**What is the Say Something strategy?**

The Say Something strategy (Gaither, 1997) can be used in a number of ways, including engaging students in reading class materials. Buehl (2013) gives an example of how this could work for History students reading a textbook passage about life during the Great Depression:

1. Put students into pairs.
2. Student 1 reads the first paragraph aloud while Student 2 follows along and listens.
3. When the first paragraph has been read aloud, Student 2 must say something about what Student 1 read e.g., comment on something interesting, make a prediction, wonder about something that was said ("I wonder..."), identify confusing information, relate information from the paragraph to personal experience.
4. Students switch roles and Student 2 reads the next paragraph, and the process continues.

**Advantages**

1. Students are continually reminded that reading involves a mental conversation between an author and a reader; both need to contribute to the conversation if the reader’s comprehension is to occur.
2. Students are provided with cues that guide them into accessing implicit layers of meaning that necessitate inferential thinking.
3. Students verbalize their understandings as they sum up what they have gained from their reading.
4. More interactive so students are less inclined to switch off.
5. Opportunity to practice reading fluency.
6. Stimulates conversation.
7. Noise level provides privacy to students who might feel self-conscious.