Student Success Toolkit Part 2

Created by: Emily Johns

EDI 432-02 Instructor: Dr. Cimbricz

The College at Brockport, State University of New York

Department of Education and Human Development

April 20, 2013

**Table of Contents:**

|  |
| --- |
| 1. Beginning of Instruction  * In pencil, in ink, in stone pg. 3-4 * Free write pg. 5-6 * Frayer model/Concept word chart pg.7-9 * Sum of its parts (Reading a visual image)pg. 10-16 |
| 1. During or Throughout Instruction (ongoing)  * Turn and talk pg. 17-18 * Body Map pg. 19-21 * Guided Notes pg. 22-24 * Anticipation Guide pg. 25-27 |
| 1. End of Instruction  * Pizza wheel/summarizing pg. 28-30 * 3-2-1 pg. 31-33 * Vocabulary Sort pg. 34-35 * Exit Ticket pg. 36-37 |
| 1. Student Interest & Motivation  * Sneak peek box pg. 38-39 * Gallery Walk pg. 40-41 * RAFT pg. 42-44 * Quotation Mingle pg. 45-46 |
| 1. Scaffolding OR Differentiating Instruction  * Silent Conversation pg. 47-48 * Frame of Reference pg. 49-50 * Annotate text pg. 51-52 * QAR pg. 53-55 |

**1. Beginning of Instruction:**

**In pencil, in ink, in stone**

**Why use this strategy?**

This strategy helps students activate prior knowledge. This activity can be used with discussion which starts to help create ideas, memories, and/or new original thoughts for students to write down. The “in stone” part of the organizer helps students see what they are getting out of an activity and to show them what they have learned. Since they are asked to write it down themselves, it is more likely to engage them because these thoughts are coming from within and not from the teacher. CCSS requires students to begin making deeper connections across many different types of text, informational and fictional, but students need their own personal knowledge first before they can reach these deeper meanings and create original thoughts and new connections to their lives now.

**How to use this strategy:**

This strategy should be started *before* a new topic or unit has begun. You should have a discussion as a whole group or in small groups first because discussions are beneficial to activating prior knowledge. The “in pencil” section is for what students think they know. The “in ink” section are for what students are pretty sure they know and the “in stone” section is for what students have learned or know now. Students are asked to write down things they have thought of in the “in pencil” and the “in ink” section of the organizer. You can ask students to share what they have written down. This might help other students who had the same experience but didn’t think of it at the time. Then you can proceed with the activity. Once you are done, ask students to fill in the “in stone” section of the organizer. Once again as a whole group or small groups ask students if their “in pencil” or “in ink” sections have changed at all.

**Resources:** Discussion prompt: “What do you know about the media? This leads into our next activity from Uglies by Scott Westerfeld” ☺

|  |  |  |
| --- | --- | --- |
| **In pencil:**  Media does not influence my use of social media.  Commercials are usually selling at least two different “things”.  Commercials are only aimed at young people. | **In ink:**  Media tries to influence my peers and me.  Media exaggerates most of the news stories. | **In stone:**  Commercials are aimed at all different age groups depending on the product.  There are some campaigns that are trying to use positive advertising.  Even in Uglies there is propaganda and media influence which is similar to our world. |

**When to use this strategy:**

The example provided above is based on a discussion that leads into the book Uglies by Scott Westerfeld. This strategy can be used with all different types of text. As a teacher, I could use this for the actual book discussion or I could use it with a piece of informational/supplementary text that relates to the book in some way. This is a nice way to give students prior knowledge to write down and then lead in to the discussion on the book.

**With/for whom will this strategy work well? Why?**

This strategy will work well for students who like to write their thoughts down either before or after discussions. It also can work for students who like discussion better because this organizer is not very involved so it does not require extensive writing skills. They are simply writing down what they know or what they think they know already about a subject.

**With and/or for whom will this strategy NOT work well? Why?**

This strategy might not work well for students who do not have prior knowledge on a certain topic. While the example provided is about media, which is a very broad topic, perhaps we were talking about a certain animal and where they are found and so on. Perhaps a student hasn’t seen this animal or has never been to a zoo or doesn’t have access to books that this animal might have been featured in. It would be hard for that student to complete this organizer, the first two sections, because they would have nothing to write down. That’s why it’s important to incorporate discussion before this activity so students can borrow ideas. It’s also important to provide some sort of background knowledge in class. So I might show a picture of the animal, read a short story about the animal etc. This will enable these students to participate in the activity.

**Free Write**

**Why use this strategy?**

This strategy is a good way for students to get any outside problems off their minds. This ties in to CCSS because it encourages fluency in writing and consistent writing practice. This practice is sometimes used with a time limit, which teaches students time management skills. This strategy is a good way for students to learn to like writing if they are able to write freely without worry that someone will critique what they say or how they are saying it.

**How to use this strategy:**

With this strategy you can either give students a topic to write about or ask them to write about anything they want, anything that might be bothering them or even ideas for stories etc. The idea is that students are able to put their feelings in their own words in any way they want. There is no judgment for what they write. If you are giving students an actual topic to write about you *can* ask them to share it but let them know that there won’t be any discussion necessarily about what they wrote. This is so students feel as if they can contribute to class. Many times students have a lot going on in their personal lives and will bring it into class. They need get it down on paper and be told that afterwards they will be free to move on to topics relevant to class. Encouraging this mind set will bring a positive atmosphere into the classroom.

**Resources:** “Free write about anything on your mind. There is no prompt today.”

Free write entry: April 4, 2013

Today I just feel so stressed. I have a lot of work to do and this really big certification exam coming up in just a few weeks. I might not do as well as I think I will but I need to pass it. I’ve tried to work on studying in between my other work but it’s the end of the semester and it’s hard to balance everything at once. I also can’t wait to graduate but I feel like I don’t have time to even be excited because I’m taking six classes and am trying to keep all my grades in A and B range which is hard to do because one of my English teachers is a really tough grader this year.

**When to use this strategy:**

You should use this strategy at the beginning of a class. This will engage students immediately and allow them to write down their problems. Then when you refocus them you can shift gears into the learning aspect of the lesson/activity and students will feel as if they are ready to start learning and look at it with a “fresh perspective”.

**With/for whom will this strategy work well? Why?**

This strategy will work well for most students. Many students don’t mind writing if it’s about themselves and if they can write without always thinking about the “correct” way to write. This is a personal way for students to connect with the teacher even if they don’t share their thoughts with the class. Students see that the teacher acknowledges that they have personal lives and they are important. It is a good compromise for students and teacher to work in class together and focus on learning in different ways.

**With and/or for whom will this strategy NOT work well? Why?**

I believe the only students this strategy would not work well for is for those who do not care to write at all or have trouble putting their thoughts down on paper. For those students you can suggest that they draw instead of writing or find an activity that allows students to discuss life problems with other students. In that case, a topic prompt might work better so students are not embarrassed to share any information about their personal lives that they might not want to.

**Word Concept Chart**

**Why use this strategy?**

This strategy is a nice way for students to focus on individual words that they are having trouble with. Instead of giving them a list of hard words, they can work through them and write the definition, create a sentence with the word, draw an illustration, a synonym, an antonym, where you might use the word and an analogy. This shows students various ways in which they can use this word instead of just a list of words and definitions. In CCSS the shifts require students to use appropriate vocabulary that will help them during their readings and will help reinforce the words they learn if they are applying it in different ways.

**How to use this strategy:**

With this strategy you give students a word which they place in the middle of the chart. Then as a class, individually, or even in pairs students will fill out the information surrounding the given word. Things like the illustration will be a helpful reminder for when they see the word in a book, on a test, or if you ask them about it in class. Students can then share what they have put for each word and add other things that the rest of the class shares as well. This gives students multiple ways to remember and learn (not just memorize) this word.

