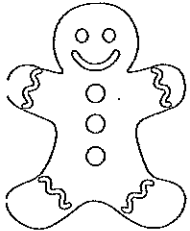


# How have you incorporated subject-specific strategies/technology in your instruction?

- Please choose one or more to write response

## Subject-Specific Strategies

- Which subject-specific strategy have you incorporated in your instruction? Did this strategy support student fluency and/or comprehension? How?



Read, Ask,  
Paraphrase



Cover, Copy,  
Compare



Read, Cover,  
Remember , Retell

A large, empty rounded rectangular box with a double-line border, intended for the user to write their response to the subject-specific strategies question.

## Incorporating Technology

- How have you implemented technology in your classroom instruction? How did your students engage with use of technology?



Blendspace



Thinglink



Study Island

A large, empty rounded rectangular box with a double-line border, intended for the user to write their response to the incorporating technology question.

### Read, Cover, Remember, Retell

**Strategy** Read as much as you can cover with your hand or a sticky note. Cover the text you just read. Focus on remembering what you read (it's OK to be quiet!). Say back what you remember (it's OK to peek back!). Repeat.


**Teaching Tip** This strategy is one of my favorite strategies to teach when students are beginning to research, although it works any time you want to slow children down to monitor their comprehension. When researching, what often happens is that students copy down information without really understanding it. Covering up the information before retelling (or taking notes) forces the reader to understand it well enough to put it into his or her own words. I also find that students read with a different level of attention and concentration knowing that they have to say back what they learned without reading it from the text.


**Prompts**


- Read. Now cover.
- Say back what you read.
- You can peek!
- Not sure? Uncover the text and reread. When you think you have it, cover it again.
- Make sure you think as you read, to make sure you "get" it.
- Retell it.


**KNOW What You're Reading!**

Here's how:

step 1: READ! 

step 2: COVER! 

step 3: REMEMBER! 


step 4: RETELL! 

*Who is this for?*

LEVELS  
A-Z+

GENRE / TEXT TYPE  
nonfiction

SKILLS  
summarizing/retelling,  
monitoring for  
meaning

 **Hat Tip: Revisit, Reflect, Retell: Time-Tested Strategies for Teaching Reading Comprehension** (Hoyt 2008)

### Worksheet: Cover-Copy-Compare

Math Facts	Student Response
6.	6a.
$\begin{array}{r} 12 \\ -12 \\ \hline 0 \end{array}$	6b.
7.	7a.
$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$	7b.

### Read-Ask-Paraphrase (RAP) Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Title of Reading: \_\_\_\_\_

**Student Directions:** For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Subject Specific Strategies