

Warm-up: Can you determine the phrase or new word(s)

- WEILIEGHT
- 87S9AF3E6T54Y10
- ALL world
- BB ~~BB~~
- EYERIGHTEYE
- RI POORCH

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**Fifteen Effective
Instructional Strategies
Focused on Literacy that
Every Teacher Can and
SHOULD Use**

SREB's five school-wide goals make a difference

- Read 25 books (2500 Pages)
- Write weekly in all classes
- Use reading and writing strategies
- Write research papers annually in all classes
- Teach all ELA classes as if gifted/honors

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All students will use reading and writing strategies to help them understand and use the content of all classes.

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Fifteen Literacy Strategies Any Teacher Can – and Should – Use

- **Admit slips/Exit slips**
- **ReQuest**
- **Double entry or two column notes**
- **Preview-Question-Read-Remember-Scan-Touch-up (PQR2ST)**
- **Interactive CLOZE**
- **Open-response questions on all assessments**
- **Focused Free Write**

Fifteen Literacy Strategies Any Teacher Can – and Should – Use

- **KWL charts**
- **Metaphorical Thinking – Four Corners**
- **Jigsaw reading**
- **Paired Reading**
- **Graphic organizers**
- **GIST**
- **WordSplash/Capsule Vocabulary**
- **RAFT**

One Strategy Before We Start

- **Learning Buddies**
- **Page 3 in planner**
- **Simple way for teachers to have control while allowing student choice**

Basic Reading Skills that Teachers Must Teach for EACH Content Area

- **Skim/Scan**
 - Look at questions at the end of the section.
 - Make an outline of the sections
 - Two-column notes
- **Note-taking during reading**
- **Write down questions as they read**

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The packet is arranged with all reading strategies first and the writing strategies follow. We will not follow that sequence for this abbreviated workshop.

ReQuest – Using a Student’s Desire to Prove you WRONG

- Requires teachers to model reading and be willing to have students prove them wrong
- Works well with science, health, social studies and technical materials
- Students and teachers both read a portion of text
- Teacher closes book and students ask questions
- When students run out of question or time limit is met, students close their book and teacher asks questions
- May alternate process for future text

Interactive CLOZE

- Looks like fill-in-the-blank with students anticipating answers.
- Another method of prediction.
- Useful for reading , video, and lecture situations (i.e. Church, Staff Development)
- One word blanks
- Key points

Math Examples

- A _____ is a relationship in which only one value of the dependent _____ for each value of the _____ variable exists.
- In mathematics, you can use an _____ pair of numbers to describe where a _____ is on a coordinate plane.

The three statements below concern _____ of real numbers.

- Reflexive Property $a = \underline{\quad}$
- _____ Property $a = b, \text{ then } b = a$
- Transitive Property If $a = b$, and $b = \underline{\quad}$, then $a = c$.

Math Example - Answers

- A *function* is a relationship in which only one value of the dependent *variable* exists for each value of the *independent variable*.
- In mathematics, you can use an *ordered* pair of numbers to describe where a *point* is on a coordinate *plane*.

The three statements below concern *properties* of real numbers.

- Reflexive Property $a = a$
- Symmetric Property $a = b, \text{ the } b = a$
- Transitive Property If $a = b, \text{ and } b = c, \text{ then } a = c.$

CLOZE

The problems that confront *p*_____ in raising *c*_____ from *i*_____ to adult life are not easy to *s*_____. Both *f*_____ and *m*_____ meet with many *d*_____ in their concern for satisfactory *p*_____ from the *e*_____ stage to later life. It is important that young *c*_____ should have plenty of *s*_____ and good *f*_____ for healthy growth. *B*_____ and *g*_____ should not occupy the same *b*_____ or sleep in the same *r*_____. They are often afraid of the *d*_____.

CLOZE

The problems that confront *poultrymen* in raising *chickens* from *incubation* to adult life are not easy to *summarize*. Both *farmers* and *merchants* meet with many *difficulties* in their concern for satisfactory *promotion* from the egg stage to later life. It is important that young *chicks* should have plenty of *sunshine* and good *feed* for healthy growth. *Banties* and *geese* should not occupy the same *barnyard* or sleep in the same *roost*. They are often afraid of the *dark*.

