

BOX 3.5

Scaffolding Academic Conversation

Many students need explicit instruction and support to learn how to carry out academic conversations. Through modeling and reinforcing student behavior during class discussions, you teach students how to participate. You also actively demonstrate that each student's ideas, experiences, and thinking processes are valued and contribute to the learning of the whole group.

EXPLICITLY MODEL GOOD LISTENING

Show interest in student remarks by listening carefully, asking students to make connections between different students' ideas, and acknowledging contributions with a simple but encouraging "Thank you," "Hmmm," or nod. If appropriate, ask a follow-up or clarifying question. Ask students what they notice about the way you listen and respond to comments and how they think it makes the speaker feel; let them know you expect the same behaviors from them—in class discussions and in their partnerships and small groups.

ACCEPT ALL CONTRIBUTIONS

Avoid correcting students *or* praising them for being correct. Instead, be encouraging without setting up a dynamic in which some students' contributions will be seen as more valuable than others': express interest in their ideas, thank students for contributing, or invite classmates to comment on what another student has said.

MOVE TO THE SIDELINES

Encourage students to talk directly to each other when they are responding to each other's thinking. Some teachers find that when they move away from the front of the room or take a seat, students are better able to direct their attention and their responses to their classmates.

ENCOURAGE PARTICIPATION

To encourage all students to participate in class discussions and exchanges of ideas, you can use a variety of ways to call on students equitably without intimidating those who are reluctant to speak up in the whole class setting.

Name cards. Calling on students randomly removes the sense that they are being tested rather than encouraged to offer their ideas. Use name cards made from the class roster to call on individuals, pairs, or groups.

Spokesperson. Speaking for others is often easier for students than speaking for themselves. Ask students to share an idea they heard from someone else or to speak on behalf of their group.

Quick writes. Jotting down ideas sometimes helps students gather their thoughts before sharing something with a partner, small group, or the class. Quick writes also work well as a way to enforce "wait time."

Wait time. Give students time to think. Don't be tempted to fill silences with your own talking—these silences help spur students to speak up. Tell students you will wait for them to think a moment (or finish their quick write) before they respond—and then wait! Let them know they can use this same strategy in their partnerships and group work.

BOX 3.9

Personal Reading History

PURPOSE

Everyone has a "reading history." For some students, reading has had mostly positive associations, with supports from which to build an even stronger identity as a reader. For others, being able to reshape a negative reader identity often depends on reflecting on personal moments or experiences that created reading barriers. When students reflect on and share their personal reading histories, they have an opportunity to view themselves and their classmates more generously, as "readers in progress," with reader identities they can understand and change.

PROCEDURE

TEACHER MODEL

- Create your own personal history of some key moments or events in your development as a reader. Respond to the following prompts, being sure to include both positive and negative experiences:
 - What reading experiences stand out for you? High points? Low points?
 - Were there times when your reading experience or the materials you were reading made you feel like an insider? Like an outsider?
 - What supported your literacy development? What discouraged it?
- Read your personal reading history to the class, and invite students to interview you about your reading history.

STUDENT ACTIVITY

- Provide students with these same reading prompts and ask them to use the prompts to create their own personal reading histories.
- Have partners share their histories. Explain that the listening partner must not interrupt, but that after both partners have shared, their job is to discuss what they learned about each other. What were some similarities in the barriers and supports they experienced? What were some differences or surprises?

WHOLE CLASS ACTIVITY

- Bring the class together and invite volunteers to share what they learned were similarities and differences in reading experiences and what made them feel like insiders or outsiders.
- Record these ideas for everyone to see.
- Review these ideas in view of the class norms. Add any new norms that students think will further contribute to maintaining a safe inquiry community.

BOX 3.10

**Modeling Thinking Aloud with
Out-of-School Texts****PURPOSE**

This informal introduction to the “think aloud” process puts the teacher in the public role of a reader who must try to unlock the door to a difficult text—with a limited set of keys. Students, on the other hand, may recognize and enjoy their own expertise at reading the particular types of text that stump a teacher but not themselves.

