

Caption First

reading-01 | 3 min | Solo → pairs

Teaching purpose

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

The activity

Give pairs a diagram caption. Read the question first, then mark only the detail that helps answer it.

Teaching sequence

1. Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
2. Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
3. Ask learners to explain what the visual shows and what cannot be concluded from it alone.

Subject example: Biology

Show a labelled heart diagram and its caption. Ask which feature helps explain the role of a ventricle. Learners connect a label or caption detail to their answer and identify what the diagram alone cannot establish.

Teacher prompt

Which exact detail in the source supports that answer?

Title and Prediction

reading-02 | 5 min | Pairs

Teaching purpose

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

The activity

Ask learners to predict one thing they will find in a new chapter heading; read once for the main idea and again to check the prediction.

Teaching sequence

1. Show the title, heading or image before the full text. Ask learners to record a prediction and the clue behind it.
2. Read to check the prediction. Mark one detail that confirms it and one detail that changes or complicates it.
3. Use the evidence to revise the prediction in a complete sentence; distinguish a useful inference from a guess.

Subject example: Mathematics

Show the chapter heading Comparing Data before the introduction. Learners predict one comparison they may meet, then read the introduction and revise their prediction using a specific detail.

Teacher prompt

Which exact detail in the source supports that answer?

Three-Pass Text

7 min · Pairs

Prepare

one short subject paragraph

Teaching sequence

1. First pass: read the title and whole short text to identify its central idea.
2. Second pass: return to the text to locate the evidence needed for one focused question.
3. Third pass: resolve a reference or relationship that affects the answer, then explain how the evidence supports it.

Worked example

Read a short text about evaporation. First identify the process explained; next locate where it occurs; finally resolve what “this change” refers to and explain the relationship.

Teacher prompt

What did each reading pass help you establish?

Scaffold the language. Preserve the thinking.

Read the Axes

9 min · Solo → pairs

Prepare

a graph with two labelled axes

Teaching sequence

1. Read both axis labels, units and scales before describing the graph.
2. Locate one data point using the actual scale; check whether equal spaces represent equal intervals.
3. Describe a trend over a stated interval and separate the visible pattern from a possible explanation.

Worked example

A temperature–time graph rises from 20 °C to 28 °C over four minutes. Use the axes to state an 8 °C rise; the graph alone does not identify the heat source.

Teacher prompt

Which axis and scale support that numerical statement?

Scaffold the language. Preserve the thinking.

Trace the Pronoun

11 min · Pairs

Prepare

a paragraph with it, they or this

Teaching sequence

1. Find it, they, this or another reference word in the passage.
2. Identify possible antecedents and substitute each candidate into the sentence.
3. Choose the reference that preserves the surrounding meaning and explain your choice.

Worked example

“The plants received different amounts of light. This affected their growth.” Here “this” refers to the difference in light, not simply to the word plants.

Teacher prompt

What does this refer to, and how does the next sentence help you decide?

Scaffold the language. Preserve the thinking.

READING | 06 OF 100

3 MIN | PAIRS

Find the Claim



Find the Claim is a reading routine built around a short argument or explanation. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a short argument or explanation | 3 min | Pairs

HOW TO RUN IT

- 1 Give learners a focused question and a short source. Model how to separate the writer's claim from the evidence offered.
- 2 Underline the claim, box the supporting detail and note who produced the source or what it leaves out.
- 3 Learners answer in a claim-plus-evidence sentence and explain how reliable or relevant the evidence is.

TRY IT IN THIS SUBJECT

Chemistry Provide a particle diagram and its caption. Learners match each sentence to a visible feature and identify one idea the diagram cannot show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 07 OF 100

5 MIN | SOLO -> PAIRS

Evidence Hunt



Evidence Hunt is a reading routine built around a paragraph that answers one question. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a paragraph that answers one question | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose a short text or set of sources and prepare a question that requires learners to locate a detail. Set a clear time limit.
- 2 Pairs locate the evidence, mark its exact position and write how it answers the question. Award completion for accurate evidence and explanation, not speed alone.
- 3 Check answers together. Ask one pair to show where the evidence appears and why a tempting detail does not answer the question.

TRY IT IN THIS SUBJECT

Biology Give four short sections on how the heart works to expert groups. Each learner teaches one section; the home group builds a labelled sequence from the reading.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 08 OF 100

7 MIN | PAIRS

Text and Image Match



Text and Image Match is a reading routine built around a textbook image with its explanation. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a textbook image with its explanation | 7 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

Mathematics Post four graphs around the room. At each stop, learners record one value and one sentence explaining how it answers the same comparison question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 09 OF 100

9 MIN | PAIRS

Glossary Race



Glossary Race is a reading routine built around six terms from the current unit. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need six terms from the current unit | 9 min | Pairs

HOW TO RUN IT

- 1 Choose a short text or set of sources and prepare a question that requires learners to locate a detail. Set a clear time limit.
- 2 Pairs locate the evidence, mark its exact position and write how it answers the question. Award completion for accurate evidence and explanation, not speed alone.
- 3 Check answers together. Ask one pair to show where the evidence appears and why a tempting detail does not answer the question.

TRY IT IN THIS SUBJECT

History Give pairs two short accounts of an event. They underline each writer's claim, mark supporting evidence and explain one difference in viewpoint.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 10 OF 100

11 MIN | SOLO -> PAIRS

Chunk and Retell



Chunk and Retell is a reading routine built around one dense paragraph. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need one dense paragraph | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Divide the text into short, meaningful sections. Give learners a small focus question for each section.
- 2 Read one section at a time. Pause to note its main point in a few words, then connect that note to the previous section.
- 3 Close the text and ask learners to give an oral or written summary using the notes, then check it against the source.

TRY IT IN THIS SUBJECT

Geography Use a climate graph with its title, axes and key. Learners find the wettest month, cite the scale and explain one pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 11 OF 100

3 MIN | PAIRS

Read the Key



Read the Key is a reading routine built around a map or chart legend. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a map or chart legend | 3 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

English Give learners a passage and a question about a character. They highlight the sentence that best supports an interpretation and explain why another detail is weaker.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

Pre-teach Two Words, Then Find Evidence

reading-12 | 5 min | Pairs

Teaching purpose

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

The activity

Before reading a short source and one question, pre-teach at most two essential terms. Learners annotate one useful detail and write a one-sentence takeaway.

Teaching sequence

1. Display the task beside the text. Circle the command word and underline the information needed to answer it.
2. Read with the question in mind. Mark only the sentence, label or data point that responds to the command.
3. Learners give a concise answer and point to the exact source evidence that supports it.

Subject example: Science

Pre-teach evaporation and particle using a diagram. Learners read the caption for evidence that particles leave the liquid surface, then write a one-sentence explanation linked to a visible feature.

Teacher prompt

Which exact detail in the source supports that answer?

READING | 13 OF 100

7 MIN | SOLO -> PAIRS

Gist in Five Words



Gist in Five Words is a reading routine built around a brief passage. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a brief passage | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Divide the text into short, meaningful sections. Give learners a small focus question for each section.
- 2 Read one section at a time. Pause to note its main point in a few words, then connect that note to the previous section.
- 3 Close the text and ask learners to give an oral or written summary using the notes, then check it against the source.

