

How to Teach Students to Critically Think About Text

How to Plan for Teaching the Skills to Students

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This is what you start with on the yearlong plan!

Month 1			
Week 1	Week 2	Week 3	Week 4
Retell/Recall	Retell/Recall	Summarize and Discussion	Summarize and Discussion

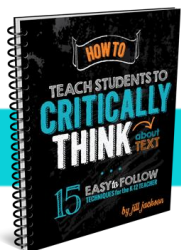
Month 2			
Week 1	Week 2	Week 3	Week 4
Summarize and Discussion	Summarize and Discussion	Text Structure and Discussion	Text Structure and Discussion

RECALLING (GRADES 2-12)

STEP 1	STEP 2	STEP 3
<p>Teach students that they will be learning a habit for comprehension called "recalling," which is their account of the facts of what they've read, told in chronological order.</p>	<p>Teach students that, in order to recall successfully, they will need to learn how to take note of the text's most important information: who, what, when, where, why and how.</p>	<p>Model for students how to orally recall what happened in a short piece of text that you have read aloud. Show students how, while reading each paragraph, you jot down 1-2 words about who, what, when, where, why or how next to the paragraph in the margin.</p> <p>It is important to model for students that while you are taking notes, you are only writing 1-2 words in the margin, not rewriting the whole piece of text.</p>
<p>Now you will model how to orally recall the story, using the notes you've jotted down in the margin.</p> <p><i>In the text _____, first the character(s) _____ was/were introduced.</i></p> <p><i>The character(s) then _____ and _____, Then _____ took place. Finally, the text ended with _____.</i></p>	<p>Once students have practiced recalling and have firmed up their skills, they should be required to orally recall after every first read.</p>	

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This is what the steps for teaching recall look like in the *Critical Thinking* book

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Initial teaching of recall should last two weeks

Mon	
Week 1	Week 2
Retell/Recall	Retell/Recall

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Recall Step 1</p> <p>STEP 1</p> <p>Teach students that they will be learning a habit for comprehension called "recalling," which is their account of the facts of what they've read, told in chronological order.</p>		<p>Recall Step 2</p> <p>STEP 2</p> <p>Teach students that, in order to recall successfully, they will need to learn how to take note of the text's most important information: who, what, when, where, why and how.</p>		<p>Recall Step 3</p> <p>STEP 3</p> <p>Model for students how to orally recall what happened in a short piece of text that you have read aloud. Show students how, while reading each paragraph, you jot down 1-2 words about who, what, when, where, why or how next to the paragraph in the margin.</p> <p>It is important to model for students that while you are taking notes, you are only writing 1-2 words in the margin, not rewriting the whole piece of text.</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Recall Step 3</p>	<p>Recall Step 4</p> <p>STEP 4</p> <p>Now you will model how to orally recall the story, using the notes you've jotted down in the margin.</p> <p><i>In the text _____, first the character(s) _____ was/were introduced.</i></p> <p><i>The character(s) then _____ and _____, Then _____ took place. Finally, the text ended with _____.</i></p>		<p>Recall Step 5</p> <p>STEP 5</p> <p>Once students have practiced recalling and have firmed up their skills, they should be required to orally recall after every first read.</p>	

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Take the steps (See 2) and lay them out across the weeks to create your teaching plan for the skill

