

TEACHING STRATEGIES GLOSSARY

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Word	When to Use	How to Use	How to Evaluate
Assessment	Before, during, or after instruction to assess student understanding of content.	<p>Assessment types include <u>quiz & test items</u>, <u>academic prompts</u>, and <u>performance tasks and projects</u>.</p> <p><u>Quiz & test items</u>: are simple, content-focused questions, which assess factual information, concepts, or discrete skills. The use selected-response or short-answer formats, are convergent (have a single, best answer), may be easily scored, and are typically secure (not known in advance.)</p> <p><u>Academic Prompts</u>: are open-ended questions or problems that require critical thinking beyond recall knowledge, and require students to prepare a response, product, or performance. They require constructed responses under school or exam conditions; are open (not a single best answer or strategy); are often ill-structured and require the student to develop a strategy; involve analysis, synthesis, or evaluation; typically involve an explanation or defense of the answer or methods; require judgment-based scoring based on criteria and performance standards; and may or may not be secure.</p> <p><u>Performance tasks & products</u>: are complex challenges with issues and problems faced by adults, are authentic, range in length from short-term to long-termed multistage projects, and require a production or performance. They differ from prompts because they: feature a setting that is real or simulated, and that involves constraints that an adult would find in a similar situation; typically require the student to address an identified audience; are based on a specific purpose that relates to the audience; allow the student greater opportunity to personalize the task; are not secure--task, criteria, and standards are known in advance and guide the student's work.</p>	
Boggle	When you want students to review factual content	<p>2 minutes: Study notes.</p> <p>2 minutes: Record any information you can remember (no notes).</p> <p>2 minutes: Share with one other student. Add his/her knowledge to your list.</p> <p>2 minutes: Leave your buddy. Complete with another student. Receive a point for each fact you have that the other student does not have.</p>	Did students remember information the teacher wanted them to remember?
Carousel Brainstorming	When you want to revise or preview information in all four learning styles.	<ol style="list-style-type: none"> Begin by selecting a topic and identifying key concepts, attitudes, challenges, and products. Write questions/tasks on chart paper or in centers. Arrange students in working teams. Give teams 2 minutes to READ, 2 minutes to RESPOND, and 1 minute to ROTATE. Teams respond to all activities, adding only NEW information/input to charts. Teams return to the first chart and identify and synthesize patterns, thoughts, and main ideas. Each team presents insights to the large group. 	Did teams work efficiently? Were main ideas, patterns, and reactions identified for the group? Were presentations clear and meaningful? Did students demonstrate understanding of key concepts?
Central Idea Graphic Organizer	When you want students to summarize main ideas and supporting details related to a story or topic.	<ol style="list-style-type: none"> Write the main topic in the center of the diagram. Fill in ideas during and after reading. Main ideas are written on lines going out from the center. Supporting details are written on lines under the main ideas. It may help to use a different color for each main idea and its supporting details. Recording ideas in 3 to 5 words helps students process ideas and state the ideas in their own words. 	Are main ideas listed important to the topic? Are details related to main ideas? Are ideas summarized instead of copied from the text? Can students discuss the topic from the notes on the graphic organizer?

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Cloze Procedure	When you want students to use semantic and syntactic clues to figure out an unknown word.	<ol style="list-style-type: none"> 1. Choose a reading passage. 2. Take our chosen words by covering them with sticky notes, writing the passage and leaving blanks, or omitting words during oral reading. 3. Read or have students read the passage and allow students to make predictions about missing words, based on meaning and sentence structure. 4. Later, supply beginning letters to help students confirm or change predictions. 	Do the words supplied make sense? Is the meaning exactly the same? Do graphophonic cues help once some predictions have been made?
Compare & Contrast	When you want students to see similarities and differences and to draw conclusions.	<ol style="list-style-type: none"> 1. Identify types of data to be collected about items being compared. 2. Allow students to collect data about each item. 3. Compare the data and list similarities. A visual organizer (such as a Venn diagram) will help students record insights. 4. Contrast the data and list differences by describing each item in terms of the characteristic being considered. (Object A is tall, Object B is short.) 5. Summarize significant similarities and differences. 	Can students discriminate the items clearly? Can students use different criteria to compare and contrast? Can students identify and describe significant relationships? Can students apply knowledge in some way?
Concept Attainment	When you want students to figure out for themselves the essential attributes of a new concept or enrich and clarify their thinking about a previously acquired concept.	<ol style="list-style-type: none"> 1. Come up with examples and non-examples of the concept. Be sure examples are structured so the attributes of the concept are clear. Positive examples must have the essential characteristics. Non-examples should have none or only some of the essential characteristics. 2. Begin the presentation by telling students you have an idea that they will try to guess. 3. Present the examples as "This is a yes" (fits my idea) or "This is a no" (does not fit my idea.) 4. After presenting students with several examples, allow time for students to discuss attributes and hypotheses. 5. Give more examples as needed to clarify the concept. 6. Once the concept is clearly defined, students should be able to describe the essential characteristics. Then students should generate examples and non-examples. 	Have the students learned the essential characteristics of the concept? Can they distinguish the concept from other concepts? Can they generate their own examples? Use rubrics such as those
Cooperative Groups	When you want students to more effectively work together to learn, to be accountable both individually and as a group, and to develop and refine interpersonal and small group skills.	<p>You can use a variety of criteria to group students (random name drawing, around certain common interests, etc.) Keep group sizes to 3 to 5 students per group.</p> <p><u>Informal groups</u> are formed for immediate or specific needs lasting a few minutes or an entire class period.</p> <p><u>Formal groups</u> are formed to work on extended academic assignments over days or even weeks. Teachers design group tasks to promote positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p><u>Base groups</u> are long-term groups that last through the school year or grading period, to provide students a support system and create a sense of teamwork. This grouping works well for tasks such as lab groups, daily task groups to monitor homework, and when students are learning complex, multi-step processes (writing, graphing, analyzing historical perspectives & events, practice oral presentations, etc.)</p> <p>For more details on cooperative learning see Roger Johnson & David Johnson, <i>Learning Together and Alone, Cooperative, Competitive, and Individualistic Learning</i> (Boston: Allyn & Bacon, 1999).</p>	Use rubrics for evaluating group skills such as those recommended in Robert Marzano, et al, <i>A Handbook for Classroom Instruction That Works</i> (Alexandria, VA: ASCD, 2001), p. 166 - 168.