**Resources (On the next page)**: The word is periodical.

|  |  |  |
| --- | --- | --- |
| **Definition**  Newspaper or a written or online collection of material about issues around the world and in local areas. Usually printed daily. | **Sentence**  My dad reads the periodical every Sunday morning. | **Illustration**  http://3.bp.blogspot.com/-ZVAs6WdMXTE/T8Im1CdyNPI/AAAAAAAAAV0/q9pC6qWtKQk/s1600/newspaper_bw.jpg |
| **Synonym**  Newspaper or magazine | **Word**  **Periodical** | **Antonym**  Book or novel |
| **Create an original sentence using the vocab word.**  The price of our local periodical has gone up to $3! | **Create an analogy using the vocab word.**  Periodical is to newspaper as animal is to cat. | **Where might you hear this word used?**  In a store where newspapers are sold or in a newspaper/magazine office |

**When to use this strategy:**

This strategy can be used with any type of text or vocabulary words. This organizer can be used for informational texts such as articles. You can either have students read the article before and pick out words they might use for this strategy. Or you can give students some words beforehand and have them research it so they have background knowledge for when they read the text. This organizer works well for fictional texts as well. Naturally books always have a list of vocabulary words to accompany them so students can use this organizer to relate better to these words.

**With/for whom will this strategy work well? Why?**

I think this strategy will work well for most students, especially if they can work in pairs or as a whole class to create good, solid examples to go off of for future words. This organizer offers a wide range of ways to remember words so hopefully each student would be able to connect to them in a different way so help learn that particular word.

**With/or for who will this strategy NOT work well? Why?**

I think the drawing and analogy part of this organizer would turn off some students because sometimes they feel as if they have to be artists to draw a picture related to the word. They also might not have a strong grasp on what an analogy is and/or looks like. This could be solved one of two ways, if the student doesn’t connect with the “drawing” aspect tell them to skip it for now but find another section in the organizer to help them remember the word or cut out a picture from a magazine or download from the internet to put into that box. For the analogy section it would probably benefit all students to have a lesson on what an analogy is and how to use it. Then doing a few words in this organization chart together would help solidify the meaning of an analogy.

**Sum of its parts (Reading a visual image)**

**Why use this strategy?**

This strategy works great with the CCSS because it allows students to make inferences about a picture. Teaching students inferences can transfer over into discussions about books or informational texts. This strategy also allows students time to write what they are seeing and summarize the whole picture and their notes at the end of the activity.

**How to use this strategy:**

To start with you show students one quadrant of a picture at a time, this can be used with a book cover before you give students the book for the first time, a picture from a movie they are going to watch eventually, or even a picture that relates to a piece of informational text they are going to read. You ask students to write what they see for each quadrant and then at the end when you show them the whole picture they are asked to summarize what they see. This leads into discussions or segues into the next activity.

**Resources:** Still from the movie *To Kill a Mockingbird*.

**Upper Left**



Lower Left



Upper Right



Lower Right



Full Picture



Notes

(Example)

|  |  |
| --- | --- |
| Upper left: 1   * People in a balcony, they are all African Americans * A man in the forefront of the picture in what appears to be a suit * Some people in the background under the balcony, they are white. * In some sort of building | Upper right: 3   * More people in the balcony * They are all African Americans * Man is wearing glasses and looking to the side of the room * People in the background are white, some are standing like there is maybe not enough room |
| Lower left: 2   * People sitting at a table behind man * Man is wearing a suit definitely * People in background are white * In a different time period because of clothing * Maybe a court room? | Lower right: 4   * There is a table in the forefront with a hat and a book of some sort * The man is possibly standing in front of it * There is also a railing of some sort in the forefront of this picture |

Summary/Inferences:

|  |
| --- |
| This looks like a court room maybe somewhere in the south after the Civil Rights era. The man in front is possibly the lawyer and the main character of the scene or movie. There is a very definite separation of races in this room though and it makes me wonder why the African Americans are in the court room watching the white man. Maybe he is defending an African American in this court room. |

**When to use this strategy:**

This strategy can be used with any type of text, informational or fictional; a book cover or a still from a movie (as pictured above) to go with an article or supplementary text. This strategy is best used before you start an activity. It can serve as a type of anticipation guide and can allow you to use this activity to break into a discussion about what might be happening next in the lesson or unit.

**With/for whom will this strategy work well? Why?**

This strategy will work for students who like seeing visual representations to correspond with a text or discussion. It will allow them to look at something and hopefully see how it will tie into the activity or lesson. It will also work for students who like to write down their thoughts about something before they are asked to share their observations. Sometimes it is easier to put it on paper and then explain instead of outright explaining to begin with.

**With and/or for whom will this strategy NOT work well? Why?**

This strategy might not work for students who do not like to write down their feelings or summarize at the end of activities. In this case you could ask these students to somehow keep their ideas in their heads for when you have a discussion and let them know that they will be encouraged to discuss what they have seen. Another helpful strategy to support this one would be to teach a mini lesson on how to summarize and what it means to summarize. This might help students to not be afraid of summarizing and you can encourage them to at least write the summary from this activity so they are putting down their thoughts in one way or the other.

**2. During or Throughout Instruction**

**Turn and Talk**

**Why use this strategy?**

This is a great strategy for developing speaking skills in students. It gives students a chance to state their opinions and thoughts on specified topics. The new CCSS has many standards regarding oral development and this strategy can play to that standard even though it is very simple. It also encourages students to maybe talk to people they haven’t before and interact in a more controlled setting.

**How to use this strategy:**

You first assign a topic to the students and explain what they need to talk and think about. You then need to set the guidelines about the exercise, things such as time limits, who/and how students will partner up, and what they should have accomplished at the end of the activity. The topics need to have purpose or else students will get distracted and begin discussing other subjects. You can use this to discuss a major theme within a book you are reading or have students read an article separately and then discuss what each of them found interesting in the article or how they interpreted the article.

**Resources:** Discussion prompt on Uglies: “Discuss how Tally has felt so far in the book about how she feels about the operation. Do you think it will change now that Shay has run away? What do you think Tally’s next move will be?

**Person 1:** So far Tally has looked forward to the operation and been so excited about it.

**Person 2:** Yeah but now that she has to go after Shay I think she’ll change her mind once she gets to The Smoke.



**When to use this strategy:**

This strategy can be used with any sort of text. I would mostly use it for a discussion about a book or article we’re reading. This way it gives every student time to talk and share their thoughts and it makes the class more active than doing whole group discussion. Then I can quickly go around the room and ask each pair what they said, how they answered the specific question, or what conclusion they came to. Then I am free to move on or use their answers to segue into whatever topic I have planned next.

**With/for whom will this strategy work well? Why?**

This strategy will work especially well for students who like to talk but might not always get to share all their ideas in whole group discussion. This activity does not have to require any writing so they are free to express themselves and then bring their ideas and their partner’s ideas back to the whole group.

**With/or for whom would this strategy NOT work well? Why?**

This strategy might be hard for shy students or students who end up being partnered with someone they do not know very well. This can really stop conversation or make it hard to begin at all so it’s important for the teacher to walk around and help prompt discussion if the students do not begin on the discussion on their own. Another idea to consider is to allow students to choose their partners with the provision that they stay on topic. This might bring out some of the shyer students who are only comfortable with certain people. This is a fine idea as long as your students are all getting something out of it. That is the main goal in the end.

