

	<i>Reading Tool</i>	Strategies of Independent Strategic Readers Supported by this Reading Tool:
<p>IN WITH THE OLD, OUT WITH THE NEW</p>		<ol style="list-style-type: none"> 1. Have strategies to use when encountering new words 2. Connect new knowledge to make meaning 3. Think ahead to what might be coming. 4. Continually evaluate own understanding. 5. Create images of what is being read. 6. Periodically summarize what is read. 7. Use textual cues, visuals, and organization. 8. Have a plan for how to approach the task.

How to Use:

- Before students read the assignment, ask them to list what they know or think they know about the topic under the heading “Old knowledge.”
- Have students generate questions they have about the topic or about what they think they’ll learn from the reading. They can write these in the “Questions” column of the chart or a questions section in Cornell notes format. If students have trouble with this, you might have them first skim the reading, looking at headings and sub headings that will provide clues about what’s included.
- As students read, have them record their “New Knowledge” in the last column.
- Be sure to have students revisit the “Old Knowledge” to determine if they hold any misconceptions about the topic.

Tips/Variations

- If you think students’ prior knowledge about the topic is limited, consider having them complete the “Old Knowledge” section in small groups or as a whole class. If some students are reluctant to share for fear of being wrong, you can have them submit their contributions on index cards that you share anonymously with the class. This will also ensure that all students are participating and will provide you with a perspective on each student’s individual knowledge base.
- Coach students in generating questions, perhaps providing some important questions that will help focus their reading.
- Encourage students to include “Old Knowledge” items about which they are unsure. (They can set these items off with a question mark.)

IN WITH THE OLD, OUT WITH THE NEW

Topic: _____

Old Knowledge	Questions	New Knowledge
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Old Knowledge is what you already know (or think you know) about the topic.</div> <div style="border: 1px solid black; padding: 5px;">As you read, you will discover if you have some misconceptions about the topic. That's OK! That's what learning's all about.</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Before you begin to read, think about what you anticipate learning from the assignment. Generate questions you think might be answered in the reading.</div> <div style="border: 1px solid black; padding: 5px;">As you read, you can add questions about things you don't understand or things you'd like more information about.</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">List the new knowledge you gained by reading the assignment.</div> <div style="border: 1px solid black; padding: 5px;">Be sure to check your "Old Knowledge" against your "New Knowledge" and determine if your ideas and opinions about the topic have changed</div>

IN WITH THE OLD, OUT WITH THE NEW

Topic: Owls

Old Knowledge	Questions	New Knowledge
<ul style="list-style-type: none">-Make hooting sounds-Hunt at night-Perch in trees-Have round faces-Different colours	<ul style="list-style-type: none">-What do they eat?-How are they useful?-How are they different from other birds?-what is the most common kind of owl?	<ul style="list-style-type: none">-Owls live in all countries under all conditions-15 to 60 cm range in size-nocturnal animals form the bulk of owl's diet. Some also eat insects, snails, frogs, or larger animals.-eyes can register the faintest light-screech owl is most common in North America

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Topic: _____

Old Knowledge	Questions	New Knowledge

