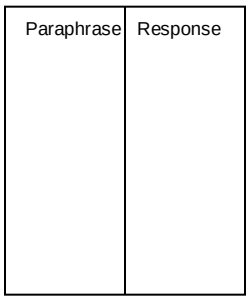
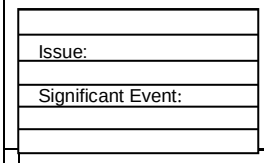
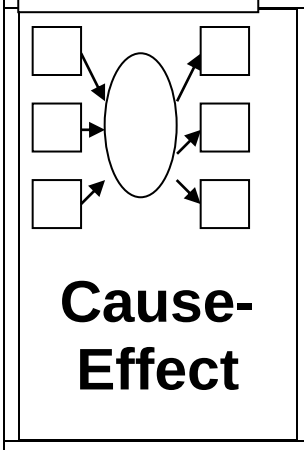
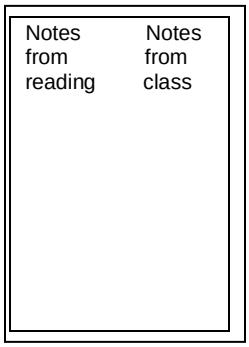
Strategies

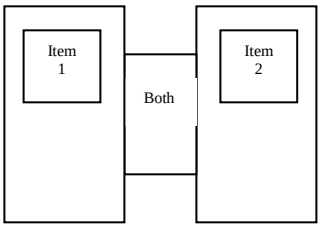
Reading

Read Talk Write	**Read Talk Write** is a strategy that involves a very structured process of individual reading, followed by a pair talk and finishing with a written summary of what was read. • Choose a short selection of text for students to read (part of a chapter, a few pages, a stanza) • Put student in pairs are assign each one either the letter A or B.l • Have student silently read the text for 2 minutes (or longer depending on the reading selection and student abilities) • Have the letter A talk about the reading for one minute, Letter B listens and does not interrupt. • Switch the process, allowing student B to speak for one minute. • Students now write down a summary of what they read and heard (they do not refer to the text during this time) • Repeat the process for the next section of reading (alternate which student speaks first as you go through the process)
List / Group / Label	**List/ Group Label** is a strategy that helps students activate prior knowledge and develop critical and inductive thinking skills. When choosing words for this strategy you should identify no more than 25-30 words that represent key concepts and put them on a list in random order. There words should fit into multiple categories, and some of them should be unfamiliar to students. Organize students into small groups, and give them the words that they will be grouping. Students will then create groups of words by sorting words that they think go together. Once finished the groups should be encouraged to share their thinking. Why did they group the words this way? What do they think the topic is? After the whole group discussion and reading of the article, have the small groups go back and make any changes they wish to their original groupings.

Note Taking

R E C A L L **NOTES** **SUMMARY**	**Cornell Note-Taking:** This is a useful tool for students as they begin to read textbooks, primary and secondary resource materials, or any other assigned reading where specific content information should be gathered and organized for future use. For more information, see: Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston

Sticky Note	**Sticky Note Annotation:** This note-taking method is an alternative when students are not allowed to write in their textbooks. Students will need a sticky note type pad of paper. As students read assigned textbook material, they should write in their own words important concepts, key terms, major dates, or issues of note on the removable notepaper. These sticky notes can be placed directly in the text for quick reference. When reviewing reading materials, the sticky note can be a valuable tool for summarizing large quantities of information. Sticky notes can be easily removed for class discussion, essay writing, or exam review.
	**Dialectical Journal:** This is a double-entry journal that provides a "paper trail of students' thoughts" as they read text. In this journal, students essentially have a dialogue with their reading material. In the left column, students briefly paraphrase an idea from the text. In the right column, students write their response to the idea. Responses could include stating and defending an opinion, posing and explaining a question, or connecting the text's content to other people, events, literature, or ideas. For more information, see: Berthoff, A.E. (1982). *Forming, thinking, writing: The composing imagination*. Boynton/Cook: Portsmouth, NH.
Concept Card 	**Concept Cards:** Using note cards, students can identify major issues, characters, and events and may determine the significance and impact of these events. This method allows student practice in gathering, summarizing, comparing, contrasting, and analyzing information regarding a person, time period, or issue.
	**Graphic Organizers:** Using graphic organizers, students can categorize and organize information that they read in a meaningful format that is useful for analysis. Teachers can use these visual tools for explanations and review. Teachers and students can create their own or use blank structures found in most textbooks to show cause-effect, compare-contrast, sequencing, whole-part, and other concepts.
	**Half-Page Solution:** As students are required to read assignments of greater length for greater depth, it is important for them to make productive use of time spent in reading and note-taking. This strategy assists students in gathering information from a secondary source such as a textbook assignment and merging it with class discussion or lecture. Students fold a sheet of paper in half, placing "Notes from Reading" and "Notes from Class" as headings of the two resulting columns. On the left side of the page, students take selective notes indicating only the most significant information from a text or other reading assignment. As the instructor facilitates class discussion, the students decide what information not previously recorded should be added and include this information in their own words on the right side. This technique helps the student learn to take a large quantity of information and synthesize it for future use.