**Character Body Map**

**Why use the strategy?**

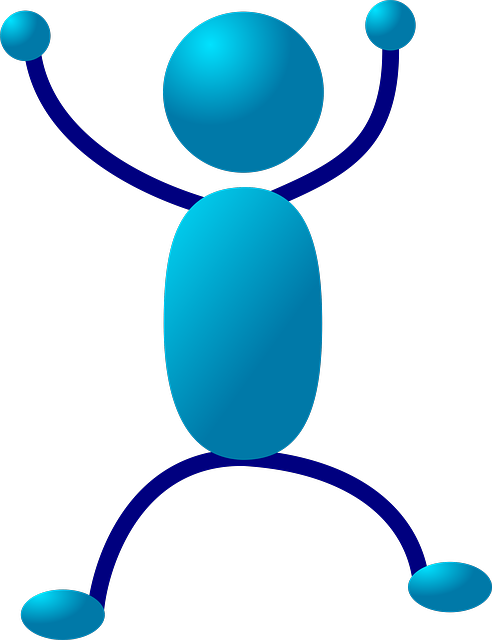
This strategy is a good way for students to use close reading skills which are a standard in CCSS and apply it to a character from a book. They have to look at the personality of the character, the world they live in, the struggles they’ve gone through (so far) etc. and list on the body map the different things from these characters.

**How to use this strategy:**

After students have read enough to understand character from a book give them the character body map and ask them to fill things out such as what the character carries with them, what they think, what they say, what they do etc. It can change from map to map due to whatever book you are reading. You can then have students either hand in their character maps or present them to the class and explain how the found the information about their character and why they chose to do what they did.

**Resources:** Prompt: Explain what Tally thinks about, what she says, what she carries, and what she loves.

**What she thinks about:** Counting down the days until she can get the operation and be with Peris in New Pretty Town.



**What she says:** “Shay you can’t run away!” “What do you mean you don’t want the operation?”

**What she loves:** Her parents, her friends, the idea of being pretty

**What she carries:** Her interface ring, a hoverboard, a survival kit when she goes to The Smoke

**When to use the strategy:**

This strategy can be used mainly with fictional texts. Students can use it during the middle of the unit to look at the character and what they do, say, and think so far in the book. Students can then do the same activity at the end of the unit and compare their body maps to see if their character has changed at all.

**With/for whome will this strategy work well? Why?**

This strategy will work well for students who are visual learners. It gives them a visual (although faceless) representation of a character in the book and brings them to life in a way. The writing that goes along with this concept map does not need to be invovled so students can jot down their quick thoughts about the character as they are rereading about them.

**With and/or for whom will this strategy NOT work well? Why?**

This strategy might be hard for students who have not had practice in close reading text. Some things that the character does, or feels, or loves might not always be obvious so some students might not know how to look for those things. It’s important to teach close reading and how to use it properly, so even using this body map as an example is a good way to help teach that skill. Some students like to discuss characteres and do not want to necessarily write down their thoughts or infer from the text what the character is doing, or saying, or thinking. It’s important to show the importance of this concept map to these students so they feel that it is a meaningful exercise.

**Guided Notes**

**Why use the strategy?**

This strategy works well for two reasons. It provides students with full and accurate notes from a lecture or class discussion. Students can use these notes as a study guide because they will know that those notes are correct. This strategy also allows students to feel as if they are part of the lecture instead of just writing down whatever the teacher says to them. They are using skills that are needed for CCSS such as inferencing and critical thinking. It encourages them to look ahead on the notes and think back to a previous lecture or discussion. It allows students to identify the important parts of a topic and distinguish between main and secondary points.

**How to use this strategy:**

Students receive the guided notes in the middle of a unit/lesson but after they have discussed or had a lecture on a certain topic. This is a way to review what they have learned and a way for them to summarize the topic. The notes provide sentences, bulleted points, etc. with certain key spaces left blank. Students and teacher go through the notes together reading the notes and filling in the correct word for the space when they come to it. Student can then save these notes for test review and studying.

**Resources:\*** Prompt: Guided notes on CCSS. (Note:\* These are from Mrs. Karen Murray’s EDI 431 class Fall 2012).

The common Core State Standards (CCSS) have **\_\_\_\_\_**been adopted by all territories in the United states.

There are ­­­­\_\_\_\_ sets of CCSS.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ important to both sets of CCSS.

The CCSS:

* Are important to ALL \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_
* Have \_\_\_\_\_\_ replaced all content area standards in NYS.

Three “buckets of Regents Reform related to New York’s receipt of a *Race to the Top* grant:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (CCS)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DDI)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (APPR)

**Answers to Guided notes provided above:**

The common Core State Standards (CCSS) have **not** been adopted by all territories in the United states.

There are **­­­­\_2 \_**sets of CCSS.

1. **ELA/Literacy in History, Science+ technical subjects**
2. **Math**

**Literacy**  is important to both sets of CCSS.

The CCSS:

* Are important to ALL **content** **areas** and **grade**  **levels.**
* Have **not** replaced all content area standards in NYS.

Three “buckets of Regents Reform related to New York’s receipt of a *Race to the Top* grant:

* **Common Core Standards** (CCS)
* **Data driven instruction**(DDI)
* **Teacher/leader effectiveness**(APPR)

**When to use this strategy:**

This strategy would work best with informational texts such as articles, biographies, etc. It gives students a chance to review what they have read as they go through the guided notes. It also summarizes the topic at hand and points out the imporant points in the text and the second important points in the text. For a large piece of text it will help clarify certain points of confusion for the student and make the text more manageable for them as well.

**With/for whom will this strategy work well? Why?**

This strategy will work well for students who either do not like to take extensive notes or have a hard time focusing through a lecture or piece of text. It will enable them to quickly move through the notes with the teacher and their classmates and they will still end up with helpful information at the end. It might also help them to better understand the text because these notes can simplify confusing information and break it down in a way the that the student feels comfortable with.

**With/or for whom will this strategy NOT work well? Why?**

This strategy might not work well for students who find it more beneficial to write their own notes in their own words. Many students find that writing notes either verbatim or putting them in their own words helps them to learn better than guided notes. In this case, the teacher could offer guided notes as an option to students and allow those students who wish to write their own to write down the same notes in a different way. Or the teacher could possibly allow the student to make up their own guided notes or transfer the guided notes into their notebook in a way that makes sense to them after the lecture/discussion. This way students are still receiving the information but they are using whatever strategy works best for them.

Anticipation Guide

**Why use the strategy?**

This strategy helps students make predictions and anticipate what will happen in the text and it also helps to verify or change their predictions. It enables students to connect new information to their own prior knowledge about the text or experiences. It helps the students to build curiosity about a new topic whether it is the beginning of the text or in the middle so students can predict what will happen at the end. Theses critical thinking skills are important to CCSS and this strategy can be applied to both pictures and text which are both important to the instructional shifts.

**How to use this strategy:**

Give students the text/picture that they will be working with. For instance, I could use this with the picture on a book cover and ask students to fill out the anticipation chart accordingly. Or, as I’ve chosen for this exercise I would give the anticipation guide to students in the middle of a text, at a pivotal, point and ask them to fill out the anticipation guide. Then at the end of the text, whenever that may be, you ask students to go through and fill out whether they were right or wrong and write why they were wrong if that is the case.