PROCEDURE

- Bring in a few examples of out-of-school texts (street map, restaurant menu, advertisement, bus route) that you can project (or copy) for all students to see.
- Ask students to take notes on what they notice you saying or doing as you try to understand the texts.
- Model thinking aloud with one or two of the texts:
 - Preview the text. Take a look at its parts and any graphics. Out loud, tell yourself what you do or do not know by looking the text over quickly.
 - If you are able to make any connections to your background knowledge or experience, describe what they are, out loud to yourself.
 - Start reading aloud, and stop when you get confused by a word, phrase, or sentence.
 - Out loud, identify the problem and ask yourself questions to try to solve it. Out loud, describe the problem-solving process you are going through as well as your reactions to the text.
 - Agree with yourself that you may have to “tolerate ambiguity,” maybe having only a guess about the meaning of the roadblock you identified.
 - Continue reading to see whether the roadblock clears itself up, and let yourself know how, out loud, if it does.
- Ask students what they saw you doing as you worked to understand the texts.
- Invite students to bring to class texts that they feel confident and capable reading but that they think might be difficult for others (you, especially) to understand.
- Project or distribute copies of these for the whole class.
- Take the classroom challenge and model thinking aloud with one or two texts nominated by your students.

to understand that reading is not a magic skill that they either have or do not have. Rather, reading, as we understand it, is an ongoing process of problem solving, and some of the problems posed by a text will be greater than others. Developing social norms and discourse routines to support collaborative problem solving helps to assure students that working together with each other and

BOX 4.3

Capturing the Reading Process

PURPOSE

By sharing their reading processes, students begin to appreciate the great variety in strategies and approaches that different readers bring to a text. They will also see that different people's knowledge and experiences shape the meanings they derive from texts—that meaning is constructed in the interaction between individual readers and texts, not solely in the texts themselves.

Capturing the Reading Process is students' introduction to creating a living and growing classroom Reading Strategies List.

PROCEDURE

- Choose a slightly challenging text that will be intriguing to students.
- Give students time to read silently; monitor to see when most students have finished the reading.
- Ask students to write down a few notes about what they did to make sense of the text: what reading processes they used to solve comprehension problems, stay involved in the text, or make connections from the text to other knowledge or ideas.
- Model one or two examples of your own reading processes from the beginning of the text, such as the following:
 - When I read the second sentence, about reading under the covers, I could picture that in my mind.
 - When I came to the pronoun “they,” in the third sentence, I had to check back to the first sentence to be sure “they” meant Kevin’s books, not his parents.
- As partners and small groups are sharing their reading processes, circulate to listen in and, as needed, model how to probe for specifics (suggestions follow).
- Invite students to share their strategies first with partners, then in small groups, and then with the class. Help students be specific by probing their reasoning and thinking:
 - What did you do?
 - How did you do that? Where in the text did you do that?
 - Can you give us an example from the text?
 - Why did you decide to do that?
 - How did that help your understanding?
- If students are having trouble articulating their reading processes, introduce some problem-solving strategies:
 - Did anyone have to reread any part? Which part? How did that help?
 - Did anyone think of something else that was related to this text? What was the connection? How did that help?
 - Did anyone have trouble with this part? How did you get through it?
 - Did anyone make a guess about the meaning of an unfamiliar word? How did you do that?
- Record students' ideas on a class list. (Save the list. It will serve as the beginning of the Reading Strategies List that the class will continue to develop.)

BOX 4.9

Introducing Talking to the Text

PURPOSE

By making notes about their thinking as they are reading, students make their thinking visible to themselves and then have written notes to discuss later with a partner or the whole class. Many students feel safer and better prepared to discuss texts and their reading process after having had time to record their thoughts on paper. Talking to the Text can be an especially effective alternative to Think Aloud for English learners.

