

## Vertically Aligning Instruction K-12

### **Before, During and After Instruction--Strategies to Engage and Empower Students : Engaging with the Text**

#### "Before" Reading Strategies

Before reading, teachers might consider one of the following:

#### **ABC Brainstorming**

This activity may be used as a before, during, or after reading strategy. It can be used before reading for students to brainstorm their knowledge, during reading to collect key vocabulary, or after reading as a review. Students are given a chart with all of the letters of the alphabet and asked to write down specific words or phrases about one particular topic that begin with each letter. This activity can be done individually, with partners, or in a group.

If a teacher is short on time, it might also be modified by asking students to use only their personal initials for the brainstorm. An ABC chart used during or after reading might also be a valuable vocabulary resource for students when studying for a test or quiz.

#### **Admit Slip**

Admit slips are used before students read a selection. On a sheet of paper or index card, students are asked to respond to a specific prompt. The slip may be used as a homework assignment or as a warm up. One variation of this strategy would be asking students to respond to a question they developed the previous class period.

#### **Anticipation Guide**

The anticipation guide can be used before, during, and after reading a passage. In this strategy, the teacher provides general statements about a topic. The students are asked to agree or disagree with the statements, encouraging critical thinking and building student interest. In addition to agreeing or disagreeing, students may be asked to defend their opinions through written or oral communication. During or after reading, students may revisit and revise their anticipation guide based on the reading and class discussion.

\*This strategy could be adapted into the **Back to Back** activity.

#### **Back to Back**

In this activity, the teacher develops five to ten general statements about a topic or concept. Students partner up and stand with their backs to one another. While students are back to back, the teacher reads a statement aloud. The students then give a thumbs up or thumbs down, showing whether they agree or disagree with the statement. Next, the teacher asks the students who are back to back to turn and face one another. If both of the students agreed or both disagreed, they give one another a high five. Students are then given about a minute to explain their reasons. The process is then repeated with the remaining statements.

#### **Comparison Chart**

This before and after reading activity allows students to express their opinions on a particular topic. Before reading about a specific issue, the teacher would propose a question or problem to the class. Students would then write down their feelings about the situation. Next, students might read an opinion piece on the issue. Following the reading, they would again write down their viewpoint, explaining whether or not it had changed from their original stance and why. This would be an excellent activity to use to prepare for a class debate.

#### **Frustration Model**

This organizer works well with a general concept. Students are asked to define the idea, explain its characteristics, and give both examples and non-examples of the concept.

#### **Graphic Organizers**

Graphic organizers are important because they visually represent a student's thinking and learning. They specifically help students better understand abstract concepts, categorize and organize information, and determine relationships between ideas.

#### **Jigsaw (modified)**

A Jigsaw is a valuable activity where students can gain a great deal of knowledge without taking the time for each student to read every piece of text. This activity can be used before or during reading.

Before reading a main article or chapter, the teacher breaks the students into smaller groups. Each group receives their own short reading that is different from the other groups. The students then read their paragraphs together in groups, identifying two or three main points from the text. Each group can then share the information to the whole class, or the teacher can have the original groups redistribute into new groups. The new groups consist of one student from each of the original groups. Each student in the new group shares the information from his or her short reading. By doing this, the students hear about five or six new topics in addition to the one they read with their group. The teacher is able to introduce the students to many different pieces of background knowledge before reading, rather than just one topic as a whole class. The same procedure may be repeated as a during reading strategy. When completed during reading, the teacher may differentiate the text being read by the students, or have the students read the same text, but then have each group focus on a different skill or strategy that correlates to the text.

### **KWL**

This classic strategy helps students activate background knowledge, while also giving the teacher a more concrete idea of what students know. Before reading, students brainstorm what they **K**now about the topic. This could be done as a class, in groups, in pairs, or individually. Next, students fill out what they **W**ant to Know about the topic. Finally, after reading they write down what they **L**earned from the reading.

