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Strategic Lesson Planner

Topic:

ACOS Objective:

Daily Outcome:
What do you want the students to accomplish by the end of class? Remember to use Bloom's verbs. Refer to page 7 for more info about Bloom'sTaxonomy.

Before:
Motivation/Hook/Warm-up: How will you open your lesson and engage your student quickly? Activate students' prior knowledge and set a purpose for the lesson.

Purpose:
Strategy:
Activity:

During:
Explain: Help students make connections, monitor their understanding, generate questions, and stay focused. **Explore:** Initiate practice activities that are under direct teacher supervision. What will students do independently or in cooperative groups to practice the objective or skill? Use explicit instruction (**I do, We do, You do**)
Purpose:
Strategy:
Activity:

After:
Formative Assessment: Strategies that provide students with an opportunity to summarize, question, reflect, discuss, and respond to the lesson. Formative Assessments might include exit slips, open- ended questions, 3-2-1, etc.
Purpose:
Strategy: Activity:
Activity:

Bloom's Taxonomy —Revised‖ Key Words, Model Questions, & Instructional Practices
Adopted from http://www.uni.edu/stdteach/TWS/BloomRevisedTaxonomy

Level I: Remember

Verbs for Outcome	Model Questions	Instructional Practices
choose describe define identify label list locate match memorize name omit recite recognize select state	Who? Where? Which One? What? How? What is the best one? Why? How much? When? What does It mean?	Highlighting Rehearsal Memorizing Mnemonics Student Discussion Chunking

Level II: UNDERSTAND

Verbs for Outcome	Model Questions	Instructional Practices
classify defend demonstrate distinguish explain express extend give example illustrate indicate interrelate interpret infer judge match paraphrase represent restate rewrite select show summarize tell translate	State in your own words. Which are facts? What does this mean? Is this the same as. . .? Give an example. Select the best definition. Condense this paragraph. What would happen if . . .? State in one word . . . Explain what is happening. What part doesn't fit? Explain what is meant. What expectations are there? Read the graph (table). What are they saying? This represents. . . What seems to be . . .? Is it valid that . . .? What seems likely? Show in a graph, table. Which statements support . . ? What restrictions would you add?	Key examples Emphasize connections Elaborate concepts Summarize Paraphrase STUDENTS explain STUDENTS state the rule "Why does this example. . .?" create visual representations (concept maps, outlines, flow charts organizers, analogies, pro/con grids) PRO│ CON *NOTE: The faculty member can show them, but they have to do it.* Metaphors, rubrics, heuristics

Level III: Apply

Verbs for Outcome	Model Questions	Instructional Practices
apply choose dramatize explain generalize judge organize paint prepare produce select show sketch solve use	Predict what would happen if Choose the best statements that apply Judge the effects What would result Tell what would happen Tell how, when, where, why Tell how much change there would be Identify the results of	Modeling Cognitive apprenticeships "Mindful" practice - NOT just a "routine" practice Part and whole sequencing Authentic situations "Coached" practice Case studies Simulations Algorithms

Level IV: Analyze

Verbs for Outcome	Model Questions	Instructional Practices
analyze categorize classify compare differentiate distinguish identify infer point out select subdivide survey	What is the function of . . .? What's fact? Opinion? What assumptions. . .? What statement is relevant? What motive is there? Related to, extraneous to, not applicable. What conclusions? What does the author believe? What does the author assume? Make a distinction. State the point of view of . . . What is the premise? State the point of view of . . . What ideas apply? What ideas justify the conclusion? What's the relationship between? The least essential statements are What's the main idea? Theme? What inconsistencies, fallacies? What literary form is used? What persuasive technique?	Models of thinking Challenging assumptions Retrospective analysis Reflection through journaling Debates Discussions and other collaborating learning activities Decision-making situations

Level V: Evaluate

Verbs for Outcome	Model Questions	Instructional Practices
appraise judge criticize defend compare	What fallacies, consistencies, inconsistencies appear? Which is more important, moral, better, logical, valid, appropriate? Find the errors.	Challenging assumptions Journaling Debates Discussions and other collaborating learning activities Decision-making situations

Level VI: Create

Verbs for Outcome	Model Questions	Instructional Practices
choose combine compose construct create design develop do formulate hypothesize invent make make up originate organize plan produce role play tell	How would you test. . .? Propose an alternative. Solve the following. How else would you . . .? State a rule.	Modeling Challenging assumptions Reflection through journaling Debates Discussions and other collaborating learning activities Design Decision-making situations

How to Teach a Comprehension Strategy

Teacher Talk: In discussion or lecture, the teacher guides learning six components:

1. The name of the strategy, 2.
How to use the strategy,
3. Explicit modeling of the strategy (―think-aloud‖),
4. Examples of when to use the strategy,
5. Possible adjustments to the strategy for different tasks, and 6.
The usefulness of the strategy.

Guided practice. During this phase, students practice the strategies that they learn with support from the teacher and other students. Possible activities:
- Breaking the strategy into simplified steps,
- Giving cue cards or checklists for strategy steps,
- Reverting to explicit instruction and modeling as necessary, and
- Allowing students to work in small groups to practice a strategy together.

Independent practice and debriefing. Provide opportunities for students to use strategies on their own. Important debriefing includes questions about how students used the strategies and how well the strategies worked for them.
Adapted from *What Content-Area Teachers Should Know About Adolescent Literacy*
http://www.nifl.gov/nifl/publications/adolescent_literacy07.pdf

Step 1
- 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.

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

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009,"** Making Middle Grades Work literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

"Before"
Literacy Strategies

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 ongoing **assessment methods** to determine if the strategy meets the purpose and if it helps the students reach the outcome.
   *questioning *observations   *written products

Before Strategies

The following is a description of some —before‖ strategies. 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 —before‖ strategies. Many —before‖ strategies can be completed in about 5 minutes. However, a teacher may extend that time slightly in order to allow for deeper discussion.

Quick Write
Purposes: (1) introduce a concept and connect this concept with prior knowledge or experiences and (2) allow students to discuss and learn from each other
Procedure:
1. Introduce a single word or phrase to the class.
2. Students copy the concept on index cards.
3. Students are given two minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc.
4. After time is called, students may volunteer to share their thoughts on the subject.

ABC Brainstorm
Purposes: (1) activate prior knowledge about a major topic and (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.

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009,"** Making Middle Grades Work literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

Anticipation Guide
Purposes: (1) set purposes for reading texts, (2) activate prior knowledge, and (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.

Five Word Prediction
Purposes: (1) encourage students to make predictions about text, (2) activate prior knowledge, (3) set purposes for reading, and (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.

Table Talk
Purposes: (1) activate prior knowledge, (2) build background knowledge, (3) encourage active listening, and (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.

Prereading Plan
Purposes: (1) activate prior knowledge about a topic, (2) to introduce new vocabulary, (3) and 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 prereading plan. *Journal of Reading,* 25, 152 - 156.
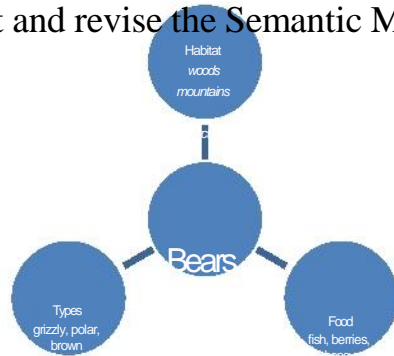
Semantic Map
Purpose: activate and organize knowledge about a specific topic
Procedure:
1. Select the main idea or topic of the passage; write it on a chart, overhead, or chalkboard; and put a circle around it.
2. Have students brainstorm subtopics related to the topic. Use lines to connect to the main topic.
3. Have students brainstorm specific vocabulary or ideas related to each subtopic. Record these ideas beneath each subtopic.

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

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.

List-Group-Label

Purposes: (1) activate prior knowledge about a topic and (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.

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**.

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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 misperceptions 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?

Think Aloud

Purposes: monitor comprehension and 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.

Knowledge Rating

Purposes: (1) discuss vocabulary (2) asses 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.

INSERT

Purposes: (1) provide opportunities for reflection and (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:

If an idea:	Put this notation in the margin:
• 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.

Quadrant Cards
Purposes: (1) motivate students to engage in vocabulary study and
 (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.	
Imperialism	*A policy in which a country dominates a weaker country socially, politically, and economically*
competition great powers Africa nationalism	*independence*

rivalries

Graphic Organizers
Purposes: (1) provide a visual model of the structure of text and (2) provide a format for organizing information and concepts
Procedure:
  1. Introduce the graphic organizer to the students. Demonstrate how it works by reading a piece of text and noting key concepts and ideas on the organizer.
  2. Have groups of students practice using the graphic organizer with ideas from independently read text. Share ideas with the class.
  3. Choose an organizer that matches the text structure and thinking processes.

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. 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.

Question-Answer Relationships (QAR)
The Question-Answer Relationships is a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. It is even more important to understand where the answer will come from. Teaching QARs to students begins with helping them understand the core notion: that when confronted with a question, the answer will come either from the text or from what kids know.

Explain Those Four QARs!
1. **Right There**. The answer is in the text, and if we pointed at it, we'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.
2. **Think and Search**. The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.
3. **Author and You**. The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
4. **On My Own**. The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

Story Impressions
This comprehension strategy establishes a purpose for reading and helps students form an overall impression of the text through predictions

1. The teacher chooses key words, phrases, or concepts from a reading selection and lists them in the order they appear in the reading. The list will normally consist of 10-15 items. Students should be given enough words to form an impression of the reading but not so many that they are able to create entire episodes that they will encounter in reading. In order to prevent giving away the ending, give the students only words that suggest the main idea. Finalizing your list with an event found earlier in the selection rather than at its conclusion will also solve this problem.
2. Present the words in a linked order by displaying them in a vertical line with arrows connecting one word to the next. The students should see that the words must be used in a particular order.
3. After the initial discussion of the key words (be sure students know the meanings of all the words), have each student write a paragraph, using all the words in the given order and summarizing what he or she thinks the reading will be about, thus creating a Story Impression.
4. Place the students in groups of 4 or 5 and allow the group members time to share their Story Impressions so they can compare their predictions.
5. Have students begin reading the chapters and save their Story Impressions so that they can verify or change their predictions as/after they read.

