

Stiger
READ 4043
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Interactive Reading Guide

Description:

An interactive reading guide is a variation of the study guide. This strategy helps the students learn from text that may be too difficult for them to read by themselves. The guide gives the students different clues throughout the reading to direct them to the most important parts of the text.

Primary Focus: Comprehension

Targeted Reading Level: 2nd grade through college level

Procedure:

1. The teacher previews a reading assignment to pin point the most important information in the text. The teacher is also looking for places within the text that might trip up a student.
2. From this reading the teacher then constructs an interactive reading guide. This guides the students through the reading brining their attention to the key points in the book. These guides are usually done in pairs or groups of students.
3. Once these guides are complete the students can use these as notes to study for tests.

Advantages:

The students are able to use each other as resources.
These guides are also helpful to a struggling reader by offering support throughout the reading process

References:

Buehl, Doug. (1997). *Interactive Reading Guide: A Literary Treasure Hunt*.
MACROBUTTON HtmlResAnchor
<http://wilearns.state.wi.us/apps/Default.asp?cid=139>
<http://wilearns.state.wi.us/apps/Default.asp?cid=139>

Example:

Biology Interactive Reading Guide

Water Clarity and Sediments . . . pages 11-12

Look at the drawing of the fish at the top of the page. Two things are mentioned as "stream troublemakers." What are these two things?

A key word in your reading is "clarity." Student A: read paragraph 1 out loud to your group. Rest of group: decide what water "clarity" means and write it below. If you were a fish, what would be the best type of water, according to paragraph 1?

Paragraph 2 talks about the color of a stream. Entire group: silently skim this paragraph and find two things that can change the color of water in a stream.

Paragraph 3 is the main point of your article. Student B: read paragraph 3 out loud to your group. Rest of group: decide what effect algae and sediments have on water.

The next section describes algae. Entire group: silently read Paragraph 4. Look for the following information on algae: What kinds of streams are most likely to have algae? What exactly is algae? What color is water that has a lot of algae?

Student C: read Paragraph 5 out loud to your group. Rest of group: tell what kinds of things could be "sediment" in a stream.

Entire group: silently read Paragraph 6 and look for ways sediment gets into streams. Talk over what these ways are and write them here.

Entire group: silently skim Paragraphs 7, 8, and 9. If you were a fish, which source of sediment sounds the worst to you?

Sediment and algae make water cloudy. Cloudy water causes trouble for fish. The next paragraphs tell 5 reasons why. Student A: silently read Paragraphs 10 and 11. Student B: silently read Paragraphs 12 and 13. Student C: silently read Paragraph 14. Then share the 5 reasons why cloudy water is bad for fish and write them in your own words below.

Doug Buehl & Sara Krauskopf, Madison East High School (1998)___