



# **T.H.I.E.V.E.S.**

## **A Pre-Reading Strategy**







# Strategy: THIEVES

## Description

THIEVES is a pre-reading strategy that sets the purpose for reading using an easily remembered acronym. Students learn how to “steal” information from the **T**itle, **H**eadings, **I**ntroduction, **E**very first sentence, **V**isuals/Vocabulary, **E**nd-of-chapter questions, and **S**ummary before reading the entire text selection. Using THIEVES helps readers to identify important concepts, establish a context for reading, and predict what ideas might be contained in a text passage.

## Rationale for Using Pre-Reading Strategies in Science

Using a pre-reading strategy such as THIEVES enhances comprehension and retention of the information and ideas encountered during reading. Previewing helps the reader to create a "mental map" that can be used as the reader moves through the text (Learning Assistance and Resource Center, 2007). The mental map is based on the general structure of the text and helps guide the student during the reading process. Having mentally linked the textual clues, the reader is better able to follow the flow of ideas in the text and to detect the relationships among pieces of information.

## Key Features/Functions

- Activating prior knowledge
- Using text and organizational features
- Establishing a purpose for reading
- Predicting
- Questioning
- Identifying main ideas
- Summarizing

## Connections to Goals for Science Education (BC Science IRP)

Using a pre-reading strategy such as THIEVES addresses aspects of Goal 2 (Skills) and Goal 3 (Knowledge). Students are working collaboratively and making informed decisions while constructing understanding of science concepts.



**GOAL 1: Science, technology, society, and the environment (STSE)**

Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology.

**GOAL 2: Skills**

Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

**GOAL 3: Knowledge**

Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge.

**GOAL 4: Attitudes**

Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Ideas for Implementation

### Science:

- Predict possible meanings for the acronym THIEVES (see blackline master)
- Introduce a unit, chapter, or lesson (orally with whole class, in pairs, or independently)
- Use the bookmark to scaffold independent strategy use (student created or see attached template)
- Complete a graphic organizer while using the strategy (standard and adapted - see attached)
- Use the Jigsaw strategy – assign one element of THIEVES to each group (groups work on a different element each time, in order to gain a better understanding of the elements)

### Cross Curricular Connections:

- Can be used with any informational text – textbooks, magazines, National Geographic sets, newspapers, websites...



## Interactive Whiteboard Connections:

- The **Dual/Single Page Display** (split screen) function allows blackline masters to be projected simultaneously with the text to be read.
- Text can be obtained from *Science Probe* CDs. Other informational text for projection can be obtained from Internet sites, scanned materials, or by using a document camera.
- Interactive whiteboards allow for drawing or writing directly on top of selected text or blackline master as the strategy is modeled.

## Assessment



Informal *assessment for learning* is based on students' ability to accurately and efficiently locate main ideas, make inferences, make connections to prior knowledge, establish a purpose for reading, and make predictions based on various text and organizational features when reading for information. Students might be asked to plan a strategic and efficient approach to reading a lengthy passage based on the THIEVES appraisal. Students might be asked to access and report their prior knowledge about a passage based on the THIEVES features. For example, students could predict specific ideas that might be contained in a text passage, without actually reading the entire passage.



## Student Samples







## T.H.I.E.V.E.S. Practice

**T.** Read the title, and predict what the text will be about.  
I predict the title "Old rocks can be recycled into new rocks" will be about recycling the used old rocks into new reusable rocks, the passages are recycling of new rocks, how old rocks are different from new rocks.

**H.** Look at the headings (is able of content) and list two of them, two important questions that you must discuss and answer. (Why, How, How often, ...)

**Headings and Questions:**

1. "Create Building Blocks of Rocks" - Why can Minerals be identified as the Building Blocks of rocks?
2. "Families of Rocks" - What kind of rocks are included in the families of rocks?

**I.** Use the introduction and first paragraph to predict the main idea.  
The main idea from the introduction and first paragraph are about what rocks are made of, what kind of rocks are used in our everyday life, how to group different type of rocks, what does in the rocks tells us how they were formed. And most important, how rocks change from times to times.

Adapted from The Reading Workshop (January 19)

**E.** Write down everything you know about the topic. Use the back of this paper, if necessary.  
The things I know about this topic that rocks are all around us, they change shapes from time to times and is still changing today. I know that we sometimes eat rocks, such as salt. We also use rocks for building and jewelry. I know that it takes a long time for rocks to form.

**V.** List three important visuals and predict how they will help you understand the text.  
The three important visuals that will help me understand the text are:

1. Figure 2 - 7.5 I predict that it will help me to understand what a piece fits in.
2. Figure 8 - 7.5 I predict that it will help me to understand what a piece fits in.
3. Figure 9 - 7.5 I predict that it will help me to understand what a piece fits in.

**E.** Read the end-of-chapter questions. What information do you think is important?  
The information I think is important from the end-of-chapter questions are how to identify minerals by their properties, the families of rocks, how geologists are, how fossils help comparing age of rocks, the difference between mechanical, chemical, and biological weathering, how to identify igneous rocks and sedimentary rocks and metamorphic rocks.



**S.** So what? Why do you think the author wrote this?  
I think the author wrote this to help us have a deeper knowledge about types of rocks, how to identify different kind of rocks and how rocks are formed. Also how old rocks can be reuse again and by recycle it into new rocks.

