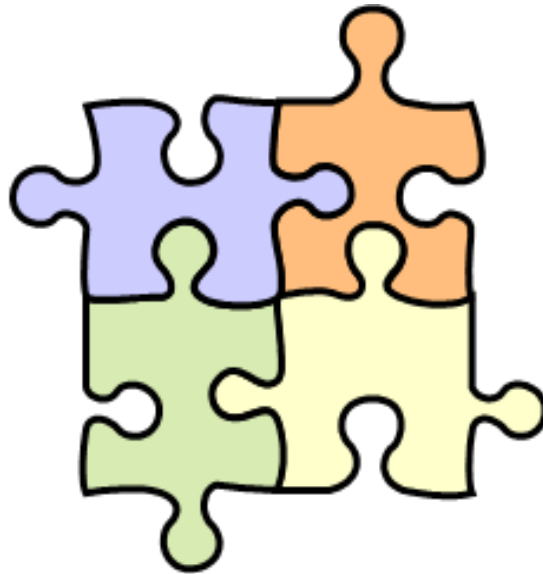


Alabama Reading Initiative



Purposeful Planning Guide for Strategic Teaching

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Adolescent Literacy (ARI-PAL) in 2007
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5 Components of a Strategic Lesson

One or more daily outcome(s) based on state standards

Two everyday instructional practices: chunking (breaking text, lectures, video, etc. into small, manageable pieces) and student discussion of concepts

Three parts to a purposeful lesson structure: using connected before, during, and after literacy strategies

Four steps to The Gradual Release of Responsibility: “I Do”, “We Do”, “You Do Together (Y’all Do)”, and “You Do”

Five components of active literacy: read, write, talk, listen, and investigate

The Four Planning Questions

1. What are my standards for this lesson? What are my daily outcomes?

- What should the students learn today as a result of this lesson?
- How will this new learning connect/be applicable to the students’ lives?
- How long will it take to truly meet this outcome?
- How does this lesson connect to state content standards?

2. How will I know if my students have met this outcome?

- What type of assessment will best determine if the daily outcome has truly been met?

3. What steps will I take to get them there?

- What will motivate the students to want to participate and learn this outcome?
- How will the instruction need to be differentiated to meet the needs of ALL learners in the class?
- What vocabulary will need to be learned? How will the students learn this pertinent vocabulary?
- Will background knowledge need to be built or used?
- What text can be incorporated with this content?
- How can technology be integrated with this lesson?
- Will this lesson provide ample opportunities and contexts for the students to engage in dialogue with each other
- Will this lesson provide ample opportunities for text reading and writing responses?

4. What will I do if my students meet the daily outcome? What will I do if my students do not meet the daily outcome?

- What scaffolds are in place for struggling students?
- What enrichment tasks are in place for advanced learners?

PURPOSEFUL PLANNING

Step 1: Determine the Outcomes and Plan

A. Determine the outcomes

Decide what it is the students will be able to do today as a result of this lesson.

Ensure that the outcome(s) of the lesson moves the students closer to mastery of content standards.

B. Plan for Assessment of Outcomes

Decide on assessment(s) that will be used to determine if outcome has been met.

Step 2: Plan a “Before” Strategy

Consider the **purposes** of before strategies:

- activate prior knowledge
- build background knowledge
- generate questions
- make predictions
- discuss vocabulary
- establish a purpose for reading/lesson

Consider the **content** of the lesson:

- Is it a new concept to most of the students? If so, choose a strategy that will allow students to build some background knowledge about the concept.
- Is it a review or continuation of content that students are familiar with? If so, choose a strategy that will allow students to activate prior knowledge.
- Is there vocabulary in the lesson that may interfere with comprehension for some students? If so, choose a strategy that will involve discussion of unfamiliar words.
- Are there particular parts of the content that need to be emphasized? If so, choose a strategy that draws attention to important concepts.

Consider **assessment methods** to determine if the strategy meets the purpose and if it helps the students reach the outcome.

*questioning *observations

Step 3: Plan a “During” Strategy

Consider the **purposes** of during strategies:

- engage with the text
- verify and formulate predictions
- summarize text
- self-monitor comprehension
- construct graphic organizers
- use mental imagery
- integrate new information with prior knowledge

Consider the content of the lesson:

- Is the text challenging to comprehend? If so, choose a strategy that will require students to stop periodically as they read and self-monitor comprehension.
- Is the text structure unfamiliar or challenging to some of the students? If so, use a graphic organizer to help students organize information from the text.
- Is there a large amount of text to be read? If so, chunk the text and choose a strategy that will allow small groups of students to read portions of the text and share important information with the entire class.
- Is there a lecture planned for the lesson? If so, chunk the lecture and choose a strategy that will allow students to process smaller amounts of information at one time.
- Is there a video planned for the lesson? If so, chunk the video and choose a strategy that will allow students to process smaller amounts of information at one time.

Consider **assessment methods** to determine if the strategy meets the purpose and if it helps the students reach the outcome.

- questioning
- observations
- monitor small group discussions
- facilitate small group instruction

Step 4: Plan an “After” Strategy

Consider the **purposes** of after strategies:

- reflect on the content of the lesson
- evaluate predictions
- examine questions that guided reading
- respond to text through discussion
- respond to text through writing
- retell or summarize

Consider the content of the lesson:

- Does the content of the lesson build upon previous learning? If so, choose a strategy that allows students to make connections and evaluate new information in light of previous learning.
- Does the content lend itself to visual representations? If so, use a graphic organizer as a format for organizing information and concepts.
- Does the content contain challenging vocabulary? If so, choose a strategy that will lead to student ownership of important vocabulary.
- Is the content open to interpretation? If so, choose a strategy that will promote discussion and critical thinking.

Consider **assessment methods** to determine if the strategy meets the purpose and if it helps the students reach the outcome.

- collecting work samples
- observation
- questioning

Step 5: Reflection on Assessment of Outcome(s)

How will we know the lesson outcomes have been met?

Ask the questions:

- What were students able to do?
- What evidence do you have?
- Which students need additional instruction?
- How will tomorrow’s lesson be adjusted to meet their needs

Course: _____

Date: _____

Course of Study Standard(s) Addressed:

<u>Daily Outcome/Essential Question:</u>		
Lesson Phases:	Student Engagement /Look Fors	Assess/Evaluate
Before Strategy/Engage <hr/> Purpose(s): Activate PK; build BK; answer/generate essential questions; make predictions; discuss essential vocabulary; establish purpose for lesson; Other: _____	Read, Write, Talk, Listen, and Investigate	
During Strategy/Explore, Explain <hr/> Purpose(s): Interact with content; verify and formulate predictions; self-monitor comprehension; construct graphic organizers; summarize content; use mental imagery; integrate new information with PK; answer/generate essential questions Other : _____	Read, Write, Talk, Listen, and Investigate	
After Strategy/Explain, Extend <hr/> Purpose(s): Reflect on content of lesson; evaluate predictions; examine essential questions; justify, deliberate, and evaluate conclusions of self and others; retell or summarize; demonstrate proper use and understanding of vocabulary; answer/generate essential questions Other _____	Read, Write, Talk, Listen, and Investigate	

Student Assessment Reflection:

1. What were students able to do?
2. What evidence do you have?
3. Which students need additional instruction?
4. How will tomorrow's lesson be adjusted to meet their needs?

Strategic Lesson Planner

Teacher:	Content Area:	Grade Level:	Date:	Day:
Course of Study Objective:				
Daily Outcome:				
Resources (videos, textbooks/page numbers, trade books, etc.):				
Technology utilized:				
<p>Before</p> <p>Purpose:</p> <p>Strategy:</p> <p>Procedure:</p>	<p>During</p> <p>Purpose:</p> <p>Strategy:</p> <p>Procedure:</p>	<p>After</p> <p>Purpose:</p> <p>Strategy:</p> <p>Procedure:</p>		

Strategic Lesson Planning Checklist

Basic Components			Yes	No
1	Outcome?	The outcome (sometimes more than one) is written in terms the students can understand. It is an outcome the students can accomplish in that one class period. (Narrow: COS Standard to COS Objective to your Outcome for the day.)		
2	Practices?	The lesson plan should ALWAYS include two practices: "chunking" and student discussion. Text, lectures, labs, films, etc., should be "chunked" or divided into smaller amounts of material.		
3	Strategies?	Plan <i>before</i> , <i>during</i> , and <i>after</i> strategies. These should be selected based on purpose . All three help students achieve the daily outcome.		
4	Explicit Instruction?	I DO/We DO/Y'all DO/You DO All four parts of explicit instruction do not have to be completed during one class period. The goal is a gradual release to students. The <i>I DO</i> is a model. The <i>WE DO</i> is led by the teacher. The <i>Y'ALL DO</i> is allowing students to work with other students while the teacher offers assistance. The <i>YOU DO</i> is independent practice (this is the opportunity for teachers to offer intervention to students who need more We DO).		
5	T ?	Active Engagement? Talking - Students talking		
	W ?	Active Engagement? Writing		
	I ?	Active Engagement? Investigating		
	R ?	Active Engagement? Reading		
	L ?	Active Engagement? Listening - Students listening to students , not teacher.		