Think-Pair-Share - OR - Think-Write-Pair-Share
Purposes: variety
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.
     Write. Students should jot down their thoughts.
2) 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.
3) 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. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Preview and Predict

Purpose: (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.

Preview Chart

Purpose: (1) establish a purpose for reading (2) generate questions to guide reading

Procedure:

1. Teacher should model this process for the students.

2. Have students work with pairs to complete the chart.

3. Have students begin to use the chart independently to think about the text.

Title	Convert title to a question
Read introduction	List main points
Read summary (if available)	List main points
Read end of chapter or section questions	List main points

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Read headings and subheadings	Convert to questions
Read print in special type	Why is it emphasized?
Study the graphics	How do the graphics relate to the topic?

Chalk Talk (or ―Ink Think):
Chalk Talk is a *silent* conversation in writing that allows students to have an equal opportunity to participate.
Purposes: Assessing prior knowledge; assessing what was learned; solving problems; communicating to others
Process:
1. The facilitator explains VERY BRIEFLY that Chalk Talk is a silent activity. No one may talk at all and anyone may add to the Chalk Talk as they please.
2. The facilitator writes a relevant question in a circle on the board or chart paper.
   Sample questions:
   o What did you learn today?
   o How can we keep the noise level down in this room?
   o What do you know about Croatia?
   o How are decimals used in the world?
3. The facilitator either hands a piece of chalk or marker to every student, or places many pieces of chalk or markers at the board. Students can comment on the initial question—and subsequent comments—by simply drawing a connecting line to the question or comment.
4. People write as they feel moved. They can read and respond to the comments of others. There are likely to be moments where not much seems to be happening—that is natural, so allow plenty of wait time before deciding it is over.

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5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
  - ₒ circling other interesting ideas, thereby inviting comments
  - ₒ writing questions about a participant's comment
  - ₒ adding his/her own reflections or ideas
  - ₒ connecting two interesting ideas/comments together with a line and adding a question mark

Data on Display

Purpose: Helps establish a risk-free environment in which group members reflect individually on core issues, see a visual display of the thinking of the whole group, and move from thinking about their own responses to thinking about implications of the groups' responses; prompts hypothesis-formulation and examination of assumptions (their own and others')

Procedure:

(1) Prepare four to six statements on the topic at issue; ideally the statements will create cognitive dissonance among participants.

(2) Ask participants to individually respond to each of the statements by selecting the extent to which they agree (from 0 to 100 percent) with the statement, then posting their responses using Post-its on charts, forming horizontal bar graphs for each statement.

(3) Before discussing as a large group, allow time for individuals to view the charts and come to conclusions about what the data mean. Then allow some time in the small groups for initial discussion.

(4) Finally, bring it to the large group for conclusions and implications.

Talking Drawings

Purpose: To activate and evaluate student knowledge of a topic.

Description: In this activity, students will activate prior knowledge by creating a graphic representation of a topic before the lesson. After engaging in learning about that topic, students will re-evaluate their prior knowledge by drawing a second depiction of their topic. They will then summarize what the different drawing say to them about what they learned.

Procedure:

1. Ask students to close their eyes and think about topic X. Using the Talking Drawings worksheet, have students draw a picture what they saw while they were thinking about topic X.

2. Teach cognitive portion of your lesson.

3. At the end of the lesson, ask students to elaborate upon their initial drawing by creating a new drawing that incorporates what they learned about topic X during the lesson.

4. Have students share their before and after drawings with a partner. Students should discuss the differences between the two depictions of topic X.

5. Finally, have students respond in writing at the bottom of their Talking Drawings worksheet. What do the two drawings tell them about what they learned during the lesson?

Wood, K. (2001). Literacy strategies across the subject areas. Needham Heights, MA: Allyn & Bacon.

The First Word
Purpose: To activate students' prior knowledge of a concept, idea, or skill
Description: The First Word is a variation on traditional acronyms. By going through the process of analyzing words and creating related sentences, students will gain a deeper understanding of the meaning.

Procedure:

1. Assign students the name of an object, a topic, or key concept to write vertically down the side of a page.

2. Working in small groups or on their own, students should generate a short phrase or sentence that begins with each letter of the vertical work and offers important information or key characteristics about the topic.

3. Students can illustrate their "First Words" for posting around the classroom. Sharing "First Words" will allow students to identify important concepts that may have been left out of their own work.

Sample First Word:

Sun is the star at the center of the solar system

Orbits are the paths that planets take around the Sun

Lunar eclipses occur when the Moon gets blocked by the Earth

Asteroids are big rocks that orbit the Sun

Rings-- the planet Saturn has them

Saturn is the sixth planet from the Sun

You can see some planets with your naked eye

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Some other planets are: Earth, Venue, Mars, Jupiter, Pluto, and Neptune

The Earth is the only planet with life on it

Every year, the Earth orbits the Sun once

Mercury is the planet closest to the Sun

Lipton, L., & Wellman, B. (1999). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

Walk Around Survey

Purpose: To activate students' prior knowledge through conversation and movement

Description: Walk Around Survey can be used as an activating or summarizing strategy. In this activity, students are given a topic of study and asked to move around the room for the purpose of conversing with other students. During these conversations, students will share what they know of the topic and discover what others have learned.

Procedure:

1. Assign a topic for the Walk Around Survey.

2. Pass out a survey form to each student in the class.

3. Allow students an allotted amount of time to survey three classmates (informers) on the given topic.

4. When students are completing the survey form, the soliciting student should write the name of the informer on his/her worksheet in the left-hand column. He/she will then record three facts from the student informer on the worksheet in the three empty blocks. He/she will then move on to find a second and third informing student to complete the survey worksheet.

5. Have students return to their seats and complete the Survey Summary.

Hint: This activity can be used as either an activating or summarizing strategy. It can be done in the classroom or, even better, outside on a nice day.

Sample Walk Around Survey Topics:

1. What can you do to become a responsible user of the Internet?

2. If you were creating a database about X, what fields would you most likely include?

3. Name ways in which spreadsheets are used in the workplace.

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4. How has the Internet changed the way we communicate and interact with others?

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

Three Step Interview
Purpose: To engage students in conversation for the purpose of analyzing and synthesizing new information.
Description: The Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee.
Procedure:
1. Students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details. 2. Student pairs reverse roles, repeating the interview process.

3. Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand.

Sample Three Step Interview Topics:

1. Present a very challenging filter/sort combination problem to the students. Allow them to use the interview to discuss possible solutions.

2. Present students with an ethical situation related to privacy and the internet. Allow students to use the interview as a means of discussing the different components of the issues at hand.

3. Provide students a short (4-5 words) list of vocabulary to be reviewed. In the interview, they are to explain the definitions and applications of the words. By regrouping with the other interview pair, appropriate student use of vocabulary will be reinforced.

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

In the Hot Seat
Purpose: To motivate student learning

Description: In this activity, several students will be asked to sit in the "Hot Seat" and answer questions related to the topic of study.

Procedure:

1. Prior to the beginning of class, the teacher will prepare questions related to the topic of study and write them on sticky notes. Four to five questions are usually enough.

2. Place the sticky notes underneath student desks/chairs so that they are hidden from view.

3. At the start of the class, inform students that several of them are sitting on "Hot Seats" and will be asked to answer questions related to the topic of study for the day.

4. Have students check their desks/chairs for the strategically placed sticky notes.

5. Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer. Due to the nature of this motivational activity, these should be questions that students are able to answer.

Sample Hot Seat Questions:

Internet:
1. What is your favorite search engine and why?
2. When was the last time you used the internet to complete a classroom assignment?
3. If you had to recommend a website to a friend, which one would you pick and why?
4. What do you think would be the impact if the Internet was gone tomorrow?
5. Do you think that students should be allowed to use the Internet unsupervised? Why or why not?

Possible Sentences

Purpose: To activate and evaluate student knowledge of a topic.

Description: Possible Sentences takes what students know of a topic and their familiarity with the English language sentence structure to activate prior knowledge of a topic. After new information is introduced through the use of cognitive teaching strategies, possible sentences are re-evaluated for accuracy.

Procedure:

1. Generate a list of 10 words related to your lesson. These words should represent concepts that are both familiar and unfamiliar to students.

2. Have students create 5 possible sentences by using two words in each sentence until all words are gone.

3. Teach your lesson on the topic.

4. After the main instruction is over, have students go back and evaluate the accuracy of their possible sentences by placing a + (for correct), - (for incorrect), or a ? (for cannot determine) beside each sentence.

5. For sentences marked incorrect, students should write a corrected sentence. Sentences whose accuracy cannot be determined can be researched by utilizing outside resources.

Sample Words for a Possible Sentences Activity on the Internet:

network	modem	ISP
URL	webpage	hyperlink
graphic	text	web browser
AUP		

Moore, D.W., & Moore, S.A. (1986). Possible sentences. In Reading in the content areas: Improving classroom instruction 2nd edition, edited by E.K. Dishner, T.W. Bean, J.E. Readence, and D.W. Moore. Dubuque, IA: Kendall/Hunt.

Word Splash Summary - Before & After
Identify content you want students to know, and make a list of key vocabulary and concepts associated with the content. The terms can be new words or commonly known words, but they must be purposeful for the day's lesson.
―Splash‖ these words across a sheet of paper by writing them at cockeyed angles all over the sheet or entering them into wordle.net online and have it create your word art. Sometimes you might want to provide the words to cluster groups of students in envelopes to aid in their sorting.

Ask the students to help you put the words in logical order. Wild connections may be made, especially since it is new material and students have no frame of reference. Once groups finish, ask them to share their thinking. Note the varied and occasionally entertaining interpretations. Then ask students to zero in on what it is they are going to study and what they will be looking for as they read or learn.

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009,"** Making Middle Grades Work literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

Interview Response

Purposes: activates background knowledge; summarize

Procedure:

1. Teacher poses a question.
2. Students interview three people - ask the question, record the response, then move to another person.
3. Summarize findings on the back of the note card.

—During‖
Literacy Strategies

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 during 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 during 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 during 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 during 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

During Strategies

The following is a description of some —during‖ strategies. 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 —during‖ strategies.

Table Talk

Purposes: (1) activate prior knowledge, (2) build background knowledge, (3) encourage active listening, and (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.

