



TOOLBOX OF IDEAS

PIC Response Strategy

This strategy is a pre-reading strategy that helps students activate background knowledge by previewing the text. This helps students focus on the most important information and allows them to make predictions and generate questions before they read. The goal is for students to understand what they are reading for and remember it after the reading. Model this behavior though a “think aloud” as you go through the text.

- **P** stands for **Purpose**: What is my purpose for reading? What am I going to do with the information when I finish reading? Will I write a paper, take a test, do a graphic organizer, do a project? How does this reading fit in with the material before and after it?
- **I** stands for **Important Ideas**: How can I determine what important ideas are in the reading? What do the title, pictures, headings, bold or italicized print, charts, graphs, maps, and sidebar sections tell me? Is there anything in the table of contents, index, or glossary that can help me get the big idea? Are there questions to guide me in the reading? What are the key words I need to know?
- **C** stands for **Connections**: What do I already know about this subject? How does it fit with what I have already learned? What questions do I want answered? What does this remind me of? What questions do I expect to have answered by reading the text?

After students read, have them go back and see if their predictions were accurate, if their questions were answered, and if they understood the important ideas based on their preview of the text features.

P	I	C
<i>Put your <u>purpose</u> for reading here</i>	<i>Write 3 or 4 <u>important ideas</u>, words, or concepts here</i>	<i>Write how what you already knew about the subject <u>connected</u> with what you learned</i>

Source: 2004. Faber, S. *How to Teach Reading When You're Not a Reading Teacher*. Incentive Publications Inc.: Nashville, TN.

MODIFICATION:

- Use as an Exit Slip - instead of a before reading strategy, have students reflect on either their reading or their learning at the end of class P = What was the purpose for my reading? What was the purpose of the lesson? I = What important ideas did I get from the reading or lesson? C = How does what I have learned connect with my what I already knew, my other content areas, and/or my life experiences?