

-General- Instructional Strategies

Strategy	Description	Application
Graphic Organizers	Visual illustrations of verbal statements; they help the learner organize, comprehend, summarize and synthesize information. Examples include the following: spider map, series of events chain, problem solving outline, network tree, fishbone map, cycle, pie chart, Venn diagram, mind map, web, ranking ladder, story map, etc.	<ul style="list-style-type: none"> • After reading a selection, the learner ranks the character, events, etc. on ranking ladder graphic. • Teacher starts a web with a key idea or character from literature; learners brainstorm words/phrases to build web of interrelated ideas from the literature. • A fishbone map to visualize cause and effect in a selection of literature could be constructed by a teacher and learners. • The cycle graphic could be used to see how a series of events interacts to produce an effect in a piece of literature.
Creative Dramatics	Original responses to literature involving original dramatic forms – puppetry, pantomime, role playing, improvisations, plays, musicals, radio shows, etc.	<ul style="list-style-type: none"> • Learners plan and present a play with the opposite outcome of a selection read. • Learners role play the main characters in a selection changing the time, place or situation.
Structured Overview	Framework of ideas in the selection presented before reading; it gives learners an overview – a graphic organizer – of the new literature	<ul style="list-style-type: none"> • A structured overview of a nonfiction selection could be presented on the overhead projector to clarify the main ideas before reading. • A completed idea map could be used as an overview before learners read a biography to help organize learners' thoughts.
K-W-L <i>Recalling what learners Know Determining what the Want to know Identifying what they Learn as they read</i>	Active thinking needed when reading expository text; the letters stand for the three activities the learner engages in when reading to learn.	<ul style="list-style-type: none"> • Learners can create a 3-column K-W-L strategy sheet filling it in before, during and after they read a nonfiction selection. • Learners can use the 3-column K-W-L strategy sheet before, during and after a research project. • Learners could use their journals to record what they know, questions they need answered, and finally the information they gained.

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Interviewing	Open-ended questions presented to the learner to gain information about that learner; questions should be asked in an informal setting.	<ul style="list-style-type: none"> • The learner could be interviewed to gather information on the kinds of literature one prefers. • The learner could be interviewed to reveal what one knows about the writing process. • The learners could interview each other to compile a graphic representation of likes and dislikes, number of pets, favorite television shows, etc., relative to the topic at hand.
Debate	Formal argument conducted as a contest between opposing sides on a specific question.	<ul style="list-style-type: none"> • The learners debate the sides of a current news story causing controversy. • The learners debate the issues presented in non-fiction literature they read. • The learners debate in a trial format the prosecution and defense of a story character.
Effective Questioning	<p>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom's Taxonomy, higher and lower level, open and closed. Suggestions:</p> <ul style="list-style-type: none"> • know goal; select context • plan questions • phrase questions clearly • allow flexibility • avoid yes/no questions • allow wait time (at least 3 seconds) • avoid saying learner's name before the question • select learners randomly • use positive feeling tone • respond positively to all answers • use the probing techniques to elicit more thorough responses • redirect and rephrase • use learner's questions for instruction 	<p><u>Sample Questions</u></p> <p>Probing T: What are some characteristics of the main character in the selection? L: He was lonely T: What evidence do you have that he was lonely?</p> <p>Redirecting T: Debbie do you agree with Sue's comment. Why or why not?</p> <p>Rephrasing: T: What was the final action our main character took? L: (No response) T: What was the last event in the final chapter?...What part did the main character play in it?</p>

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Carouseling	A round-robin brainstorming activity where learners travel from one station to another writing ideas.	<ul style="list-style-type: none"> After reading a selection in literature, each character's name is written at the top of a piece of chart paper. Pre-selected groups rotate at teacher's signals (decreasing in time limit) and brainstorm personality traits of each character. Later, lists are discussed/evaluated.
Modeling	The act of demonstrating the behavior or activity which is to be elicited from the learner.	<ul style="list-style-type: none"> The teacher models the first few steps of note taking. A learner models appropriate handwriting positions and skills for a peer. The teacher models the comments and questions asked of a learner at the end of an oral presentation.
Mini-lessons	Lessons conducted to address the needs of one or a small group of learners in a subject area; they are usually of relatively short duration (10-15 minutes).	<ul style="list-style-type: none"> The teacher instructs five learners having difficulty with run-on sentences. The teacher reviews the rules of capitalization with a learner for 15 minutes.
Thematic Units	Units of study constructed around a central theme; they incorporate many skills and integrate curriculum areas.	<ul style="list-style-type: none"> The teacher may group learners based upon interest in the books available. The teacher may group learners in study groups according to topic.
Flexible Grouping	Grouping based upon factors other than ability; heterogeneous grouping; grouping based upon interest, topic studied, etc. This grouping method helps to avoid the stigma of "low" groups	<ul style="list-style-type: none"> The teacher may group in literature based upon interest in the books available. The teacher might group learners in study groups according to topic.
Peer Practice	A cooperative learning technique in which groups (pairs, triads, etc.) of learners practice the learning together, "Buddy Study."	<ul style="list-style-type: none"> A small group of learners quizzes each other on spelling words. A pair of learners sits beside each other, chairs touching, but facing in opposite directions to "buddy" read aloud to each other.