**Resources:** Prompt: Part 1 of Uglies is finished. Please fill out what you think will happen in the second part.

**Anticipation Guide (ch. 1-13)**

|  |  |
| --- | --- |
| Write underneath each given sentence what you think will happen next in the story. | Go back and check whether you were right or wrong. If you were wrong, write why you were wrong, or rather, what ended up happening? |
| 1. Shay has left for The Smoke.   I think Shay will not make it to The Smoke and Tally will find her as she starts to travel and they will go back together to the city to turn pretty. | **Yes-**  **No- X**  I was wrong because Tally actually makes it through the wild without finding Shay. Shay is in The Smoke and is happy there. Tally has to decide what to do, betray her or stay. |
| 1. Tally decides to go to The Smoke for Dr. Cable to find Tally. She must now be an infiltrator.   I think Tally will wander around the wild for a little bit and act like she tried to find The Smoke but she won’t really. She’ll go back and try to be pretty. | **Yes-**  **No- X**  I was wrong because Tally makes it to The Smoke and is trying to find time to open her locket and betray Shay. Tally still wants to go back to the city. |
| 1. Dr. Cable *says* that Tally will be pretty if she betrays The Smoke but will that happen? Why or why not?   I think Tally will be pretty eventually but she’s going to end up fighting for The Smoke first and defending them if Dr. Cable finds them. | **Yes-X**  **No-** |
| 1. Tally has no idea what The Smoke will be like.   The Smoke will be really rustic and she’s going to be shocked by how they actually live. She is used to the city and its material objects so she won’t know how to live out there at first. | **Yes-X**  **No-** |

**When to use this strategy:**

This strategy works well mostly for fictional texts or *maybe* biographical texts if students are guessing what might happen to the author based on some previously mentioned fact. However, it works better with fictional texts where there are twists in the plot and most of the students will have no idea what is going to happen. You want students to close read the text and infer situations that are happening to anticipate what will happen next or at the end of the book.

**With/for whom will this strategy work well? Why?**

This strategy will work well for students who like to like to ask questions about what is going to happen later on. Books have a lot of twists in them sometimes and this would be an engaging exercise for students to really think about what could happen and/or why it would happen that way.

**With/or for whom will this strategy NOT work well? Why?**

Some students might feel as if they have to answer this anticipation guide correctly. Because of this, it’s important to stress that students do not *have* to be right when they answer this. When you think something will happen it doesn’t, that’s just how books are sometimes. The other thing to stress with this exercise is many times the answers or at least part of the answers is right in the text. It’s important to teach this such as, “ok this has happened, what would be a logical thing to happen next?” and start at that point. This goes along with needing to activate prior knowledge as well so discussions surrounding the anticipation guide help.

**3. End of Instruction**

**Pizza wheel/Summarizing**

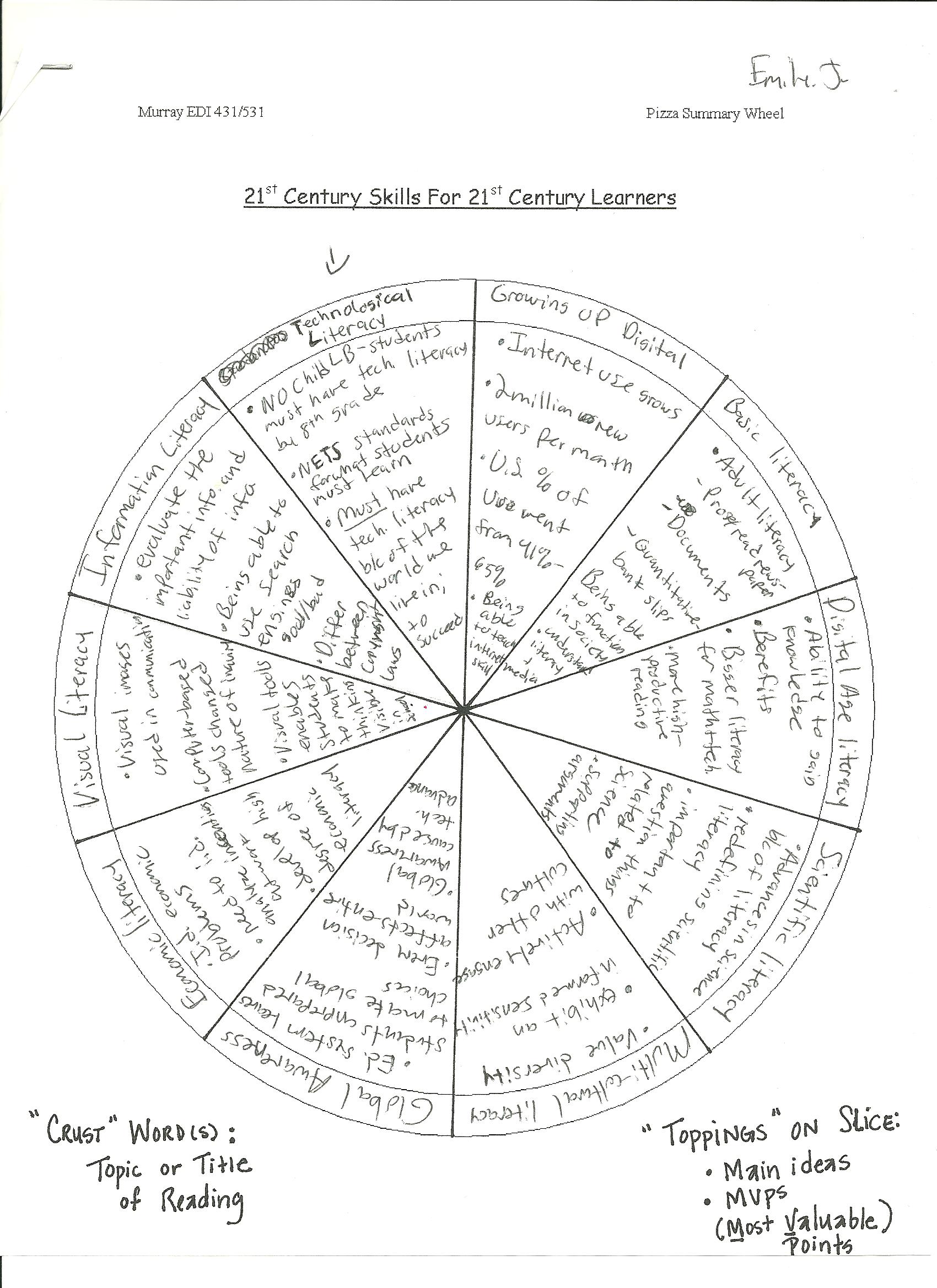
**Why use this strategy?**

This strategy works well for consolidating key notes/topics into one space and it allows students to learn different but somewhat related topics at once. The activity works like a jigsaw so students work together in two different sets of small groups. It involves reading texts, then discussing the main points, and then writing down the main points. CCSS requires students to look at informational text as well as fictional and this strategy works well for working through informational texts.

**How to use this strategy?**

Students are put into small groups where each group is either given a different text to read or different parts of the same text to read. They read individually, discuss within their groups about what they have read and decide what the main points are. Then the groups split into different groups with one person from the original group in a new group. The new members go around and share what they read and what they found important. The other group members must write down the key points on the “pizza” organizer below.

**Resources:**\* Prompt: Article: 21st Century Skills for 21st Century Learners (Note\* This pizza wheel is from Mrs. Karen Murray’s EDI 431 class, Fall 2012)

  
**When to use the strategy:**

This strategy works well for informational texts/supplementary texts that might go along with a fictional text or a broader topic. A text that has many components to is works best because the class can be broken down into smaller groups and each given a specific section. This works well when you want work through a large topic and make it more manageable for students. This also works well with students learning how to summarize and pick out the important points in an article.

**With/for whom will this strategy work well? Why?**

This will work well for most students for the one reason that this strategy incorporates all different aspects of language, written, oral, and visual. It’s all wrapped into one activity that will help play to each student’s strengths. You could even assign roles for this activity so each student can decide which part of the activity they are strongest in.

**With/or for whom will this strategy NOT work well? Why?**

This strategy might be hard for students who do not have much practice with summarizing or with finding the main points in an article. It’s important to practice summarizing in other strategies with students or perhaps helping each group summarize their part of the article. The other problem students might have is finding the main points in an article. This is another skill that students need practice with, especially when they are given a large body of text that has a lot of information to sift through. Using guided notes with previous articles can help students learn how to point out what is important and what isn’t.

