Planning Strategic Lessons:
A Step by Step Guide

Alabama Reading Initiative Secondary Team 2007 (revised 2009)
Questions to Consider When Planning a Lesson

Five Components of Active Literacy: Read, Write, Listen, and Investigate

Four Steps to Explain Instruction: "I Do," "We Do," "You Do," and "You Do".

After hierarchy strategies

Three parts to a proposed lesson structure: using connected before, during, and

Two everyday instructional practices: chunking (breaking text, lectures, video, etc.

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

5 Components of a Strategic Lesson
Strategic Lesson Planner

- Course of study standard:
- Objective:

Before Purpose

Before Strategy

During Purpose

During Strategy

Daily Outcome(s)

How will I measure if the outcome is met?

After Purpose

After Strategy

Strategic Lesson Planner developed by G. Riley for Maplesville High School
Step 3: Plan a "During" Strategy

Consider assessment methods to determine if the strategy meets the purpose and
choose a strategy that draws attention to important concepts.

- Choose a particular part of the content that needs to be emphasized.
- Choose a strategy that will involve discussion of some students.
- If so, choose a strategy that will allow students to activate prior knowledge.
- If a review or conclusion of content that students are familiar with, if so,
- Allow students to build some background knowledge about the content.
- If a new concept to most of the students, if so, choose a strategy that will

Consider the content of the lesson:

- Establish a purpose for reading/lesson
- Discuss vocabulary
- Make predictions
- Generate questions
- Build background knowledge
- Activate prior knowledge

Consider the purpose of before strategies:

Step 2: Plan a "Before" Strategy

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

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

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

Step 1: Determine the Outcomes
- 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

**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
Check the lesson using the following observation guide:

**Step 6: Review the Finished Lesson Plan**
- Observational data
- Exit slips
- Separate assessments
- Work products

Consider:
How will the lesson outcome(s) be assessed?

**Step 5: Plan for Assessment of Outcome(s)**
- Questioning
- Observation
- Collecting work samples

Consider assessment methods to determine if the strategy meets the purpose and promote discussion and critical thinking.

Is the content open to interpretation? If so, choose a strategy that will:
- Lead to student ownership of important vocabulary.
- Does the content contain challenging vocabulary? If so, choose a strategy.
- Does the content lend itself to visual representation? If so, use a graphic.
- Organize as a formal or organizational information and concepts.
- Information in light of previous learning.

Strategies that allow students to make connections and evaluate new.

Consider the context of the lesson:
- Recall or summarize
# Strategic Lesson Observation Guide

**Subject** ___________________________  
**Date** ___________________________

**Outcome(s)** ___________________________

## Before

**Strategy** ___________________________

**Purpose(s):**

- [ ] activate prior knowledge  
- [ ] generate questions  
- [ ] discuss vocabulary  
- [ ] other ___________________________________

**Comments/Questions** __________________________________________

## During

**Strategy** ___________________________

**Purpose(s):**

- [ ] engage with the text  
- [ ] self-monitor comprehension  
- [ ] summarize text  
- [ ] integrate new information with prior knowledge  
- [ ] other ___________________________________

**Comments/Questions** __________________________________________

## After

**Strategy** ___________________________

**Purpose(s):**

- [ ] reflect on the content of the lesson  
- [ ] examine questions that guided reading  
- [ ] respond to text through writing  
- [ ] other ___________________________________

**Comments/Questions** __________________________________________
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<thead>
<tr>
<th>Procedure:</th>
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<tr>
<td>Strategy:</td>
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<td>Purpose:</td>
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<tr>
<th>After</th>
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**Topics of Lesson:**

**Course of Study Standard:**

**Daily Outcome(s):**
# Strategic Lesson Planner

## Daily Outcome

**Alabama Course of Study Standard(s):**

**Alabama High School Graduation Exam Standard(s) and Objective(s):**

## Spiral ACOS (below one grade level):

## Spiral ACOS (above one grade level):

<table>
<thead>
<tr>
<th>Before</th>
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<td>Purpose:</td>
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| Strategy: | Strategy: | Strategy: |

| Procedure: | Procedure: | Procedure: |

**Formative Assessment:**

**Summative Assessment:**

**Additional Notes:**
### Strategic Lesson Planning Checklist

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<td>Objective?</td>
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<td>Outcome: The students can understand. It is an outcome (sometimes more than one) is written in terms the teacher.</td>
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<td>Need more we do).</td>
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<td>Teachers to offer intervention to students who</td>
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**Developed by B. Brown, Secondary Regional Literacy Coach, ARI-PAL**
Literacy Strategies That Encourage Active Engagement

Preparation:

- **Purpose:** (1) set purposes for reading texts; (2) activate prior knowledge; and (3) help make connections with the text.

