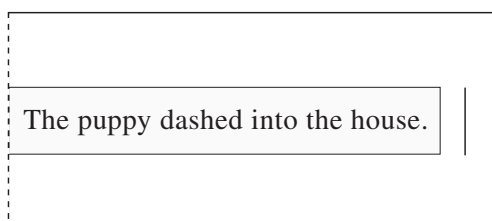


Frames should be made with windows sized to match the print you are reading:

**Primary-level
reading**



**Intermediate-level
reading**



Partner Read and Think

1. Place a stop sign.



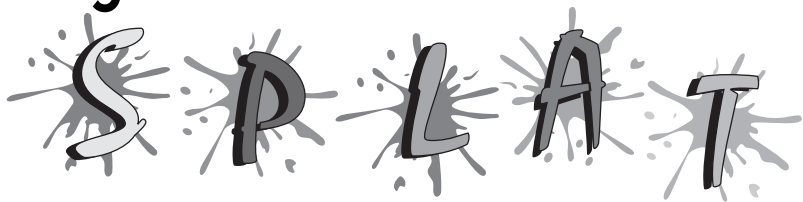
2. Predict words.



3. Read silently or in unison.



4. Find interesting words.



5. Ask questions.



I wonder...

6. Summarize. I learned that _____



DEDICATED TO TEACHERS

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