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Conferencing	Meetings between teacher and learner/s as a follow-up to instruction; these meetings re-enforce the learning and help the teacher check for understanding.	<ul style="list-style-type: none">• The teacher meets with the learner to redefine a personal narrative written by the learner.• The learner and teacher meet to check for improvement in elimination of run-on sentences in an essay on a controversial news topic.
Chanting, Rapping, Songs, Choral Reponses	Highly motivating methods to practice, reinforce and provide opportunities for the learner to hear, see, say, sing and move rhythmically with the learning; learning becomes more vivid, repetitious and memorable.	<ul style="list-style-type: none">• The intermediate learner could write and perform a rap to remember prepositions.• The primary learners might chorally recite parts of literature read to them.• The learners might write and perform a song about a main character in a piece of literature.
Learning Logs	The learners communicate how and what they have understood about a concept or unit of study. They may describe their learning processes, define a term, or indicate what they have learned.	<ul style="list-style-type: none">• The learner could summarize an activity.• The learner might assess an object.• The learner could reflect upon an activity in the log.• The learner might list 2 or 3 interesting ideas in response to teacher and peer questions.

**- Reading -
Instructional Strategies**

Strategy	Description	Application
The PReP	A type of “advanced organizer” or prereading plan where the learners brainstorm what they know about the topic, recognize relationships between their ideas and finally reform their knowledge upon discussion and reading.	Before reading a selection, learners are asked what they know. The teacher lists ideas then attempts to relate ideas. Students add to, eliminate, or enhance the knowledge determined after discussion and reading.
The ReQuest	A questioning session first between teacher and learner to model and then between learners; questioners alternate a variety of type and levels of questions.	<ul style="list-style-type: none"> • After reading a selection, paired learners alternate questioning about the selection. • After reading a selection, paired learners attempt to incorporate higher level questions in the ReQuest activity.
Literature Response Log	A journal for recording reactions to literature.	<p>May be used to do the following:</p> <ul style="list-style-type: none"> • Respond in writing to a question, impression, mood or reaction • Respond to open-ended questions, freewriting, vocabulary or illustrations. • Stimulate group discussions • Reflect on personal reactions while reading • Record new vocabulary • Examine the author’s style and motives • Write questions for discussion
Literature Extension	Activities that can be used to extend and enhance the understanding and enjoyment of literature in the classroom. A worth-while literature extension grows naturally out of the literature and demonstrates something the reader has gained from the textbook.	<p>May be used to do the following:</p> <ul style="list-style-type: none"> • Rewrite or retell the book and story as a play, folktale, soap opera • Design a bookmark, book jacket or a new cover for a book • Make a poster to advertise the book • Write an original dialogue between two characters • Write a letter to the author or a character with questions and/or suggestions • Make a Big Book or picture

**- Reading -
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Sustained Silent Reading - SSR	Students independently select a book to read for a specific period of time in class. Teachers must model the reading behavior.	May be used at the following times: <ul style="list-style-type: none">• Ten minutes a day reading after lunch• At the end of a class period• At home on a daily basis• Upon finishing seatwork• While waiting for the bus
Reading to Students	Reading aloud is seen as the single most influential factor in young children's success in learning. It has a positive impact on students' attitude toward reading.	May be used to do the following: <ul style="list-style-type: none">• Improve listening skills• Build vocabulary• Aid reading comprehension• Improve appreciation of poetry• Promote enjoyment of hearing a short story or excerpt
Jigsawing	Each student on a team becomes the "expert" on one subject by working with members from other teams. Upon returning to his/her team, each one in turn teaches the rest of the group.	May be used for the following: <ul style="list-style-type: none">• Acquiring new material• Reviewing information learned• Having a debate

Reading/Writing Instructional Strategies

Strategy	Description	Application
Big Books	Commercially published or child/teacher authored books with large pictures and print.	May be used to: <ul style="list-style-type: none">• Acquaint students with a sense of story and specific features of print• Enhance student writing• Publish student writing• Teach language conventions through a highly motivating shared group experience
Experience Chart	A paragraph, list, or letter written by the teacher in large print incorporating words, phrases or sentences from individual students.	May be used to: <ul style="list-style-type: none">• Correlate the spoken word with the written word• Model a specific form of writing – descriptive, personal, narrative, letters• Help students focus on a single idea, topic, subject• Expose student to high frequency sight words
Picture Books	Commercially published or child-illustrated books without text.	May be used to: <ul style="list-style-type: none">• Motivate student writing• Encourage a variety of interpretations• Stimulate vocabulary• Provide a concrete visual stimulus for discussions• Associate feelings with expressions

