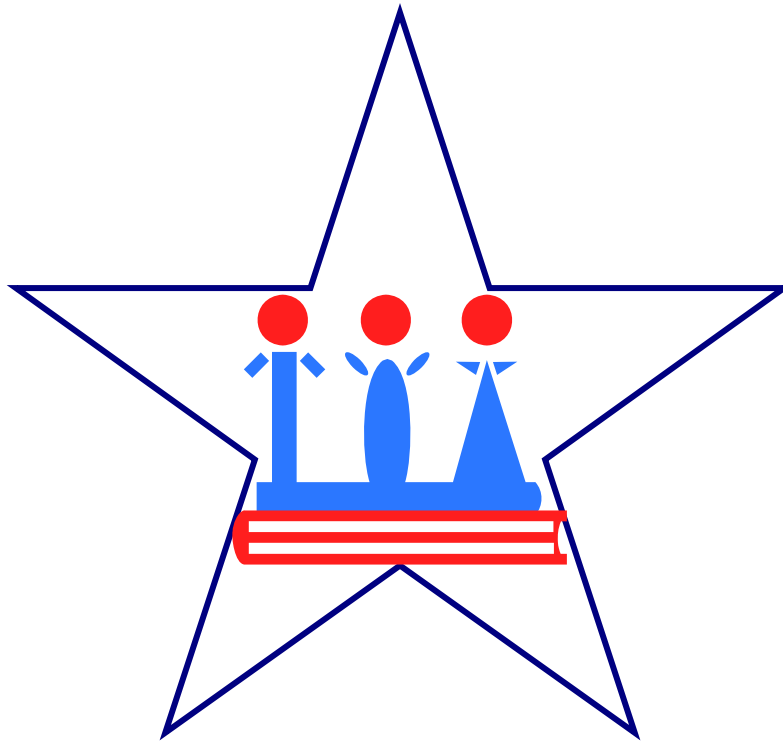**Literacy and Civic Engagement:**

Partnering with Schools to Prepare Teachers to Meet

the Needs of Diverse and Underserved Students

Literacy Tutoring Guide

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Basis and Rationale

Goals of the Project

This project proposes to enhance pre-service and inservice teachers' professional development by providing service learning opportunities and instructional materials to impact student achievement. The proposed program has the following four goals:

1. To provide pre-service teachers with authentic experiences mentoring diverse and underserved students

2. To provide a service learning opportunity for pre-service teachers and the students they serve at the school sites

3. To provide schools with instructional materials that foster academic engagement

4. To provide pre-service teachers the opportunity to work with culturally relevant instructional materials

Needs of the Schools

First Ward Accelerated Learning Academy and Piedmont Open Middle IB School are interested in enhancing student learning, increasing the school's reading materials, expanding their offering of multicultural materials, putting books in students' hands for their personal libraries, and exposing their students to innovative teaching methods. First Ward and Piedmont Open Middle IB Schools are in Charlotte's historic First Ward community and serve disproportionately African American and low-income families. The First Ward community is home to the oldest school site in Charlotte Mecklenburg and has been subject to the forces of segregation, desegregation, and resegregation. Both schools are committed to the needs of students and seek a long-term relationship with UNC Charlotte.

Literacy for Democracy (LFD) Program

The goals of LFD are to improve literacy through service learning. Literacy for Democracy works in economically disadvantaged and transitional communities to improve children's and adolescents' literacy and academic achievement through service learning engagement with university teacher education students. University teacher education students earn credit for working with grades 3-12 students on service learning projects identified by community stakeholders. As these groups of students collaborate, the teacher education students support younger students' reading and writing with explicit tutoring and literacy strategies.

