

The FRAMING ROUTINE

Professional
Development
Guide

By Ed Ellis

February 1999
University of Kansas Center for Research on Learning
Lawrence, Kansas

OVERHEAD TRANSPARENCIES

Instructional Sequence:

- OH #1: Understanding the Challenge of Diversity
- OH #2: Content Enhancement
- OH #3: Guidebooks in the Content Enhancement Series
- OH #4: Supporting Research
- OH #5: What is the Framing Routine?
- OH #6: When Do You Use the Routine?
- OH #7: Components of the Routine
- OH #8: The Frame
- OH #9: Three-Main Idea Blank Frame
- OH #10: Progressive Era Frame
- OH #11: The Key Topic
- OH #12: "Is About" Statement
- OH #13: Main Ideas
- OH #14: Example Key Topics & Main Ideas
- OH #15: Essential Details
- OH #16: Determine Details for Each Main Idea
- OH #17: Factors to Consider When Selecting Essential Details
- OH #18: So What?
- OH #19: Determine the "So What?" Importance Statement
- OH #20: The Purpose of the Linking Steps
- OH #21: The Linking Steps
- OH #22: Options for Extending Understanding
- OH #23: The Cue-Do-Review Sequence
- OH #24: Get Ready!
- OH #25: Get Set!
- OH #26: Go! The Instructional Sequence
- OH #27: Go!
- OH #28: Go! Vary Your Use of the Routine
- OH #29: Win!
- OH #30: Develop Your "Ensurance" Policy
- OH #31: Potential Pitfalls

Example Frames:

- OH #32: What Motivated Columbus?
- OH #33: French Revolution
- OH #34: Cuban Missile Crisis
- OH #35: Sinking of the Titanic
- OH #36: Pressuring Governments
- OH #37: Evolution of Europe
- OH #38: Civil Disobedience
- OH #39: Endangered Loggerheads
- OH #40: In-class Debate
- OH #41: Strategic Learners
- OH #42: Exploitation
- OH #43: Peaceful Resistance
- OH #44: Polygons

Blank Frames:

- OH #45: Three-Main Idea Frame
- OH #46: One-Main Idea Frame
- OH #47: Eight-Main Idea Frame
- OH #48: Four-Main Idea Frame

Understanding the Challenge of Diversity

- Increased student diversity results in varying skill levels and types of background knowledge.
- Today's classrooms are very diverse!
- Most students have difficulty distinguishing between major concepts, main ideas, and details.
- Most students have difficulty distinguishing between essential-to-know information and trivia.

Content Enhancement

A way of teaching an academically diverse group of students in which:

- both group and individual needs are valued and met;
- enables students with mild disabilities to cognitively access the curriculum;
- the integrity of the content is maintained;
- critical features of the content are selected and transformed in a manner that promotes student learning, and
- instruction is carried out in partnership with students.

Guidebooks in the Content Enhancement Series

Routines to help students organize and frame information and tasks:

- The Course Organizer Routine
- The Unit Organizer Routine
- The Survey Routine
- The Lesson Organizer Routine

■ **THE FRAMING ROUTINE**

Routines to help students understand ideas:

- The Concept Master Routine
- The Concept Anchoring Routine
- The Concept Comparison Routine
- The Clarifying Routine

Routines to help students remember & respond:

- The Recall Enhancement Routine
- The Quality Assignment Routine

Supporting Research

- The Framing Routine was studied in intermediate and secondary classes (grades 4-12) characterized by diversity.
- In each study, teachers learned the routine easily, and student learning gains were observed by teachers and researchers.
- Students gained an average of 10 to 15 percentage points on tests or tasks that required demonstration of mastery.
- Students' writing fluency increased dramatically. Students wrote an average of 96 more words on post-test writing tasks; ideation was significantly more coherent; mechanical errors reduced significantly.
- Results were achieved when teachers:
 - (a) received 2-3 hours of instruction;
 - (b) discussed the routine with colleagues;
 - (c) spent the necessary time to plan and use the routine for more inclusive teaching;
 - (d) taught students how to use the routine, &
 - (e) used the routine regularly over time.

What is the Framing Routine?

- A way to help students understand and learn key information.
- A way to help students focus on the relationships between main ideas and details.

When Do You Use the Routine?

Within the context of regular instruction to help students remember the meaning of or relationships among:

- Vocabulary words
- People
- Events
- Places
- Other important terms and ideas

Components of the Routine

- **The Frame**
- **The Linking Steps**
- **The Cue-Do-Review Sequence**

The Frame

Is a visual device that:

- Is used to promote understanding and recall of a key topic and associated essential details.
- Can be used to take notes about a key topic.
- Focuses attention on the importance behind the key topic.
- Identifies the main ideas related to the key topic, essential details behind each main idea, and a summary of what's important to remember about the key topic.

The FRAME Routine

Key Topic

is about...

Main idea

Main idea

Main idea

Essential details

Essential details

Essential details

So What? (What's important to understand about this?)

