Strategies 01 : READING

Strategy	*Definition*	*Purpose*
Chunking the Text	Breaking the text into smaller, manageable pieces (e.g., words, sentences, lines, stanzas, paragraphs, etc.) by numbering, separating phrases, drawing boxes, and so on	To reduce the intimidation factor when encountering long words, sentences, or whole texts; to increase comprehension of difficult or challenging texts
Close Reading	Accessing small chunks of text to read, reread, mark, and annotate key passages-word for word, sentence by sentence, and line by line	To develop comprehensive understanding by engaging in one or more focused readings of a text
Concrete to Abstract	Reading a passage or a poem for its literal meaning initially, and then identifying thematic ideas conveyed in the text and making associations between literal and figurative meanings	To facilitate interpretation of a text by first understanding the text's literal meaning and then making connections and associations to thematic ideas and then arriving at figurative meaning
DIDLS	Analyzing a text for its use of (d)iction (particularly connotation), (i)magery, (d)etails, {l)anguage,and sentence (s)tructure to convey a tone	To facilitate a close reading of a text and analysis of how particular elements work together to convey a tone
Diffusing	Reading a passage, noting unfamiliar words, discovering meaning of unfamiliar words using context clues, dictionaries and/or thesauruses, and replacing unfamiliar words with familiar ones	To facilitate close reading of text. the use of resources, an understanding of synonyms, and increased comprehension of text
Double-Entry Journal	Creating a two-column journal (also called dialectical journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text. forming personal responses, interpreting the text. reflecting on the process of making meaning of the text).	To respond to a specific passage with comments, questions, or insights to foster active involvement with a text and to facilitate increased comprehension
Drama Games	Participating in creative dramatics (e.g., pantomime, tableau, role playing)	To engage students in the reading and presenting of text. and to create meaning through a kinesthetic approach
Graphic Organizer	Using a visual representation for the organization of information	To facilitate increased comprehension and discussion
Guided Reading	Identifying a series of strategies to guide students through challenging text (e.g., making predictions , marking the text skimming the text) Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year	To help students learn to use an array of strategies to make meaning from a challenging text
Interactive Word Wall	Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they	To provide a print- rich environment reinforcement of learned words, a reference for reading and writing, and an ever-present

	are introduced, used, and mastered over the course of a year	tool for building word knowledge and awareness
Manipulatives	Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text	To provide a tactile and visual means of examining a text in order to encourage multiple ways of understanding it
Marking the Text	Selecting text by highlighting, underlining, and/or annotating for specific components, such as main idea, claim, literary elements/ techniques, and so on	To focus reading for specific purposes, such as author's purpose, and to organize information from selections: to facilitate reexamination of a text
Mentor Text	Selecting a text for extended study because the text features several concepts that students are to learn	To encourage multiple readings of a rich text and learn something new with each reading
Oral Interpretation	Reading a text orally while providing the necessary inflection and emphasis to demonstrate an understanding of the meaning of the text	To share with an audience the reader's personal insight into a text through voice, fluency, tone, and purpose
Questioning the Text	Developing literal, interpretive, and universal questions about the text while reading it	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text
Sentence Unpacking	Analyzing how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do and their effects	To understand the functions and effects of different language choices
SIFT	Analyzing a fictional text by examining stylistic elements, especially (s)ymbols, (i)mages, and (f)igures of speech, in order to show how all work together to reveal (t)one and (t)heme	To focus and facilitate an analysis of a fictional text by examining the title and text for symbolism, identifying images and sensory details, analyzing figurative language, and identifying how all these elements reveal tone and theme
Summarizing/ Paraphrasing	Restating in one's own words the main idea or essential information expressed in a text, whether it be narration, dialogue, or informational text	To facilitate comprehension and recall of a text
Think Aloud	Talking through a difficult passage or task by using a form of metacognition whereby the reader expresses how he or she has made sense of the text	To reflect on how readers make meaning of challenging texts
TP-CASTT	Analyzing a poetic text by identifying and discussing (t}itle, (p}araphrase, (c)onnotation, (a}ttitude, (s)hift, (t)heme, and then (t)itle again	To use an analytical process to understand the author's craft
Visualizing	Forming a picture (mentally and/or literally} while reading a text	To facilitate reading comprehension and promote active engagement with a text

