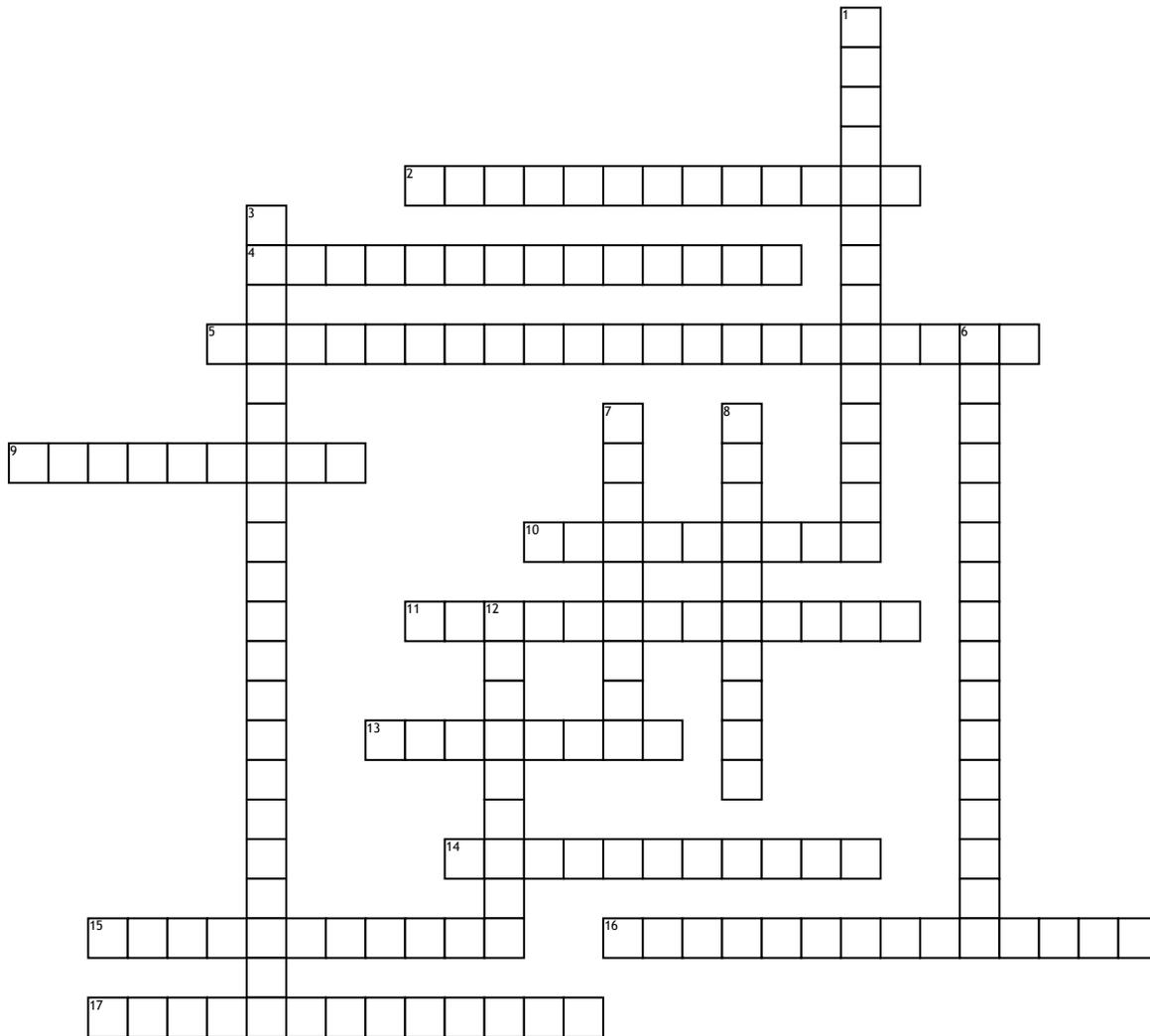


Reading Response #3



Across

2. when one views ability or intelligence as something that grows with learning and depends on the situation
4. small collaborative groups where kids can investigate questions they are curious about and search to find information
5. text that includes details that come together to support a big idea is ideal for launching the _____ strategy
9. gives kids the widest range of possibilities for finding and reading interesting text (ex: articles in magazines, newspapers, websites)
10. a book in which you can read every word and understand all the ideas
11. the detailed process of making our thinking public
13. nothing compels readers more than their personal _____ in a piece of text

14. when one views ability or intelligence as if it were a general character trait, something people have more or less of, usually from birth

15. active verbs, specific nouns, and descriptive adjectives prompt mental images (also known as _____)

16. the strategy name for when a teacher models something, students (in pairs) talk about it as well as work through the text, then come back and respond together

17. this is when two (or more) kids are paired together around a common interest, question, or topic of study

Down

1. a book where you can read most of the words, but not all, and you can understand most of the ideas, but not all
3. the belief in fixed personal characteristics and choice of performance goals

6. a book where there are many words you can't read and many ideas you can't understand

7. texts and topics for which readers lack background knowledge often spur them to ask _____

8. this can be done through drawing/writing on texts or images. it is one of the most powerful thinking tools for learning, understanding, and remembering

12. by merging kids thinking with clues in the texts, students can make an _____ or draw a conclusion