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# **Analysis Pizza**

(Pettigrew)

## **Purpose:**

The Analysis Pizza strategy helps students to organize parts to a whole. The pizza is flexible in that it can be divided into sections and topics to fit a targeted group of students or specific content area. It can also be used for assessment.

## **Materials:**

Paper or paper plates to be divided into sections

## **Procedure:**

- Student completes reading selection.
- Teacher determines the number of sections and topic for each section.
- Student illustrates the topic on their individual pizza.

Example: Title/author  
Main characters  
Setting  
List of main events  
Conflict  
Ending  
Different endings  
Different titles

# **Anticipation Guide**

(Readance, Bean, Baldwin, 1981)

## **Purpose:**

An Anticipation Guide is a teacher-created series of statements to which students must respond individually before reading the text. Their value lies in the discussion that takes place after the exercise.

## **Procedure:**

- Identify the major components and supporting details in a text selection, lecture, or film.
- Identify students' experiences and beliefs that will be challenged and, in some cases, supported by the material.
- Create statements reflecting the students' pre-reading beliefs concerning a course topic that may challenge and modify those beliefs. Include some statements that are consistent with both the students' experiential background and the concepts presented in the material or lesson. Three to five statements are adequate.
- Arrange the statements on a sheet of paper, overhead transparency, or the chalkboard. Have students respond positively or negatively to each statement on an individual basis. Have them record their justification for each response in writing so they will have a reference point for discussion.
- Engage students in a pre-reading discussion. Students highlight their current justification for each statement.

# **Characterization Chart**

(Price-Hawkins, TAAS Reading Workshop, Region XIV ESC, Abilene, TX)

## **Purpose:**

A Characterization Chart is an organizer that helps students analyze the complete nature of a character.

## **Procedure:**

- The teacher designates categories to be used with elements of characterization, such as appearance, personality, background, motivation, relationships, conflict, change, etc.
- Students complete the chart with the teacher designating the information for the chart.

## **Cloze Passage**

(Taylor, 1953)

### **Purpose:**

Cloze exercises are used to determine text readability and to teach grammar and vocabulary.

### **Material:**

Reading passage

### **Procedure:**

- The first sentence of the reading passage is left intact.
- Words are systematically deleted.
- Students are required to write words in the blank spaces.

In this particular strategy, students learn that they can understand the text in spite of having missing words.

# **Feature Analysis**

(Pittelman, 1991)

## **Purpose:**

Feature Analysis helps students make fine discriminations among concepts.

## **Materials:**

Reading selection

## **Procedure:**

- Students create a chart, listing the categories on the left side and the features across the top.
- Use a + symbol to indicate if the category has that particular feature or a – symbol if it does not have that feature.

This strategy works well for word connotations. It summarizes distinctive ways in which related concepts are similar or different.

# **Formation**

(Kagan, 1995)

## **Purpose:**

Formation is a teaching strategy that is used in vocabulary development and review of content.

## **Procedure:**

- Students form selected figures, shapes, or patterns linked to content with their bodies. For example, five students can get together and form the vocabulary word, amoeba.