Strategic Lesson Observation Guide

Subject _____

Date _____

Outcome(s) _____

Before

Strategy _____

Purpose(s):

____ activate prior knowledge

____ build background knowledge

____ generate questions

____ make predictions

____ discuss vocabulary

____ establish a purpose for reading

____ other _____

Comments/Questions _____

During

Strategy _____

Purpose(s):

____ engage with the text

____ verify and formulate predictions

____ self-monitor comprehension

____ construct graphic organizers

____ summarize text

____ use mental imagery

____ integrate new information with prior knowledge

____ other _____

Comments/Questions _____

After

Strategy _____

Purpose(s):

____ reflect on the content of the lesson

____ evaluate predictions

____ examine questions that guided reading

____ respond to text through discussion

____ respond to text through writing

____ retell or summarize

____ other _____

Comments/Questions _____

Literacy Strategies That Encompass Active Engagement

The following is a compilation of strategies that provide student engagement while focusing on student comprehension of content material. These strategies should move the learner toward academic literacy by providing multiple opportunities for them to engage in dialogue, read and write in a variety of situations, investigate relevant and meaningful concepts, and justify their thought processes. This list is by no means all inclusive. Teachers may use other strategies as long as they are appropriate for the content of the lesson, and they accomplish the purposes set for the strategies. It is also important to remember that strategies may be modified to meet the needs of the learners. Strategies with an asterisk are also included in the *QualityCore Educator's Toolbox*.

ABC Brainstorm

Purposes: (1) activate prior knowledge about a major topic; (2) allow students to build background knowledge about a topic through discussion with other students

Procedure:

1. Present the topic of the brainstorm to the students.
2. Students list all the letters of the alphabet down a sheet of paper, leaving room beside each letter to write out the rest of a word or phrase.
3. Students work individually thinking of as many words as they can that are associated with the topic and write the words beside the appropriate letters.
4. After a few minutes, let the students pair-up or work in small groups to fill in blank letters they have not yet completed.
5. Allow students to share with the entire class possible terms for the different letters of the alphabet.

Anchor Charts: Making Thinking Visible

Purposes

- Anchor charts build a culture of literacy in the classroom, as teachers and students make thinking visible by recording content, strategies, processes, cues, and guidelines during the learning process.
- Posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens.
- Students refer to the charts and use them as tools as they answer questions, expand ideas, or contribute to discussions and problem-solving in class.

Building Anchor Charts

- Teachers model building anchor charts as they work with students to debrief strategies modeled in a mini-lesson.
- Students add ideas to an anchor chart as they apply new learning, discover interesting ideas, or develop useful strategies for problem-solving or skill application.
- Teachers and students add to anchor charts as they debrief student work time, recording important facts, useful strategies, steps in a process, or quality criteria.
- Students create anchor charts during small group and independent work to share with the rest of the class.

A Note on Quality

- Anchor charts contain only the most relevant or important information so as not to confuse students.
- Post only those charts that reflect current learning and avoid distracting clutter—hang charts on clothes lines or set-up in distinct places of the room; rotate charts that are displayed to reflect most useful content.

Engage NY -

https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf

Annotation*

Purposes: (1) engage with text; (2) self-monitor comprehension; (3) respond to text through discussion and writing

Annotation is a way for students to “enter into a conversation with the text they are reading” (Brown, 2007, p. 73). It can include brief comments on a sticky note or in the margin of a book as well as symbols that denote agreed-upon meanings. Teachers often annotate students’ writing, but students also gain by annotating their own work. Teaching students how to annotate as they read helps them become active readers because they learn to read more carefully and to see reading as a process. Most importantly, teaching annotation improves students’ reading comprehension (Porter-O’Donnell, 2004).

Brown (2007) introduces his students to annotation with the following series of conversations:

- In small groups, students review a text that has been annotated. They take notes on the annotations, paying special attention to the types of information the annotations provide.
- As a class, students discuss what good annotations can do for the reader. Their suggestions might include defining unfamiliar words, providing background information, pointing out connections to other texts, and helping to explain what is going on in the text.
- Students discuss ways that a reader can connect to a text. They might suggest ideas that remind the reader of a childhood experience, provide a different perspective on a common experience, or teach the reader something new.

From these conversations, students are ready to create their own annotations. Working independently with a short passage, they note their own annotations. To guide their work, Brown provides the following guidelines:

- Look at vocabulary words. Define them and think about how the author uses them.
- Try to connect what you are reading to what you have already read.
- Think about connections you can make to other media such as movies or websites. Think about photos that come to mind.
- If you are struggling with a difficult part of the text, try to rewrite or summarize it in your own words.
- Think of and list connections between the text and your own life.
- List background knowledge, such as historical context, that helps to clarify what is happening in the text.
- After reading, analyze the text, such as by restating its thesis and examining how the author uses evidence to substantiate his or her point.

When students begin annotating, it may help to use commonly generated and agreed-upon symbols, such as the following two-mark system:

- Question marks represent text the student does not understand or has questions about.
- Stars represent text the student is confident about.

After students complete an annotation, they should be given time to compare their interpretations with a partner and to reflect on their work. This can help them think about and improve upon their annotations.

Annotation Guide – Handout

Before you read:

- Read titles, subtitles, and headings.
- Look for illustrations and graphics in the text.
- Pay attention to how the text is set up, and note any boldfaced words or phrases.

As you read:

- Use the markings below to annotate the text.
- Write questions and notes in the margins as you read.
- Make connections between the text you are reading and information you already know.
- Revisit your comments when you have finished reading.

In the Margin	What It Means
?	I don't understand this. This is new to me.
!	I'm surprised by this! This is a shock!
Underline	This is really important. I need to know this. The teacher repeated this and pointed it out.
✓	I noticed these word patterns or repetitions.
○	I don't know this word. I need to get the meaning of this word.

After you read:

- Revisit your notations and comments to identify any unresolved questions. Resolve any confusion using various strategies such as asking clarifying questions, engaging in discussion with peers or teacher, or searching for additional information or resources.
- Restate the text's thesis, and describe how the author uses evidence to substantiate his or her point.

Anticipation Guide

Purposes: (1) set purposes for reading texts; (2) activate prior knowledge; (3) help make connections with the text

Procedure:

1. Analyze material to be read. Select major ideas with which students will interact.
2. Write the ideas in short, clear declarative statements with some of the statements being true and some of the statements being false.
3. Put statements in a format that will elicit anticipation and prediction.
4. Discuss students' anticipations and predictions before they read the text.
5. Students read the text to confirm or disconfirm their original responses. After reading, students revisit their predictions and modify, if necessary.

Example:

Agree	Disagree		Agree	Disagree
_____	_____	1. Bats use their ears to help them see at night.	_____	_____
_____	_____	2. The mudskipper is a fish that can climb a tree.	_____	_____

Source: Readence, J., Bean, T., & Baldwin, R. (2000). Content area reading: An integrated approach. Dubuque, IA: Kendall/Hunt

Backward Note-Taking

Purposes: (1) lift important information from text/lesson; (2) engage with lesson; (3) self-monitor comprehension

Procedure:

1. Teacher provides students with the graphic organizer (or shows students how to set up their papers in a T-chart). They label the left side, "My Notes," and the right side, "Teacher Notes".
2. Students read chunked text taking notes on the left side of the graphic organizer. They compare with a partner.
3. The teacher then gives his/her notes and discusses important ideas and adds information not in the text that he/she wants students to know. Students write any corrections or additional information on the right side of the chart.

Backward Note-Taking Template:

My Notes	page ____	Teacher Notes

Brainwriting*

Purposes: (1) respond to text through writing and discussion; (2) engage with text

Brainwriting is an alternative to brainstorming that involves having group members interact via reading and writing rather than speaking and listening (Brown & Paulus, 2002). Brainwriting typically includes the following steps:

1. Identify a topic or subject that students will be studying.
2. Assign students to groups of no more than four students each.
3. Have students record what they know or think they know about the topic or subject for a given period of time.
4. When time is up, have students pass their writing to another group member.
5. Assign a period of time for students to review each other's writing, adding more and/or asking questions, in writing.
6. Repeat steps 4 and 5 until all students in a group have reviewed each other's writing. Each group should then review all the ideas generated through the process.

