

THIEVES

Title, **H**eading, **I**ntroduction, **E**very first sentence in a paragraph, **V**isuals and **V**ocabulary, **E**nd-of-chapter questions, and **S**ummary.

In the THIEVES process, teachers guide students through a preview process of nonfiction text, after which they work together in partnership with peers to apply the strategy to a chapter. This process aids students in metacognition (awareness of their own thinking process), and in using evidence from the text (stealing) to support their ideas. Here is the process:

1. Instruct students to read and discuss the nonfiction title. Ask them: *What is this text about?*
2. Guide students through the reading of the introduction and outlining of main points. **Model this process first.** Ask them: *What are the main points in the introduction?*
3. Instruct students to highlight every first sentence in a paragraph. **Model this process first.** Ask them: *What is the main idea in this paragraph?*
4. **Model the process** of previewing visuals and vocabulary and guide students through an independent process. Ask them: *What are the pictures or charts about? Which words are not familiar?*
5. Instruct students to read the end-of-chapter questions. Ask them: *What types of questions are asked? What details need to be focused on? Do you need to know main ideas to answer them? Do you need to compare and contrast to answer them? Make inferences?*
6. Instruct students to read the chapter summary and paraphrase the main ideas. **Model this process first.** Ask them: *What main points are included in this summary?*
7. Direct a whole class or group discussions on what they “stole” from the text. Ask them to discuss: *How did this strategy help you better understand the text?*
8. Activity: Have students write a letter to their partner describing why this process was a useful strategy.

Adapted from: Suzanne, L. M. (2002). A strategy for previewing textbooks: Teaching readers to become THIEVES. *The Reading Teacher*, 55(5), 434-435.