**3-2-1**

**Why use this strategy?**

This strategy helps students at the end of a lesson to help discuss any lingering questions they might have. It also helps the student to remember what they learned throughout the activity and reiterate it in their own words. Students can also reflect on what they have learned and this can be used as an exit ticket out the door. It can be used to activate prior knowledge as well and can be used at the end of any activity in the classroom. The 3-2-1 can be used to assess whatever is important from the previous lesson. It’s a way to assess student’s understanding. CCSS requires students to summarize and discuss information in their own words which this can help with.

**How to use the strategy:**

After the activity is finished distribute the 3-2-1 assignment to the students. You should choose beforehand what needs to be assessed and have the questions clearly marked on the worksheet. Students can write the 3-2-1 on a post-it note so they can easily turn it in or post it on the whiteboard at the front of the room for a class discussion.

**Resources:** Prompt: Questions based on Part 2 of Uglies.

3. **List three things that help change Tally’s mind to stay in The Smoke:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2. **What two things do the Smokies do that bother Tally?**

**­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **What is one question you still want answered?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Finished 3-2-1)**

**3. List three things that help change Tally’s mind to stay in The Smoke:**

She becomes closer to David and understands his position in The Smoke.

She begins to like working and building up The Smoke.

Her mindset starts to change on how people should look.

2. **What two things do the Smokies do that bother Tally?**

They cut down trees and kill animals for food.

They do not get the operation and stay “ugly” for the rest of their lives.

1. **What is one question you still want answered?**

Will Tally ever turn pretty?

**When to use this strategy:**

This strategy can be used, as in the above example, for a fictional text. This allows students to answer questions perhaps about reading homework they had along with asking any questions they still have about the story. This strategy is also good for informational texts because it allows students the practice they need to figure out what the main parts of a text are. They could be asked to list what they think three main points are and so on. This is good practice that will go with other strategies previously mentioned.

**With/for whom will strategy work well? Why?**

This strategy will work well for students who are able to put their thoughts down on paper. These are simple but important questions and students are able to put their answers in their own words. It makes them responsible for their own learning and allows them to take control in a way by asking them what questions they might still have.

**With and/or for whom will the strategy NOT work well? Why?**

This might be a hard strategy for students who do not like to always write their thoughts. If the 3-2-1 does not always lead into a discussion some students might be put off by this because they might not see the significance in writing a 3-2-1 and see it as a quiz of some sort. Discussions, even short discussions are important to have after a 3-2-1 because it allows you to assess what students have written down and what they understand. You could tell students to jot down a few words that will trigger their ideas when you discuss it. That way they are still participating in the 3-2-1 exercise and getting something out of it. The other idea to try with this is show students that it is not a quiz and it’s an important strategy to participate in class and gives them a reason for why it’s meaningful to answer these questions.

**Vocabulary Sort**

**Why use this strategy?**

This strategy helps students to review vocabulary terms after a unit/lesson is finished. It allows students to put the words and definition in an order that works for them and makes sense to them in their heads. It reinforces the terms that students should have been learning and using throughout the unit/lesson and gives them a chance to review perhaps before an assessment. CCSS requires students to use context in vocabulary to figure out an overall meaning of the words.

**How to use this strategy:**

Students are put into groups and given a set of vocabulary words with definitions from whatever they have been working on. They are asked to sort the words and definitions into categories or a structure that makes sense to them. They will then be asked to explain to the teacher and the rest of the class why they decided to put the words the way they did. The key idea here is that there is no wrong answer. Students just need to have a justification for *why*.

**Resources: Visual representation**

Word

**Word/Definition**

**Word/Definition**

**Word/Definition**

**When to use the strategy:**

This strategy is great to use with informational texts and supplementary texts that go with the unit/lesson. It works for vocabulary that students might be having difficulty with since it enables them to organize the words and definitions into categories or works that work best for them.

**With/for whom will this strategy work well? Why?**

This strategy will work well for students who have a more open mind set and like to organize things such as vocab words in a way that makes sense to them. This strategy has a lot of freedom with it since there is no right or wrong. They just need to argue why certain words are in certain categories and what the reasons are.

**With/or for whom will this strategy NOT work well? Why?**

This strategy is a very abstract strategy and it might take some students longer to organize their words. Sometimes it is hard to break away from the traditional word=definition equation so some students might feel overwhelmed by the fact that they can/have to change the way these words are organized. It’s important to show an example of exactly what you mean by this before giving students the activity. It’s also important to start with a smaller selection of words first before giving them a larger list of words. This will help students build on this activity and feel more comfortable with it once they get a larger set of words.

**Exit Ticket**

**Why use the strategy?**

Exit slips require students to assess themselves one way or another at the end of class. They help students to reflect on what they have learned and there are three different ways to do this. Exit slips can document the learning that students have done that day, emphasize the process of learning such as what they didn’t understand or questions they still have, and exit tickets can also evaluate the effectiveness of the instruction that day such as asking if students enjoyed working in groups together etc. CCSS requires students to assess what they have learned and summarize it in a way that makes sense to them. This strategy can help with that.

**How to use this strategy:**

At the end of a class hand students the exit slip and ask them to fill it out before they leave the classroom. You can tell them before the lesson starts that they will have an exit ticket so it gives them an end goal to work towards. It teaches students that they will need to pay attention to the lesson because you could ask anything about it on the exit ticket. Collect the exit tickets before students leave and this gives the teacher a way to assess where all students are depending on what has been asked. This can help you plan for the next day, whether you need to review something, or if you are free to move on.

**Resources**: Prompt: Lesson on carbon footprints and Tally’s world in Uglies.

**Exit Ticket:**

What is a carbon footprint?

**A carbon footprint is when you are using too many resources and not giving back to the environment. You are taking away but not giving back and it is breaking down the ecosystem.**

How does Tally’s world try to reduce their carbon footprint?

**Tally’s government recycles all their resources back into the environment and has made up new inventions such as hover cars that don’t require fuel that will burn off into the air.**

What are any questions you still have about carbon footprints related to yourself or Tally?

**If the Smokies are burning and cutting down trees, aren’t they destined to destroy themselves like the Rusties apparently did?**

**When to use this strategy:**

You should use this strategy at the end of a lesson/class period. Because there are different types of exit tickets you can use it with fictional texts and informational texts depending on what you want to assess.

**With/for whom will this strategy work well? Why?**

This strategy will work well for most students. The questions on the exit ticket are simple enough to answer and if students cannot answer them it is alright because as a teacher that’s what you want to assess, whether they know something or not. The exit ticket only takes a few minutes and if students are given enough time they will have time to write down quality answers.

**With/or for whom will this strategy NOT work well? Why?**

The problem that I think students might have with this strategy would be that students might be afraid that they have to be correct when answering these questions. Therefore, it’s important to stress that if they can’t answer the question it just means that you will continue to learn about the topic as a class the next day. Another idea is to go over the exit tickets together the next day to assess the class and help review for those students who maybe couldn’t answer a question.

**4. Student Interest and Motivation**

**Sneak Peek Box**

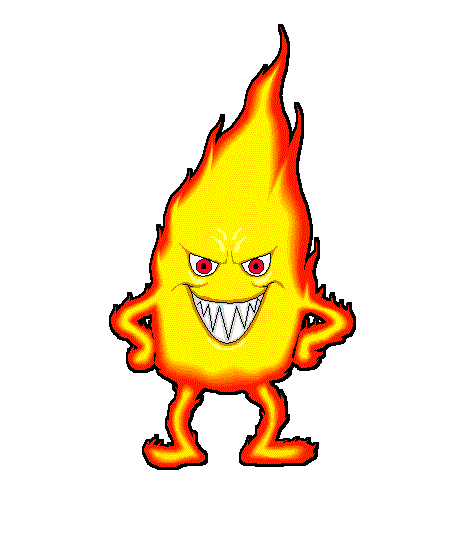
**Why use the strategy?**

This strategy works well for the beginning of the unit and allows students to make inferences (CCSS) about what the next lesson/unit might be about. They will have pictures and objects to look at to help students guess what might be coming up next in class.