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Cooperative Retelling/Read & Retell	When you want to improve students' comprehension. It is also a powerful assessment technique.	<ol style="list-style-type: none"> 1. Immerse students in a group. Select a text from that genre according to your purpose. Prepare a copy of the text for each student. 2. Share the title of the text. Ask groups to write a prediction of what the text might be about and to list words and phrases which they would expect to find in the text. Predictions should be shared in large group. 3. Read the text aloud to students. Encourage students to reread the text until they feel comfortable with it. 4. Specify the audience and the purpose for the retelling. Ask students to independently retell the passage in writing without looking back at the text. 5. Have students form pairs and share their retellings without looking at the original text. Ask them to compare and contrast their retellings. Remind them the goal is to look closely and cooperatively at each other's retellings. 6. In pairs or in groups, have students write collaborative retellings, drawing on each other's original work. 7. Students should reread the original text in their groups to see how close to it their retellings were. The goal is not to duplicate verbatim, but to capture the author's intended meaning. 	It may be helpful for the teacher to develop a retelling guide, listing information that should be included by students. Were characters identified? Is there information about the time and place of the story? Are problems and solutions identified? Are important episodes described? Are events properly sequenced? Are main ideas present? Is the story retold in the students' own words?
COPS	When you want students to proofread to make sure their final draft is ready to publish.	C - Check for capitalization. O - Overall appearance (margins, neatness, etc.) P - Punctuation S - Spelling	Do students' final drafts reflect their use of COPS to proofread and correct obvious errors?
Cornell Notetaking	When you want students to take notes during a lecture presented from organized notes or from a reading assignment. Students will have well-organized notes for studying once the process is completed.	<ol style="list-style-type: none"> 1. Use notebook paper. Fold or draw a line about 2 to 2.5 inches from the left edge. Students should write on only one side of the paper. 2. During a lecture, record notes about main ideas to the RIGHT of the line. After the lecture, go back and write 1 or 2 word topics to the LEFT of each main idea recorded. 3. During reading, put questions or topics to the LEFT of the line. Read for and record notes about the question or topic to the RIGHT of the line 4. Notes can be studied by looking at topics or questions and trying to remember information recorded. Looking at notes and trying to remember topics or questions is another study method. 	Does this technique improve student performance on tests over assigned material? Can students apply information learned in some way, such as in a debate, in writing, or for a project of some kind?
Creative Dramatics	When you want students to dramatize a story or passage without formally memorizing parts or reading from a script.	<ol style="list-style-type: none"> 1. Read the story to students or have them read it themselves. Repeat reading as needed to familiarize students with the story. 2. Appoint a narrator to read the parts of the story as needed. 3. As the story is read, students act out the events. Actors do dialog, paraphrasing the dialog in the story. 	Are actors able to recreate action and dialog to tell the story accurately? Is it evident that actors understand the feelings of the characters?
Daily News	When you want a comprehensive way to model writing.	<ol style="list-style-type: none"> 1. The teacher encourages students to share personal news. Students may share about what is going on at home or at school. 2. The teacher records students' contributions on chart paper. She writes everything correctly, commenting on sounds and rules of capitalization and punctuation. 3. As she writes, the teacher names letters, says words and phrases, and rereads whole sentences. 4. Volunteers then read sentences. 5. Charts can be kept in the room for reading practice. 6. Some teachers copy the news and send daily or weekly news home for further reading practice. 	

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Decision Making	When you want students to act as decision makers or decision evaluators in order to learn and apply content knowledge	<ol style="list-style-type: none"> 1. Decide on content to be learned and the question or dilemma to be considered. 2. Decide whether students will be decision-makers or decision evaluators. 3. Students make decisions by: -Gathering background information, thinking of alternatives, comparing and contrasting alternatives, and choosing an alternative. 4. Students communicate decisions by: Sharing and defending positions, analyzing other positions, debating, and persuading others. 5. Students synthesize content and decision by: Predicting consequences, future events; testing hypotheses about outcomes, creating something new, planning a course of future action, and evaluating the effects of the decision. 	Do students generate and evaluate alternatives? Can they defend the decisions made? Is evidence used? Are ideas clearly stated during discussion/debate? Do students demonstrate understanding of identified content?
Deductive Learning	When you want students to test a given principle by generating a testing hypothesis related to it.	Example: The teacher would present a principle of buoyancy, such as the Archimedes Principle. With this knowledge as a base, students would generate hypotheses based on the principle (predict what attributes lead to greater buoyancy and test various objects, recording results, and adjusting predictions as needed.)	
Directed Reading & Thinking (D.R.T.A.)	When you want to develop prediction skills and motivate the reader to attend closely to story details.	<ol style="list-style-type: none"> 1. Choose an unfamiliar story that has plenty of action. 2. Break the story into three or four episodes. 3. Read the title to students. Ask what they think the story will be about. 4. Readers share orally or jot down their predictions. 5. Read or have students read the first episode. Ask students if their prescriptions are correct so far. Have them explain why. 6. Students share or record new, modified predictions. 7. Students read to the end of the next episode. Repeat steps 5 and 6 until the story is read. 	Did students make logical predictions? Did they notice significant details in the story? Did they use information from the story to confirm or correct predictions?
Echo Reading	When you want to help a student gain confidence and fluency when reading orally.	The teacher and the student read a passage aloud at the same time. This gives the teacher an opportunity to model reading with fluency and expression. If the student has specific oral reading difficulties (is unsure of words or ignores punctuation marks) he is able to follow the teacher's lead.	Is there improvement in fluency and expression on the text read with the teacher? Do skills modeled begin to transfer to other reading?
Essential Question	When you want your curriculum to be focused on the most important concepts of the subject in purposeful, organized, and well-planned learning activities.	<p>Use as a solid foundation when planning curriculum units. The following criteria are important elements: questions should be understandable by students, written in broad, organizational terms, reflect conceptual priorities, be distinct and substantial, be realistic for the amount of time allotted, and be posted in the classroom. (Adapted from Heidi Hayes Jacobs, <i>Mapping the Big Picture</i>.)</p> <p>Other features of essential questions recommended by Joseph Krajcik, et al, in <i>Teaching Project-Based Science</i>, are: Essential questions should be feasible, worthwhile, contextualized in real-life issues with real consequences, meaningful, sustainable, and drive problem-based inquiry and instruction.</p>	

