

## PLN STRATEGIES: BRIEF DESCRIPTIONS

\*\*\* These strategies are frameworks that can be adapted to many different teaching styles and content areas.

### 1. TEXT RENDERING:

During activity requiring students to go back to text, evaluate and choose key sentences, phrases, and words to express the main idea or make connections. This can be done orally in a large/small group and/or in writing.

### 2. WORD SPLASH:

Choose key words and phrases from a story; requires students to use these words in a creative writing piece before reading the text. Key issue: Limit the number of words; this is a prediction task also.

### 3. KEY TERM:

Before reading – choose one key term from a reading. This requires students to write and connect their feeling about term. This is a predictive/reflective type of writing experience.

### 4. NOTE- MAKING:

Double entry/Cornell note-making – requires students to connect, question, and interact with text. (Ex.: key terms on left, main ideas and questions on right)

### 5. JIGSAW / EXPERT JIGSAW:

Cooperative Learning Task – Chunking text in expert groups and home-group/sharing teams. Students become expert in one area and share their knowledge with home group. This is a complete BDA-experience.

### 6. REFLECTIVE WRITING:

This is a before activity which asks students to connect with the text before they transact with text, enabling students to tap prior knowledge.

### 7. PAIR / SHARE:

This is a during activity which requires students to read (together) and discuss their understanding of the text. They share their understanding of the text (during the paired reading) and go back and forth in their discussion, stopping to discuss and make connections with the text.

**8. CRITICAL READING:**

Re-reading activities/going back to the text, enabling students to infer correctly; strategic reading.

**9. SELF – QUESTIONING:**

BDA activity, with students creating questions that may be answered from text.

**10. PREVIEWING AND PREDICTING:**

For all content areas – using student's prior knowledge to focus, motivate, and provide interest.

**11. CHUNKING:**

Taking apart pieces of any text and grouping them into manageable learning segments. All are strategies to improve comprehension of text.

**12. MENTAL IMAGING:**

Making a "mind picture" using verbal clues as a descriptive writing tool.

**13. DO NOWS:**

Type 1 / Type 2 writings - often used to model and guide student responses; usually stimulate interest.

**14. PARAGRAPH FRAMES :**

A type of model of checklist f assurance that all components of a well-written paragraph are present.

**15. TEMPLATES:**

(Same things) These are used to model and guide student responses.

**16. REVISION AND PEER REVISION:**

Used in Type 3, 4 and 5 writing assignments. Includes one-foot voice, partner read-alouds, as well as individual revision.

**17. DOCUMENT REVIEW:**

Activity to celebrate, understand and instruct using student writing samples.

18. FCA'S:

Focus Correction Areas used to simplify quality feedback and focus to student writing. (Specific areas to be corrected: For example- punctuation, varied-sentence structure, spelling)

19. RUBRICS:

Criteria for assessment and teaching. Can include teacher-made or student made assessment; benchmarks for scoring.

20. CHOICE IN ASSIGNMENTS:

Provide choices for students; negotiated choices for writing.

21. ON DEMAND PROMPTS:

Type 3 writing assignments tied to instruction.

22. LITERATURE CIRCLES:

Activity to provide motivation and choice in student reading by assigning roles to individual members of cooperative groups. This activity enhances comprehension of a novel through group dynamics.

23. I - SEARCH:

Personalized, streamlined research across content areas.

24. PERFORMANCE ASSESSMENT:

A method of assessing student understanding and application of material. It requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

25. TRANSACTING WITH TEXT:

Constructing meaning from text and applying student-text-context interactions.

26. JOURNALING/FREE WRITING:

Connecting students' ideas to classroom contexts.

27. PARAPHRASING:

28. BACK TO TEXT:

29. SUMMARIZING:

(27,28 & 29) After reading activities to improve comprehension, understanding, and connection to materials.

30 - 34. TYPE 1 - 5 WRITING:

Collins' writing continuum used to guide student response from free writing to published student writing (See attached).

35. GUIDED LECTURE PROCEDURE:

Before/ During/After experiences using structured overviews, Cornell note-making, processing of key words, and questions to guide and understand lectures.

36. READ ALOUD THINK ALONG:

Teacher and student modeling, oral reading of questions and connections about text.

37. POINT OF VIEW RE-WRITE:

Re-written retellings from a particular character's point of view.

38. KWL:

Structure/graphic organizer for connecting the new to the known through an active-learning process



# READING STRATEGIES AT A GLANCE

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## Anticipation Guides

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- The teacher writes the Anticipation Guide, a set of generalizations based on issues in the text and designed to promote discussion and predictions about the text.
- Students mark whether they agree or disagree with each statement, then discuss their responses.
- While students read, they take notes on the issues in the guide as those issues are revealed in the text.
- After reading, students look at their responses again to see whether they still agree or disagree with each statement.