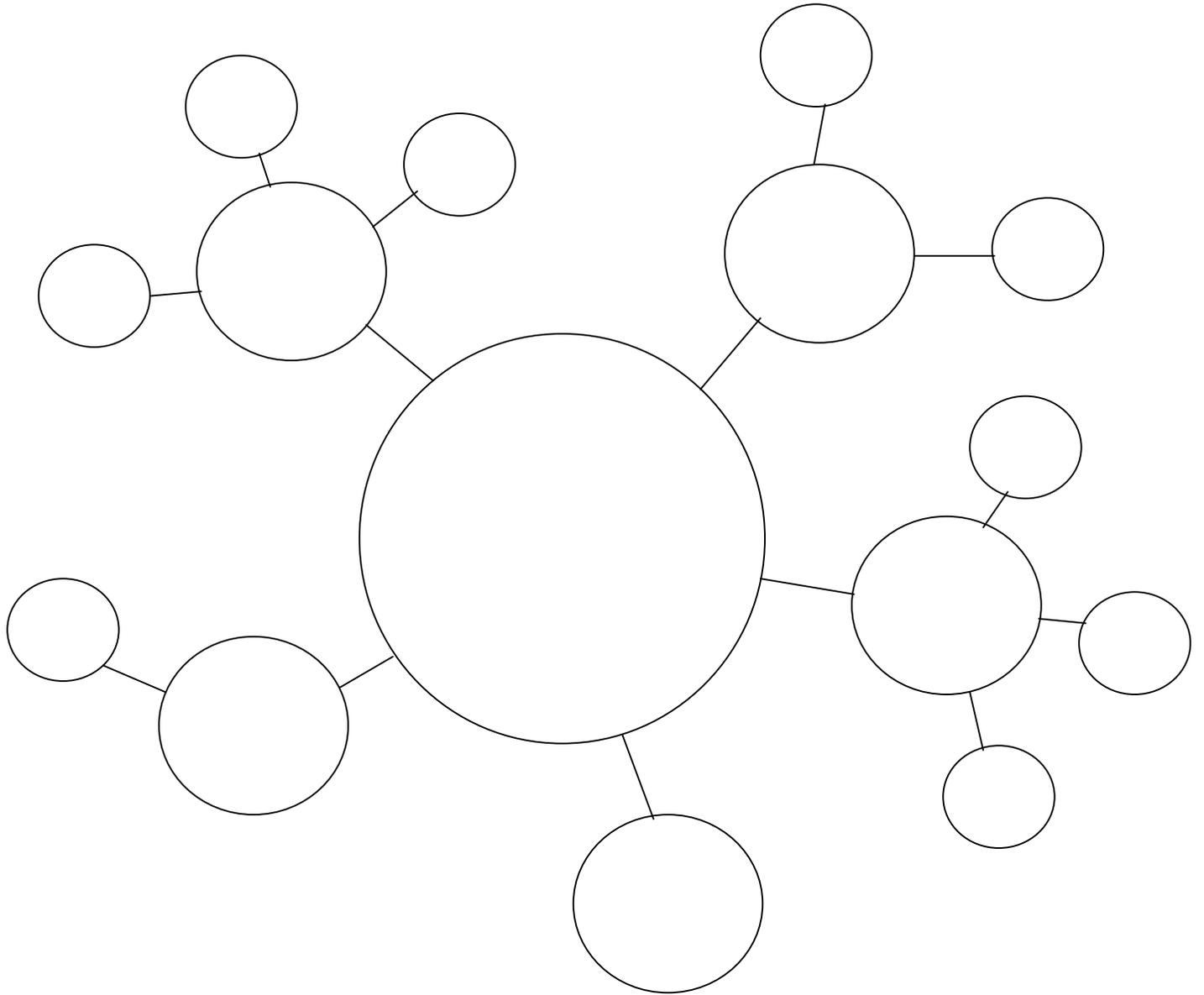
# Graphic Organizers

(Dunston, 1992)

## **Purpose:**

A graphic organizer is a diagram that represents the relationships of ideas or information from some source (text, lecture, etc.) using words or abstract symbols. The particular form of an individual graphic organizer varies depending on the kind of thinking present in the source. It can also be used as a pre-writing activity for organizing thoughts and ideas. Examples of graphic organizers follow.