Service Learning

Much is said of the possibilities service learning holds to improve novice teachers. Rahima Wade (1995) surveyed a group of teachers-in-training and found several outcomes produced by service learning. The majority of participants (82%) reported increased self-efficacy and almost fifty percent reported

increased self-esteem. Among the service outcomes, the study revealed 67% of the candidates increased their knowledge of others (usually not like them). These findings are encouraging and would be considered worthwhile in most educational circles. Other research echoes Wade's call to implement service in teacher training courses (Cohen, 1994; Vadeboncoeur, 1996). Throughout the literature there are references to support the call for service in teacher education programs. Swick (1999) points out that for both teacher education candidates and experienced teachers, service learning provides a structure for several important realizations:

    a. Service learning supports professional growth. Through it, teacher education candidates gain a more comprehensive understanding of the "persona" of being a teacher, including the significant influence of teachers in the lives of children and families (Erickson & Anderson, 1997).

    b. Service learning allows interaction with professional role models, such as community leaders and teacher leaders (Waterman, 1997).

    c. Service engages teachers in roles that encourage them to re-think how they respond to the totality of the lives of children and families (Alt, 1997).

    d. Service expands teacher understanding of cultural differences and diverse needs of students (Dunlap, 1998).

    e. Service helps teachers reflect on the importance of serving all children (Erickson & Anderson, 1997).

The Assignment

Part I – Tutoring in Literacy
1. Identify a student who represents an aspect of diversity. Conduct an interview with him/her and informally assess the student in relation to content area learning and literacy (session 1).
2. Based on pre-assessment and interview data, create a tutoring program for the student.
3. Tutor the student for 10 sessions. Provide lesson plans for all the session. Re-assess at the end of the tutoring period (session 12).

Part II – Mentoring in Literacy
1. Facilitate a meaningful and authentic literacy experience with a "coach-on-the-side" style.
2. Detail the activity and collect artifacts if possible.

Part III – Service Learning
1. Work with your student to identify a service learning project.
2. Explain the project and its outcomes.

Part IV – Reflecting
1. Reflect upon the tutoring experience.
2. Reflect upon the mentoring experience.
3. Reflect upon the service learning experience.
4. Each student will be required to submit a school experience log noting his/her sessions and accounting for the 10 hours.

Guiding Principles

To assist you in developing and maintaining a positive learning environment so that both you and the tutee benefit, please keep in mind the following guidelines:

- Create a safe environment. Follow the rules of the school. Be friendly and firm.
- Dress and behave professionally.
- Provide supportive; don't judge.
- Praise your student often.
- Attendance is important.
- Be organized and come prepared.
- Share in the reading and doing.
- Be patient.
- Repeat a strategy over five or six sessions before moving to a new strategy.
- Offer choices.
- When you have questions or an issue arises, ask for help.
- Be relaxed.
- Have fun.

Before Tutoring

Even before you meet your student, consider the following:

- How will I address my student? _____

- How should my student address me? _____

- What is one goal that I would like to strive toward with the student I tutor?

  _____

- What do I want to gain from this experience?

  _____

Gathering Initial Information

Teacher Interview:
Interview the student's teacher in order to gather initial information that will help prepare you for your interaction with the student. You should also spend some time in the teacher's classroom observing him/her teaching and classroom routines.

- The interview should be conducted orally.
- Explain why you are conducting the interview (to get to know student better and plan tutoring sessions) and why you are taking notes.

Some questions to ask:

1. How do you feel this student is doing as a reader/writer? Why? What signs have you seen?
2. How do you feel this student is doing in your content area? Why? What signs have you seen?
3. What do you think this student's attitude is toward reading/writing?
4. What do you think this student's attitude is toward your content area?
5. Is there anything else that you think would be helpful for me to know at this time in order to help me tutor the student?
6. What reading/writing/content area goals do you have for this student this school year?

Information provided by the teacher/administration: _____

_____

_____

_____

_____

_____

Add additional questions as you see fit.

☆ Before you leave the teacher, ask if you can borrow a copy of the textbook (student copy and/or teacher copy). You will need it for the assessment.

Tutor and Tutee: Getting to Know Each Other

First Meeting
At the first meeting, the tutor and tutee need to get to know one another. This initial session is an important step towards building a positive rapport that will underlie the tutoring and learning experience.

❶ **Ice Breakers:** Here are three options to "break the ice" and help you and your student get to know each other.

