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Textbook Activity Guide: TAG

1. **What is it?**

TAG, the textbook activity guide, is a before, during and after reading strategy that is designed to encourage students to actively contribute during textbook instruction. This strategy was created in order to bridge together curriculum goals and content specific materials. TAG promotes students to vigorously involve themselves in meaningful and authentic discussions, writing, drawing and creating. This strategy was created to encourage learning from the textbook by allowing students to self-monitor their knowledge as they go through the guide.

What makes TAG different from other guides that students may encounter is that this guide identifies what is to be learned and how it will be learned. It also helps students navigate their way through a puzzling and text heavy textbook. TAG allows students to go section by section while reading, which makes the text more practical for students. A Textbook Activity Guide will generally consist of the step number, the page number from the textbook, the strategy code that the student will use and the directions or objective.

2. **What are the strategy codes?**

The strategy codes are:

- P= Predict
- WR= provide a written response
- SKIM= read quickly to meet objective
- MAP= complete a semantic map
- PP= predict with a partner.

These codes may differ depending on what needs to be obtained from the textbook.

3. **Why would I teach this strategy?**

I would teach TAG because it strongly supports student interaction with the textbook. This is especially important because it gives students a purpose when reading through a textbook. Using TAG allows the key details and main ideas to be highlighted which enables student's to focus on what they are reading. This leads to students making personal connections with the text, which draws on their background knowledge. I would also recommend teaching TAG because you are able to create your guide to specifically meet curriculum goals and state standards by giving students objectives.

4. How would I teach this strategy?

1. Determine a text that is appropriate and content specific. Select a chapter from the text and divide the chapter into sections. The sections should be based on content in the chapter.
2. Pick out the most important topics and concepts. Assign tasks for each topic or concept.
3. Once the tasks are decided on, create TAG strategy codes for students to follow as they are reading. (Allow for time familiarizing students with the codes and teaching them how to navigate through a textbook, this would be taught previously to allowing students complete the guide.)
4. Once the strategy codes have been developed, the TAG can be created. This ensures that the guide will be content specific and can meet certain standards.
5. Model for the students how the strategy codes will be applied, as it relates to the guide. Also, explain the guide and what is expected. (A practice guide that is completed whole group would be beneficial for students.)
6. Students would be placed in small groups or in pairs to complete the guide.
7. Allow ample time for students to complete the guide.
8. Once the guide is completed, the teacher will have a whole group discussion on the guide. This is when student responses would be gone over and discussed.

Examples of strategy codes:

P- Predict (Students would have to independently predict what a section or concept is about)
WR- Written Response (Students would have to write their answer to a question or objective)
SKIM- Skim (Students would read quickly or skim through a specified text to meet an objective)
MAP- Students would complete a semantic map or a graphic organizer
PP- Predict With A Partner (Students would have to predict with a partner what a section or concept is about)
R- Read and Retell (Students read a section and retell in their own words to their group)
C- Create (Students would create an object or drawing based on what they are reading)
D- Discuss (Students would read and then in their groups discuss their personal opinion of the text)