

# Read to Share

A Collection of Activities to Inspire Interactive Reading

## DIVERSIFY ACTIVITIES: Reading Partner Projects

*We put 9 activities on this page. Add more that fit the grade level you teach.*

<p><i>List the important words you learned about the topic. For each word, draw a picture.</i></p>	<p>Make a crossword puzzle about the topic.</p>	<p>Make up multiple choice questions about topic.</p>
<p>List your "top ten" facts about the topic.</p>	<p>Make a picture glossary.</p>	<p>Make an alphabet list about the topic.</p>
<p>Write a poem about it.</p>	<p>Make up a matching game with facts and questions.</p>	<p>Draw a picture that shows five facts about the topic.</p>

*The following activity guides can be used to organize these and other interactive reading to share activities.*

**EXPAND THINKING WITH DRAMA**

Use this outline to help students write and present a play based on a story or history they read.

Story/History: \_\_\_\_\_

Who's in it?

Who	Characteristics

What happens?

Write the play.

Write what each person might say.

**EXPANDE EL PENSAMIENTO CON DRAMA**

Utiliza este resumen para ayudar a los estudiantes a escribir y presentar una obra basada en un cuento o historia que lean.

Cuento/Historia: \_\_\_\_\_

¿Qué personajes aparecen?

Quien	Características

¿Qué sucede?

Escribe la obra.  
Escribe lo que cada persona podría decir.

PRIMARY READING Picture Activities/Assessments

*The following activities can be completed to take inventory of student competence or as activities to develop those competencies.*

**COMPREHENSION:**  
**Make Predictions**

Draw a picture that shows what will happen next.

- ✓ *Make your picture so clear that another student can tell what you think.*

**COMPREHENSION:**  
**Location**

Draw a picture that shows where this story takes place.

- ✓ *Include details so anyone can tell where this place is.*

**COMPREHENSION: Sequence**

Put pictures in order that tells the story.

*(Teacher inserts pictures here.)*

- ✓ *Put them in correct order.*

**COMPREHENSION: Characteristics**

Circle the people who are part of the story.

*(Teacher inserts pictures of persons who are in the story and persons who are NOT in it.)*

- ✓ *Choose all the people who are in the story.*

## Guide Strategic Readers to Learn More

### Focus ➡

- ✓ Establish a purpose for reading.
- ✓ Focus on the reading.
- ✓ Skim a text to identify patterns and kinds of content.

### Get it Clear ↻

- ✓ Use structure of text to figure out what's important.
- ✓ Check understanding.
- ✓ Adjust reading rate to level of text difficulty.
- ✓ Re-read to find information, check meaning.
- ✓ Scan a text to locate information.
- ✓ List information related to a topic or question.

### Think More ➡

- ✓ Ask themselves questions as they read.
- ✓ Paraphrase.
- ✓ Make mental pictures as they read.
- ✓ Predict.
- ✓ Read ahead.

### Think It Through ➡

- ✓ Identify purpose and viewpoint of the writer.
- ✓ Evaluate information and ideas.
- ✓ Summarize the reading.

### Get It Together ❖

- ✓ Connect ideas and information from different sources.

### Get It Across ➡

- ✓ Write to report the learning.

## Como Leer Para Aprender

### Enfócate ➡

- ✓ Establece un propósito para leer.
- ✓ Concéntrate en la lectura.
- ✓ Lee rápido un texto para identificar sistemas y tipos de contenido.

### Entiéndelo Claramente ➡

- ✓ Utiliza estructura del texto para encontrar lo que es importante.
- ✓ Revisa tu comprensión.
- ✓ Ajusta la velocidad de la lectura de acuerdo al nivel de dificultad.
- ✓ Vuelve a leer para encontrar información, revisa el significado.
- ✓ Escanea un texto para localizar información.
- ✓ Haz una lista con información relacionada a un tema o pregunta.

### Piensa Más ➡

- ✓ Hazte preguntas mientras lees
- ✓ Haz un párrafo
- ✓ Haz un dibujo mental mientras lees
- ✓ Predice.
- ✓ Lee más allá.

### Piénsalo Detenidamente ➡

- ✓ Identifica propósitos y puntos de vista del escritor.
- ✓ Evalúa información e ideas.
- ✓ Resume la lectura.