TRY IT IN THIS SUBJECT

Biology Give four short sections on how the heart works to expert groups. Each learner teaches one section; the home group builds a labelled sequence from the reading.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 14 OF 100

9 MIN | PAIRS

Cause Connector Hunt



Cause Connector Hunt is a reading routine built around a text containing because, so or therefore. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a text containing because, so or therefore | 9 min | Pairs

HOW TO RUN IT

- 1 Choose a short text or set of sources and prepare a question that requires learners to locate a detail. Set a clear time limit.
- 2 Pairs locate the evidence, mark its exact position and write how it answers the question. Award completion for accurate evidence and explanation, not speed alone.
- 3 Check answers together. Ask one pair to show where the evidence appears and why a tempting detail does not answer the question.

TRY IT IN THIS SUBJECT

Mathematics Post four graphs around the room. At each stop, learners record one value and one sentence explaining how it answers the same comparison question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 15 OF 100

11 MIN | PAIRS

Compare Two Sources



Compare Two Sources is a reading routine built around two short accounts of the same event. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need two short accounts of the same event | 11 min | Pairs

HOW TO RUN IT

- 1 Choose two short sources, cases or explanations and give learners one comparison question.
- 2 Mark one point of similarity and one difference in each source. Use a comparison word such as whereas, both or unlike to connect the evidence.
- 3 Ask learners to decide which difference matters most to the question and support that choice with a source detail.

TRY IT IN THIS SUBJECT

History Give pairs two short accounts of an event. They underline each writer's claim, mark supporting evidence and explain one difference in viewpoint.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 16 OF 100

3 MIN | SOLO -> PAIRS

Read a Worked Example



Read a Worked Example is a reading routine built around a solved subject problem. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a solved subject problem | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Geography Use a climate graph with its title, axes and key. Learners find the wettest month, cite the scale and explain one pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 17 OF 100

5 MIN | PAIRS

Find the Instruction Verb



Find the Instruction Verb is a reading routine built around a worksheet task. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a worksheet task | 5 min | Pairs

HOW TO RUN IT

- 1 Display the task beside the text. Circle the command word and underline the information needed to answer it.
- 2 Read with the question in mind. Mark only the sentence, label or data point that responds to the command.
- 3 Learners give a concise answer and point to the exact source evidence that supports it.

TRY IT IN THIS SUBJECT

English Give learners a passage and a question about a character. They highlight the sentence that best supports an interpretation and explain why another detail is weaker.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 18 OF 100

7 MIN | PAIRS

Diagram Walk



Diagram Walk is a reading routine built around a labelled process diagram. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a labelled process diagram | 7 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

Chemistry Provide a particle diagram and its caption. Learners match each sentence to a visible feature and identify one idea the diagram cannot show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 19 OF 100

9 MIN | SOLO -> PAIRS

Fact or Viewpoint



Fact or Viewpoint is a reading routine built around a short informational text. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a short informational text | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a focused question and a short source. Model how to separate the writer's claim from the evidence offered.
- 2 Underline the claim, box the supporting detail and note who produced the source or what it leaves out.
- 3 Learners answer in a claim-plus-evidence sentence and explain how reliable or relevant the evidence is.

TRY IT IN THIS SUBJECT

Biology Give four short sections on how the heart works to expert groups. Each learner teaches one section; the home group builds a labelled sequence from the reading.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 20 OF 100

11 MIN | PAIRS

Jigsaw Reading



Jigsaw Reading is a reading routine built around four short sections from one subject text. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need four short sections from one subject text | 11 min | Pairs

HOW TO RUN IT

- 1 Split one short text into four numbered sections. Give each learner one section and a note frame: main idea, one detail, one question.
- 2 Meet in expert groups to agree the key information, then return to home groups. Each expert teaches their section; listeners complete the shared summary.
- 3 Ask each learner to answer the original question using details from at least two sections.

TRY IT IN THIS SUBJECT

History Split a short account of the causes of an event into four sections. Expert groups identify one cause and evidence, then teach their section to a home group.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 21 OF 100

3 MIN | PAIRS

Read the Units



Read the Units is a reading routine built around a data table with quantities. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a data table with quantities | 3 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

History Give pairs two short accounts of an event. They underline each writer's claim, mark supporting evidence and explain one difference in viewpoint.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 22 OF 100

5 MIN | SOLO -> PAIRS

Follow the Sequence



Follow the Sequence is a reading routine built around a method or process description. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a method or process description | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Geography Use a climate graph with its title, axes and key. Learners find the wettest month, cite the scale and explain one pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 23 OF 100

7 MIN | PAIRS

Find the Exception



Find the Exception is a reading routine built around a rule with one qualifying sentence. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a rule with one qualifying sentence | 7 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

English Give learners a passage and a question about a character. They highlight the sentence that best supports an interpretation and explain why another detail is weaker.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 24 OF 100

9 MIN | PAIRS

Heading Sort



Heading Sort is a reading routine built around section headings from a topic text. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need section headings from a topic text | 9 min | Pairs

HOW TO RUN IT

- 1 Show the title, heading or image before the full text. Ask learners to record a prediction and the clue behind it.
- 2 Read to check the prediction. Mark one detail that confirms it and one detail that changes or complicates it.
- 3 Use the evidence to revise the prediction in a complete sentence; distinguish a useful inference from a guess.

TRY IT IN THIS SUBJECT

Chemistry Provide a particle diagram and its caption. Learners match each sentence to a visible feature and identify one idea the diagram cannot show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 25 OF 100

11 MIN | SOLO -> PAIRS

Read for a Number



Read for a Number is a reading routine built around a word problem with extra information. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a word problem with extra information | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Biology Give four short sections on how the heart works to expert groups. Each learner teaches one section; the home group builds a labelled sequence from the reading.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 26 OF 100

3 MIN | PAIRS

Annotate the Photograph



Annotate the Photograph is a reading routine built around a subject image with visible details. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a subject image with visible details | 3 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

Mathematics Post four graphs around the room. At each stop, learners record one value and one sentence explaining how it answers the same comparison question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 27 OF 100

5 MIN | PAIRS

Notice the Comparison



Notice the Comparison is a reading routine built around a paragraph comparing two cases. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a paragraph comparing two cases | 5 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

History Give pairs two short accounts of an event. They underline each writer's claim, mark supporting evidence and explain one difference in viewpoint.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 28 OF 100

7 MIN | SOLO -> PAIRS

Source Point of View



Source Point of View is a reading routine built around a short historical or media source. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a short historical or media source | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a focused question and a short source. Model how to separate the writer's claim from the evidence offered.
- 2 Underline the claim, box the supporting detail and note who produced the source or what it leaves out.
- 3 Learners answer in a claim-plus-evidence sentence and explain how reliable or relevant the evidence is.

