

Strategy Glossary

Strategy	Short Description	Sources
3-2-1 Strategy	This strategy gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain.	http://forpd.ucf.edu/strategies/strat321.html http://www.readingquest.org/strat/321.html
ABC Brainstorm	The idea is meant to be fairly simple. Students try to think of a word or phrase associated with the topic, matched to each letter of the alphabet.	http://forpd.ucf.edu/strategies/stratABC.html http://www.readingquest.org/strat/abc.html
Anticipation Guide	An anticipation guide is a series of statements, usually between five and ten, to which students must respond individually before reading a certain text. The statements are designed in such a way as to activate thought about particular events, ideas, plots or issues that will be introduced in the text about to be read.	http://www.kimskorner4teachertalk.com/readingliterature/readingstrategies/anticipation_guide.htm http://www.indiana.edu/~l517/anticipation_guides.htm http://teachingtoday.glencoe.com/userfiles/file/anticipation_guide.pdf
Associate & Illustrate	Students completing a graphic organizer with the synonyms, antonyms, analogies, & illustrations of words helps them problem-solve with words and identify key associations among words.	http://forpd.ucf.edu/strategies/strat_associate.html
Carousel Brainstorm	Students think about what they know about subtopics within a larger topic to activate background knowledge or check understanding	http://www.readingquest.org/strat/carousel.html
Chalk Talk	This silent thinking strategy allows students to generate ideas, check learning, solve problems, reflect, or capture collective thought processes of students.	http://www.teachersnetwork.org/ntny/nychelp/mentorship/chalktalk.htm
Clock Buddies	A quick, partnering technique	http://www.readingquest.org/strat/clock_buddies.html
Column Notes	Focused note-taking strategy with many different variations	http://forpd.ucf.edu/strategies/stratCol.html http://www.readingquest.org/strat/column.html

Strategy Glossary

Cloze Technique	A variety of sentence completion techniques in which words are strategically left out of a passage so that readers can supply the missing words.	www.princetonol.com/groups/lvamc/tutors/cloze.html http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/index.html
Cognates	Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. For Spanish-speaking ELLs, cognates are an obvious bridge to the English language.	http://www.readingrockets.org/article/14343 http://www.colorincolorado.org/educators/background/cognates
Cubing	Students explore a topic through Blooms taxonomy, from the following six perspectives: Describe it, Compare it, Associate it, Analyze it, Apply it, and Argue for or against it.	http://forpd.ucf.edu/strategies/stratCubing.html http://www.rockwood.k12.mo.us/departments/curriculum/diff/cubing_files/frame.htm
Curriculum Compacting	A content acceleration strategy that enables students to skip parts of the curriculum they have already mastered and move on to more challenging content and activities.	http://www.learnnc.org/reference/curriculum+compacting
Directed Reading-Thinking Activity	A step-by-step process that guides students through understanding and thinking about text.	http://forpd.ucf.edu/strategies/stratDRTA.htm
Exit Slips	Used to engage students with summarizing their learning, or synthesizing learned information, skills, and processes.	http://www.adlit.org/strategies/19805 http://www.education-world.com/a_curr/strategy/strategy028.shtml
Flexible Grouping	A <i>temporary</i> grouping of students by criteria that is specific for the task at that time.	http://www.carolyncoil.com/ezine31.htm http://www.eduplace.com/science/profdev/articles/valentino.html
Four-Square Strategy	This strategy provides students with a visual representation of words and concepts in the form of a graphic or spatial organizer thereby helping students to make a personal connection with words	http://www.nevadareading.org/resourcecenter/literacycomponents/spelling_vocabulary.attachment/460/vocabulary_strategies.doc http://www.rften.org/content/webconf2006/handouts/Vocabulary_Activity_Handout.pdf

Strategy Glossary

Gallery Walk	This is a strategy that assists students' verbal articulation of their thoughts by viewing pictures and charts that illustrate a key concept or idea	http://serc.carleton.edu/introgeo/gallerywalk/index.html http://www.middleweb.com/mw/msdiaries/01-02wklydiaries/EB31.html
Give-One-Get-One	Students write down all the information that they know on a particular topic. Then, they flip the paper over and walk around the room sharing ideas and receiving new ones from their classmates.	http://www.phschool.com/eteach/language_arts/2001_11/essay.html
Graphic Organizer	Graphic organizers, pictorial organizers, webs, maps, and concept maps are visual ways to represent information.	http://www.eduplace.com/graphicorganizer/ http://www.readingquest.org/strat/graphic.html
Idioms	Ideas for making idioms transparent to improve student comprehension	http://forpd.ucf.edu/strategies/idioms-strategy-Apr09.html
Inside-Outside Circles	This is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others.	http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html http://www.usd416.org/pages/uploaded_files/Inside_Outside_Circle.pdf
Jigsaw	Assists your students with working together, developing thinking, content-specific and social skills, all while learning from one another at the same time.	http://forpd.ucf.edu/strategies/Jigsaw-strategy-Sep09.html http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/index.html http://jigsaw.org/
K-W-L	Finds out what students know, wonder about, and have learned.	http://www.readingquest.org/strat/kwl.html http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf
Language Experience Approach (LEA)	This approach helps beginning learners bring their own knowledge and experience to bear in constructing meaning from the printed word.	http://www.sasked.gov.sk.ca/docs/ela/e_literacy/language.html
Learning Contracts	A method of making students more responsible for their own learning.	www.readwritethink.org/lessons/lesson_view.asp?id=141

