**PLAN**

This strategy helps students summarize the content of a reading

selection. It incorporates a number of reading and learning strategies into

a single note-taking tool. The PLAN strategy can be used with either

narrative or expository text.

• PREDICT: Students predict selection content based on prior knowledge

and experiences

• LOCATE: Students locate familiar and unfamiliar words and concepts

• ADD: Students add new information to their prior knowledge

• NOTE: Students note how new information can be applied to everyday

tasks

1. Select a reading passage with a well-defined central concept.

2. Have students quickly scan the reading selection and make predictions

about its content based on titles, key words, or visual clues such as

pictures, maps, or charts.

3. Provide students with a PLAN graphic organizer (see attached) and

ask them to create a “map” of their predictions. The top of the map

should contain a prediction of the overall content of the document.

Each “arm” of the map should contain predictions about specific content

items and “evidence” supporting these predictions (key words, phrases,

or visual clues from the reading selection).

4. Have students place an identification mark (an asterisk or a question

mark work well) by any unfamiliar or unknown information listed in

their predictions. At this point, the “map” should clearly distinguish

between known and unknown information.

5. Have students read the selection and evaluate their predictions.

Students should “adjust” their “maps” to better reflect their close reading

of the document. Encourage students to add new information learned

while reading.

6. Finally, challenge the students to describe specific applications for this

newly gathered information in “real world” tasks.

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