Literacy Strategies

* A to Z Growth Mindset Book
  + Just like the classic children’s book genre this is a book with a page for each letter of the alphabet. In this case students chose words related to the idea of growth mindset and its implementation as a teacher. Related images and a rationale/description occupied each page.
* Frayer Model
  + The Frayer Model is a graphical organizer for vocabulary study. The word of interest is put in the middle and around it the word is defined and utilized. Examples, non-examples, and a visual representation of each word or concept is generated as a part of this strategy.
  + <http://www.adlit.org/strategies/22369/>
  + Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research.
  + <https://docs.google.com/presentation/d/1fi2WyfU0cy8D4A-ZnS9fFRBQxeHGf8wIDQsZE_Az5X4/edit#slide=id.p>
* Building an Argument
  + Students learn how to structure a complex argument consisting of multiple statements supported by evidence by completing a graphic organizer on a controversial reading. They also anticipate and refute a potential counterargument.
  + <https://docs.google.com/presentation/d/1-NRClddB673cIGfXzbjEJK6BafPwrodLtQXOBbQVrb0/edit#slide=id.p>
* Trading Cards
  + The Trading Card tool gives students an alternative way to demonstrate their literacy knowledge and skill when writing about popular culture texts or real world examples. This interactive allows students to create their own trading card about a real or fictional person, place, object, event, or abstract concept.  
    These cards can be used with any type of book students are reading or subjects that they are studying, and make for an excellent prewriting exercise for students who are writing narrative stories and need to consider characters, setting, and plot. Specific prompts guide student through the various types of cards, expanding students' thinking from the basic information and description of the topic to making personal connections to the subject.
  + <http://www.readwritethink.org/files/resources/interactives/trading_cards_2/>
* Alternative Minds
  + A compare and contrast technique for two different positions (minds). Students read an article on each side of the issue writing down words, phrases, and visuals from each side on each half of a piece of paper. Then they reflect on the two sides and write a conclusion paragraph detailing which side they agree with most (they don’t have to agree with either completely) and why.
  + <https://docs.google.com/presentation/d/1Y1lCDYVr5sWfraNgowXCErGG_qoVlA0zWrFgA7CIo88/edit#slide=id.p>
* SQ3R
  + A reading comprehension strategy consisting of Surveying the text, writing down Questions based on the survey, Reading with an eye out for the answers to your questions, Reciting the notes or readings main points out loud, and Reviewing your notes or the reading.
  + http://www.adlit.org/strategies/19803/
* Sketch to Sketch
  + Students sketch their thinking and understanding surrounding a reading. They then go back to the reading to verify that their understanding is correct and that their sketch accurately represents the information in the text. Students also may share their sketches with others as a vehicle for discussion, connection, and expansion of their understanding.
  + <https://www.learner.org/jnorth/tm/InstrucStrat29.html>
  + Harste, J. C., Short, K. G., and Burke, C. (1988). *Creating Classrooms for Authors*. Portsmouth, NH: Heinemann.
* Acrostic Antics
  + Students create an acrostic poem using the letters in a topic word to begin each line. Each line of the poem relates to or describes the topic word used to make the poem. In this version of acrostic poetry the students create a poem before and after reading and write about how their after reading poem shows mastery of the topic.
  + <https://docs.google.com/presentation/d/1pSVhMa6QQHRLie6CgPCS_44kmUgEBIMy7ZtJZqcx40k/edit#slide=id.p>
* Write About
  + This summarizing during and after reading strategy is used to help students increase their comprehension by synthesizing the reading into a drawing, listed key terms, and a half page (at most) summary paragraph that uses ALL key terms previously listed. (The key terms can be provided by the teacher or found by students).
  + Dodge, J., & Duarte, B. E. (2017). *25 quick formative assessments for a differentiated classroom*. New York: Scholastic.
* Management Journal
  + Students answer a series of questions about management in their practicum classroom providing fodder for discussion when the group comes together.
  + <https://docs.google.com/document/d/1qY3ZTO4Ine0g9Ri61HF343ruVXNL5GxvfhqsWEaNLuI/edit>
* Draw 4 Scenes
  + Students draw four scenes of what their future classroom could look like based on a class reading. They also write a two to four sentence description of the scene.
  + <https://docs.google.com/presentation/d/1ZMq1WlWvNc7Iwj5Gr9DFdL3DOYr080BLcQtJ_fo2Xp4/edit#slide=id.p>
* Anticipation Guide
  + Before reading students use their prior knowledge to respond to a series of questions or statements that address the main ideas of the reading. This increases engagement and activates prior knowledge increasing the likelihood of concept remodeling and long term conceptual change.
  + <http://www.adlit.org/strategies/19712/>
  + Duffelmeyer, F. (1994). Effective Anticipation Guide statements for learning from expository prose. Journal of Reading, 37, 452-455.
  + <https://docs.google.com/document/d/1E4JouQCF96CP-0xHMDoAoek0UaEW7l1t2BzyO3_1J2Q/edit>
* Safety Flyer
  + Flyers detailing safety rules that could be hung in their future classrooms. Our criteria were that the safety rule was accurately and concisely stated and demonstrated with an accompanying illustration that occupied at least half of the poster. Creating flyers is a great way for students to learn the purpose and structure of a flyer.