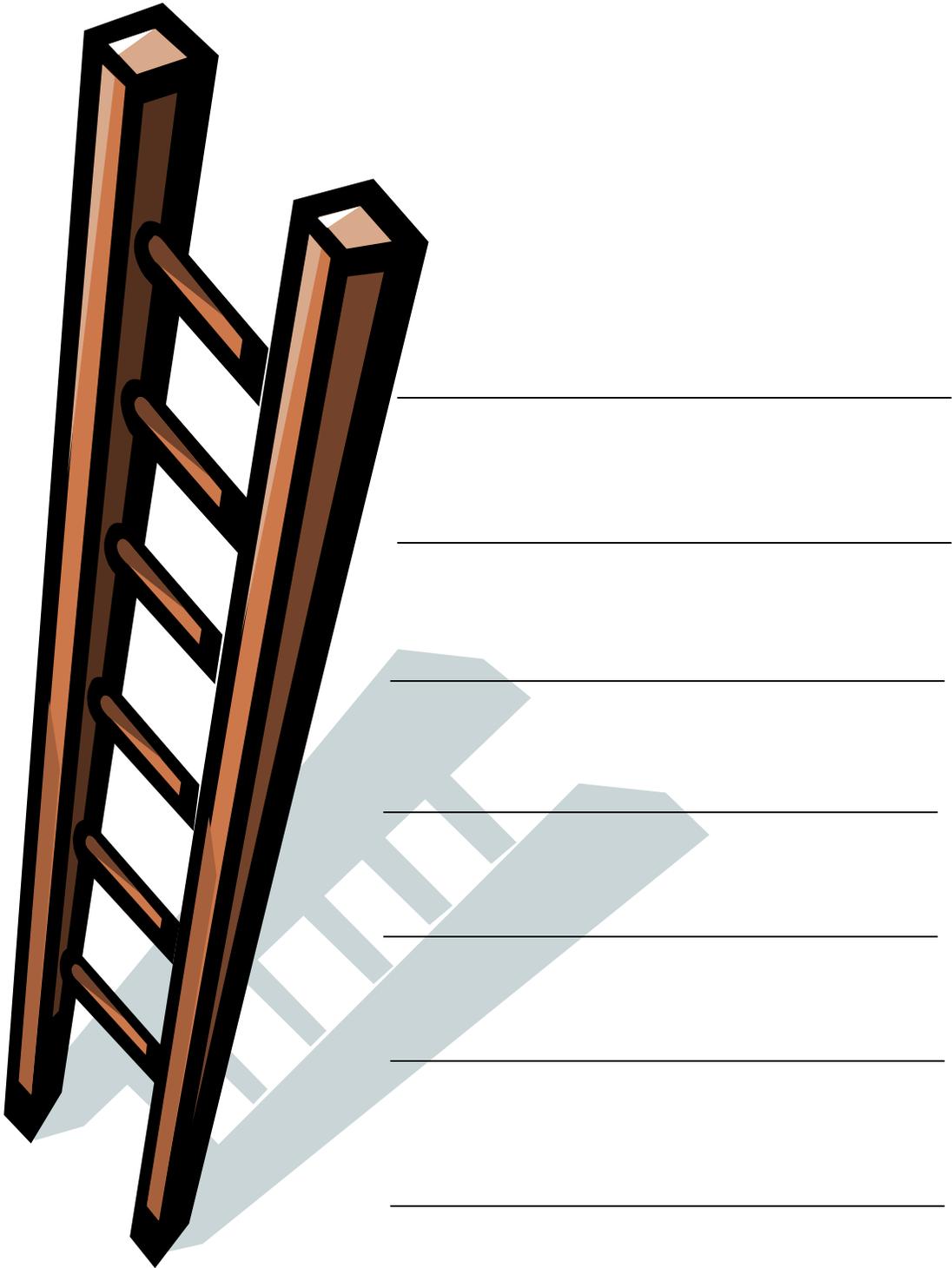
# Web



# Story Map

Setting	Characters
Problem	Solution

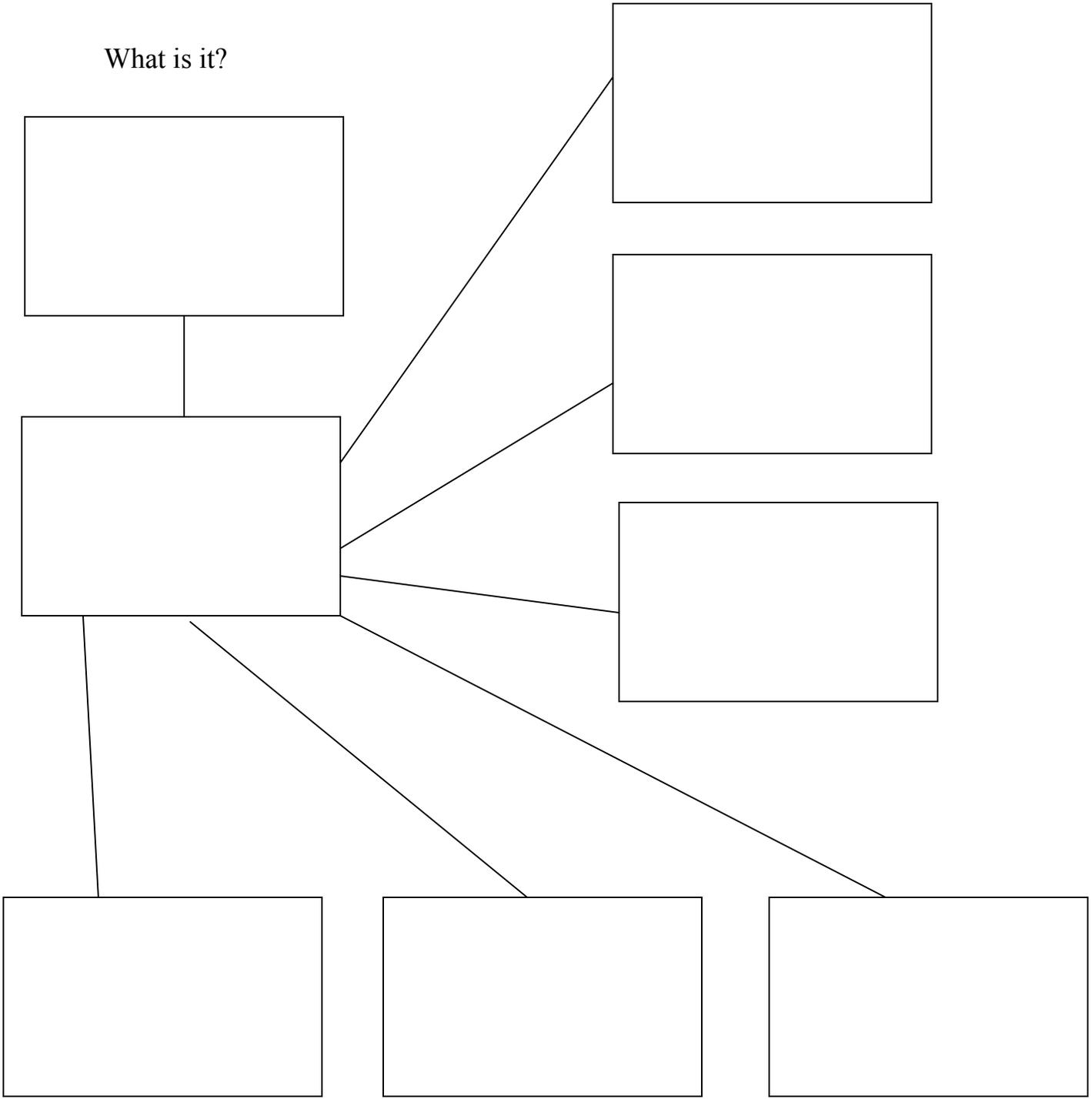