### Entiéndelo en Conjunto ❖

- ✓ Conecta ideas e información de diferentes fuentes de información.

### Entiéndelo Completamente ➡

- ✓ Escribe para reportar el aprendizaje.

## Develop Reading Skills with Questions

What are the skills/strategies of reading comprehension that I should emphasize in ongoing instruction so that test preparation is "built into" learning my subject?

This list includes major skills of reading comprehension tested by ISAT.

*Be sure that students read a range of materials, including newspaper articles, poems, and non-fiction texts.*

- \_\_\_\_\_ Infer the meaning of a word from context
- \_\_\_\_\_ Identify the traits of a character or person —*stated literally*
- \_\_\_\_\_ Infer the traits of a character or person  
—*based on an interpretation of the text*
- \_\_\_\_\_ Identify the motive of a character or person—*stated literally*
- \_\_\_\_\_ Infer the motive of a character or person  
—*based on an interpretation of the text*
- \_\_\_\_\_ Identify facts about a situation—*stated literally*
- \_\_\_\_\_ Infer relationships—*based on an interpretation of the text*
- \_\_\_\_\_ Infer predictions—*based on an interpretation of the text*
- \_\_\_\_\_ Infer prior actions—*based on an interpretation of the text*
- \_\_\_\_\_ Identify the structure of a text (how the text is organized)
- \_\_\_\_\_ Summarize information
- \_\_\_\_\_ Identify the main idea
- \_\_\_\_\_ Evaluate information to support or reject an idea
- \_\_\_\_\_ Infer the writer's point of view—*based on an interpretation of the text*
- \_\_\_\_\_ Infer the writer's reasons—*why the author uses words and phrases*
- \_\_\_\_\_ Interpret non-literal language—*metaphors, similes, symbols*

## Questions Based on Learning First Assessment

Use these “stems” to prepare questions that get students to exercise thinking.

### 1A Apply word analysis and vocabulary skills to comprehend selections.

1. Which word best describes \_\_\_\_\_?
2. Which word in paragraph \_\_\_ helps the reader know what \_\_\_\_\_ means?
3. What phrase means the opposite of \_\_\_\_\_ as used in paragraph \_\_\_\_\_?
4. What does the word \_\_\_\_\_ mean in paragraph \_\_\_\_\_?

### 1B Apply reading strategies to improve understanding and fluency

1. What is paragraph x mainly about?
2. Which sentence from the selection best shows \_\_\_\_\_?
3. How can you best remember what this article is about?
4. How could a reader best determine \_\_\_\_\_?
5. According to the article and the map, in which place \_\_\_\_\_?

### 1C Comprehend a broad range of reading materials

1. Which question is best answered by information in paragraph x?
2. What is the most likely reason \_\_\_\_\_?
3. What happened because \_\_\_\_\_?
4. According to the chart, which statement is true?
5. What is the best summary of the selection?
6. Which of these best describes the problem in the passage?
7. How do \_\_\_\_\_'s feelings change from the beginning to the end?
8. Which words best describe \_\_\_\_\_'s character?
9. Based on the events in the pages, which of these is most likely true?

### 2A Understand how literary elements and techniques are used to convey meaning

- a. How does the author organize paragraphs x through x?
- b. How is this selection best described?
- c. What is the most likely reason the author wrote this selection?
- d. Which would be the best to read to learn how to \_\_\_\_\_?
- e. In which book would this selection most likely be found?
- f. What is the tone of paragraph x?
- g. The article \_\_\_ would be of most use to \_\_\_\_\_.
- h. Which of the following books would most likely contain information about \_\_\_?
- i. Why is paragraph \_\_\_ important in this selection?
- j. Which sentence best describes the author's opinion of \_\_\_\_\_?
- k. How does the author organize the information in this article?
- l. In paragraphs \_\_\_ to \_\_\_, what is the author's tone?
- m. What strategy does the author use at the beginning of this selection to create interest and to encourage readers to continue reading?

### 2B Read and interpret a variety of literary works.

1. This selection is an example of which kind of literature?
2. Why did the author write this selection?
3. Which type of literature is \_\_\_\_\_?
4. What is the mood in most of the story?
5. What type of story is \_\_\_\_\_?
6. With which statement would the author most likely agree?
7. At which museum would the \_\_\_\_\_ most likely be exhibited?
8. Which of these is a theme of this story?