Open-ended Responses – The #1 Writing Strategy

- **Engaging questions which relate students to real life**
- **Content driven-questions that have more than one right answer or more than one approach to derive the answer**
- **Emphasis on student thinking and use of content, not on correctness or form**
- **At least 50% of questions at the application level or higher**

Jigsaw

- This activity is divided into **THREE** rounds. Students are grouped in fours.
- Each individual in a group reads and summarizes a different selection.
- **Students are re-grouped by their numbers and discuss their section to become experts in that part.**
- They return to their group and teach the section to the others. Each of the four have an opportunity to teach.

Paired Reading

- **Students work in pairs. Each reads the same section and takes two-column notes.**
- **Both stop after a set period of time or length of reading.**
- **Partner #1 discusses what he/she learned in the reading. Partner #2 takes any additional notes WITHOUT talking.**
- **After a set amount of time or if #1 finishes, the two exchange roles with #2 sharing any information not already discussed or clears up any errors.**
- **The students read another section and take notes. This time #2 begins after the section is read or time ends.**

GIST – My Favorite

- Cooperative Learning Activity
- All groups read selection
 - 25 words to give the GIST of the article; use complete sentences
 - Competition between groups
 - No abbreviations or lists
- Each group posts their GIST
- Each group votes for 2 best

Group Reads Article

- On chart paper put 25 blanks.
- Rules:
 - Full sentences
 - No bulleted lists
 - All participate in presentation

K - W - L

- Simple – BUT READING IS OFTEN LEFT OUT OF THE PROCESS
- Have students skim/scan material
- Use all student questions
- Read material to find answers
- Discuss in groups
- Present answers to W's and complete L

Skim/Scan Material

- Look it over
- Look at titles
- Look at highlighted/bolded terms
- Look at pictures
- Scan introduction
- Look at examples

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K

What I **K**now

W

What I Want to
Know

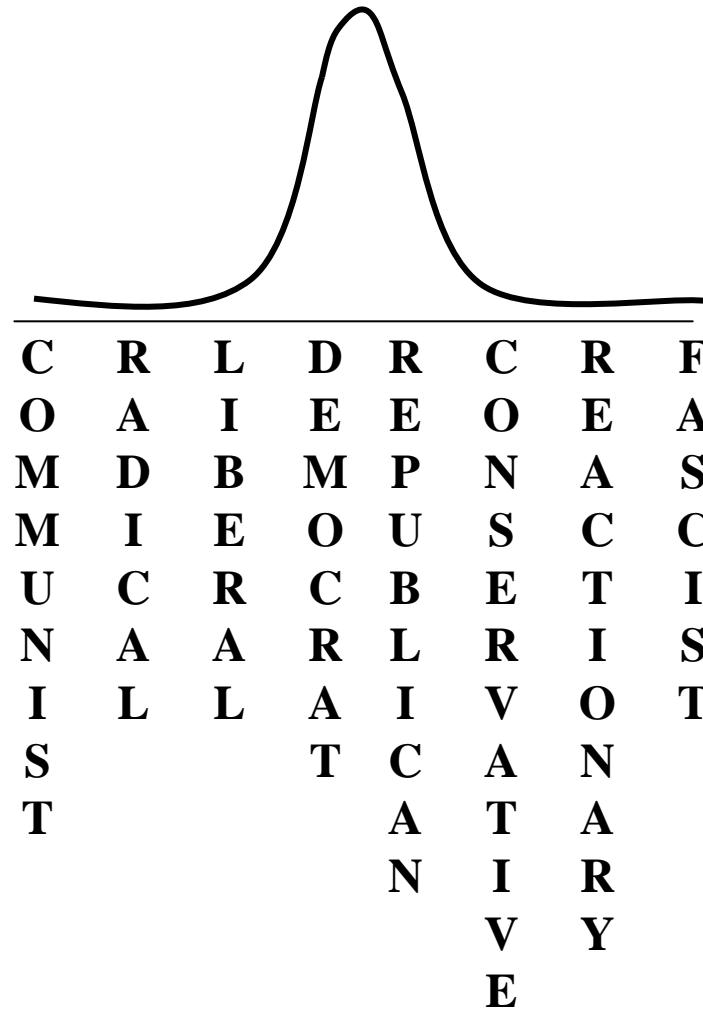
L

What I Learned

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Actual Student Question during a KWL: Where would God fall on this spectrum?



Metaphorical Thinking (sometimes used with four-corners)

- A teacher's classroom is a
 - Farm
 - Bank
 - Clinic
 - Circus
- Now group like thinkers
 - Share why
 - Have students write a paper supporting their stance.