- **Memory Game:** This is a great get-to-know-each-other game. Tell the student that you are going to play a game where you will each talk about yourselves and then see who can remember the most facts about the other person:
  1. Invite the student to tell you at least 10 things about her/himself.
     Ex.) "My name is John. I'm in second grade. I have a brother and a sister...."
  2. Then tell at least 10 things about yourself.
     Ex.) "My name is Ashley. I am a UNC Charlotte student. I'm from South Carolina...."
  3. When you have finished introducing yourselves, each of you write down as many things as you can remember about the other person. (Tutor writes for student if necessary).
  4. When both are finished with your lists, tally up who remembered the most facts.

- **Biopoem:** Biopoems are often used in content area literacy because they allow the students to reflect on subject material within a poetic framework. The frame of the biopoems serves as a scaffold for student writing. Biopoems can be written about people, places, concepts, events, and other things. Use the biopoem as a form of introduction.

  > Biopoem
  > Line 1: First Name
  > Line 2: Four traits that describe character.
  > Line 3.   Relative (brother, sisters, daughter, etc.) of _____
  > Line 4: Lover of _____ (list three things or people)
  > Line 5: Who feels _____ (list three things)
  > Line 6: Who needs _____ (list three things)
  > Line 7: Who fears _____ (list three things)
  > Line 8: Who gives _____ (list three things)
  > Line 9: Who would like to se _____ (list three things)
  > Line 10. Resident of _____
  > Line 11: Last Name

- **People Poem:** Use the letters in your name to create an acrostic poem, a poem where each line begins with a word whose first letter contributes to form a word. For example: Tony and Tonya could write the following acrostic poems:

Tall	**T**alented
Outgoing	**O**utspoken
Nascar fan	**N**ice
Young adult	**Y**ankee fan
	Active

Each word tells something about the person and the first letter of each line spells his/her name.

❷ Student Interview: Gain background information about your student and learn about his/her interests and attitudes by interviewing him/her.

Here are some questions to guide you:
1. Tell me about your family. (How many people are there in your family? Do your parents work? What do they do?)
2. Who are your friends? What activities do you like to do with your friends?
3. What do you usually do after school?
4. Tell me about your favorite class in school. Why is it your favorite? Which is your least favorite and why?
5. Do you have a special place where you study at home?
6. Do you belong to any clubs at school or outside of school? What are they?
7. What do you do on the weekends?
8. What are some tings you really like to do? (hobbies, lesson, sports, etc.) What are you good at?
9. How much homework do you have on a typical school night? Does anyone help you with your homework?
10. How do you feel about reading? Do you consider yourself a good reader or a not-so-good reader? (If good, ask: What has helped you become a good reader? If not-so-good, ask: What causes someone to be a not-so-good reader?)
11. How many books do you own? How many books are in your home? How many books have you read?
12. What kinds of books do you like? (If none, ask: If you had a choice of selecting a book about any topic, what would you choose to read about?)
13. Do you like to write? (What kind of writing do you like to do?)
14. How will knowing how to read and write help you in the future?
15. Do you like to have someone read to you (teacher/parent)? If so, is there anything special you'd like to hear?

Brainstorm additional questions that tap into the student's knowledge about your content area of interest:
_____
_____
Suggestions: Tell me what you know/have learned about math/science/history/English. What do you find easy/hard about math/science/history/English? Why?

Interviewing tips:
- Be relaxed.
- Keep the information you collect confidential and tell that to the student.
- To prompt for additional information, follow up with: "Tell me more about that" or "Why do you think that is that way"? However, don't be pushy.
- Don't simply stick to your questions like a script. Allow the questions to give you a place to begin and to guide you when you can't think of a question. However, don't be afraid to explore a topic the student raises. This is a semi-structured interview format.
- Thank the student for his or her time and contribution. If you'd like to offer your student a token of appreciation, let me know, and I'll get a UNCC College of Education pencil for you to give to him/her.

Second Meeting

At your second meeting, you will informally assess your student In preparation, you will need to create a Content Area Reading Inventory (CARI). The purpose of the CARI is to examine how a student interacts with context area text material. It is an informal measure of reading performance with materials used in the content area class.