Brainwriting can be particularly effective with students who are not used to working with one another or contributing ideas verbally. In fact, a study by Paulus and Yang (2000) found that participants who wrote down and shared their ideas using a process similar to brainwriting generated more ideas than groups who used traditional brainstorming.

Carousel Brainstorm*

Purposes: This strategy can fit almost any purpose developed.

Procedure:

1. Teacher determines what topics will be placed on chart paper.
2. Chart paper is placed on walls around the room.
3. Teacher places students into groups of four, assigning each a responsibility (timekeeper, writer, speaker, etc.). Groups should be small and focused.
4. Students begin at a designated chart.
5. They read the prompt, discuss with group, and respond directly on the chart.
6. After an allotted amount of time, students rotate to next chart.
7. Students read next prompt and previous recordings, and then record any new discoveries or discussion points.
8. Continue until each group has responded to each prompt.
9. Teacher shares information from charts and conversations heard while responding.

** This strategy can be modified by having the chart "carousel" to groups, rather than groups moving to chart.

Circle of Interviews*

Purpose: (1) respond to text through discussion

Circle of interviews is a cooperative learning strategy that promotes team building in groups of four students each. It creates a structured medium for students to introduce themselves and encourages students to rely upon each other to complete a task successfully.

Jacobs, Power, and Loh (2002) recommend the following steps:

1. Assign a topic or task for discussion. The teacher may construct the topic or task prior to the beginning of class.
2. Student A interviews student B. At the same time, student C interviews student D.
3. Reverse the roles: B interviews A, and D interviews C.

4. In turn, each student reports to the other group members what he or she learned (e.g., “Let me tell you what Marcos said about his summer job...”).
5. If time permits, group members ask each other follow-up questions.

In addition to being a good icebreaker, a circle of interviews can serve as a tool for previewing or discussing learning. Students might participate prior to instruction to share prior knowledge about the day’s topic. Similarly, they might use the strategy at the end of class to review what they have learned and clarify points of confusion. This works best when students explore open-ended questions that can be answered in multiple ways.

Coding the Text

Purposes: (1) make connections while reading; (2) actively engage in reading

Procedure:

1. Using a think aloud (verbalizing your thoughts as you read), model for the students examples of making connections. These may include text-self, text-text, or text-world connections.
2. While reading aloud, demonstrate how to code a section of text that elicits a connection by using a sticky note, a code (T-S = text-self, T-T = text-text, T-W = text-world), and a few words to describe the connection.
3. Have the students work in small groups to read a short text and code the text. Have them share their ideas with the class.
4. Encourage the students to code the text using sticky notes to record their ideas and use these as a basis of small and large group discussions.

Source: Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.

Conversation Stems

Purposes: (1) encourage reflection before, during, or after reading; (2) provide a structure to make connections, (3) scaffold learning

Provide students with a sentence stem and think aloud about the process you use for completing the sentence stem. Use the text and/or personal experiences to explain your thinking.

Examples: Clarifying stems- My position on this topic is...; paraphrasing stems- What I heard was...; agreeing/disagreeing stems- I agree/disagree with the author because...; building on- The author’s claim was interesting because...; activating prior knowledge- I think the term _____ means...; summarizing-what the articles says is...

Cornell Note-Taking

Purposes: (1) organize information; (2) summarize information; (3) generate questions

Procedure:

- Divide the paper into three sections.
 - Draw a dark horizontal line about 5 or 6 lines from the bottom. Use a heavy magic marker so that it is clear.

- Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.
- **Document** - Write course name, date and topic at the top of each page
- **Write Notes**
 - The large box to the right is for writing notes.
 - Skip a line between ideas and topics
 - Don't use complete sentences. Use abbreviations, whenever possible. Develop a shorthand of your own, such as using & for the word "and".
- **Review and clarify**
 - Review the notes as soon as possible after class.
 - Pull out main ideas, key points, dates, and people, and write them in the left column.
- **Summarize**
 - Write a summary of the main ideas in the bottom section.
- **Study your notes**
 - Reread your notes in the right column.
 - Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that will be tested.

This strategy is based on a strategy presented in Paulk, W. (1997). How to study in college (6th ed). Boston: Houghton Mifflin. Learning Toolbox. Steppingstone Technology Grant, James Madison University, MSC 1903, Harrisonburg, VA 22807.

Cubing

Purposes: (1) engage with the text; (2) integrate new information with prior knowledge; (3) respond to text through discussion or writing

Procedure:

1. Teacher creates cubes using the following six sides:
 - Describe it** (including color, shape, size (if applicable)—How would you describe the issue/topic?
 - Compare it** (what it is similar to or different from)—“It’s sort of like”
 - Associate it** (what it makes you think of)—How does the topic connect to other issues/subjects?
 - Analyze it** (tell how it is made or what it is composed of)—How would you break the problem/issue into smaller parts?
 - Apply it** (tell how it can be used)—How does it help you understand other topics/issues?
 - Argue for/against it** (take a stand and support it)—I am for this because/This works because/I agree because
 2. Teacher assigns student groups of 6.
 3. Each student takes a turn in rolling the cube to determine their discussion or writing point.
 4. Students are given approximately 3-4 minutes to think about their point.
 5. Students are then given 1 minute to discuss their point with their group.
- ** Times may be increased if needed.

Discussion Web*

Purposes: (1) provide a structure for conversing about a topic; (2) provide opportunities for critical thinking

Procedure:

1. After reading a text, provide or allow students to think of a two-sided question supported by the text. Write the question in the middle of the discussion web.
2. Have students work in groups to find support in the text for the pro and con positions about the question.
3. Encourage the students to discuss the question and answers, and then come to a consensus as a group, in pairs, or individually. Students will justify their thinking.
4. Write the conclusion at the bottom of the web.
5. Write the reasoning students used to come to their conclusion in the space provided.
6. Discuss the conclusions and reasoning as a whole class.

Source: Alvermann, D. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45, 92-99.

Entrance and Exit Slips*

Purposes: (1) activate prior knowledge; (2) reflect on content of lesson

This strategy requires students to write responses to questions you pose at the beginning or end of class. The slips help both teacher & students know what they know and express what or how they are thinking about the new information. Slips easily incorporate writing into your content area classroom and require students to think critically. Consider using a classroom response system, online poll, survey application, or messaging service as the medium.

There are three categories of exit slips (Fisher & Frey, 2004). These categories do one of the following:

- Prompts that document learning,
 - Ex. Write one thing you learned today.
 - Ex. Discuss how today's lesson could be used in the real world.
- Prompts that emphasize the process of learning,
 - Ex. I didn't understand...
 - Ex. Write one question you have about today's lesson.
- Prompts to evaluate the effectiveness of instruction
 - Ex. Did you enjoy working in small groups today?

Other exit prompts include:

- I would like to learn more about...
- Please explain more about...
- The most important thing I learned today is...
- The thing that surprised me the most today was...
- I wish...

How to create them...

- At the end of your lesson or five minutes before the end of class, ask students to respond to a prompt you pose to the class.
- You may state the prompt orally to your students or project it visually on an overhead or blackboard.

- You may want to distribute 3 x 5 cards for students to write their responses on or allow students to write on loose-leaf paper.
- As students leave your room they should turn in their exit slips.

How to use it...

- Review the exit slips to determine how you may need to alter your instruction to better meet the needs of all your students.

Collect the exit slips as a part of an assessment portfolio for each student.

Equity Sticks

Purpose: This keeps all students engaged in the conversation as anyone could be called on at any time.

Equity sticks can be Popsicle sticks, index cards, bookmarks, etc. On each stick, you write the name of a student in your class. When you ask a question, you simply choose a stick and that student will answer. After turn and talk, choose a stick and let that child answer. This way, you are assuring equity during discussions."

Fishbowl*

Purpose: respond to text through discussion

This is a strategy in which a small group of students holds a discussion while the remainder of the class observes. It tends to be most successful when students are well prepared and the subjects they discuss invite controversy or multiple interpretations (Dutt, 1997; Priles, 1993; see also Young, 2007). It has been shown to have a positive effect on collaboration (Miller & Benz, 2008).