- **Procedure:**

  1. Present the topic of the discussion to the students.

  2. Review the different ideas that the students may have encountered.

  3. Ask students to read the text in small groups to find each sentence that contains an idea associated with the topic.

  4. After a minute, have the students write down the word or phrase that best describes each sentence.

  5. Afterward, students may work in small groups to discuss their ideas and develop ideas for the text.

- **Topic:**

  - **Purpose:** (1) activate prior knowledge about a new topic and (2) allow students to build background knowledge about a topic through discussion with other students.

  - **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 related to the concept.
    4. Students may work in small groups to discuss and learn from each other.

- **Concept:**

  - **Purpose:** (1) introduce a concept and connect this concept with prior knowledge of experiences and needs of the learners.

  - **Procedure:**

    1. Read a variety of sentences that provide student engagement.
    2. Discuss the sentences and their relevance to the lesson.
    3. Students are given two minutes to write whatever comes to their minds related to the lesson.
    4. Students may work in small groups to discuss and learn from each other.

- **Discussion:**

  - **Purpose:** (1) allow students to discuss and learn from each other.

  - **Procedure:**

    1. Read a variety of sentences that provide student engagement.
    2. Discuss the sentences and their relevance to the lesson.
    3. Students are given two minutes to write whatever comes to their minds related to the lesson.
    4. Students may work in small groups to discuss and learn from each other.

- **Summary:**

  - **Purpose:** (1) summarize the lesson and review the key concepts.

  - **Procedure:**

    1. Read a variety of sentences that provide student engagement.
    2. Discuss the sentences and their relevance to the lesson.
    3. Students are given two minutes to write whatever comes to their minds related to the lesson.
    4. Students may work in small groups to discuss and learn from each other.

- **Conclusion:**

  - **Purpose:** (1) summarize the lesson and review the key concepts.

  - **Procedure:**

    1. Read a variety of sentences that provide student engagement.
    2. Discuss the sentences and their relevance to the lesson.
    3. Students are given two minutes to write whatever comes to their minds related to the lesson.
    4. Students may work in small groups to discuss and learn from each other.
Example:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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**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.
Read and revise the Semantic Map to reflect new knowledge.

3. Have students brainstorm specific vocabulary or ideas related to each subtopic. Record

2. Have students brainstorm subtopics related to the topic. Use lines to connect to the main

1. Select the main idea of the passage. Write it on a chart overhead or chalkboard.

Procedure:

4. Repeat steps 2 and 3 until they finish reading the text.

3. Have students read to the stopping point and then "say something" about the text to their

2. Designate a stopping point for reading.

1. Choose a text for the students to read and have them work in pairs.

Procedure:

Within material through short readings and oral discussions

Purpose: (1) make connections with texts during reading and (2) enhance comprehension of

Say Somewhere

152 - 156

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.


**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.


**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.

**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.
Discussion Web

students. The student reads the following processes: A student reads the first chapter of the text.

Purpose: To provide a structure to discuss the information and ideas in the text and (2)
make connections to and evaluation of information presented in the text.

Save the Last Word for Me

students. The student reads the following processes: A student reads the first chapter of the text.

Purpose: To provide a structure to discuss the information and ideas in the text and (2)
make connections to and evaluation of information presented in the text.

Magical Summary

students. The student reads the following processes: A student reads the first chapter of the text.

Purpose: To provide a structure to discuss the information and ideas in the text and (2)
make connections to and evaluation of information presented in the text.

Encourage students to use note-taking systems in the margins of the informational text of
Purposes: (1) provide a structure for conversing about a topic and (2) provide opportunities for critical thinking

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


**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.


**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.
**Procedure:**

1. Write a definition of the term in the bottom left corner.
2. List the word 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 the associations or draw an illustration in the bottom right corner.

**Purpose:** (1) Motivate students to engage in vocabulary study and

**Quadrant Cards**

**BOSON: ALLYN & BACON**

**SOURCE:** Vaughn, J. & Evers, T. (1986). Reading and reasoning beyond the primary grades.

**Procedure:**

1. Provide a formula for parts to summarize expository text and articulate understandings.
2. Have groups of students practice using the graphic organizer with ideas from

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**Preced Summarizing:**

3. Choose an organizer that matches the text structure and thinking processes.
4. Independently read text. Share ideas with the class.

