TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
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TEACHING
The New Jim Crow

LITERARY
STRATEGIES

Shared Reading Methods

Whole group text-dependent clarifying question: Use this method when there is a definition or clarification critical to comprehension (e.g., "What is chattel slavery?")

TEACHER HANDOUT

Teacher Think-aloud: Model your thinking about complicated concepts (e.g., "Although Alexander doesn't explicitly state it, I can infer that she believes ... ." "I made this inference based on where the text states ... .") Think-alouds at the beginning of a text orient students to Alexander's approach. It is best to limit the use of think-alouds to ensure the students are doing the heavy intellectual lifting.

Stop and Jot: This method can be used with any text-dependent question or task (e.g., "Okay, let's stop and jot: According to Alexander, what is the role of government?") Use this method to help students to process new or complex information or to record information they will need to remember. Jots also present an opportunity for you to assess quality and understanding.

Turn and Talk: Use this method for clarifying higher-order questions (e.g., "Why does Alexander place such an emphasis on the role—and failure—of the U.S. Supreme Court in her discussion of mass incarceration?"). It is appropriate when you want students to formulate an original statement, rephrase Alexander's words, clarify events or compare and contrast ideas. Turn and Talk is helpful to ensure everyone participates in large group discussions.

Jot and Talk: This method combines oral and written shared reading strategies (e.g., "Jot down a summary of the opening paragraph, then turn and compare your understanding with your partner.") Articulating thoughts on paper first increases the quality of students' verbal communication. This process is helpful for English language learners or others who might feel uncomfortable sharing ideas with a large group.

Targeted Task: Use this method when marking text or using a graphic organizer (e.g., "Alexander is contrasting two different families here; let's create a quick T-chart to organize this information as we read."). Targeted tasks focus in on a specific learning outcome. Potential targeted tasks include creating T-charts, Venn diagrams, timelines, sketches or summaries related to the text. These are great prewriting tools and may be useful to students during the written assessment phase.