### **Possible Sentences**

Possible Sentences allows students to use key vocabulary terms while also making predictions. The teacher chooses ten to twelve words directly from the text. It is important to choose some terms the students know, and some with which they are unfamiliar. The students then use the vocabulary words to make "possible sentences" that might be found in the upcoming reading. Students are expected to use at least two vocabulary words in each sentence, which forces them to think about how the words are related to one another. In addition to this, students will then read the text with anticipation, wondering whether or not their sentences will appear in the selection. After reading, the teacher might have the students assess which of their sentences were similar to ones in the text, which were not, and why.

### **Possible Questions**

Possible Questions is similar to Possible Sentences, but instead of using the words to develop sentences, the students use the words to create questions that might be answered in the text. This activity raises student curiosity prior to reading and encourages students to read more carefully, looking for the answers to their questions. It is important for teachers to carefully choose vocabulary terms from the reading so students will be focusing in on the information the teacher wants the students to take from the text. This activity may also be used after reading if the teacher wants the students to answer, or modify and answer, their original questions.

### **Predict-o-Gram (Vocab-o-Gram)**

A Predict-o-gram is used to activate a student's background and vocabulary knowledge before reading a piece of text. The teacher gives students words from the text and a chart with categories, such as setting, characters, action, problem, and resolution. The students then put the words into the categories, making predictions about how the terms will be used in the reading. This strategy can be easily adapted for expository text by using content specific categories. A history teacher might include groups such as battles, northern generals, southern generals, treaties, and cities. After the students place the words into categories but before reading, the teacher may also ask the students to write a summary statement with the words.

### **Preview the Text**

Previewing the Text is a simple strategy where students look through a chapter, section, or article before reading. At the beginning of the year, teachers should model this strategy, pointing out the headings, subheadings, pictures, picture captions, and other text features. As teachers show students how to identify and to use key parts of the text, they should also model making predictions and developing inferences based those features. Later in the year, students may complete this strategy independently or with a group, and then use their findings to participate in a brief class discussion about the text before reading.

It is important that teachers of all content areas use this strategy because students need to recognize that the helpful features in a history article might be different than those found in a math text.

### **Probable Passage**

In this activity, the instructor pulls five or six quotes out of the text before reading. The teacher then groups students and without telling them, gives each group a different quote. The students discuss the quote,

predict what the reading will be about, and then share out to the entire class. They begin to realize that each group has a different quote, yet somehow they all fit together in the same reading. This helps students read with anticipation, wondering how all of the pieces will fit together in the text.

This strategy may also be adapted into a **Jigsaw** activity, where one member from each original group joins together in a new group to share his or her quote and explain what his or her group predicted about the reading.

### **Problematic Situations**

Problematic Situations is also used as a before reading strategy. The teacher proposes a problem to the students and in groups they try to find a solution to fix the dilemma. This strategy works well with a reading where a problem is evident and a solution is found. After reading, students can compare their possible solutions with the one decided on in the text.

### **Quote and Comment**

Quote and comment is used as a before reading strategy. The teacher chooses five to eight pictures, sentences from the reading, diagrams, equations, famous quotes, or graphs to post around the room. The students then walk around, responding with a comment, reaction, or question about each of the figures or words on the walls. The teacher can next facilitate a discussion about the items, or allow students to discuss their reactions and questions in small groups. For management reasons, the teacher will want to number each sheet and may want to post more than one of each item so students do not crowd around one paper on the wall.

### **Room Raiders**

Similar to Quote and Comment, this activity is used to gain vocabulary knowledge prior to reading a piece of text. The teacher selects eight to twelve key vocabulary terms or words from the text to post around the room. The terms are displayed with the word on the front and the definition on the back. Students "raid" the room to collect the definitions and/or words. The teacher can then discuss the words as a whole class, ask the students to highlight key parts of the definitions, have them make connections to the words, or allow the students to make predictions about the upcoming reading based on the terms. Teachers might also consider posting a picture with each term, or asking the students to draw a picture that associates with each word.

