

Say Something

Say Something is a reading strategy that provides collaborative pairs of students with opportunities to construct meaning and monitor their understanding as they read a text selection. It is a simple strategy that helps students to make connections to the text which is especially beneficial if the content is complex or difficult to understand.

How to pair students:

Form pairs of students with the same reading ability level or pair high level readers with low level readers. Use the following steps to pair high-level readers with low-level readers:

- List the students in order from highest reading level to lowest reading level.
- Divide the list in half and label the top half as Reader A and the second half as Reader B.
- Pair the top student Reader A list with the top student in Reader B list.
- Continue until all students have been paired with another student. (Be mindful of pairing students with special needs and adjust the list as needed. Provide additional support for students as needed.)

How to implement the strategy:

1. Select the reading passage the students will read and determine if they should read it silently or orally.
2. Introduce the students to the Say Something strategy by modeling the procedures to ensure students understand how to use the strategy.
3. Explain to the students that after reading they might summarize what was read, connect with an idea or thought, ask a question, make a prediction, etc.
4. Provide the handout chart with options for them and emphasize that what they choose to say is up to them.
5. Pair the students by alternately calling a student from the Reader A list to form a pair with the corresponding student from the Reader B list (make adjustments as needed to meet student needs).
6. Continue calling until all the students have an assigned partner.
7. Have the pairs read the selection of the text.
8. Have the students turn to their partner and “say something” about what they have just read.
9. Have the pairs continue alternating between reading the passage and stopping to “say something” until they have finished reading the text selection.
10. Rotate among the pairs to monitor and support students as needed as they read.

Adapted from:

Beers, Kylene. (2003). When kids can't read, what teachers can do: A guide for teachers, 6-12. Portsmouth, NH. Heinemann.

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Directions:

1. Decide with your partner who will “say something” first after you read.
2. Read the passage.
3. Take turns saying something and listening.

When you “say something”, you might...

- Make a prediction.
- Agree or disagree with the content or point of view and explain why.
- Ask a question to clarify the meaning of a word or idea.
- Clarify something you misunderstood.
- Make a connection to the content by relating a personal situation or real-life example.
- Summarize what you read.
- Identify an important question that was answered by the passage.
- Identify a question you have as a result of having read the passage.
- Identify an effective use of a writing skill the author used.
- Share a reading skill you used during the reading to help you make meaning.
- Compare or contrast this reading to other readings or ideas.
- Make an inference based on what you read about the content.

If you can't do one of these reread the passage.

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