



It Says, I Say, and So..

Engaging in Active Reading and Critical Thinking

Suggested Time 20-30 Minutes

Student Tasks:

- Read the assigned text carefully.
- Complete the *It Says, I Say, And So* graphic organizer.
- Share responses with a partner or group.
- Revise conclusions based on discussion.
- Participate in a class discussion to deepen understanding.

Online ThinkCERCA Modules:

- Complex texts
- Tools for scaffolding reading (focus mode, translation, picture dictionary, online glossary, audio support, syllabication, part of speech, etc.)

Strategy

The *It Says, I Say, And So* strategy helps students think deeply about a text by analyzing key excerpts, making personal connections, and drawing conclusions. Using a three-column graphic organizer, students select important sections of text, reflect on their thoughts, and synthesize their understanding. This strategy supports active reading, inference-making, and discussion skills.

Optimal Application Notes:

This strategy works best when students are exploring complex texts that require interpretation and discussion. Teachers should model the process several times before students attempt it independently.

Before:

- Select a text that encourages interpretation and discussion.
- Develop 3–4 thought-provoking questions that require students to infer meaning from the text.
- Provide students with a three-column graphic organizer labeled *It Says, I Say, And So*.

During:

- As they read, students look for passages related to the teacher's guiding questions.
- Students copy or summarize the relevant section in the *It Says* column.
- In the *I Say* column, students write their thoughts, connections, or personal reactions to the passage. This could include prior knowledge, inferences, or personal experiences.
- In the *And So* column, students combine what the text says with their own thinking to draw a conclusion or answer the guiding question. This should be a full sentence explaining the significance of the passage.
- Students share their responses with a partner or small group and revise or refine their conclusions based on peer discussion.

After:

- Facilitate a class discussion to compare conclusions.
- Encourage students to reflect on how their thinking changed after discussion.

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Thinking Deeper About the Text

Instructions: Read the text carefully and think of a question that helps you understand it better or write the question given to you. In the *It Says* column, write a key part of the text that relates to your question. In the *I Say* column, explain your thoughts or connections to the text. In the *And So* column, combine both to draw a conclusion or answer your question. Then, discuss your ideas with a partner or group.

Question	It Says (What the text says)	I Say (What I think)	And So (What I conclude)
Write a question that helps you think more deeply about the text.	Write a key phrase or summary from the text.	Write your thoughts, connections, or inferences.	Combine both to explain the meaning or answer the question.