### **SQ3R**

This activity encourages students to develop questions prior to reading a piece of text, and is also used as a during reading strategy. Before reading, students **S**urvey the text, looking at pictures, headings, graphs, and other key text features. Next, students turn headings and subheadings into **Q**uestions that might be answered in the text. Finally, students complete **3R**'s: read, recite, and review. The students **R**ead to find the answers to their questions, then **R**ecite the information orally and write it down to answer the question, and finally **R**eview the text and the information they wrote down to make sure they did not miss any key facts. This activity works well when reading the textbook or an article with subheadings and empowers students because they are finding answers to their own questions, rather than ones the teacher or textbook created.

### **Tea Party**

Before hosting a Tea Party, the teacher chooses eight to ten important quotes from the reading. Each student then receives one quote (some students may have the same quote) and is invited to "socialize" at the party. The teacher explains that the one rule, though, for the party is that the only words they are allowed to speak are the ones written down on their paper. The teacher also explains that they need to be good detectives and not only read from their paper, but listen to what others have to say and gather as much information as possible. Students then "mingle" for three or four minutes, reading their quotes aloud to their classmates. Finally, the students sit back down and the teacher compiles a list of the "gossip" from the party. The one rule is that the students may not reveal the quote that was on their own slip.

### **Venn Diagram**

Teachers may use this as a preliminary comparison activity prior to reading a piece of text. The activity will encourage students to think about and discuss similarities and differences between two topics before diving into a selection.

### **Video Viewing**

Viewing a five minute video clip before reading can build student background knowledge and provide visual images for unusual topics. While watching a video should not replace reading a textbook chapter or

interesting article, it may serve as a valuable tool to enhance an upcoming reading. Short video clips may also be used during and after reading for similar reasons.

### **Word Splash**

Similar to Possible Sentences and Predict-o-Gram, the teacher chooses eight to ten important vocabulary words from the reading. The teacher posts the words for the students, and then has the students write a one or two paragraph prediction on what they think the text will be about. Students try to use as many of the vocabulary words as possible in their prediction. This activity may also be used as an after reading strategy because students may revisit their predictions after reading, determining how their prediction is similar to or different from the actual text.

## "During" Reading Strategies

During reading, teachers might consider one of the following:

### **Comprehension Strategies**

Having students practice a comprehension strategy during reading encourages them to be actively engaged in the text and thinking while reading. Teachers need to be careful to model the strategies before expecting students to use the methods themselves and should initially use one strategy at a time. Students may try the strategies by marking in the text or writing on post-it notes as they read. Practice with these skills will help students use them more naturally when they are reading independently or faced with difficult pieces of text. The following list has been adapted from the book, *Strategies That Work*, by Stephanie Harvey and Ann Goudvis.

#### **Determining Importance**

Readers determine the most important ideas and themes in a text according to their purpose for reading. Students learn to use their conclusions about important ideas to focus their reading to exclude peripheral or unimportant details.

#### **Discussion Web**

Useful during or after reading, this organizer has students identify which facts are important to the text and which are trivial. As they read, students write facts onto one column or another. Teachers might consider giving students the main topic of the reading and having them write down details that connect to the topic in one column and details that are not directly related in another. This organizer also works well when reading math story problems. Students are able to identify relevant and irrelevant information in the text.

#### **Double Entry Journal (Cornell Notes)**

Double Entry Journals, also termed Cornell Notes, can be used in a variety of ways. Before assigning reading, the teacher develops a double column note sheet. On the left hand side of the sheet, the teacher writes down key terms or main ideas in the text. The right hand side of the note sheet is used for details or facts found in the reading. Teachers may choose to give students the details ahead of time and have them develop the main ideas as they read, or vice versa. Eventually with practice, students will be able to determine both the main ideas and important details from the text. Teachers may also differentiate, giving some students more support on the guide than others. Students should also know that the journal naturally lends itself to being used as a study guide after reading.

#### **GRP**

For this strategy, students read the text and try to remember as many important facts as possible. After they have read, they put away the text and write down every fact they can remember. Next, students go back into the text to look for things they missed. They add the additional facts to their list. Finally students categorize, or organize the information they took from the text. This strategy helps students read more critically and shows them the importance of looking back in the text when they need additional information. It also allows students to think more deeply about what they read by creating their own categories, or main ideas found in the text. This strategy may be used during and after reading. It can also be adapted to include a summary piece after categorizing the information from the reading.