**GET IT**

Literal questions ask you to find or remember an answer in the information provided.

When? Where? Who?	What? Define _____. List the _____.
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**GET IT CLEAR**

Analytic questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.

Classify _____. Compare and contrast ____. Give an example of ____. Give the opposite of ____. Draw a picture to illustrate this page.	In what sequence did ____ happen? Explain how _____ works. Use a time-line, chart, diagram, graph, or map to show and explain _____. How do the parts relate to each other?
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**THINK MORE**

Inferential questions ask you to make an educated guess—to think about and beyond the information given.

Predict what will happen when ____. What is the main idea of ____. Figure out the meaning of this word from context. What might have caused this change?	What is the best title for this ____. What is the missing part? What was the author's point of view? If ____ changed, what would happen? Which person might have said this?
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**THINK IT THROUGH**

Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

What is the most important fact? Why? What makes this a good book? Is this fact or opinion? What is your evidence?	Which is the best answer? Why? Give and justify your opinion on ____. Which part is most important? Why do you make this choice?
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Questions from the Chicago Public School guide to test preparation. Additional questions and structure provided by the DePaul Center for Urban Education.

**EXTENDED RESPONSE/SYNTHESIS**



*Based on what you read and what you know, what do you think?*

**Enseña Progresivamente—Comienza con ENTIÉNDELO, después continúa a los demás niveles.**

**ENTIÉNDELO**

Las preguntas literales te piden que halles o recuerdes respuestas en la información proporcionada.

¿Cuándo? ¿Dónde? ¿Quién?	¿Qué? Define _____. Enumera los/as _____.
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**ENTIÉNDELO CLARAMENTE**

Las preguntas analíticas te piden que veas detenidamente y pienses completamente—para organizar la información y expliques la situación cuando encuentres patrones o similitudes.

Clasifica _____ Compara y contrasta _____ Da un ejemplo _____ Da lo opuesto de _____ Haz un dibujo para ilustrar esta página.	¿En qué secuencia sucedió _____? Explica como _____ sucedido Utiliza una línea de tiempo, una tabla, un diagrama, gráfica o mapa para explicar _____. ¿En qué se relacionan las partes?
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**PIENSA MÁS**

Las preguntas de deducción te piden que hagas una suposición inteligente—para pensar acerca de y más allá de la información recibida.

Pronostica lo que sucederá cuando _____. ¿Cuál es la idea principal de _____? Descifra el significado de esta palabra en el contexto en el que se encuentra ¿Qué pudo haber causado este cambio?	¿Cuál es el título más adecuado para esto _____? ¿Cuál es la sección faltante? ¿Cuál era el punto de vista del autor? ¿Si _____ cambiara, qué sucedería? ¿Qué persona pudo haber dicho esto?
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**PIÉNSALO DETENIDAMENTE**

Las preguntas para evaluar te piden que hagas clara tu posición y tomes una decisión acertada.

¿Cuál es el hecho más importante? ¿Por qué? ¿Qué hace de este un buen libro? ¿Es un hecho o solo una opinión? ¿Cuál es tu evidencia?	¿Cuál es la mejor respuesta? ¿Por qué? Expresa y justifica tu opinión acerca de _____. ¿Qué parte es la más importante? ¿Cuál es la razón de tu opción?
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Preguntas de la guía de preparación de exámenes de las Escuelas Públicas de Chicago. Preguntas y estructura adicional proporcionado por el Centro de Educación Urbana de DePaul.

**ENTIÉNDELO EN CONJUNTO Y ENTIÉNDELO COMPLETAMENTE**


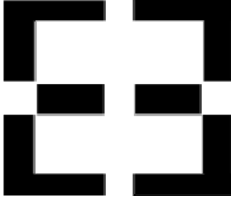









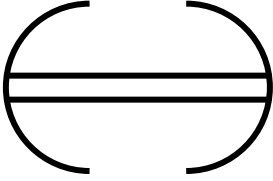

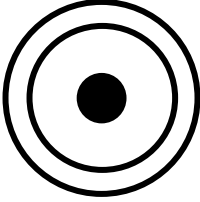



Respuesta Extensa:

*En base a lo que lees y lo que sabes, ¿qué piensas?*

### Use Symbols to Develop Interpretation Abilities

These symbols are different cultures' representations of values. Students can develop analytic and inferential skills by interpreting them. They also can design symbols that communicate important values.

