Deep Reading T Chart

Use the following prompts to help students learn to think about what they are reading. Have students divide their papers in half by drawing a vertical line down the middle of the page. In the first column, ask students to respond to one or more prompts appropriate to the reading selection. In the second column, ask students to elaborate on their responses or answer the provided question corresponding to the selected prompt in the first column. Allow students to share their responses in small groups after completing their charts.

What is important / necessary / central?	What is trivial? (Nice, not necessary; not central)
What does the author say?	What does the author mean?
The heading for this section is…	A better heading would be…
This quote…	Makes me think…
The most important sentence in this section is:	Because:
This paragraph…	Could be summarized as…
The big idea is…	The details are…
The problem is asking me to…	The most important words in this problem are…
This concept:	Looks like this (illustrate):
What the character did (summarized below):	Is/is not what I would have done because…
This event:	Is more significant than others because…
This happened:	Because...
I think the author has a bias:	Because…