**Procedure:**

- Divide a sheet of paper into four parts.
- Write a definition or draw an illustration in the bottom left corner.
- List the word in the top left quadrant.
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**Purpose:** (1) Motivate students to engage in vocabulary study and

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**Quadrant Cards**

**BOSON: ALLYN & BACON**

**SOURCE:** Vaughn, J. & Evers, T. (1986). Reading and reasoning beyond the primary grades.

**Procedure:**

1. Provide a formula for parts to summarize expository text and articulate understandings.
2. Have groups of students practice using the graphic organizer with ideas from

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**Preced Summarizing:**

3. Choose an organizer that matches the text structure and thinking processes.
4. Independently read text. Share ideas with the class.

**Procedure:**

- Divide a sheet of paper into four parts.
- Write a definition or draw an illustration in the bottom left corner.
- List the word in the top left quadrant.
- Write associations or draw an illustration in the bottom right corner.
- Write the associations or draw an illustration in the bottom right corner.

**Purpose:** (1) Motivate students to engage in vocabulary study and

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**Procedures:**

- Write a definition of the term in the bottom left corner.
- List the word in the top left quadrant.
- Write a definition and or synonym in the top right quadrant.
- Write associations for the word in the bottom left quadrant.
- Write the associations or draw an illustration in the bottom right corner.

**Purpose:** (1) Motivate students to engage in vocabulary study and

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**BOSON: ALLYN & BACON**

**SOURCE:** Vaughn, J. & Evers, T. (1986). Reading and reasoning beyond the primary grades.

**Procedure:**

1. Provide a formula for parts to summarize expository text and articulate understandings.
2. Have groups of students practice using the graphic organizer with ideas from
1. On the chalkboard, on an overhead, on a handout, or on students' individual clean sheets, three columns should be drawn.

2. Label Column 1 **K**, Column 2 **W**, Column 3 **L**.

3. Before reading (or viewing or listening), students fill in the **Know** column with words, terms, or phrases from their background or prior knowledge. If you are having them draw on a topic previously learned, then the K column may be topic-related. But if the topic is something brand-new, and they don't know anything (or much) about it, you should use the K column to have them bringing to mind a similar, analogous, or broader idea.

4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set their purpose for reading and focuses their attention on key ideas.

5. After reading, students should fill in their new knowledge gained from reading the content. They can also clear up misconceptions about the topic which might have shown up in the Know column before they actually read anything. This is the stage of metacognition: did they get it or not?

**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.

**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
Vocabulary Knowledge Railling

**Purpose:** (1) discuss vocabulary (2) assess prior knowledge (3) engage with text (4) integrate new information with prior knowledge (5) scaffold-monitor comprehension

**Notes:** Some teachers use this with exactly twenty words, and some choose to have a

**Students should be asked to create independent CISTs.**

3. Students work with a group of partners to complete a CIST for the next chunk of text.

2. Teacher helps students identify key concepts in text. This should be a fine summary using one or two sentences, not just 20 words or phrases.

1. Becomes increasingly the process by drawing 20 blanks on the board.

**General Interactions betweenSchema and Text**

**Notes:** These may be increased if needed

5. Students are given 3-4 minutes to think about their point of view.

4. Students are given approximately 3-4 minutes to think about their point of view.

3. Each student writes a point on the blank in order to determine their position.

2. Teacher assigns students groups of 6.

1. Teacher creates a handout and supports it, I am for this topic/issue.

**Applying (Tell how it can be used—How does it help you understand other issues/subjects?)**

**Analyze (Tell how it is made or what is composed of)—How would you describe the issue/topic?**

**Associate (Tell what it makes you think of)—How does the topic connect to something else? What it is similar to or different from—What sort of like?**

**Compare (Tell what it is similar to or different from—Sort of like?**

**Describe (Include color, shape, size if applicable)—How would you describe the following six sides?**

1. F becomes graphes using the following six sides:
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.

Semantic Feature Analysis

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

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

Procedure:

1. List Category Terms - Knowing the topic that is to be studied, the teacher places the category/concept terms along the left side of the board.

2. List Features - Across the top of the blackboard, the features/criteria that will be used to describe the terms that are to be explored should be listed. As the teacher you may pre-select the features that you want to have the students explore or the features may be generated with the students.