**How to use this strategy:**

The students, in small groups, will receive a box full of objects and pictures about what the next lesson/unit will be on. Students can write down what objects are in the box and then discuss as a group what they all mean. Then they can either come up with an idea as a group or the whole class can come together to guess what the boxes might mean.

**Resources:** Prompt: Box on next unit: Greek Mythology



**When to use this strategy:**

This strategy should be used at the beginning of a lesson so students can see the objects and ask questions if they need to. This can be used with fictional texts best, but could be used with informational texts depending on what you are reading. Fictional texts or units such as Greek Mythology work well because you can use book covers, movie adaptations, and even toys to get students interesting in guessing.

**With/for whom will this strategy work well? Why?**

This strategy works well for students who like or can handle abstract ideas. Some of the items in a sneak peek box might require some real thought since the answer about how they go with the next unit might not be very obvious. Some students enjoy this type of mind work.

**With/or for whom will this strategy NOT work well? Why?**

Students who like more concrete details might not enjoy this strategy because they feel that they will be wrong if they don’t understand all the objects in the class. An idea to use with this would be to practice with students how to observe objects and how many different ways and terms they can be used for. Start small and then when students get to the whole sneak peek box they will be in the mindset of guessing and looking at objects in different ways. Another idea to use with this strategy is possibly asking students to make their own sneak peek box so they are in the role of thinking about what objects could be included as clues for the next unit/lesson.

**Gallery Walk**

**Why use the strategy?**

A gallery walk is a way for students to review or learn new information and to add their own opinions and thoughts to a discussion and activity. It encourages students to use inferences and use their best critical thinking skills depending on the activity and what is being used in the gallery walk.

**How to use this strategy:**

Posters are put up around the room and students are given post it notes to stick to each poster. Depending on the topic, students will write what they think the topic on the poster means and stick their post-it notes on the posters then move on to the next poster. As a class the teacher and student will go through all the posters and review what they are. Students can either write these down in a corresponding packet or they can choose to just remember it.

**Resources:** Prompt: Vocab words from Uglies.

Maelstrom

Trundled

Adhesive

Dubious

Flexed

Grimace

Warden

Stifling

**When to use this strategy:**

This strategy can be used for all kinds of text. It works well for an activity before you start a new book, fictional or otherwise. It also can be used as a review for vocabulary words at the end of the lesson/unit. It works well if you want students to draw pictures pertaining to a subject and have student go around make comments on the pictures and how they relate to the topic at hand.

**With/for whom will the strategy work well? Why?**

This strategy will work well for students who like to have time to process words or topics and guess at what it might mean even if it’s completely wrong. It works well for students who like to get up and move during class. This allows them to move around in a structured setting while still learning in one way or the other.

**With/or for whom will the strategy NOT work well? Why?**

This strategy might not work well for students who prefer a list of vocabulary words and definitions. They would rather be told, or they learn better by seeing the correct answer, they cannot always comprehend what words could possibly mean. One thing to do with this activity is assure students that at the end they *will* have all the correct definitions to go with the new vocabulary words. Another idea to do with this activity is provide a vocabulary packet for students to write down the concrete words and definitions so they will have a structured list to take with them and use throughout the class.

**R.A.F.T**

**Why use the strategy?**

This literacy strategy incorporates writing skills and asking students to be creative at the same time. R.A.F.T. includes four parts that the students must meet when they write.

**How to use this strategy:**

Give students a writing prompt to go with R.A.F.T. or allow them to do a free topic. R.A.F.T. stands for Role, Audience, Format, and Topic. You can give students a prompt to write about such as asking them to write in the role of a certain character or giving them a free topic such as asking them to write about something from a specific content area like English, math, science etc. Students can then share their R.A.F.T. assignment with each other or hand them in instead.

**Resources:** Prompt\*: Write about something from your content area (Note\* This assignment was submitted to Mrs. Karen Murray’s EDI 431 class, Fall 2012)

Journal entry #50

November 23, 2012

Dear Journal,

It’s me again, *Romeo and Juliet* Shakespeare book #14, writing to you from the high school where I’m employed. Tonight I’m spending the night inside a dark locker, locker number 182 to be specific. Not the best sleeping arrangements I’ve ever had but not the worst either. We were just handed out to the new freshman class so they can begin reading Shakespeare for homework. I just don’t understand students today, they groaned so much when Teacher handed me and my coworkers out. They haven’t even read my wonderful story yet and they were complaining. Book #24 got dropped on the floor and accidently kicked on the way out of class today. It looked pretty painful but hopefully was unintentional and he’ll recover. The student I was assigned to flipped through my pages and then dropped me into a backpack. Students sure are unappreciative these days. They never know how to pronounce my words and aren’t even willing to try. I feel quite misunderstood most of the time.

I heard last year that book #12 got his cover ripped off and they just retired him and put him in the library bin of free books. Tough life, but maybe he’ll get picked and go to a good home. I’m quite proud that I am still in one piece as of right now. I try to keep my cover crease free and my pages from collecting food and dirt. I want to make a good impression on my students every year and the only way to do that is to keep yourself looking good. I was excited to go home with my student this year but instead I was dumped in this locker shortly after class. It’s kind of dusty in here but is relatively neat and has pictures hanging on the inside which are fun to look at. It’s really hard being a book in high school these days; especially a *Romeo and Juliet* play. Students don’t understand what I’m actually saying so then they refuse to look deeper into the meaning of my actual story. If they really tried I bet a lot of them could really relate to what my story is trying to tell. Oh Journal! How do I get students to understand and treat me and my coworkers better?

There’s one book in our collection that is pretty scary; book #34 has drawings all through his pages and back cover. He’s a pretty tough book; he looks scary with all those tattoos on his pages. He always gets students that add to his drawings for him. He thinks it makes him look tougher. This makes me so upset, it’s just encouraging book #34 in his bad behaviors. We books have to stick together and help teach students to learn to love reading! I made pretty good progress with my student last year but I’m really not sure about this year. If I can ever make it out of this locker I’m going to try really hard to show how much I have to offer. If my student would look closely I have very helpful footnotes that explain what particularly hard words mean. I even have a glossary in the back! It’s getting late and it’s been a long day Journal. I should probably try to get some rest so I can be prepared for when my student opens their locker in the morning. It sure is a rough life being a book Journal but I wouldn’t trade it for anything.

Sincerely,

*Romeo and Juliet* Shakespeare book #14

**When to use this strategy:**

This strategy can be used with fictional texts or even broader topics for a lesson/unit. For example if you are reading The Great Gatsby you could ask students to write a R.A.F.T. assignment from someone who ran a speakeasy in the 20’s. This way the assignment is relevant to what you are learning about in class but gives students a chance to reflect on how times were different back then. This can include some minor research depending on how in depth you want the piece to be. The R.A.F.T assignment works well to flow into a larger creative essay assignment as well.

**With/for whom will this strategy work well? Why?**

This strategy will work well for students who like to write creatively as opposed to more narrative writing. A topic prompt that allows students to create their own character and does not involve research can be a freeing assignment for students. This strategy has four very simple guidelines and is very open for students to create and use their context of their stories to create their own story or piece of work.

**With/or for whom will this strategy NOT work well? Why?**

This strategy might bother students who need more guidelines on what to write or for students who feel as if they cannot create their own character exactly. For these students it’s a good idea to let them know that they can do a little research into the topic if it would help them but they don’t necessarily have to do that. Another idea to use would be to let students know that there is no wrong way to do this assignment. It’s all creatively so they can make something up that they feel would go with what they are reading in class. If students are really stressed about this assignment, allow students to submit drafts to you even to make them feel better.