Science Example

- The scientific process is
 - **Fixing a car**
 - **Building a house**
 - **Solving a math problem**
 - **Playing an instrument**

Social Studies

- The Republican party is a....
 - 18 Wheeler
 - Mercedes
 - Ford Pinto
 - Land Rover

Four Corners

- Teacher gives students a scenario and a solution. Students must move to one of the four corners of the room where the following four signs are placed:
 - **Agree**
 - **Disagree**
 - **Strongly Agree**
 - **Strongly Disagree**
- Student groups brainstorm support for their stance.

RAFT

Teachers assign students to create a written piece using the format of RAFT.

- **R – Role**
- **A – Audience**
- **F – Format**
- **T – Topic**

Students take on a specific role, write to a certain audience, use the format provided and focus on a specific topic.

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ROLE	AUDIENCE	FORMAT	TOPIC
Citizen	Senator	Letter	Need for Civil Rights
Comma	9 th Grader	Job Description	Use in a sentence
Graham Cracker	Other foods	Travel Guide	Journey Through Digestion

One Teacher's Use

- End of third nine-weeks assessment for English I.
 - **Role – 9th Grader**
 - **Audience – 8th Graders**
 - **Format – Business Letter**
 - **Topic – What you need to know and do to be successful in ninth grade.**
- The teacher took five – ten of the best to the middle school to share with students and have available for parents.

Vocabulary Building - WordSplash

- **Teacher creates a WordSplash with a collection of key terms from a passage**
- **Display words at angles and randomly on an overhead or chart**
- **Students generate complete sentences using the words to predict the relationship between each term and the broad topic**
- **Students read to check for accuracy**
- **Can be competitions**
- **Have students revise as a summarizing activity**

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Proofs

Postulates

Given

Theorems

Properties

Deductive Reasoning

Statements

Corollaries

**Persuasive
Writing**

If-Then

Debate

Two columns

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Admit/Exit Slips

- **Simple examples include:**
- What did I learn from the homework and or what questions do I have?
- What did I learn today? What could I have done to learn more? What could the teacher have done to help me learn more?
- Others -

Exit Slip

- Assignment - After completing a discussion of the effects of the Civil War on Southern economy, which factors do you think had the most profound, lasting effects? Include two examples supporting your factors. Tomorrow's discussion will begin with your responses.

Movie Exit Slip

- **Assignment - Students will view video on “Seat-belt Safety.” At intervals, the video will be paused for students to record relevant questions for later response and discussion.**
- **Writing - (1) When the video is paused, write 2 to 3 questions you have about information provided. (2) After viewing, respond to any questions to which you discovered answers. (3) Tomorrow’s lesson will discuss the questions not answered.**

Admit Slip

- Assignment - In the sewing unit of family/consumer science, we have designed and created a garment.
- **Explain** the process involved in your design and its construction, including any difficulties you experienced.

Cornell or Two-Column Notes

- Loose-leaf paper in a binder (allows students to add handouts).
- Notes on one side of paper only (allows students to spread pages out)
- Two-columns: Recall (keywords) & Notes
- Skip lines to show new ideas.
- Write legibly and use abbreviations.

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Terms/Questions	Notes
Term #1	Definition/examples/other info
Term #2	

Methods of Teaching the Strategy

- **Begin the year by giving students both columns**
- **Begin to leave out key words (CLOZE)**
- **Give explanations and have them determine the terms.**
- **Give only the terms and require students to get the explanations.**
- **Have the students take two-column notes as they read. Collect the notes as an exit ticket.**
- **Have students do both columns and allow them to use the notes only on quizzes or tests.**
- **Notes for study only.**

Preview-Question-Read-Remember- Scan-Touch-up (PQR2ST)

- **Great way of teaching two-column notes**
- **Preview reading by scanning**
- **Write a question about for students to answer in the left column**
- **Have students read article**
- **Students close article and write a paragraph or more about what they remember that would go toward answering the question.**
- **Let students scan article again for any facts to add.**
- **Allow them to touch-up their paragraph with new facts**

Capsule Vocabulary

- Specific list of terms that must be used in a writing about a **different** subject.
- Students must use the terms to create a coherent writing.
- Based upon the idea that students must apply the terms to learn them.

