SMA--Say/Mean/Apply: a strategy for unlocking meaning

Citation metadata
Authors: Beverly J. Boulware and Eula E. Monroe
Date: Fall 2008
From: Reading Improvement (Vol. 45, Issue 3)
Publisher: Project Innovation (Alabama)
Document Type: Report
Length: 2,986 words

Main content

Article Preview:
The Say/Mean/Apply (SMA) comprehension strategy introduced in this article gives children the opportunity to unlock the meaning of passages through interpreting and connecting the content of the passages to their own experiences. The SMA questions provide a simple organizational structure that can be used in any content area with fiction or nonfiction print materials at all levels, preschool through higher education, for developing meaning through text. Directing students' attention to synthesizing meaning from print on multiple levels promotes information scaffolding and increases the types of responses students share orally and in writing. The SMA strategy encourages children to relate to text from multiple viewpoints by engaging them visually, cognitively, and personally.

Teachers choose rich texts for the development of reader-text transactions (Rosenblatt, 1978) to help their students increase in knowledge, broaden their understanding, share their experiences, and connect with people groups and world events. Often they choose specific passages containing key ideas and concepts to help their students meet learning goals related to a particular content area. Teachers select what they think their students will have difficulty with and attempt to provide the scaffolding necessary for them to read and derive meaning from the print using a variety of strategies that will increase their understanding of the entire content of the text (Clark & Graves, 2005; Eeds & Wells, 1989).

Questioning strategies for assisting students in text comprehension provide a framework for the development of higher level thinking (Bloom, 1966; Raphael, Highfield, & Au, 2006). These strategies enable children to build conceptual understandings by reflecting on background knowledge and making connections to the text. Some questioning frameworks allow students to think beyond the text by considering content from various perspectives (Beck & McKeown, 2006; Ogle, 1986; Raphael, 1986). As teachers create experiences that allow students to question, interpret, and apply their reactions to print, connections are formed between the text and the world around them (Muth, 1987). Bruner (1960) stated, "The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred" (p. 32).

The Say/Mean/Apply (SMA) comprehension strategy discussed in this article is rooted in the work of Raphael (1986) and Tyler (1950). It allows children the opportunity to unlock the meaning of passages through interpreting and connecting the content of the passages to their own experiences by directing students' attention to synthesizing meaning from print on multiple levels. This strategy promotes information scaffolding and increases the types of responses students share orally and in writing (Long & Gove, 2003; Duke & Pearson, 2002; Keene & Zimmermann, 1997). The SMA strategy encourages children to relate to text from multiple viewpoints by engaging them visually, intellectually, and personally.

What is the SMA strategy?
The strategy consists of three questions students answer based upon a selected portion of text. Students respond to the first question, "What does it say?" at a literal level by simply reading the passage....

Access from your library
This is a preview. Get the full text through your school or public library.

Source Citation

Gale Document Number: GALE|A184699332
SMA stands for a Simple Moving Average. It is widely used and it is also a user-friendly indicator on the Olymp Trade platform. SMA follows the trend and thus. Some say the Simple Moving Average indicator is not a solid one because of its delay in action. But when markets are trending, it is a worthy technical analysis tool. As you could see in the examples above, SMA(20) is not only simple but also reliable. You need to watch carefully its relation to the prices and the result should be satisfactory. You can apply compounding as a capital management strategy. You can begin with 2-5% of your capital as an initial investment. In the following transactions, you trade with the initial investment plus the profit you gained earlier. Let’s say your balance account is $1000. Applied simple moving average trading strategy on the bitcoin market with 5 min interval. 0 stars. 0 forks. In terms of the columns meaning, I imagine the close is the close price of bitcoin on a certain date. What about the volume, does it mean the volume of bitcoin that exists in the market or the volume that me as a trader hold? Cause I think eventually this will affect how I calculate the Equity curve. For the strategy, is the MA generated according to the close price? How do we deal with the Nan value of the MA? For problem 1, just to clarify, whenever the short MA is higher then long MA, we need to buy one 1 bitcoin right? Suppose the short MA is always higher then the long MA during 2017-12-0 Postreading questions taught students critical thinking skills about how to apply new knowledge and how to go beyond what they learned from the text in order to create new understandings. Students were encouraged to think of questions after reading to challenge the teacher and their peers. Jaclyn monitored and assessed students’ ability to ask questions during their independent reading time, when they used think-aloud to demonstrate mastery of this strategy. SMA—Say/mean/apply: A strategy for unlocking meaning. Reading Improvement, 45(3), 101–107. Boyd-Batsone, P. (2006).