Chalk Talk (or —Ink Think):

Chalk Talk is a silent conversation in writing that allows students to have an equal opportunity to participate. It is a versatile protocol that can be used for many purposes.

Purposes: Assessing prior knowledge; assessing what was learned; solving problems; communicating to others

Process:

1. The facilitator explains VERY BRIEFLY that Chalk Talk is a silent activity. No one may talk at all and anyone may add to the Chalk Talk as they please.
2. The facilitator writes a relevant question in a circle on the board or chart paper.
   Sample questions:
   o What did you learn today?
   o How can we keep the noise level down in this room?

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- ○ What do you know about Croatia?
- ○ How are decimals used in the world?

3. The facilitator either hands a piece of chalk or marker to every student, or places many pieces of chalk or markers at the board. Students can comment on the initial question—and subsequent comments—by simply drawing a connecting line to the question or comment.
4. People write as they feel moved. They can read and respond to the comments of others. There are likely to be moments where not much seems to be happening—that is natural, so allow plenty of wait time before deciding it is over.
5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
    - ○ circling other interesting ideas, thereby inviting comments
    - ○ Writing questions about a participant's comment
    - ○ adding his/her own reflections or ideas
    - ○ connecting two interesting ideas/comments together with a line and adding a question mark

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.

Coding the Text
Purposes: (1) make connections while reading and (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.

3-2-1
Purposes: (1) self-monitor comprehension, (2) identify important details in the content, (3) make connections to content, and (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.

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.

Grand Conversations

Purposes: verify and formulate predictions; summarize text; self-monitor comprehension

W - I Wonder card
Use when you have a question about what is being read or ―wonder‖ about the information.
N - I Notice card
Use when you notice something interesting about the text or pictures.
P - Prior Knowledge card
Use when you have any prior knowledge to share about the topic.
S - Spark card
Use when someone else says something that makes you think of something else related to the text.

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 misperceptions 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?

Backwards Note-taking
Purpose: To help students understand and remember more of what they read or view. It supports students in making connections, monitoring their reading, and understanding the teacher's main points.
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.

Backwards Note-taking Template:

My Notes - page ___	Teacher Notes

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.

JIGSAW

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

Procedure:

1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher.
2. 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.
3. The students prepare how they will teach the information to others.
4. 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.
5. Team members listen and take notes as their classmate teaches them.

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.

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 blackboard.
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					

What Does It Say? What Does It Mean? What Does It Matter?

Graphic Organizer What Does It Say? *(Literal)*	What Does It Mean? *(What Can We Infer?)*

So, what does it matter?	

Reciprocal Teaching

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

Understand that 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. Roles may vary based on type of text.

Narrative text:	Expository text:
a. summarizer	key word finder
b. questioner	questioner
c. clarifier	keeper (collects key notes)
d. predictor	summarizer

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.

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5. The Questioner will then pose questions about the selection:
   - ₒ unclear parts
   - ₒ puzzling information
   - ₒ connections to other concepts already learned
   - ₒ motivations of the agents or actors or characters ₒ
   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.

Word Walls

Word walls are sheets of paper on which students and the teacher write interesting, confusing and important words from what they are reading. The words are then posted in a prominent place in the classroom. Students refer to the words on the word wall for writing activities, comprehension assistance and for word-study activities.

The steps in developing a word wall are
1. Provide students with an article or excerpt that has key information and vocabulary for a unit being studied.
2. Students preview the article to identify up to five words that they do not know, think are very important to the content or that others may not know. Each word is written on a separate sheet of paper or large card.
3. With a partner, students use the context in which the words occur and write their own definitions on the sheets with the words.
4. In larger groups or as a whole group, all definitions for a single word are discussed. The group agrees on a common definition based on the context in which the word is used.
5. The ―accepted‖ definition is posted on the word wall for all students.

There are many ways to vary the process of developing a **word wall**. ☐ Include the pronunciation for difficult or foreign words.

☐ Write a new sentence in which the word is used correctly.

☐ Identify the part of speech

☐ Post all definitions until all the passage is read and then have students vote on the best definition.

☐ Allow students to write some definitions that sound reasonable but are not accurate as a way of assessing understanding. ☐ Let the teacher pre-select the terms.

☐ At the end of the unit, select words that may be applicable to the next unit or are the most important concepts and move those words to a permanent word wall.

Possible Extension Activities for Word Walls (from Janet Allen's *Reading History*)

☐ Explain the word so that a friend could understand it.

☐ Describe how this word would be used in a specific time, place, event or situation.

☐ Choose one of the characters or historical figures that we have encountered and write some dialogue for a scene in which that person would use this word.

☐ List other words someone might use in place of this word.

☐ Make a prediction for a situation in which someone might use this word.

☐ Write about a personal connection you have with the word. ☐ Write a question that this word would answer.

☐ Use this word in a news headline and then write the first paragraph for the headline that shows why the word was in the headline.

☐ Illustrate the word's meaning and then illustrate its opposite.

☐ If you saw this word on a sign, what would your next action be?

Three-Minute Pause

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?

3) 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?

X Marks the Spot
Purpose: engage with the text
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
* copied text may be written on directly, but sticky notes work well in books.

Jot Charting:
Purposes: (1) engage with text (2) construct graphic organizer (3) self-monitor comprehension (4)
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.

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?			

Margin Notes

Purpose: (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.

Venn Diagram

Purpose: compare and contrast concepts
Procedure:
1. Draw two circles overlapping. Each circle represents a concept.
2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap.
3. Teacher should model the strategy first.

T-Chart

Purpose: multiple purposes—most often used to examine two sides of an issue, event, or character, or for cause/effect, problem/solution, pro/con, then/now

Procedure:

1. Teacher draws a T-chart on the board. In the boxes at the top of the chart, students record issues, events, or characters.
2. Below these designations, supporting ideas or examples are given 3. As always, teacher should model the use of this strategy first.

3-2-1

Purposes: (1) self-monitor comprehension, (2) identify important details in the content, (3) make connections to content, and (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.

Journal Responses

Purposes: (1) respond in writing to the texts they are reading and (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.

Graphic Organizers

Purposes: (1) provide a visual model of the structure of text and (2) provide a format for organizing information and concepts

Procedure:

1. Introduce the graphic organizer to the students. Demonstrate how it works by reading a piece of text and noting key concepts and ideas on the organizer.
2. Have groups of students practice using the graphic organizer with ideas from independently read text. Share ideas with the class.
3. Choose an organizer that matches the text structure and thinking processes.

Quadrant Cards

Purposes: (1) motivate students to engage in vocabulary study and
(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.

Imperialism	*A policy in which a country dominates a weaker country socially, politically, and economically*

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competition great powers Africa nationalism rivalries	independence

Question-Answer Relationships (QAR)

The Question-Answer Relationships is a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. It is even more important to understand where the answer will come from. Teaching QARs to students begins with helping them understand the core notion: that when confronted with a question, the answer will come either from the text or from what kids know.

Explain Those Four QARs!

Right There. The answer is in the text, and if we pointed at it, we'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.

1. **Think and Search**. The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.
2. **Author and You**. The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
3. **On My Own**. The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.
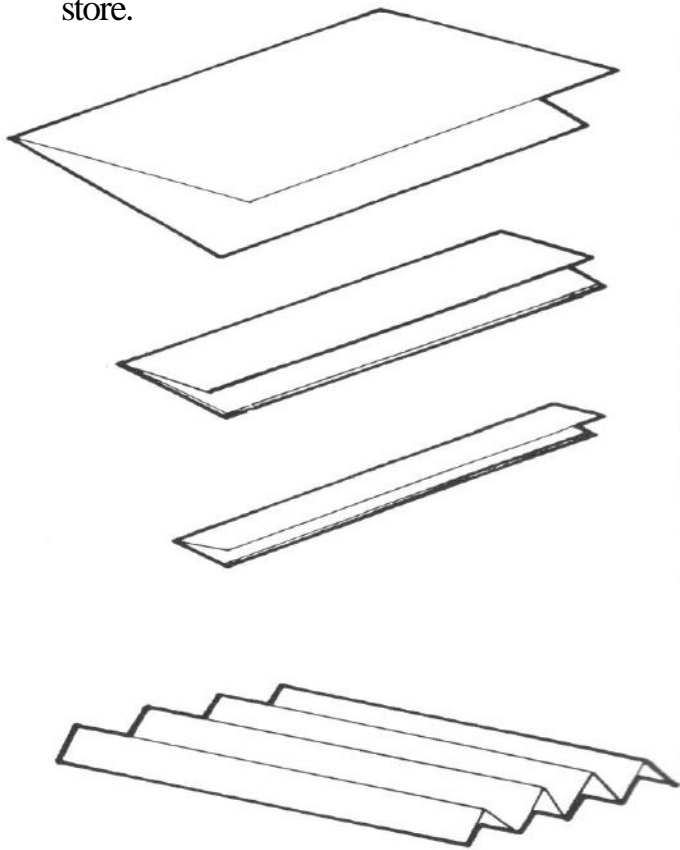
FOLDABLES:

Desk File Directions

1. Fold a sheet of paper in half like a hamburger.

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

2. Fold the hamburger in half again like a hot dog forming fourths.
3. Fold in half again like a hot dog forming eighths.
4. Open the folded sheet of paper and refold it like a fan. Crease the folds well. It is important that the folds are sharp.
5. Place the fan so that four mountains are point up and the three valleys are between the folds.
6. Fold another sheet of paper into a trifold. Cut the paper along the fold lines leaving three separate, but equal sections.
7. Place these sections of paper into the desk file you just made.
8. When not in use, fold desk file flat, place paper clips on the ends, and store.

