Alabama Reading Initiative: Secondary

Planning Strategic Lessons:

A Step by Step Guide

5 Components of a Strategic Lesson

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

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

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

Four steps to explicit instruction: “I Do”, “We Do”, “Y’all Do”, and “You Do”

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

Questions to Consider When Planning a Lesson

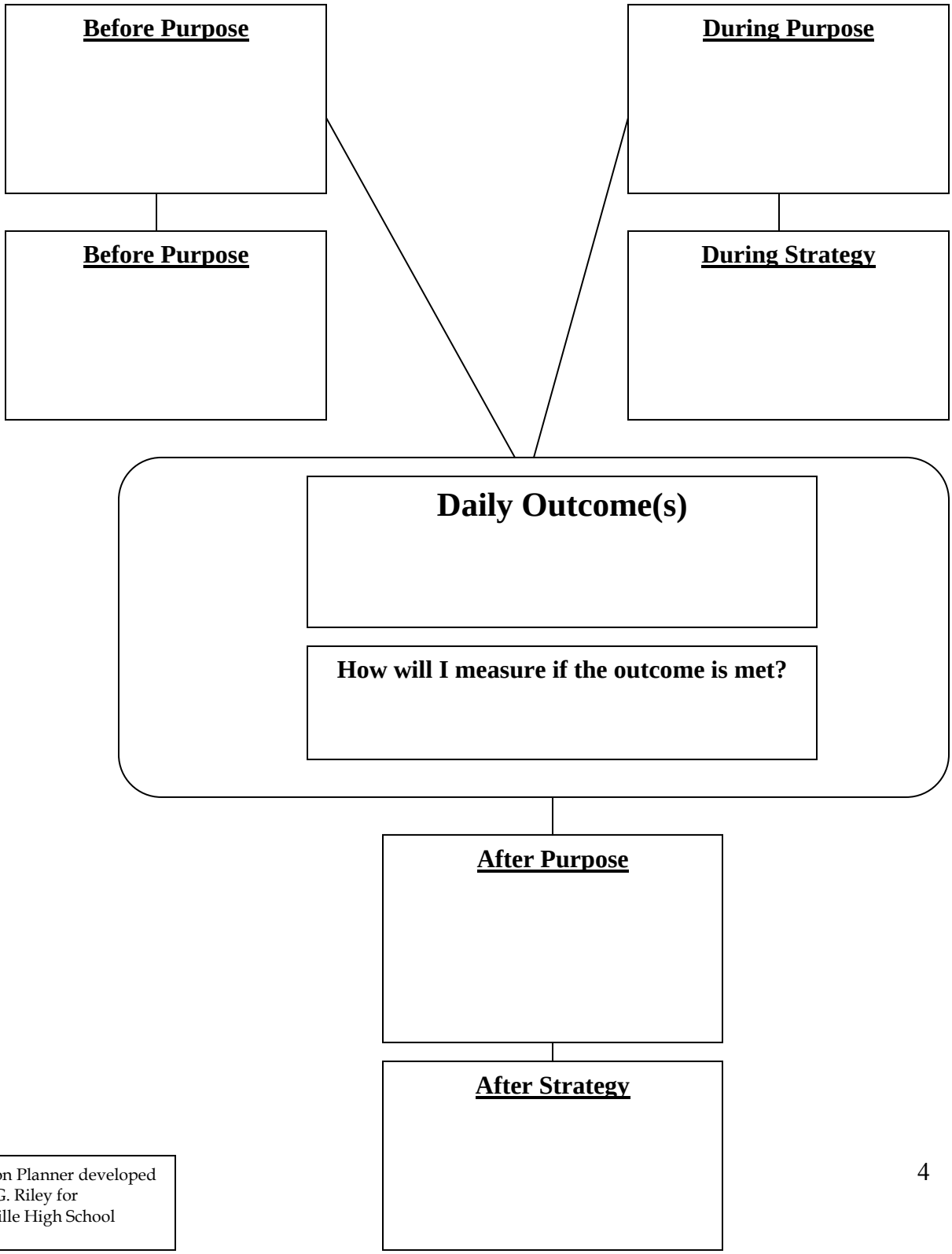
- What is the difference between learn and memorize?
- What should the students learn today as a result of this lesson?
- How will this new learning connect/be applicable to the students' lives?
- How long will it take to truly meet this outcome?
- How does this lesson connect to state content standards?
- What type of assessment will best determine if the daily outcome has truly been met?
- What will motivate the students to want to participate and learn this outcome?
- How will the instruction need to be differentiated to meet the needs of ALL learners in the class?
- What vocabulary will need to be learned? How will the students learn this pertinent vocabulary?
- Will background knowledge need to be built or used?
- What text can be incorporated with this content?
- How can technology be integrated with this lesson?
- Will this lesson provide ample opportunities and contexts for the students to engage in dialogue with each other?
- Will this lesson provide ample opportunities for text reading and writing responses?

*** The strategic lesson planner included on the following page is a great resource to ensure all of these questions are adequately approached in**

the planning process.

Strategic Lesson Planner

- **Course of study standard:**_____
- **Objective:**_____



Step 1

Determine the Outcomes

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

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

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

Step 2

Plan a Before Strategy

Consider the **purposes** of before strategies:

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

Consider the **content** of the lesson:

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

Reflection:
Think about the strategy and purpose(s) of this part of the lesson.
Are they connected and related to the daily outcome(s)?

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.

Reflection:
Think about the strategy and purpose(s) of this part of the lesson.
Are they connected and related to the daily outcome(s)?

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.

Reflection:
Think about the strategy and purpose(s) of this part of the lesson.
Are they connected and related to the daily outcome(s)?