 <p><i>Village (Mayan)</i></p>	 <p><i>Support (West Africa)</i></p>	 <p><i>Wise, Watchful (Native American)</i></p>	 <p><i>Peace (India)</i></p>
 <p><i>Cooperation (West Africa)</i></p>	 <p><i>Friendship (Ute)</i></p>	 <p><i>Evaluation (West Africa)</i></p>	 <p><i>Justice (China)</i></p>
 <p><i>Good Future (Native American)</i></p>	 <p><i>Leadership (West Africa)</i></p>	 <p><i>Harmony (India)</i></p>	 <p><i>Brotherhood (Hopi)</i></p>
 <p><i>Unity (Nigeria)</i></p>	 <p><i>Progress (China)</i></p>	 <p><i>Highest (Ghana)</i></p>	 <p><i>Progress (US)</i></p>

## My Important Learning

ILS1B I can identify important content.

**What's Important? What I learned that is important.**

Important Words


Important Information

Important Ideas

### ***Get It Together and Get It Across***

*Use your own words to tell what you think about this information.*

*You can write a poem, a letter, a time-line, a newspaper article, a song, or any format that makes it interesting.*

## Mi Aprendizaje es Importante

ILS1B I can identify important content.

**¿Qué es importante? Lo que aprendo es importante.**

Palabras Importantes


Información Importante

Ideas Importantes

### **Entiéndelo Get It Together and Get It Across**

*Utiliza tus propias palabras para explicar lo que piensas acerca de esta información.*

*Puedes escribir un poema, una carta, una línea de tiempo, un artículo de periódico, una canción, o cualquier formato que lo haga interesante.*

## How to Summarize

ILS1B: I can summarize information.

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

List words that are part of what you learned about it.


What are the two or three most important points you learned?

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Write a one-paragraph summary. Include the main points.

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Meet the standard:  
Check your work—is it  
✓ complete?  
✓ correct?  
✓ clear?

Exceed the Standard:  
Write what you learned by  
doing this project.

## Como Resumir

ILS1B Competence: Can summarize information.

Tema: \_\_\_\_\_

Haz una lista con las “diez palabras importantes” que son acerca de lo que leíste.


¿Cuáles son los puntos mas importantes que encontraste en tu lectura?

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Escribe un resumen de un párrafo. Incluye los puntos centrales y más importantes.

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Meet the standard:  
Check your work—is it  
✓ complete?  
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Exceed the Standard:  
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## Punctuation Signals

ILS 1B, 4B I can read with expression

Read a selection aloud and pay no attention to the punctuation marks.  
 Then re-read it and this time pay attention to them.  
 Then tell the difference they make.

Punctuation Mark	How It Helps Make Meaning Clear	What kind of meaning do you miss if you don't pay attention to it?

*Which punctuation marks are most helpful to someone who wants to read with clear meaning?*

## Signos de Puntuación

ILS 1B, 4B I can read with expression

Lee una sección en voz alta y no hagas caso de los signos de puntuación.

Después vuélvelo a leer y esta vez ponles atención.

Después describe la diferencia que tienen.

Tipo de Puntuación	Como Ayuda a Hacer el Significado Más Claro	¿Qué tipo de significado pierdes si no le pones atención?

*¿Qué tipo de puntuación es la que más le ayudaría a alguien que quiere leer con un significado claro?*

## Read to Learn

ILS 5B: I can organize information I find about a topic.

*Choose one topic.*

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

*Write a **BIG** question about it.*

*Question I will answer:*

\_\_\_\_\_

*Then answer your question – find information to answer it.*

Information I found to answer it:

Write the news—the new things you now know.  
Explain what you learned that is most important.

## Leer para Aprender

ILS 5B: I can organize information I find about a topic.

*Escoje un tema.*

*Tema:* \_\_\_\_\_

*Escribe una GRAN pregunta acerca de el.*

*Pregunta que contestaré:*

\_\_\_\_\_

*Después contesta tu pregunta—encuentra información para poder contestarla.*

*Información que encontré para contestarla:*

Explica lo que has aprendido que es lo más importante. Escríbelo como si fuera un reporte para las noticias o una página en un libro de texto. Hazlo INTERESANTE para que otros estudiantes lo lean.