## It Says . . . I Say

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- The teacher creates a model It Says . . . I Say chart for the classroom. The chart consists of four columns in which students write a question that requires an inference, what the text says about the question (*It Says*), what they already know about that information (*I Say*), and their inference (*And So*).
- The teacher models the strategy using an inferential question based on a familiar story.
- Students practice making inferences by regularly explaining their answers to inferential questions.

## Most Important Word

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- After reading a text, students discuss their responses.
- Students decide either independently or in small groups what they think the most important word in the text is, basing their answers on evidence from the text.
- Students share and explain their choices.

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### Probable Passage

- The teacher chooses key words or phrases from the text students will read, then develops categories for the words and writes the Probable Passage.
- Before students read the text, they arrange the key words and phrases in the categories. Then, they fill in the blanks in the Probable Passage with the key words.
- After students read the text, they discuss how their Probable Passages were similar to or different from the actual text.

### Retellings

- The teacher models the Retellings strategy by reading a brief story and retelling it to students. Then, the class evaluates and discusses the teacher's retelling using a Retellings rubric.
- Using the Retellings rubric, students plan and evaluate their retellings.
- The teacher assesses students' progress over time by plotting their scores on a chart.

### Save the Last Word for Me

- After reading a text, students prepare a Last Word card, writing their favorite passage from the text on the front of the card and why they liked it on the back.
- In small groups, students take turns reading the quotations on their cards, allowing other members of the group to respond, and then reading their "last words" from the back of the card.

### Say Something

- The teacher models the strategy by "saying something" about a text with a colleague or by reading and discussing a typed Say Something dialogue with students.
- Students read a short text, stopping occasionally to discuss the text with a partner. In their conversations, students must make a prediction, ask a question, make a comment, or make a connection.
- Students practice Say Somethings using very short texts before using the strategy with assignments.

## Scales

- The teacher chooses and writes a scale based on the desired learning objective (for example, comparing two characters in a story). Students complete a Likert Scale to respond to generalizations about the story, a Semantic Differential Scale to analyze characters, or a Comparison Grid to compare characters from different stories.
- After reading a text, students complete the scale, explaining their choices using specific evidence from the text.
- Students share their responses in a small-group discussion, debate, or other activity.

## Sketch to Stretch

- The teacher introduces Sketch to Stretch to students by showing and discussing symbolic pictures based on a text.
- After reading a selection, students work independently or with a partner to create symbolic sketches of their interpretations of the text. On the back of their sketches, students write why they drew what they did, using evidence from the text to support their opinions.
- Students share their sketches in small groups, allowing other students to comment before revealing their explanations of their sketches.

## Somebody Wanted But So

- After students read a story, they work alone or in groups to fill in columns on the Somebody Wanted But So chart: who the *Somebody* in a story is, what he or she *Wanted*, *But* what happened that created a problem, and *So* how the problem was resolved. Students join statements with the word *then* when needed.
- Students work together to condense SWBS statements into concise summaries or to develop summaries for long texts such as novels.
- To focus on literary elements, students can write SWBS statements for different characters in the same story or for different types of conflicts.

## Story Impressions

- The teacher chooses key words or phrases from the story students are going to read and arranges them in a linked order.

## READING STRATEGIES AT A GLANCE

- The class discusses the words' pronunciations and meanings.
- Using all the key words or phrases in the order they were given, students write brief summaries of what they think the story will be about.
- After reading, students compare their predictions with the actual story.

### Text Reformulation

- The teacher introduces Text Reformulation by having students reformulate a text they have read into a patterned story, such as an If/Then or ABC story.
- The teacher models several types of reformulations.
- Either the teacher or the students choose which type of reformulation to do based on the desired learning objective.

### Think-Aloud

- The teacher models a Think-Aloud for students, letting them tally on the Think-Aloud tally sheet the types of comments the teacher makes (predicting, picturing the text, comparing, identifying a problem, or fixing up a problem).
- Students practice the strategy with a partner using short and easy texts before using Think-Aloud with their assignments.
- Students regularly practice Think-Alouds, eventually using them on their own as needed.

### Vocabulary Development

- **Words Across Contexts:** Students create banners listing ten words related to their "area of expertise," then discuss words on their banners that could mean different things in different contexts.
- **Context Clues:** The teacher explains and discusses the four types of context clues (Definition/Explanation, Restatement/Synonym, Contrast/Antonym, and Inference/General Context) and the words that signal them (such as *especially*, *however*, and *but*).
- **Vocabulary Trees:** Students create "trees" for each Greek or Latin root or affix they study, filling in branches and twigs with words that use the root or affix and descriptions of where they encountered them.