#### **Inferring**

Readers draw inferences from text by using their prior knowledge and textual information to draw conclusions, make critical judgments, and form interpretations from the text.

#### **Key Sentences**

Key Sentences forces students to identify the most important information in the text. As students read, they mark sentences they think are important to the text. After reading, they choose the one sentence they believe is most important, write it down on a post-it note, and then explain why they think it is important. Finally, students discuss their sentences with a group of students, explaining their reasoning and listening to others' thoughts. Another variation of this activity would be to allow students to write the most important sentence on one sticky note, and their favorite sentence on a different colored post-it. This activity encourages students to think critically while reading, determine important information in the text, and give evidence to support their thinking.

### **Making Connections**

Readers make connections by activating prior knowledge before, during, and after reading text. Students learn to use prior knowledge to make connections between the reading and what they have experienced, what they have read, or what they know about the world.

### **Marking in Text**

As students read, they can mark in the text using a variety of different strategies. They might write questions they have as they read, highlight four main ideas, circle key vocabulary words, mark areas in which they are confused, write one key word that sums up every paragraph, or write connections they have to the text. This strategy can be adapted to best fit any text the students are reading for class.

### **Questioning**

Readers ask questions of themselves, the authors, and the texts they read. Students learn to use their questions to clarify and guide their reading.

### **Repairing Comprehension**

Readers use a variety of "fix-it" strategies to repair comprehension when it breaks down.

### **Selective Reading Guide / Reading Road Map**

Using a Selective Reading Guide is a classic comprehension activity. As students read, they answer questions, write definitions for key vocabulary words, fill out charts, or draw pictures to help them increase their understanding of the text. Reading Guides can be adapted to fit a teacher's needs for a piece of text. For example, they might instruct students to read a certain range of pages, and then complete an activity before moving forward in the text. They can also be developed for pairs of students. Paired Reading Guides might ask one student to read a section aloud, answer questions together, and then have the second student read the next part of the text. This might be useful as a differentiated activity, where one student is given a longer piece of text than another, though both students are responsible for reading parts of the story or nonfiction piece.

### **Synthesizing**

Readers retell or summarize what has been read. Students learn to synthesize in order to better understand and remember.

### **Text Structure Organizers**

These organizers are helpful when using nonfiction pieces of text. Before reading, teachers determine the type of structure found in the text (compare and contrast, cause and effect, problem and solution, etc). As the students read, they take notes in the organizer. This helps to show them the format of the text, which in turn increases their understanding of the reading. After students are familiar with the various text patterns and graphic organizers, teachers may have students choose or draw their own charts to use for notes while reading.

### **Think Aloud**

If we expect our students to use comprehension strategies, it is important that we model our own thinking as we read. This strategy can be used to model many of the "during" reading strategies. Teachers generally choose a short piece of text to use when "thinking" aloud. The teacher would read a few sentences in the text or word problem, "think" out loud, and show the students what they are thinking as they read or work out the problem. This helps students realize adults, or "good" readers think as they read, as well as learn some of the strategies that might be useful when approaching certain pieces of text. This is an important piece in having our students learn to be better readers.

### **Three Leveled Guide**

Three Leveled Guides force students to think more critically about the text during and after reading. In order to develop one, teachers must think about various levels of thinking, such as applied, interpretive, and literal. This strategy lends itself to small group discussions about the text and forces students to make

judgments about various topics. The structure and format of the guide may be altered to best fit a teacher's needs.

### **Visualizing**

Readers create visual and other sensory images from text during and after reading. Students learn to use the sensory connections they make to text to deepen understanding of the text.

