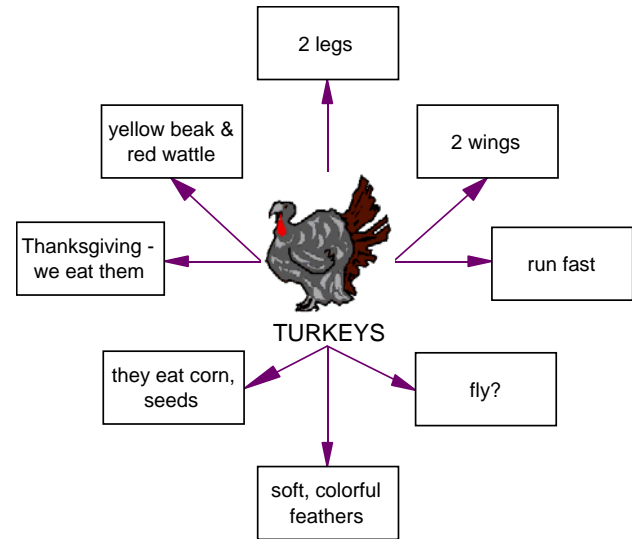
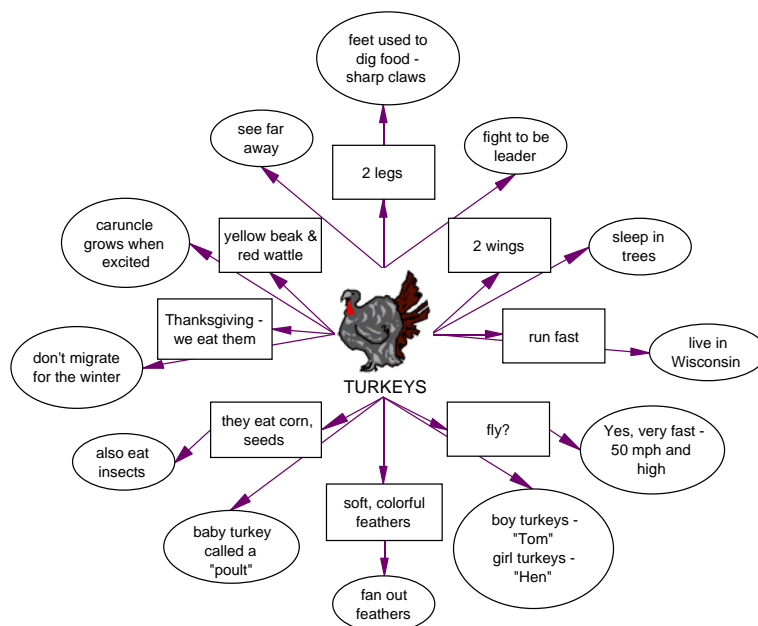


## PRE- AND POST-READING MAPS

Ann White, a kindergarten teacher in Elkhorn, Wisconsin, feels that her students are becoming better writers since she has been using CRISS strategies in her classroom. Pre- and post-reading maps and summary statements worked well in the following holiday assignment. First, the students brainstormed what they knew about turkeys, and Ann entered the information on a pre-reading map. [Note: We transferred the information from Ann's large poster into an Inspiration® Software graphic.]



Then, Ann read aloud a factual story about turkeys. The students added more details to the map. [Note: On the graphic, we have added each post-reading detail in an oval-shaped symbol box. Ann used a different color for the post information on her map.]



The following day, students reviewed the details on their reading map. Then, Ann divided them into four groups. She asked each group to come up with four summary sentences about the turkey based on all the information on their map which they knew and had learned. Their four sentences had to include three things that the turkey could do and one thing that the turkey could not do. Each group had an adult helper to write the summary statements they decided on.

*Turkeys can run.  
Turkeys can fly high.  
Turkeys can sleep in trees,  
But turkeys can't wear clothes!*

*Turkeys can sleep in trees.  
Turkeys can fly.  
Turkeys can see far,  
But turkeys can't talk like us!*

*Turkeys can fly high.  
Turkeys can run fast.  
Turkeys can gobble,  
But turkeys can't climb trees!*

*Turkeys can fly high.  
Turkeys can lay eggs.  
Turkeys can gobble,  
But turkeys can't migrate!*

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