

Instructional Strategies

2013-14 CCRS QUARTERLY MEETING #3



All Students Can Learn!

List-Group-Label

Purpose:

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.

Discussion Web

Purpose:

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.

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:
 - a. title
 - b. author
 - c. pictures
 - d. opening sentence
 - e. sub-headings
 - f. captions
 - g. charts
 - h. graphs
 - i. tables
 - j. typographic features
 - k. margin notes
 - l. vocabulary
 - m. 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. 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
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?

Think Aloud

Purpose:

1. monitor comprehension and
2. direct thinking

Procedure:

1. Teacher reads a section of text aloud stopping periodically to verbalize the thought processes that are occurring while reading. Teacher should model connections, thoughts, questions, vocabulary interferences, etc...
2. Students practice the **Think Aloud** with a partner
3. As the technique becomes routine, confidence and the ability to use the **Think Aloud** strategy independently will grow.

RAFT

Purpose:

1. integrate new information with prior knowledge
2. respond to text through writing

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

- **Role of the Writer**
Who are you as the writer? Are you Abraham Lincoln? A warrior? A homeless person? An auto mechanic? The endangered snail darter?
- **Audience**
To whom are you writing? Is your audience the American people? A friend? Your teacher? Readers of a newspaper? A local bank?
- **Format**
What form will the writing take? Is it a letter? A classified ad? A speech? A poem?
- **Topic**
What's the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

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: 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.

GIST (Generating Interactions between Schemata and Text)

Purpose:

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.

Table Talk

Purpose:

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.

Five Word Prediction

Purpose:

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.

Pre-Reading Plan

Purpose:

1. activate prior knowledge about a topic,
2. to introduce new vocabulary, and
3. make connections

Procedure:

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

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

Quick Write

Purpose:

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.

Anticipation Guide

Purpose:

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.	_____	_____

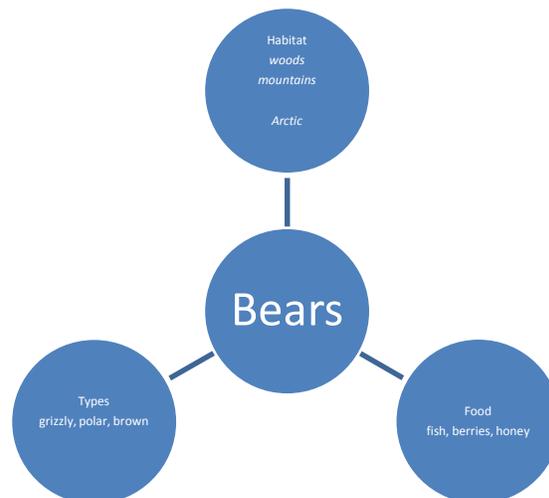
Source: Readence, J., Bean, T., & Baldwin, R. (2000). *Content area reading: An integrated approach*. Dubuque, IA: Kendall/Hunt.

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

Purpose:

1. motivate students to engage in vocabulary study
2. expand vocabulary

Procedure:

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

Example:

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

Carousel Brainstorm

Purpose: 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.*

JIG SAW

Purpose:

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.

Jot Charting

Purpose:

1. engage with text
2. construct graphic organizer
3. self-monitor comprehension

Procedure:

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

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?			

Coding the Text

Purpose:

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
 - a. text-self (T-S),
 - b. text-text (T-T), or
 - c. text-world (T-W) connections.
2. While reading aloud, demonstrate how to code a section of text that elicits a connection by using a sticky note, a code 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.

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.
3. The student underlines his/her words as he/she uses the most.

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.

Paired Summarizing

Purpose: 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.

Three-Minute Pause

A Three-Minute Pause is 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?

Say Something

Purpose:

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.

Cubing

Purpose:

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:
 - a. **Describe it** (including color, shape, size if applicable)—How would you describe the issue/topic?
 - b. **Compare it** (what it is similar to or different from)—“It’s sort of like”
 - c. **Associate it** (what it makes you think of)—How does the topic connect to other issues/subjects?
 - d. **Analyze it** (tell how it is made or what it is composed of)—How would you break the problem/issue into smaller parts?
 - e. **Apply it** (tell how it can be used)—How does it help you understand other topics/issues?
 - f. **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*

Save the Last Word for Me

Purpose:

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:
 - a. **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.
 - b. **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. A student reads side 1 of his/her card;
 - b. Each student in the group responds to the information shared.
 - c. The student who authored the card gets the last word by sharing side 2 of his/her card.
 - d. 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.

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*

Semantic Feature Analysis

Purpose:

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.
3. 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.
4. 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.

Example:

ENERGY

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

Exit Slips

Purpose: 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 implement 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.

3-2-1

Purpose:

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.

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Purpose:

1. **RISC Reading:** Investigate a chunk of text to garner understanding and identify textual evidence to support thinking
2. **RISC Writing:** Summarize ideas/answers about a chunk of text, using evidence from the text

Procedure:

RISC Reading

Read to understand the text.

Invigate by re-reading, recording questions/observations, and talking with a peer.

Sift/sort through your investigations to identify evidence from the text.

Culminate your thinking for this chunk of text.

RISC Writing

Record/restatement.

Include your ideas/answer.

Support your ideas/answer with evidence from the text.

Conclude your piece of writing.