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Excitement Map	When you want students to understand the concept of climax in a story.	<ol style="list-style-type: none"> 1. Draw a grid on a piece of poster board with 0 - 10 in descending order on the vertical axis, and leave the horizontal axis blank. 2. Give students 5 index cards. Ask them to record 5 important events in the story, one event per card. 3. On a second set of cards, ask students to draw a picture of each event. 4. Place event cards in correct sequence along the horizontal axis. 5. Have students decide which event in the story is the most exciting. Place the picture card above the event card and across from the 10 on the vertical axis. 6. Once the most exciting part is determined, have students discuss and place other picture cards to reflect level of excitement of remaining events. 	Do students correctly identify the climax of the story? Can they justify the ratings they give events? Is there evidence of rising and falling action? Can they clearly state their views during discussion?
Four Corners Map	When you want students to retell a story that has a problem and solution.	<ol style="list-style-type: none"> 1. Give each student a large piece of paper. 2. Have the students draw a large square in each corner of the paper so that there will be 4 squares drawn on the paper with a large area left in the center of the paper. 3. In the middle of the paper, the students should write the title and author, and they should draw an illustration to go with the title. 4. In the top left corner, the students should retell and illustrate the beginning of the story. 5. In the top right corner, the students should record and illustrate the problem found in the story. 6. In the bottom left corner, students should record and illustrate the solution to the problem. 7. In the bottom right corner, students should record and illustrate the end of the story. 8. In the area between the top two squares, students should list the main characters. 9. In the area between the bottom two squares, students should describe the setting. 	Teacher can develop a retelling guide indicating what should be included. (See Cooperative Retelling.)
Framed Paragraph	When you want students to organize and create well-formed paragraphs and essays.	<ol style="list-style-type: none"> 1. Explain to students the structure of the framed paragraph. The topic sentence is a general statement or opinion. Use from three to five examples to develop the topic or opinion. Use transitions when needed. Include a summary sentence at the end if you wish. Incorporate a variety of sentences: long and short, simple and complex. 2. Provide a frame such as the following and together write a response using the frame as a guide: Weather in Georgia is sub-tropical. First . . . Second . . . Then . . . It is hard to believe. 3. Have students develop their own topics for a framed paragraph. 4. Decide on transitions or prompts that will indicate supporting details and a conclusion. 5. Have students complete the paragraph and edit their drafts. <p>For a more detailed discussion of this strategy, see <i>Project CRISS: Creating Independence through Student-owned Strategies</i> (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), p. 130 - 131.</p>	Is student writing well-organized, with evidence of the effective use of transitions, variety of sentences, and a topic sentence and conclusion?
Frayer Model	When you want to help build vocabulary, activate prior knowledge, and clarify concepts.	<ol style="list-style-type: none"> 1. Write the vocabulary word or concept in the center of the form. Put the label "Definition" to the top left of the concept or vocabulary word, and the label "Attributes" to the top right. Label the bottom left of the form "Examples, and the bottom right "Related non-examples." 2. Students brainstorm to fill in the various sections of the form, based on what they know about the topic. 3. The definition may be the last section to be filled in. 4. As they read, students try to clarify any confusion about the concept. 	Are students able to clarify confusions about concept or vocabulary? Can students correctly use new vocabulary when writing about the topic?

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Graphic Organizers	When you want to provide students with ways to organize and transform information from one form to another. This strategy can be used before, during, or after reading or while organizing information for reports.	<p>There are many types of graphic organizers teachers may find useful, including: Concept mapping - a concrete representation of the relationship among ideas. Generally main ideas are in a shape in the middle of the page, with sub-headings at the end of "arms" coming off the central shape, and details stemming off of these arms. Power maps, Sequence maps, Venn diagrams are other types of visual or graphic organizers. For further details see:</p> <p>For a more detailed discussion of this strategy, see <i>Project CRISS: Creating Independence through Student-owned Strategies</i> (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), p. 58 - 69.</p>	Are students able to use the organizers to organize what they have read or will write? Do the organizers accurately and effectively organize the information to be learned or written?
Holistic Scoring Rubric for Evaluating Writing	When you want students to be more effective in helping classmates revise and edit written work. When you want students to realistically self-evaluate.	<ol style="list-style-type: none"> 1. Introduce students to the concept of a scoring rubric for written expression. Use sample writings to explain the different ratings for each area evaluated. 2. Allow students to practice scoring different writings. Discuss ratings given and reasons for those ratings. 3. Begin having students rate their own work and that of a peer. Compare student ratings to your ratings to help students become more proficient at recognizing levels of writing. 	Do students make good judgments when evaluating the work of their peers? Are they able to recognize examples of good writing? Do they begin to apply knowledge about criteria of good writing to their own work?
Hot Seat	When you want students to process literature or content area material.	<ol style="list-style-type: none"> 1. Divide students into groups. Each group is responsible for becoming "experts" on a topic. 2. One "expert" group goes to the Hot Seat. 3. Other students pose questions to the expert group. 4. The experts discuss together and reach consensus on the correct answer. The audience calls on one member of the group to answer the question. 	Do members of the expert group deliver accurate information? Can students debate from their different points of view? Can members of the class apply information obtained from other experts?
Hot Spots	When you want students to monitor their comprehension and highlight spots that cause difficulties.	Give students sticky dots to highlight areas of concern as follows: Green means speed up, comprehension is fine; yellow means slow down, this part is tricky; and red means stop, this part is hard. Stop, read again, and think about meaning.	Can students talk about how they knew to slow down or stop? Can they articulate strategies they use to solve problems?
Inductive Learning (AKA Dump, Lump, and Clump)	When you want students to make connections between and among essential elements of an idea so they can generate predictions, conclusions, or questions about the idea.	<ol style="list-style-type: none"> 1. Provide or have students generate a list of words related to a story, unit of study, questions, or problems. 2. Prepare a visual organizer for organizing the words. 3. Be prepared to provide students with an appropriate task, such as making a prediction, drawing conclusions, raising questions, or defining problems and possible solutions. 4. Ask students to group data according to common attributes. 5. Have students label groups with a word or phrase. 6. Ask students to see if they can combine any groups under more inclusive labels. 7. Have students consider other ways of grouping and labeling. 8. Have students complete the appropriate synthesis activity. 	Can students justify the groupings? Do labels explain common elements of the group? Are students able to complete the synthesis activity?