The FRAME Routine

Key Topic

Progressive Era

is about...

a period of social change in the U.S.

Main idea

Social Problems

Main idea

Tools for Social Change

Main idea

Social Changes

Essential details

Unsafe food

Monopolies

Unsafe and unfair working conditions

Limited voting rights

Essential details

Muckrakers wrote about problems

Bully pulpits forced new laws

Activists organized protests

Demonstrators created public pressure

Essential details

Meat Inspection Act

Anti-trust Act

Commerce and Labor Departments

Voting rights expanded

So What? (What's important to understand about this?)

To really create social change, many people have to be organized, outspoken, and persistent!

The FRAME Routine

Key Topic

Progressive Era

is about...

a period of social change in the U.S.

Main idea

SOC

Main idea

Social Changes

THE KEY TOPIC
The name of the key topic being studied.

Essential details

U
at Inspection Act

Monopolies

Bully pulpits forced new laws

Anti-trust Act

Unsafe and unfair working conditions

Activists organized protests

Commerce and Labor Departments

Limited voting rights

Demonstrators created public pressure

Voting rights expanded

So What? (What's important to understand about this?)

To really create social change, many people have to be organized, outspoken, and persistent!

The FRAME Routine

Key Topic

Progressive Era

is about...

a period of social change in the U.S.

Main idea

Social Problems

Main idea

Tools for Social Change

Main idea

Social Changes

Essential details

Unsafe food

Monopolies

Essential details

at Inspection Act

Anti-trust Act

“IS ABOUT” STATEMENT

A brief explanation of what the key topic is about.

Unsafe and unfair working conditions

Limited voting rights

Activists organized protests

Demonstrators created public pressure

Commerce and Labor Departments

Voting rights expanded

So What? (What's important to understand about this?)

To really create social change, many people have to be organized, outspoken, and persistent!

The FRAME Routine

Key Topic

Progressive Era

is about...

a period of social change in the U.S.

Main Idea

Social Problems

Main idea

Tools for Social Change

Main idea

Social Changes

Essential details

Unsafe food

Essential details

Muckrakers wrote

Essential details

Meat Inspection Act

MAIN IDEAS

The main ideas behind the key topic. Can be subtopics or brief phrases representing components of the key topic or items that are sequentially related to each other and the key topic. The actual number of main ideas may vary.

So what? (What's important to understand about this?)

To really create social change, many people have to be organized, outspoken, and persistent!

Example Key Topics and Main Ideas

Pearl Harbor

- Key events of the raid
- Impact on the outcome of the war
- Impact on U.S. attitude about war
- Impact on U.S. ability to fight

El Nino

- Impact on ocean currents
- Impact on weather patterns
- Impact on people

Invention of percentages

- How business operated without percentages
- How percentages improved business
- How society accepted percentages

Music of poetry

- Alliteration
- Onomatopoeia
- Consonance and assonance

The FRAME Routine

ESSENTIAL DETAILS

Details that are essential for students to know and remember about each main idea.