3. If the concept is associated with the feature or characteristic, the student records a Y or a + (plus-sign) in the grid where that column and row intersect; if the feature is not associated with the concept, an N or – (minus-sign) is placed in the corresponding square on the grid.

<table>
<thead>
<tr>
<th></th>
<th>gives off heat</th>
<th>deadly</th>
<th>visible</th>
<th>expensive</th>
<th>difficult to manage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Solar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heat</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Chemical</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Radiant</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Carousel Brainstorm

Purposes: This strategy can fit almost any purpose developed.

Procedure:
**Think-Pair-Share**

1. Think: The teacher presents a question or problem to the students. The students think about the question and form their own thoughts and ideas.

2. Pair: Students pair up with a partner to discuss their thoughts and ideas. They may work on the same question or different questions, depending on the teacher's instructions.

3. Share: Each pair presents their ideas to the class. This could be done through a volunteer, a small group discussion, or a larger group discussion. The teacher may ask questions or provide feedback on the students' ideas.

**Think-Pair-Share** can be used in a variety of ways to engage students in a topic, clarify misunderstandings, and assess understanding. It is particularly useful in a collaborative learning environment where students are encouraged to work together and share their ideas.

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**RAPT**

1. Read: Students read a passage or text that is relevant to the lesson or topic. The teacher may provide a prompt or question to guide the reading.

2. Annotate: Students annotate the text by highlighting key ideas, making notes, or asking questions. The teacher may provide a rubric or checklist to help students focus on specific aspects of the text.

3. Pair: Students pair up with a partner to discuss the annotated text. They may compare their annotations, clarify any misunderstandings, or brainstorm ideas for further discussion.

4. Teach: The teacher facilitates a discussion of the text, addressing any questions or misunderstandings raised by the students. The teacher may also ask probing questions to help students synthesize the information and make connections to other ideas.

**RAPT** encourages students to engage actively with the text, fostering critical thinking and collaborative learning. It is particularly useful in a writing or literacy classroom where students need to develop their reading comprehension and writing skills.

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**Charts and Conversations** are classroom strategies that can be used to enhance students' understanding of new information. Charts provide a visual representation of the information, while conversations encourage students to discuss and reflect on the content. The teacher can use these strategies to help students organize their thoughts, make connections, and deepen their understanding of the material.
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.
   a. summarizer
   b. questioner
   c. clarifier
   d. predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
   o unclear parts
   o puzzling information
   o connections to other concepts already learned
   o motivations of the agents or actors or characters
   o etc.
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. 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.
8. 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.

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

Other exit prompts include:
- EX. Did you enjoy working in small groups today?
- Prompts to evaluate the effectiveness of instruction.
- EX. Write one question you have about today’s lesson.
- EX. Why I didn’t understand...
- Prompts that emphasize the process of learning.
- EX. Discuss how today’s lesson could be used in the real world.
- EX. Write one thing you learned today.

Following:
Another set of exit slips (Slips on Fly, 2004). These categories do one of the
following:
1. These are three categories of exit slips (Slips on Fly, 2004). These categories do one of the
classroom and require students to think critically.
2. These are three categories of exit slips (Slips on Fly, 2004). These categories do one of the
classroom and require students to think critically.
3. These are three categories of exit slips (Slips on Fly, 2004). These categories do one of the
classroom and require students to think critically.

Exit Slips

Purpose: Reflect on content of lesson

1. Teacher models the procedure for students using first chunk of text.
   - X = Key point
   - I = Get it
   - I = don’t get it
   - ? = I can explain this!
   - 7 = I don’t get this

   Procedure:
   1. Teacher puts Key on the board.
   2. Teacher asks students to circle a key point.
   3. Teacher asks students to explain their understanding.
   4. Students share their understanding.

Purpose: Engage with the text

X Marks the Spot

Purpose: Engage with the text

Readers: Can you propose for deeper insight?

3. Ask Yourself Questions
   - What can you add?
   - What can you subtract?
   - What can you change?

4. Ask the Question
   - What can you add?
   - What can you subtract?
   - What can you change?

5. Add Your Own Thoughts
   - Add your own thoughts about your understanding of the text.
   - Add your own thoughts about your understanding of the text.
   - Add your own thoughts about your understanding of the text.