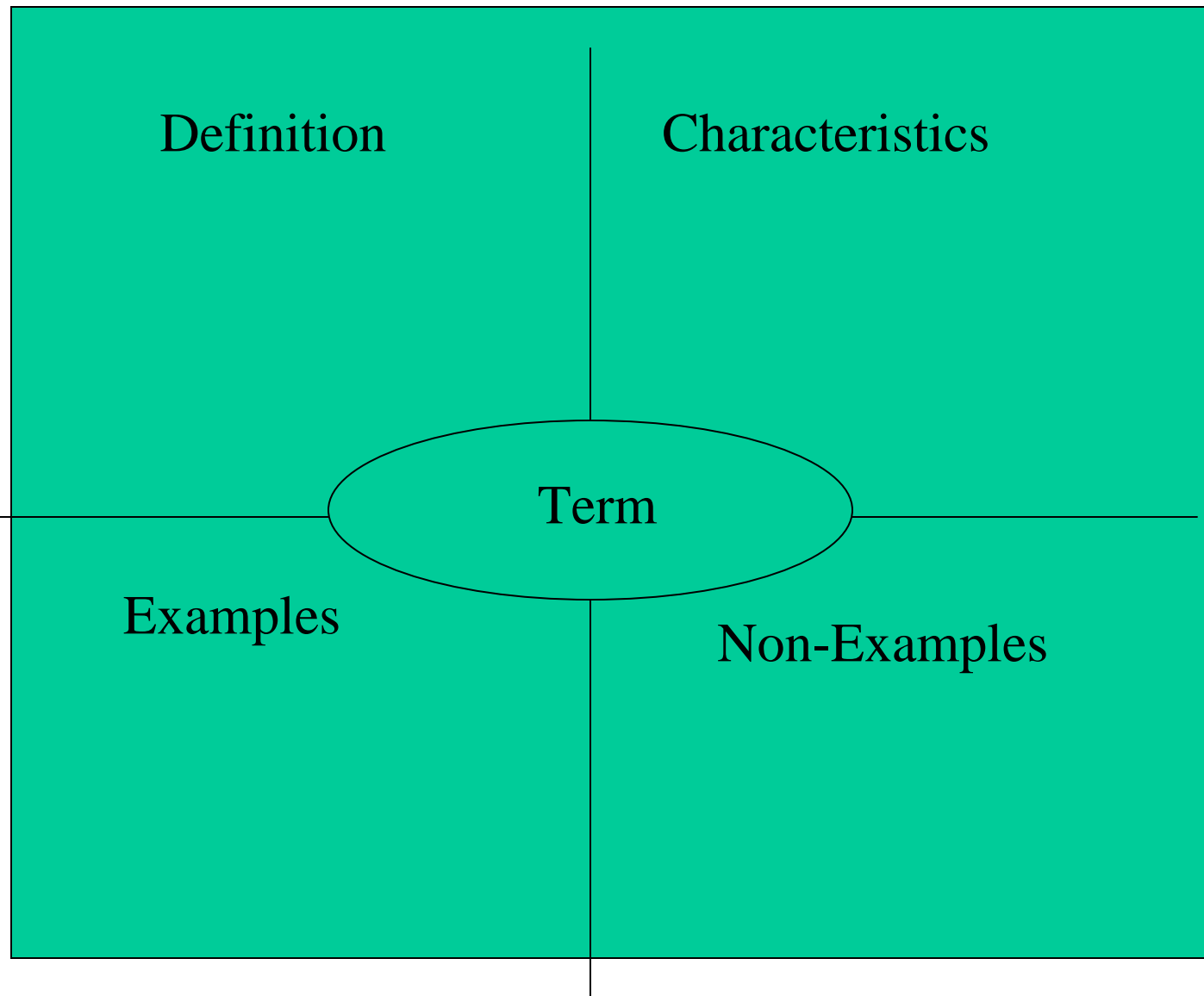
Graphic Organizers

- Multiple methods to teach terminology, show relationships and can be used as a pre-writing strategy.