To prepare for a fishbowl, assign a discussion-worthy reading. After students read it—several times, if possible—ask them to write higher-order questions that move beyond simple knowledge-based or comprehension questions. Then, students should set criteria to guide the discussion they will have. For example, Priles (1993) expected her students to support what they said with evidence, be actively involved in the discussion, use appropriate language for the discussion, and speak clearly and appropriately (p. 50).

Make space in the center of the classroom for a group of four or five to sit in the fishbowl. The rest of the class should sit in a ring around them. The small group in the center then begins to discuss the subject at hand, trying to meet the criteria set for the discussion. Students in the outer circle observe the discussion, listening to the arguments presented, taking notes, and paying close attention to the discussants' adherence to the criteria. After the students in the fishbowl have wrapped up their discussion, the entire class reconvenes to debrief, reviewing the process of the discussion and acknowledging good ideas and strong points (Baloche, Willis, Filinuk, & Michalskiy, 1993; Dutt, 1997; White, 1974).

Variants on the fishbowl often aim to invite greater participation from students sitting outside the fishbowl. Setting two empty chairs with the group in the fishbowl could allow any student or the teacher to join the discussion, interjecting to make a point or to move from the inner circle to the outer after contributing something to the conversation. All students should expect to be inside the fishbowl at some point.

Student-centered discussions like the fishbowl take time to master. Debriefings of early discussions will necessarily emphasize process as students learn what is expected of them. With time and guidance, students will become comfortable, even enthusiastic, about participating in the fishbowl.

Fist-to-Five*

Purposes: (1) self-monitor comprehension; (2) build consensus

Students use this strategy to build consensus as they work together in small groups (Fletcher, 2002). By encouraging students to express varying levels of support for a given idea, the strategy teaches them that not every decision involves a simple yes or no decision. Through fist-to-five, students learn to compromise, which is a key to making progress in a group setting.

A set of hand signals indicate a level of agreement with a decision. After a group member states a possible group decision, the remaining students respond with one of the following signals:

- Fist: “No, I do not support this choice.” If there are mostly fists in the group, it is time to suggest an alternative decision.
- One finger: “I want to discuss big issues and suggest changes.”
- Two fingers: “I am fairly comfortable with this decision, although there are still a few significant issues I think we should discuss.”
- Three fingers: “While I might still disagree on a few small points, I am comfortable enough to support this decision.”
- Four fingers: “I think this a good decision, and I think it will benefit our group.”
- Five fingers: “This idea is great! I want to lead the group as we move forward!”

The group may move forward on a decision once all members are showing at least three fingers. Optimally, most will show four or five fingers.

Five Word Prediction

Purposes: (1) encourage students to make predictions about text; (2) activate prior knowledge; (3) set purposes for reading; (4) introduce new vocabulary

Procedure:

1. Select five key vocabulary words from the text that students are about to read.
2. List the words in order on the chalkboard.
3. Clarify the meaning of any unfamiliar words.
4. Ask students to write a paragraph predicting the theme of the lesson using all of the words in the paragraph.
5. Allow volunteers to share their predictions.
6. After completing the lesson, ask the students to use the same words to write a summary paragraph.

GIST (Generating Interactions between Schemata and Text)

Purposes: (1) reflect on the content of the lesson; (2) summarize the text; (3) differentiate between essential and non-essential information

Procedure: The task is to write a summary of the text in 20 words or less. The words capture the “gist” of the text.

1. Teacher models the process by drawing 20 blanks on the board.
2. Teacher thinks aloud as (s)he begins to complete the 20-blank summary. This should be a true summary using one or two sentences, not just 20 words or phrases.
3. Students work with a group or partner to complete a GIST for the next chunk of text. Students will eventually be asked to create independent GISTs.

NOTE: Some teachers use this with exactly twenty words, and some choose to have a competition to see who can summarize in twenty words or less.

ICE (Illustrate-Calculate/Connect-Explain)

Purposes: (1) provide a visual model of the concept students are learning; (2) show evidence of understanding through calculations or connections; (3) promote student writing about content
ICE is a math strategy that stands for Illustrate-Calculate-Explain. It can apply to all contents by being adapted to Illustrate-CONNECT-Explain. The teacher may choose the format in which students complete this strategy.

INSERT

Purposes: (1) provide opportunities for reflection; (2) make connections between prior knowledge and text content

Procedure:

1. Engage in direct instruction and think aloud to teach the INSERT method.
2. Introduce a topic and ask students to brainstorm lists of what they already know about it.
3. Teach students the following modified notation system:

<u>If an idea:</u>	<u>Put this notation in the margin:</u>
• confirms what you thought	√ Insert a checkmark
• contradicts what you thought	-- Insert a minus sign
• is new to you	+ Insert a plus sign
• confuses you	? Insert a question mark
4. Encourage students to use the notation system in the margins of the informational text or on sticky notes as they read various parts of the text. For example, students place a checkmark (√) in the margin if the information they are reading verifies what is on the brainstorm lists; they place a plus sign (+) if the information is new to them (not on their lists); they place a minus sign (--) if the information contradicts or disproves information on the brainstorm lists; they place a question mark (?) if the information is confusing.
5. After the students finish reading and inserting symbols, use the information as the basis for discussion, to seek more information, to answer questions, or to raise new questions.

Source: Vaughn, J. & Estes, T. (1986) *Reading and reasoning beyond the primary grades*. Boston: Allyn & Bacon.

Interview Response

Purposes: (1) build background knowledge; (2) summarize

Procedure:

Using an index card or sticky note, or paper, ask students to interview 3 or 4 classmates (not in their immediate group) about a topic or prompting question. After everyone is finished interviewing all time for each student to write a summary of the interviews.

JIGSAW*

Purposes: (1) engage with text; (2) self-monitor comprehension; (3) integrate new information with prior knowledge; (4) respond to text through discussion

Procedure:

- Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher.
- Members of the teams with the same topic meet together in an expert group with a variety of resource materials and texts available to explore their topic. Also, a single reading from the textbook or another source could be used to complete the assignment.
- The students prepare how they will teach the information to others.
- Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes.
- Team members listen and take notes as their classmate teaches them.

Jot Charting:

Purposes: (1) engage with text; (2) self-monitor comprehension

Procedure:

1. Create a Jot Chart on the chalkboard or on an overhead transparency or produce a print copy for each student. The chart/matrix should be structured as follows:
 - Main ideas/items for description or analysis are listed across the top of the chart.
 - Question/characteristics of the main ideas/items are listed down the left side of the chart.
2. Discuss the purpose of the chart with students before the reading assignment. Give an example of a completed chart to help clarify its functions.
3. Have students read the selection and complete the Jot Chart.
4. Discuss the students' findings and compile the results into a group Jot Chart. Stress the relationships between the data in the chart.

Teacher selects the titles of each column based on the text. Below are some examples:

The Norm	What I Learned	How I Will Apply What I Learned
What They Said	What I Think	Application of Learning
Vocabulary Terms	Important Concepts	Questions I Have

Example:

Types of Rocks			
	Igneous	Metamorphic	Sedimentary
Examples of each type of rock			
How is it formed?			
Where are each found in the United States?			

Jot Notes

Purposes: (1) organize information; (2) engage with text/lesson; (3) summarize information

Procedure-These are really the same as margin notes. Usually bulleted notes, the types of information may include **brief** notes about the important points in the text, sketches of the images that are constructed, connections to the text, questions about the text, and/or first reactions to the text.

Journal Responses*

Purposes: (1) respond in writing to the texts they are reading; (2) provide opportunities for reflection and critical thinking

Procedure:

1. Provide students with a journal or a system for keeping their responses.
2. Show students examples of good responses to text. Help students identify aspects of thoughtful reading responses.
3. Read a portion of text out loud and share a thoughtful response. Discuss with students why it was thoughtful and not shallow.
4. Read another portion of text aloud and have students write a thoughtful response. Share in groups.
5. For independent reading, have students write the date and the title of the text or chapter at the top of the page or in the left margin.
6. After reading a text, or listening to one, students use Journal Responses to respond to what was read. Journal Responses can include reactions, questions, wonderings, predictions, connections, or feelings.
7. Encourage students to share responses in groups or with the whole class.

Example:

Journal Response prompts:

- What was important in the chapter? How do you know?
- What is something new you learned? Explain.
- What connection(s) did you make? Explain.

Source: McLaughlin, M., & Allen, M. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.

K. I. M. (Key Ideas, Information, Memory Clues)

Purposes: (1) organize information; (2) identify important information; (3) make connections

- Make a three column chart.
- Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.
- The key idea may be a new vocabulary word or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new key ideas.