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.

Strategic Lesson Observation Guide

Subject_____ Date_____

Outcome(s)_____

Before

Strategy_____

Purpose(s):

____activate prior knowledge ____build background knowledge
____generate questions ____make predictions
____discuss vocabulary ____establish a purpose for reading
____other_____

Comments/Questions_____
_____

During

Strategy_____

Purpose(s):

____engage with the text ____verify and formulate predictions
____self-monitor comprehension ____construct graphic organizers
____summarize text ____use mental imagery
____integrate new information with prior knowledge
____other_____

Comments/Questions_____
_____

After

Strategy_____

Purpose(s):

____reflect on the content of the lesson ____evaluate predictions
____examine questions that guided reading ____respond to text through discussion
____respond to text through writing ____retell or summarize
____other_____

Comments/Questions_____
_____
_____

Strategic Planning Form

Topic of Lesson:		
Course of Study Standard:		
Daily Outcome(s):		
Before	During	After
Purpose:	Purpose:	Purpose:
Strategy:	Strategy:	Strategy:
Procedure:	Procedure:	Procedure:

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):		
Before	**During**	**After**
Purpose:	**Purpose:**	**Purpose:**
Strategy:	**Strategy:**	**Strategy:**
Procedure:	**Procedure:**	**Procedure:**
Formative Assessment:		
Summative Assessment:		
Additional Notes:		

Strategic Lesson Planner

Teacher:	Content Area:	Grade Level:	Date:	Day:
Course of Study Objective:				
Daily Outcome:				
Resources *(Video clips, textbooks/page numbers, trade books, etc.):*				
Technology Utilized:				

Before	During	After
Purpose:	Purpose:	Purpose:
Strategy:	Strategy:	Strategy:
Procedure:	Procedure:	Procedure:

TOOL	Monitoring Comprehension	Using Graphic Organizers	Answering Questions	Generating Questions	Recognizing Text Structure	Summarizing	Activating Prior Knowledge	Using Mental Imagery
Anticipation Guide **B, A**								
ABC Brainstorm/ Summary **B, A**								
Preview and Predict **B**								
Preview Chart **B**								
Quick Write **B, A**								
Five Word Prediction **B, A**								
X Marks the Spot **D**								
Margin Notes **D**								
3 Minute Pause **D**								

B= Before Reading D= During Reading A= After Reading

TOOL	Monitoring Comprehension	Using Graphic Organizers	Answering Questions	Generating Questions	Recognizing Text Structure	Summarizing	Activating Prior Knowledge	Using Mental Imagery
K-W-L **B, D, A**								
Thinking Maps **B, D, A**								
GIST **A**								
Semantic Feature Analysis **D, A**								
Venn Diagram **D, A**								
T-Chart **D, A**								
Paired/Group Summary **D, A**								
One-Pager **A**								
Magnet Summary **D, A**								
RAFT Paper **A**								

B= Before Reading D= During Reading A= After Reading

TOOL	Monitoring Comprehension	Using Graphic Organizers	Answering Questions	Generating Questions	Recognizing Text Structure	Summarizing	Activating Prior Knowledge	Using Mental Imagery
Think Aloud **B, D, A**								
Reciprocal Teaching **D**								
3-2-1 **D, A**								
Jot Chart **D**								
Jigsaw Groups **D**								
Table Talk **B, D**								
Prereading Plan **B, A**								
Semantic Map **B, A**								
List-Group-Label **B**								
Exit Slips **A**								
Think-Pair-Share **B, D, A**								

B= Before Reading D= During Reading A= After Reading

TOOL	Monitoring Comprehension	Using Graphic Organizers	Answering Questions	Generating Questions	Recognizing Text Structure	Summarizing	Activating Prior Knowledge	Using Mental Imagery
Say Something **D**								
Coding the Text **D**								
INSERT **B, D, A**								
Save the Last Word for Me **D, A**								
Discussion Web **A**								
Journal Responses **A**								
Quadrant Cards **B, A**								
Graphic Organizers **B, D, A**								
Grand Conversation								
Carousel **B, D, A**								

QAR **B, D**								
Ink Think/ Chalk Talk **B, D, A**								
Cubing **D, A**								
Knowledge Rating **B, D, A**								

B= Before Reading D= During Reading A= After Reading

Literacy Strategies That Encompass Active Engagement

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

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.

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.

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.

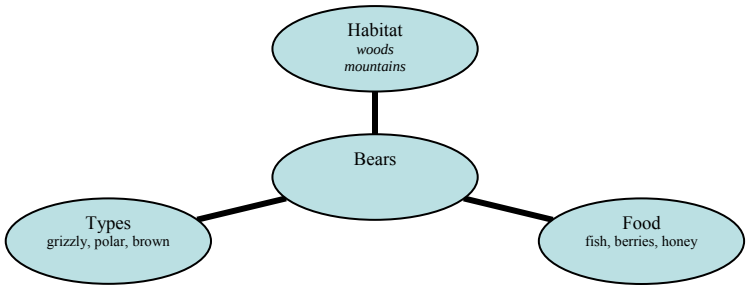
Source: Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers.* Portsmouth, NH: Heinemann.

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.

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.

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.

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.

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

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.

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

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.

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.

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*	*independence*

nationalism *rivalries*	

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?

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.

JIG SAW

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

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.

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.

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					

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.

RAFT

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

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

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

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.

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.

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.
    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:
    - unclear parts
    - puzzling information
    - connections to other concepts already learned
    - motivations of the agents or actors or characters
    - 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 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

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.

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:

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.

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.

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.

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

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?

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.

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:

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.