

## **RAISE Reading Strategy – Transcript**

**Narrator:** One early morning, the students at strategy school are taking their first reading benchmark. The students are scared, sleepy and a little bit bored.

**Child 2:** I'm so scared about this reading test

**Child 3:** Me too!

**Child 4:** This is so boring!

**Teacher:** (knocks on table) Wake up and keep working! (knocks on table again by a different student) Wake up and keep working!

**Narrator:** Students continue working. They skip parts of the passages, rush through and never go back to the passage to find evidences of their answers.

**Narrator:** The teacher gives out the tests. The students see their scores...

**Child 2:** I don't even understand why we take tests...

**Child 3:** I don't care what I got...

**Child 4:** I don't understand why I got such a low score since I'm such a good reader!

**Child 5:** I failed again!

**Teacher:** Let's talk about it guys. Why do you think you take tests?

**Child 2:** To get good grades?

**Child 3:** To pass to the next grade?

**Child 4:** To work?

**Teacher:** No, teachers give tests for you to show what you know and for teachers to see how they can help you. You shouldn't be afraid of tests. They are great tools that show what you know and what you need to work on.

**All:** Oooohhhhhh....

**Narrator:** The bell rings and the students go out to recess...

**(Sound of bell ringing)**

**Narrator:** At recess, they meet a new student and they greet her.

**Child 1:** I want to do better on my test.

**Child 2:** My mom is going to be mad at me!

**Child 3:** I didn't even understand the questions.

**Child 4:** Hi friends, my name is Jackie and I just moved here from another school!

**All:** Hi!!!

**Child 4:** What's going on?

**Child 2:** Today we just got our reading benchmarks and all of us failed.

**Child 4:** What strategies did you use?

**All:** Strategies? What is that?

**Child 4:** Ok, I think we need to call our RAISE superheroes!

**Narrator:** Students come back from recess and sit at their desks. They are talking to each other when the RAISE superheroes come...

**All:** Who are you?!?!?

**RAISE Superheroes:** We are the RAISE Superheroes! We are here to help you!

**Child 4:** Look, the RAISE superheroes are here to help you know a strategy!

**All:** Hooray!!!

**Superhero R:** "R" – Read everything carefully! Don't forget to read captions, pictures, charts, maps and graphs! Everything!

**Superhero A:** "A" – Analyze each question and answer! Underline the keywords and don't forget to say the question in your own words!

**Superhero I:** "I" – Identify enough evidence! Don't forget to write your evidence and your question number!

**Superhero S:** "S" – Select or compose your answer! Don't forget to eliminate the not possible answers!

**Superhero E:** "E" – Evaluate your answer and make sure your question matches your answer!

**All Children:** Thank you RAISE superheroes!!!! Now we know a strategy!

**RAISE Superheroes:** Always use your strategies on all your tests and never give up!

**All Children:** Thank you! Now we know how to show what we know!

**RAISE Superheroes:** Bye!!!!

**(Students talk in groups about the RAISE Strategy they just learned)**

**Narrator:** Students are seated waiting for the teacher to pass out the test. The students are talking about how excited they are and how they now understand why tests are important. They even change the word test to “SWIK” and they are not afraid of them any more.

**Child 1:** I am ready to show what I know!

**Child 2:** Yes, now I know that tests are very important!

**Child 3:** Guys, we should change the word test to “SWIK.”

**All children:** “SWIK???” What is that?

**Child 3:** It means show what I know. Isn’t that what tests are for?

**All children:** Yeah!!!

**Teacher:** Good morning, students!

**All Children:** Good morning, Ms. Esquivel!

**Teacher:** We are getting ready to take our new EOGs. Please clean up your desks.

**Child 1:** I am so ready to show what I know!!!

**Child 2:** Me too!!!

**Child 3:** I am ready to use RAISE strategy on all the passages!

**Child 4:** I am going to do so much better!

**Narrator:** Students begin taking the EOG. They read everything carefully, analyze each question and answer choice, go back to find evidence, select the best answer and evaluate their answer. They are really using strategies this time...

R- Read everything carefully! Remember to read everything including title, captions, charts, timelines and labels!

A- Analyze each question and the answer choices. Read it and identify keywords. Categorize and restate it in your own words.

I- Identify enough evidence. Underline each piece of evidence and write the question number beside it.

S- Select or compose your answer. Use the evidence to support and prove your answer.

E- Evaluate your answer. Does it make sense? Does it match the question? Give it a score,0-4.

**Narrator:** The next morning, the teacher gives the tests back to the students.

**Child 2:** I did better this time!

**Child 1:** Look, I got a great score!

**Child 3:** I'm so proud of myself! This time I really showed what I learned this year!

**Child 4:** The RAISE superheroes were right!

**Child 5:** Great! They showed me how to read carefully, and they showed me what I really know!

**Teacher:** Students, you really did great this time! You used strategies on all of the passages!

**Narrator:** Students go back to the test to identify what they need to work on. They check the answers they missed and find out why they got them wrong. The teacher gives them feedback about their work.

**Child 5:** I think I need to work on my main idea because I got most of them wrong. I'm going to ask the teacher.

**Narrator:** Students continue to use their strategies on all of their tests and assessments. They use strategies even when the teacher does not remind them. They use them because they know it really helps them.

THE END!