Key Idea	Information	Memory Clue

KWL*

Purposes: (1) link prior knowledge to new information; (2) generate questions to guide meaningful learning; (3) create own meaning and learning from new text

Procedure:

1. On the chalkboard, on an overhead, on a handout, or on students’ individual clean sheets, three columns should be drawn.
2. Label Column 1 **K**, Column 2 **W**, Column 3 **L**.
3. Before reading (or viewing or listening), students fill in the **Know** column with words, terms, or phrases from their background or prior knowledge. If you are having them draw on a topic previously learned, then the K column may be topic-related. But if the topic is something brand-new, and they don’t know anything (or much) about it, you should use the K column to have them bringing to mind a similar, analogous, or broader idea.
4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set their purpose for reading and focuses their attention on key ideas.
5. After reading, students should fill in their new knowledge gained from reading the content. They can also clear up misconceptions about the topic which might have shown up in the Know column before they actually read anything. This is the stage of metacognition: did they get it or not?

List-Group-Label

Purposes: (1) activate prior knowledge about a topic; (2) develop clearer understandings about concepts

Procedure:

1. Write a cue word on the board.
2. Have students brainstorm words or concepts related to the topic. Write down all ideas.
3. Lead a discussion about whether any words should be eliminated, if so, why?
4. Divide the class into groups of three or four. Have groups cluster the words and give each cluster a descriptive term.
5. Have groups share their clusters and give reasons for their choices.
6. Have students read the text. Afterward, have students revisit their clusters and modify, if necessary.

Source: Maring, G., Furman, G., & Blum-Anderson, J. (1985). Five cooperative learning strategies for mainstreamed youngsters in content area classrooms. *The Reading Teacher*, 39, 310-313.

Magnet Summary

Purposes: (1) identify key terms or concepts; (2) summarize lesson

Procedure:

1. On the unlined side of an index card, the student writes 3 to 5 words that he/she is drawn to as he/she reads the text.
2. The student turns to the lined side of the card and writes a summary of the entire text using the words he/she has chosen in the summary. The student underlines his/her words as he/she uses them in the summary.

Margin Notes

Purposes: (1) engage with text; (2) integrate new information with prior knowledge; (3) make connections to text; (4) self-monitor comprehension; (5) examine questions that guide reading; (6) note vocabulary for discussion

Procedure:

1. Provide students with strips of paper like book marks if text cannot be written on directly.
2. Have students place paper strip in margin of book.
3. Use strip to bullet important terms, facts, information from text WHILE reading.
4. Model the procedure by writing notes and comments as you read.
5. Have students use strips while independently reading chunks of text.

Muddiest Point*

Purposes: (1) self-monitor comprehension; (2) reflect on content of the lesson

This assessment (Angelo & Cross, 1993) discovers what students misunderstand about a concept or process. Frequently employed as an “after” activity, the assessment is simple: each student describes a concept from the day’s instruction he or she finds “muddiest,” or least clear. The points students identify can then be used to construct a portrait of a class’s understanding and identify areas for reteaching.

Note-Taking Strategies

There are many note taking strategies that students can use to engage with text. The following are important to include in the lessons:

- ✓ "Chunk" the information.
- ✓ Teach explicitly and model the format of the note taking strategy to be used. Allow time for students to become comfortable with one strategy before introducing another strategy.
- ✓ After each "chunk" or "block" of information stop and allow for student discussion and processing.

Below are some strategies that we often use. Many more can be found if you *Google* note taking strategies.

Beginning Note-Taking Skills for Text

- A. X Marks the Spot (Monitor Comprehension)
- B. Coding the Text (Connections)
- C. INSERT (Engage with Text)

Intermediate Note-Taking Skills

- A. Jot Notes
- B. Margin Notes

Advanced Note-Taking Skills

- A. Discussion Web (great for persuasive text)
- B. Column Notes/Semantic Feature Analysis/Jot Charting
- C. Backward Note-Taking
- D. Cornell Notes

One Pager:

Purpose: (1) reflect on the content of the lesson; (2) discuss vocabulary; (3) respond to text through writing; (4) summarize information

Procedure:

- ✓ **Step 1:** Draw an image that represents something in the text (**from your head**).
- ✓ **Step 2:** Choose five key words **from the text** and place them anywhere around the picture.
- ✓ **Step 3:** Choose two statements **from the text**. Write these at the bottom of your work.
- ✓ **Step 4:** Look at the image, key words, and statements. Write a summarizing/theme statement that expresses the meaning on your page (**from your head**).

Paired Summarizing

Purposes: provide a format for pairs to summarize expository text and articulate understandings and confusions

Procedure:

1. Pairs of students read a selection and then each writes a retelling. They may refer back to the text to help cue their memories, but they should not write while they are looking back.
2. When the retellings are completed, the partners trade papers and read each other's work. Then each writes a summary of the other partner's paper.
3. The pairs of students compare or contrast their summaries. The discussion should focus on:
 - articulating what each reader understands,
 - identifying what they collectively cannot come to understand, and
 - formulating clarification questions for classmates and the teacher.
4. Share understandings and questions in a whole-class or large group discussion.

Source: Vaughn, J. & Estes, T. (1986) *Reading and reasoning beyond the primary grades*. Boston: Allyn & Bacon.

Parking Lot

Purpose: Receive feedback, concerns, and questions

A place to record ideas, questions or agenda items. As a presentation strategy, it helps keep the instructor and participants on track. It also ensures items, questions, concerns and issues relevant to the topic are addressed.

Pass the Whiteboard* (a.k.a, -- Roulette)*

Purposes: (1) assess for understanding; (2) respond to text; (3) solve problems

This cooperative whiteboarding activity is adapted from McJimsey and Sabatier (2009). It can be used for solving problems as well as generating and evaluating ideas.

Pass the whiteboard begins when each group (or each student or pair of students) is given a whiteboard. Then, in response to a problem, question, or prompt, students follow these steps:

1. The student who begins with the whiteboard solves part of the problem or writes a response to the question or prompt. Then, at a signal, the student passes the whiteboard to the right.
2. The next student reviews the first student's work, if necessary corrects it, and then adds his or her own work to the board. This process continues until all group members have added their responses.
3. The group, as a whole, reviews the whiteboard to discover which parts need revision. If time permits, students make necessary revisions.
4. The group presents its work to the class.

Photo Analysis

Purposes: activate prior knowledge; build prior knowledge; establish a purpose; draw conclusions, make predictions; analysis of meaning

Procedures:

When looking at a photograph, we use certain steps to analyze the meaning the photographer or artist is trying to convey.

STEP 1: DESCRIBE IT: Look deeply– position on objects, facial expressions, colors, close-ups, activity that is happening, people, etc...

STEP 2: IDENTIFY IT: Write down what you see without making an interpretation– what is in the picture? Ask yourself the Who? What? Where? questions

STEP 3: INTERPRET IT: Discuss with a partner what you see and include the Why? When? How do I know? Questions

STEP 4: EVALUATE IT: Given the historical context, what do you think the photographer/artist was trying to say? What meaning is he/she trying to convey?

STEP 5: REFLECT UPON IT: Discuss your evaluation/interpretation with a partner and include specific details from the photo and historical time frame to justify your evaluation/interpretation

Plus/Delta*

Purposes: (1) reflect on content of lesson; (2) respond to lesson through discussion

Helminski and Koberna (1995) call plus/delta a “tool of continuous improvement” (p. 318), is a feedback strategy used by teachers and students to reflect on and improve the quality of teaching and learning. The strategy encourages teachers to share control of the classroom with students and prompts students to assume more responsibility for their own learning.

To conduct a plus/delta review, first choose a specific topic or activity to address and discuss. (Plus/delta is particularly useful in a review of in-class performance, such as a discussion of a class’s work in a science lab.) Second, create a T-chart on chart paper, labeling one side with a plus sign and the other side with the Greek letter delta (Δ), which represents change. In the plus column, note things that went well with whatever is being reviewed. In the delta column, identify things that need improvement. The ideas contributed by both teacher and students should yield differing perspectives and prompt further conversations about what to keep and what to change.

Praise-Question-Polish (PQP)*

Purposes: (1) provide feedback; (2) reflect on content of text/presentation

This strategy is for peer assessment of written work or presentations. The following steps are recommended for conducting a PQP:

1. Direct students to form groups of two-five students each and to distribute their writing to each group member.
2. Have group members draw numbers to establish the order in which they will share their work.
3. Provide students with the following PQP questions:
 - P (Praise): What do you like about my paper/presentation/project?
 - Q (Question): What questions do you have about my paper/presentation/project?