TRY IT IN THIS SUBJECT

Geography Use a climate graph with its title, axes and key. Learners find the wettest month, cite the scale and explain one pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 29 OF 100

9 MIN | PAIRS

Read the Formula Words



Read the Formula Words is a reading routine built around a formula alongside its explanation. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a formula alongside its explanation | 9 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

English Give learners a passage and a question about a character. They highlight the sentence that best supports an interpretation and explain why another detail is weaker.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 30 OF 100

11 MIN | PAIRS

Find the Definition



Find the Definition is a reading routine built around a paragraph introducing a concept. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a paragraph introducing a concept | 11 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Chemistry Provide a particle diagram and its caption. Learners match each sentence to a visible feature and identify one idea the diagram cannot show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 31 OF 100

3 MIN | SOLO -> PAIRS

Track the Topic Word



Track the Topic Word is a reading routine built around a text where one concept recurs. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a text where one concept recurs | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Biology Give four short sections on how the heart works to expert groups. Each learner teaches one section; the home group builds a labelled sequence from the reading.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 32 OF 100

5 MIN | PAIRS

Read the Footnote



Read the Footnote is a reading routine built around a short source with a note or key. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a short source with a note or key | 5 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Mathematics Post four graphs around the room. At each stop, learners record one value and one sentence explaining how it answers the same comparison question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 33 OF 100

7 MIN | PAIRS

Choose Supporting Evidence



Choose Supporting Evidence is a reading routine built around three extracts and one claim. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need three extracts and one claim | 7 min | Pairs

HOW TO RUN IT

- 1 Give learners a focused question and a short source. Model how to separate the writer's claim from the evidence offered.
- 2 Underline the claim, box the supporting detail and note who produced the source or what it leaves out.
- 3 Learners answer in a claim-plus-evidence sentence and explain how reliable or relevant the evidence is.

TRY IT IN THIS SUBJECT

History Give pairs two short accounts of an event. They underline each writer's claim, mark supporting evidence and explain one difference in viewpoint.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 34 OF 100

9 MIN | SOLO -> PAIRS

First and Second Read



First and Second Read is a reading routine built around one short scientific explanation. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need one short scientific explanation | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Geography Use a climate graph with its title, axes and key. Learners find the wettest month, cite the scale and explain one pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 35 OF 100

11 MIN | PAIRS

Link Diagram Labels



Link Diagram Labels is a reading routine built around a flow chart and its caption. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a flow chart and its caption | 11 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

English Give learners a passage and a question about a character. They highlight the sentence that best supports an interpretation and explain why another detail is weaker.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 36 OF 100

3 MIN | PAIRS

Spot the Contrast



Spot the Contrast is a reading routine built around a text using although or however. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a text using although or however | 3 min | Pairs

HOW TO RUN IT

- 1 Choose two short sources, cases or explanations and give learners one comparison question.
- 2 Mark one point of similarity and one difference in each source. Use a comparison word such as whereas, both or unlike to connect the evidence.
- 3 Ask learners to decide which difference matters most to the question and support that choice with a source detail.

TRY IT IN THIS SUBJECT

Chemistry Provide a particle diagram and its caption. Learners match each sentence to a visible feature and identify one idea the diagram cannot show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 37 OF 100

5 MIN | SOLO -> PAIRS

Map Question to Paragraph



Map Question to Paragraph is a reading routine built around a multi-part question and short text. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a multi-part question and short text | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Divide the text into short, meaningful sections. Give learners a small focus question for each section.
- 2 Read one section at a time. Pause to note its main point in a few words, then connect that note to the previous section.
- 3 Close the text and ask learners to give an oral or written summary using the notes, then check it against the source.

TRY IT IN THIS SUBJECT

Biology Give four short sections on how the heart works to expert groups. Each learner teaches one section; the home group builds a labelled sequence from the reading.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 38 OF 100

7 MIN | PAIRS

Read a Table Row



Read a Table Row is a reading routine built around a data table with categories. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a data table with categories | 7 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

Mathematics Post four graphs around the room. At each stop, learners record one value and one sentence explaining how it answers the same comparison question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 39 OF 100

9 MIN | PAIRS

Notice the Passive Voice



Notice the Passive Voice is a reading routine built around a method or report sentence. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a method or report sentence | 9 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

History Give pairs two short accounts of an event. They underline each writer's claim, mark supporting evidence and explain one difference in viewpoint.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 40 OF 100

11 MIN | SOLO -> PAIRS

Source Reliability Check



Source Reliability Check is a reading routine built around two sources with dates and authors. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need two sources with dates and authors | 11 min | Solo -> pairs

HOW TO RUN IT

- 1 Give learners a focused question and a short source. Model how to separate the writer's claim from the evidence offered.
- 2 Underline the claim, box the supporting detail and note who produced the source or what it leaves out.
- 3 Learners answer in a claim-plus-evidence sentence and explain how reliable or relevant the evidence is.

TRY IT IN THIS SUBJECT

Geography Use a climate graph with its title, axes and key. Learners find the wettest month, cite the scale and explain one pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 41 OF 100

3 MIN | PAIRS

Read the Scale



Read the Scale is a reading routine built around a map or measured diagram. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a map or measured diagram | 3 min | Pairs

HOW TO RUN IT

- 1 Present the visual with its caption, labels, key, units or source information. Start with a question that requires learners to use those features.
- 2 Scan the title and labels first, then locate one feature that answers the question. Connect the visual evidence to a sentence or calculation.
- 3 Ask learners to explain what the visual shows and what cannot be concluded from it alone.

TRY IT IN THIS SUBJECT

English Give learners a passage and a question about a character. They highlight the sentence that best supports an interpretation and explain why another detail is weaker.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 42 OF 100

5 MIN | PAIRS

Find the Implied Step



Find the Implied Step is a reading routine built around a worked solution with one hidden inference. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a worked solution with one hidden inference | 5 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Chemistry Provide a particle diagram and its caption. Learners match each sentence to a visible feature and identify one idea the diagram cannot show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 43 OF 100

7 MIN | SOLO -> PAIRS

Gallery Walk for Reading



Gallery Walk for Reading is a reading routine built around four short texts, images or data displays around the room. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need four short texts, images or data displays around the room | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Post a different text, image, graph or source at each station. Put one shared question and a small evidence grid on every sheet.
- 2 Pairs rotate on a short timer, record one useful detail per station and mark which source best answers the question.
- 3 Bring the class together to compare evidence and ask learners to cite the station that changed or sharpened their answer.

TRY IT IN THIS SUBJECT

Geography Post four short sources around the room: a map, a graph, a photograph and a paragraph. Pairs rotate, record evidence and return to the question: which factor best explains the pattern?

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 44 OF 100

9 MIN | PAIRS

Read the Conclusion



Read the Conclusion is a reading routine built around a short investigation report. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a short investigation report | 9 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Mathematics Post four graphs around the room. At each stop, learners record one value and one sentence explaining how it answers the same comparison question.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 45 OF 100

11 MIN | PAIRS

Match Summary to Section



Match Summary to Section is a reading routine built around three summaries and a short text. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need three summaries and a short text | 11 min | Pairs

HOW TO RUN IT

- 1 Divide the text into short, meaningful sections. Give learners a small focus question for each section.
- 2 Read one section at a time. Pause to note its main point in a few words, then connect that note to the previous section.
- 3 Close the text and ask learners to give an oral or written summary using the notes, then check it against the source.