### "After" Reading Strategies

After reading, teachers might consider one of the following:

#### **3 - 2 - 1**

A 3 - 2 - 1 is a simple way for students to show what they have learned or ask questions about a topic. It can be used after reading, at the end of class, or toward the end of a unit as review. Teachers can adapt the 3 - 2 - 1 organizer to best meet their needs. They might have three facts the students learned from a reading, two questions they had as they read, and one thing in an article that they found interesting. Teachers might also be more specific and ask for students to write three facts they learned about weapons during WWII, two battles that were fought during the war, and one way the war impacted the home front. 5, 4, 3, 2, 1 organizers might also be used if reviewing an entire unit or a long article.

#### **Cartoons / Cartoon Strip**

Single cartoons or cartoon strips are a wonderful way for students to show their ideas through art. After reading, allow students to draw a cartoon strip showing an event from a story, or a process, such as how a bill becomes a law or how a cell transforms during mitosis. Drawing can be a simple way for students to prove their understanding while also being creative.

#### **Discussion Web**

Useful during or after reading, this organizer has students identify which facts are important to the text and which are trivial. As they read, students write facts onto one column or another. Teachers might consider giving students the main topic from the reading and having them write down details that connect to the issue in one column and details that are not directly related in another. By mapping out the relevant and irrelevant details, this will help guide student discussions. Teachers might also adapt the organizer to also show two sides of an issue prior to a classroom debate, such as the beliefs of Democrats versus Republicans, or whether or not a character should have made a certain choice in a story. Writing down their ideas will help them form better arguments for a debate.

#### **Exit Slips**

Similar to "Admit Slips", this strategy is a quick, easy way for teachers to monitor student understanding. At the end of class, the teacher asks students to write down information about what was learned that day. Exit slips can follow a variety of formats. Teachers may ask students questions on the slips, have them write down three facts they learned, have students fill in a small graphic organizer, or draw a picture about what they learned. It is a quick, formative way for teachers to track student progress and understanding.

#### **Graphic Organizers**

After reading, graphic organizers are an easy way to have students reflect on what they read and synthesize their thinking. A variety of organizers can be used based on the format of the text. If reading a story, students might complete a plot diagram. For nonfiction text, students may fill out an organizer based on the text structure used in the reading. If the information is written in chronological order, students might take notes on a timeline, whereas if it was written using a problem and solution format, students can identify the issues and possible solutions. Teachers might also create their own organizers to best fit the format of the text.

#### **GRASP (Guided Reading and Summarizing Procedure)**

For this strategy, students read the text and try to remember as many important facts as possible. After they have read, they put the text away and write down every fact they can remember from the reading. Next, students go back into the text to look for things they missed and add the additional facts to their list. Then students categorize, or organize the list of information they took from the text. Finally, after categorizing, students write a summary of the text based on their personal notes. This strategy may be used both during and after reading.

#### **Magnet Summary**

This activity is used both during and after reading. Once a teacher has selected a piece of text, he or she chooses four or five key concepts from the reading. Before reading, the students receive those concepts on index cards. Then, as the students read, they write down details on the index cards that relate to the main ideas on the cards. After reading, these cards serve as the basis for a summary of their reading.

### **Photo Captions**

Photo captions help to show student understanding of a certain subject or concept. After reading, the teacher gives the class four to eight photographs, illustrations, and / or drawings. The students write picture "captions" to show their understanding of the subject matter. This activity might also be done by allowing the students to draw something from the unit of study and then asking pairs to write captions for each other's pictures.

### **Poetry**

Poetry can be a fantastic alternative to completing a full length piece of writing. It is less time consuming, yet the students are still given the chance to be creative:

#### **Bio Poem / "I Am" Poem**

Bio Poems can be used for a variety of topics, such as famous inventors, scientists, athletes, or story characters. Teachers may use a template to help guide students in their writing and may adapt any bio poem format to best meet the needs of the given assignment.

#### **Cinquain**

A cinquain is a five line poem that generally describes one specific subject or concept. It uses the following format:

- line one: one word / subject
- line two: two adjectives that describe line one
- line three: three action verbs that relate to line one
- line four: four feelings or a four word sentence that relates to line one
- line five: one word that is a synonym of line one

#### **Diamante**

A cross between a cinquain and a poem for two voices, diamantes use words to describe two opposing sides. Students may contrast two subjects such as a predator and its prey or varying concepts such as discrimination and tolerance.