Strategies 02 : WRITING

Strategy	*Definition*	*Purpose*
Adding (Revision)	Making conscious choices to enhance a text by adding additional words, phrases, sentences, or ideas	To refine and clarify the writer's thoughts during revision and/or drafting
Brainstorming	Using a flexible but deliberate process of articulating multiple ideas in a short period of time without excluding any idea from the preliminary list	To generate ideas, concepts, or key words that provide a focus and/ or establish organization as part of the prewriting or revision process
Checklists	Developing a list of writing criteria, characteristics, and/ or considerations for providing feedback or to evaluate writing	To focus self- and/or peer evaluation of writing
Critique the Reasoning	Critiquing the reasoning of an argument by questioning the writer's perspective, evidence presented, and reasoning behind the argument; evaluating the degree to which a writer develops logical relationships between evidence and their reasoning so that the evidence supports the reasoning and evaluates the degree to which the reasoning justifies the claim	To evaluate the line of reasoning in an argument to determine the degree to which it logically justifies a claim
Deleting (Revision)	Providing clarity and cohesiveness for a text by eliminating words, phrases, sentences, or ideas	To refine and clarify the writer's thoughts during revision and/or drafting
Drafting	Composing a text in its initial form	To incorporate brainstormed or initial ideas into a written format
Essay Inventory	Highlighting an essay for its essential elements	To examine an essay for its essential parts and evaluate its content and arrangement
Generating Questions	Clarifying and developing ideas by asking questions of the draft: may be part of self-editing or peer editing	To clarify and develop ideas in a draft: used during drafting and as part of writer response
Graphic Organizer	Representing ideas and information visually {e.g., Venn diagrams, flowchart s, cluster maps)	To provide a visual system for organizing multiple ideas, details, and/or textual supports to be included in a piece of writing
Guided Writing	Teacher-led modeling of the writing that students are expected to produce, guiding them through the generation of ideas, organization of ideas in a text, and revision of texts before students are asked to write independently	To demonstrate the process of writing by modeling the construction, revision, and/or process of crafting texts
Marking the Draft	Interacting with the draft version of a piece of writing by highlighting, underlining, color coding, and annotating to indicate revision ideas	To encourage focused, reflective thinking about revising drafts

Outlining	Using a system of numerals and letters in order to identify topics and supporting details and ensure an appropriate balance of ideas	To generate ideas, concepts, and/or key words that provide a focus or establish organization prior to writing an initial draft and/or during the revision process
Peer Evaluation	Communicating with another person or a small group of peers who respond to a piece of writing as focused readers (not necessarily as evaluators)	To make suggestions for improvement to the work of others and/or to receive appropriate and relevant feedback on the writer 's own work; used during the drafting and revision process
Quickwrite	Writing for a short. specific amount of time about a designated topic related to a text	To generate multiple ideas in a quick fashion that could be turned into longer pieces of writing at a later time (may be considered as part of the drafting process)
Revisiting Prior Work	Looking through a collection of previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choices, and so on	To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing
Rubrics	Evaluating a product through established criteria and descriptions of a range of performance levels of the criteria	To evaluate writing by applying scoring criteria; to focus self-and peer evaluation; to identify strengths and weaknesses in writing
Sentence Unpacking	Analyzing how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do	To understand the functions and effects of different language choices
Substituting	Replacing original words or phrases in a text with new words or phrases that achieve the desired effect	To refine and clarify the writer's thoughts during revision and/or drafting

Strategies 03 : READING & WRITING

Strategy	*Definition*	*Purpose*
Ask the Expert	Assigning students as "experts" on concepts or skills they have mastered; then groups rotate through the expert stations to learn about concepts or skills they have not yet mastered.	Provides opportunities for students to share their knowledge and learn from one another
Debate	Engaging in informal or formal argumentation of an issue	To provide students with an opportunity to collect and orally present evidence and reasoning for arguments of a proposition or issue
Fishbowl	Discussing specific topics within groups; some students forming the inner circle and modeling appropriate discussion techniques, while an outer circle of students listens, responds, and evaluates	To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students have the responsibility of supporting their opinions and responses using specific textual evidence.

Gradual-Release Writing	Encouraging independent drafting of a text after guiding writers in whole-group and small-group development of the text; leading an entire class or large groups in initial stages of writing for developing a text, then asking small groups or pairs to continue prewriting and/or drafting the same text, and finally asking students to independently draft that text even further	To scaffold the writing process and support writers in the early stages of writing, guiding them in strategies for developing a text before asking them to write independently; to build a community of writers
I Do, We Do, You Do	Teaching a skill by first modeling the skill and providing students an opportunity to practice the skill-first in a small group setting and then independently	To provide opportunities for students to observe and then develop a skill through practice
Jigsaw	Reading different texts or passages from a single text, students take on the role of "experts." Students share information from that reading with a specific group and then return to their initial group to share their new knowledge.	To summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety
Literature Circles	Dividing a large group into smaller groups, each of which reads the same text to participate in a mutual reading experience. Based on the objective(s) of the lesson, students take on a variety of roles throughout the reading experience. Texts may be selected based on individual preferences or on the demands of the text.	To pro vi de opportunities for students to interact with one another as they read, respond to, and interpret a common text
Panel Discussion	Dividing a text into sections and assigning small groups of students to adopt the roles of characters and discuss their motives, conflicts, and relationships with other characters. When students are not on the panel, they are observers or reporters prompting the panel discussion with their questions.	To provide opportunities for students to consider textual evidence as they analyze characters' motives, conflicts, and relationships with other characters
Socratic Seminar	Tying a focused discussion to an essential question, topic, or selected text in which students ask questions of each other. The questions initiate a conversation that continues with a series of responses and additional questions.	To help students formulate questions that address issues (in lieu of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding; students have the responsibility of supporting their opinions and responses using specific textual evidence.
Small-Group Writing Evaluation	Evaluating writing by working in small groups to apply writing rubrics, checklists, guidelines, etc.; provide a rationale or explanation for their evaluation: and arrive at a group consensus	To evaluate the quality of a text's demonstration of particular writing criteria; to develop proficiency in applying a writing rubric to a text so that students can apply the rubric to their own writing for self-evaluation
Write-Around	Composing a text in a group setting by students taking turns writing a portion of text until a complete text emerges	To analyze others' writing choices and respond by making writing choices that further develop established ideas and create coherence and unity