Adapted from The Reading Workshop (February 19)

THIEVES graphic organizer – Grade 7 (Earth's Crust)







## T.H.I.E.V.E.S. Practice

**T:** Read the title, and predict what the text will be about:  
The title is *Properties of Matter* can be described as using properties? I predicted that this title will be about what matter is and how to describe matter using its properties.

**H:** Look at all headings (& table of contents) and then turn two of them into important questions that you think the text will answer. (Why...How...Explaining...)  
The first heading is *Properties of Matter*. The important question I think the text will answer is: What are the properties of matter?  
The second question is heading is: Calculating the volume of a rectangular solid. The question is: How can you calculate the volume of a rectangular solid.

**I:** Use the introduction and first paragraph to predict the main idea.  
I think the main idea of this chapter is about how to identify properties of matter and you can use these when choosing important objects in our everyday lives.

Adapted from The Reading Tracker February '02

**E:** Write down everything you know about the topic. Use the back of this paper, if necessary.  
Everything I know about this topic is that minerals can also be described by its ~~own~~ properties, too. I don't know what matter is or what its properties are, but I'm looking forward to learning!

**V:** List three important visuals and predict how they will help you understand the text.  
The three important visuals that might help me understand the text is figure 2, which says that the melting point of ice is 0°C. I think it will help me understand the text because it talks about the melting point. The other visual is figure 1, which is a cartoon about choosing a sundae based on your five senses. It will help me understand the text because the text talks about how you can use the senses to observe matter. The other visual is figure 3. I think this will help me understand the text because it talks about the boiling point, and the picture shows a water's boiling point.

**E:** Read the end-of-chapter questions. What information do you think is important?  
The information I think will be important are what properties you can observe using senses, how to describe an object using its properties, how to identify two objects that look alike apart from each other, mass and volume, melting point, freezing point, boiling point, density.

**S:** So what? Why do you think the author wrote this?  
I think the author wrote so we will have a deeper understanding and knowledge about matter and its properties, how to describe and identify a matter by its properties.

Adapted from The Reading Tracker February '02





## Related Articles

The following article can be found on the accompanying CD:

Manz, S.L. (2002). A strategy for previewing textbooks: Teaching readers to become THIEVES. *The Reading Teacher*, 55, 434–435. Retrieved from [http://www.readwritethink.org/lesson\\_images/lesson112/manz.pdf](http://www.readwritethink.org/lesson_images/lesson112/manz.pdf)





## Blackline Masters





## Becoming THIEVES

**T**

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**H**

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**I**

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**E**

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**V**

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**E**

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**S**

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## **The Elements of THIEVES**

### **Title**

What is the title?  
What do I already know about this topic?  
What does this topic have to do with the preceding chapter?  
Does the title express a point of view?  
What do I think I will be reading about?

### **Headings**

What does this heading tell me I will be reading about?  
What is the topic of the paragraph beneath it?  
How can I turn this heading into a question that is likely to be answered in the text?

### **Introduction**

Is there an opening paragraph, perhaps italicized?  
Does the first paragraph introduce the chapter?  
What does the introduction tell me I will be reading about?  
Do I know anything about this topic already?

### **Every first sentence in a paragraph**

What do I think this chapter is going to be about based on the first sentence in each paragraph?

### **Visuals and vocabulary**

Does the chapter include photographs, drawings, maps, charts, or graphs?  
What can I learn from the visuals in a chapter?  
How do captions help me better understand the meaning?  
Is there a list of key vocabulary terms and definitions?  
Are there important words in boldface type throughout the chapter?  
Do I know what the boldfaced words mean?  
Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?

### **End-of-chapter questions**

What do the questions ask?  
What information do they earmark as important?  
What information do I learn from the questions?  
Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.

### **Summary**

What do I understand and recall about the topics covered in the summary?



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How do captions help me better understand the meaning?

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## **Summary**

What do I understand and recall about the topics covered in the summary?

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# T.H.I.E.V.E.S.

## Practice

**T:** Read the title, and predict what the text will be about:

**H:** Look at all headings (& table of contents) and then turn two of them into important questions that you think the text will answer: (Why,...How...Explain...)

**I:** Use the introduction and first paragraph to predict the main idea.





**E:** Write down everything you know about the topic. Use the back of this paper, if necessary.

**V:** List three important visuals and predict how they will help you understand the text.

**E:** Read the end-of-chapter questions. What information do you think is important?

**S:** Summary – so what? Why do you think the author wrote this?



# THIEVES Practice

<b>T</b>	What is the <b>T</b> itle of the Chapter? What do you think you will be learning about?
<b>H</b>	List three <b>H</b> eadings: 1.  2.  3.
<b>I</b>	Read the first ( <b>I</b> ntrductory) paragraph. Write down anything you already know about this topic.
<b>E</b>	Read <b>E</b> ach of the key ideas listed at the beginning of the chapter. What have you learned?
<b>V</b>	Describe two <b>V</b> isuals. How do you think they will help you understand the text?  pg. _____ pg. _____
<b>E</b>	Write one of the <b>E</b> nd of the chapter questions below:
<b>S</b>	Read the <b>S</b> ummary section at the end of the chapter.



## References (THIEVES)

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