

	<p style="text-align: center;"><i>Reading Tool</i></p>	<p>Strategies of Independent Strategic Readers Supported by this Reading Tool:</p>
<p style="text-align: center;">FROM ANOTHER PERSPECTIVE</p>		<ol style="list-style-type: none"> 1. Have strategies to use when encountering new words 2. Connect new knowledge to make meaning 3. Think ahead to what might be coming. 4. Continually evaluate own understanding. 5. Create images of what is being read. 6. Periodically summarize what is read. 7. Use textual cues, visuals, and organization. 8. Have a plan for how to approach the task.

How to Use:

- Either assign students or have them select a person or group from whose perspective they will read the assignment
- Discuss “perspective” and how it might affect how the reader would interpret the text and what details he or she might choose as important.
- While students are reading or after completing the assignment, have them determine facts that would be important from the perspective of the person or group.
- Focus a follow-up class discussion on how the students changed their reading strategies or styles based on the perspective they used

Tips/Variations

- If the text could be read from more than one perspective, assign different groups to read from different perspectives, then have the groups compare the information they included in their notes.
- If you assign different perspectives to different students, cut the sheet apart to separate it into the four questions and then post all responses to the same question together (e.g., all “Interesting” response). Then have students look for similarities and differences between the various perspectives, or try to determine which notes reflect the perspective of each person or group.

FROM ANOTHER PERSPECTIVE

Read as if you were

What did you find **INTERESTING**?

As you read the selection and answer the questions, make sure your answers reflect the perspective of the person or group you are representing.

What did you find **SIGNIFICANT**?

Significant facts or opinions are those that would be important to the person or group.

What did you **AGREE WITH**?

Be ready to explain why you think the person or group would agree or disagree with what you write.

What did you **DISAGREE WITH**?

FROM ANOTHER PERSPECTIVE

Read _____ “Life in the Greenhouse” (by Michael D Lemonick, Time) _____ as if you were an Environmentalist _____.

What did you find **INTERESTING**?

- Slow warming has had an impact on 420 physical processes and animal and plant species on all continents.
- Prediction for average temperature increase more than 50% over predictions of half a decade ago.
- Beyond 3°F of warming could cause US crop yields to decline rapidly.
- Global warming could put the planet into another Ice Age (tipping point).
- CO₂ entering the atmosphere remains there for a century

What did you find **SIGNIFICANT**?

- UN-Sponsored Intergovernmental Panel on Climate Change says that the trend toward a warmer world has begun – by 2100 average temperatures will increase between 2.5°F and 10.4°F
- It took only a 9°F shift to end the last Ice Age
- Results of global warming = more frequent and intense storms, droughts worsen, coastal areas eroded, rainfall scarcer, and ecosystems out of balance
- The increase in temperatures is happening faster than anything the earth has seen in the past 100 million years

What did you **AGREE WITH**?

- Humans are at least partially responsible for global warming
- Changes could be disastrous for wildlife
- We can slow global warming by taking action
- The effort to stop global warming is worth it even if the effects aren't evident for a century.

What did you **DISAGREE WITH**?

- Since the case for human-induced global warming is uncertain the government has decided to study the problem rather than act
- There's not much chance of halting global warming

FROM ANOTHER PERSPECTIVE

Read _____ as if you were

_____.

What did you find **INTERESTING**?

What did you find **SIGNIFICANT**?

What did you **AGREE WITH**?

What did you **DISAGREE WITH**?