TRY IT IN THIS SUBJECT

History Give pairs two short accounts of an event. They underline each writer's claim, mark supporting evidence and explain one difference in viewpoint.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 46 OF 100

3 MIN | SOLO -> PAIRS

Identify the Referent



Identify the Referent is a reading routine built around a paragraph with several technical nouns. It takes about 3 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a paragraph with several technical nouns | 3 min | Solo -> pairs

HOW TO RUN IT

- 1 Select a short paragraph with a pronoun or reference word. Ask learners to identify what it points back to.
- 2 Trace the reference to the noun or idea, replace the pronoun with that referent and reread the sentence to check the meaning.
- 3 Learners explain how the reference links ideas across the paragraph and correct any ambiguous example.

TRY IT IN THIS SUBJECT

Geography Use a climate graph with its title, axes and key. Learners find the wettest month, cite the scale and explain one pattern.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 47 OF 100

5 MIN | PAIRS

Read the Command Word



Read the Command Word is a reading routine built around a test question and model answer. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a test question and model answer | 5 min | Pairs

HOW TO RUN IT

- 1 Display the task beside the text. Circle the command word and underline the information needed to answer it.
- 2 Read with the question in mind. Mark only the sentence, label or data point that responds to the command.
- 3 Learners give a concise answer and point to the exact source evidence that supports it.

TRY IT IN THIS SUBJECT

English Give learners a passage and a question about a character. They highlight the sentence that best supports an interpretation and explain why another detail is weaker.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 48 OF 100

7 MIN | PAIRS

Silent Mark and Share



Silent Mark and Share is a reading routine built around a short subject text. It takes about 7 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a short subject text | 7 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Chemistry Provide a particle diagram and its caption. Learners match each sentence to a visible feature and identify one idea the diagram cannot show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 49 OF 100

9 MIN | SOLO -> PAIRS

Read Around an Unknown Word



Read Around an Unknown Word is a reading routine built around a paragraph with useful context clues. It takes about 9 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a paragraph with useful context clues | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Mathematics Set a two-minute evidence hunt in a word problem. Pairs locate the quantities and units needed, mark where they found them and explain which detail can be ignored; accuracy comes before speed.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 50 OF 100

11 MIN | PAIRS

Spot the Generalisation



Spot the Generalisation is a reading routine built around a passage containing a broad claim. It takes about 11 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need a passage containing a broad claim | 11 min | Pairs

HOW TO RUN IT

- 1 Set a clear question before learners open the source. Model the first reading move on a short section.
- 2 Learners apply the move to the rest of the source, marking the detail that answers the question.
- 3 Ask for an answer supported by a precise word, sentence, label or data point from the source.

TRY IT IN THIS SUBJECT

Mathematics Set a two-minute evidence hunt in a word problem. Pairs locate the quantities and units needed, mark where they found them and explain which detail can be ignored; accuracy comes before speed.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

Compare Caption and Body

3 min · Pairs

Prepare

a figure and its surrounding paragraph

Teaching sequence

1. Read the caption to identify the subject, date, conditions or purpose supplied for the image.
2. Read the body text and match one claim to the caption or visible evidence.
3. Identify a detail the caption clarifies and a conclusion that needs more than the image alone.

Worked example

A river photograph caption names a dry-season date. Compare it with a paragraph about seasonal flow; the image does not establish that the river is always dry.

Teacher prompt

Which detail changes when you read the caption as well as the body text?

Scaffold the language. Preserve the thinking.

READING | 52 OF 100

5 MIN | SOLO -> PAIRS

Reading Race for Evidence



Reading Race for Evidence is a reading routine built around one short text and a focused evidence question. It takes about 5 min and can be adapted to the material already in the lesson.

SKILL FOCUS ★★☆☆ Scanning

WHY IT HELPS

A purposeful reading move helps learners focus on meaning and evidence, while giving them a reason to return to the source.

What you need one short text and a focused evidence question | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose a short text or set of sources and prepare a question that requires learners to locate a detail. Set a clear time limit.
- 2 Pairs locate the evidence, mark its exact position and write how it answers the question. Award completion for accurate evidence and explanation, not speed alone.
- 3 Check answers together. Ask one pair to show where the evidence appears and why a tempting detail does not answer the question.

TRY IT IN THIS SUBJECT

Mathematics Set a two-minute evidence hunt in a word problem. Pairs locate the quantities and units needed, mark where they found them and explain which detail can be ignored; accuracy comes before speed.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which exact detail in the source supports that answer?"

READING | 53 OF 100

4 MIN | PAIRS

Read the Source Backwards



Read the Source Backwards is a 4-minute reading routine. Start with the question and final paragraph, then work backwards to locate the supporting evidence. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Scanning

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a short source and one question | 4 min | Pairs

HOW TO RUN IT

- 1 Set up a short source and one question; name the subject question and show a short model of the task.
- 2 Learners start with the question and final paragraph, then work backwards to locate the supporting evidence. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from History to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

History Read the question first, scan the closing paragraph for the key idea, then follow its references back to the evidence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What in the example makes you say that?"

READING | 54 OF 100

5 MIN | SOLO -> PAIRS

Four Corners of a Text



Four Corners of a Text is a 5-minute reading routine. Assign a reading purpose to each corner of a page: topic, evidence, connection and question. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need one-page text and four annotation marks | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up one-page text and four annotation marks; name the subject question and show a short model of the task.
- 2 Learners assign a reading purpose to each corner of a page: topic, evidence, connection and question. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Teams annotate a short explanation, then combine their four kinds of evidence into a shared account.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

READING | 55 OF 100

6 MIN | SMALL GROUPS

Visual Clue, Text Clue



Visual Clue, Text Clue is a 6-minute reading routine. Pair one visual feature with the sentence that explains it; ask learners to justify the match. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a diagram beside a short paragraph | 6 min | Small groups

HOW TO RUN IT

- 1 Set up a diagram beside a short paragraph; name the subject question and show a short model of the task.
- 2 Learners pair one visual feature with the sentence that explains it; ask learners to justify the match. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Match a map symbol or colour to the paragraph that explains the pattern it represents.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"How would this change in a different subject example?"

READING | 56 OF 100

7 MIN | PAIRS

Paragraph Puzzle



Paragraph Puzzle is a 7-minute reading routine. Cut a short explanation into sections and use cohesion clues to restore the order. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Text structure

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a short cut-up explanation | 7 min | Pairs

HOW TO RUN IT

- 1 Set up a short cut-up explanation; name the subject question and show a short model of the task.
- 2 Learners cut a short explanation into sections and use cohesion clues to restore the order. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Use time words, pronouns and cause connectors to order the stages of a process.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

READING | 57 OF 100

8 MIN | SOLO -> PAIRS

Read, Cover, Reconstruct



Read, Cover, Reconstruct is an 8-minute reading routine. Read a small section, cover it, and reconstruct its main idea from memory before checking. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Skimming

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need short text and paper for notes | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up short text and paper for notes; name the subject question and show a short model of the task.
- 2 Learners read a small section, cover it, and reconstruct its main idea from memory before checking. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Biology to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Biology Read one paragraph about a body system, jot the key idea, then reopen the source to improve accuracy.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

READING | 58 OF 100

9 MIN | SMALL GROUPS

Question Trail



Question Trail is a 9-minute reading routine. Follow a sequence of questions that move from locating information to interpreting it. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need three question cards and one source | 9 min | Small groups

HOW TO RUN IT

- 1 Set up three question cards and one source; name the subject question and show a short model of the task.
- 2 Learners follow a sequence of questions that move from locating information to interpreting it. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Move from "What happens?" to "Which words suggest this?" and then "What can we infer?"