- P (Polish): What kinds of polishing do you think my paper needs in order to be complete?
4. Students should take turns reading their work aloud to the group. This gives students a chance to hear their own words spoken and perhaps identify errors before the peer assessment begins.
 5. Group members should listen, read their copies, and respond to the PQP questions. Teachers might choose to have students read their work twice, with group members listening the first time and taking notes the second. While Lyons (1981) describes the PQP review as a discussion that occurs within a group, Neubert and McNelis (1990) recommend that students comment in writing.

Because peer assessment can be difficult, Lyons recommends introducing PQP in stages, with students focusing on “Praise” for at least a few sessions. Focusing on a paper’s strengths gives writers confidence and makes them more receptive to later criticisms. Building on this foundation, “Question” encourages students to think about the organization of their work and whether their writing clearly says what they want it to say. Finally, “Polish” pushes students to reflect on the specific details of their work by identifying errors in need of correction. As students continue practicing with this form of peer assessment, their critiquing skills improve.

Pre-Reading Plan

Purposes: (1) activate prior knowledge about a topic; (2) introduce new vocabulary;(3) make connections

Procedure:

1. Provide students with a cue word or idea to stimulate thinking about a topic.
2. Have students brainstorm words or concepts related to the topic. Write all ideas on the board or a chart.
3. After all the words and ideas are listed, go back to each word and ask the contributor why he or she suggested the word. Clarify ideas or elaborate on concepts.
4. Have students read the text.
5. After reading, revisit the original list of words and revise as necessary.

Source: Langer, J. (1981). From theory to practice: A pre-reading plan. *Journal of Reading*, 25, 152 – 156.

Preview and Predict

Purposes: (1) activate prior knowledge; (2) generate questions; (3) make predictions; (4) establish a purpose for reading

Procedure:

1. Preview the text in a short period of time (3-5 minutes) by viewing and discussing various aspects of the text such as:
Title, author, pictures, opening sentence, sub-headings, captions, charts, graphs, tables, typographic features, margin notes, vocabulary, outcomes
2. Encourage students to predict what the text may be about. Teacher may want to record student predictions on board.
3. Students should be able to justify how text aspects support their predictions.

4. Students then read a portion of the text, stopping at critical points to discuss whether their predictions were or were not confirmed by the text.

QAR-Question/Answer Relationships*

Purposes: (1) generate questions; (2) identify types of questions

Overview:

The QAR strategy has been used successfully to help students recognize different types of questions and how to locate the answers. In QAR, there are four types of questions, each of which can be answered from a different source. These are divided into two groups—In the Book and In My Head. The answers to In the Book questions are text explicit—“right there”—or text implicit—“think and search.” In My Head questions involve finding the answer using background knowledge and the author’s clues: “Author and You,” or adding the reader’s own experience to background knowledge and author’s clues: “On Your Own.”

Procedure:

1. Introduce the two large categories “**In the Book**” and “**In My Head**,” using a large chart. Define the four types of questions.

In the Book QARs:

- **Right There**

The answer is in the text and usually easy to find. The words used to make up the question and the words used to answer the question are right there in the same sentence.

- **Think and Search (Putting it Together)**

The answer is in the story, but you need to put together different story parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

In My Head QARs:

- **Author and You**

The answer is not in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.

- **On My Own**

The answer is not in the story. You can even answer the question without reading the story. You just need to use your own experience.

Give examples of each one. A fun example of this strategy is found below.

2. Assign a short reading passage and list questions on the board, overhead, or chart. Ask students to categorize the questions by where the answers could be found. Discuss the differences.
3. Continue reading, with the class practicing answering a few questions and clarifying as you go.
4. Break the students into small groups. Assign a reading passage. Each group will read and design appropriate questions to be posed to the entire class.
5. A chart can be kept indicating the number of questions that fall into each category. As time goes on, students will be encouraged to ask fewer “In the Book” questions and more higher-level “In My Head” questions.

Example:**ITSY BITSY SPIDER**

The itsy bitsy spider went up the water spout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain,

And the itsy, bitsy spider went up the spout again.

Questions:

1. Who climbed up the water spout? (Right There)
2. What happened after the rain washed the spider out? (Think and Search)
3. Why do you think the spider decided to climb back up the water spout? (Author and You)
4. Have you ever tried and failed at something once, and yet still had the courage to try again? (On Your Own)

Dos and Don'ts of QARs**Do:**

1. Begin with both categories, introducing students to the In The Book and In My Head strategies.
2. Wait until the students thoroughly understand the two sources—background knowledge and text—before distinguishing between QARs within these two categories.
3. Focus on the two sources separately (i.e., when ready to expand, select either In The Book or In My Head and teach the two categories in that source).
4. Ask questions that enhance their sense of story content as well as structure.
5. Engage students in postreading discussions to help them relate information in the text to their own experiences.
6. Balance text-based and inference questions.
7. Ask students to generate their own questions and to categorize each question as they read narrative or expository texts.

Don't:

1. Focus on the accuracy of the answer for In The Book questions; rather, place emphasis on locating information using the text.
2. Expand the categories until students have a clear picture of the differences between In The Book and In My Head questions. This could take several days or weeks.

Raphael, T. E. (1982). Question-answering strategies for children. *The Reading Teacher*, 36(2), 186-190.

Quadrant Cards/Frayer Model*

Purposes: (1) motivate students to engage in vocabulary study; (2) expand vocabulary

Procedure:

1. Divide a sheet of paper into four parts.
2. List the word to be learned in the top left quadrant.
3. Write a definition and or synonym in the top right quadrant.
4. Write associations for the word in the bottom left quadrant.
5. Write antonyms or draw an illustration in the bottom right corner.

<i>Imperialism</i>	<i>A policy in which a country dominates a weaker country socially, politically, and economically</i>
<i>competition</i> <i>great powers</i> <i>Africa</i> <i>nationalism</i> <i>rivalries</i>	<i>independence</i>

Frayer Model:

1. Students write a term in a center oval.
2. In surrounding boxes they write a definition of the term and list characteristics, examples, and non-examples of it, or list essential characteristics, nonessential characteristics, examples and non-examples.

(Barton & Jordan, 2001; Buehl, 2008).

<u>Definition</u> <i>A solid made of atoms in an ordered pattern</i>	<u>Characteristics</u> <i>glassy</i> <i>clear-colored</i> <i>evenly-colored</i> <i>glimmer,</i> <i>sparkle</i> <i>patterned</i>
CRYSTAL	
<i>metals</i> <i>rocks</i> <i>snowflakes</i> <i>salt</i> <i>sugar</i>	<i>coal</i> <i>pepper</i> <i>lava</i> <i>obsidian</i>
<u>Examples</u>	<u>Non-examples</u>

<u>Essential Characteristics</u> <i>- is a number</i> <i>- has no fractional or decimal part</i> <i>- can be modeled with two color ti</i>	<u>Nonessential Characteristics</u> <i>- may be positive</i> <i>- may be negative</i> <i>- may be zero</i>
INTEGER	
<i>-2</i> <i>0</i> <i>325</i>	<i>0.5</i> <i>-1.2</i> <i>¾</i> <i>π</i> <i>√2</i>
<u>Examples</u>	<u>Non-examples</u>

Frayer Model Examples:

RAFT

Purposes: (1) integrate new information with prior knowledge; (2) respond to text through writing

The RAFT strategy is simply a way to think about the four main things that all writers have to consider in ALL content areas:

- **Role of the Writer**

Who are you as the writer? Are you Abraham Lincoln? A warrior? A homeless person? An auto mechanic? The endangered snail darter?

- **Audience**

To whom are you writing? Is your audience the American people? A friend? Your teacher? Readers of a newspaper? A local bank?

- **Format**

What form will the writing take? Is it a letter? A classified ad? A speech? A poem?

- **Topic**

What's the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

Reciprocal Teaching (Modified) *

Purposes: (1) interact with content; (2) self-monitor comprehension; (3) summarize; (4) identify important vocabulary; (5) ask questions

Reciprocal Teaching is in some ways a compilation of four comprehension strategies: summarizing, questioning, clarifying, predicting

Some think the choice of “reciprocal” in the name of this strategy is slightly misleading. It conjures up the image of a student in front of the class, or of students taking turns telling each other important ideas in the text. Instead, the strategy is best at seeking to promote comprehension by tackling the ideas in a text on several fronts. The order in which the four stages occur is not crucial; you'll want to try out different versions of the strategy to see if a particular protocol suits your teaching style, and your students' learning styles, better. You will also want to choose text selections carefully to be certain that they lend themselves to all four stages of reciprocal teaching.

