Before Class

1. Read the Expository Reading Passages to familiarize yourself with the texts and prepare for the lesson.

2. Check equipment to ensure slides can be projected. (If equipment problems exist or your display does not allow for students to write on the projections, print the TWA + PLANS slides as well as a copy of the planning sheet and graphic organizer as posters and laminate for reuse.)

3. Print TWA+ PLANS cue cards on card stock (consider laminating to keep cards from ripping and for future use).

4. Print Work Sheets, Graphic Organizers, and Expository Reading Passages for every student.

Introduce the Strategy

Develop Background Knowledge

1. Tell the students you are going to teach them a strategy or “trick” to help them understand and learn when they read.

2. Explain that good readers practice these and similar “tricks” when they read. State, “Good readers will think about what they already know about a topic, reread a section they don’t understand, look for the main idea, and summarize when they are finished.”

3. Tell students the name of the strategy is TWA + PLANS. Explain that TWA + PLANS is a mnemonic to help them remember steps in the trick they will learn. Today you will focus on TWA and next time you will teach PLANS.

4. Ask students if they know what a mnemonic is and discuss mnemonics. Note the legitimacy of students’ answers but correct misinformation. If necessary, explain that a mnemonic is a strategy to improve memory and is used in many different ways including pictures and acronyms.

5. Explain that TWA was a name of an airline (now American Airlines) and that this strategy is designed like a pilot’s checklist. It will help them remember to complete a checklist before, during, and after reading just like pilots check the plane before, during and after a flight.

6. Display the TWA slide. Tell students this strategy has three steps to complete in each stage of reading.
Discuss it

Introduce Thinking Before Reading

7. Tell students the T stands for Thinking Before Reading. The first step in this stage is to think about the author’s purpose. Discuss why authors write. Make sure to address that authors write to persuade, entertain, and inform. State, “If you know why the author wrote what you are reading, it will help you understand more about what you will read.”

8. Tell students the second step in the Thinking Before Reading stage is to think about what you know. Using the pilot analogy, explain that once pilots know where they are going they start to think about what they know about the route they will take or the airport where they will be landing. Help students make the connection to reading and using what they know about a topic to understand the passage.

9. The third step in the Thinking Before Reading stage is to think about what you want to learn. Keeping with the pilot analogy, explain that pilots will want to know about the weather on their route and if there are other planes or where the power lines are. Help students think about what they want to learn and how this will help focus their reading to look for these things.

Introduce While Reading

10. Explain that just like the first stage, While Reading also has three steps. The first step is to think about reading speed. Connect back to the pilot analogy; pilots must constantly be thinking about how fast or slow they are flying. Explain good readers monitor their pace as well because reading too fast or too slow will make it difficult to understand and remember what was read.

11. Tell students the second step in the While Reading is to think about linking knowledge. Explain that just like in step 2 of Thinking Before Reading, this step is about what they already know. Tell students, “Good readers constantly think about what they already know. In this step, you will think about what you know while you are reading. For example, if I was reading a story about someone who travels, I would be thinking about everything I know about traveling: airports, vacations, business trips, and hotels.”

12. Tell students the third step in the While Reading is to think about rereading parts. Continue to use the pilot analogy. Explain that if pilots did not understand what the instruments said, they would re-read the instruments. Make the connection to good readers, re-reading to check their understanding of what the author said.

Introduce After Reading

13. Explain that the After Reading stage also has three steps. The first step in After Reading is to think about the main idea. Using the pilot analogy, tell students the first thing pilots do when they land is write what they did in their pilots’ log. They write the type of plane they flew, where they started, and where they landed. Tell students “This is the main idea
of their flight. As soon as good readers finish a paragraph they make a simple note about the main idea before going on to the next paragraph.

14. Tell students the second step in the *After Reading* is to think about summarizing information. Explain this is where they will add more details to the Main Idea. Tell students, “Just pilots may add details about their trip to the log like the weather conditions or a passenger that got sick, good readers add details to the main idea to make an interesting summary of the passage.”

15. Tell students the third step in the *After Reading* is to think about what you learned. State, “At the end of a day, pilots get together and share their experiences. Using only the facts, they retell the events of their flight from start to finish. This lets them share with each other what they learned about the route, the plane, or any other experience they had. Good readers also share what they have learned. By retelling what happened in the passage you reinforce what you just learned. It is one more way to understand and remember what you read.”

*Model it*

16. Hand out *The Teddy Bear* passage. Tell students you are going to show them how to use the TWA strategy. Instruct them to follow along while you read and listen to how the “think aloud” while you are reading.