Main idea

Social Problem

Essential details

Unsafe food

Monopolies

Unsafe and unfair working conditions

Limited voting rights

Essential details

Muckrakers wrote about problems

Bully pulpits forced new laws

Activists organized protests

Demonstrators created public pressure

Essential details

Meat Inspection Act

Anti-trust Act

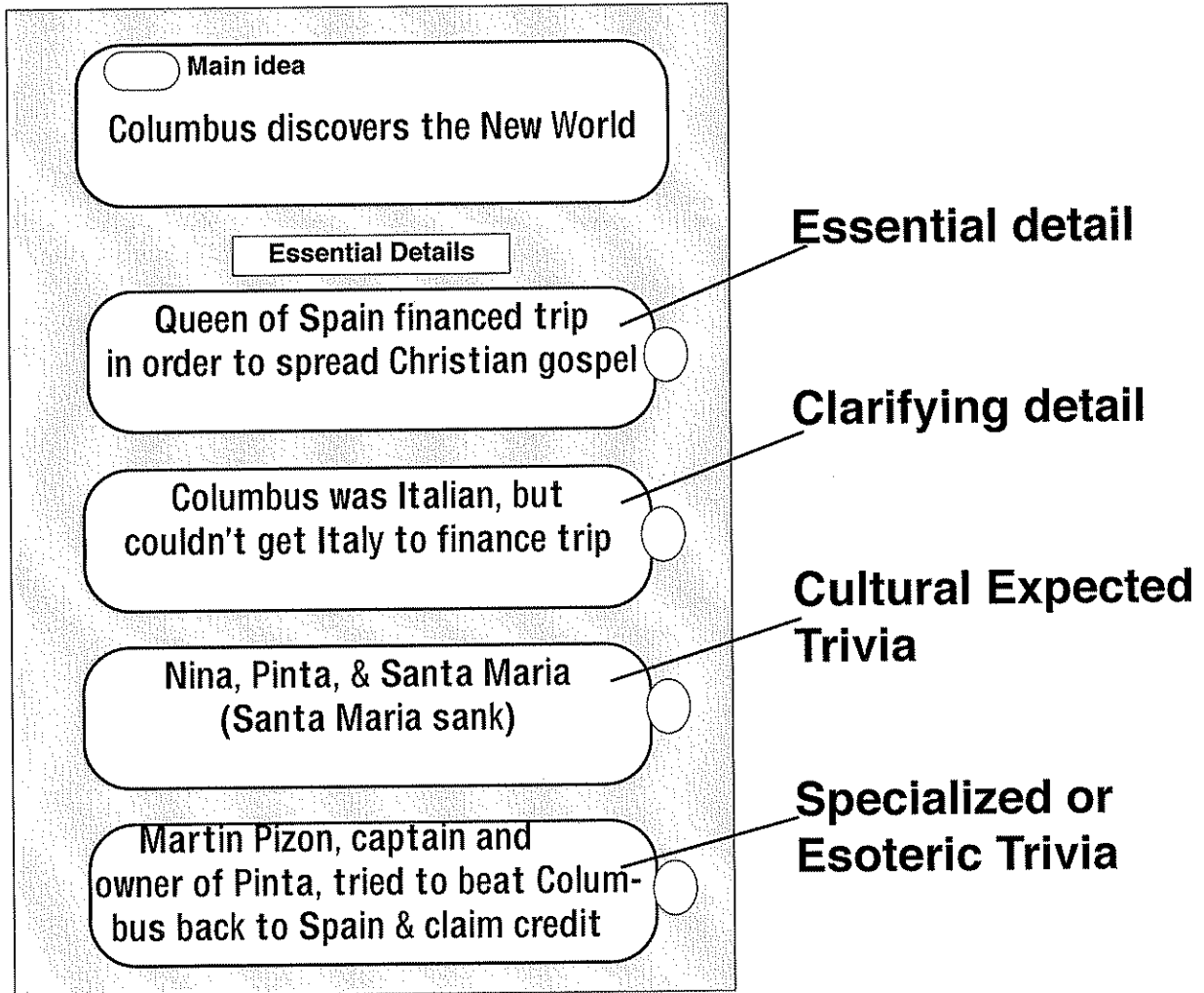
Commerce and Labor Departments

Voting rights expanded

So What? (What's important to understand about this?)

To really create social change, many people have to be organized, outspoken, and persistent!

Determine Details for Each Main Idea



Essential details:

Clarifying details:

Cultural trivia:

Esoteric trivia:

List on Frame and test

Don't list/don't test

List on Frame and test

Don't list/don't test

Factors to Consider When Selecting Essential Details

IMPORTANCE

Which details are so important that all students must understand them if they are to understand the main idea.

FREQUENCY

Which details are referred to frequently in class?

INTEREST

Which details are important enough to know, but may not seem very interesting to students and therefore require special attention?

PREPARATION

Which details are foundations for information that will be covered later in the course and encountered later in life?

COMPLEXITY

Which details are difficult to understand because of their complexity?

The FRAME Routine

Key Topic

Progressive Era

is about...

Main idea

Social Pro

Essential

Unsafe

Monopo

Unsafe and unfair working conditions

Limited voting rights

Activists organized protests

Commerce and Labor Departments

Demonstrators created public pressure

Voting rights expanded

SO WHAT?
OR
WHAT'S IMPORTANT TO UNDERSTAND ABOUT THIS?

- A statement designed to help students understand:
- how the current topic is related to the overall unit.
 - how the topic can be used to solve or understand a real-world problem.

So What? (What's important to understand about this?)

To really create social change, many people have to be organized, outspoken, and persistent!

Determine the “So What?” Importance Statement

May be:

- Basic summary

- Topical applications or implications

- Generative,
or basic “life truth”

The Purpose of the Linking Steps

Guide the teacher to:

- Present the information in the Frame to students in an effective manner.
- Involve students in constructing the Frame.
- Focus student attention on learning.

The Linking Steps

Focus on the topic

Reveal main ideas

Analyze details

Make a “So What?” Statement

Extend understanding

Options for Extending Understanding

- Prioritize main ideas and essential details according to importance.
- Prioritize main ideas according to other criteria (e.g., Which had the greatest impact on their lives? Which were the most controversial? Which were the most misunderstood?).
- Speculate what might have happened under a different set of circumstances.
- Forecast what happened next.
- Connect how main ideas relate to:
 - each other
 - information previously learned
 - past experiences
 - the real world

The CUE-DO-REVIEW Sequence

The overall instructional process that guides use of the Frame and the Linking Steps.

CUE A visual device called the Frame is presented & explained to students as a way to help them understand how critical information is organized.

DO During the initial presentation, the teacher follows a set of procedures called the LINKING STEPS that help the teacher explain how the Frame will enhance learning.

REVIEW The teacher uses the Frame to check and bolster student understanding of the topic.

Get Ready!