Layered Look Books

1. Stack two sheets of paper (8.5‖ x 11‖), and place the back sheet one inch higher than the front sheet.
2. Bring the bottom of both sheets upward and align the edges so that all of the layers or tabs are the same distance apart.
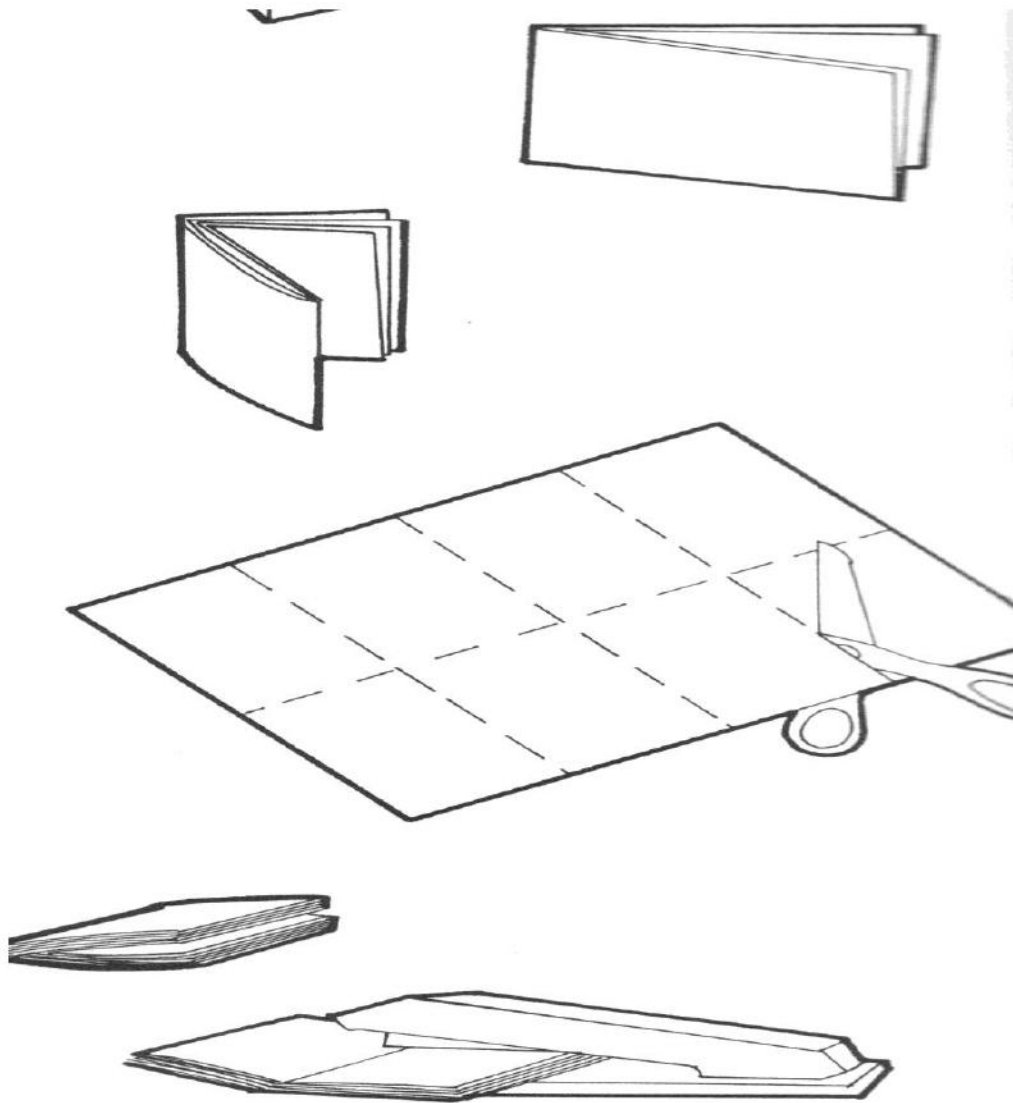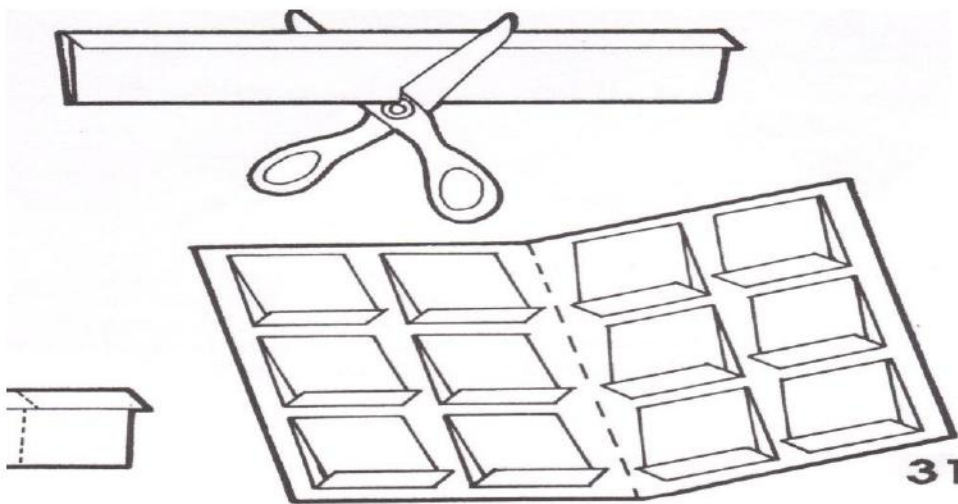
3. When all tabs are an equal distance apart, fold the papers and crease well.
4. Open the papers and glue them together along the valley/center fold.

Mini-Book Directions
- Fold a sheet of paper like a hot dog.
- Fold it in half again like a hamburger.
- Then fold in half again forming eighths.
- Open the fold and cut the eight sections apart.
- Place all eight sections in a stack and fold in half like a hamburger.
- Staple along the center fold line.
  (Optional) Glue the front and back sheets into a construction paper cover.

Miniature Matchbook Directions

-
- Fold a sheet of paper in half like a hot dog. Cut
- the sheet in half along the fold line.
  Fold the two long strips in half like hot dogs, leaving one side ½
- inch shorter than the other.
- Fold the ½ inch tab over the shorter side of each strip.
  Cut each of the two strips in half forming four halves. Then cut
- each half into thirds making 12 miniature match books.
  (Optional) Glue the 12 small match books inside a hamburger fold
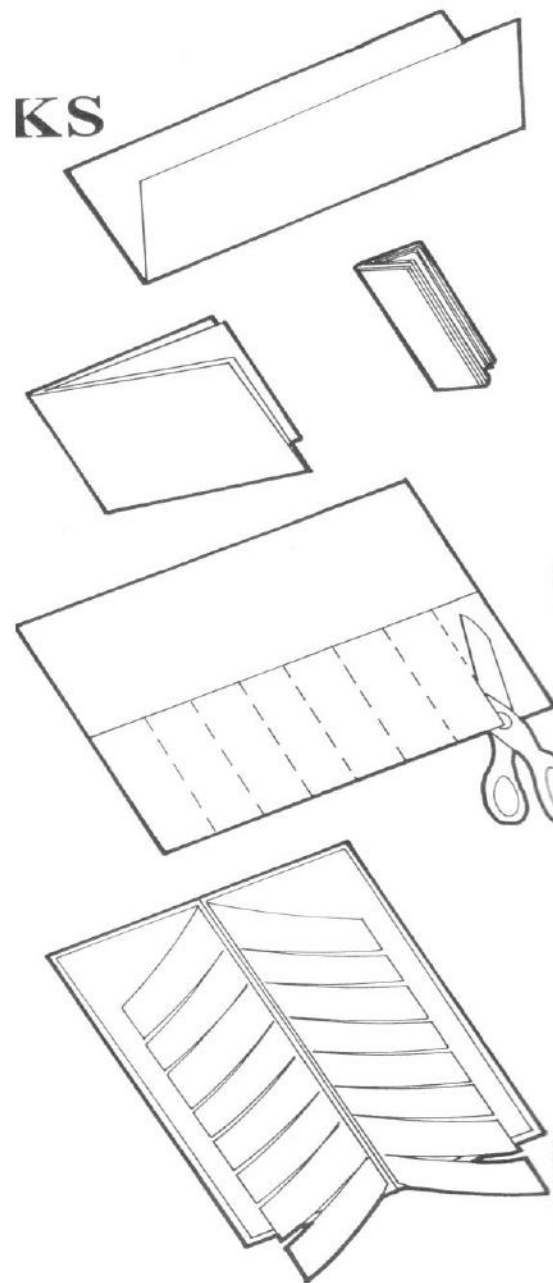 (3 rows of 4 each).

16-Word Vocabulary Book

1. Take two sheets of paper and fold each sheet like a hot dog.
2. Fold each hot dog in half like a hamburger. Fold the hamburger in half two more times and crease well. Open up the fold, and the sheet of paper will be divided into 1/16's.
3. On one side only, cut up the folds to the mountain top, forming eight tabs. Repeat this process on the second fold.
4. Take a sheet of construction paper and fold like a hot dog. Glue the solid back side of one vocabulary sheet to one of the inside sections of the construction paper.
5. Glue the second vocabulary sheet to the other side of the construction paper fold. (This step can be eliminated to form a

one-sided vocabulary book.) Make sure the center folds of the vocabulary books meet at the center fold of the construction paper.

KS

Foldables from From Dinah Zike's *Big Book of Books and Activities* (www.dinah.com)

Q-Chart

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
How						
Why						

The simplest form of question is in the upper left or "Who is" such as in "Who is the main character?" The more complex the question the further it moves down and the further it moves right, so that the most complex questions are in the bottom right-hand corner (―how might...‖). "How might Jesse have felt when Leslie gave him the paint set?" (*Bridge to Terabithia*). ―Why will the society return to books?‖ (*The Last Book in the Universe)*

Think-Pair-Share
Purposes: variety

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) 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.

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

3) 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. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

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. 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.

Think Aloud
Purposes: monitor comprehension and 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.

Knowledge Rating

Purposes: (1) discuss vocabulary (2) asses 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.

INSERT

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

Procedure:

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

If an idea:	Put this notation in the margin:
• 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

9. 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.

10. 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.

Frayer Model

Purpose: To promote vocabulary development and student thinking

Description: Using the Frayer Model, students will activate their prior knowledge of a topic, organize knowledge into categories, and apply their new knowledge to the compartmentalized structure.

Procedure:

1. Brainstorm a list of ideas related to your topic.
2. Have students read a selection or participate in an activity related to your topic.
3. Pass out a blank copy of the Frayer Model.
4. Using their brainstormed words and new knowledge of a topic, students will group their words into one of four categories: Essential Characteristics, Non-essential Characteristics, Examples, and Non-examples.
5. Have students add additional words to the Frayer Model until all four categories are substantially represented.

Hint: Once students have learned how to utilize the Frayer Model for understanding topics in depth, the model can be used as a form of assessment or even at the beginning of a lesson as a brainstorming activity.