Constructing and Administering the CARI

1. Select a representative sample between 350 - 500 words from the beginning of the text. (Try to not go beyond 1,000 words).
2. The students will read directly from the text (unless the passage has been typed up).
3. Begin with a title and an introductory paragraph which contains a general statement about the topic which is to be read. This should contain the motivation and purpose for reading the passage.
4. Prepare ten comprehension questions that measure different levels of comprehension as follows: three *vocabulary* questions, three *literal* questions (stated facts), three *inferential* questions (making interpretations), and one *applied* question (going beyond the material).
5. This assessment should indicate as to whether the students will be able to master the text.

Note how long it takes for the student to read the passage. Calculate reading rate. Count the number of words in the selection and convert the second to a decimal fraction. Then divide time into words. For example: 1000 words in 4 minutes and 30 seconds reading time. 1000/4.5 = 222 words per minute.

Silent Reading	
Level	**Words per Minute Range**
Fifth	73–175
Sixth	91–235
Upper Middle School Expository	105–189
High School	65–334

Taken from Leslie, L., & Caldwell, J. (2006). Qualitative Reading Inventory-4. NY: Addison Wesley Longman.

When asking the questions, determine whether you will allow your student to look back to answer the questions (using an open book evaluation will allow you to see how the student utilizes the text) or whether you are looking to see the student's ability to retain information and thus rather they answer without referring back to the text. Calculate reading level. Take the number of questions minus the number of errors and divide by number of questions. Multiple that product by 100 and you'll get a percent.

Developmental Levels of Reading	
Independent: Reading and comprehending text independently.	90% or better
Instructional: Support and instruction is required for student to read and comprehend text.	67%–89%
Frustration: Student reads with continuous errors that	Less than 67%

Taken from Leslie, L., & Caldwell, J. (2006). Qualitative Reading Inventory-4. NY: Addison Wesley Longman.

CARI construction and administration adapted from http://departments.weber.edu/teachall/reading/inventories.html

Tutoring Lesson Planning Sheet

Student's Name _____ **Session #_____ Date _____** **Tutor's Name** _____

	Lesson Focus/Topic	Outcome of Instruction	Activities/Procedures (before/during/after reading)	Materials	Assessment/Evidence of Progress (1 assessment for each objective)	Feedback/Comments	Affective
Instructional Literacy in the Content Area	___Questioning ___Visualizing ___Predicting/Inferring ___Connecting ___Vocabulary ___Main Idea ___Summarizing ___Fluency ___Writing ___Other:	I want the student to:	Activity: Procedure (steps):		What specifically are you looking for?		You are valued: Positive self-concept:
Content Area Specific		I want the student to:	Activity: Procedure (steps):		What specifically are you looking for?		You are capable:
Recreational Reading or Service Learning		I want the student to:	Activity: Procedure (steps):		What specifically are you looking for?		Accommodate special needs:

☆At the end of each tutoring session, make a journal entry on the back of the lesson plan highlighting 1) your reaction to the session, 2) your student's reaction to the session, and 3) insights you are gaining about reading and 4) what you plan to focus on for the next tutoring session.

Components of an Instructional Framework

Instructional Sequence		Rationale
Before Reading	Pre-reading	To establish purpose, activate background, sustain motivation, and provide direction
During Reading	Reader-Text Interactions	To prompt an active response to reading
After Reading	Post reading	To extend and elaborate ideas from the text

K-W-H-L-S Chart for Content Areas
(Baloche, 1998; Cox, 2002)

Purpose: Helps students to structure new knowledge, build concept knowledge, develop questioning skills, and strengthen vocabulary.

Topic:

What I Know (K)	What I Want to Learn (W)	How I Can Learn More About This Topic (H)	What I Learned (L)	How I Can Share This New Knowledge (S)

Picking Texts to Read

Usually students will have reading to do for homework – they may be asked to read a novel or to read from a textbook and complete an assigned task. You can use any type of text to tutor from; however, if you get a chance to read for enjoyment (after the homework is done), pick a good book (one that your student picks) that is not too difficult and enjoy reading for pleasure. Together with the student, you can choose reading material that interests the student and is at an appropriate reading level. If the student is to read the material alone, then the text should be at his/her independent reading level. If the material is to be read together with a more capable reader, then the material can be at the student's instructional reading level. One method for choosing a book is the five finger method.