PROCEDURE

- For use with a projector or document camera, make enlarged versions of the first paragraph or two of a text students will read, leaving plenty of space for making notes between the lines and at the margins.
- Make copies of the entire text for students, leaving generous margins. (If photocopying is an issue, provide students with sticky notes instead.)
- Review with students the types of questions and reading strategies they have practiced using in Think Alouds.
- Explain that Talking to the Text is a written Think Aloud and that by practicing Talking to the Text, students will get in the habit of Talking to the Text *in their head*—something good readers do to help them stay interested in the text and solve problems of understanding.
- At the projector or document camera, model thinking aloud, marking the text as you go with underlines, arrows, questions, comments, and so forth. Invite students' observations and questions about your annotations.
- Ask students to read silently and annotate the next paragraph with their own Talking to the Text marks and comments.
- Have partners share their Talking to the Text marks and how they cleared up or tried to clear up any roadblocks they came to.
- Invite volunteers to share with the class some of their Talking to the Text marks. Ask them to explain
 - What did you mark?
 - How did that help your reading?
 - How did talking with a partner help?
- You can add students' comments to the demonstration text and label them (for example, "asking questions," "visualizing," "predicting") to reinforce shared reading process vocabulary.
- Model again with the next paragraph, or as necessary, respond to any confusions students may have about the process.
- Have students continue to make their own Talking to the Text annotations and discuss them with partners.
- Bring the class together to discuss students' experiences Talking to the Text.

One word of warning: it is important not to turn Talking to the Text into individual seatwork. It is, after all, through their interactions with classmates that students learn new approaches for making meaning from text.

“Science in the News” involves students in finding news reports in newspapers, magazines, or journals that describe scientific issues or research of interest to them. They work individually to create structured reports about their articles, then discuss them in small groups. In Classroom Close-Up 5.9, Janet describes initial challenges students had with the assignment and how they were resolved. (The assignment itself appears in Box 5.4.)

BOX 5.4**Science in the News Assignment**

One way Janet Creech and Ann Akey build student choice into their grade 9 science course is with a monthly “Science in the News” assignment.⁹ Students search in newspapers and magazines for science news stories of personal interest, write about the science being reported, and learn how to be knowledgeable consumers of science news.

STUDENT GUIDELINES

1. Find an article about scientific research/observations that was published in a newspaper, magazine, or journal during the assigned month. The article must be at least two hundred words long.
2. Read the article and write down what the scientists were trying to find out (what question were they trying to answer).
3. Underline, in two different colors, the following information (color in the boxes to make a key).
 - The methods the scientists were using (procedure) and the type of data collected.
 - What the scientists found out (results and conclusion).
4. Answer the following questions on a separate piece of paper, and staple it to this page.
5. Staple the article, or a copy of it, to this page.

QUESTIONS

1. (a) Title of the article; (b) Topic of the article; (c) Author(s); (d) Source of article (name of newspaper, magazine, or address/URL and name of Internet site)
2. (a) Write the full name and title (if given) of a person quoted in the article. (If no one is quoted, choose a different article.) (b) Why was this person quoted? What is the person’s expertise?
3. How did scientists obtain the evidence on which this article is based? What steps did they follow, what types of tools did they use, and what type of data did they collect?
4. Draw a diagram of the important information explained in this article. Label your drawing with words or descriptions.
5. Write a summary of this article. Your summary must be at least four complete sentences in your own words. Do not use direct quotes from the article.
6. Do some more thinking about this article. Write at least one “on my own” question that you would like to ask the author or the scientists involved.

BOX 6.5

Sample Metacognitive Log Prompts

Early in a course, when students are new to metacognition, prompts such as the following can help them get started keeping a metacognitive log. Many teachers have students write these on a "bookmark" or the inside cover of their log.

While I was reading:	
I felt confused when ... and so I ...	A word/some words I did not know:
I was distracted by ... but then I ...	I stopped because ... What I did next was ...
I started to think about ... and so I ...	I lost track of everything except ...
I got stuck when ... What I did was ...	I figured out that ...
The time went quickly because ...	I first thought ... but then realized ...
I remembered that earlier in the text ...	I finally understood ... because ...

Later, students may be ready for alternative prompts, which they generate or the teacher introduces to focus them on particular reading strategies.

A reading strategy I used:	A question I had*:
An image I had in my head:	A "right there" question I went back to check:
A connection I made:	A "pulling it together" question I figured out:
I summarized ... for myself in these words ...	A "text and me" question I thought of:
A prediction I made was ... because ...	An "on my own" question I wondered about:

*These types of questions are described in the Chapter Seven discussion of QAR.