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Frayer Model



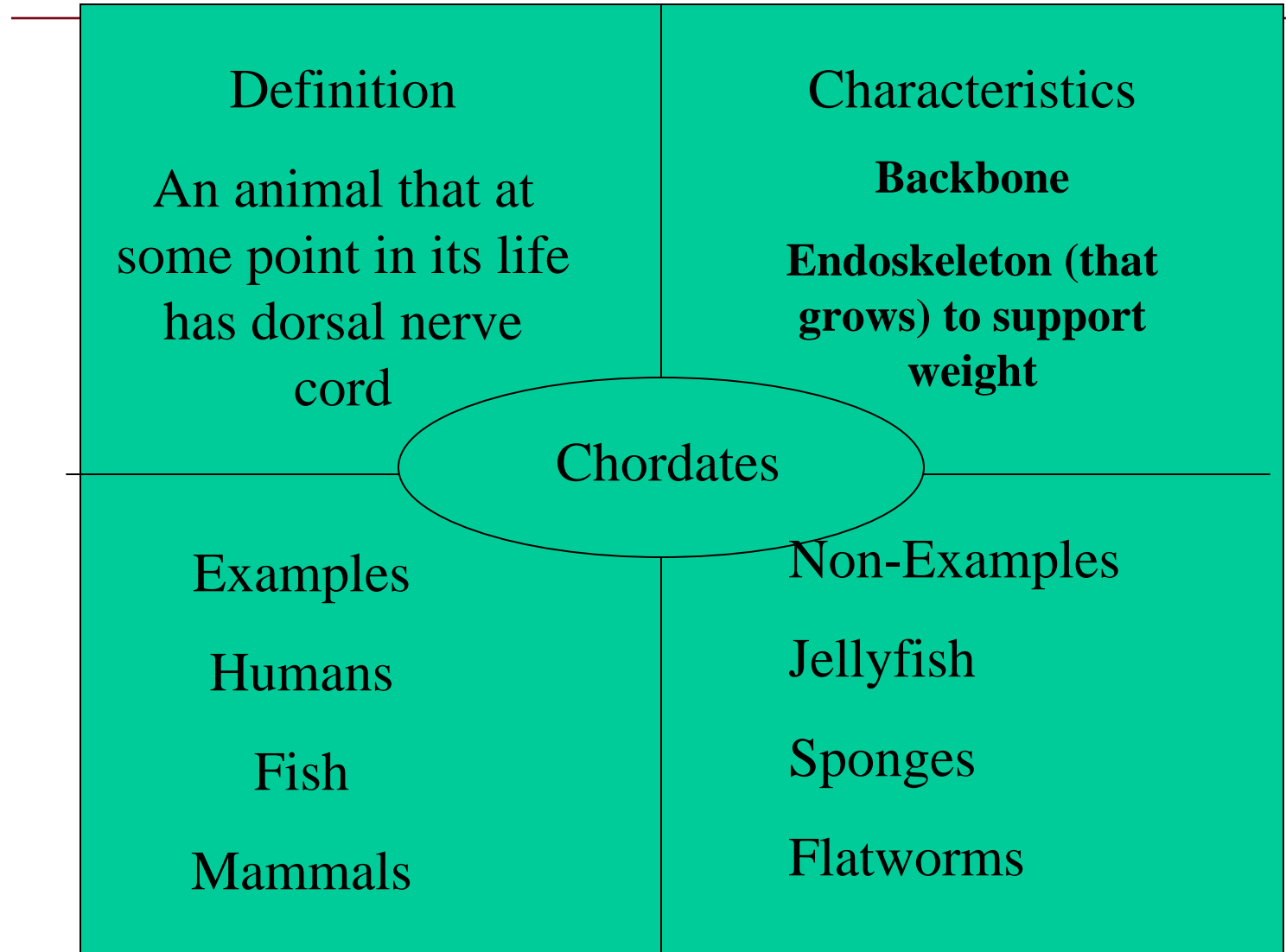
Process

- Give specific term (or terms for jigsaw)
- Assign reading
- Have students or groups complete their model diagram for term (s)
- Teach others