## Make it Yours: Paraphrase

ILS1B I can paraphrase what I read.

After you read, choose what you think the five most important sentences are. Then, in the first column, write a few important words from each sentence. Then in the second column, write your own sentence that tells the same thing in your own words.

Important Sentence—write a few words from it	Say It Your Way

## Hazlo Tuyo: Explicación

ILS1B I can paraphrase what I read.

Después de que lo leas, escoge los que pienses son los cinco enunciados más importantes. Si puedes escribir en la página, subraya cada uno. Después, en la primera columna, escribe unas palabras importantes de cada enunciado. Después en la segunda columna, escribe tu propio enunciado que diga lo mismo en tus propias palabras.

Enunciados Importantes—escribe unas palabras sobre el	Dilo en tu Propia Manera

## Locate and Paraphrase Important Information

ILS 1B: I can paraphrase

TOPIC: \_\_\_\_\_

<b>Get It:</b> <i>Collect Important Facts</i>	<b>Make It Clear:</b> <i>Write what this means in your own words</i>

**Think More:** *What's the Main Idea?*

## Localiza y Haz una Explicación de la Información Importante

ILS 1B: I can paraphrase

TEMA: \_\_\_\_\_

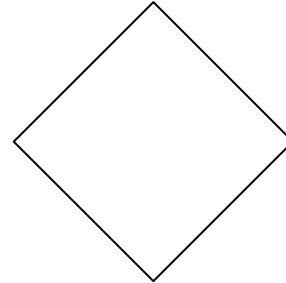
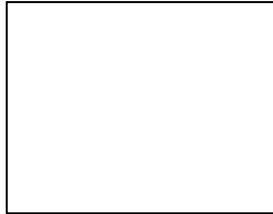
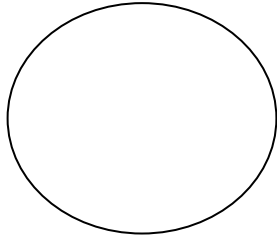
<i><b>Entiéndelo:</b> Junta Hechos Importantes</i>	<i><b>Hazlo Claro:</b> Escribe lo que esto significa en tus propias palabras</i>

**Piensa Más:** ¿Cuál es la Idea Principal?

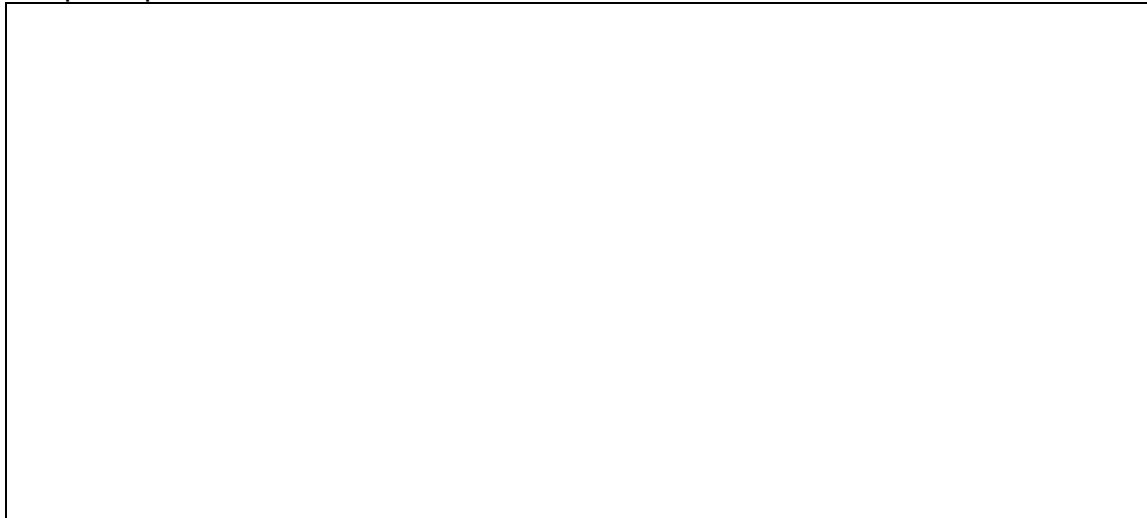
## Story/History Reader

ILS 1B: I can identify important elements in a story or history

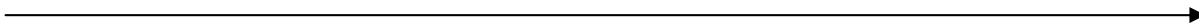
Draw three persons who are in it.



