



TEACHER NOTES

What Do I Know? How Do I Know It?

Bloom's Taxonomy

- Remember/Understand: restate, paraphrase, give examples
- Apply: organize, generalize, choose
- Analyze: infer, select, point out, analyze
- Evaluate: consider, summarize, conclude, compare
- Create: suggest, rearrange, create

Common Core Standards

College and Career Readiness Anchor Standards, grades 6-9

Reading: RI

Writing: WI, W10

Speaking and Listening: SLI

Language: LI, L2

What: **Pre-reading comprehension**

When: Prior to students reading the text

Why: Before students begin to read the assigned material, they need to evaluate the general design of the text. This activity has students combine the story's general information regarding character, plot, and conflict with their prior knowledge of these elements of literature. They also link the people and events in the story to their own lives and knowledge of the world.

How:

- Introduce the textual material.
- Hand out books; if using an anthology, direct students to the assigned pages. For a book, students should read the first five pages; for a short story, students should read the first two pages.
- Hand out the **What Do I Know? How Do I Know It?** exercise. Review directions.
- Allot 10-15 minutes for Part 1. The time allotted will depend on the students' reading abilities. Allow for more time if needed.
- Divide students into groups of three, mixing the students' ability levels.
- Allot 10 minutes for Part 2. The time allotted will depend on the students' reading abilities. Allow for more time if needed.
- Lead a whole-class discussion, with each student trio explaining their choices in Part 2.

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