Teaching Strategies

* Think, Pair, Write, Share
  + This is a spin on the traditional Think, Pair, Share strategy where students think about a question, pair with a partner to discuss the given question, then share with the class. In this strategy students are asked to write down the answer to their question after discussing it with their partner, thus giving them the opportunity to change/add/delete thoughts from their original answer.
  + <https://www.nasa.gov/sites/default/files/files/4-TWPS_Template.pdf>
* Concept Sort
  + Students are given multiple teacher made words/ideas and asked to sort them based on teacher given categories. This can be used as a before, during, or after reading strategy.
  + <http://www.readingrockets.org/strategies/concept_sort>
* FQR
  + In this during reading strategy, students have a three column note set up (Facts, Questions, Responses) and as they are reading they write down any facts, questions they have, or responses to the text. These then serve as their “notes” from reading the given material and as a springboard for getting their questions answered.
  + Harvey, S. & Goudvis, A. (2000) Strategies that work. York, ME: Stenhouse Publishing.
* Critical Response Protocol
  + This differentiated and equitable strategy is used to respond to a picture or actual object that requires time to fully understand and is not identifiable at first glance. (For example, an electromagnet the first time it is viewed or an ancient fossil.) This strategy offers a protocol for individual critical thinking then moves to sharing as a large group using the questions: (1) I notice... (2) It reminds me of... (3) I feel... (4) Questions I have... (5) I infer (it is used for/with)...
  + <http://static.nsta.org/files/tst1604_51.pdf>
  + BLACKLINE: <https://docs.google.com/presentation/d/1qXSPwxgybccJc4aXLrG1w7dJcs5t_AbJDS7tZ1IUGP4/edit?usp=sharing>
* Silent Discussion
  + This “discussion” requires students to discuss a teacher given question, article, opinion, etc. in an unlikely way, SILENTLY! Student small groups have a big paper with the question, article, statement in the middle. Students are allowed to write or draw to “discuss” for a given amount of time. Then students are allowed to view other groups, adding to their discussion, before returning back to their own.
  + <https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation>
* Fish Bowl Discussion
  + In this discussion strategy, a small group, or fishbowl, are seated in a circle and the other students are standing around them looking and listening in. Students in the fishbowl are the only ones allowed to talk, however their onlookers can whisper thoughts/ideas to their fish and will eventually switch places with them. This is a great way for a large group of students to all participate in a discussion and still have the majority of students engaged in the content.
  + <https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl>
* Magic Book
  + This paper foldable provides a fun way to engage with and practice everything from vocabulary to cause and effect. When made the reader can only see the outside writing (terms, cause, etc.) Then with a little nudge of the paper it turns “inside out” to hide the original terms and show new items.
  + <https://www.slideshare.net/CarmenSanchez3/the-magic-book>
* Graffiti Words
  + Word posters that visually represent vocabulary words or lesson concepts. The most common way of doing this is to represent each letter in the word as an object related to that word or concept. It can also take the form of a poster where graphical elements related to the word are incorporated overall.
  + <http://learningtasks.weebly.com/vocabulary-strategies.html>
* Four Corners
  + This discussion (and formative assessment) strategy is great for a little movement and discussion sparker. The teacher makes a statement that has four answers or responses. Each corner of the classroom becomes one of the answers/responses and students must choose which corner they agree with. (We have students write their answer on a personal white board before moving so they cannot just pick the answer their friends do…) Once their choice is made they move to the corresponding corner. The teacher can then probe students in the corner to share their justifications for their choice.
  + <http://www.theteachertoolkit.com/index.php/tool/four-corners>
* 3 Column Notes
  + This AVID strategy is a during reading strategy where students take notes in three categories (usually chosen by the teacher in elementary) that can be adapted for any grade or subject area.
  + <http://slideplayer.com/slide/8867707/> (Slide 11)
* SMART Goals
  + This strategy is to be completed once a large project or goal is introduced. S.M.A.R.T. is an acronym that stands for (1) Specific: What exactly do you want to achieve? (2) Measureable: How will you know when you’ve achieved it? (3) Attainable: Is it something that you have control over? (4) Results Based: These are the steps I will take to meet my goal (5) Time-bound: What is your deadline?
  + <http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf>
  + BLACKLINE: <https://docs.google.com/presentation/d/1IjfWcLEvS8bTYZLpHeeA95gJjX8wJpZ5MRDCHDebEcE/edit?usp=sharing>
* Write About
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  + Dodge, J., & Duarte, B. E. (2017). *25 quick formative assessments for a differentiated classroom*. New York: Scholastic.
* Two Stars and A Wish
  + This formative assessment tool gives students and teachers the opportunity to give specific feedback. Teachers and students give two things, or stars, the presenting student did well and one area they can improve on, the wish. These can be oral or written.
