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

New-Knew-Q

+ Something that I learned
! Something I already knew
? An important question