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Inquiry/Mystery Strategies	When you want students to use facts and observations to answer questions, solve mysteries, explain unusual phenomena, or answer riddles.	<p>How to use inquiry:</p> <ol style="list-style-type: none"> 1. Remember this is just a fancy name for "Twenty Questions. 2. Present an event or riddle for students. 3. Have students decide on an answer or explanation for the event or riddle. 4. Have students develop yes or no questions to verify or refute their solutions. 5. Make any necessary information readily available. Have students ask their questions. 6. Have students share and support their conclusions. <p>How to use Mystery:</p> <ol style="list-style-type: none"> 1. Present a problem, a strange phenomenon to explain, a secret that intrigues, a question that puzzles, or a riddle to be solved. 2. Provide clues for students to examine and interpret. Students may use Inductive Learning to help them organize clues, establish patterns, seek cause and effect relationships, make inferences, or draw conclusions. 3. Students form hypotheses based on the clues. They test, select and refine, and support a hypothesis. 	Did students follow the process? Were hypotheses sound? Did students use data to confirm or refute their hypotheses? Were appropriate questions asked? Were students able to see patterns and relationships? Could appropriate conclusions be drawn?
Interactive Writing	When you want to collaborate with young students to write meaningful text.	<ol style="list-style-type: none"> 1. Decide what will be written. In the beginning, it may be a simple list. 2. Model writing while establishing the routine. Students are encouraged to participate through questions: How many words in the sentence? Where do we start to write? Say the word slowly; what sounds do you hear? 3. Students are allowed to write letters and/or words as they become more comfortable with the process. 4. If an attempt is incorrect, the teacher can cover the incorrect word, write it correctly, and explain the error. 5. Teachers use interactive writing to teach concepts about print, sound/symbol relationships, language conventions, and how to plan and write texts. 	
Jigsaw	When you want students to read material from different points of view. When you want students to become "experts" about a part of a reading selection and to teach others what they have learned.	<ol style="list-style-type: none"> 1. Students are divided into heterogeneous teams. 2. For materials to be read, each student in the team is given a different expert form. This form explains the point of view from which to read. It may give the section of the total passage to be read and questions to be answered. 3. Each student completes the reading and does the tasks outlined on the expert sheet. 4. All experts who had the same role (one from each heterogeneous team) meet to discuss what they learned from the reading. 5. Experts then meet with the heterogeneous teams and take turns teaching their teammates about their topics. 	Can students do well on a quiz over all topics? Can students discuss or write about what they learned from each other? Can students communicate ideas to teammates? Do they demonstrate appropriate listening skills?
K-W-L or Finding a Starting Point	To activate prior knowledge before starting a new topic, book, or story. When you want to set purposes for reading. When you want to monitor what is learned.	<ol style="list-style-type: none"> 1. Introduce the topic or show the book cover or picture. 2. Brainstorm with students about what they already know about the topic. Record all responses on chart paper. Look for connections and link those facts together. 3. Label the chart "What We Know." 4. Make a new column or chart with the label "What We Need to Find Out" or "What We Wonder About." Record student responses. Include some of your own questions. 5. Read the material. 6. Refer to the chart created. Put a check mark by statements that were confirmed by reading. Check to see if any new questions were answered. Add new information to the chart under the heading "What We Learned." Decide if further research is needed. 	Did students recognize whether or not items recorded under "What We Know" were confirmed or refuted? Did they learn what you wanted them to learn? Did they read with the questions to be answered in mind? Were they able to answer those questions listed under "What We Need to Find Out?"

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Learning Logs	When you want to see self-reflection to deepen learning.	<ol style="list-style-type: none"> 1. Frequently model the process of keeping a learning journal in front of the class. 2. Continue this over a week or two, so that the students realize how you follow certain threads or themes and how this process answers YOUR questions over time. 3. Clarify expectations for entries: Date every entry. Make an entry every day. Require students to bring the learning journal to class every day. Sometimes it will be done for homework. First draft writing is all that is required. Mechanics are not the focus; thought is. Journals will not be graded, but will be read from time to time. Students will be asked to share entries at times. 4. Share some examples of learning journals. Provide time to practice writing in journals. 5. Continue modeling. Use student models. Suggest that students reread their journals so that they can see how their learning has grown and changed over time. 	
Literature Circles	When you want students to read books and discuss them in small, student-led groups.	<p>There are many different models for literature circles; thus, no one procedure is described here. Students discuss books in ways that support them for constructing understanding of the books. Both independent reading and group discussion practices are important to the success of this strategy. Daniels (1994) lists 12 key features and explains that good literature circles must have most, if not all, of these features. Note that some may be omitted when students are first learning to do literature circles.</p> <ol style="list-style-type: none"> 1. Students choose what they read. 2. Groups are small and temporary, based on the book to be read. 3. Different groups read different books. 4. There is a regular schedule for group meetings 5. Students use notes or drawings to guide reading and discussion. 6. Discussion topics are student-generated. 7. The group meetings are meant to be open, natural discussions of books. 8. Students should rotate any roles. 9. The teacher facilitates the process, but is not a group member. 10. Students self-evaluate. Teachers evaluate by observing. 11. Everyone should have fun. 12. When books are finished, new groups are formed to read different books. <p>Reference: Daniels, H. (1994) <i>Literature Circles</i>. York, Maine: Stenhouse Publishers.</p>	
Making Words	When you want students to practice with letter-sound relationships and learn how to look for patterns in words.	<ol style="list-style-type: none"> 1. Decide on a word that will be the focus of the lesson (example: baseball). 2. Choose small words that can be made from the letters in "baseball" and that illustrate a spelling pattern. 3. Students receive the letters needed to spell "baseball." 4. The teacher tells students how many letters to use and what words to make. Letters are added or substituted, or the order is changed for each new word. Finally students use all letters and make the word "baseball." 5. After students spell each word at their seats, one student comes up to make the word using large letter cards displayed in front of the class. 6. Words should all be written on index cards so they can be grouped in various ways. 	Students receive immediate feedback about correct responses. The teacher observes for specific skills.