Map the place.



Sequence the Events.

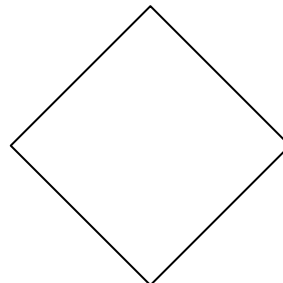
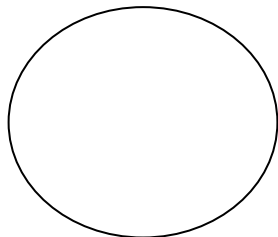


Write what those persons might have said about one of those events.

## Lector de Historia y Cuentos

ILS 1B: I can identify important elements in a story or history

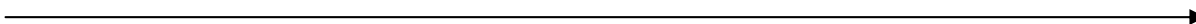
Dibuja a tres personas que tomen parte.



Haz un mapa del lugar.



Como se desarrollan los Eventos.



Escribe lo que esas personas pudieron haber dicho acerca de alguno de esos eventos.

# Their Words

ILS 1B: I can infer.

*Choose a story or history.*

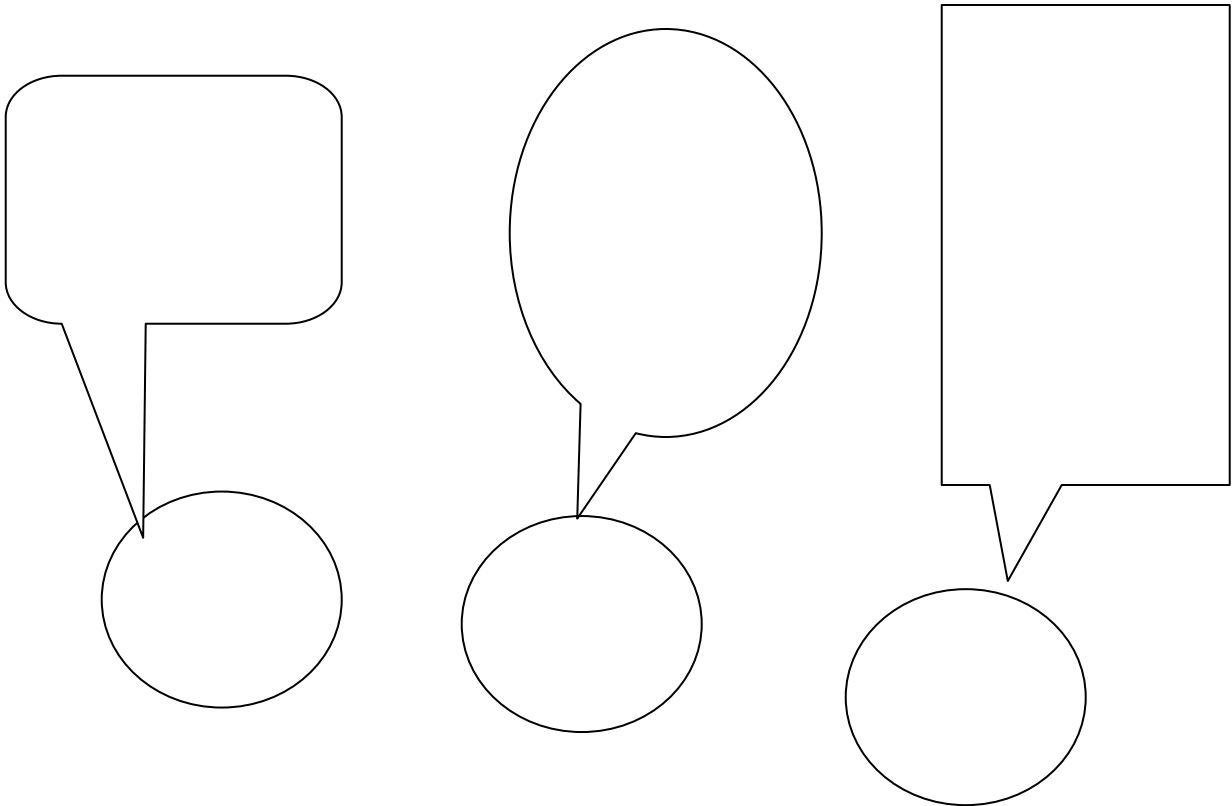
*List three different persons who were there.*

1> \_\_\_\_\_

2> \_\_\_\_\_

3> \_\_\_\_\_

*Write down what you think each one might have said.*



Then read their words aloud with expression.