Procedure:

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role.

<u>Narrative text</u>	<u>Expository text</u>
a. summarizer	a. summarizer
b. questioner	b. questioner
c. clarifier	c. word builder
d. predictor	d. keeper

3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
 4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
 5. The Questioner will then pose questions about the selection:
 - a. unclear parts
 - b. puzzling information
 - c. connections to other concepts already learned
 - d. motivations of the agents or actors or characters
 - e. etc.
- The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
 - The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
 - The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

Sample Job Tasks:

Skillful Readers: Word Builder (identifies and defines words to add to class study), Questioner (poses questions about the selection), Connector (connects text to self, the world, or other text), Summarizer (highlights the key ideas up to this point in the reading)

Narrative Text: Questioner (poses questions about the selection), Clarifier (addresses confusing parts and attempts to answer the questions that were just posed), Predictor (guesses about what the author will tell the reader next or what the next events in the story will be), Summarizer (highlights the key ideas up to this point in the reading)

Expository Text: Word Finder (identifies and defines words to add to class study), Questioner (identifies questions OR clarifies answers to questions that arise), Keeper (decides which statements should be kept to add to class study notes), Summarizer (summarizes the main points of the text)

Math Text (Word Problems): Key Words (which words let you know what operations to do), Restate/Explain (tell in your own words what the problem is asking you to do), Solve Problem (perform calculations), Retelling/Explaining (what you did; give final answer in a complete sentence)

ReQuest (Reciprocal Questioning) Strategy:

Purpose: Generate and answer questions

Overview:

ReQuest, or reciprocal questioning, gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. The ReQuest strategy can be used with most novels or expository material. It is important that the strategy be modeled by the teacher using each genre. **Higher-order thinking questions (as identified in Bloom's Taxonomy Revised) are encouraged.**

Procedure:

1. A portion of the text is read silently by both the teacher and the students.
2. The students may leave their books open, but the teacher's text is closed. Students then are encouraged to ask the teacher and other students questions about what has been read. The teacher makes every attempt to help students get answers to their questions.
3. The roles then become reversed. The students close their books, and the teacher asks the students information about the material.
4. This procedure continues until the students have enough information to predict logically what is contained in the remainder of the selection.
5. The students then are assigned to complete the reading.

Note: Students may have difficulty asking questions other than literal ones. It is suggested that prior to this activity, or in conjunction with it, the teacher spends considerable time instructing students in the [Question/Answer Relationships \(QAR\)](#) strategy.

Manzo, A. V. (1969). The ReQuest procedure. *The Journal of Reading*, 13(2), 123-126.

Vacca, I. L., & Vacca, R. T. (1993). *Reading and learning to read*. New York: Harper Collins.

Say Something*

Purposes: (1) make connections with texts during reading and (2) enhance comprehension of written material through short readings and oral discussions

Procedure:

1. Choose a text for the students to read and have them work in pairs.
2. Designate a stopping point for reading.
3. Have students read to the stopping point and then "say something" about the text to their partners.
4. Repeat steps 2 and 3 until they finish reading the text.

Source: Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers*. Portsmouth, NH: Heinemann.

Save the Last Word for Me*

Purposes: (1) provide a structure to discuss the information and ideas in the text and (2) make connections to and evaluations of the information presented in the text

Procedure:

1. Students read a designated text.
2. After reading, students complete index cards with the following information:
Side 1: Each student selects an idea, phrase, quote, concept, fact, etc., from the text that evokes a response. It can be something new, something that confirms previous

ideas, or something with which he/she disagrees. Each student writes his/her selection on side 1 and indicates the page number where it can be found in the text. Side 2: Each student writes his/her reaction to what he/she wrote on side 1.

3. Students gather in small groups to discuss their information.
4. Students discuss using the following procedure: A student reads side 1 of his/her card; each student in the group responds to the information shared. The student who authored the card gets the last word by sharing side 2 of his/her card. The process is repeated until everyone in the group has shared.

Source: Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers*. Portsmouth, NH: Heinemann.

Semantic Feature Analysis*

Purposes: (1) engage with text; (2) summarize text; (3) integrate new information with prior knowledge; (4) self-monitor comprehension; (5) reflect on the content of the lesson; (6) evaluate text; (7) compare and contrast concepts

The semantic feature analysis helps students compile and analyze their knowledge about a specific topic of interest in a content area class. It also fosters higher-level critical thinking by asking students to synthesize and generalize about the words/concepts.

Procedure:

1. List Category Terms – Knowing the topic that is to be studied, the teacher places the category/concept terms along the left side of the board.
2. List Features – Across the top of the blackboard, the features/criteria that will be used to describe the terms that are to be explored should be listed. As the teacher you may pre-select the features that you want to have the students explore or the features may be generated with the students.
3. If the concept is associated with the feature or characteristic, the student records a Y or a + (plus-sign) in the grid where that column and row intersect; if the feature is not associated with the concept, an N or – (minus-sign) is placed in the corresponding square on the grid.

ENERGY

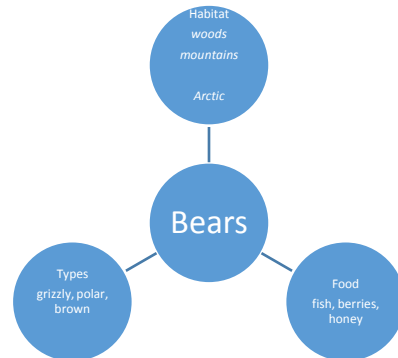
	gives off heat	deadly	visible	expensive	difficult to manage
Nuclear					
Electrical					
Solar					
Heat					
Chemical					
Radiant					

Semantic Map*

Purpose: activate and organize knowledge about a specific topic

Procedure:

1. Select the main idea or topic of the passage; write it on a chart, overhead, or chalkboard; and put a circle around it.
2. Have students brainstorm subtopics related to the topic. Use lines to connect to the main topic.
3. Have students brainstorm specific vocabulary or ideas related to each subtopic. Record these ideas beneath each subtopic.
4. Read the text and revise the Semantic Map to reflect new knowledge.



Source: Johnson, D. & Pearson, P. (1984). *Teaching reading vocabulary*. New York: Holt, Rinehart, and Winston.

Snowball Fight (Snowballing)

Purpose: This strategy can be used to predict, summarize, justify, and think critically

Procedure:

1. The teacher poses a topic or question
2. Each student responds on a white sheet of paper. Once they have completed their responses, they crumple their paper into a “snowball”
3. When signaled, they make eye contact with someone across the room and toss their snowball to a classmate.
4. Each participant opens the ‘snowball’ and reads the response. The participant responds to the previous writing or adds to the initial prompt.
5. Repeat the process 2-4 times depending on the topic and time.
6. Teacher collects and reads the responses as a formative assessment of class learning

Socratic Seminar*

Purposes: (1) respond to text through discussion; (2) reflect on discussion/questions and generate questions

A type of classroom discussion that promotes inquiry with rich questions and student participation, Socratic seminars have been shown to effectively promote metacognition, higher-order thinking skills, and enhanced understanding of a subject (Chowning, 2009). They are well suited to explorations of ethics, such as when exploring the consequences of scientific advances (see Chowning, 2009) and complex social issues raised in literature (see Alfonsi, 2008; Tredway, 1995).

A Socratic seminar takes preparation. First, to promote evidence-based discussion, a Socratic seminar should be based upon a text (or video or work of art—anything that students can respond to and grapple with intellectually). The text should be thought-provoking (Chorzempa & Lapidus, 2009); Chowning (2009) recommends primary texts that are open to interpretation. Second, to set the direction of the discussion, the teacher should prepare questions prior to class. The questions should address the key objective for the discussion and focus students' attention on the text at a high level of evaluation or interpretation (Alfonsi, 2008; Chowning, 2009; Tredway, 1995) to help focus students' thoughts and encourage them to turn to the text for evidence to support their claims. Other questions that refocus the discussion on the objectives and clarify what had been asked can also be prepared; however, such questions should be held in reserve as much as possible. Finally, to ensure that students will be prepared for the discussion, they should read the text ahead of time. For example, Chorzempa and Lapidus described asking students to read the text three times to generate their own questions or address in the discussion. In contrast, Alfonsi discussed no special preparations in the reading stage; instead, her discussion relied upon the strength of the high-level questions she prepared as well as her students' eagerness to participate.

