

SAY SOMETHING

Make a Prediction

- I predict that...
- I bet that...
- I think that...
- Since this happened (fill in detail), then I bet the next thing that is going to happen is...
- Reading this part makes me think that this (fill in detail) is about to happen...
- I wonder if...

Ask a Question

- Why did...
- What's this part about...
- How is this (fill in detail) like this (fill in detail)...
- What would happen if...
- Why...
- Who is...
- What does this section (fill in detail) mean...
- Do you think that...
- I don't get this part here...

Clarify Something

- Oh, I get it...
- Now I understand...
- This makes sense now...
- No, I think it means...
- I agree with you. This means...
- At first I thought (fill in detail), but now I think...
- This part is really saying...

Make a Comment

- This is good because...
- This is hard because...
- This is confusing because...
- I like the part where...
- I don't like this part because...
- My favourite part so far is...
- I think that...

Make a Connection

- This reminds me of...
- This part is like...
- This character (fill in detail) is like (fill in name) because...
- This is similar to...
- The differences are...
- I also (name something in the text that has also happened to you)...
- I never (name something in the text that has never happened to you)...
- This character makes me think of...
- This setting reminds me of...

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The purpose of Say Something is to help students comprehend what they are reading as they predict, question, clarify, connect, or comment. Say Something (Harste, Short, and Burke, 1988) is a very simple strategy that interrupts a student's reading of a text, giving her a chance to think about what she is reading. Students get into groups of two or three and take turns reading a portion of a text aloud. As they read, they occasionally pause to "say something" about what was read. The reading partners offer a response to what was said, then a different student continues the reading until the next time they pause to say something.

1. First, model the strategy.
2. Explain the procedure to students.
3. The partner's job is to offer a response to what was said.
4. Dependent readers often need help in making their Say Something comments.
5. Students first need to practice using Say Something on very short text.
6. Modeling a Say something one time is not enough.

Rules for Say Something

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
 - Make a prediction
 - Ask a question
 - Clarify something you had misunderstood
 - Make a comment
 - Make a connection
3. If you can't do one of those five things, then you need to reread.