H Chart: An H Chart is similar to a Venn Diagram and is used to compare and contrast two items. Columns are labeled for students to fill in with the appropriate information. Students then complete a conclusion statement below the chart.

Opion-Proof (This can be adapted to a Claim / Evidence chart)

Opinion-Proof is a particular application of 2 column notes. It's designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied (or based on research that a student has done).

Two columns are set up for the basic Opinion-Proof chart. Label the left column "Opinion". Label the right column "Proof". Whatever opinion the teacher assigns or which students choose themselves is written in the left column. Then, support for that opinion is culled from the text, video, newspaper, story, or other source of content. Students can then use their Opinion-Proof charts to write a persuasive essay, compose an editorial suitable for a newspaper, or to prepare themselves for a classroom debate, among other things.

Opinion	Proof
President Truman was justified in resorting to the use of the atomic bomb in the final days of World War II.	• The Japanese government and military had committed to fight to the last man. • The alternative to atomic bombing was an invasion of Japan, which would have resulted in enormous numbers of casualties among U.S. troops. • The United States was in a race to develop atomic weapons and had no idea whether or if the Japanese were also developing their own weapons of mass destruction.

Organizing

S: sender-receiver relationship

M: message (summary)

E: effect (desired effect)

L: logic

L: language

SMELL: This strategy introduces the skills of constructing and evaluating arguments and using primary and secondary documents to analyze point of view, context, and bias. SMELL: it is especially appropriate for in-depth analysis of persuasive documents. Instructors are encouraged to go beyond the literal in showing students how to use this strategy in analysis. Elements include:

Sender-Receiver Relationship: Who are the sender and receiver of the message and what is their relationship?

Message: What is the literal summary of the content?

Effect: What emotional strategies does the author use?

Logic: What is the rationale used by the author?

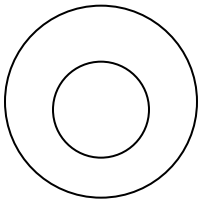
Language: Why did the author choose the language and style used in the argument?

Analyzing

S.O.A.P.S.Tone	**S.O.A.P.S.Tone – Analyzing point of view** **S**peaker: Is there someone identified as the speaker? Can you make some assumptions about this person? What class does the author come from? What political bias can be inferred? What gender? **O**ccasion: What may have prompted the author to write this piece? What event led to its publication or development? **A**udience: Does the speaker identify an audience? What assumptions can you make about the audience? Is it a mixed in terms of: race, politics, gender, social class, religion, etc.? Who was the document created for? Does the speaker use language that is specific for a unique audience? Does the speaker evoke: Nation? Liberty? God? History? Hell? Does the speaker allude to any particular time in history such as: Ancient Times? Industrial Revolution? World Wars? Vietnam? **P**urpose: What is the speaker's purpose? In what ways does the author convey this message? What seems to be the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker's tone? How is this document supposed to make you feel? **S**ubject: What is the subject of the piece? How do you know this? How has the subject been selected and presented by the author? **Tone**: What is the author's attitude toward the subject? How is the writer's attitude revealed? The tools a writer uses to create are diction, figurative language, characterization, plot, theme, structure
TPCASTT	**TPCASTT:** This is an effective strategy for analyzing poems or other literary works. It is an especially useful tool for getting students to start thinking about the reliability of different historical sources. Frequently, poems will contain a popular version of history that students can evaluate critically using information in their text or from other sources. **Elements of analysis**: **T: Title** — What does the title mean literally? Complete this before reading the poem. **P: Paraphrase** — After reading the poem, what does it mean literally in your own words? (This can be very difficult when a poem has abstract meaning.) **C: Connotation** — What does the poem mean beyond the literal? **A: Attitude** — What are the feelings expressed by the author? **S: Shifts** — What changes in speakers and attitudes occur in the poem? **T: Title Interpreted** — What does the title mean beyond the literal? **T: Theme** — What is the poet saying?
P.A.T.T.R.	**P.A.T.T.R. For Analyzing Rhetoric** **P**urpose: Identify the author's purpose in writing; i.e., to persuade, to inform, to describe, to narrate. The writer may use one or all of three strategies -- • **pathos** (emotional appeal) non-logical, senses, biases, prejudices, connotative language, euphemism, figurative language, friendly • **logos** (logical appeal) inductive deductive, syllogisms, enthymeme claims, evidence, testimony, quotes, facts, authority • **ethos** (ethical appeal) intelligence, virtue and good will; appeals to morals or prudence **A**udience: Identify the author's intended audience, i.e., what readers would be more likely influenced and open to this writing. **T**one: Identify the author's attitude toward the subject and the audience, as expressed