  + <https://www.nwea.org/blog/2012/classroom-techniques-formative-assessment-idea-number-six/>
* Stand Where You Stand
  + This teaching strategy is used when teachers have controversial statements where students can have varying levels of agreement or disagreement. A large space is needed as students are given the statement and have to literally stand on a spot on a line (literal or figurative) with “Strongly Agree” at one end and “Strongly Disagree” at the other end.
  + <https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues>
* Interactive Notebook
  + A spin on the regular “notebook” that is written in and forgotten. Interactive notebooks are a fun and engaging way to get student to “interact” with their notes to help retention and mastery. Interactive notebooks can be done many ways, but often include notes given by the teacher that are read, written on, underlined, and drawn on and often include foldables, cutting, and gluing to allow creativity and a great resource for students to refer back to.
  + <https://www.keslerscience.com/guide-to-using-interactive-notebooks-in-the-science-classroom/>
* Crazy Advice
  + This assessment strategy is in the format of a wacky, and often funny, advice column, where the students are given an initial letter from a particular person/creature/object asking for advice about a problem they might have. For example, a letter written by “the “Dark Side” of the Moon to Neil A. about how it can get the Earthlings to see his beautiful side (he is feeling quite lonely and jealous). Students respond as if they are the expert giving advice on the problem. This is a great way to not only offer students a creative outlet, but also requires a deep understanding of material in order to manipulative it in a humorous way, as well as understand the format of a unique style of writing: advice columns. A variation for older students would be to have them write their initial letter asking for advice and the switch papers to have them then write advice as the expert.
  + Lane, B. (2003). *51 wacky we-search reports: Face the facts with fun!* Shoreham, VT: Discover Writing Company.
  + Blackline: <https://docs.google.com/document/d/1V4MH2hUgLBA_PIVvgmSceRZoi3iJxjGpnhVu9rA8KPE/edit?usp=sharing>
* Concept Cartoons
  + Concept cartoons are visual representations of a phenomenon that include several potential explanations for that phenomenon. These explanations are typically in the form of a conversation between cartoon characters. The explanations represent the correct explanation as well as common student misconceptions and thus serve as a both a way of activating and assessing student prior knowledge.
* RAFT
  + RAFT stands for Role, Audience, Format, and Topic. It is a highly customizable and engaging writing approach. The teacher (or students) choose who they are writing as (role), who they are writing to (audience), how they are writing (format), and what they are writing about (topic). For example, a rain drop writing to to the ocean in the form of a letter about the water cycle. Another example one of us has used is a king writing to his royal subjects (gas particles) in the form of a royal decree about the standards of behavior (gas laws).
  + <http://www.adlit.org/strategies/19783/>
  + <https://drive.google.com/file/d/0B2fx8bWdE5E2ZTJzVm1EOTRQVGs/view>
* Twitter Board
  + Students convert several management techniques that they liked from their semester practicum experience into a tweet with hashtags. These tweets are written on paper and posted to the board. As a group the class studies the twitter board to find patterns, similarities, and differences. Each student then selects a tweet that they find impactful or intriguing in some way and the poster of that tweet explains to the class. This activity is a nice way to have a discussion surrounding their classroom experiences. It also serves as a way we can demonstrate to the preservice teachers a way of utilizing pop culture trends in the classroom in a technology free and safe way.
* Anticipation Guide
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  + <http://www.adlit.org/strategies/19712/>
  + Duffelmeyer, F. (1994). Effective Anticipation Guide statements for learning from expository prose. Journal of Reading, 37, 452-455.
  + <https://docs.google.com/document/d/1E4JouQCF96CP-0xHMDoAoek0UaEW7l1t2BzyO3_1J2Q/edit>
* Report Card
  + In this assessment strategy students communicate their understanding of a particular subject in the style of a report card. Students can either pick or are given a topic and make categories, subjects, for the topic and give a corresponding grade as well as comments that pertain to the given grade. For example:
    - Topic: Honeybees
      * Subject: Flying
        + Grade: A
        + Comments: Honey is doing well. Wing beats 200 beats a second.
      * Subject: Pollinating
        + Grade: A
        + Comments: Honey gets a lot of pollen on her wings and body and brings them to many different flowers including Sweet Clover and alfalfa.
  + <https://docs.google.com/document/d/1V4MH2hUgLBA_PIVvgmSceRZoi3iJxjGpnhVu9rA8KPE/edit?usp=sharing>
* Odd One Out
  + Students are given a list of words and must determine which one is not like the others (the odd one out). They must then explain in writing why it is the odd one out. In our example the students are given a list of objects during an electromagnet investigation during which they should conclude that only one object from each list can be picked up by the magnet.
  + <https://docs.google.com/document/d/1mKUAOtdxVMo0qpUEzzv6hQ57m38OuqKq3NjgBPTs1ts/edit>
* Talking Drawing
  + In a Talking Drawing students draw what they know about a topic provided by the teacher before reading. After reading students draw another picture about that same topic this time incorporating information gleaned from the reading. Then they write about how their understanding has changed.
  + McConnell, S. (1993). Talking drawings: A strategy for assisting learners. *Journal of Reading*, 36(4), 260–269.
  + <https://drive.google.com/file/d/0B2fx8bWdE5E2YklrdWFvREFrYjg/view>