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Metaphorical Expression or Analogy Graphic Organizer	When you want students to think imaginatively about a previously learned topic or new topic through the use of a metaphorical activity.	<ol style="list-style-type: none"> 1. Establish the purpose of the lesson. 2. Choose an appropriate analogy. Direct analogies help students understand a difficult concept (something strange) by comparing it to something familiar. Personal analogies help students describe how it feels to identify with a concept, process, or thing. 3. Decide how students will share their conclusions. 4. Set the stage by sparking student interest in the activity. 5. Examine the appropriate content. 6. For both parts of the analogy, students should list specific descriptions and understandings. 7. Have students look for similarities. Also look for ways the two parts are different. <p>The teacher and the student read a passage aloud at the same time. This gives the teacher an opportunity to model reading with fluency and expression. If the student has specific oral reading difficulties (is unsure of words or ignores punctuation marks)</p>	Is the student able to describe both parts of the analogy? Does the student see relationships, ways the two are alike? Can the student also describe ways they are different? Does the student demonstrate understanding of the new or difficult concept in other application activities?
Modeled Writing	When you want to demonstrate the writing process or a new genre of writing for students.	<ol style="list-style-type: none"> 1. When introducing a new genre, be sure students have been immersed in the genre through readings. Text-tapping to discover characteristics of the genre is also helpful. 2. Sometimes you will model general aspects of writing, such as: stages of the writing process; how to identify audience and purpose; how to choose a genre; how to obtain knowledge of words; how to choose vocabulary; how to use books as models; revising and clarifying ideas; proofreading; getting the spelling right. 3. As you write the first draft on the overhead or on a chart, be sure to think aloud. Demonstrate how you solve problems you encounter as a writer. 4. When you have finished modeling, provide students an opportunity to write the same genre or do the same task. 5. Model often. Allow students to model for each other. Be a co-learner. 	
Morning Message	When you want students to practice specific reading or spelling skills in a quick and easy way.	<ol style="list-style-type: none"> 1. Write a message to students and have it available as they come into the room in the morning. It might be on a chart or on the overhead. Messages might be about units of study, events of the day, or perhaps a coming mini-lesson. 2. Omit items from the story. Examples: beginning sounds, vowels, word endings, specific vocabulary, parts of speech. 3. Read the passage together and fill in the blanks. Reread the completed message. 	Do students make logical predictions about missing elements? Are they able to recognize errors and correct them based on the context of the passage? Are students applying skills that have been taught?
Museum	When you want students to share projects, math models, personal writing, art.	<ol style="list-style-type: none"> 1. Split the group in half. 2. Designate one group to be the Museum Curators, who will stay with their projects and explain them to Museum Visitors. 3. The other students are the Museum Visitors. They rotate to view the projects on exhibit. 4. Once Visitors have viewed all projects, students switch roles and repeat the process. 5. After a presentation, students should try to remember AQS. Say something you "A<u>ppreciate</u>", ask a "Q<u>uestion</u>," and "S<u>uggest</u> an improvement." 	Did Curators give clear explanations of their projects? Did they respond appropriately to questions or suggestions? Did Visitors demonstrate appropriate listening skills? Did they ask questions and make suggestions in a polite manner?