	through devices like diction, imagery, details, language, and syntax. Be alert to the possibility of irony and satire. **T**heme: Consider theme as an abstract concept coupled with an observation about life and human experience. Avoid theme statements that are too simplistic, judgmental, or moralizing, specific to the plot or characters of the particular writing, or include absolutes like *anyone*, *all*, *none*, *everything*, *everyone*. **R**hetorical devices: any device which persuades the audience to agree with the author • **analogy**—making clear a concept by showing similarity to a more familiar conc • **assertion**—suggestion for consideration as true or plausible • **antithesis**—statement OPPOSED to another assertion • **anticipate an objection**—addressing an objection before anyone else can rais objection • **concession**—an acknowledgement of objections to a proposal • **direct address**—speaking directly to another • **rebuttal**—final opposition to an assertion, disproving or refusing • **red herring**—a statement that draws attention from the central issue • **reduce to the absurd**—to show the foolishness of an argument • **rhetorical question**—asking a question without desiring a response • **specious reasoning**—having only apparent logic, not true logic but presented (see other side of handout) • **under/over statement**—saying considerably more or less than a condition war usually to be ironic
S.O.L.L.I.D.D.	**S.O.L.L.I.D.D. Analyzing rhetorical elements & author's style** **S**yntax: Sentence structure **O**rganization: The structure of sections within a passage and as a whole.Movement in the passage between tones, ideas, defining literary/rhetorical strategies **L**iterary Devices: Metaphor, simile, personification, irony (situational, verbal and dramatic), hyperbole, allusion, alliteration, etc. **L**evels of Discourse: Cultural levels of language act, with attendant traits (does the narrator's voice represent a particular social, political, or cultural viewpoint or perspective?) **I**magery: Deliberate vivid appeal to the audience's understanding through the five senses (visual, auditory, tactile, olfactory, gustatory) **D**iction: Word choice and its denotative and connotative significance **D**etail: Descriptive items selected for inclusion. Concrete aspects of the poem or passage. What is included; what is omitted
Overview **Parts** **Title** **Interrelationships** **Conclusion**	**OPTIC:** Optic is an organized approach for teaching students how to read visual or graphic text closely. As noted in *How to Study in College* (2001) by Walter Pauk, the five letters in the word OPTIC provide a mnemonic device to remember the five key elements in analyzing a visual. **O** is for Overview. o Conduct a brief overview of the main subject of the visual. **P** is for Parts. o Scrutinize the parts of the visual. o Note any elements or details that seem important. **T** is for Title. o Read the title or caption of the visual (if present) for added information. **I** is for Interrelationships. o Use the words in the title or caption and the individual parts of the visual to determine connections and relationships within the graphic. **C** is for Conclusion. o Draw a conclusion about the meaning of the visual as a whole. o Summarize the message in one or two sentences. OPTIC can be used with any visual or graphic text, including photographs, diagrams, charts, and fine art. For more information, see: Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston

Discussing

	**Inner/Outer Circle:** This technique can be used to develop students' understanding of concepts while practicing higher-level questioning. This method gives students the responsibility for running a structured classroom discussion. To prepare for the activity, the teacher assigns a discussion-worthy reading assignment. In addition, the teacher instructs students in writing higher-order questions that go beyond simple knowledge-based and comprehension questions to ones requiring greater application, analysis, synthesis, and evaluation. Students write three to five critical-thinking questions. For discussion, students are seated in two concentric circles. As the activity begins, the inner circle discusses and answers questions posed by the outer circle, while the outer circle listens, takes notes, and poses prepared questions. Roles then reverse. The teacher is a non-participating observer.
Socratic Seminars	**Socratic Model:** Socratic seminars typically consist of 50- to 80-minute periods. In groups of 25 or fewer, students prepare for the seminar by reading a common text (*e.g.*, a novel, poem, essay, or document) or viewing a work of art. The teacher poses questions requiring students to evaluate options and make decisions. In Socratic seminars, students must respond with a variety of thoughtful explanations: they must give evidence, make generalizations, and tell how the information is represented for them. In other words, they must engage in active learning. The assumption is that when students actively and cooperatively develop knowledge, understanding, and ethical attitudes and behaviors, they are more apt to retain these attributes than if they had received them passively.
Think **Pair** **Share**	**Think-Pair-Share:** This discussion strategy ensures that each student is an active participant in a learning situation. ○ The teacher provides something for the students to *think* about, often asking students to write down their ideas as evidence of their thinking. ○ Students then *pair* to *share* their ideas. As much as possible, students should only work in pairs. The larger the group, the greater the chance that students will once again become passive learners. ○ The *share* aspect can also include having partners share their observations or conclusions with another set of partners or the larger group. Sharing can involve posting writing work or making an informal or formal presentation. For more information, see: Kagan, S. (1989). *Cooperative learning resources for teachers.* Resources for Teachers: San Juan Capistrano, CA.

Websites:
Quizlet: http://quizlet.com/subject/ap-english/
Web English Teacher: http://www.webenglishteacher.com/ap.html
AP Lit websites: http://www.kn.att.com/wired/fil/pages/listaplitma.html