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

READING | 59 OF 100

4 MIN | PAIRS

Evidence Sorting Mats



Evidence Sorting Mats is a 4-minute reading routine. Sort quotations or data statements into supports, challenges and does not answer. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need source extracts and a three-column mat | 4 min | Pairs

HOW TO RUN IT

- 1 Set up source extracts and a three-column mat; name the subject question and show a short model of the task.
- 2 Learners sort quotations or data statements into supports, challenges and does not answer. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Humanities to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Humanities Sort evidence about a historical claim, then select the strongest item and explain why.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What in the example makes you say that?"

READING | 60 OF 100

5 MIN | SOLO -> PAIRS

Read the Caption, Test the Claim



Read the Caption, Test the Claim is a 5-minute reading routine. Use a caption as a hypothesis and check whether the main source supports it. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading visuals

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need image, caption and short source | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up image, caption and short source; name the subject question and show a short model of the task.
- 2 Learners use a caption as a hypothesis and check whether the main source supports it. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Science to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Science Check whether a graph caption accurately describes the trend shown in the data.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

READING | 61 OF 100

6 MIN | SMALL GROUPS

Vocabulary in the Margin



Vocabulary in the Margin is a 6-minute reading routine. Mark a word, its clue, and a provisional meaning in the margin while reading. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Vocabulary in context

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a text and three annotation symbols | 6 min | Small groups

HOW TO RUN IT

- 1 Set up a text and three annotation symbols; name the subject question and show a short model of the task.
- 2 Learners mark a word, its clue, and a provisional meaning in the margin while reading. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Infer "tributary" from a river description, sketch the clue, then verify with a glossary.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"How would this change in a different subject example?"

Two Texts, One Question

reading-62 | 7 min | Pairs

Teaching purpose

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

The activity

Read both sources with the same question in mind. Record one shared idea, one difference and the evidence for each.

Teaching sequence

1. Prepare two short sources on a shared topic and share the purpose: comparing sources. Keep the source or subject question visible.
2. Read both sources with the same question in mind. Record one shared idea, one difference and the evidence for each.
3. Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

Subject example: English

Compare two accounts of a character's decision and cite the detail each writer foregrounds.

Teacher prompt

What did you notice about comparing sources, and what evidence helped you decide?

READING | 63 OF 100

8 MIN | SOLO -> PAIRS

Read for the Relationship



Read for the Relationship is an 8-minute reading routine. Trace how one idea relates to another: cause, condition, contrast or consequence. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Text structure

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a paragraph with visible connectors | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a paragraph with visible connectors; name the subject question and show a short model of the task.
- 2 Learners trace how one idea relates to another: cause, condition, contrast or consequence. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Physics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Physics Mark how a change in resistance relates to current, then explain the relationship in a sentence.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

READING | 64 OF 100

9 MIN | SMALL GROUPS

Silent Reading Carousel



Silent Reading Carousel is a 9-minute reading routine. Move between short texts, adding one new note or question at each station. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need three short texts or source extracts | 9 min | Small groups

HOW TO RUN IT

- 1 Set up three short texts or source extracts; name the subject question and show a short model of the task.
- 2 Learners move between short texts, adding one new note or question at each station. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from History to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

History Learners rotate around accounts of an event and add evidence without repeating an earlier note.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

READING | 65 OF 100

4 MIN | PAIRS

The Missing Sentence



The Missing Sentence is a 4-minute reading routine. Choose which of three sentences best fits a gap and defend the choice using cohesion clues. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a paragraph with one gap and three options | 4 min | Pairs

HOW TO RUN IT

- 1 Set up a paragraph with one gap and three options; name the subject question and show a short model of the task.
- 2 Learners choose which of three sentences best fits a gap and defend the choice using cohesion clues. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Use reference words and logical links to select the sentence that belongs in the paragraph.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What in the example makes you say that?"

READING | 66 OF 100

5 MIN | SOLO -> PAIRS

Read the Method, Find the Risk



Read the Method, Find the Risk is a 5-minute reading routine. Read a procedure to identify the step most likely to affect the result. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★☆☆ Integrated practice

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a method card and risk prompt | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up a method card and risk prompt; name the subject question and show a short model of the task.
- 2 Learners read a procedure to identify the step most likely to affect the result. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Chemistry to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Chemistry Mark one control variable in a practical method and explain what could go wrong if it changes.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Can you show the step or detail that supports your answer?"

READING | 67 OF 100

6 MIN | SMALL GROUPS

Headline to Evidence



Headline to Evidence is a 6-minute reading routine. Match a headline claim to the source detail that supports, qualifies or contradicts it. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need headlines and short source extracts | 6 min | Small groups

HOW TO RUN IT

- 1 Set up headlines and short source extracts; name the subject question and show a short model of the task.
- 2 Learners match a headline claim to the source detail that supports, qualifies or contradicts it. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Media studies to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Media studies Identify whether a news headline overstates what a survey result can show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"How would this change in a different subject example?"

READING | 68 OF 100

7 MIN | PAIRS

Read and Rank the Clues



Read and Rank the Clues is a 7-minute reading routine. Gather details from a text and rank them by how strongly they answer the question. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a short text and ranking strip | 7 min | Pairs

HOW TO RUN IT

- 1 Set up a short text and ranking strip; name the subject question and show a short model of the task.
- 2 Learners gather details from a text and rank them by how strongly they answer the question. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from English to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

English Rank clues about a character's mood and justify the two strongest with quotations.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which part can you now do without the prompt?"

READING | 69 OF 100

8 MIN | SOLO -> PAIRS

Margin Question Exchange



Margin Question Exchange is an 8-minute reading routine. Readers write a genuine question beside a paragraph and exchange it for another reader to answer. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Reading for detail

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need one short text and sticky notes | 8 min | Solo -> pairs

HOW TO RUN IT

- 1 Set up one short text and sticky notes; name the subject question and show a short model of the task.
- 2 Learners read and write a genuine question beside a paragraph and exchange it for another reader to answer. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Mathematics to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Mathematics Ask what a worked solution does at a particular line; a partner explains the step using the text.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What would you ask next to make the meaning clearer?"

READING | 70 OF 100

9 MIN | SMALL GROUPS

Source Feature Scavenger Hunt



Source Feature Scavenger Hunt is a 9-minute reading routine. Locate a feature such as a key, footnote or axis before using it to answer a content question. It works with material already in the lesson and can be used across subjects.

SKILL FOCUS ★★☆☆ Scanning

WHY IT HELPS

This gives learners a clear reason to return to the source. They can practise choosing useful evidence and explaining how it answers the question while keeping the subject text and level of challenge in place.

What you need a text, chart or page with features | 9 min | Small groups

HOW TO RUN IT

- 1 Set up a text, chart or page with features; name the subject question and show a short model of the task.
- 2 Learners locate a feature such as a key, footnote or axis before using it to answer a content question. Give quiet thinking time before pairs or groups compare what they noticed.
- 3 Ask each learner to share or record one independent response. Use the example from Geography to check the idea, then fade one prompt on the next attempt.