- Decide when to use the Framing Routine.
- Collect materials and ideas.
- Construct a draft of the Frame.
- Plan for the presentation.

Get Set!

- Choose material.
- Preview the lesson.
- Introduce the FRAME.
- Explain and show how you will CUE the routine.
- Explain and show how you will DO the routine.
- Explain and show how you will REVIEW and debrief.

Go!

The Instructional Sequence

■ We DO It

■ Ya'll DO It

■ You DO It

Go!

- Use the routine explicitly.
- Build thinking skills.
- Build in continuity by referring to Frames.
- Evaluate your use of the routine.
- Teach students to construct their own Frames.
- Vary your use of the routine.

Go!

Vary Your Use of the Routine

- Brainstorm Activity
- The KEW Routine (Know? Expect? Want?)
- The Anticipation Guide
- Fill-in-the-Blanks
- Perspective Taking
- Linear & Cause-and-Effect Relationships
- Framing Themes
- Framing Speeches
- In-class Debates
- Reading Frames
- Post-instruction Construction
- Frame Reviews
- Guess What?
- Gotcha!
- Fame Frames
- World's Best/World's Worst
- Students-to-Students

Win!

Students Win!

- Check whether students are learning what they're supposed to be learning.
- Check whether students are personally satisfied with what and how they are learning.
- Check whether students' grades reflect how much they have learned.

You Win!

- Select a growth target.
- Choose a way to learn.
- Choose a support system.
- Plan for confidence building.
- Debug.
- Maximize the challenge.
- Take ownership of the routine.

Develop Your “Ensurance” Policy

- Tell others about the routine & what you are doing.
- Set personal use and achievement goals related to the routine.
- Create personal reminders to use the routine.
- Show your Frame graphics to colleagues and ask them for their ideas.
- Invite others to watch you use the routine.
- Enlist help and feedback from students.
- Collaborate with a colleague in learning and using the routine.
- Set aside time to reflect and plan every day.
- Monitor your growth by regularly noting your thoughts, ideas, and reactions.
- Try out the routine right away.
- Build on success.
- Focus on quality not quantity.
- Accept the fact that everyone has to face the challenge of change.
- Pause periodically and take stock of what you are learning.
- Congratulate yourself on your successes!

Potential Pitfalls

- "Frames don't have to be prepared before class."
- "Students don't need to be involved in constructing the Frame."
- "If I don't get it right the first time, I won't ever get it right."
- "Students will automatically see the advantages of organizing information using a Frame."

The FRAME Routine

Key Topic
What motivated Columbus?

is about...

Why did Columbus cross the Atlantic Ocean?

Main idea

Financial Reasons

Essential details

Get rich by selling spices at home !!

Get rewarded for successfully making trip ?

Get rich by claiming discovered land as his ??

Main idea

Religious Reasons

Essential details

Prove God would protect him & not let him die ??

Make his sailors "get religion" when scared ??

Spread Christianity to other parts world ?

Main idea

Egotistical Reasons

Essential details

Be the first to prove the world was round !!

Win favor with royalty !!

Gain respect !

Become part of the royal court ??

So What? (What's important to understand about this?)

We predict that most of Columbus' reasons were egotistical and perhaps financial.

The FRAME Routine

Key Topic

French Revolution

is about...

a war that resulted from a bad social situation

Main idea

Know already ...

Main idea

Expect to learn ...

Main idea

Want to know ...

Essential details

Two classes
(super rich & very poor)

Essential details

Famous battles

Essential details

Effects on other
countries

Many poor imprisoned
in Bastille for no reason

Leaders of both sides

Effects on king and
family

Violent;
used guillotine a lot

Timeline of events

Effects on French
people

"Let them eat cake"

Outcome

Connection to us

So What? (What's important to understand about this?)

Our major interests focus on the effects of this war.

The FRAME Routine

Key Topic

Cuban Missile Crisis

is about...

A political crisis that nearly led to nuclear war with USSR

Main idea

Castro comes to power in Cuba

Main idea

Bay of Pigs Invasion

Main idea

Nuclear face off with USSR

Essential details

Unfair govt overthrown in Cuba by Castro and followers TE
Castro got no support from U.S. F
Castro nationalized US-owned businesses TE
Castro smokes Cuban cigars Tt
Castro got missiles from USSR TE

Essential details

CIA planned an invasion of Cuba TE
JFK sent US Air Force to support invasion F
JFK entertained dinner guests on night of invasion Tt
20,000- Cuban troops beat 1,400 invaders TE
Castro told USSR not to send weapons F

Essential details

Both US & USSR wanted Cuba as a state F
US spy plane that spotted missile sites on Cuba flies higher than any other plane Tt
JFK blockaded Cuba to keep out more USSR ships and weapons TE
USSR agreed to remove missiles TE

So What? (What's important to understand about this?)

Because Cuba is so close to US, JFK should have tried to make it a US state.

The FRAME Routine

Key Topic

Sinking of the Titanic

is about...

an event that taught lessons about...