Initially, teachers model an SSR+ metacognitive log entry or two about the books they are reading during SSR+ time. They also collect examples from students' entries that serve as models for the class to talk about. Experienced SSR+ teachers find that if they respond to about five students' logs per class period, they can keep track of how the reading is going for individual students and make brief comments in the logs that let students know they have an interested audience. Many of the "While I was reading" prompts that students use in the first weeks of SSR+ suggest that it's not uncommon to be distracted or confused (or to be able to figure out something to do about it). Later, these initial prompts may give way to new ones the class comes up with, new ways the teacher wants to focus students on their reading behaviors, or no prompts at all for students who no longer need them.

“Teaser strips” get Rita Jensen’s middle school ELD students curious about each other’s SSR+ books. On strips of paper, students write a weekly one-sentence teaser about the book they are reading and post it on the wall below a photocopy of their book cover (or a quick art piece they make of a cover for their book). During weekly gallery walks, teasers like “Will Sharon run away from her abusive father and quit school?” or “Why does everyone in Sam’s family keep dying?” spark interest in the books that classmates are reading and suggest questions to ask the book’s current reader. The teasers, Rita reports, really build engagement for students about what to read next.

BOX 6.8**SSR+ Book Poster Assignment**

Whenever students complete a book (or about every four weeks), they may also complete a book poster (or other type of book project). The instructions to students presented here explain the responsibilities of the book poster presenter and the audience.

PART 1: CREATE A BOOK POSTER

- Include the following on your poster:
 - The book’s title and author
 - A visual representation of a significant scene in the text
 - A quotation that is important to your book, with a page number
 - A statement explaining why someone might enjoy your book (or not)
- Posters will be displayed on the wall so your classmates can be reminded of your book when they consider a new one to read.

PART 2: BOOK TALK

- Introduce your book: give the author, genre, and where you are in the book so far.
- Present a brief plot summary (but don’t give away the ending).
- Explain the significant scene shown on your poster.
- Read the book quotation on your poster and explain its importance.
- Explain whether you recommend the book. Why or why not?

PART 3: ACTIVE LISTENING

- Take notes during a book talk to remember the book or a question for the presenter.
- Engage in book talk with your classmates after a presentation.
- Add books that interest you to your list of potential selections.

BOX 7.4

Clarification Chart

PURPOSE

A clarification chart helps students focus on where they lose comprehension in a text and what they can do about it. This graphic organizer suggests that reading is not magical, but rather a process of solving problems. The reader is in charge—of identifying roadblocks or confusions, trying problem-solving strategies, and taking a best guess at what the difficult passage may mean. For the teacher, the chart reveals where students struggle and what strategies they have appropriated for taking control of their reading. As students gain control and become increasingly metacognitive, the use of the chart should fade.

PROCEDURE

- Project a chunk of text that students will be reading. Demonstrate identifying and writing down a roadblock and filling in the other associated columns of the clarification chart.
- Have students create their own version of the chart.
- Invite students to nominate additional roadblocks and, as a class, work to complete the associated columns in the chart.
- Assign students to continue working with the text and the clarification chart, either individually or with a partner.
- Bring the class back together to discuss the roadblocks students selected to work with, what strategies they used, and what tentative meanings resulted.
- Assign a text for homework and have students practice using the clarification chart as part of the assignment.
- Go over the charts the next day in class and discuss the different strategies students used.

Clarification Chart

Roadblock (what it says)	Question (what's confusing?)	Strategy (my next step)	Clarification (what I think it means)

Visualizing and Visual Texts

Visualizing and visual texts help readers make abstract concepts or complex processes more concrete and more comprehensible. Yet inexperienced readers may not know how to use either and so benefit from explicit instruction.

Readers who visualize as they read activate schema prompted by the text but called up from prior knowledge or experience. Some readers naturally

BOX 7.8

ReQuest

PURPOSE

ReQuest is a questioning routine that helps students practice preparing, asking, and answering text-based questions. The ReQuest turn-taking structure ensures equitable participation.

PROCEDURE

- Have each student prepare questions about a text the class reads in common. (This can be a homework or an in-class assignment.)
- Ask one student to begin by reading one of his or her questions aloud and calling on a volunteer to answer it.
- Explain that the volunteer must provide both the answer and the evidence for it.
- After a student answers, have the questioner check in with the class: Do they agree with the answer? Do they agree with the evidence? Can they add other evidence?
- Have the student who first answered the question (regardless of whether the answer was challenged) ask the next question.
- Continue until all students have asked and answered at least one question.