Buehl, D. (2001). Classroom strategies for interactive learning. Newark, DE: International Reading Association

Four Corners

Purpose: **:** To stimulate student learning through movement and discussion

Description: **:** Students will be presented with a controversial scenario. In each of the four corners of the classroom, an opinion about the scenario will

be posted. Students will then express their opinion about the scenario by standing in front of one of four statements with students who share their same opinion.

Procedure:
1. Generate a controversial scenario related to your topic of study.
2. Formulate four divergent opinions related to the scenario. Post these on chart paper in the four corners of your classroom.
3. Present the controversial scenario to your students.
4. Ask students to move to one of the four corners. Students should move to the corner with the statement that most closely fits their opinion of the controversial scenario.
5. Follow up by having students present a group summary of their opinion. This can be done through an oral presentation or by using a strategy such as an Opinion-Proof T-chart or a RAFT.

Sample Scenario:
Tell students that the school board has run out of money. The only way that they can keep Internet access in schools is to charge the students for using the school's Internet access.

Students should be charged .10 per minute for the total amount of time that they are online using the Internet. This would be payable on a weekly basis.

Students should be charged a flat rate of $2.00 for each day that they use the Internet. Each day would come with unlimited access.

Students should be charged a flat rate of $50.00 per year for unlimited access to the Internet.

The school board should eliminate school access to the Internet.

After students report to their corners, have them work collaboratively to write the school board a letter convincing them of their point of view.

4A's
Purpose: engage with text; respond to text through writing; integrate new information with prior knowledge
Procedure:
As you read the text, identify four ideas, one in each of the following categories:
1. an ASSUMPTION the author makes
2. an idea with which you AGREE
3. an idea with which you can ARGUE
4. an idea to which you ASPIRE

Highlight the ideas in the text, and record each idea—and the page and paragraph found in the text.

4A's: Discussing the Text

- Choose a facilitator and a timekeeper for your group.
  One person in the group volunteers to begin by sharing an idea with which he/she agrees. The speaker directs the group's attention of the group to the place in the text where the idea appears and talks about his/her rationale for selecting this idea. (up to 1 min.)

- *Others in the group listen without talking.*
  When the first person is finished, each of the other group members will respond, in turn, for up to 30 seconds—commenting on previous speakers' ideas and sharing his/her selected idea and rationale.

- *Others in the group listen as each member speaks.*
  When all in the group have responded, the original speaker has up to

- one minute to summarize the ideas with which group members agree. A second person shares one idea with which he/she wants to argue and offers a rationale. (up to 1 min.) Others listen, and then, in turn, respond and offer the idea with which they wish to argue. The second speaker has up to one minute to summarize ideas with which the

- group would argue.
  Continue around the group, with the third speaker sharing an idea for which he/she might advocate; and with the last speaker sharing an idea to which he/she aspires. Use the same protocol as above.

ReQuest (Reciprocal Questioning) Strategy:

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.

ReQuest may also be used with the QAR strategy:

QAR—Question/Answer Relationships

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.
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.

Triple H Reading

Triple H Reading is a comprehension strategy that is used while reading narrative text. It focuses on the reader's own text-based and self-based interpretations of literature. It can be especially beneficial for readers who find it difficult to bring their own experiences to bear on their reading because it encourages reader to make connections between texts and their own prior experiences. Students can then explain and extend their connections using the structure of the activity to support their individual thinking.

1. Provide an example of your favorite word and explain why that word appeals to you. Ask student to think about their favorite words and

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's "**Purposeful Planning Guide, 2009," Making Middle Grades Work** literary training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

encourage them to share the words they like and their reasons for selecting those particular words. After discussing the words and writing them on the board or overhead, ask students to consider if any of their favorite words could be described as affecting one on the three H's: Heads (causing them to think seriously), Hearts (touching their emotions), or Humor (making them want to laugh).

*NOTE: Starting this strategy by discussing favorite words connects students' personal experiences to their experiences with literature and sets the stage for the remainder of the reading response activity.

2. Explain the phrase ―give your two cents worth‖ as 10 pennies are distributed to each student. To give your two cents worth means to give an opinion so that one may enter into a conversation.

3. Give each student a ―Triple H‖ worksheet (see attached). The numbers on the side of the sheet indicate each successive pause in the reading, and the columns represent the three different ways to respond. Explain that during the reading, there will be five stopping points. At each stopping point, students can give their two cents worth about the story by placing zero, one, or two pennies in the boxes across from the number corresponding to each successive stopping point. Students can decide if the story is causing them to think (head), touching their emotions (heart), or making them want to laugh (humor). They may split up the pennies into different columns if more than one area is being affected. Students may also choose to use only one or none of their pennies, illustrating that the story is having only a small impact or none at all at that point in the reading.

4. After the reading is completed, ask students to tally their pennies in each column and to respond in writing to one or both of the following questions:

   ☐ Which ―H‖ was represented most in your responses? Why do you think the story affected you in this way?

   ☐ Which ―H‖ was represented least in your responses? Why do you think the story affected you in this way?

5. Read the selection a second time and ask students to make note on their ―Triple H‖ organizer of particular phrases, events, and personal connections that confirmed their initial responses, as well as new phrases, events, and connections that were evoked during the second reading. In order to reflect their current thinking about the selection, you may want to give students the option of moving or adding pennies as they read the second time.

6. Have groups of three to five students use their —Triple H‖ organizer to compare their responses and explain their personal connections to the story. Reinforce the idea that readers need to support their ideas by integrating information from the text, personal experiences, and prior knowledge.

—Triple H‖ Reading Organizer Give

your two cents' worth here:	Head	Heart	Humor
1.			
2. 3.			
4.			
5.			

Totals

Respond on the back:
- ☐ Which —H‖ was represented most in your responses? Why do you think the story affected you in this way?
- ☐ Which —H‖ was represented least in your responses? Why do you think the story affected you in this way?

Created by Amy LaPierre, based on a strategy suggested in the March, 2003 issue of The Reading Teacher by Elizabeth Harden Willner.

Structured Dialogue
This comprehension strategy encourages students to become evaluative thinkers as they read. Color coding the text helps students develop critical thinking skills and remain focused on the reading. After reading, the color-coding helps students dialogue with one another about the topic of study.

1. The class reads an assigned amount of text. The text should be read individually.
2. Students are instructed to use the following color-coding guidelines as they read:
   - I agree with the author here - green
   - I disagree with the author here - pink
   - This is surprising to me - yellow This
   - is confusing to me - purple

   If students are unable to highlight the material they are reading (such as material in a textbook), students could divide a piece of paper into four columns, entering information in the correct columns as they read.
3. When students have finished reading and color-coding, the teacher should break them into small discussion groups. Discussion groups then use the color-coding to guide their discussion. It may be helpful to give each group a task to complete by the end of the discussion time, i.e. how they clarified confusion, the most surprising part of the reading, items which all group members agreed upon, etc.
4. The small discussion groups return to the full group and report or a follow-up writing prompt can be used.

Comprehension Constructor
This during-reading strategy can be used with either expository or narrative text. Students are given a choice of using one of three active reading strategies: connecting, questioning, or visualizing.

1. Students are given a selection to read. While they read, students record quotes (with page numbers) from the text that they think are significant to the passage. (To differentiate, some students may be provided with the quotes from the text.)
2. After an appropriate number of quotes have been recorded, the teacher has two options. Students can exchange organizers (see attached) with one another and respond to another student's quotes, or each student can respond to his/her own quotes.
3. For each quote, students choose to respond in one of three ways: make a connection, ask a question, or share a visualization.
4. Student responses should be shared in small groups or with the whole class.
5. See attached organizer.

Comprehension Constructor

Name:

Title of text:

Quote and Page Number	Connection (This reminds me of…) **OR** Question (I wonder…or I don't understand…) **OR** Visualization (Picture or symbol to represent concept)
1.	
2.	
3.	
4.	
5.	

—After‖
Literacy Strategies

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

After Strategies

The following is a description of some —after‖ strategies. 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 —after‖ strategy.

Quick Write
Purposes: (1) introduce a concept and connect this concept with prior knowledge or experiences and (2) allow students to discuss and learn from each other
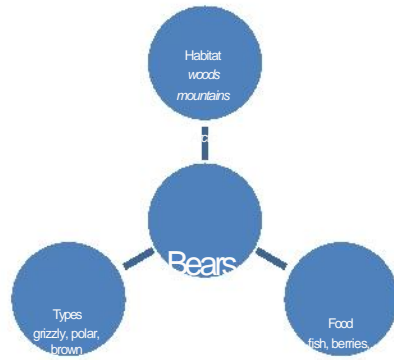Procedure:
1. Introduce a single word or phrase to the class. 2.
Students copy the concept on index cards.
3. Students are given two minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc.
4. After time is called, students may volunteer to share their thoughts on the subject.

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.

Quadrant Cards

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

Procedure:

6. Divide a sheet of paper into four parts.
7. List the word to be learned in the top left quadrant.
8. Write a definition and or synonym in the top right quadrant. 9.
Write associations for the word in the bottom left quadrant.
10.Write antonyms or draw an illustration in the bottom right corner.

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

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. 4. Students begin at a designated chart.

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

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.

Magnet Summary

Purpose: identify key terms or concepts from a reading which will be used to organize important information into a summary
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 the

Discussion Web

Purposes: (1) provide a structure for conversing about a topic and
(2) provide opportunities for critical thinking
Procedure:
1. After reading a text, 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.

Journal Responses

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

Purposes: (1) respond in writing to the texts they are reading and (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.

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.
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.

RAFT

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

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

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?

Exit Slips

Purpose: (1) reflect on content of lesson

The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically.

There are three categories of exit slips (Fisher & Frey, 2004):

- 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 ro blackboard.
  You may want to distribute 3X5 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.

Challenge Envelopes

Purpose: To facilitate review and/or higher level processing of a topic or concept.

Description: This activity is designed to provide students with opportunities to formulate challenging questions regarding a topic or concept and to be challenged by the questions of others.

Procedure:

1. Divide the class into small groups.

2. Give each group of students an envelope.

3. Have each group write a challenge questions on the front of the envelope. Encourage higher level questions that have prompts like:

What might be…? What

could be…?

What if…?