6. Entire Process
   - First, they should focus on the key points of the lesson up to this
How to create them...

- At the end of your lesson or five minutes before the end of class, ask students to respond to a prompt you pose to the class.
- You may state the prompt orally to your students or project it visually on an overhead or blackboard.
- You may want to distribute 3 x 5 cards for students to write their responses on or allow students to write on loose-leaf paper.
- As students leave your room they should turn in their exit slips.

How to use it...

- Review the exit slips to determine how you may need to alter your instruction to better meet the needs of all your students.
- Collect the exit slips as a part of an assessment portfolio for each student.

Jot Charting:
Purpose: (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:

<table>
<thead>
<tr>
<th>Types of Rocks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Examples of each type of rock</td>
</tr>
<tr>
<td>How is it formed?</td>
</tr>
<tr>
<td>Where are each found in the United States?</td>
</tr>
</tbody>
</table>
Below are the characteristics of the text.

**Purpose:** multiple purposes—one often used to examine two sides of an issue; event, or character; or cause/effect, problem/solution, process, then/now...

**T-chart**

1. Teacher draws a T-chart on the board. In the boxes at the top of the chart, mark:
   - the date
   - the topic

2. List four characteristics of the two ideas being compared and recorded in
   - the left-hand column
   - the right-hand column

3. Draw two circles overlapping. Each circle represents a concept.

4. Discuss whether these characteristics were or were not contained by the text.

   a. Students should be able to justify how text aspects support their predictions.

5. Students should be able to justify how text aspects support each other.

**Purpose:**

- have students use a chart while independently reading chunks of text
- model the procedure by writing notes and comments as you read
- use signal words to alert students to important items (e.g., main ideas, vocabulary, conclusions, charts)
- provide students with strips of paper like book marks if text cannot be written on

**Purpose:**

- use visual thinking to help students comprehend and guide reading
- examine questions related to reading
- make connections to text
- connect self-monitor comprehension
- integrate new information with prior knowledge

**Margin Notes**
3. As always, teacher should model the use of this strategy first.

**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.


**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.
Strategies

1. Begin with both categories, introducing students to the In My Head and In My Book and In My Head

Do's and Don'ts of QAR

1. Have you ever read and reread the same text? Have you ever read one text multiple times?
2. When happened after the rain, washed the spider, out? (Think and Search)
3. Where climbed up the water tower? (Right There)
4. Why do you think the spider decided to climb back up the water tower? (Author and You)

Questions:

And the news, this spider went up the tower again.

Our come the sun and dried up the rain.

Down came the rain and washed the spider out.

The news this spider went up the water tower.

I Spy this spider:

Example:

Higher-level “In My Head” questions:

- The story. You just need to use your own experience.

Be careful of QAR type of questions.

When the author tells you in the text, and how it fits together.

Author and You

The answer is not in the story. You need to think about what you already know.

Think and Search (Putting it Together)

- The answer is in the story, but you need to put together different story parts.

- The answer is not in the text.”
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.
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.

Vocabulary Strategy Resources:

organizers, with over fifty different visualization methods provided. This is a useful site to when you're designing graphic organizers. This is a periodic table of visual literacy. You can select related links reading and writing. Free registration required.

struggling readers in grades 5-8. Each uses videos, interactive activities, note-taking.

These self-paced classroom activities are designed to enhance the literacy skills of

Adolescent Literacy Toolkit

http://www.acsso.org/Projects/Secondary%20School%20ReDesign/Academics/Adolescent%20Literacy

Literacy in the Content Areas: Study Guides & Vocabulary Activities

http://coe.sdsu.edu/people/download/Pages/ContentStudyGuides.htm

Reading Guest (Social Science Site) or Literacy Strategies—for all content areas

http://www.readinggeruest.org/strat/

12 Reading/Reading%20Strategies/reading%20strategies%20index.htm

http://www.gafece.k12.ny.us/Instruction/ela/6-


http://www.op.org/reading/SecondaryStrategies.htm

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

http://www.sw-georgia.edu/2-gus/math/trig/trig.html (math graphic organizers)

http://www.adl.org/strategyLibrary

http://www.learnings.org/InterAcry/Adolescent/strategies.php

http://www.kermert.org/interAcry/Strategies/20best.htm

http://www.lilandeream.lib.org/strategies.htm

http://www.20reading.org

Internet Resources for Additional Literacy Strategies
http://www.englishcompanion.com/room82/readexpository.html

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

Vocabulary Teaching Methods: IRA Nat'l Panel Reading Report

Teaching Vocabulary to Adolescents to Improve Comprehension

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

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.