Excellent!

answer will be found in the text or in interaction between the text and their existing schema. Students become metacognitive and much more strategic about answering text-based questions—for their own purposes as well as on high-stakes tests. The four types of question-answer relationships—*Right There!*, *Pulling It Together*, *Text + Me*, and *On My Own*—are described in Box 7.9.

When Janet Ghio introduces her ninth graders to the QAR categories, she points out that different readers may successfully answer questions in different ways. So, for example, a *Pulling It Together* question for one student might be a *Text + Me* question for another. Janet makes sure students can explain *how* they got an answer. Caro Pemberton also includes this important guideline for the development and use of QAR. After asking a question, Caro's students ask a follow-up question to reinforce the idea that the type of question is defined by what you do to answer it:

What did you have to do to get the answer to this question? How did you get the answer?

BOX 7.14

Twenty-Five-Word Abstract**PURPOSE**

Limiting students to twenty-five-word summaries helps them really focus on what is important.

PROCEDURE

- Have students individually read a text and highlight main ideas and difficult vocabulary.
- Have students work in small groups, first to clarify vocabulary, using each other's thinking and other classroom resources.
- Have group members take turns presenting their highlighted main ideas as well as their reasons for selecting them.
- Ask groups to discuss and reach consensus about which are the key points.
- Have students individually write an abstract of twenty-five words or less that includes the key points selected by their group.
- Have students take turns presenting their abstract to their group members.
- Ask group members to discuss differences among their abstracts and then agree on and write a group abstract of twenty-five words or less on a poster.
- Have groups post their abstracts and rotate around the room reading the abstracts of the other groups. On sticky notes, have groups rate each poster, including their own, on the importance, clarity, and conciseness of the information in the abstract. (Alternatively, have groups rate the posters, but do not supply criteria. Instead, after all abstracts have been rated, lead a class discussion in which students surface the qualities that led them to rate an abstract as successful.)

might logically follow. Authors' use of text structure, text signals, and visual text features provide multiple clues that support meaningful prediction.

