

Clarifying Bookmark

What is it?

A Clarifying Bookmark is a tool that develops students' capacity to **monitor and remedy their own comprehension difficulties**.

The bookmark provides prompts and language routines students can use to check and repair comprehension. Students develop metacognitive awareness by applying specific strategies to solve their reading difficulties. Ultimately the goal is for students to practice enough that they internalize the strategic moves that “good” readers use to interact with and make meaning of a text.

How to use it



Because several different strategies are presented, **the tool must be presented and practiced gradually, introducing one set of strategies over time**, with multiple opportunities to practice before another set is introduced. Your modeling of the use of clarifying strategies is key to students' apprenticeship into close reading of a text.

The pages that follow present two different versions of the Clarifying Bookmark, one for partner use and one for independent use.

One way to ease students into the process is to begin with the bookmark designed for partner reading. This more targeted option focuses students on summarizing, with clarifying a second step if called for. Partners start from formulaic expressions to build their understandings or to articulate particular areas of confusion. The Clarifying Bookmark for Partner Reading task has the additional feature of structuring student interactions: “What *you* can say” after reading a chunk of text aloud and “What *your partner* can say” in response.

This strategy is described in Walqui, A. & van Lier, W. (2010). *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*. WestEd.

Clarifying Bookmark for Partner Reading






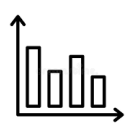
	What you can say	What your partner can say
Summarize 	<i>"I understand this part, and can summarize it in this way..."</i>	<i>"I agree and would like to add..."</i>
	<i>"What I understand about this reading so far is..."</i>	<i>"I disagree because..."</i>
	<i>"The main point of this section is..."</i>	<i>"I think what you are confused about means..."</i>
If you are stuck, try this:		<i>"I am confused about that part also because..."</i>
Clarify 	<i>"I understand that this part means..., but I am confused about..."</i>	<i>"I don't understand. Could you explain more?"</i>
	<i>I'm not sure what this is about, but I think it may mean... What do you think?</i>	
	<i>After rereading this part, I think it may mean...</i>	

How can I use the clarifying bookmark for partner reading?

- ☐ Teacher assigns partners, taking into consideration students' primary language and ELD level.
- ☐ Partner A reads aloud a sentence/paragraph/chunk of text.
- ☐ Partner B reads along silently, helping Partner A as needed with new words.
- ☐ Partner B reads aloud a sentence/paragraph/chunk of text.
- ☐ Partner A reads along silently, helping Partner B as needed with new words.
- ☐ At the end of each chunk, partners work together to orally summarize what they just read, using the sentence starters at the top of the bookmark as needed.
- ☐ If students are having difficulty summarizing what they read, they move onto clarifying, using the prompts in the bottom section to explain what they are confused about and try to repair the confusion, together with their partner.

Notes to teachers: To use the Clarifying Bookmark effectively, you must select especially complex and rich paragraphs from a text the class is reading. The choice of paragraphs must be deliberate, and modeling is important until the students understand the process very well. This activity should not continue too long, thus the sections to be read need to be carefully chosen because of their richness for exploration.

Clarifying Bookmark for Independent Reading

	What I can do	What I can say
	I am going to identify confusion as I go.	<i>Did my attention wander?</i>
		<i>Is vocabulary stopping me?</i>
		<i>Am I confused about a particular phrase or sentence?</i>
	I am going to reread and look for context clues.	<i>First, I should reread the sentence where I got confused.</i>
		<i>Second, if I'm still confused, I should reread the prior sentence.</i>
		<i>Third, if I'm still confused, I should reread the sentence after the one where I got confused.</i>
	I am going to summarize my understanding so far.	<i>What I understand about this reading so far is...</i>
		<i>I understand this part and can summarize it in this way...</i>
		<i>The main points of this section are...</i>
	I am going to use my prior knowledge to help me understand.	<i>I know something about this from...</i>
		<i>I have read or heard about this when...</i>
		<i>I don't understand the section, but I do recognize...</i>
	I am going to ask questions about ideas and phrases I don't understand.	<i>Two questions I have about this section are...</i>
		<i>I understand this part, but I have a question about...</i>
		<i>I have a question about...</i>
	I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	<i>If we look at this graphic, it shows...</i>
		<i>The table gives me more information about...</i>
		<i>When I scanned the earlier part of the chapter, I found...</i>