- line one: one word opposite of line seven
- line two: two words describing line one
- line three: three action verbs that relate to line one
- line four: four words – two relating to line one / two relating to line seven
- line five: three action verbs that relate to line seven
- line six: two words describing line seven
- line seven: one word contrasting line one

#### **"How – To" Poem**

Instead of listing directions, have students write a "how to" poem. Students might write on subjects such as "How to be a Tornado" or "How to Clean Your Instrument."

#### **Poems for Two Voices**

Poems for two voices help students recognize the similarities and differences between two sides. Possible opposing voices might be fiction / nonfiction or chemical and physical reactions. An example might include:

- |   |  |
|---|--|
| I am fiction.   | I am nonfiction.   |
| I include stories, folk tales,<br>novels, and fables. | I include essays, biographies,<br>almanacs, and travel guides. |
| I use opinions, creativity,<br>and narrators.         | I use facts  |
| I tell stories.                                       | I tell the truth.  |
| I am fake.  | I am real.   |

#### **Shape Poe**

Shape poems may be used for nearly any subject matter! Students decide on an object, brainstorm words related to that subject, and then use the words to make the shape of the object.

#### **Report Cards**

Report cards allow students to judge an object's features or characteristics. Before completing the activity, teachers need to prepare the report cards by deciding on a subject, such as one of Van Gogh's paintings, and its characteristics, such as dull, simple, and imaginative. Students will give Van Gogh "grades" based on the given features. For example, if the painting is very bright, then they would give him a poor grade for dullness and then explain their thinking. When done in pairs, this strategy activates thoughtful discussion and forces students to provide support for their thinking. In addition to using critical thinking skills, students are often introduced to new vocabulary

### **Semantic Feature Analysis**

This activity may be used as a before, during, or after reading strategy. It allows students to compare features of various topics being studied.

### **Top Ten Lists**

Top Ten lists are a fun way for students to use their knowledge but also be creative! Students should first list facts about a subject matter. Next they decide on items they believe to be interesting or unusual, which become the basis for their lists. Possible topics include "Top Ten Reasons Why You Should Stay Away from Drugs" or "Top Ten Reasons Why We Should Study Probability". If the students struggle to identify ten reasons, have them write a "Fab Five" list instead!

### **WANTED poster**

Students may create WANTED posters for subjects in which they are studying. Posters should include pictures, facts, and "silly statements" to keep the posters interesting. Brief phrases may be used instead of complete sentences. The posters allow students to be creative while still showing their subject area knowledge.

### **Writing**

Writing activities are useful as both before and after reading strategies. When utilized after reading, students can show their newfound knowledge and understanding of the subject matter:

#### **A Day in the Life...**

After researching or learning about a subject, students can write a "day in the life" account of various items, such as a white blood cell, a crayfish, or a drop of water.

#### **Conversations / Dialogue**

In this creative writing assignment, students write an imaginary conversation between two things, such as a solid and a gas or a current and a past president.

#### **Diary / Journal**

Diary and journal entries generally show a student / object / person's feelings on a day to day basis. Students might write diary entries in unusual perspectives.

#### **Directions / "How - To"**

Students write directions explaining "how to" do something related to daily class work or a topic they have been studying.

#### **Guess Who / What?**

After reading or learning key terms in a unit, students may write "Guess Who / What" statements. The students will make a list of characteristics describing an object, person, or term. Once the statements have been written, students can share them with a neighbor and use this as a tool for review. This strategy will help teachers assess student knowledge of key terms and topics without actually "testing."

#### **Imaginary Interview**

Ask students to write an imaginary interview. They might consider questioning an atom about its daily life, a person from another time period in history, or an object used often in class, such as a paintbrush. This activity not only allows students to think critically about questions to ask, but also lets them show their knowledge of the subject matter.

#### **Letters**

Letters can be used in a variety of ways in the classroom. Students might write letters back and forth about people from different periods in history or characters from different stories. Teachers might also direct students to write letters to local businesses, famous athletes, well-known authors, or other persons relevant to the topic at hand.