1. Have each group generate the answer or criteria for a response and include a sample response. These should all be placed inside the envelope.

2. Scramble the envelopes and have the groups rotate the envelopes through the class. When a group receives and envelope, the question is to be addressed and then checked against the answer or criteria inside the envelope.

3. Have each group put their own response to the question inside the envelope when they are done. They should then send the envelope back into circulation.

4. As the envelopes begin to fill with responses, the groups are to compare their responses to the others that are in the envelopes.

Rogers, S., Ludington, J., & Graham, S. (1999). Motivation and learning: A teacher's guide to building excitement for learning and igniting the drive for quality. Evergreen, CO: Peak Learning Systems.

Vanity Plates

Purpose: To activate student learning through creative thinking

Description: In this activity, students will take on the role of the topic to be studied for the purpose of creating a vanity plate. While in this role, students will need to think creatively about their topic in order to share their vanity plate.

Procedure:

1. Assign a topic of study (for example, "The Internet")

2. Have students take on the role of the topic by telling them, "Pretend you are X."

3. Students will then create a vanity plate related to the topic of study. In many states, license plates may have up to 8 characters. However, you may use as many characters as you feel necessary.

4. Have students share their vanity plates by lining up in parallel lines, student facing student.

5. Rotate one line of students so that each student has the opportunity to view all vanity places in the facing line.

6. This motivating strategy will increasing students' desire to learn more about a topic while also increasing their knowledge of a topic.

Sample Vanity Plates:

Internet- SEARCHME

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

Four Box Synectics

Purpose: To engage students in reinforcing their understanding of words or concepts through the use of a creative comparison

Description: Synectics promotes fluid and creative thinking by "making what is familiar strange," or comparing two things that would not ordinarily be compared. Synectics, a term coined by industrial psychologists Williams Gordan and George Prince, was originally used as a problem-solving strategy. The term is formed from two Greek roots: syn, *bringing together*, and ectics, *diverse elements*.

Procedure:

1. Prepare a chart or overhead transparency of the Four Box Synectics organizer.

2. Put students into small groups of 3-4 each.

3. Next, ask for four items in an assigned category (e.g., commonly found household objects, animals, things found in a forest, recreational activities, and foods). Place one item in each of the four boxes.

4. Reveal the sentence "A _____ is like a _____ because…" and allow groups three minutes to brainstorm sentences using each of the four items at least once. Students should try to complete as many sentences as they can in the time allotted.

5. After three minutes, STOP. The final step is for each group to choose the two sentences they like the best to share with the rest of the class.

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

Learning Frames

Purpose: To increase comprehension by focusing student learning within a controlled context

Description: Learning frames are a sequence of spaces connected by key language elements to help students focus their learning. The purpose is threefold: 1) to provide a framework to guide students' understanding and responding; 2) to give a structured format to follow for engaging in a writing activity; 3) to help students develop independent comprehension strategies.

Procedure:

1. Display a transparency copy of the Learning Frame on an overhead. Explain to the students that this frame, like the frame of a new house, will allow them to fill the blanks with information from what they just learned.

2. Model the Learning Frame by filling in the frame using information learned in the day's lesson.

3. Read the frame aloud.

4. Next, pass out a blank Learning Frame to each student.

5. Allow students to fill out their Learning Frames in a manner which reflects what they learned from the day's lesson.

Sample Learning Frame:

Today, I learned about ___ with my ___ class. The first thing we learned was _____. Next, _____. Then, _____. After that, _____. I also learned that _____. The next time we study ___, I want to learn more about _____.

Wood, K. (2001). Literacy strategies across the subject areas. Needham Heights, MA: Allyn & Bacon.

Shaping Up Review

Purpose: To engage students in synthesizing major concepts in this summary strategy

Description: Using the Shaping Up Review, students will synthesize major concepts from the lesson using four different shapes. By varying the manner in which students visually summarize their learning, retention of the information learned is increased.
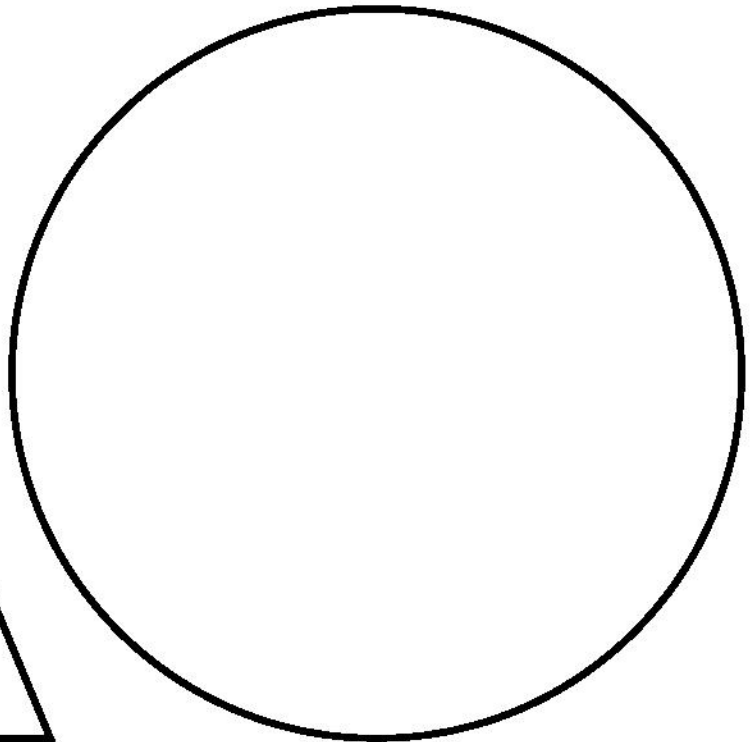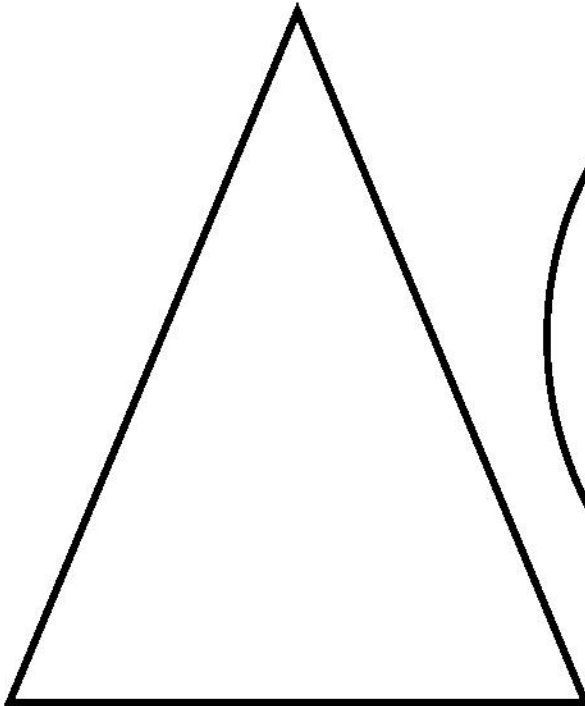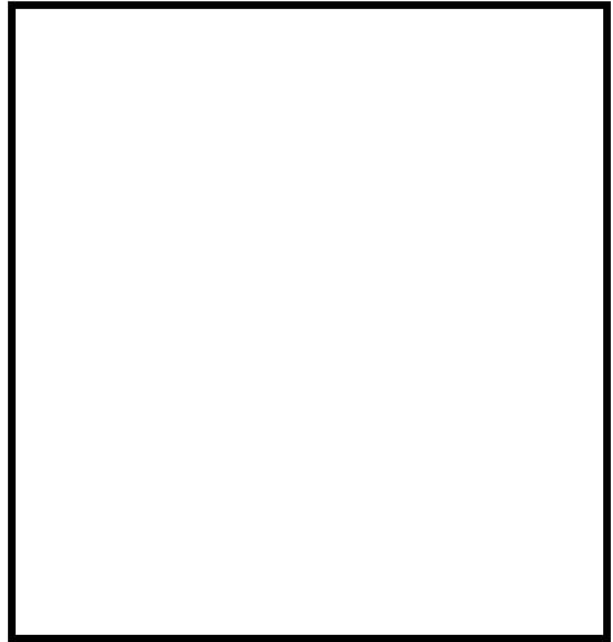
Procedure:

1. Pass out the Shaping Up Review worksheet.

2. In the upper left-hand corner, "The Heart," have students write one thing that they loved learning about in the lesson being reviewed.

3. In the upper right-hand corner, "The Square," have students write four things that they feel are important concepts from the lesson being reviewed. One concept should be placed in each corner.

4. In the lower left-hand corner, "The Triangle," have students write the three most important facts they learned from lesson being reviewed. One fact should go in each corner.

5. In the lower right-hand corner, "The Circle," have students write one, all-encompassing (global- like the circle) statement that summarizes all of the important concepts and facts learned in the lesson being reviewed.

Shaping Up Review

Believe and Doubt
This comprehension strategy encourages students to become evaluative thinkers as they discover that they do not necessarily need to believe everything that they read. This strategy works best with material that could be considered controversial.

1. The class reads an assigned amount of text. The text can be read in small groups or individually.
2. After the reading, the teacher asks student to individually list three things that they believe from the reading and three things that they doubt from the reading. At first, students may have difficulty with this since they may not have always been encouraged to question what they read.
3. When students have finished their lists, break them into small groups to discuss their beliefs/doubts. Give the student groups a chore to come back to the whole class with three things they all agree are clear, three things they all agree they doubt, or if they can't agree on something, an explanation of why.
4. Student small groups return to the full group and report.
5. The shared beliefs/doubts can lead to a class discussion, debate, or writing prompt.

Text Impressions
This comprehension strategy establishes a purpose for reading and helps students form an overall impression of the text through predictions

1. The teacher chooses key words, phrases, or concepts from a reading selection and lists them in the order they appear in the reading. The list will normally consist of 10-15 items. Students should be given enough words to form an impression of the reading but not so many that they are able to create entire episodes that they will encounter in reading. In order to prevent giving away the ending, give the students only words that suggest the main idea. Finalizing your list with an event found earlier in the selection rather than at its conclusion will also solve this problem.
2. Present the words in a linked order by displaying them in a vertical line with arrows connecting one word to the next. The students should see that the words must be used in a particular order.
3. After the initial discussion of the key words (be sure students know the meanings of all the words), have each student write a paragraph, using all

the words in the given order and summarizing what he or she thinks the reading will be about, thus creating a Story Impression.