Reading Signals in the Text

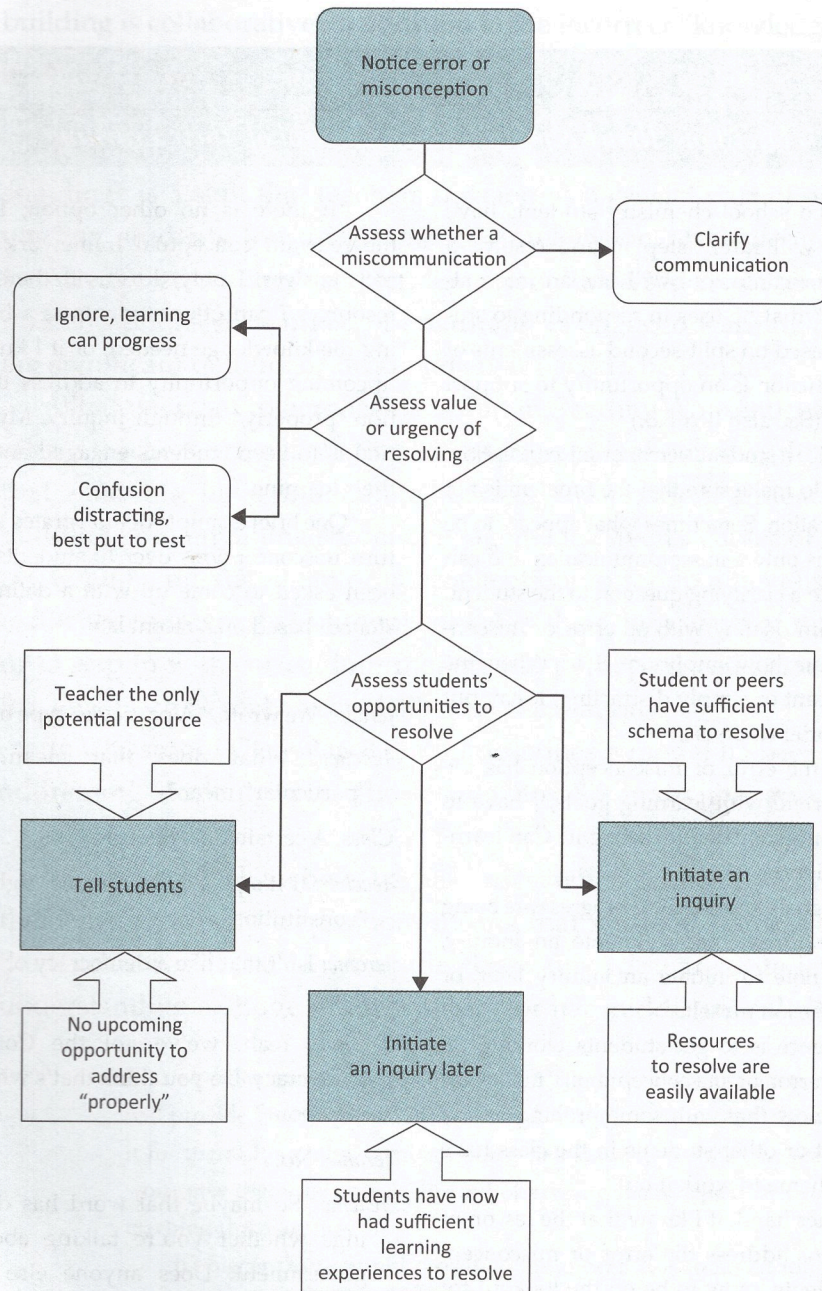
In the case of text structure, students may be much more familiar with using prediction with narrative than with informational text, but prediction can be a particularly valuable strategy for navigating challenging informational text. In a narrative structure, students might predict "The girl has learned she is strong, now the horse will die"; with informational text, students might use their knowledge of text structure to predict "That was one cause of the Civil War, now it's going to tell about another one" or "This definition of molecule is going to be followed by examples that will make the definition easier to understand."

At another level, instead of predicting how text structure will contribute to meaning, readers keep track of text signals and predict where the text will

BOX 8.3

Error Response Flow Chart

Internalized flow charts like this one articulated by Will Brown can help teachers handle student error and keep students in control of their own learning (see also Classroom Close-Up 8.2).



Curriculum-Embedded Reading Assessment (CERA) Individual Writing Prompts

Please respond to the following questions (in pen).

Part I. Summary

1. In your own words, write a short summary (one or two sentences) of this piece.

Part II. Reading Process

2. What kinds of things were happening in your mind as you read this?
3. What did you do that helped you to understand the reading?
4. What questions or problems do you still have with this piece?

Part III. Self-Assessment

5. How easy or difficult was this piece for you? (circle one)
 pretty easy not too hard pretty hard too hard
6. How well would you say you understood this piece?

Part IV. Comprehension Questions *(teacher to supply for the given text)*

- 7.
- 8.
- 9.
- 10.