TEACHING STRATEGIES GLOSSARY

Word	When to Use	How to Use	How to Evaluate
News and Views	When you want to expose students to current events and provide them with opportunities to use higher order thinking skills.	<ol style="list-style-type: none"> 1. Choose an article from the newspaper or a classroom publication. It helps to choose a topic with more than one point of view. 2. Write a brief summary and one or more thought-provoking questions. 3. Bring the group together and copy your summary on chart paper. Students read along as you write. Stop occasionally to see if they can predict the next word. 4. Read the summary aloud. Be sure students understand any difficult vocabulary. Mini-lessons on grammar skills could also be done at this time. 5. Put students in small groups to discuss the article and the question(s). 6. Conduct a group discussion. Record student ideas on the chart with the summary. Ask students to defend their positions. 7. For homework, send the news summary home. Ask students to discuss the story and record someone else's opinion. 	Do students use effective oral communication skills in both small and large group discussions? Can students state and defend their opinions? Are they able to respect different points of view? Do they demonstrate an understanding of the issue?
Peer Practice or Reciprocal Learning	When you want students to practice previously presented skills and information while developing helping skills.	<ol style="list-style-type: none"> 1. Design parallel worksheets to cover the information and/or skills. Include clues to help the coaches. 2. Introduce the idea of the player and coach roles to the students. It will help if you role-play for students so they can see good coaching in action. 3. Give ground rules. The teacher is the Supercoach. Hints from the teacher are given to the coaches, not to the players. The teacher is the facilitator. 4. Observe student behaviors. Watch for specific needs in terms of content instruction and interaction skills. 5. Process the activity with students once it is completed. Look for content problems experienced by many students. Give hints on studying for upcoming tests. Also discuss how students felt about the activity. 	How well did they work together? How could they improve? How did players show appreciation to coaches? Did students demonstrate understanding/mastery of the material?
Power Draw/Write	When you want students to create visual images and/or remember details about a passage.	<ol style="list-style-type: none"> 1. Provide an outline drawing that represents a main idea (for example, a ship if reading about an explorer.) 2. Students draw pictures or write words inside the outline. This is done quickly as ideas come to mind. 3. Students may record as the passage is read or after the reading is completed. 4. If students record after the reading, there should be a time limit to keep the focus on ideas, not perfect drawing. 	Did students identify key ideas? Did details recorded relate to the main idea? Can students use the outline to help them discuss or write about the topic?
Power Notes	When you want students to differentiate between main ideas and details (easier for students to use than outlining.) Power notes can also be used to help students develop well-structured power paragraphs.	<ol style="list-style-type: none"> 1. Main ideas are power 1 ideas, while details are either power 2's, 3's, or 4's. Students can then use powers as an organizational tool for reading, writing, and studying. 2. Instruct students by providing them with the following: Power 1: Main Idea; Power 2: Detail or support for power 1; Power 3: Detail or support for power 2. 3. Start working with power notes with words, rather than sentences or ideas. Use examples such as: Power 1: Animals; Power 2: Dog; Power 3: Collie; Power 3: German Shepherd; Power 2: Cat; Power 3: Siamese, etc. 4. Work with the concept by providing the Power 1's such as TV shows and movies, along with two identical Power Structures on the board: 1, 2, 3, 3, 2, 3, 3, 2, 3. Divide the class into teams and have them race to the board to fill in the different items, in order from top to bottom. As a group, check the winning team to be sure they really won. When students are comfortable with the power structure, choose power 1's from your content area. This can be used for review or to bring out background knowledge. <p>For a more detailed discussion of this strategy, see <i>Project CRISS: Creating Independence through Student-owned Strategies</i> (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), p. 27 - 29.</p>	Are students able to differentiate between main ideas and details? Are they able to write effective and well-organized paragraphs and essays? Once students have internalized structure, they will no longer need to follow the power notes procedure so closely.

TEACHING STRATEGIES GLOSSARY

Word	When to Use	How to Use	How to Evaluate
Practice Summarization	When you want students to improve comprehension by summarizing small sections of a reading passage.	<ol style="list-style-type: none"> 1. Decide ahead of time where in a passage students will stop and summarize and how they will summarize what they have read. 2. Students pause at set places in the text and write a one-sentence summary. 3. Students pause at set places in the text and generate some sort of visual of the information (for example, complete a chart). 4. Students pause at set places in the text and draw a sketch to summarize information. 	Do students accurately summarize what they read? Are sentence summaries in students' own words, not copied from the text? Are students able to use summaries to help them discuss the text?
Question-Answer-Relationships or QARs	When you want to give students tools to help them know how to locate information and make decisions about use of the text and background knowledge when answering questions.	<ol style="list-style-type: none"> 1. Questions are developed for each type of QAR. In the Book QARs: <u>Right There</u>: Text Explicit. The answer is in the text and is usually easy to find. The words used to make up the questions and words used to answer the question are Right There in the same sentence. <u>Think and Search</u>: Text Implicit (Putting It Together) The answer is in the story, but you need to put together different story parts to find it. Words for the question and words for the answer come from different parts of the text. In My Head QARs: <u>Author and You</u>: Script Implicit. The answer is not in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together. <u>On My Own</u>: Script Implicit. The answer is not in the story. You can even answer the question without reading the story. These are often pre-reading questions that ask you to think about what you will read based on your own experience. 2. Explain the different types of QARs and provide adequate modeling of how to decide on the question type. Also model how this information helps you go about answering a question. 3. Provide opportunities for supervised practice with immediate feedback. 	Can the students correctly identify the types of QARs? Can they explain how to go about making the decision? Can they explain how to answer the questions? Are answers correct? Does the student apply the strategy in a variety of contexts?
Radio Reading	When you want students to read orally and discuss assigned material in class.	<ol style="list-style-type: none"> 1. Before the lesson, assign parts of the passage to individual students. 2. Students practice reading the material and develop two "fat" discussion questions. 3. In class, students take turns reading assigned passages aloud and then leading discussions about their questions. 4. If you would rather have students work in small groups, assign groups and divide the passage among group members. 5. Students follow the same procedure described above, but they take turns reading and leading discussion in their small groups. 	Are readers/discussion leaders prepared? Did students who were listening respond appropriately to questions based on the materials read? Are discussion questions "fat" questions that the group can talk about? Are students able to apply knowledge gained from the discussions?
RAFT	When you want students to think about some content from a humorous or different perspective and then write about it. RAFT gives students the opportunity to decide on an audience and purpose. It also requires them to understand the topic they are writing about.	<p>RAFT includes: R: Role of the writer (Who are you? Use your imagination. You could be a rat on Magellan's ship.) A: Audience (To whom is this written? To Magellan's crew?) F: Format (What form will this take? Letter? Poem? Journal Entry? Impassioned Speech?) T: Topic + strong verb (Intent: Persuade a corporation, request cooperation from neighbors, persuade starving crew members not to have you for dinner.)</p> <ol style="list-style-type: none"> 1. Students may be more successful learning the strategy if their first attempts (after adequate teacher modeling) are done in small groups. 2. Explain all components as you model use of the strategy. 3. Brainstorm topics based on areas of study in the classroom. 4. Together with students, develop lists of possible roles, audiences, formats, and strong verbs for each topic. 5. Choose one topic and model the process again. 6. Choose another topic and guide students as they work through the process. 	Do students demonstrate appropriate content knowledge? Is language use/word choice appropriate for the indicated strong verb? Are the audience and purpose clear?

