What Surprised Me

**Today we will** **learn to adopt a questioning stance to increase our close reading ability**. **We will know we have it when** we can state what we questioned either in writing or verbally **so that we can** use this strategy with any piece of nonfiction text.

Directions: As you read, look for things that surprise you. When you find something, ask yourself these questions:

1. Why did this surprise me?
2. What does this suggest?
* Use this, , to mark what surprises you. When working with online text, try using different colored hightlighters—let’s try blue for what surprised you.
	+ Be ready to talk about why it surprised you. If you’re wondering what kinds of things might surprise you, consider the following:
		- New Information (*I didn’t know that!)*
		- Suspicious information (*Really? Is that true?)*
		- Clarifying information (*Oh! Now I get it!)*
		- A different perspective (*I hadn’t thought of it that way.* OR *How could anyone think that way?*  OR *This surprises me. Is there another way to see this?*)

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| SOMETHING I FOUND INTERESTING OR SURPRISING | Sect. # | WHY DOES THIS SURPRISE ME? | WHAT DOES THIS SUGGEST? |
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Adopt a Questioning Stance Text Marking

* What surprised me? Blue Highlighter in Achieve 3000
	+  Be ready to talk about why it surprised you. If you’re wondering what this means, consider the following:
		- New Information (*I didn’t know that!)*
		- Suspicious information (*Really? Is that true?)*
		- Clarifying information (*Oh! Now I get it!)*
		- A different perspective (*I hadn’t thought of it that way* OR *How could anyone think that way?*  OR *This surprises me. Is there another way to see this?*)
* What did the author think I already knew? Yellow Highlighter in Achieve 3000
	+  After noting the spot where it occurs, be ready to try to name what you believe the author assumed you knew. If you’re wondering what this means, consider these ideas:
		- “The author thought I’d know what this word means.” (Vocabulary)
		- “The author thought I could picture this.” (Visualizing)
		- “The author thought I’d know something about this.” (Prior Knowledge)
		- “The author thought I’d get how this happens.” (Sequencing or casual relationships)
* What changed, challenged, or confirmed what I already knew? Green Highlighter in Achieve3000
	+  Note the text that made you change, challenge, or confirm what you already knew and be ready to discuss what you were thinking. If you’re wondering what this means, consider parts of the text that make you think these things:
* “At first I thought . . . but . . .”
* “I had to rethink . . .”
* “My understanding changed when . . .”
* “I was right/wrong about . . .”