# Story Ladder



# Concept Map

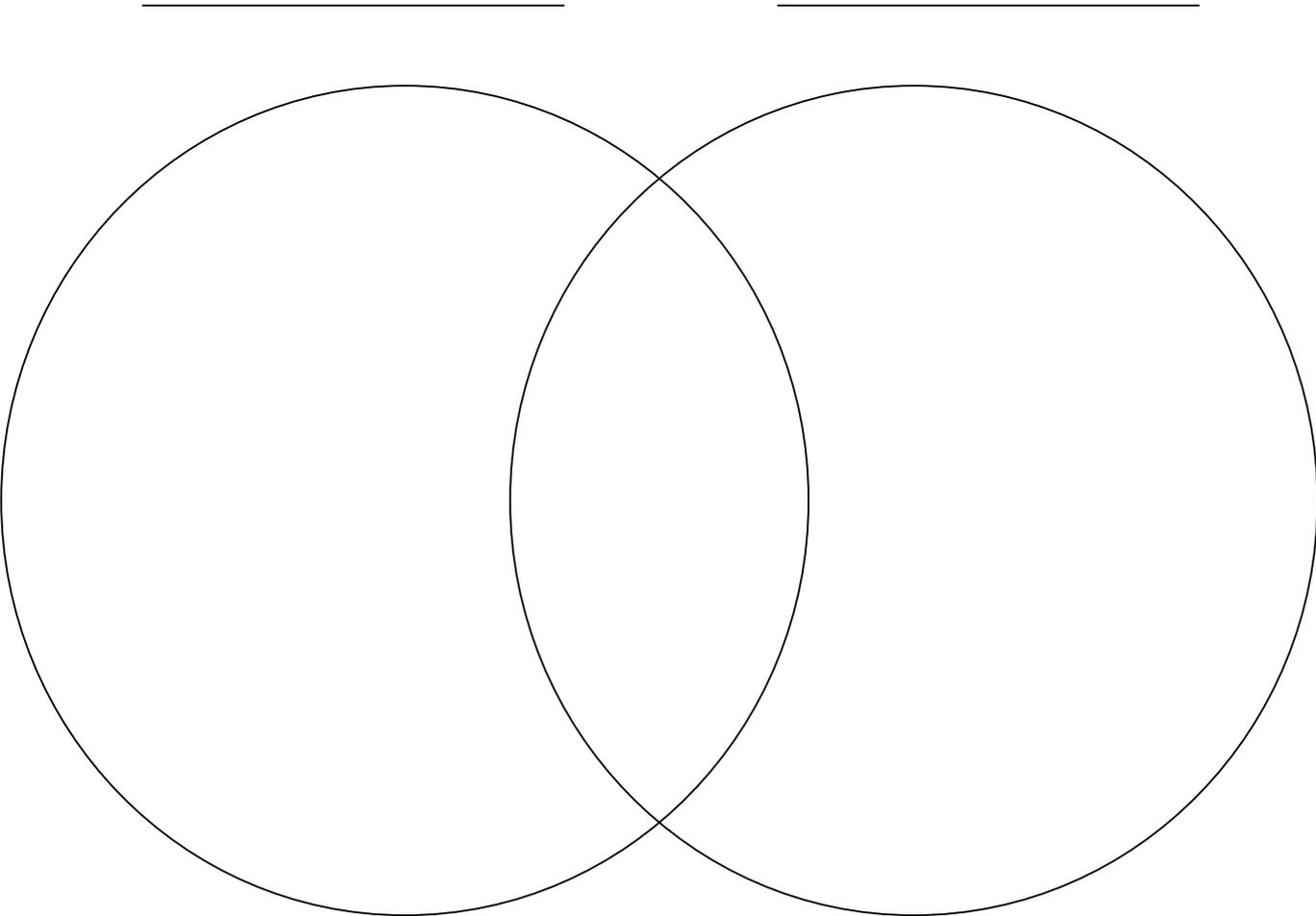
What is it like?

What is it?

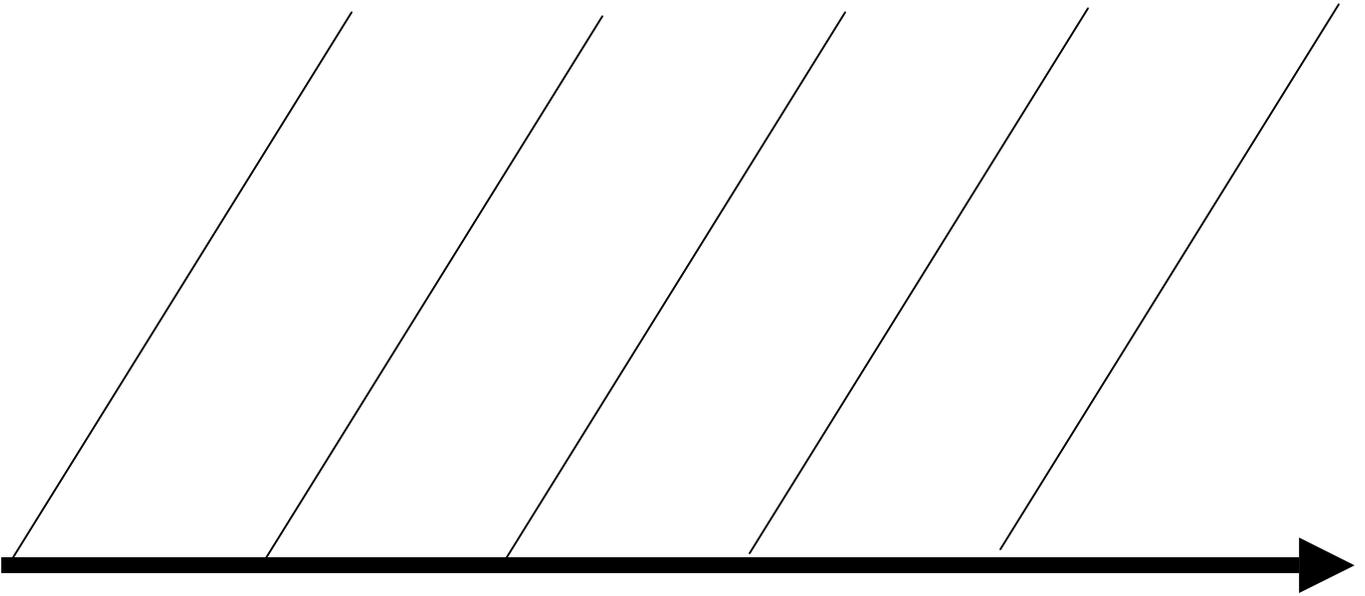


What are some examples?