Sample - Biology

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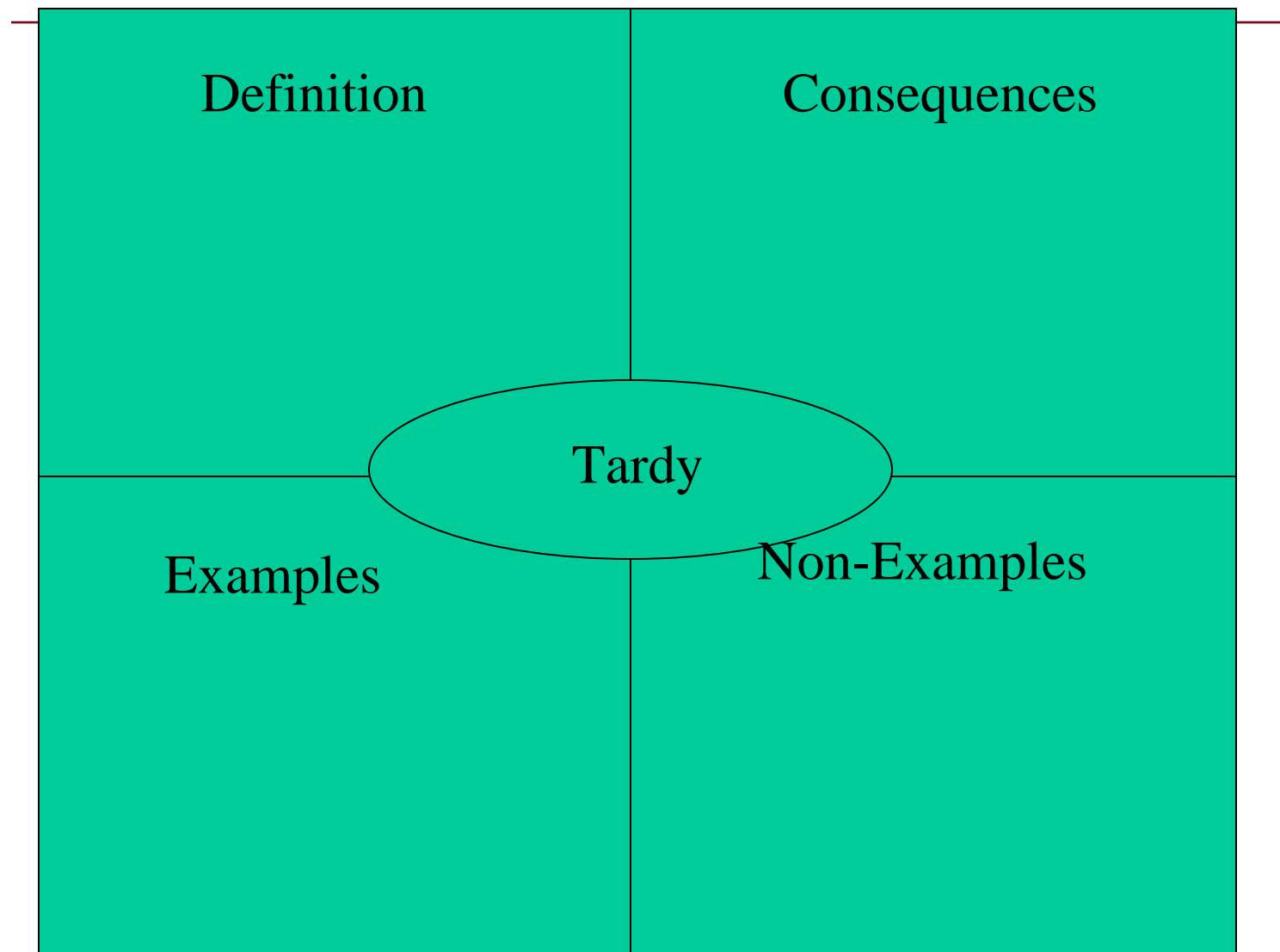
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Sample for a Faculty Meeting