Main idea

Lack of planning

Main idea

Class system

Main idea

Competition

Essential details

1-steel hull-too thin & _____

Not enough _____

Inattentive about _____

Lack of procedures for _____

Essential details

Rich _____
-upper deck (luxury)

Middle _____
-middle decks

Lower class _____

Essential details

Largest ship = more _____

Fastest speed to break
record crossing; unable to _____

More luxury = less _____

Broadest decks =
fewer _____

So What? (What's important to understand about this?)

A great _____ can cause society to examine
its values and practices so improvements can be made.

The FRAME Routine

Key Topic

Pressuring govts.

is about...

how people can put pressure on governments to make them change

Main idea

Hungary opens border to Austria

Main idea

Public pressure on East German govts.

Main idea

East German govts. opens borders

Essential details

Hungary a "closed" country

Hungary wants trade with West

Hungary ignores Warsaw Pact; opens borders

1000s of E. Germans leave thru Hungary

Essential details

E. Germans demonstrate after seeing freedom in Hungary

W. German govts. supports freedom movement

Fleeing E. Germans seen as political refugees

E. German govts. looks bad in eyes of world

Essential details

E. German govts. no longer in control

E. German govts. could save face or lose face

E. German govts. decides to allow free movement

So What? (What's important to understand about this?)

If there is enough cooperation among people, and they focus their energies, they can influence what governments do.

The FRAME Routine

Key Topic

Evolution of Europe

is about...

how European civilization evolved through the ages

Main idea

The Middle Ages

Essential details

Life was either very good or bad; two classes

Common person uneducated

Art focused on religion-very dull colors

Feudalism type of government

Main idea

The Renaissance

Essential details

Trade increased; new middle class

Increase in education & the arts

Arts focused on humans; very realistic

"City-states" gov't. allowed Renaissance to start

Main idea

The Reformation

Essential details

Merchant (middle) class allowed trade specialization

Increase in education = more people read Bible themselves

Artists used woodcuts to spread Protestant ideas

Pope's weakened power = end of Holy Roman Empire

Main idea

The Age of Discovery

Essential details

Increase in leisure time = more time for exploration

New map making technology & navigating skills

Maps became more real and less fantasy

Monarchs were able to support explorers

So What? (What's important to understand about this?)

Stages in history never just occur for no reason—key things happen that cause big changes in society.

The FRAME Routine

Key Topic

Civil Disobedience

is about...

people disobeying laws in order to change unfair laws

WHEN ...
people disobey a law in a public & nonviolent way

THEN ...
changes in laws are considered and often made

BECAUSE ...
media build public awareness and support

Essential details

Disrupting traffic with a protest march

Burning a draft card

Sit-ins at a university administration office

Essential details

Voting eligibility laws

Open housing laws

Integration laws

Essential details

Want exciting images to attract audience

Focus on violent reactions of police

Create public revulsion to violence

Create an interest in the issue

So What? (What's important to understand about this?)

Sometimes breaking a law is necessary in order to draw attention to unfair laws to get them changed.

The FRAME Routine

Key Topic

Endangered loggerheads

is about...

how beach development is endangering sea turtles

START WITH ...

Turtles bury eggs in sand

+

ADD THIS ...

Beach development & tourists

=

RESULTS ...

Baby turtles die

Essential details

Sea turtles crawl onto beach & bury eggs

Sun incubates eggs; babies dig out of sand

Attracted to movement & glimmer of light on water

Crawl toward light to get to the sea & swim away

Essential details

Houses and hotels on beaches

Tourists on the beaches

Street lights, car lights, flashing signs, carnivals

Beach buggies on the beaches

Essential details

Baby turtles attracted to bright lights

Crawl toward bright lights, away from sea

Babies get lost, disoriented

Eaten by predators and dehydrated

So What? (What's important to understand about this?)

**IF we don't turn off our lights at night,
THEN the loggerhead may become extinct.**

The FRAME Routine

Key Topic

is about...

Our position:

Main idea

What we'll say ...

Essential details

Main idea

They'll probably say ...

Essential details

Main idea

How we'll respond ...

Essential details

So What? (What's important to understand about this?)

If ... Then...

The FRAME Routine

Key Topic

Strategic Learners

is about...

students who use good study plans

Main idea

They think **BEFORE**

Main idea

They think **DURING**

Main idea

They think **AFTER**

Essential details

By organizing books and materials

By setting goals and making plans

By scheduling time wisely

Essential details

By asking and answering questions

By linking new info. to background knowledge

By looking for patterns

Essential details

By thinking how new information can be used

By evaluating results

By anticipating future needs

So What? (What's important to understand about this?)

Strategic learners actively and purposefully use smart strategies before, during, and after learning.

