

# New-Knew-Q Strategy

The New-Knew-Q strategy, developed by Linda Gambrel promotes metacognition as students read. It requires that readers are cognizant of **new** information, information they already **knew**, as well as **questions** that arise as they read.

## PROCEDURE

To teach this strategy, use a short passage and model the process. Students practice the strategy with another short passage, then talk in pairs about their results.

1. Students read a selection: a paragraph or section.
2. Students use margin notes or sticky notes to record:
  - One important thing they learned
  - One important thing they already knew
  - One important question
3. In pairs, students talk about what they have written. Each pair can report out to the class.
4. Prompts for students to use:
  - I learned something new
  - I already knew that...
  - I wonder about...
  - I have a question about...
  - I'd like to know more about...

## Advantages

\*Students tap into their schema and note connections.

\*Promotes metacognition.

\*Students interact with the text by thinking and coding.

\*Allows students to question

\*Promotes meaning making through discourse.

NEPF Connections

## Instructional Standards

S1.4  
S2.1, S2.2, S2.3, S2.4  
S3.1, 3.2, S3.3, 3.4  
S4.2, S4.3  
S5.1, S5.3

