

Two-Word Strategy

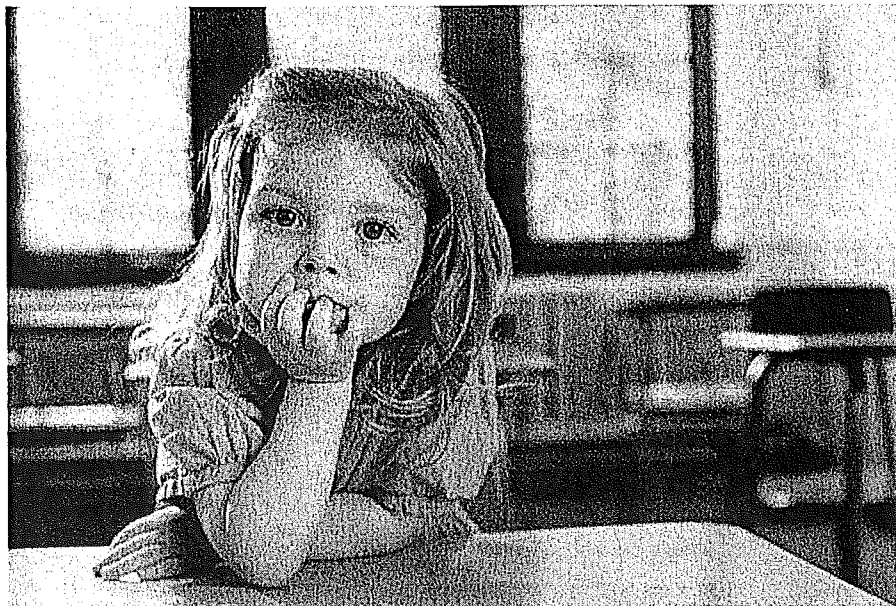
Adapted from *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension* (Hoyt)

Why?

- Encourages active listening and interaction with the text.
- Facilitates students' reflection and evaluative thinking.
- Connects the students' experiences, thoughts and feelings with the author's message.
- Leads to students' self-monitoring in the area of comprehension.

How?

- Select a passage, short story, picture book or newspaper article that evokes students' thoughts, opinions and connections. Read it aloud, asking students to listen very carefully.
- Allow "wait time," for student reflection and then ask students to choose and record *two words* that reflect their thoughts and feelings about the passage.
- Following a *think-pair-share* format, students read their two words and explain the connection or relationship between the story and their own lives.
- Alternative activity: Students read a selection, choose two words, write the explanation for their choices and then share.



"Hmm, just two words."



ONE MINUTE INSERVICE

Take a minute; learn a lot!

THE TWO-WORD STRATEGY

from Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension
by Linda Hoyt, Heinemann, 1999

This strategy is designed to help students reflect on an entire section of text that you've read to them or that they've read independently. **The Two-Word Strategy** includes the following steps.

1. Read a thought-provoking selection (examples: picture book, newspaper article, passage from a resource book, etc.).
2. After reading, ask students to be silent and then to write only two words (not a phrase) that reflect their thinking about the passage. At first it may be helpful to provide a half sheet of paper with a box for each focus word (see below). This helps students understand that the words don't have to be related to each other.
3. After selecting their words, students turn to someone close to them and read their words, tell why they chose them, and explain how they relate to the story and/or their personal lives.
4. At this point, it works well to create a class list of words that were chosen by various individuals. As each word is added to the list and the rationale for each selection is shared, a rich tapestry of understandings about the passage begin to surface.

Two-Word Strategy

Word 1

Word 2

I chose these words because _____