**Quotation Mingle**

**Why use the strategy?**

This strategy helps students to make inferences about a story or article.

**How to use this strategy:**

You give each student a quote card with a quote or line from an article on it. Ask the students to mingle around and show each other their cards. Tell students to discuss amongst themselves what they think the article could be about. Ask students to get into small groups and write a possible headline for what the article might be about. Then give students the full article to read and ask if they were close to being right at all.

**Resources:** Prompt: Article on pizza and its origins.

**Quote cards:**

They can be vegetarian or with meat; it’s up to you what you put on it.

They wanted to eat pizza at home.

Read more: [http://www.newsinlevels.com/products/pizza-is-not-only-from-italy-level-3/](http://www.newsinlevels.com/products/pizza-is-not-only-from-italy-level-3/?utm_source=copy&utm_medium=paste&utm_campaign=copypaste&utm_content=http%3A%2F%2Fwww.newsinlevels.com%2Fproducts%2Fpizza-is-not-only-from-italy-level-3%2F)

But it was the Italian poor people who baked and ate it in the streets.

Read more: [http://www.newsinlevels.com/products/pizza-is-not-only-from-italy-level-3/](http://www.newsinlevels.com/products/pizza-is-not-only-from-italy-level-3/?utm_source=copy&utm_medium=paste&utm_campaign=copypaste&utm_content=http%3A%2F%2Fwww.newsinlevels.com%2Fproducts%2Fpizza-is-not-only-from-italy-level-3%2F)

Of course, there are local variations: the Japanese use mayonnaise, in Mexico they have pizza with tacos and chili, in Slovakia they use a special type of cheese.

She liked it so much that she invited a chef to her palace and he started baking different kinds of pizza for her.

**Possible headlines for article based on quote cards:**

The History of Pizza

A story about a girl who wants to eat pizza and hires a private chef who is Mexican.

**The complete article:**

**Pizza is not only from Italy - level 3**

[](http://www.newsinlevels.com/images/200000315-a4529a4cfa/Brooklyn%20Style%20Pizza-712w_1.jpg)

If you think that pizza comes from Italy, well, you’re wrong. It is their national food but actually, pizza is a mixture of ingredients from all over the world. The pizza bread comes from the early Greeks, tomatoes (which MUST be there) come from America, cheese is, of course, made everywhere. But it was the Italian poor people who baked and ate it in the streets. In about 1889, Queen Margherita saw it and wanted to try pizza. She liked it so much that she invited a chef to her palace and he started baking different kinds of pizza for her. He named a pizza after her - Pizza Margherita - with tomatoes, cheese and herbs that represented the red, white, and green colours of the Italian flag. Even today it’s one of the most popular kinds of pizza. Italian immigrants brought pizza to other European countries and America but it was the soldiers who came back from World War II who made pizza so popular. They wanted to eat pizza at home. Now pizza is a multi-billion dollar business and you will find pizzerias all over the world. Of course, there are local variations: the Japanese use mayonnaise, in Mexico they have pizza with tacos and chili, in Slovakia they use a special type of cheese. Pizzas come with different toppings, in many shapes and forms. They can be vegetarian or with meat; it’s up to you what you put on it.

**When to use the strategy:**

It’s good to use this strategy before you give students an article or short story. It works well to engage them in the story because they are guessing what it possibly could be about and once they are given the topic are eager to see if they were correct or not. This strategy works well to motivate students to want to read, especially if the articles are brief and are relevant to the topic at hand.

**With/for whom will this strategy work well? Why?**

This will work well for students to talk to people who they don’t know well and give them a specific topic to talk about while they are mingling. This strategy works well for all students to learn *how* to make inferences.

**With/or for whom will this strategy NOT work well? Why?**

This strategy might be tough for students who are nervous interacting with others in this mingling situation perhaps if you have students in an inclusive classroom that has students with social disabilities. This is a good way to introduce students to each other by explaining to them this activity gives them a topic to discuss so they don’t have to worry about conversing in general.

**5. Scaffolding OR Differentiating Instruction:**

**Silent Conversation**

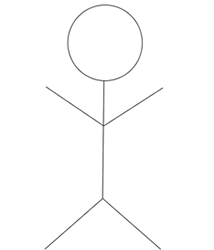
**Why use the strategy?**

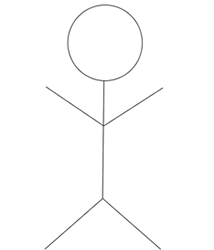
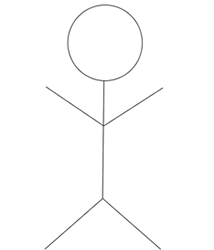
This strategy works well to activate prior knowledge about any topic or subject. It encourages openness to new or different ideas and it also allows the sharing of these ideas and opinions to other people in a place that is a “safe zone”.

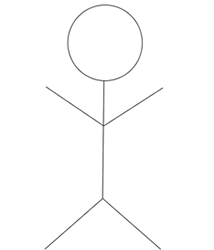
**How to use this strategy:**

First you need to assign the topic of the conversation. Then let students get into small groups or assign groups if this is necessary. You will need to set a time limit for free writing and explain that when students are done writing they pass their paper clockwise to the next person at their table. They then read the paper in front of them and respond to the other statement on the paper. You repeat this process until each person has their own original paper back with equal number of statements and responses on it.

**Resources:**







**When to use this strategy:**

This strategy works well for informational texts about a topic students haven’t learned about before and have formed new opinions. It also works well for major themes or questions that might arise from a fictional text.

**With/for whom will this strategy work well? Why?**

This strategy will work well for every student because it allows everyone to have a say on any topic while enforcing writing skills. There is no need to share out loud each individual’s point of view; instead a group summary could be said at the end of the activity to share with the rest of the class.

**With/or for whom will this strategy NOT work well? Why?**

This might be hard to shy students who feel that they will be judged for what they have to say, regardless of if it is silent or not. It’s a good idea to teach about being respectful of others opinions before this activity. That way any responses that are written down would be appropriate and constructive if students do not agree with someone in their group. Another thing to stress with this activity is that it’s important to write anything that comes to mind down. You cannot leave your space blank; stressing that any thoughts from everyone are appreciated and important.

**Frame of Reference**

**Why use the strategy?**

This strategy works well for showing students what they already know and asking them the question how do they already know it? It helps to activate prior knowledge on a topic and to gain news ideas from other people and sources. It can be used as a pre and post assessment on a topic.

**How to use this strategy:**

Give students the Frame of Reference worksheet and guidelines. Allow them to fill out the already know section of the frame of reference and then choose your first topic to learn about. After learning about that topic, ask students to fill back in more information that they have learned. This can be done with a partner so students are getting many ideas to put down instead of struggling to remember every single detail from a topic/article/lesson.

**Resources:** Prompt: Asking students to fill in the frame of reference for the topic of CCSS.

Literacy EDI 431

Teaching English Methods class

Thinkfinity.org

Using fictional and informational texts

Building on material each year

Instructional Shifts in ELA, Math, History, and technical subjects, not languages

College and career ready

**How I know it:**

**What I know:**

**CCSS**

**When to use this strategy:**

This strategy is good to use at the end of a topic and at the end. You are showing students that they are building on their information and what they know. This can be used for both informational texts and broader topics that students will encounter in fictional texts. They are assessing themselves at the beginning of the topic and then get to continue filling out the frames as their knowledge grows.

**With/for whom will this strategy work? Why?**

This will work well for students who are able to activate their prior knowledge on their own because they are able to say where they learned what they already know. It works well for all students because at the end of the strategy they can see all the new information they now have learned and it is all in one neat place for them to access throughout the year or beyond that.