# Venn Diagram



# Timeline



# Guided Reading Procedure

(Hayes, 1989)

## **Purpose:**

The Guided Reading Procedure is designed to help students develop some of the processes essential for independent growth in comprehension. This procedure highlights the processes of collaborative brainstorming, rereading a text to correct inconsistencies, and organizing information for long-term retention.

## **Materials:**

An approximate length of text for this assignment should be between 500-2000 words (7-10 minutes reading time).

## **Procedure:**

- Have students read a text selection in class and set a specific purpose for the assignment. Then, set a second general purpose, such as “Be prepared to recall as many details for something without looking at the text.”
- Have students recall everything they remember and write this information on the chalkboard or overhead after the initial text reading is completed.
- Have students reread for corrections and additions. As students become aware of the inconsistencies requiring information they have not recalled, have them go back and review the selection to fill in the missing information. Include the corrections and additions in the large list.
- Have students organize the information. They can do this in main ideas and supporting details and voting on the importance of the inclusion of each idea. Argue for the inclusion of minor details. A graphic organizer or outline can be the result of this.
- Give students a short comprehension quiz on the selection. Include 5-10 true/false, short answer, or multiple-choice questions that elicit thinking at varied levels of understanding—text explicit, text implicit, and experience-based.
- Have students graph the quiz results.

- Give students a delayed-recall surprise quiz on this same selection a week later. Have students graph the delayed results and compare with previous results. How much information did they retain?

**Extension:**

- Design the quizzes to be a team effort, making the whole activity more exciting.
- Institute a point system for scoring and graphing the results.

# **Inquiry Chart**

(Hoffman, 1992)

## **Purpose:**

Inquiry charts are data charts that students use to record what they want to know about a topic and what they found from their readings. This chart allows the students to gather the information they get from multiple sources and organize it for summarization, comparison, and evaluation.

## **Materials:**

I-Chart constructed by teacher

## **Procedure:**

- Teachers decide what topic is to be explored and the questions that will drive the inquiry process.
- The teacher designates what will serve as resources for the students.
- Teachers construct the inquiry chart. (See example)
- Students work with the teacher to explore their prior knowledge about a topic, share interesting facts, and new questions to read and explore. This information is recorded on the I-Chart in the “What We Know” row under the appropriate question.
- Any interesting facts the students come up with and any new questions they think of, unrelated to the guiding questions, should be recorded in the appropriate space on the I-Chart. Students should record any interesting facts and new questions in the appropriate space on the I-Chart.
- Students use the text and additional source material to answer the guiding questions.
- Students share their findings with the class and generate summary statements for each of the guiding questions and the interesting facts column. The summary statements are recorded on the bottom row of the I-Chart.

Topic: Civil War	What were the causes of the Civil War?	What were the immediate effects of the war for each side?	What were the long-term consequences of the war?	What would the U.S. be like today if the South had won the war?	Interesting Facts and Figures	New Questions
What we know						
Class text						
Encyclopedia						
Library Trade Book						
Summary						

# **Inside-Outside Circle**

(Kagan,1995)

## **Purpose:**

The Inside-Outside Circle is a kinesthetic activity that involves checking for student understanding by sharing and meeting classmates.

## **Procedure:**

- Students number off by twos.
- The students that are ones form a circle facing the center.
- The students that are twos form an inside circle facing the ones. A one pairs with a two.
- Students share key ideas, vocabulary, etc. by using flash cards or responding to teacher questions.
- After sharing with one person, the teacher requests that the inside circle move clock-wise, pass a certain number of students, and then stop. Students share information with their new partner.

## **Extension:**

Inside-Outside Circle allows student to share reports and information.

# **K-W-L Strategy**

(Ogle, 1986)

## **Purpose:**

The K-W-L strategy helps students and teachers take an active role in reading and learning from expository text. The students use prior knowledge, categorize information, and raise questions that they want answered before reading. During and after reading, the students use worksheets to record what they are learning and what they wish to know.

## **Materials:**

K-W-L Study Guide

## **Procedure:**

K: What We Know

- Have students brainstorm information they know about the topic of reading or study.
- Write all information on a chalkboard, overhead, or easel for the whole group to see.
- Provide students with a K-W-L worksheet.
- Help students think of more general topics of information for the brainstormed material.
- Continue modeling and encourage students' contributions and comments. Make a chart with a topic heading for each category discussed.
- Have students fill in column K of their worksheets with these categories.

W: What Do We Want to Learn?

- Before beginning to read the text, ask students what they wish to find out. Write these questions down for all to see.
- Have students write down on their worksheets the questions that are most important to them.

- Have the students read and answer their questions. Use one or more sessions for this, depending on the length of the reading assignments.

#### L: What We Learned

- While reading, students fill in column L of their worksheets.
- After reading, students share the information they have learned which reinforces the content. Share the questions that still need to be answered. This shows how each person brings different background knowledge and interests to reading. Add questions to the L column.

#### **Extension:**

K-W-L Plus adds to the KWL strategy by first organizing the learned information on a graphic organizer and then summarizing the information.

# **List-Group-Label**

(Taba, 1967)

## **Purpose:**

List-Group-Label is an easy-to-use strategy that uses listing, grouping/labeling, and follow-up. List-Group-Label is a way to teach students to organize verbal concepts.

