

TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
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TEACHING
The New Jim Crow

LITERARY
STRATEGIES

TEACHER DIRECTIONS

Say Something

CCSS: RI.9-10.1, RI.9-10.2, SL.9-10.1, SL.9-10.2, SL.9-10.6, RI.11-12.1, RI.11-12.2,
SL.11-12.1, SL.11-12.2, SL.11-12.6

Say Something is a good way to modify the shared reading experience. Students take turns reading aloud to each other, stopping occasionally to comment on or question the text. Say Something gives students the opportunity to collaboratively interpret *The New Jim Crow*. This strategy teaches students to attend to their reading by stopping to “say something” at intervals in the text, rather than read without focus.

Say Something relies heavily on speaking and listening skills to improve reading comprehension. Students work together to interpret what is being read. Some students may be more likely to engage in meaningful conversations about *The New Jim Crow* when they are in smaller and more intimate spaces.

1. Provide students with a copy of the excerpt.
2. Put students into pairs. Instruct them to take turns reading and pausing to “say something.” Depending on students’ skills and comfort levels, consider providing sentence starters.
3. The first student reads a chunk of excerpt aloud to the other student. Depending on the excerpt’s length and complexity, the student may read a paragraph, several paragraphs or a page. The first few times students do this—or for those who struggle with this step—consider chunking the excerpt ahead of time or setting parameters for how often or when they should pause to “say something.”
4. After reading, the first student stops to “say something” about what has been read. The student’s comment should be rooted in the text to support his or her developing understanding.
5. The second reading partner responds to what was said and picks up the reading until the next time he or she stops to “say something.”
6. Reading partners alternate the reading of the text, talking after each section until they have completed the text.

“Say something” may not be enough of a directive for some readers who may believe they have nothing to say or doubt that what they have to say is worth sharing. Model the strategy first by thinking aloud, setting the purpose for reading and providing students with sentence starters.

English language learners: This strategy is appropriate for intermediate English language learners (level three or above). Strategic pairing of students and the use of sentence starters support developmental language acquisition. Consider offering English language learners an option to use choral or echo reading techniques instead of taking turns.



Say Something Sentence Starters

Use the sentence starters below for help when it's your turn to "say something." Remember that your comment should refer to the excerpt you are reading. If you have trouble coming up with something to say, re-read the content with your partner.

MAKE AN INFERENCE	ASK A CLARIFYING QUESTION
<p>Based on what I know about _____, I think that _____.</p> <p>Page _____ states _____ . I think this probably means _____.</p>	<p>Why did _____?</p> <p>How is _____ like _____?</p> <p>After _____ happened, I thought _____, but now I see that _____.</p> <p>I agree/disagree with you about _____. I think _____.</p>
MAKE A CONNECTION	MAKE AN ARGUMENT
<p>This reminds me of _____.</p> <p>This part is like _____ is like _____ because _____.</p> <p>I also/never (name something that happened in the text) _____.</p> <p>This part reminds me of _____ where I come from _____.</p> <p>This reminds me of _____ in my family _____.</p>	<p>Of course _____, but _____.</p> <p>Some may think _____, and others think _____.</p> <p>It is also important to think about _____ (first point, second point, third point and so on).</p> <p>So, you could say _____.</p> <p>If you think about all that, then isn't it true that _____?</p>