4. Place the students in groups of 4 or 5 and allow the group members time to share their Story Impressions so they can compare their predictions.

5. Have students begin reading the chapters and save their Story Impressions so that they can verify or change their predictions as/after they read.

Lyric Summaries

This comprehension activity provides an alternative format for narrative or expository text summaries. It also provides opportunities for students to use multiple modalities when creating summaries and to link content learning and the arts.

1. Review summarizing with the students. Ask them to note the types of information that comprise narrative or expository summaries.

2. Introduce the musical aspect of the Lyric Summary by explaining to students that summaries can also be written as song lyrics to familiar tunes (popular, rock, jazz, disco, children's songs, etc.)

3. Choose a melody with which all students are familiar and use it as the background for writing a Lyric Summary. Write the first line and then encourage pairs of students to suggest subsequent lines. When the Lyric Summary is completed, sing it with the class.

4. Have small groups of students choose a melody they know and a topic they have recently studied to create their own Lyric Summaries. Have the students present their Lyric Summaries to the rest of the class.

Summarization Pyramid

Summarization pyramids are very versatile. They come in many formats, have many possible sizes, and use many different prompts. It's a cinch to adapt the basic foundation of this technique to your curriculum and your students' needs.

Procedure:

1. Construct a pyramid of lines on a sheet of paper. (Or make a handout for students).

2. For each line, choose prompts that yield one-word or short answers for the shorter lines, longer responses for longer lines.

3. If you have a large pyramid and a prompt that requires a lengthy response, consider asking student to use more than one line of the pyramid for their response.
4. Be sure to choose experiences that will allow students to interact with the intended topic in many ways. To learn something from more than one angle is to learn that something well.
5. Five to eight lines is generally a good summarization length, but do not be afraid to go longer with some topics.

Other ideas:

The shape of the structure could have something to do with the topic too: clouds for the water cycle, trees for the life cycle, a bar graph or pie chart to express information about graphing data.

Source: Wormeli, Rick (2005) *Summarization in any subject*, ASCD, Alexandria, Virginia, p. 155-157.

Summarization Pyramid Example

_____
Synonym

_____ _____
Two Groups to Which (the concept being studied) Applies

_____ _____ _____
Three Areas of Origin

Word Splash Summary

Identify content you want students to know, and make a list of key vocabulary and concepts associated with the content. The terms can be new words or commonly known words, but they must be purposeful for the day's lesson.

―Splash‖ these words across a sheet of paper by writing them at cockeyed angles all over the sheet or entering them into wordle.net online and have it create your word art. Sometimes you might want to provide the words to cluster groups of students in envelopes to aid in their sorting.

Ask the students to help you put the words in logical order. Wild connections may be made, especially since it is new material and students have no frame of reference. Once groups finish, ask them to share their thinking. Note the varied and occasionally entertaining interpretations. Then

ask students to zero in on what it is they are going to study and what they will be looking for as they read or learn.

Pass out the content reading material, conduct your lesson, do your demonstration, watch the video, and wherever else you were going to do to reach the material. Once done, ask students to go back to the works splashed on their papers. Working as a group, ask them to place the words in a logical order that creates a summary of the material they just learned. They must be accurate and complete. Each group will mix and match terms. They will discuss what belongs with what and what should be moved to the next sentence.

Once they have the words arranged, ask them to fill in around the terms with phrases and transitions that create full sentences and finally a well-constructed summary paragraph. Before sharing their paragraphs, ask them to revisit the reading or lesson to make sure their summary incorporates all they leaned and that it is accurate and clear.

Ask each group to share their paragraph with the large group. While one group presents, the other groups evaluate the accuracy, completeness and clarity of the presenting group's summary. (Wormeli)

Five Word Prediction Reflection
Purposes: (1) encourage students to make predictions about text, (2) activate prior knowledge, (3) set purposes for reading, and (4) introduce new vocabulary
Procedure:
1. Ask students to use the words from the five-word prediction at the beginning of class to write/correct a paragraph about the theme of the lesson using all of the words in the paragraph.
2. Allow volunteers to share their summary paragraphs.

ABC Brainstorm Reflection
Purposes: (1) activate prior knowledge about a major topic and (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.

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

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.

Chalk Talk (or —Ink Think):
Chalk Talk is a silent conversation in writing that allows students to have an equal opportunity to participate. It is a versatile protocol that can be used for many purposes.

Purposes: Assessing prior knowledge; assessing what was learned; solving problems; communicating to others
Process:
1. The facilitator explains VERY BRIEFLY that Chalk Talk is a silent activity. No one may talk at all and anyone may add to the Chalk Talk as they please.
2. The facilitator writes a relevant question in a circle on the board or chart paper.
   Sample questions:
   o What did you learn today?
   o How can we keep the noise level down in this room?
   o What do you know about Croatia?
   o How are decimals used in the world?
3. The facilitator either hands a piece of chalk or marker to every student, or places many pieces of chalk or markers at the board. Students can comment on the initial question—and subsequent comments—by simply drawing a connecting line to the question or comment.
4. People write as they feel moved. They can read and respond to the comments of others. There are likely to be moments where not much seems to be happening—that is natural, so allow plenty of wait time before deciding it is over.

5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
   - ○ circling other interesting ideas, thereby inviting comments
   - ○ writing questions about a participant's comment
   - ○ adding his/her own reflections or ideas
   - ○ connecting two interesting ideas/comments together with a line and adding a question mark

Dialectical Notebooks

This comprehension strategy allows students to have a written ―conversation‖ with one another regarding new material that is being covered in class. There are two samples of dialectical notebook sheets attached.

1. The first one requires students to fill in the top row after they've read a selected piece of text (expository or narrative), indicating what they understood, what they have questions about, and something they noticed about their reading process. Students then exchange sheets with another student and the ―Response 1‖ row is filled in. In this row, students respond to what was written in the first row, offering clarification, extending a thought or question, etc. Another exchange takes place and the ―Response 2‖ row is completed. In this row, students can respond to what was written in the first row, what was written in the second row, or both. They should again offer clarification, extend a thought or question, etc. Finally, the sheets are returned to their original owners and a final response is given in the ―Your response‖ row. In this row, students can indicate areas of clarity, areas that are still confusing, how reading processes affect comprehension, etc. This can all be done within one class period (especially during a block time), over the course of several class periods, or some of the responses can be assigned as homework over the course of one or more days.

Something I really understand	Something I have questions about	Something I noticed about my reading process
Response #1:		
Response #2:		
Your response:		

2. The second sample requires students to have read two selections of text about the same topic. Students fill in the right hand and left hand columns with quotes that they thought were significant from each selection of text. Papers are then exchanged with another student and the middle column labeled ―Connections/Response‖ is filled in. When papers are returned to their original owners, a final response paragraph can be added to the back of the sheet that discusses the significance of the quotes and reaction to the other student's connections/response.

Something I really understand	Something I have questions about	Something I noticed about my reading process
Response #1:		

Response #2:		
Your response:		

Snowball Summaries

This is a comprehension activity that can be used after reading new material.

1. Each student should have one piece of paper, a pen or pencil and something firm to write on. If possible, have students sit in a circle.
2. Ask each student to draw two lines that divide the paper into four squares and, in one of the squares, to write one sentence that summarizes a main idea/concept from what was just read.
3. After the students have done so, tell them you will give them two commands: ─crumple‖ and ─toss‖. Explain that when you say ─crumple‖, they will crumple their papers into ─snowballs‖ and when you say ─toss‖, they will toss the ─snowballs‖ into the center of the circle. (If unable to have students sit in a circle, have students put their ─snowballs‖ in a designated place.)
4. Each student retrieves or is thrown (by the teacher) a new ─snowball‖. Each student reads the statement already written on the paper, puts a plus or minus sign in that square to indicate whether they agree or disagree with the information, then adds a second sentence in a second square that summarizes a DIFFERENT main idea/concept from the reading.
5. Repeat the process of ─crumpling‖, ─tossing‖, receiving new ─snowballs‖, analyzing what is already in the squares, and adding a new statement. When students receive a filled ─snowball‖ (all four squares have already been filled by other students‖, that snowball becomes the basis for his/her final written summary of the reading.

Main Idea Formula

A math-like formula helps teach students to sculpt main ideas and create good summaries. The formula is a visual way to show how readers think when they generate main ideas.

Topic + What is said about the topic + Purpose = Main Idea

1. Bring in, and/or have your students bring in, ―texts‖ such as videos, taped television shows, songs on tape or CD, and so on. Ask students to identify what these ―texts‖ were mainly about. Then, discuss the purposes for reading various texts. Many narratives, for example, have a plot that carries the author's message or purpose.
2. Ask students why teachers think the main idea is so important. Ask students why we should train our brains to know the main idea. Highlight student answers that emphasize that the main idea gives the direction, foundation, or purpose.
3. Explain the parts of the formula and have students generate answers for the sample ―texts‖ mentioned in step #1. (Samples provided below)
4. Have students practice using the main idea formula with you as a guide. Provide feedback as you gather glimpses of student thought processes. In longer passages, you can lead the students through a passage, pausing to give the students a chance to summarize each manageable section.
5. Allow students more independence in their practice as you give them increasingly challenging texts. Have them compare their main ideas with others, working in pairs or groups.

Example:	
Topic + **What is said about** **the topic +**	The discovery of North America by the Chinese Historical Chinese maps and documents show the arrival of the Chinese people on the west coast of North America 70 years before Columbus's first voyage.
Purpose =	To challenge people to consider evidence of early Chinese contact with Native Americans and to show how history is up for continual debate.
Main Idea	Based on evidence from accurate Chinese maps and documents, the Chinese may actually have landed on North American soil before Columbus did. This should cause us to rethink our traditional accounts of history and even question how history is written.

Blank Organizer: **Topic +**	
What is said about **the topic +**	

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

Purpose =	
Main Idea	

Created by Amy LaPierre, Howard-Suamico School District, based on material from *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities* by Jeff Zwiers.

Milling to Music

This comprehension activity is used after reading new material.