Reading/Writing Instructional Strategies

Strategy	Description	Application
Changing Point of View	An exercise used to extend and/or enhance the understanding of literature by changing the outlook, viewpoints or attitudes of a character or characters.	May be used to: <ul style="list-style-type: none">• Motivate writing• Describe character traits• Stimulate vocabulary• Associate attitudes and feelings with behavior• Empathize with more than one character
Predictable Books	Commercially published or child/teacher authored books containing any or all of the following: <ul style="list-style-type: none">• rhythm• rhyme• repetition of vocabulary• repetition of story structures• common patterns	May be used to: <ul style="list-style-type: none">• Predict outcomes• Use vocabulary in oral and written close• Stimulate creativity by creating a predictable book based on the story line

**- Writing -
Instructional Strategies**

Strategy	Description	Application
Framed Paragraph	A paragraph with words, phrases, or sentences left out.	<ul style="list-style-type: none"> • May be used as a format for a book report, narrative report, or the correct use of adjectives, or adverb phrases • As a class, students develop a story together while the teacher writes it down. Peer writing, cooperative learning, and quiet talking follow.
Collaborative Writing	An activity that allows students to interact on a writing assignment.	<ul style="list-style-type: none"> • Have students dictate group stories or poems • Students dictate short descriptive phrases for photographs, drawings, and science displays
Dictation	A tool to teach the concept of work, work spacing, sentences, and paragraphs and to encourage the use of standard spelling.	<ul style="list-style-type: none"> • May be used in the following ways: <ul style="list-style-type: none"> • Journal writing • First drafts of a composition • Student dictation • Upon reading an open-ended question • After independent reading • After small group discussion • When viewing a film • As a personal dialogue with teacher or peers
Inventive Spelling	A strategy that encourages students to spell words as they hear them.	<ul style="list-style-type: none"> • May be used in the following ways: <ul style="list-style-type: none"> • Record interviews of visitors, take opinions, surveys • Discuss and describe characters from a story • Lead the class in a brainstorming session on an announced topic
Personal Journal	A convenient, familiar and flexible method for students to record and reflect on their personal thoughts, feelings, ideas or experience.	
Writer's Notebook	A sourcebook of ideas for writing.	

Listening/Speaking Instructional Strategies

Strategy	Description/Application
Give/Follow Directions	<ul style="list-style-type: none">• Verbally describe how to proceed with an activity or assignment and the correct follow-through of those procedures.• Have student repeat directions to insure accuracy.• Offer students opportunities to design a variety of directions while other students follow them; e.g., How to make a peanut butter and jelly sandwich.• Have students put a series of directions in the best sequence for a successful completion of the task(s).
Rhyming	<ul style="list-style-type: none">• Recite rhymes, poems and tongue twisters.• Have students create rhyming patterns either by following the leader or independently.• Read rhymes in groups; choral reading.
Express Opinions	<ul style="list-style-type: none">• Offer students frequent opportunities to verbalize their opinions. Identify a positive value in each answer.
Use of Telephone	<ul style="list-style-type: none">• Teach and have students practice proper telephone manners.• Role play telephone conversations.
Identify Feelings/Purpose	<ul style="list-style-type: none">• Acknowledge tone of voice, phrasing patterns, pitch and speed of speech as a tool in recognizing feelings and purpose within the spoken words.
Auditory Discrimination	<ul style="list-style-type: none">• Recognize that each letter/sound grouping has a specific and correct sound (deaF vs. deaTH).• Utilize a variety of sound sources to analyze similar and dissimilar sounds.• Play games where success depends on careful listening and enunciation; e.g., think of a word that begins with the last letter of beD...DoG...Girl...LamP, etc.

Listening/Speaking Instructional Strategies

Strategy	Description/Application
Listening Lesson	<ul style="list-style-type: none">• Plan an activity and lesson whose aim is to develop, strengthen or practice strong listening skills
Oral Presentations	<ul style="list-style-type: none">• Assign presentations to individual students• Establish expected strategies for oral presentations; e.g., an audible tone of voice, inflection to hold interest rather than monotone• Establish acceptable audience participation and attention rules• Follow up with a period for questions and answers• Use book reports and character portrayals as choices for oral presentations• Participate in dramas, plays, skits, etc.
Choral Reading	<ul style="list-style-type: none">• Select a piece of literature to read in unison• Use exciting and well-patterned passages or poems• Alternate paragraphs or stanzas from group to group
Retell the Story	<ul style="list-style-type: none">• Have students repeat the story in their own words.• Ask students to supply missing details when you or another retells the story• Emphasize sequencing over detailing
Dramatic Plays	<ul style="list-style-type: none">• Afford opportunities at every grade level for dramatic experience.
Shared Personal Knowledge	<ul style="list-style-type: none">• Allow students to offer what they have learned from out of school or previous knowledge experiences• Use Show & Tell, vacation stories, favorite birthday gift• Affirm that students have the right to withhold personal information and emotional experiences
Listen for Correct Usage	<ul style="list-style-type: none">• Develop skills to recognize correct grammatical forms and constructions in spoken communication• Repeat correct patterns in place of commonly misused ones• Develop a recognition of colloquialisms, regional accents and phrasing and their correct counterparts• Critique samples of speeches, commercials, movies and TV dialogues for unusual or incorrect usage of words