## **Materials:**

One-word topic related to content area or text

## **Procedure:**

- Select a one-word topic as a stimulus. Write it at the top of the chalkboard or easel.
- Ask students to think of words or expressions that relate to the topic word. Accept and record all words. All students must have an opportunity to participate in this activity. Continue until there are at least 25 words.
- Read the list orally, pointing to each word as it is pronounced. Working in groups, students construct smaller lists containing at least three words that have something in common from the large list previously obtained. Have students record the group's categories and lists of words.
- Record the list of words and categories on another part of board or easel. Ask the group to defend their thinking as a category is recorded. Have class comment on the accuracy and completeness of each list.

# Literature Chart

(Roser and Hoffman, 1990)

## **Purpose:**

A literature chart is an organizer that helps students analyze the elements of a story.

## **Materials:**

Appropriate reading selection, chart paper, markers

## **Procedure:**

- Literature charts may be used in small groups, large groups, or pairs.
- The teacher designates categories to be analyzed: observations, wonderings, connections, and extra categories. This will vary according to the reading selection, targeted objectives, and student's English proficiency level. Each section has a corresponding sentence or question starter, such as "I noticed . . ." "I wonder . . ." and "This reminds me of . . . because . . ."
- Students are required to justify their responses using details from the story as proof.

## **Extension:**

Students may be asked to write about their responses to the "wonderings" column.

# Numbered Heads Together

(Kagan, 1995)

## **Purpose:**

Numbered Heads Together encourages student participation for oral questions and answers.

## **Procedure:**

- Students number off.
- Teacher poses question.
- Students actually put their heads together to be sure that everyone on the team knows the answer.
- Teacher calls on a number and only the student with that number can respond. (The teacher may want to use a spinner to determine the number.)

# Power Notes

(Miller, 1985; Sparks, 1982)

## Purpose:

Power notes help students differentiate between main ideas and details. The procedure is similar to outlining but much easier for students to use because main ideas and details are simply assigned numbers.

## Procedure:

- Begin instruction by providing students with the following:

Power 1: Main Idea

**Power 2: Detail or support for power 1**

Power 3: Detail or support for power 2

- Start working with power notes by using words, rather than sentences or ideas. Show students examples such as the following.

Power 1: Animals

Power 2: Dog

Power 3: Collie

Power 3: German Shepherd

Power 2: Cat

Power 3: Siamese

Power 3: Calico

- Pick a power 1 on a familiar topic such as sports, food, or television shows. Have students give power 2's, 3's and 4's.
- As students give ideas, write them on the board.

# **Predict-O-Gram**

(Blachowicz, 1986)

## **Purpose:**

Predict-o-gram is a pre-reading means of prediction for what will happen in a story. It is also a post-reading means of checking the predictions for accuracy.

## **Materials:**

Predict-O-Gram Chart

Probable Passage Pre-Reading and Post-Reading Charts

## **Procedure:**

- Teacher selects a group of vocabulary words for a selected text and writes them on the board or on a transparency.
- Students use the word to complete the Predict-O-Gram chart.
- Students also complete the Probable Passages Pre-Reading Stage Chart to predict what the selection will be about.
- Everyone shares his/her predictions with the class.
- Students read the text independently.
- As a group, students complete the Probable Passages: Post-reading Stage Chart. The students are now comparing with their previous prediction.

Predict-O-Grams help support students in using critical thinking skills as they read.

Title of  
Book

---

Author

---

Name

Date 

---

**Predict-o-Gram**

Predict how the author will use these words in the story to tell about:

<b>The Characters</b>	<b>The Setting</b>	<b>The Goal/Problem</b>	<b>The Actions</b>	<b>Other Things</b>

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**Probable Passages: Prereading Stage**

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Name \_\_\_\_\_

Date \_\_\_\_\_

Book Title \_\_\_\_\_

## **Probable Passage**

The story takes place \_\_\_\_\_

\_\_\_\_\_ is a character in the story who

A problem occurs when \_\_\_\_\_

Then \_\_\_\_\_

The problem is solved when \_\_\_\_\_

The story ends \_\_\_\_\_

**Probable Passages: Postreading Stage**

Name \_\_\_\_\_

Date \_\_\_\_\_

Book Title \_\_\_\_\_

**Revised Probable Passage**

The story takes place \_\_\_\_\_

\_\_\_\_\_ is a character in the story who

A problem occurs when \_\_\_\_\_

Then \_\_\_\_\_

The problem is solved when \_\_\_\_\_

The story ends \_\_\_\_\_

# **QAR: Question Answer Relationships**

(Raphael, 1982, 1984)

## **Purpose:**

Question Answer Relationships helps students understand how to craft questions in order to construct better questions and answers. It is an effective strategy for turning discussion over to students.

## **Procedure:**

- The teacher explains the four types of questions that can be found in text, so students can construct their own questions.
- They also can distinguish between questions that can be found in the book and those that must be thought about.

## In the book QARs

### Right There

The answer is right there in the text, usually easy to find. The words used to make up the question and words used to answer the question are RIGHT THERE in the same sentence.

### Think and Search (Putting it Together)

The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection.

## In My Head QAR's

### Author and You

The answer is NOT in the story. The student needs to think about what he/she already knows, what the author relates in the text, and how it fits together.

## On My Own

The answer is not in the selection and the question can be answered without reading the selection. Students use their own experience and prior knowledge to ask this type of question.

# **RAFT**

(Vandervanter, 1982)

## **Purpose:**

RAFT teaches the writing components: Role, Audience, Format, and Topic. It broadens the students' understanding of writing possibilities and makes writing assignments specific and focused.