17. Display the TWA work sheet slide; use this to write down your ideas while you read.

18. State, “The title is *The Teddy Bear*. I wonder why the author wrote this passage. I think he wants to tell us something about teddy bears. I think he wrote this to *inform*.” Write *inform* on the space next to Author’s Purpose.

19. State, “What do I already know about teddy bears? I know they are a toy, and I know they got their name from someone famous.” Write *to* and *famous name* in the spaces next to What You Know. Explain to students that they can write in short hand or their own code for their notes. Tell students they need to write enough words to remember their ideas.

20. State, “Now I need to think about what I want to learn. I want to know who the famous person is that named the teddy bear. And I want to know if teddy bears are popular in other parts of the world.” Write *who* and “*popular* in the spaces next to What You Want to Learn.

21. Begin reading:

   **The Teddy Bear**

   *Have you ever wondered where the cute little teddy bears came from? They were named for President Theodore Roosevelt in 1902. President Roosevelt was on a hunting trip in Mississippi when members of the hunting party caught a black bear and tied him to a*
President Roosevelt was called to the area to shoot the bear. He refused to shoot the bear and said it was not good sportsmanship and showed poor manners. The bear was let loose.

Pause and state, “Did I read that at a good pace? Yes, I think I did.” Put a check mark next to Reading Speed.

22. State aloud, “Now I need to think about linking my knowledge. President Roosevelt’s first name is Theodore; Teddy is a nickname for Theodore. I also know that he loved animals and nature.” Write Teddy Roosevelt and animals next to Link Knowledge.

23. State aloud, “Rereading parts, I want to make sure I understand. Do I need to reread any parts of this paragraph?” Reread a section if you think it is necessary and then put a check mark next to Rereading Parts.

24. Complete the passage following these same steps for each paragraph.

25. State aloud, “Now that I am finished, I need to think about the main idea. The main idea is that the teddy bear got its name from President Theodore Roosevelt.” Write named for Roosevelt on the line next to Main Idea.

26. State aloud, “Summarizing information means I add details. President Roosevelt refused to shoot a bear. The Washington Post printed a cartoon that everybody liked. A store in New York got permission from President Roosevelt to use his name. Now they are popular all over the world.” Write down “no shoot”, Washington Post cartoon, New York store, and popular whole world next to Summarizing Information.

27. Review what you just did. Discuss the steps with the students. Clear up any misunderstandings. Ask them for feedback on how they think TWA will be a helpful “trick”.

Memorize it

28. Pass out a set of TWA cue cards to each student. Explain that now they need to memorize the “trick.”

29. Have students rehearse the steps of the TWA strategy by themselves and with their neighbor.

30. Walk around and listen to the students practice and recite the steps of the strategy. When you think they are ready have them put down their cue cards and recite the steps of the strategy from memory.
Support it

31. Hand out the reading passage, *Yellowstone*. Explain to students that they now will have an opportunity to read a passage together using the TWA strategy.

32. Read the title *Yellowstone*. Ask students for the first stage of TWA. Then ask someone to share the first step in *Thinking Before Reading*. When these questions have been answered successfully, ask someone to share what they think the author’s purpose is for this passage. As students share have them come to the board and write down their ideas.

33. Ask students for the second step. Then ask someone to share *What You Know*; have them come to the board and write down their ideas.

34. Ask students for the third step. Then ask someone to share *What You Want to Learn*; have them come to the board and write down their ideas.

35. Call on volunteers to begin reading. Pause after each paragraph to question the students about the steps of the *While Reading* stage and have them write their responses to the prompts on the board.

36. Continue this until the passage is completed.

37. Ask students questions about the *After Reading* stage and have them respond to the prompts and write their answers on the board.

38. Discuss the process. Ensure students understand the various stages and the steps to follow.

Establish Independent Practice

39. Hand out the reading passage *Gum* and student copies of the TWA worksheet.

40. Explain that students will now read a passage on their own and follow the steps of TWA.

41. Ask for any questions and answer so that you are sure that every student is ready to proceed independently.

42. Instruct them to begin. Walk around the room looking at student work and offer feedback to support students.

43. Call the group back together when everyone is finished and review the steps and the student responses.
Closure

44. Hand out index cards with TWA written vertically with three spaces next to each letter (see insert) and lined paper.

![TWA Index Card]

45. Have students fill out the index card as an exit ticket. Students should write the meaning of TWA by listing what acronym stands for. On the lined paper, the students should write the three steps that are required for the T, three steps that are required for the W, and three steps that are required for the A.

46. Collect the exit tickets and review them for the next class.

47. Explain that the next class the students will learn the second part of the “trick”. PLANS will help them write an essay using their responses to TWA.