

I-Charts

This strategy has been used in the following ABLE lesson(s):

Living Longer - Reading Strategy

http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=153

Rent to Own - Reading Strategy

http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=170

Purpose:

Allows students to organize their writing and focus their research.

Materials:

Several sources for student research about a given topic

Procedure:

1. Choose a topic that is slightly familiar to the students.
2. Have students generate questions that could be researched pertaining to the topic. Have students choose the most interesting out of these questions and place them in the top row of the I-Chart.
3. Have students brainstorm what they already know about the questions. Place this information in the second row of the I-Chart.
4. Provide students with different sources about the topic and allow the students to look through these sources for information pertaining to each question. Place this information in the corresponding source row and question column.
5. Finally, have the students create a summary row in which they synthesize all the information they have learned about each question from different sources and their own pre-existing knowledge. Place this information in the bottom row of the I-Chart.
6. Students should now be ready to write about the various questions researched in the I-Chart.

Topic	Question	Question	Question	Question
Prior knowledge				
Source #1				
Source #2				
Source #3				
Source #4				
Summary				

Hoffman, J. (1992). Critical reading/ thinking across the curriculum: Using Icharts to support learning. Language Arts, 69, 121-127.