## **Materials:**

Student-written product

## **Procedure:**

- Teacher explains that all writers must consider four components of every written assignment: role, audience, format, and topic.
- Students brainstorm ideas about topic. Choose several topics from those that are presented.
- Write “RAFT” on the board and list possible roles, audiences, formats, and strong verbs that are appropriate for each topic.
- Students select one of the generated assignments.

R: blood cell

A: the human body

F: travelogue

T: + strong verb: Explain the function of blood cells as they travel through the human body.

## **Extension:**

After discussing a topic, students can come up with their own RAFT assignments.

# **Readers' Theater**

(Young, Vardell, 1993)

## **Purpose:**

Readers' Theater presents reading material in expressive and dramatic fashion. This strategy offers students a chance to practice oral reading, group presentation, and a chance to review concepts.

## **Material:**

Selected reading passages that move a story forward

## **Procedure:**

- Reproduce selected passages.
- Delete non-critical lines.
- Divide parts for students to deliver.
- Label reader parts with students' names.
- Model process of reading aloud in dramatic fashion!

# **Retell**

(Brown and Cambourne, 1987)

## **Purpose:**

This Retell strategy can incorporate all of the language components. It is flexible and suitable at all language levels. With the Retell strategy, students can demonstrate their comprehension of story details as well as their ability to add inferences and interpretations.

## **Materials:**

Reading selection

## **Procedure:**

There are variations of this procedure depending on the language level of the students and the desired outcome.

One example:

- Student listens to a teacher tell or read a text.
- Student retells through drawing.

Other forms are:

Oral to oral retelling

Oral to written retelling

Written to written retelling

Written to oral retelling

# Semantic Mapping

(Heimlich, Pittleman, 1986)

## Purpose:

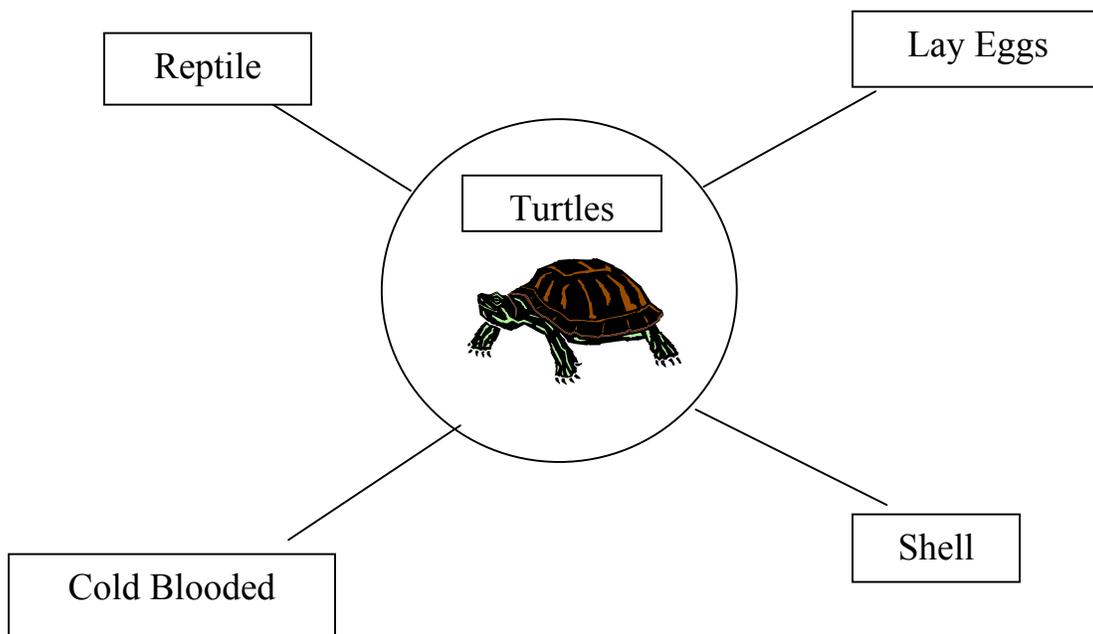
Semantic Mapping is a visual organization strategy that analyzes ideas at the same level of abstraction.

## Materials:

Chart Paper  
Markers

## Procedure:

- A main topic is written in the middle of a chart then boxed or circled with related extensions connected to it.
- For every new extension, there can be an infinite number of related connections to the middle term, concept, theme, or topic.



# **Skeleton Outline**

(Montaño-Harmon)

## **Purpose:**

Through the use of the skeleton outline, students develop deductive reasoning skills, both oral and written.

## **Procedure:**

Teacher provides the main idea in a box at the top of a prepared handout. Then the teacher fills in the outline more completely with supporting details. Gradually as the student acquires more English, the teacher leaves more and more of the outline blank for students to complete.

Main idea

Support, support, support

Conclusion

- I. The Endocrine System
  - A. Thyroid
  - B.
  - C.
  - D. Adrenal glands
  - E.

# **SQ3R: Survey, Question, Read, Recite and Review**

(Robinson, 1946)

## **Purpose:**

SQ3R is designed to help students approach text study without assistance.

## **Procedure:**

- Survey: Students preview the material to anticipate content, make plans for reading, and develop a mental framework for ideas to be encountered in the text.
- Question: Students raise questions with the expectation that they will find answers in the text.
- Read: Students search for ideas and answers that will answer their questions.
- Recite: Students deliberately attempt to answer their questions by rehearsing aloud what they have learned and/or writing responses to the questions raised.
- Review: Students review and reflect on the material by organizing and elaborating on ideas encountered in the text.