5 W Model

Who	
What	
When	
Where	
Why	

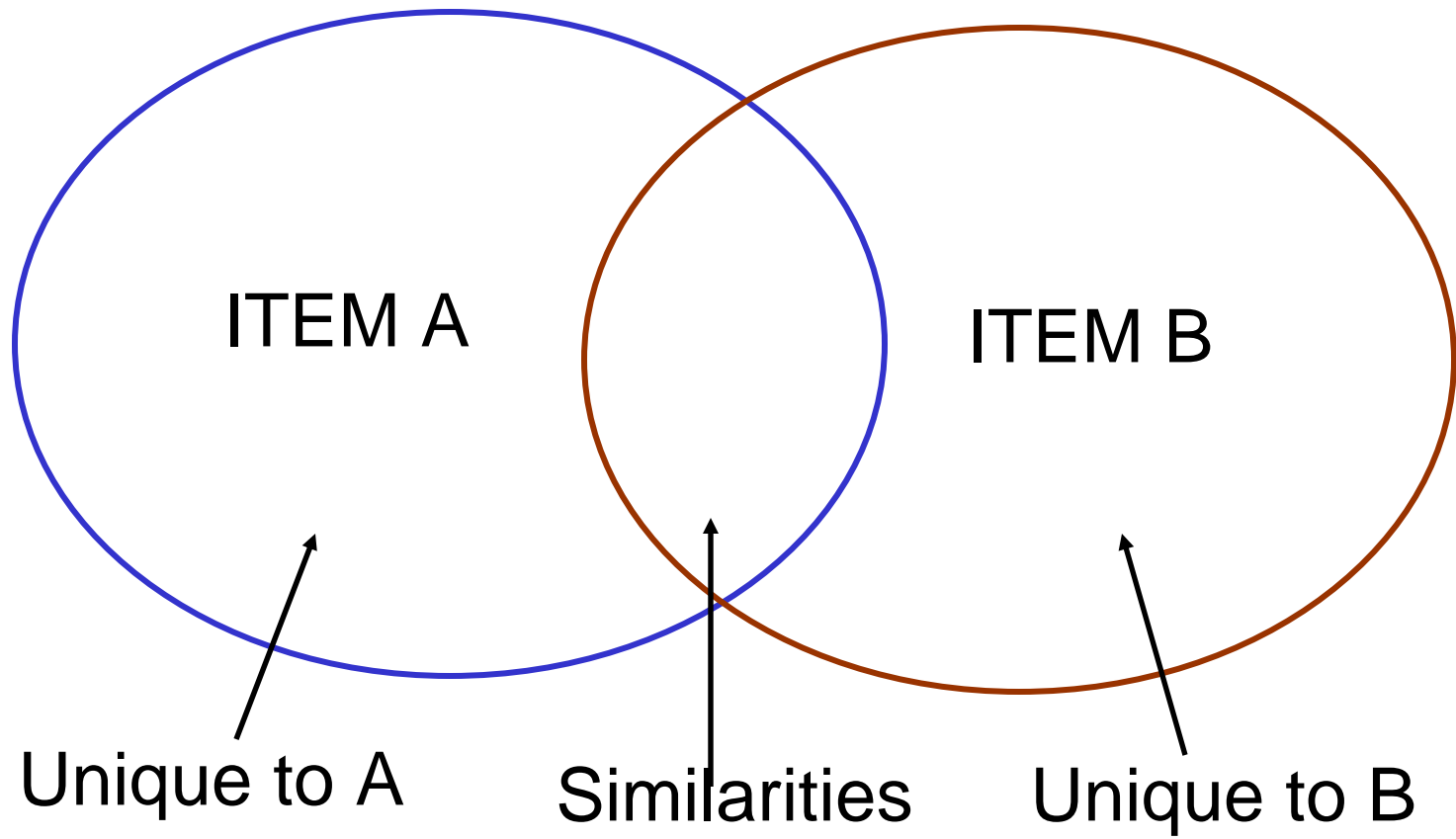
Have students complete all parts of the chart for a specific term, group, or section of reading.

Social Studies Example

Who	Three tribes: Moors in the west, Tuaregs in the central, Tebus in the east and some are nomads
What	Nomads travel to find food and water for their herds
When	They keep going until they find water. Sometimes it is underground at an oasis
Where	Northern Africa-about the size of the U.S.
Why	They have to have water for themselves and their herds.
Add How	Nomads carry their packs on the backs of camels.

Venn Diagrams – Excellent Pre-Writing for Compare/Contrast

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Making Writing Fun – Combining Two Strategies

- **Capsule Vocabulary**
- **RAFT**
- **Use 10 of the terms on the following slide in a RAFT.**
 - Role – Disgruntled Teacher
 - Audience – Superintendent
 - Format – Business Letter
 - Topic – Requesting a raise
- **You have fifteen minutes and all groups will share.**

MTV Terms

- **Chill (Chillin)**
- **Homey**
- **Down with that**
- **Crib**
- **Cool wit dat**
- **I'm out**
- **Money**
- **My Bad**
- **Da hood**
- **All That**
- **Up in my grill**
- **Dead Presidents**
- **Bling-Bling**
- **Peeps**
- **Phat**
- **Stoked**
- **Wassup**
- **You feel me**

SREB's five school-wide goals make a difference

- **Read 25 books (2500 Pages)**
- **Write weekly**
- **Use reading and writing strategies**
- **Write research papers**
- **Teach all ELA classes as if gifted**

Any questions on the other goals?

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Good Luck and Thank You

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