TRY IT IN THIS SUBJECT

Geography Find the scale and key first, then use both to interpret a map accurately.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Can you explain why that choice fits this task?"

READING | 71 OF 100

5 MIN | PAIRS

Skim the Shape



Learners skim headings, first lines and visuals for 45 seconds, then choose the best one-sentence summary. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Skimming | ★☆☆ Independent response

WHY IT HELPS

A quick first pass builds a map of the text before close reading begins.

What you need a short subject text | 5 min | Pairs

HOW TO RUN IT

- 1 Show a text with clear headings and give a broad question.
- 2 Model moving across headings, opening lines and visuals without stopping at every word.
- 3 Learners choose or write a gist statement, then point to the clue that helped.

TRY IT IN THIS SUBJECT

Geography Skim a page on coastal change and select the sentence that best captures the overall issue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What is this text mostly about? Which feature helped you decide?"

READING | 72 OF 100

7 MIN | SOLO -> PAIRS

Scan for the Number



Set one precise question and ask learners to locate a number, date or named term without reading every line. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Scanning | ★☆☆ Independent response

WHY IT HELPS

Scanning works best when readers know exactly what information they need.

What you need a text containing dates, quantities or named terms | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Write one answerable search question before handing out the source.
- 2 Learners move their eyes over headings, bold type, digits and repeated key terms.
- 3 Ask them to mark the answer and the line or label where it appears.

TRY IT IN THIS SUBJECT

Science Find the temperature at which a material changes state and cite the table row.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What exact item were you looking for? Where did you find it?"

READING | 73 OF 100

9 MIN | SMALL GROUPS

One-Sentence Gist



Read once without stopping; learners write a gist in twelve words, then compare which ideas they kept or left out. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Reading for gist | ★☆☆ Independent response

WHY IT HELPS

Summarising the whole message helps readers separate the main idea from examples.

What you need a short paragraph or explanation | 9 min | Small groups

HOW TO RUN IT

- 1 Choose a short text with one clear central idea and a few supporting details.
- 2 Ask learners to read once for the whole message and draft a twelve-word gist.
- 3 Pairs compare wording and check that the gist is broad enough to cover the text.

TRY IT IN THIS SUBJECT

History Summarise a paragraph about why a law changed in twelve words.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Would your sentence still make sense if one example were removed?"

READING | 74 OF 100

11 MIN | PAIRS

Detail Detective



Learners answer three questions by highlighting the exact phrase that supports each answer. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Reading for detail | ★☆☆ Independent response

WHY IT HELPS

Returning to precise wording strengthens comprehension and evidence use.

What you need a paragraph and three focused questions | 11 min | Pairs

HOW TO RUN IT

- 1 Prepare literal questions that target different parts of one short text.
- 2 Learners read once, then revisit the relevant sentence for each question.
- 3 Partners compare answers and underline the evidence that confirms each one.

TRY IT IN THIS SUBJECT

English Find the detail that shows where a character is, what they notice and how they react.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which words in the text make that answer certain?"

READING | 75 OF 100

13 MIN | SOLO -> PAIRS

Read Between the Lines



Learners infer a person's view or a likely cause, then sort the clue from the inference. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Inference | ★☆☆ Independent response

WHY IT HELPS

Inference grows when readers connect evidence to a reasonable conclusion.

What you need a short passage with clues | 13 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose a passage with two or three clues but no directly stated answer.
- 2 Model the frame: "I notice... so I think... because...".
- 3 Learners label one clue and one inference, then discuss another possible reading.

TRY IT IN THIS SUBJECT

Humanities Use a diary entry and a photograph caption to infer how a worker viewed a new factory.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What is stated, and what are you working out from the clues?"

READING | 76 OF 100

5 MIN | SMALL GROUPS

Follow the Reference



Learners draw arrows from this, they, it and these to the words or ideas each one refers to. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Tracking reference | ★☆☆ Independent response

WHY IT HELPS

Tracking references helps readers keep people, objects and ideas connected across sentences.

What you need a paragraph with pronouns and reference words | 5 min | Small groups

HOW TO RUN IT

- 1 Select a paragraph with several reference words and clear antecedents.
- 2 Model tracing one reference backwards and checking number and meaning.
- 3 Pairs draw the remaining links and paraphrase the paragraph without pronouns.

TRY IT IN THIS SUBJECT

Science Trace what "they" refers to in an explanation of particles and temperature.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which earlier word or idea does this reference point back to?"

READING | 77 OF 100

7 MIN | PAIRS

Paragraph Map



Groups give each paragraph a short job label, then arrange those labels into the text's overall structure. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Text structure | ★☆☆ Independent response

WHY IT HELPS

Recognising how ideas are organised supports purposeful reading and later writing.

What you need a three- to five-paragraph text | 7 min | Pairs

HOW TO RUN IT

- 1 Cut a short text into paragraphs or display them with numbering.
- 2 Learners write a two- or three-word label for each paragraph's job.
- 3 Ask them to name the pattern: sequence, cause, comparison, claim and evidence, or another structure.

TRY IT IN THIS SUBJECT

Mathematics Map a worked solution as question, method, calculation and check.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"How does this paragraph move the explanation forward?"

READING | 78 OF 100

9 MIN | SOLO -> PAIRS

Meaning from Neighbours



Learners use nearby examples, contrasts and word parts to predict a word's meaning before checking it. This routine takes about 9 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Vocabulary in context | ★☆☆ Independent response

WHY IT HELPS

Context clues help readers make a first meaning guess and decide what to verify.

What you need a paragraph with one useful unfamiliar word | 9 min | Solo -> pairs

HOW TO RUN IT

- 1 Choose one useful word whose surrounding sentence offers clues.
- 2 Learners mark the clues and write a provisional meaning without a dictionary.
- 3 Reveal a definition or image and ask which clue was most helpful.

TRY IT IN THIS SUBJECT

Biology Infer "nocturnal" from a sentence about animals active after sunset.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which nearby clue supports your meaning?"

READING | 79 OF 100

11 MIN | SMALL GROUPS

Compare Two Accounts



Pairs mark one shared fact, one difference in emphasis and one question about each source. This routine takes about 11 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Comparing sources | ★☆☆ Independent response

WHY IT HELPS

Comparison makes viewpoint and evidence visible instead of treating sources as interchangeable.

What you need two short accounts of the same event | 11 min | Small groups

HOW TO RUN IT

- 1 Choose two short sources with a shared topic and a genuine difference.
- 2 Learners record one overlap and one difference, citing words from both.
- 3 Discuss who produced each source and what further evidence would help.

TRY IT IN THIS SUBJECT

History Compare a textbook summary with a first-person account of the same event.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What appears in both accounts, and what does each one emphasise?"

READING | 80 OF 100

13 MIN | PAIRS

Caption, Key, Scale



Learners read the title, caption, key and scale before using one feature to answer a question. This routine takes about 13 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Reading visuals | ★☆☆ Independent response

WHY IT HELPS

Subject reading includes labels and visual conventions as well as prose.