Procedure:

1. Teacher prepares for each student a slip of paper on which there are four numbered questions about the material that has just been read.
2. Slips are distributed to students and students are asked to stand up.
3. Teacher explains to students that when the music starts, they are to begin milling around the room silently.
4. Teacher explains that when the music stops (or when the teacher gives some other signal) each student is to stop and discuss question #1 with the student closest to them for approximately one minute. Explain that when the music starts again, students are to repeat the process until they have discussed all four questions on their sheet.
5. When finished with all four questions, the teacher should lead a class discussion about how/why the ―milling to music‖ helped their comprehension: what ideas did it clarify, what questions did it leave students with, etc.

Created by Amy LaPierre, Howard-Suamico School District, based on material from *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities* by Jeff Zwiers.

Knowledge Rating

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

Procedure:

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009," Making Middle Grades Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

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.

Sum It Up
This post-reading strategy can be used with either expository or narrative text. It involves the identification of key vocabulary, summarization skills, and a little bit of math!

1. Students read a selection and generate a list of main idea words or key vocabulary from the text. The lists can be generated individually, with a small group, or as a whole class. (To differentiate, some students or student groups may have this list provided to them by the teacher.)
2. Individual students or small student groups review the chosen words and separate the words that are essential to the summary from the nonessential words.
3. Using the essential words, individual students or small student groups write a summary while pretending that they are writing a classified ad for a newspaper. They are charged for each word written. Each word costs $.10. Students have $2.00 to spend on the summary.
4. Student summaries are shared with the whole class, posted around the room, or used as review material. 5.
See attached organizer.

SUM IT UP!!

Name(s):_____

- Read the selection and record the main idea words or key vocabulary
- Review your list of chosen words; separate the words that are essential to the summary from the nonessential words
- Use your essential words to write a summary, but pretend you are writing a classified ad. This means that each word costs you $.10. You have $2.00 to spend! Good Luck!

Main Idea Words or Key Vocabulary Words

Essential Main Idea Words or Key Vocabulary	Nonessential Main Idea Words or Key Vocabulary

---

Sum It Up for $2.00

_____ _____   _____   _____   _____
_____ _____   _____   _____   _____
_____ _____   _____   _____   _____
_____ _____   _____   _____   _____

Total Cost: _____

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:

*Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's **"Purposeful Planning Guide, 2009,"** Making Middle Grades **Work** literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.*

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.

Think-Pair-Share - OR - Think-Write-Pair-Share

Purposes: variety

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..

Write. Students jot down their thoughts

2) 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.

3) 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. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

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

Resources for this booklet were adapted from the Alabama Reading Initiative - Plan for Adolescent Literacy's "Purposeful Planning Guide, 2009," Making Middle Grades Work literacy training, and C. Klages ARI-PAL Secondary Regional Literacy Coach.

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 blackboard.
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.

INSERT

Purposes: (1) provide opportunities for reflection and (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:

If an idea:	Put this notation in the margin:
• 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.

One Pager

Purposes: summarize information; write a main idea/theme; select important vocabulary

Procedure:

Step 1: Draw an image that represents something in the text.

Step 2: Choose five key words from the text and place them anywhere around the picture.

Step 3: Choose two statements directly from the text. These statements should have power and meaning. Write these statements 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.

3-2-1

Purposes: (1) self-monitor comprehension, (2) identify important details in the content, (3) make connections to content, and (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.

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

Anticipation Guide Reflection

Purposes: (1) set purposes for reading texts, (2) activate prior knowledge, and (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.

Give Me Twelve: A Great Summarization Technique - oral or written
Ask students to give you twelve thoughtful questions to which the answer is
_____ (concept or item from the lesson).

Great Assignments with Bloom's Taxonomy
    -- Wormeli, 2005

_____

Here are some samples using the OLD Bloom's Taxonomy:
COMPREHENSION - This level asks students to demonstrate whether or not they understand a topic.

- Translate the passage from French to English.
- What's the difference between osmosis and diffusion?
  Give a clear example of each system: socialism, communism, capitalism,
- tyranny, democracy, republic.
- Classify the items according to their origin.
- Explain how any whole number with an exponent of zero equals one.
- Summarize the contract.
- Which part/word doesn't fit?
- Why did the material retard the flames?
  Which comments support the President's position?

APPLICATION - This level asks students to use their knowledge and skills in a different situation.

-
  Predict what would happen if we changed the temperature in the
- terrarium.
- Use the formulas for area to determine the surface area of the object.
  Given what we learned about the factory labor atrocities in the early 1900's, create a proposal for a new business law in Chicago that protects the rights of workers ages 10 to 14.

-
- Explain how music changed the tone of the film.
  Offer resolutions to the conflict.

ANALYSIS - In this level, students break down topics into component pieces. Students analyze those pieces and how they fit together to create the whole of something.

-
- Identify the mistake the student made as he solved the math problem.
- What is the function of the carburetor?
- In the news article, which comment seems politically motivated?
- Determine which variables will impact the experiment's outcome.
- How did the writer arrive at his conclusion?
- Defend the character's decision to sell guitar.
- Justify your answer.
  What's the relationship between big business and politics during this
- time?
- What's the logical fallacy in his argument? Rank
  the arguments in order of impact.

SYNTHESIS - This level asks students to bring together seemingly contradictory aspects or topics and form something new.
- Add Harry Potter to the conflict in the novel. How would it change?
  Write a song that teaches students the differences between subjective and
- objective personal pronouns.
  Create and present a television commercial that convinces viewers of the
  value of good personal hygiene using the persuasive techniques we
- discussed in class.
- Propose an alternative plan of action.
- Create a cartoon that depicts two choices.
  Write a constitution for your new underwater city that reflects the politics
- of ancient Rome.
  Design a better inventory system.

EVALUATION - This is the most complex level because it requires students to use all the other levels in its execution in addition to their own opinion. Evaluation asks students to judge the value of something given specific criteria.

-
  Which persuasive essay is most convincing and why?

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- According to the standards set forth by the Treaty, is the country in compliance? Explain.
- Which inconsistencies appear in their argument, and are they important?
- Judge the value of the character's contributions.
- Which decision is more ethical?
- Which algorithm is the most efficient and why?
  Criticize the performance.

Graphic Organizers
Purposes: (1) provide a visual model of the structure of text and (2) provide a format for organizing information and concepts
Procedure:
1. Introduce the graphic organizer to the students. Demonstrate how it works by reading a piece of text and noting key concepts and ideas on the organizer.
2. Have groups of students practice using the graphic organizer with ideas from independently read text. Share ideas with the class.
3. Choose an organizer that matches the text structure and thinking processes.

―Somebody Wanted But So‖ or ―Something Happened and Then‖
This is short, easy to use template for summarizing fiction (there's also one for non-fiction below). Ask students to practice filling in the blanks in this template using short stories, cartoons, movies, and television shows, then to do whole books or novels.
For Fiction:
> **Somebody** (characters/main characters)
> **Wanted** (events of the plot, main idea, details: plot - motivation)
> **But** what happened to keep something from happening (examines conflict)
> **So**, finally how everything works out (solution - resolution)
> > **Then** what happened?
> > **~ OR ~**

For Non-Fiction:
> **Something** *(independent variable)…*
> **happened** *(change in that independent variable)…,*
> **and** *(effect on the dependent variable)…,*
> **then** *(conclusion)….*
> > **Then** what happened?

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Twitter Summary
Purposes: Summarize information
Procedure:
Students summarize what they learned in a succinct message of 140 characters or less. Students may use text-messaging lingo and spelling.

Now that you've learned about _____, send a ―tweet‖ of 140 characters or less that summarizes what you learned. You may use text-messaging lingo and spelling.

_____

_____

_____

_____

_____

_____

_____

Interactive Journal
(Note: Three students are needed for this strategy.)
Purposes: Respond to lesson in writing

1. Students fold a paper into four quadrants and label each square 1-4.
2. Teacher reads a text aloud—or students read silently.
3. Students record their initial reaction/response in quadrant 1.
4. Students then pass their paper to the left.
5. This student responds and records in quadrant 2 and passes the paper to the left.
6. The third student repeats the process in quadrant 3 and the paper is then passed to the left to the original student.
7. In the fourth quadrant, the original student writes his/her final, most current thought about the subject.

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Step 5
Plan for Assessment of Outcome(s)

How will the lesson outcome(s) be assessed?
Consider:
- Work products
- Separate assessments
- Exit slips
- Observational data

Step 6
Review the Finished Lesson Plan
Check the lesson using the following observation guide.

Internet Resources for Additional Literacy Strategies

http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin

http://www.litandlearn.lpb.org/strategies.html

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.justreadnow.com/strategies/index.htm

_____

http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm

_____

http://www.readingquest.org/strat/
Reading Quest (Social Science site full of literacy strategies—for all content areas)

_____

http://coe.sdsu.edu/people/jmora/Pages/ContentStudyGds.htm
Literacy in the Content Areas: Study Guides & Vocabulary Activities

_____

http://www.ccsso.org/projects/Secondary%5FSchool%5FRedesign/Adolescent%5FLiteracy%5FToolkit/
Adolescent Literacy Toolkit

_____

http://www.teachersdomain.org/special/adlit/
These self-paced classroom activities are designed to enhance the literacy skills of struggling readers in grades 5-8. Each uses videos, interactive activities, note-taking, reading, and writing. Free registration required.

_____

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:

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Vocabulary Strategy Resources:
http://www.englishcompanion.com/room82/readexpository.html

http://www.pgcps.pg.k12.md.us/%7Eelc/readingacross2.html
Teaching Vocabulary in the Content Areas

http://www.reading.org/downloads/resources/nrp_summary.pdf
Vocabulary Teaching Methods: IRA Nat'l Panel Reading Report

http://www.readingonline.org/articles/art_index.asp?HREF=/articles/curtis/index.html
Teaching Vocabulary to Adolescents to Improve Comprehension

http://www.voycabulary.com/
Vocabulary (makes words on any webpage into links so you can look them up online by simply clicking on the word)

http://www.princetonreview.com/podcasts.aspx?uidbadge
Vocabulary Minutes: The Princeton Vocabulary Minute provides catchy quick tunes which teach words related to different themes. The "minutes" are sorted according to age-appropriateness (from K-12), and the downloads are free

http://www.literacymatters.org/content/readandwrite/vocab.htm#lessons
games for other subjects: art, chemistry, foreign languages, English grammar, geography and math.