

"The Reading & Writing Road to Understanding"  
Nancy Doda, Ph.D.  
[www.teacher-to-teacher.com](http://www.teacher-to-teacher.com)

| <b>It says...</b> | <b>I say....</b> | <b>I think...?</b> |
|-------------------|------------------|--------------------|
|                   |                  |                    |

**Strategy: Structural Indexing**

**Uses:**

- Vocabulary Acquisition
- Critical Thinking
- Integration of Concepts
- Assessment of Concepts

**Procedures:** Take some index cards and write a major concept or idea or key term on each card. Lay the cards out to form a grid. Try doing this with nine (9) cards. Study the random arrangement you made and create true statements (generalizations) from the words provided. Do this with the words appearing horizontally, vertically and diagonally.

As an example, look at the grid below representing concepts drawn from social studies:

|            |           |           |
|------------|-----------|-----------|
| Politics   | resources | culture   |
| Change     | process   | structure |
| Leadership | society   | system    |

Taking the concepts that appear horizontally, these generalizations can be made:

- Politics can affect the resources within a culture.
- Change a process and a structure may be changed.
- Leadership in a society can create or destroy a system.

Taking the concepts that appear vertically, these generalizations can be made:

- Politics can create change in leadership.
- Resources can create a process for the development of a society.
- Culture determines the structure of a system.

Taking the concepts that appear diagonally, these generalizations can be made:

- Politics can create a process for governing a system.
- Culture can create a process for developing leadership.

# *3-2-1 EXIT SLIP*



Name \_\_\_\_\_

3~ Things I Now Understand

2~ Connections I can make

---

1~ Thing I still don't understand...

## 5W Model

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

|                           |
|---------------------------|
| <b>Who:</b>               |
| <b>What:</b>              |
| <b>When:</b>              |
| <b>Where:</b>             |
| <b>Why:</b>               |
| <b>How:</b>               |
| <b>Summary Statement:</b> |

## Double-Entry Diaries

| Direct quote and page number: | This reminds me of ... |
|-------------------------------|------------------------|
| 1.                            | 1.                     |
| 2.                            | 2.                     |
| 3.                            | 3.                     |
| 4.                            | 4.                     |
| 5.                            | 5.                     |

Edward de Bono's P-M-I Activity

**Statement:**

---

| <b>P</b><br>[Plusses] | <b>M</b><br>[Minuses] | <b>I</b><br>[Interesting] |
|-----------------------|-----------------------|---------------------------|
|                       |                       |                           |

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

## T-Chart

Select two things from the reading to compare (ideas, characters, events, etc.). Draw a line down the center of this page. Label each column with your 2 chosen items. Then make comparisons by writing statements in the corresponding columns.

Copyright 2009 IRA/NCTE. All rights reserved.  
ReadWriteThink materials may be reproduced for educational purposes.

## T-List or T-Chart

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

**Main Idea**

**Details and/or  
Examples**

**1.**

**2.**

**3.**

**1.**

**2.**

**3**

**1.**

**2.**

**3.**



## Representing-to-Learn

Dialectic journals invite students to work problems both in mathematical symbols and everyday language. *Math sample.*

| $6x^2 + 9x - 105$ (5 steps)   |   |
|---|---|
| <p>① <math>3(2x^2 + 3x - 35)</math></p> <p style="text-align: center;"> </p> <p>② <math>2x \cdot x \quad 5 \cdot 7</math></p><br><p>③ <math>3(2x - 7)(x + 5)</math></p> <p style="text-align: center;"> </p> <p>④</p><br><p>⑤ <math>3(2x^2 + 3x - 35)</math><br/><math>6x^2 + 9x - 105</math></p> | <p>① Factor out the GCF</p><br><p>② Look at factors of 1<sup>st</sup> and 3<sup>rd</sup> terms</p><br><p>③ Signs are +, -</p><br><p>④ Write as binomials</p><br><p>⑤ Check using FOIL</p> |

Daniels & Bizar. (2005) *Teaching the Best Practice Way*. Stenhouse.

Name \_\_\_\_\_

Reading \_\_\_\_\_

*I Understand...*

*I Don't Understand...*