TEACHING STRATEGIES GLOSSARY

Word	When to Use	How to Use	How to Evaluate
Reader's Theater	When you want students to practice reading orally with fluency and expression.	<ol style="list-style-type: none"> 1. Participating students are seated at the front of the room. 2. Students should have been assigned parts of the passage to be read. They should have had ample time to practice their parts. 3. The passage should be read with good expression, like an old-fashioned radio show. 4. Teachers may want to provide microphones if available. 	Do students read fluently? Do they use appropriate voice inflection? Can you tell from listening how characters are feeling?
Reading for Meaning or Anticipation Guides	When you want to spark student thinking about a topic or story line before they read a selection. When you want to help students interpret what they read and find main ideas.	<p>Prepare a set of statements which will guide student thinking. These may take several forms:</p> <ol style="list-style-type: none"> a. Anticipation Guides: Use statements that challenge or support preconceived ideas students might have about the topic. Students either agree or disagree, based on background knowledge and experiences. Opinions are offered and supported during discussion. After reading, students repeat the activity to demonstrate when and if misconceptions have been corrected. b. Reading for Meaning-Mastery Statements: When students are having trouble understanding at a literal level, use mastery statements. Write statements that are paraphrases for 4 to 5 sentences in a selection. Students must find the matching sentences while reading the passage. c. Reading for Meaning - Understanding Statements: When students are having trouble identifying main ideas, use understanding statements. Write 3 to 6 statements that reflect main ideas or themes. At least one or two statements that do not reflect the main ideas should be included. Students identify main ideas and prepare to defend their answers. 	In discussion, can students use evidence from the text to support their views? Can students understand points of view other than their own? Can they find sentences that have been paraphrased? Do they identify main ideas?
Reading from Different Perspectives	When reading about something that could be controversial or could be interpreted in different ways.	<ol style="list-style-type: none"> 1. Select perspectives or roles. 2. Assign student groups to each perspective or role. 3. Develop a visual organizer for or with students so ideas and data can be recorded during reading. Possible ideas to consider: the needs and concerns you have based on your role, your reaction to specific statements in the text. 4. Students read recording data and ideas based on the assigned role. 5. Each group meets to share perspectives and reasons for those views. The group develops a summary position statement. 6. Whole class meets and each group shares. 7. A follow up could include a compare and contrast of the different views. 	Can the student maintain the assigned role? Is evidence provided from the reading to support views stated? Does the student listen respectfully to different points of view? During oral discussion, are ideas clearly stated?
Reading to Remember Everything	When you want to improve students' comprehension skills and help them summarize a passage.	<ol style="list-style-type: none"> 1. Assign a part of a text for students to read silently. 2. State the purpose: "I want you to read to remember everything you can." 3. After reading the passage, students close the book. 4. As a group, students brainstorm everything they remember. Record the responses, but do not allow questions, explanations, comments, or questions at this time. 5. Students study the list to find repetitions, inconsistencies, and omissions. Any questions are answered. 6. Use Inductive Learning to categorize the information and construct an outline. 7. From the outline, write a summary of the passage. 	Are students able to recall important ideas from the text? Look for improvement over time. Do they recognize incorrect or inconsistent information? Can students justify the way they suggest categorizing information? Can they come up with labels that make these reasons clear?

TEACHING STRATEGIES GLOSSARY

Word	When to Use	How to Use	How to Evaluate
ReQuest	When you want to help students learn to ask questions about a text.	<ol style="list-style-type: none"> 1. Select a passage that is unfamiliar to students and that has plenty of action and an engaging title. 2. Read the title and have students predict what it could be about. List answers. 3. Allow students to ask questions about the story so far and about the predictions so far. Answer using only the information provided in the text. Students can modify their predictions. 4. If the text does not state the answer explicitly, tell students you don't know or that it is not important to understanding the story. Students can ask "Do you think" questions, and then it is acceptable to give an opinion. 5. Read the next section and repeat steps 4 and 5. Continue until you have completed the passage. 	Can students generate reasonable questions that help them prove or refute their hypotheses? Do students change predictions based on information they receive?
SQ3R	When you want students to read and study a selection, particularly a chapter in a textbook.	<ol style="list-style-type: none"> 1. S: Survey Read the introductory paragraph, headings, sub-headings, captions, and graphics, and study questions. 2. Q: Question Turn headings and sub-headings into questions beginning with words like Who, What, Where, Why, How, List, or Name 3. R1: Read Read the information under the first heading/sub-heading and answer the question. 4. R2: Record Record the answer to the question. 5. R3: Review After reading and recording answers to 3 or 4 questions, review your work. Cover answers and ask yourself the questions. Continue until the chapter is completed. 	Does the student demonstrate knowledge of the chapter in discussions, projects, and/or tests?
Story on a Rope	When you want children to work collaboratively to retell or create a story.	<ol style="list-style-type: none"> 1. A piece of rope is used to join students in the telling of a story. 2. The teacher has a piece of rope. Students come and take hold of the rope when they are ready to add to the story. 3. The activity can be done to retell a story the class has read or to create a new story. 	Do students pick up the thread of the story and continue in a way that makes sense? Are events in retellings properly sequenced? Do students demonstrate that they have been listening to students who preceded them?
TAG	When you want students to use a peer editing technique to improve editing/writing skills.	T - Tell what you like. A - Ask questions. G - Give suggestions.	Does student writing reflect the effective use of peer editing techniques?
Task Rotation	When you want students to work in all four learning styles. When you want students to try things that are hard for them as well as things that are easy for them.	<ol style="list-style-type: none"> 1. Determine content to be used. 2. Develop questions in each of the four learning styles: Sensing-Thinking (Gold); Sensing-Feeling (Blue); Intuitive-Thinking (Green); Intuitive-Feeling (Orange) 3. Provide data students may need. Explain student responsibilities. Have students do all 4 activities and keep notes about their responses. 4. Discuss responses with students. Be sure to help them see relationships among the 4 types of data. Allow students to generate other questions/activities that might have helped clarify content. 5. Lead discussion of student preferences for types of activities. Discuss what was easy or difficult and what could help make difficult questions easier. 	Do students attempt all four activities? Do they use appropriate strategies to help with questions that are "not their style?" Do students become resources for others when questions are in their preferred style? Do students become more confident and capable when working out of their preferred style?