Curriculum-Embedded Reading Assessment (CERA) Rubric

Overview	Noticing Reading	Focusing on Reading	Taking Control of Reading
Evidence of student's overall control of reading processes	Few or no marks on the page along with vague responses to process questions and confused answers to comprehension questions. Teacher gains little insight into student's reading process, what is confusing, or how to support the student.	Marks on the page and responses to questions give insight into student's reading process and comprehension. Teacher gathers important information about problems student encountered and next steps for supporting the student.	Substantial marking on the page and elaborated answers to questions give detailed information about student's reading process and comprehension. Teacher is able to develop rich ideas for instruction and how to support student's reading comprehension.
Metacognitive Conversation	Noticing Reading	Focusing on Reading	Taking Control of Reading
Student writes about reading process to monitor comprehension and get back on track	ANNOTATIONS ON THE TEXT		
	<p>Few or no marks to give evidence of strategic or thoughtful reader interaction with the text; for example:</p> <ul style="list-style-type: none"> • Sparse underlining with no written comments. • Whole paragraphs highlighted with no indication of important ideas or questions. • Marks limited to a single type of interaction, such as underlining unfamiliar words. 	<p>Marking indicates some reader interaction with the text; for example:</p> <ul style="list-style-type: none"> • Some limited strategic marks focused on one or more strategies, such as making connections, asking questions. • Comments in margins are generalized responses, such as "boring," "cool," or "me too." • Comments and marks identify specific problems, such as "What?" connected to a highlighted section. 	<p>Marking indicates substantial reader-text interactions focused on problem solving and building understanding; for example:</p> <ul style="list-style-type: none"> • A variety of marks for varying purposes, such as highlights, circles, underlines. • Strategic marking of main ideas, text signals. • Purposeful comments that clarify, ask and answer questions, make connections, summarize.
	RESPONSES TO CERA QUESTIONS		
	<p>Summary misses the main idea or indicates confusions, yet student indicates text was "easy" and he or she understood it "well."</p> <p>Process responses offer little evidence of strategic reading; for example, the response is vague, no problems or confusions are identified, strategies are vague—"I just read it."</p> <p>Taken together, responses suggest student is unaware of reading difficulty.</p>	<p>Summary indicates identification of the main ideas.</p> <p>Process responses indicate some evidence of what is seen in the marking and annotating; for example, student thought about what a key term meant.</p> <p>Taken together, responses indicate an awareness of roadblocks and processes. Student identifies at least one comprehension problem either solved or unsolved.</p>	<p>Summary indicates understanding of the main ideas and may connect to larger themes.</p> <p>Process responses use literacy vocabulary to specifically describe reading processes.</p> <p>Taken together, responses demonstrate student is aware of confusions and able to apply strategies to get back on track.</p>

Using Cognitive Strategies	Noticing Reading	Focusing on Reading	Taking Control of Reading
Student uses strategies to focus on reading and take control: <i>Setting reading purpose</i> <i>Choosing reading process</i> <i>Previewing</i> <i>Identifying and evaluating roadblocks</i> <i>Tolerating ambiguity</i> <i>Clarifying</i>	ANNOTATIONS ON THE TEXT		
	Few or no marks give evidence of strategic interaction with the text.	Specific areas of the text are marked and commented on as roadblocks or confusions.	Marks and comments connect to one another; for example, an underline of a key term is connected to a definition; a section underlined is related to a summary note or question.
<i>Using context</i> <i>Making connections</i> <i>Chunking</i> <i>Visualizing</i> <i>Listening for voice</i>	Marks, if any, indicate a single strategy, such as underlining only key words or highlighting everything indiscriminately.	Marks indicate the use of one or more literacy strategies but may not lead to solutions. Marks may appear "practiced." For example, many questions are asked but not all seem useful, purposeful, or strategic, and few are answered.	Multiple strategies are in use, possibly signaling student's attempt to resolve a persistent confusion.
<i>Questioning</i> <i>Predicting</i> <i>Organizing ideas and information</i>	Comments, if any, indicate general confusion or reactions—such as "Huh?" or "Why am I reading this?"—and do not draw attention to specific problems to be solved.	Comments focus on the text and reader response, but not on identifying roadblocks and problems.	Comments clarify problems or answer questions posed by student.
<i>Paraphrasing</i> <i>Getting the gist</i> <i>Summarizing</i> <i>Using evidence</i>	RESPONSES TO CERA QUESTIONS		
	Summary does not clearly demonstrate comprehension.	Summary identifies main ideas.	Summary clearly states main ideas, which may also be marked in the text.
	Process responses do not identify roadblocks or problems to solve.	Process responses relate to marks and annotations on the text and describe at least one strategy used or problem solved.	Process responses relate to marks and annotations on the text and demonstrate the use of multiple strategies to solve problems.
	Taken together, responses indicate student is unable to use strategies to get back on track.	Self-assessment demonstrates understanding of challenges and how to get back on track.	Self-assessment demonstrates understanding of main ideas and awareness of how reading problems were solved.

	On					Off						
	bell	+2m	+2m	end	task	Time	bell	+2m	+2m	end	task	Time
Student A	/	/	/		3	4/5	/	/		2	5/5	
Student B		/			1	2/5			/	1	3/5	
Student C		/	/		2	4/5	/	/	/	3	5/5	
Student D	/	/	/	/	4	5/5	/	/	/	3	4/5	