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| **While Reading** | **While Taking the Quiz** |
| **Make Annotations**  | **Use Thinking Stems** | **Identify the Question Types:** Focus on what is being asked | **Strategies:** If you are stuck on a question… |
| **Questioning** (What are you wondering as you read?) | I wonder…Why…I don’t understand…What if… | What the text says | Rephrase the question in your own words |
| **Inferring**(Inference = Schema + Evidence) | I predict…because…This could mean…because…My hypothesis is…because…I infer…because…My conclusion here is…because… | Central idea | Read aloud A, B, C, D and see which sounds right |
| **Visualizing**(Put yourself in the scene) | I can imagine…I’m picturing…My mental images include…I can see/smell/hear/taste/feel…I can empathize with…because… | Significant people, events, and ideas | Eliminate two that are most clearly wrong |
| **Using schema** (Connect to background knowledge) | That reminds me of…I have a connection to…I’m remembering…I can relate to…because…I have schema for…that helps me to…My connection here is…My background in…helps me to… | Word Choice and Meaning | Look back to the article for evidence or to your annotations to determine the best answer remaining |
| Text Structure |
| **Discovering new and important vocab** (Collect new personal words and identify the key academic vocabulary) | The word…helps me to better understand…The word…is a key word in the article because…The word…is important jargon for…The word…is a great word for me to add to my personal vocabulary | Purpose, point of view, and tone | For arguments, ask, “What is the author trying to prove?” |
| **Monitoring your focus** (Are you drifting, not annotating, not thinking?) | Am I still annotating?Have I stopped asking questions?Has the movie in my mind stopped?Do I feel as if I’ve learned some new things?Can I retell and summarize the article or opinion?Have I recognized the purpose and tone? | Use of multimedia and info-graphics | For vocab, look for context clues |
| **Determining importance** (Can you find the crucial information within a section?) | What’s important here…What matters to me…One thing readers should notice…I want to remember…because…It’s interesting that…I think…is really important because… | Arguments and supporting claims | Examine all parts of an info-graphic before making conclusions |
| **NF Reading Foundations 🡪** | **5Ws:** Do you understand the basics? | **Author’s purpose:** Can you recognize why the piece was written? | **Author’s tone or tone of people interviewed:** Can you see the difference between fact, judgment, and opinion? What is the feeling or attitude of the author or speaker? |

 CONQUERING ***NEWSELA*** AND FEATURE ARTICLES