TEACHING STRATEGIES GLOSSARY

Word	When to Use	How to Use	How to Evaluate
Text-Tapping	When you want to tap into students' prior knowledge of a genre they have read in order to write effectively in that genre. To help students understand the roles that the purpose, audience, and situation play in shaping the structure of the text they are writing.	<ol style="list-style-type: none"> 1. Immerse students in the genre. Use samples that clearly illustrate the characteristics of that genre. 2. With the whole group, discuss and make a chart of features which are characteristic of that genre. 3. Read other texts to confirm or question the features listed on the chart. 4. Teacher modeling of use of the features listed on the chart to write in the genre is a powerful instructional technique. 5. Allow students to write a draft independently. Then let them share and compare their attempts in pairs or in small groups. 6. Have students highlight use of important features. 	Based on the features chart generated by the class, the teacher could easily develop a scoring rubric. Look for evidence of identified features in the writing done by students.
Think Aloud	When you want to explicitly model a specific strategy in order to demonstrate how skilled readers solve problems as they read.	<ol style="list-style-type: none"> 1. Select a passage that fits the strategy you wish to model. 2. As you read, stop and "think aloud" to demonstrate what goes through your mind as you try to use the strategy. 3. Examples of points to model: A. Making predictions - state predictions and reasons for them. As you read, confirm or change your predictions. B. Describing pictures - As you develop mental images, describe those pictures you get in your head. C. Making connections - text-to-self (how the story relates to you); text-to-text (how the story relates to other stories you have read); text-to-world (how the story relates to real life.) D. Problem solving - figuring out unknown words; asking questions to clarify meaning; reading and thinking through comprehension difficulties. 	
Think-Pair-Share	When you want to ensure participation by all students while reducing risk for those reluctant to share ideas during a lesson.	<ol style="list-style-type: none"> 1. Think: Pose a question. Allow quiet, individual "think" time. 2. Pair: Allow students to share and discuss responses with one other person. 3. Share: Call on individuals to share with the whole group. 	Are all students sharing ideas with a partner? Are more students willing to share ideas with the whole group?
Two column notes	When you want students to organize main ideas and details from subject are reading assignments.	<ol style="list-style-type: none"> 1. Main idea-detail notes: Students divide papers into two columns, recording main ideas in the left column and details on the right. Main points can be worded as questions or as key words. To use as a study guide, cover the information on the right and test selves with the information on the left. 2. Opinion-Proof Notes: students use to construct an argument with evidence; students write opinions on the left and use the right-hand column for recording evidence. Then use these notes to develop persuasive writing. Start with paragraph writing, then use to develop longer papers. 3. Hypothesis-proof notes: help students to think like a researcher, with a hypothesis on the left and proofs listed on the right. Add a section below the two columns with comments on their notes. 4. Problem-solution notes: Students list 4 questions on the left-hand side: A) What is the problem or issue? B) What are the effects of the problem? C) What are the causes of the problem? D) What are the solutions to the problem? The answers are recorded on the right portion of the page. This method is particularly effective for analyzing social issues, ecological issues, current events, and conflict in short stories. 5. Process notes: used to help students work through the steps of problem solving in math and in conducting science experiments. Steps of the process are written on the right, with information, notes, diagrams, etc. <p>For a more detailed discussion of this strategy, see <i>Project CRISS: Creating Independence through Student-owned Strategies</i> (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), p. 82 - 99.</p>	Do students notes reflect a coherent organization of content or the process they are using?

TEACHING STRATEGIES GLOSSARY

Word	When to Use	How to Use	How to Evaluate
Venn Diagram	When you want students to compare and contrast two or more concepts, characters, and events.	Model for students by selecting two concepts they are familiar with, such as Spiderman and Batman. Draw two large circles or ovals that overlap in the middle. Have students identify the traits that they share, and jot down similarities in the space where the two circles overlap (items might be: they both help people in trouble, they both have superpowers, etc.). Then list differences in the specific circle identified as Superman's qualities (has a Batmobile, is allergic to kryptonite, came from another planet, etc.), and another list in Batman's circle (propels himself on giant webs that shoot from his hands, was an orphan, etc.)	Examine students' Venn diagrams to see that they have correctly categorized attributes according to whether they are specific to one concept or shared by all. Can students construct their own Venn diagrams as an organizational and study tool, and as a writing planning tool?
Vocabulary Deduction Strategy	When you want to activate prior knowledge about the vocabulary in a text. When you want students to use the text to figure out the meaning of vocabulary words.	<ol style="list-style-type: none"> 1. Set the scene for reading by sharing the cover of the book and discussing ideas the students have about the topic. 2. Have students list key words they "predict" will be in the text, then label two columns beside the list as "Definitions 1" and "Definitions 2." 3. In the Definitions 1 column, students try to define the words from their own prior knowledge. 4. In the Definitions 2 column, students will revise definitions based on what they learned while reading the book. 5. As students read the text, they should: a) check to see if predicted words are in the text; b) check the definitions they have written. If definitions need to be revised, students should do this in the Definitions 2 column. 6. Students should also list and define from the text any key words not originally predicted. 	Do students have adequate prior knowledge to proceed with this activity? Are students able to define words within the context of what they know about the topic? If predicted definitions are incorrect, are students able to recognize and correct errors based on the text?
Vocabulary Overview Guides	When you want students to learn specific vocabulary related to a topic and category in a selection.	<ol style="list-style-type: none"> 1. Generate at least 4 vocabulary words. Students will work with words either during or after reading. 2. Students record the main topic and category to which words belong. 3. They find or construct a definition for each word. 4. They come up with a clue that will remind them of the meaning of the word. 	Are definitions correct? Can students use the new vocabulary correctly when writing about the topic?
Word Walls	When you want to focus on high frequency words, word families, or specific vocabulary.	<ol style="list-style-type: none"> 1. Find a location in the room for displaying words. 2. Many teachers put up cards, one for each letter of the alphabet. 3. As words are introduced and studied, they are added to the word wall under the correct letter (the first letter in the word.) 4. Students can read the wall. They can refer to the wall when they are unsure of how to spell a word. 5. Teachers can devise activities to help students remember words on the wall and recognize them in texts. 	Do students refer to the wall to help with spelling? Do words on the wall become easily recognized sight words?