# **Think-Aloud**

(Davey, 1983)

## **Purpose:**

In Think-Aloud, the teachers make their thinking explicit by verbalizing their thoughts while reading orally. This process helps readers clarify their understanding of reading and their understanding of how to use strategies.

## **Procedure:**

- Teacher selects passages to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words.
- Teacher reads aloud and models thinking aloud while students follow silently and listen to how trouble spots are thought through.
- Students work with partners to practice think-aloud by taking turns reading short, carefully prepared passages and sharing thoughts.
- Students practice independently.
- Students use a checklist to involve all students while verifying use of the procedures.

## **Extension:**

Have students think-aloud in boxes as they read.

# **Think-Pair-Share**

(Kagan, 1995)

## **Purpose:**

Think-Pair-Share is a discussion strategy that works well as a pre-reading activity. It can also be used as a problem-solving strategy, a break in a lecture, or even a follow-up activity.

## **Procedure:**

- Teacher suggests a topic or asks a question.
- Students write down what they know or have learned about the topic.
- Students then “pair” with another student or small group to share their ideas.
- End with a class “share” discussion.

## **Extension:**

Use Think-Pair-Share in place of brainstorming.

# **Three-Level Guide**

(Bean and Ericson, 1989)

## **Purpose:**

Three-Level Guides are used to stimulate students to respond to meaning during reading at three levels of comprehension: the literal (reading the lines), interpretative (reading between the lines), and applied level (reading beyond the lines). It can be adapted to dramatic, narrative, and poetic forms of literature.

## **Procedure:**

- Select statements that are explicitly stated in the text and can be found right on the page.
- Choose statements that require the students to think and search using both what they have learned from their textbook and what they already know.
- Students find applied level answers on their own. These answers require students to use their own knowledge to synthesize, extend, and apply the new information to other situations.

# **“T” Notes or Two-Column Notes**

(Adamson)

## **Purpose:**

Two-Column Notes help students organize information reading assignments, lectures, videos, etc.

## **Materials:**

A piece of paper divided in half

## **Procedure:**

- Students divide a piece of paper into half, labeling one side Main Idea; the other side Details. The teacher determines how each column will be labeled depending on the lesson objective. The left column contains main ideas in the form of questions or key words.
- The right column contains details that support and elaborate the main points.
- Students cover up the right column and self-test using the following questions:
  - What is the information?
  - How much detail is needed?
  - What prior knowledge can be connected?

# **Total Physical Response (TPR)**

(Asher, 1977)

## **Purpose:**

The TPR method is based on the concept that language acquisition can be greatly accelerated through the use of kinesthetic behavior. This method will enable a non-English proficient student to increase and reinforce his/her sight word vocabulary.

## **Materials:**

List of commands to be modeled

List of key words

## **Procedure:**

- Teacher models command words. (For example, if the command word is "sit," say the word and then sit down.) Model the actual action of the word.
- Student responds to the command. (For example, the student sits down if the command word is "sit.")
- Teacher continues to say and model new command words, adding key words at each trial. These key words should be meaningful and relate to the command. (For example, "Sit in the chair." Chair is the new key word and is used in a meaningful way.)
- Student and teacher continue to respond to new commands. Continue the process. Note: It is important to use relevant key words and real objects whenever possible.
- When the student feels comfortable with the new words, have him repeat the words and commands after the teacher.
- Student gives commands to the teacher and/or groups of other students and makes new combinations using acquired vocabulary. (For example, "Stand on the chair.")
- After repeated oral practice, the teacher writes commands and key words on board, and has students copy them. Students should include a sketch or drawing depicting each word and a clue for helping with its pronunciation, including transliteration.

- Review original combinations and have students write these in their notebooks. Again, students must sketch a picture to depict each sentence.

**Extension:**

Students will compose three original combinations using new command and key words. They will also provide a sketch, drawing, or picture showing each activity described. Students will create a pictiography/dictionary of all new commands and key words.

## **Vocabulary Self-Collection Strategy (VSS)**

(Haggard, 1986)

### **Purpose:**

With Vocabulary Self-Collection Strategy, the students rather than the teacher, generate vocabulary words to be explored and learned. This can be used for content area textbooks, as well as for general vocabulary acquisition by having the ELL students collect words they encounter in their daily lives and present them to the class.

### **Materials:**

Collections of words from text or life

### **Procedures:**

- Students read assigned material.
- After reading, the teacher assigns groups to locate words or terms that they think the class should know from the assignment.
- Write the words on the board. Words are defined through context or through use of dictionary.
- Eliminate duplicate words or terms that the class decides that are already known.
- Re-define chosen words and students record definitions in their vocabulary journals.
- The words that are not selected for journals can be recorded by individuals who wish to learn them.

### **Extension:**

Organize word treasure hunts for words that students encounter in their daily lives.

# **Word Walls**

(Cunningham, 1995)

## **Purpose:**

Word walls provide a way for students to repeat vocabulary and allow the student to recycle previously learned words. Word walls illustrate the targeted vocabulary in full view so that the students can see the words and use them in their writing.

## **Materials:**

Letters of the alphabet  
Construction paper strips

## **Procedure:**

- Cut out letters of the alphabet and place them on the wall.
- Cut strips of construction paper.
- Keep strips handy to make vocabulary building a continual process.
- Put words on the wall!

Word walls can be concept-related or even categories.

Words can be mounted on a variety of different construction paper shapes. (hearts, stars, clouds, etc.)