What you need a diagram, graph or map with supporting text | 13 min | Pairs

HOW TO RUN IT

- 1 Display a visual and ask a question that cannot be answered from the picture alone.
- 2 Learners inspect its title, key, units, scale and caption.
- 3 They give an answer and name the visual feature that supports it.

TRY IT IN THIS SUBJECT

Science Read a line graph: identify the units, locate a change and connect it to the caption.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"Which label or key changes how you read the visual?"

READING | 81 OF 100

5 MIN | SOLO -> PAIRS

Question Before Text



Learners predict what evidence could answer a question, read to find it and revise their first idea. This routine takes about 5 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Purposeful reading | ★☆☆ Independent response

WHY IT HELPS

A question gives a clear reason to read and helps learners notice relevant evidence.

What you need a short source and one worthwhile question | 5 min | Solo -> pairs

HOW TO RUN IT

- 1 Share the lesson question before learners see the full source.
- 2 Ask pairs to predict one kind of evidence they might find.
- 3 Read and annotate the source, then compare the evidence with the prediction.

TRY IT IN THIS SUBJECT

Art Read a gallery note to find evidence for how the artist used contrast.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What were you reading to find?"

READING | 82 OF 100

7 MIN | SMALL GROUPS

Reread for the Link



Learners circle linking words, name the relationship and explain how one changes the meaning. This routine takes about 7 minutes and uses material from the current lesson.

SKILL FOCUS ★★★ Cohesion and links | ★☆☆ Independent response

WHY IT HELPS

Noticing links helps readers follow how ideas relate across a text.

What you need a paragraph with cause, contrast or sequence links | 7 min | Small groups

HOW TO RUN IT

- 1 Select a paragraph with clear connectors such as because, however or therefore.
- 2 Learners circle the connector and label the relationship it signals.
- 3 Remove or swap one connector and discuss how the meaning changes.

TRY IT IN THIS SUBJECT

Geography Track how "therefore" links a physical process to its effect on a settlement.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What relationship does this linking word signal?"

READING | 83 OF 100

8 MIN | SMALL GROUPS

Title Trail



Title Trail is a practical reading routine for text structure. It takes about 8 min and uses a text with headings.

SKILL FOCUS ★★☆☆ Text structure

WHY IT HELPS

A structural preview gives readers a map before they work through detail.

What you need a text with headings | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a text with headings and share the purpose: text structure. Keep the source or subject question visible.
- 2 Preview the title, headings and first sentence of each section. Predict the route the text will take, then read to check.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Preview a report on urban growth and predict how its sections are organised.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about text structure, and what evidence helped you decide?"

READING | 84 OF 100

5 MIN | PAIRS

Find the Main Claim



Find the Main Claim is a practical reading routine for identifying claims. It takes about 5 min and uses a short argument with supporting evidence.

SKILL FOCUS ★★☆☆ Identifying claims

WHY IT HELPS

Separating claims from supporting details helps readers evaluate an argument.

What you need a short argument with supporting evidence | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a short argument with supporting evidence and share the purpose: identifying claims. Keep the source or subject question visible.
- 2 Underline the writer's main claim in one colour and the evidence offered for it in another. Say how each piece of evidence connects.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Find the claim in a short explanation of which material is the best insulator.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about identifying claims, and what evidence helped you decide?"

READING | 85 OF 100

7 MIN | SOLO -> PAIRS

Fact, View or Inference?



Fact, View or Inference? is a practical reading routine for distinguishing fact and viewpoint. It takes about 7 min and uses a short source containing evidence and opinion.

SKILL FOCUS ★★☆☆ Distinguishing fact and viewpoint

WHY IT HELPS

Naming the kind of statement helps readers judge how a source builds meaning.

What you need a short source containing evidence and opinion | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short source containing evidence and opinion and share the purpose: distinguishing fact and viewpoint. Keep the source or subject question visible.
- 2 Label each selected sentence fact, viewpoint or inference. Compare labels and point to the wording or source clue that supports them.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

History Sort statements in two accounts of an event into fact, viewpoint and inference.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about distinguishing fact and viewpoint, and what evidence helped you decide?"

READING | 86 OF 100

8 MIN | SMALL GROUPS

Read the Diagram in Layers



Read the Diagram in Layers is a practical reading routine for reading visual information. It takes about 8 min and uses a labelled diagram and a question.

SKILL FOCUS ★★☆☆ Reading visual information

WHY IT HELPS

A consistent route through visual information supports accurate interpretation.

What you need a labelled diagram and a question | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a labelled diagram and a question and share the purpose: reading visual information. Keep the source or subject question visible.
- 2 Read the title, key and labels before tracing one arrow or sequence. Answer the question with a detail from the diagram.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Trace a labelled food chain and explain what the arrows show.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about reading visual information, and what evidence helped you decide?"

READING | 88 OF 100

7 MIN | SOLO -> PAIRS

Context Clue Triad



Context Clue Triad is a practical reading routine for vocabulary in context. It takes about 7 min and uses a sentence with a useful unfamiliar word.

SKILL FOCUS ★★☆☆ Vocabulary in context

WHY IT HELPS

Making and checking a context-based guess encourages active, flexible reading.

What you need a sentence with a useful unfamiliar word | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a sentence with a useful unfamiliar word and share the purpose: vocabulary in context. Keep the source or subject question visible.
- 2 Mark the unfamiliar word, its surrounding clue and a likely meaning. Check the guess against a definition or image.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Infer "congruent" from a geometry explanation before checking a diagram.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about vocabulary in context, and what evidence helped you decide?"

READING | 89 OF 100

8 MIN | SMALL GROUPS

Cause and Consequence Chain



Cause and Consequence Chain is a practical reading routine for cause and effect. It takes about 8 min and uses a paragraph with linked causes and outcomes.

SKILL FOCUS ★★☆☆ Cause and effect

WHY IT HELPS

Mapping causal links helps readers follow explanations across sentences.

What you need a paragraph with linked causes and outcomes | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a paragraph with linked causes and outcomes and share the purpose: cause and effect. Keep the source or subject question visible.
- 2 Highlight cause language, then draw arrows from each cause to its stated result. Add a question mark where the link is implied.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Geography Map how heavy rainfall leads to surface runoff and possible flooding.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about cause and effect, and what evidence helped you decide?"

READING | 90 OF 100

5 MIN | PAIRS

Pronoun Trail



Pronoun Trail is a practical reading routine for tracking reference. It takes about 5 min and uses a paragraph with pronouns and reference phrases.

SKILL FOCUS ★★☆☆ Tracking reference

WHY IT HELPS

Following references keeps people, objects and ideas connected through a text.

What you need a paragraph with pronouns and reference phrases | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare a paragraph with pronouns and reference phrases and share the purpose: tracking reference. Keep the source or subject question visible.
- 2 Circle this, they, it and these. Draw each one back to the idea it refers to, then reread for sense.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Trace the references in a paragraph about cells and their parts.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about tracking reference, and what evidence helped you decide?"

READING | 91 OF 100

7 MIN | SOLO -> PAIRS

Signal Word Sort



Signal Word Sort is a practical reading routine for recognising discourse markers. It takes about 7 min and uses a short paragraph with linking words.

SKILL FOCUS ★★☆☆ Recognising discourse markers

WHY IT HELPS

Noticing signposts helps readers predict how ideas relate.