#### **RAFT**



RAFT stands for Role, Audience, Format, and Topic. When students complete this writing assignment, they generally take on the role of an unusual object or person. The following chart shows *possible* RAFT writing combinations:

**Role**  
**Audience**  
**Format**  
**Topic**

Scientist, inventor, reporter, jury / judge, adventurer, artist, journalist, the president, the principal, your parents, fictional character(s), self, jury / judge, brochure, news article, cartoon, video, interview, journal, issue related to current events, issue related to a historical time period, topic of personal interest

### **Story Problems**

After using story problems in science or math class, students may write some of their own! Teachers should make sure to model the writing process for students and give them templates / examples to follow to help guide their thinking.

### **Take a Stand / Editorial**

Ask students to stand up for their beliefs and write an editorial for a newspaper on something they would like to see changed. Teachers may have students focus on a school-related topic or something they have been studying in class.

Lesson plans

- **Alabama Course of Study Objective**
- **Learning Target/Purpose in student friendly terms**
- **Before Instruction Strategy and Purpose**
- **During Instruction Strategy and Purpose**
- **After Instruction Strategy and Purpose**
- **Assessment**
- **Assignment**

### **Before, During and After Instructional Strategies**

#### **Before Instruction Strategies Purpose**

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

#### **Possible Strategies**

- KWL
- Anticipation Guide
- ABC Brainstorm /Summary
- Concept Map
- Quick Write
- Pose a Question
- 5 Word Prediction
- Preview and Predict
- Preview chart
- Thinking Map
- Think Aloud
- Table Talk
- Prereading Plan
- Semantic Map
- List-Group-Label

- Entrance Slips
- Think-Pair-Share
- INSERT
- Quadrant Card / 4 Square
- Graphic Organizers
- Carousel
- QAR
- Ink Think /Chalk Talk
- Knowledge Rating

#### **During Instruction Strategies Purpose**

- Engage with the text /content
- Use metacognitive (process of thinking about thinking) and cognitive processes /mental imagery
- Verify and formulate predictions
- Integrate new information with prior knowledge
- Self-monitor comprehension
- Construct graphic organizers
- Summarize text /steps

#### **Possible Strategies**

- Think Aloud
- 3-2-1
- Turn and Talk
- Grand Conversation
- Talking to the Text
- Flag and Tag
- Margin Notes
- X Marks the Spot
- Margin Notes
- 3 Minute Pause
- KWL
- Thinking Map
- Semantic Feature Analysis
- Venn Diagram
- T-Chart
- Paired /Group Summary
- Magnet Summary
- Reciprocal Teaching
- Jot Chart
- Jigsaw Groups
- Table Talk
- Think-Pair-Share
- Say Something
- Coding the Text
- INSERT
- Save the Last Word for Me
- Graphic Organizers
- Grand Conversation
- Carousel
- QAR
- Ink Think /Chalk Talk
- Cubing
- Knowledge Rating

#### **After Instruction Strategies Purpose**

- Reflect on what they read or material/ content studied
- Evaluate predictions
- Examine questions that guided reading
- Respond to text through discussion and/or writing
- Retell or summarize

### **Possible Strategies**

- Exit Slips
- Circle of Reflection
- I Think Statement
- Stickman Notes
- Character Sketch
- Final Word
- 5 Word Prediction /Summary
- Anticipation Guide
- Quick Write
- KWL
- Thinking Map
- GIST
- Semantic Feature Analysis
- Venn Diagram
- T-Chart
- Paired /Group Summary
- One-Pager
- Magnet Summary
- RAFT Paper
- Think Aloud
- 3-2-1
- Prereading Plan
- Semantic Map
- Think-Pair-Share
- INSERT
- Save the Last Word for Me
- Discussion Web
- Journal Responses
- Quadrant Card / 4 Square
- Graphic Organizers
- Grand Conversation
- Carousel
- Ink Think /Chalk Talk
- Cubing
- Knowledge Rating