The FRAME Routine

Key Topic

exploitation

is about...

taking advantage of someone or something

Main idea

Facts

Main idea

Real-world examples

Main idea

Personal experiences

Essential details

Strong take advantage of weak

Essential details

Colleges make \$ from games; players not paid

Essential details

Parents make me do chores for no money

Results in anger

Some politicians exploit voters

Big kids in lunch room bully me

Porn & prostitution exploit women

Porn & prostitution exploit women

My big brother made me clean his room

Some factories exploit workers

So What? (What's important to understand about this?)

Our world would be better if there were no exploitation in it.

The FRAME Routine

Key Topic

peaceful resistance

is about...

using non-violent ways to protest and change unfair laws or policies

Main idea

ALWAYS

Main idea

SOMETIMES

Main idea

NEVER

Essential details

Is done to draw attention to the problem

Involves peaceful tactics

Addresses an unfair law, practice, or policy

To be effective, many must participate

Essential details

Reactions to it are violent

Takes several times to work

Actions receive negative consequences

Make more enemies than friends

Essential details

Should be used just to get your way

Involves violence or harsh language

Works if you do it just yourself

So What? (What's important to understand about this?)

Peaceful resistance can work to change unfair laws, but you need support from others, and you need to plan on it working slowly.

The FRAME Routine

Key Topic
Polygons

is about...

labeling shapes according to the number of sides

Main idea

Triangle

3 sides

3 angles

TRI means 3

Main idea

Octagon

8 sides

8 angles

OCT means 8

Main idea

Quadrilateral

4 sides

4 angles

QUAD means 4

Main idea

Decagon

10 sides

10 angles

DEC means 10

Main idea

Pentagon

5 sides

5 angles

PENT means 5

Main idea

Hexagon

6 sides

6 angles

HEX means 6

Main idea

So What? (What's important to understand about this?)

Polygons are closed, flat figures with straight lines for sides.

The FRAME Routine

Key Topic

is about...

Main idea

Main idea

Main idea

Essential details

Essential details

Essential details

So What? (What's important to understand about this?)

The FRAME Routine

Key Topic

is about...

Essential details

So What? (What's important to understand about this?)

The FRAME Routine

Key Topic

is about...

Main idea

Main idea

Main idea

Main idea

Main idea

Main idea

Main idea

Main idea

So What? (What's important to understand about this?)

The FRAME Routine

Key Topic

is about...

Main idea

Main idea

Main idea

Main idea

Essential details

Essential details

Essential details

Essential details

So What? (What's important to understand about this?)

Handout:

Using the Frame graphic organizer to facilitate Reading Comprehension

Edwin S. Ellis, PhD

The Frame graphic can be an excellent device for promoting reading comprehension, and there are a variety of ways it can be used. Specific examples are noted below:

Class-wide Mediated Reading

Many content-area teachers either read a short passage from the text to students (or call on individual students to read short passages out loud) and then ask questions to promote discussion or understanding of the text. An alternative class-wide reading activity is to provide students with blank copies of the Frame organizer, and then, as specific passages are read by the teacher or individual students, promote a discussion regarding what ideas, if any, presented in the passage should be noted on the Frame organizer. Here, the teacher's role is to co-construct the graphic with students as the passages are being read and discussed.

Key Topic
Byron

Lesson by Sharon Fortson
is about...

a character in the book, "The Watsons go to Birmingham"

Essential Details

He picks on kids most of the time.

He could be nice and show his feelings.

He was disliked because he was a bully and mean.

Daddy Cool.