What you need a short paragraph with linking words | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short paragraph with linking words and share the purpose: recognising discourse markers. Keep the source or subject question visible.
- 2 Sort linking words into cause, contrast, example and sequence. Reread each sentence to check the relationship.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Humanities Sort however, because and for example in an explanation of a local issue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about recognising discourse markers, and what evidence helped you decide?"

READING | 92 OF 100

8 MIN | SMALL GROUPS

Read, Cover, Recall



Read, Cover, Recall is a practical reading routine for retrieval from text. It takes about 8 min and uses a short paragraph and blank paper.

SKILL FOCUS ★★☆☆ Retrieval from text

WHY IT HELPS

Retrieval exposes what readers have understood and what needs another look.

What you need a short paragraph and blank paper | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a short paragraph and blank paper and share the purpose: retrieval from text. Keep the source or subject question visible.
- 2 Read a short section, cover it, and note its key ideas from memory. Reopen the source and add any missed point in a second colour.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Physics Recall the stages in a short explanation of energy transfer.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about retrieval from text, and what evidence helped you decide?"

READING | 93 OF 100

5 MIN | PAIRS

Evidence Line-Up



Evidence Line-Up is a practical reading routine for text evidence. It takes about 5 min and uses three possible supporting details.

SKILL FOCUS ★★☆☆ Text evidence

WHY IT HELPS

Comparing evidence quality develops careful, source-based responses.

What you need three possible supporting details | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare three possible supporting details and share the purpose: text evidence. Keep the source or subject question visible.
- 2 Rank three details from strongest to weakest support for a question. Return to the source and explain the ranking.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

History Rank three details for how strongly they support a claim about a historical change.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about text evidence, and what evidence helped you decide?"

READING | 94 OF 100

7 MIN | SOLO -> PAIRS

Margin Question Marks



Margin Question Marks is a practical reading routine for questioning a text. It takes about 7 min and uses a short source and sticky notes.

SKILL FOCUS ★★☆☆ Questioning a text

WHY IT HELPS

Questioning turns reading into an active search for meaning and relationships.

What you need a short source and sticky notes | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short source and sticky notes and share the purpose: questioning a text. Keep the source or subject question visible.
- 2 Pause after each paragraph and write one question: clarify, connect or challenge. Choose one question the group can answer from the source.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Art Question how the description connects an artist's choice to its effect.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about questioning a text, and what evidence helped you decide?"

READING | 95 OF 100

8 MIN | SMALL GROUPS

Sequence Without Numbers



Sequence Without Numbers is a practical reading routine for reading sequence. It takes about 8 min and uses a process text with time or order signals.

SKILL FOCUS ★★☆☆ Reading sequence

WHY IT HELPS

Sequence language often carries meaning that learners need to notice explicitly.

What you need a process text with time or order signals | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a process text with time or order signals and share the purpose: reading sequence. Keep the source or subject question visible.
- 2 Remove the numbered steps. Learners underline sequence signals and rebuild the order, explaining each decision.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Food technology Rebuild a preparation method using first, meanwhile, once and finally.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about reading sequence, and what evidence helped you decide?"

READING | 96 OF 100

5 MIN | PAIRS

What the Caption Adds



What the Caption Adds is a practical reading routine for reading captions. It takes about 5 min and uses an image with a caption and related paragraph.

SKILL FOCUS ★★☆☆ Reading captions

WHY IT HELPS

Captions often provide context that an image alone cannot supply.

What you need an image with a caption and related paragraph | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare an image with a caption and related paragraph and share the purpose: reading captions. Keep the source or subject question visible.
- 2 Read the image first, then the caption, then the paragraph. Record what each source adds that the others do not.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Compare a rock-cycle image, its caption and the accompanying explanation.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about reading captions, and what evidence helped you decide?"

READING | 97 OF 100

7 MIN | SOLO -> PAIRS

Definition in Your Own Words



Definition in Your Own Words is a practical reading routine for paraphrasing. It takes about 7 min and uses a short definition or glossary entry.

SKILL FOCUS ★★☆☆ Paraphrasing

WHY IT HELPS

Paraphrasing shows whether a definition has been understood rather than copied.

What you need a short definition or glossary entry | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare a short definition or glossary entry and share the purpose: paraphrasing. Keep the source or subject question visible.
- 2 Read one definition, cover it, then explain the term in plain language while keeping the essential meaning. Check against the original.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Mathematics Explain "perimeter" in your own words and contrast it with area.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about paraphrasing, and what evidence helped you decide?"

READING | 98 OF 100

8 MIN | SMALL GROUPS

Read for the Exception



Read for the Exception is a practical reading routine for scanning for exceptions. It takes about 8 min and uses a rule or information text with a qualification.

SKILL FOCUS ★★☆☆ Scanning for exceptions

WHY IT HELPS

Qualifications matter because they limit when a claim or rule applies.

What you need a rule or information text with a qualification | 8 min | Small groups

HOW TO RUN IT

- 1 Prepare a rule or information text with a qualification and share the purpose: scanning for exceptions. Keep the source or subject question visible.
- 2 Find the rule, then scan for unless, except, although or a stated condition. Explain how the exception changes the rule.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Science Find the condition under which a simple material rule does not hold.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about scanning for exceptions, and what evidence helped you decide?"

READING | 99 OF 100

5 MIN | PAIRS

Heading Match



Heading Match is a practical reading routine for summarising sections. It takes about 5 min and uses paragraphs and a set of headings.

SKILL FOCUS ★★☆☆ Summarising sections

WHY IT HELPS

Choosing a heading requires readers to identify the central idea of a section.

What you need paragraphs and a set of headings | 5 min | Pairs

HOW TO RUN IT

- 1 Prepare paragraphs and a set of headings and share the purpose: summarising sections. Keep the source or subject question visible.
- 2 Match each paragraph to a heading. Reject headings that are too narrow or too broad and justify the best fit.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Biology Match short paragraphs about habitats to precise subheadings.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about summarising sections, and what evidence helped you decide?"

READING | 100 OF 100

7 MIN | SOLO -> PAIRS

Source Clue Check



Source Clue Check is a practical reading routine for evaluating sources. It takes about 7 min and uses two sources with visible author or date information.

SKILL FOCUS ★★☆☆ Evaluating sources

WHY IT HELPS

Source details help readers use information with appropriate care.

What you need two sources with visible author or date information | 7 min | Solo -> pairs

HOW TO RUN IT

- 1 Prepare two sources with visible author or date information and share the purpose: evaluating sources. Keep the source or subject question visible.
- 2 Inspect who made the source, when, and for what audience. Identify one reason it may be useful and one question to check.
- 3 Ask learners to show the clue, language choice or evidence they used. Invite one partner to check it, then finish with an independent response.

TRY IT IN THIS SUBJECT

Humanities Check the author and date on two reports about a current local issue.

SUPPORT THE LANGUAGE, KEEP THE THINKING

Preview only essential words, make source features visible, and keep the original question and level of thought.

CHECK LEARNING

Can each learner point to the source detail and explain how it answers the question?

TEACHER LANGUAGE

"What did you notice about evaluating sources, and what evidence helped you decide?"