# Sus Palabras

ILS 1B: I can infer.

*Escoge un cuento o historia.*

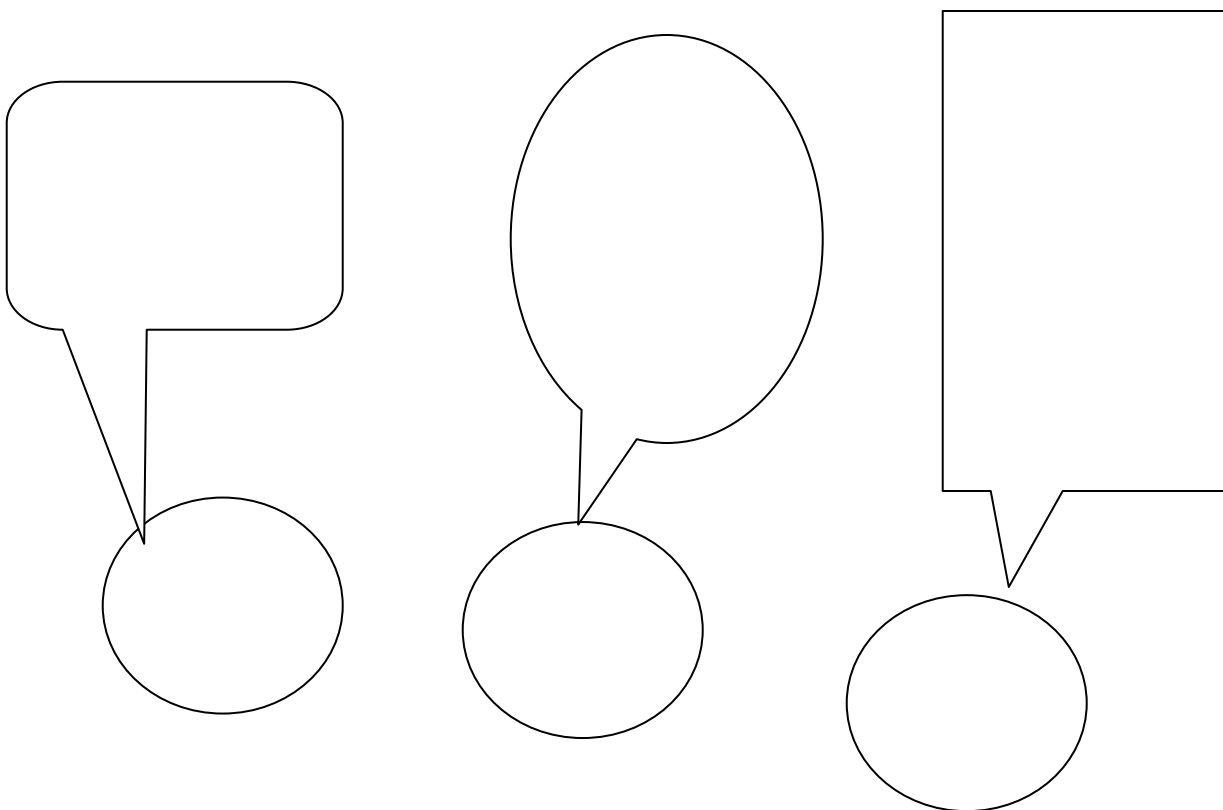
*Haz una lista de tres diferentes personas que estuvieron allí.*

1> \_\_\_\_\_

2> \_\_\_\_\_

3> \_\_\_\_\_

*Escribe lo que piensas cada una de esas personas pudo haber dicho.*



Después lee sus palabras en voz alta con expresiones.

