

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

### How to Use:

- First, determine what students already know about the topic.
- Describe the reading assignment.
- Tell students the purpose of the reading.
- Have students read the assigned material.
- Instruct students to list all the facts they can. You may consider having them do so without referring to the text.
- Have students make generalization. Prediction, or important point based on the facts provided.

### Tips/Variations

- Use this tool to create a factual base or frame of reference.
- Consider reviewing definitions of fact and opinion.
- Consider reviewing definitions of generalization and prediction.
- Consider having students work in pairs and make a common list of facts using a vend diagram or other means.
- Consider having students reread to verify and add to their list.
- Have students share facts as a class to create a class list and identify misconceptions.
- Consider providing a generalization up front and have students gather facts to support the generalization.
- Model how to make a generalization.

**JUST THE FACTS**

**Directions:** List several facts about the topic that you gathered from your reading. Then put the facts together to form a generalization or prediction about the topic.

Fact: \_\_\_\_\_

Identify facts based on the purpose of the assigned reading.

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Try to identify as many facts as you can without referring to the text.

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Reread the text to verify your facts and add to the list.

Fact: \_\_\_\_\_

Pair up with another student to create a common list of facts.

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Generalization/Prediction (based on facts):

Draw a conclusion or make a prediction based on facts you identified regarding the topic

## JUST THE FACTS

**Directions:** List several facts about the topic that you gathered from your reading. Then put the facts together to form a generalization or prediction about the topic.

Fact: Bacteria break down dead organisms

Plants use the molecules of dead organisms for fertilizer to grow. Animals eat  
Fact: plants to grow

Fact: Bacteria are important in the life cycle.

Fact: Bacteria help animals and people digest food and produce Vitamins.

Bacteria turn nitrogen into protein, which allows plants to get nutrients through  
Fact: their roots.

Fact: Bacteria are used in medicines.

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Generalization/Prediction (based on facts):

While we often think of bacteria as bad, they do provide benefits important to our ecosystem.

## JUST THE FACTS

**Directions:** List several facts about the topic that you gathered from your reading. Then put the facts together to form a generalization or prediction about the topic.

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Fact: \_\_\_\_\_

Generalization/Prediction (based on facts):