

# LINK

LINK is a strategy readers use to engage themselves with text. It involves the reader in pre-reading, during reading and after reading exercises to help the reader construct meaning and develop insights about the content being explored. LINK starts the reader working independently with a brainstorming activity to surface prior knowledge about the content about to be read. Readers work together independently and in small groups as they discover new information, revise disposition, and formulate insights. Readers culminate this experience by writing a *one-sentence summary* about what they learned.

## LIST    INQUIRE    NOTE    KNOW

### Materials:

- a key word, phrase, or concept selected from the text (teacher selected)
- overhead pens
- transparency

### Procedure:

1. List a word or phrase on chart paper. Students write this word on their LINK form.
2. Students brainstorm words or two-word phrases they can surface from their prior knowledge that have a link to the topic word or phrase and LIST them in the box provided on the form. This provides students with an opportunity to make connections between what they know and the topic. This also focuses the student on the new content of study. Let students know that all associations are valid.
3. Students share their ideas with the teacher who charts all responses. This step is continued until students have exhausted their lists. Remind students not to repeat words already shared.
4. Students INQUIRE about any of the brainstormed words so they have a clear understanding of what the word or phrase means or how it relates to the key word. Teachers refer to the author of the word or phrase to explain what the word or phrase means. This is NOT a time for judgments, but a time to afford students clarification and understanding.

5. Students NOTE what they know about the content. Students are still working from their prior knowledge and their exposure to the class brainstorm list and any clarity they have been exposed to during the inquiry step. Teachers ask students to consider the class thinking displayed on the list and write a one sentence summary of that thinking.
6. Students read the passage. After reading, write about or discuss what they now KNOW AFTER HAVING READ THE NEW MATERIAL AND SHARE NEW THINKING. Revisit original notes to identify prior misinformation or misunderstanding challenged by the reading.
7. Students revise their one sentence summary.

**LINK:    List    Inquire    Note    Know**

**Key Word or Phrase**

**LIST**

**INQUIRE**

**NOTE**

**WRITE WHAT YOU KNOW IN A ONE SENTENCE SUMMARY**