He feared his mom. Disobedient

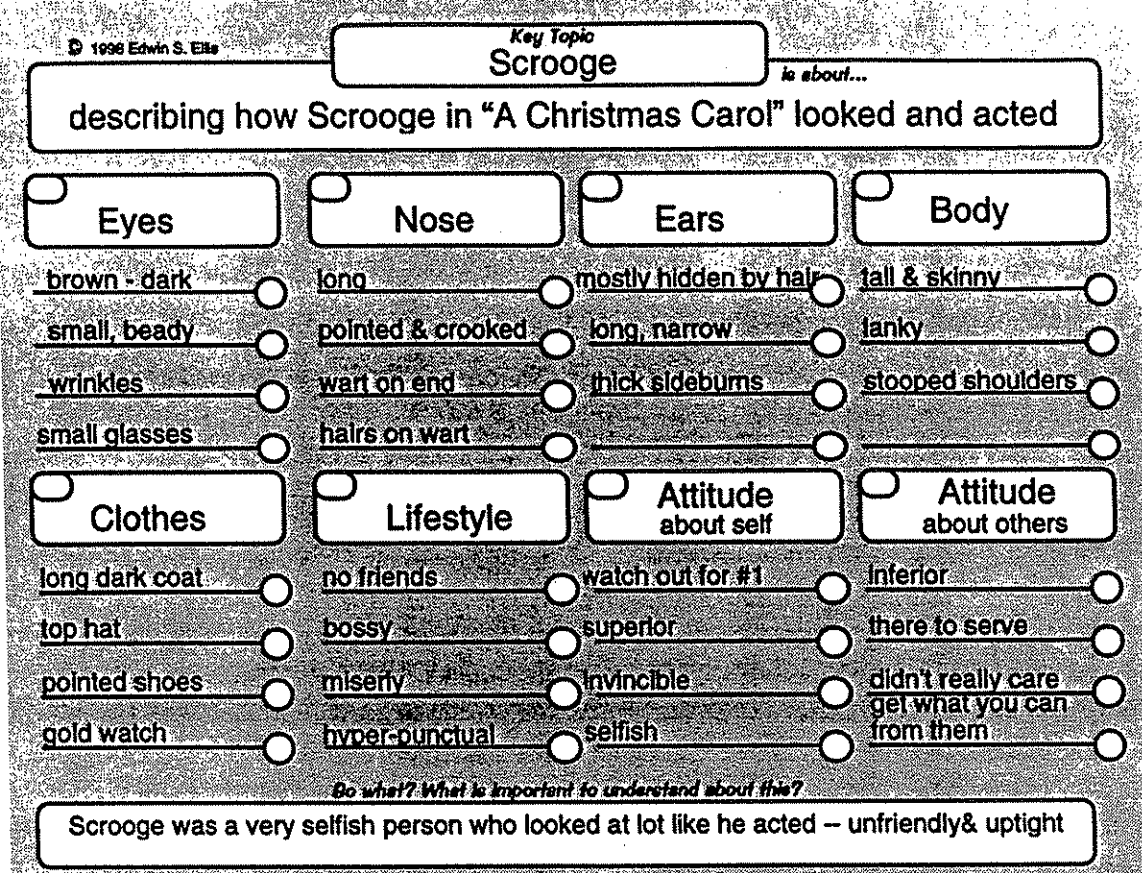
Sometimes being cool does not result in making friends

The example above shows how the one-main idea Frame was used to record essential information during a character analysis as a story was read in a fifth grade class.

In the example below, a more structured use of the one-main idea Frame was used to facilitate a character analysis as a story was read in an eighth grade class.

<i>Key Topic</i>							
Mrs. Whitlaw (Dragon Wings)	<i>is about...</i>						
...a women in the story who everybody hates and then loves							
<i>Essential Details</i>							
Looked like	<table border="0"> <tr> <td style="padding-right: 10px;">Prim and proper</td> <td>Hair in tight bun</td> </tr> <tr> <td style="padding-right: 10px;">Fancy clothes</td> <td>Very tall & thin</td> </tr> <tr> <td style="padding-right: 10px;">Always frowning</td> <td>Long straight nose</td> </tr> </table>	Prim and proper	Hair in tight bun	Fancy clothes	Very tall & thin	Always frowning	Long straight nose
Prim and proper	Hair in tight bun						
Fancy clothes	Very tall & thin						
Always frowning	Long straight nose						
Acted like	<table border="0"> <tr> <td style="padding-right: 10px;">Holier than thou</td> <td>Stingy</td> </tr> <tr> <td style="padding-right: 10px;">Stuck-up</td> <td>Superior intelligence</td> </tr> <tr> <td style="padding-right: 10px;">Superior to everyone</td> <td></td> </tr> </table>	Holier than thou	Stingy	Stuck-up	Superior intelligence	Superior to everyone	
Holier than thou	Stingy						
Stuck-up	Superior intelligence						
Superior to everyone							
Relationships to others	<table border="0"> <tr> <td style="padding-right: 10px;">Nobody liked her, no friends</td> <td>Most were afraid of her</td> </tr> <tr> <td style="padding-right: 10px;">Very bossy</td> <td></td> </tr> </table>	Nobody liked her, no friends	Most were afraid of her	Very bossy			
Nobody liked her, no friends	Most were afraid of her						
Very bossy							
How changed	<table border="0"> <tr> <td style="padding-right: 10px;">Earthquake causes mass destruction, many injuries.</td> </tr> <tr> <td style="padding-right: 10px;">Mrs. Whitlaw rolls up her sleeves and tries to help.</td> </tr> <tr> <td style="padding-right: 10px;">Turns her beautiful home into a hospital.</td> </tr> </table>	Earthquake causes mass destruction, many injuries.	Mrs. Whitlaw rolls up her sleeves and tries to help.	Turns her beautiful home into a hospital.			
Earthquake causes mass destruction, many injuries.							
Mrs. Whitlaw rolls up her sleeves and tries to help.							
Turns her beautiful home into a hospital.							
Importance to Story	<table border="0"> <tr> <td style="padding-right: 10px;">Whitlaw character used to show differences in classes/society at turn of century.</td> </tr> </table>	Whitlaw character used to show differences in classes/society at turn of century.					
Whitlaw character used to show differences in classes/society at turn of century.							
<i>So what? What is important to understand about this?</i>							
<p>You don't get respect by demanding it -- you get it by earning it.</p> <p>Sometimes what you see on the "outside" of the person is not at all like who they really are on the inside.</p>							

The multiple main idea Frame (below) was used to record specific features about a character from literature.