**With/or for whom will this strategy NOT work well? Why?**

This strategy might seem hard for students who see this and can’t recall how they know some information. When I saw this first strategy I completely blanked and couldn’t remember how I had heard or how I knew about certain topics. I felt pressure to fill in a lot of information. One thing to do with this assignment is tell students that they do not have to know anything because at the end of the topic/lesson they will have things to fill in, so there is no pressure. Another idea to keep in mind is possibly allow students to do the pre-assessment part with a partner because talking about a subject might help activate someone’s prior knowledge that they couldn’t think of.

**Annotate Text**

**Why use the strategy?**

This strategy is to help students locate what is important in a text and what’s confusing about it. This way, this information can be used for class discussion to clarify any confusion. It also encourages students to interact with difficult text and to comprehend what it is talking about.

**How to use the strategy?**

You should pre-teach the marking up of text and tell students to make up their own type of short hand that they will recognize as they read. Give students the text and allow a time limit for students to read and think about the text as they annotate or “leave tracks”. Then ask students to not only share what they’ve learned from the text but ask them how they annotated their text and made connections to help them through it.

**Resources:** Prompt: Short example of annotated text.

**167 Words Short paragraph for kids on the Dog**

Sudhir

Dogs are kept as our pets. They are called our domestic animals. It is a faithful animal and is devoted to his master. Such a rare quality is found in dogs only. A dog has four legs. It is of many colors and of many breeds. It also differs in size. Some dogs are even kept in the pocket.

C:\Users\Emily!!\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HMDQ3VBS\MC900432526[1].pngDogs help us in various ways. Hounds or the hunting dogs kill prey for their masters. Some dogs are tamed to tend sheep. They watch out­houses and keep strangers, thieves, animals out of the house. Dogs are also used to locate criminals. They are kept with police for investigation. It has sharp ears. Even a slightest noise can disturb its sleep and make it alert. A dog recognizes its master and family members very well and can even die in order to save them.

So a dog is a man's best and true friend. It is very useful to man. It readily dies for the sake of its master.C:\Users\Emily!!\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HMDQ3VBS\MC900441361[1].png

**When to use this strategy:**

This strategy is a great way to use at the beginning of the school year with a syllabus of class schedule. This teaches students to read the syllabus, connect to it, and find things they might have questions on but this is when you can pre-teach the annotating part. This way when you give students hard texts or different texts they already have experience annotating text and can apply it to more activities in the class.

**With/for whom will this strategy work well? Why?**

This will work well for students who read the text and have questions but forget them when it is time to discuss the article. This is a way to easily teach students to write in the margins of their text so they always have their thoughts with them. It’s important to teach how to make connections to your own life as well so that is a strategy in of itself that is required for this.

**With/or for whom will this strategy NOT work? Why?**

This strategy might not work well for students who see it as extra work while they are trying to read an article. One idea to go along with this is to tell students reading the text through once and then going back to annotate is a good strategy so they are not disrupting the comprehension process the first time. Another idea to keep in mind is to teach them short and quick annotations so they don’t feel as if they are writing whole sentences/paragraphs to go with the text. Teach them that exclamation points, stars, highlighting etc. are good ways to remember what it is important about the text.

**QAR**

**Why use the strategy?**

The QAR strategy or the Question Answer Relationship strategy helps students to recognize the different types of questions and how to locate them in any kind of text. There are four types of these questions, they are right there questions **(RT)** which are literal questions that are found directly in the text. Think and search questions **(TS)** which are questions where the answers are gathered from several parts of the text. The author and you **(AY)** questions are partly on information from the text but the other half is provided by the student and their own experience. The last type of question is on my own **(OMO)** which requires students to read the passages and use their background and prior knowledge to answer the question.

**How to use this strategy:**

Pre-teach about the different types of questions and allow students to write down what each question means. Give students the text to read and then give them the questions so they can begin to use the text and answer questions. This can be done with partners and then discussed afterwards on how students found answers to the questions using the four types of question strategies.

**Resources:** Prompt: Article on To Kill a Mockingbird

To Kill a Mockingbird takes place in Alabama during the Depression, and is narrated by the main character, a little girl named Jean Louise "Scout" Finch. Her father, Atticus Finch, is a lawyer with high moral standards. Scout, her brother Jem, and their friend Dill are intrigued by the local rumors about a man named Boo Radley, who lives in their neighborhood but never leaves his house. Legend has it that he once stabbed his father in the leg with a pair of scissors, and he is made out to be a kind of monster. Dill is from Mississippi but spends his summer in Maycomb at a house near the Finch's.

The children are curious to know more about Boo, and during one summer create a mini-drama they enact daily, which tells the events of his life as they know them. Slowly, the children begin moving closer to the Radley house, which is said to be haunted. They try leaving notes for Boo on his windowsill with a fishing pole, but are caught by Atticus, who firmly reprimands them for making fun of a sad man's life. Next, the children try sneaking over to the house at night and looking through its windows. Boo's brother, Nathan Radley, who lives in the house, thinks he hears a prowler and fires his gun. The children run away, but Jem loses his pants in a fence. When he returns in the middle of the night to get them back, they have been neatly folded and the tear from the fence roughly sewn up.

Other mysterious things happen to the Finch children. A certain tree near the Radley house has a hole in which little presents are often left for them, such as pennies, chewing gum, and soap carved figures of a little boy and girl who bear a striking resemblance to Scout and Jem. The children don't know where these gifts are coming from, and when they go to leave a note for the mystery giver, they find that Boo's brother has plugged up the hole with cement. The next winter brings unexpected cold and snow, and Miss Maudie's house catches on fire. While Jem and Scout, shivering, watch the blaze from near the Radley house, someone puts a blanket around Scout without her realizing it. Not until she returns home and Atticus asks her where the blanket came from does she realize that Boo Radley must have put it around her while she was entranced by watching Miss Maudie, her favorite neighbor, and her burning house.

Atticus decides to take on a case involving a black man named Tom Robinson who has been accused of raping a very poor white girl named Mayella Ewell, a member of the notorious Ewell family, who belong to the layer of Maycomb society that people refer to as "trash." The Finch family faces harsh criticism in the heavily racist Maycomb because of Atticus's decision to defend Tom. But, Atticus insists on going through with the case because his conscience could not let him do otherwise. He knows Tom is innocent, and also that he has almost no chance at being acquitted, because the white jury will never believe a black man over a white woman. Despite this, Atticus wants to reveal the truth to his fellow townspeople, expose their bigotry, and encourage them to imagine the possibility of racial equality.

**Example Question for each QAR (Answer highlighted to corresponding color):**

1. **Right there (Yellow)-**Where does this story take place and during what major historical event?
2. **Think and search (Purple)-**Why does Atticus take the case of a black man?
3. **Author and You (Blue)-**Do you agree with how the children taunted Boo? Why?
4. **On my Own-**Would you ever take a legal case like Atticus did even if there were absolutely no way you would win? What would be the point of doing this?

**When to use this strategy:**

This strategy works well for any type of text. If you want students to start looking more closely at a fictional text to expand their ideas and thoughts, these questions are good ways to start helping them to expand their thoughts to a point where they could use them for an essay or other writing topics.

**With/for whom will this strategy work well? Why?**

This will work well for students who immediately understand what each question looks like and what each entails. They will quickly pick up on it and will be eager to discuss how and what they found.

**With/or for whom will this strategy NOT work well? Why?**

This strategy might not work well for students who have trouble searching back through the text to find answers. Because of this, each type of questions needs to be explained and demonstrated so students have concrete examples to follow when they are asked to answer them about a text. It’s also important to use annotating text with this strategy as well. If students are identifying information in the text they will be able to go back and more easily identify what is needed for each question.