When all the preparations are complete, the Socratic seminar can begin. The following suggestions compiled from Alfonsi (2008), Chorzempa and Lapidus (2009), Chowning (2009), and Tredway (1995) can help make the seminar effective:

- Students' desks or chairs should be arranged so students face each other. This promotes interaction between students.
- Students should be reminded of the rules and expectations for discussion, such as the necessity of supporting claims with evidence, the importance of maintaining a lively and focused conversation, and the avoidance of sarcasm.
- The teacher should sit with students in the circle or just outside it, on the same level with them. By lessening the appearance of power in the classroom, this helps ensure the discussion is the students' own.
- After asking the initial question, the teacher should refrain from speaking during the discussion. It should be students' jobs to speak and to avoid long stretches of silence if they occur. The teacher should listen and take notes on student participation, keeping track of who contributes positively to the discussion and who does not.
- Before the end of class, a debriefing should be held. Students should be asked to reflect on their performances during the discussion, identifying what they did and did not do well. The teacher can use this opportunity to review the participation notes he/she took and identify students who may need to be reined in (such as those who dominate discussion) and those who need encouragement to participate more.

Student-centered discussions like Socratic seminars take time to master. Debriefings of early discussions will necessarily emphasize process as students learn what is expected of them. With time and guidance, students will become comfortable, even enthusiastic, about participating

Sort

Purposes: (1) Activate prior knowledge; (2) make connections

Procedure:

- Facilitator/Teacher provides terms/concepts/ideas from reading material.
- Closed sort- categories are provided – Open sort- no categories provided
- Participants/students work with a partner to place terms/concepts/ideas into specific categories.
- Groups discuss the categories used and why certain terms were placed in specific categories/
- This strategy can be completed in pairs, groups, or independently.

Star-and-a-Wish*

Purpose: provide feedback

Procedure:

Star-and-a-wish (Harste, Woodward, & Burke, 1984) seeks to balance praise and constructive feedback on ungraded work. Writing a sentence describing something positive about students' work—a star—as well as a sentence describing how the work could be improved—a wish—helps students see their strengths and weaknesses and motivates them to improve their work. This kind of balanced, detailed information can help all students focus their efforts effectively. The strategy can be used by teachers when reviewing student work using comments-only marking or by students when giving peer feedback.

Table Talk

Purposes: (1) activate prior knowledge; (2) build background knowledge; (3) encourage active listening; (4) set a purpose for reading/lesson

Procedure:

1. Write a thought provoking statement or question related to the subject of the upcoming lesson on the chalkboard.
2. Each student has two minutes to read the topic, reflect, and write a response.
3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement.
4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

Think Aloud*

Purposes: (1) monitor comprehension; (2) direct thinking

Procedure:

1. Teacher reads a section of text aloud stopping periodically to verbalize the thought processes that are occurring while reading. Teacher should model connections, thoughts, questions, vocabulary interferences, etc...

2. Students practice the *Think Aloud* with a partner

3. As the technique becomes routine, confidence and the ability to use the *Think Aloud* strategy independently will grow.

Think-Write-Pair-Share*

Purposes: (1) capture thoughts; (2) solidify thinking

- 1) **Think.** The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to THINK about the question.
- 2) **Write.** students capture their thoughts by writing them down
- 3) **Pair.** Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.
- 4) **Share.** After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class.

3-2-1*

Purposes: (1) self-monitor comprehension;(2) identify important details in the content; (3) make connections to content; (4) identify areas in the content where understanding is uncertain
Procedure:

1. After reading a portion of text, viewing a portion of a video, or listening to a portion of a lecture: students working alone, with a partner, or in small groups fill out a 3-2-1 chart.
 - 3 Important Details
 - 2 Connections
 - 1 Question I Still Have
2. Students repeat the procedure until the entire content has been completed.
3. Students can use the important details from their 3-2-1 charts to summarize the entire lesson.

Three-Minute Pause/Review*

Purpose: reflect on content through writing or discussion

A **Three-Minute Pause** as a break in large sections of content. The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Procedure:

1. **Summarize Key Ideas Thus Far.** The teacher instructs students to get into groups (anywhere from three to five students, usually). Give them a total of three minutes for the ENTIRE process. First, they should focus in on the key points of the lesson up to this point. It's a way for them to stop to see if they are getting the main ideas.
2. **Add Your Own Thoughts.** Next, the students should consider prior knowledge connections they can make to the new information. Suggested questions: What connections can be made? What does this remind you of? What would round out your understanding of this? What can you add?

Pose Clarifying Questions. Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where we're headed? Can you probe for deeper insights?

Turn and Talk

Purpose: (1) solidify thinking; (2) add new ideas

Each student may have a partner assigned or the teacher may change up partners by using phrases like “turn to the partner beside you” or “turn to the partner across from you”, etc. Teachers should begin with instructions or prompts for discussion. Students share with their partners when directed. Following the sharing, a few students may share with the class.

Visualization

Purpose: Through using visualizing readers will begin to monitor their comprehension.

Procedures:

First: Introduce Students to Visualization

- Tell students that they can recall information from readings by:
 - Creating mental images of what they are reading
 - Looking at pictures to learn more information about text

Second: Teacher “think-aloud”

- Using the think-aloud approach, teachers tell the class what mental images come to their minds as they react to the passage
- Teachers reflect aloud about the illustrations from the book and the clues they give about the meaning of the passage

Third: Guided Practice With Students

- Select additional reading passages to practice visualization with the students
- Stop at key points throughout the passage and ask students to reflect on mental images they experience while reading

Fourth: Prompting Student Use of Visualization

- Teacher cues the students to use visualization strategy on their own
- “Now we are going to read about a famous cookie shop in Los Angeles! Remember to make pictures in your head about what you read and study the pictures from the text.”

(Wright, 2001)

Vocabulary Knowledge Rating

Purposes: (1) discuss vocabulary; (2) assess prior knowledge; (3) engage with text; (4) integrate new information with prior knowledge; (5) self-monitor comprehension

Procedure:

1. Students begin with a list of vocabulary words and corresponding columns (Never Heard This Word, Heard Of It, But Don’t Know It, I Know This Word Well).
2. Before reading, students analyze each word and mark the appropriate column. If the student knows the meaning of the word, a short definition is written in the appropriate column. If the student has heard of the word they should write where they have seen/heard it or what they know about it.
3. Next, students skim the text to locate the words in context. The location of the word is noted for later reference (with highlighters, removable sticky strips, underlining, etc.). It is permissible to have the students highlight a form of the word, if the exact word is not found first.
4. After reading the text completely, the words are revisited in context, and definitions are noted for each word. Such active participation in processing vocabulary is necessary to understand the text and to help students construct meaning.

** As always, teacher should model this strategy first.

X Marks the Spot

Purposes: (1) engage with the text; (2) self-monitor comprehension

Procedure:

1. Teacher puts key on the board:

X = Key point **!** = I get it! I can explain this! **?** = I don't get this

2. Teacher models the procedure for students using first chunk of text.

3. Students practice using this procedure independently—using sticky notes in textbooks or actually marking on the text if it's a copied piece of text.

Internet Resources for Additional Literacy Strategies

http://www.learner.org/jnorth/tm/ReadStrats_20Best.html

<http://www.learningpt.org/literacy/adolescent/strategies.php>

http://www.adlit.org/strategy_library

<http://www.sw-georgia.resa.k12.ga.us/Math.html> (math graphic organizers)

http://www.edhelper.com/teachers/graphic_organizers.htm (graphic organizers)

<http://www.ops.org/reading/secondarystrat1.htm>

<http://www.readingquest.org/strat/>

Reading Quest (Social Science site full of literacy strategies—for all content areas)

http://programs.ccsso.org/projects/adolescent_literacy_toolkit/

Adolescent Literacy Toolkit

http://www.visual-literacy.org/periodic_table/periodic_table.html#

Visual Literacy: This is a "periodic table" of visual literacy. You can select related links and view examples. This is a useful site to when you're **designing graphic organizers**, with over fifty different visualization methods provided.

Vocabulary Strategy Resources:

<http://www.pgcps.pg.k12.md.us/%7Eelc/readingacross2.html>

Teaching Vocabulary in the Content Areas

http://www.readingonline.org/articles/art_index.asp?HREF=/articles/curtis/index.html

Teaching Vocabulary to Adolescents to Improve Comprehension

<http://www.vocabulary.com/>

Vocabulary (makes words on any webpage into links so you can look them up online by simply clicking on the word)

<http://www.literacymatters.org/content/readandwrite/vocab.htm#lessons>

games for other subjects: art, chemistry, foreign languages, English grammar, geography and math.