Team-topic reading

Team-topic reading is another way to promote reading comprehension. Here, the class is divided into groups of about four students each. Each group is then assigned one of the main idea topics that appear on a Frame organizer. Since you will likely have more groups than main ideas, different groups may be assigned the same main idea. Each group then reads a passage from text while searching for essential information or details related only to the main idea they were assigned.

One approach is to assign each group the *same* reading passage, but also assign each group a different main idea from the same passage for which they search for essential details. Thus, the whole class is engaged in reading the same passage, but groups within the class are searching for different types of information (naturally, the text passage should contain information about all of the main ideas in these situations).

After the teams have read the passage and listed what they believed to be the essential information related to the main idea they were assigned, each

team then reports to the class what they found. The role of the teacher is to facilitate this reporting, clarify information and ensure that it is accurate as needed, and add any essential information about the main idea that the group may have over-looked. As each group reports their findings, the teacher also models note taking on the Frame organizer using an overhead projector, and the rest of the class takes notes about the main idea the group is discussing. Once the first main idea has been thoroughly discussed, the groups who searched for essential information about each of the subsequent main ideas reports their findings, and the teacher facilitates in like manner.

Reading the news

A number of adult news magazines publish children's versions (i.e., Sports Illustrated For Kids, Time for Kids). To help students learn to identify main ideas and essential information, the multiple-main ideas version of Frame can be used. As individual students read each article, they record interesting facts they learned or important information. The example below illustrates a fifth grade student's responses to Time For Kids published during the week of September 19, 1997.

© 1996 Edwin S. Lesson by Theresa Farmer
is about...

Time for Kids

...what's in the news this week (September 19, 1997)

<p>1 The Death of a Princes</p> <p>Princes of Wales From England People's Princess She helped a lot of charities</p>	<p>4 5 highest temperatures</p> <p>El Aziza, Libya Death Valley, Calif Tirat Tsvi, Israel Concurry, Australia Seville, Spain</p>	<p>3 The Great Classroom Crunch</p> <p>over crowded w/ kids there wasn't enough room you can barely walk in the halls</p>	<p>5 Welcome Back, Pack</p> <p>Alpha - leader wolves are coming back author writing about wolves</p>
<p>2 Spotlight</p> <p>Cynthia Cooper Houston Comets WMBA #14</p>	<p>A Farewell</p> <p>Mother Teresa she helped the poorest of the poor Frail health won Nobel Peace Prize award - M&Ms</p>	<p>Pigs Invade the Arcade</p> <p>Stanley Curtis animal scientist Hamlet & Omelet (pigs) learn how to play video games</p>	<p>6 Party On, Darth</p> <p>Jake Lloyd Plays Darth Vader in first 3 movies In theaters in 1999 8 years old</p>

Do what? What is important to understand about this?

Princes Diana & Mother Teresa's deaths were most important news

Individual-topic reading

This activity is very similar to Team-topic reading. Here, the teacher first provides students with a copy of the Frame graphic with the main ideas already noted on them. Next, the class is divided into groups. The number of students in each group should match the number of main ideas on the Frame graphic. Next, each student in the group selects one of the main idea topics. Each member of the group then reads the same passage searching for essential information about their main idea topic. Next, all students from all groups who were searching for information about the first main idea then convene to share their findings, those that addressed the second main idea convene, and so forth. This allows students to discuss among themselves what they learned about the main idea they were assigned and fill in any gaps they personally may have missed. The students then return to their original teams and share with their team the essential information about the main idea they were exploring. Individual team members then copy onto their own Frames the essential information about each of the main ideas.

Homework reading

In lieu of the traditional homework assignments where students are expected to form written responses to study guide questions, specific reading passage can be assigned, and students are asked to complete a Frame organizer about the main ideas of the passage. For novice readers, the teacher can list for students the main ideas in the passage, so that they are only searching for essential details related to each. More sophisticated readers, however, can be expected to identify for themselves the main ideas as well as essential details for each as when reading the passage. Thus, the homework assignment would be to read a particular passage, and then to develop a Frame graphic that depicts what the passage was about.

Using Frame in conjunction with The Paraphrasing Reading Strategy

For students who are just beginning to develop reading comprehension skills or for those who struggle in this area, use of the Paraphrasing Strategy (cite?) can be combined with use of the Frame organizer. Steps to the Paraphrasing Strategy are:

Read a paragraph.

Ask yourself what was the main idea and two important details?

Put the main idea and details into your own words.

As students are reading and paraphrasing each paragraph, they can also take notes showing main ideas and details on the Frame organizer. The multiple-main ideas Frame organizer (see page XX) may be the most appropriate for use in this context.

Using the Frame graphic organizer to facilitate Reading Comprehension

- * Class-wide Mediated Reading**
- * Team-topic reading**
- * Reading the news**
- * Individual-topic reading**
- * Homework reading**
- * Using Frame in conjunction with
The Paraphrasing Reading Strategy**