## Inference Organizer

ILS 1B: I can make and support inferences

<b>Category</b>	<b>Literal</b> <i>Find information stated in the text.</i>	<b>Inference</b> <i>Make an educated guess.</i>
where: <i>characteristics of the place (setting)</i>		
who: <i>characteristics of person</i>		
what: <i>an action by this person</i>		

**Think More:**



*What's next?*




*Why do you make that prediction?*

## Organiza Tus Deducciones

ILS 1B: I can make and support inferences

<b>Categoría</b>	<b>Literal</b> <i>Encuentra información que esté en el texto.</i>	<b>Deducción</b> <i>Haz una deducción inteligente.</i>
donde: <i>características de un lugar</i>		
quien: <i>características de una persona</i>		
que: <i>una acción realizada por esta persona</i>		

**Piensa Más:**

 *¿Qué es lo que sigue?*

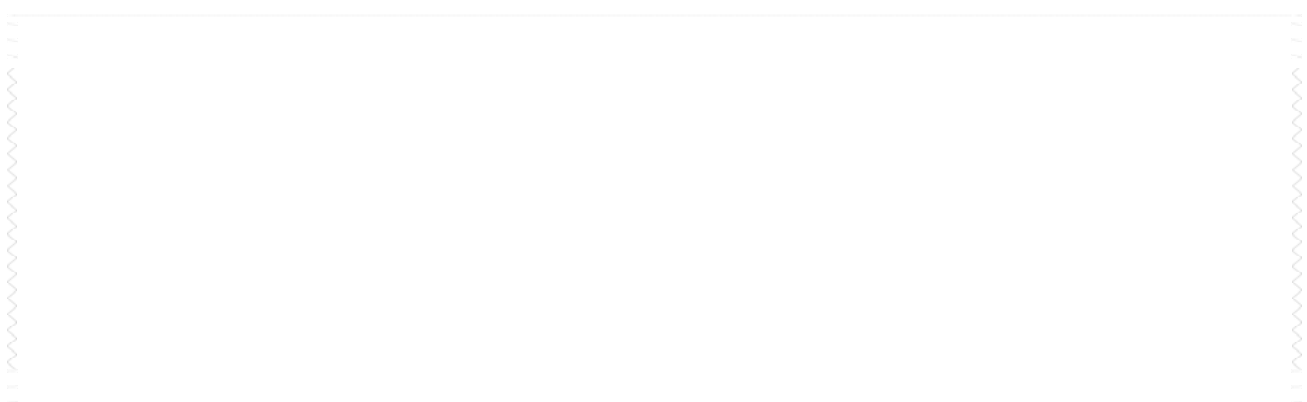
 *¿Porqué haces esa predicción?*

## Paraphrase/Picture a Song or Poem

I can explain/write a poem/song. (1C,2B,3C)

Name of the Song/Poem \_\_\_\_\_

### Picture the Idea



### List Important Words


### Write it Your Way

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Meet the standard:  
Check your work—is it  
✓ complete?  
✓ correct?  
✓ clear?  
*Exceed the Standard:  
Write what you learned by  
doing this project.*

## Haz una Explicación/Dibuja una Canción o Poema

I can explain/write a poem/song. (1C,2B,3C)

Nomre de la Canción/Poema \_\_\_\_\_

### Dibuja la Idea

### Haz una Lista de las Palabras Importantes


### *Escríbelo a Tu Manera*

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Meet the standard:  
Check your work—is it  
✓ complete?  
✓ correct?  
✓ clear?  
*Exceed the Standard:  
Write what you learned by  
doing this project.*

## Make Your Own Multiple Choice Question

**Question Maker:** Write your question here.



Write the correct answer and three other possible answers here:

- |    |    |
|----|----|
| a. | c. |
| b. | d. |

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**Question Taker:**

Circle the best answer. Then, in the oval, explain why you chose that answer.

THINK IT THROUGH

## Haz Tu Propia Pregunta de Opción Múltiple

Competence: Ask and answer questions about a topic.

**Creador de Preguntas:** *Escribe tu pregunta aquí.*



La puedes hacer una pregunta de opción múltiple. Para hacer esto escribe la respuesta correcta y tres posibles respuestas aquí:

- a.
- b.
- c.
- d.

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**Persona a la que se le Pregunta:**

*Circula la mejor respuesta. Después, en el óvalo, explica porque escogiste esa respuesta.*

PIENSALO DETENIDAMENTE