Strategy Glossary

Painted Essay	A highly structured approach to writing essays that is color coded to help students succeed.	http://www.exemplars.com/community/newsletter/200411.html http://www.leadershipteacher.org/library/lesson.php?id=125
Mini-Lesson	A short lesson with a very precise, directed objective.	http://www.gtps.k12.nj.us/CURRIC/writing/index_files/page0001.htm
Pattern Puzzles	Students sort key ideas into different types of categories	http://www.readingquest.org/strat/patternpuzzles.html
QuickWrite/Quick Draw	Students use drawings and/or words to express thoughts or feelings about a given topic.	http://www.readwritethink.org/lesson_images/lesson1053/quick_write_draw.pdf http://forpd.ucf.edu/strategies/quick-write-strategy-Oct08.html
RAFT Writings	Write with a predetermined Role of writer, Audience, Format, and Topic	http://www.readingquest.org/strat/raft.html http://olc.spsd.sk.ca/DE/PD/instr/strats/raft/index.html
Reciprocal Teaching/ QAR(Question-Answer Relationships/SQ4R (Survey, Question, Read, Recite, Review, Reflect)	A formatted way to summarize, question, clarify, and predict when reading	http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm http://www.readingquest.org/strat/rt.html http://forpd.ucf.edu/strategies/stratSQ4R.html http://forpd.ucf.edu/strategies/stratreciprocalteaching1.html http://forpd.ucf.edu/strategies/stratreciprocalteaching2.html http://forpd.ucf.edu/strategies/stratreciprocalteaching3.html http://forpd.ucf.edu/strategies/stratqar.html http://www.readingquest.org/strat/qar.html
Semantic Feature Analysis	Examine related concepts but make distinctions between them according to particular criteria across which the concepts can be compared.	http://forpd.ucf.edu/strategies/stratSFA.html
Socratic Circles	Assists students in developing dialogue, building knowledge based on prior experiences and applying them to new situations, creating hypotheses, and challenging perceptions of themselves and others while working through rhetoric and discourse	http://forpd.ucf.edu/strategies/stratsocratic_circles.html
Story Maps/History Frames	Focus on the "elements" of story: setting, characters, plot, and theme, among others, in historic contexts	http://www.readingquest.org/strat/storymaps.html
T-Chart	The T-Chart is a strategy to help students clarify	http://www.trimesters.org/Block%20Teaching%20Strategies/Block%20Teachi

Strategy Glossary

	concepts or ideas and to give specific examples. This strategy will help students learn to be specific.	ng%20Strategies_files/graphics_tchart.pdf
Tea Party	Offers students an opportunity to actively participate in discussions and consider parts of a story or content-area text before they ever actually read it.	http://forpd.ucf.edu/strategies/stratTeaParty.html
Think –a-loud	Used to slow down the reading process, this strategy lets students get a good look at how skilled readers construct meaning from a text.	http://www.readingquest.org/strat/tps.html http://www.teachervision.fen.com/skill-builder/problem-solving/48546.html http://www.readwritethink.org/lessons/lesson_view.asp?id=139
Think-Pair-Share OR Turn and Talk	A cooperative and structured discussion strategy	http://www.readingquest.org/strat/tps.html http://www.teachersnetwork.org/ntny/nychelp/Professional_Development/talk.htm http://learn.shorelineschools.org/spec/elearners/documents/quick_tip-turn_and_talk.pdf
Think-Pair-Share OR Turn and Talk (cont.)		http://olc.spsd.sk.ca/DE/PD/instr/strats/think/ http://www.readingquest.org/strat/tps.html
Three Minute Pause	A structured pause; a comprehension check	http://www.weac.org/News/MARCH97/read.htm http://www.readingquest.org/strat/3mp.html
Venn Diagram/ Compare Contrast	A visual representation of the similarities and differences between concepts	http://forpd.ucf.edu/strategies/stratVenn.html http://www.readingquest.org/strat/venn.html
Vote with your Feet	Students move to a designated part of a room to demonstrate their answer to a question. The whole class can get a sense of the group's response to any question this way.	http://books.google.com/books?id=JBeFD6sTx_IC&pg=PA112&lpg=PA112&dq=teaching+strategy+vote+with+your+feet&source=bl&ots=ipISxE3d8M&sig=EKAkDA-AhDofgsdSbXTi0dshtzg&hl=en&ei=gcPOSsiiAYuEswPG-qm1Dg&sa=X&oi=book_result&ct=result&resnum=5#v=onepage&q=&f=false

Strategy Glossary

Whiteboards	A great way to check for understanding (CFU) by giving each student a small whiteboard to use when responding to questions	http://www.educationworld.com/a_lesson/lesson/lesson251.shtml - scroll to the bottom for lesson ideas; for foreign language teachers http://books.google.com/books?id=lzXQ6PHSMGoC&pg=PA4&lpg=PA4&dq=Strategies+for+%22student+whiteboards%22&source=bl&ots=zaiYXx5RzC&sig=vv83qXQq-dqMH29ls9kLma3B4qM&hl=en&ei=GrHOSvOIOYT8tQPfMnPBw&sa=X&oi=book_result&ct=result&resnum=2#v=onepage&q=&f=false www.balenterprise.net/.../Enterprising teaching and learning to raise achievement-excerpt(1).doc - scroll to the section labeled "Show Me"
Word Boxes / Concept of Definition Map	A visual organizer that helps students engage with and think about new terms or concepts in several ways.	http://forpd.ucf.edu/strategies/archive.html http://www.readingquest.org/strat/wordmap.html
Word Sort	Categorizing words to improve association with prior knowledge	http://forpd.ucf.edu/strategies/stratword_sorts.html
Word Wall	A collection of words displayed in large letters on a wall in the classroom	http://forpd.ucf.edu/strategies/stratwordwalls.html