Five Finger Method

This informal reading assessment is used to quickly determine if a book is at a student's independent level of reading.

- Select a book.
- Select a passage that is approximately 100 words or one page
- Allow the student to read the passage aloud
- While the student is reading, count the number of errors made
- Keep track of these errors using the fingers on your hand
- If you count more than five errors, then the text is not a the student's independent reading level and he/she will need assistance in reading and comprehending that book
- Have the student choose another book if he/she is planning to read it alone

Independent ~ 2 or less errors

Instructional ~ 3 – 5 errors

Frustrational ~ 5 or more errors

Reading with Kids

There are many ways to organize reading—read aloud, partner reading, silent reading. Here are some different ways to organize reading when you work with a student:

- **Read Aloud (oral reading).** Have the student read aloud to you. Resist the temptation to correct mistakes at first. You can always go back have the student reread a section. Remember, though, reading aloud can be awkward. It's a public performance and can make a student uncomfortable.

- **Buddy Reading.** You and the student take turns reading sections of a text and talking about it. Great questions include: "What do you think will happen next?" or "Does that make sense?" It's also good to make personal connections. A variation of this for struggling readers is for the tutor to read aloud first and have the student read the same section aloud before discussing it.

- **Choral Reading.** Another good strategy for struggling readers is to read a text aloud together in unison. Like Buddy Reading, this allows a less capable reader to hear the words from a more capable reader.

- **Silent Reading.** Yes, this works in tutoring as well—especially for older students. You and the student read a text to an agreed upon stopping point and then discuss the passage. It's good have the student do a retelling of what they read so you can check for comprehension. Go back and read it aloud if the student seems to be having difficulty.
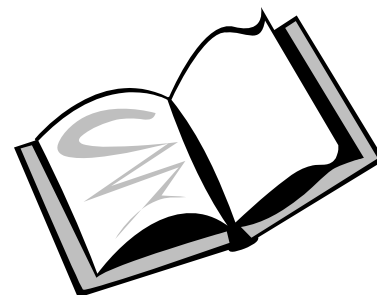
Think Pair Share

Name: _____ Partner: _____

1. By yourself, think about _____
   Write your notes here.

2. Share your thinking with a partner. Write your shared notes here.

3. Write down some new things your learned from/with your partner.

Do's & Don'ts of Reading Help

DO: Whether for academic reading or recreational reading, here are suggestions to help students who struggle with reading.

Use picture prompts. If the text has pictures refer the reader back to the pictures. Say: "Look at the picture and see if that helps." If necessary you can point to an element in the picture.

Reread. Often it helps to go back and reread a section. Say: "Let's go back to the here [point to the beginning of the sentence] and reread. See if that makes sense."

Use context prompt. Point out context clues. Sometimes difficult words are explained in a sentence. Try not to give the answer but help the student find it.

Read on. When a student misses a word it is not always necessary to "get it." Proficient readers skip hard words and move on. Say: "Trying reading ahead and seeing if you can skip that word and still understand." After the student reads ahead, ask, "Does that make sense? Tell me what this is about (retelling)."

Make a comparison. Have students compare a word or idea from a reading to something they know. Ask: "What does that make you think of?" or "Does that remind you of anything?"

Use structural prompt. Help a student break a word apart into shorter words and see if these shorter parts can provide clues for the meaning of the original word.

Find a helpful resource. As a last resort, find a reference book that might help such as a thesaurus, dictionary, atlas, textbook, or encyclopedia.

DON'T:

Correct every mistake. Struggling readers are often corrected. Allow students to read to the end of a sentence or passage. If you see some significant mistakes, say, "Let's go back and reread." Also, when students miss a key word, go back and say, "What is that word? Does that make sense?" Remember, the goal of reading is not that it is perfect but that it makes sense to the reader.

Get frustrated. You are there to help. It's okay to move on or move to another format for reading such as partner reading or choral reading. Also, try a strategy like Say Something.

Be patient and supportive. Kids who struggle with reading have often done so for years. You can help but you can't fix problems overnight.

Proficient Reader Strategies

like-a
Use "like-a" comparisons

Make Predictions

Form mental pictures

Proficient Reader Strategies

Think aloud

Use Fix-ups
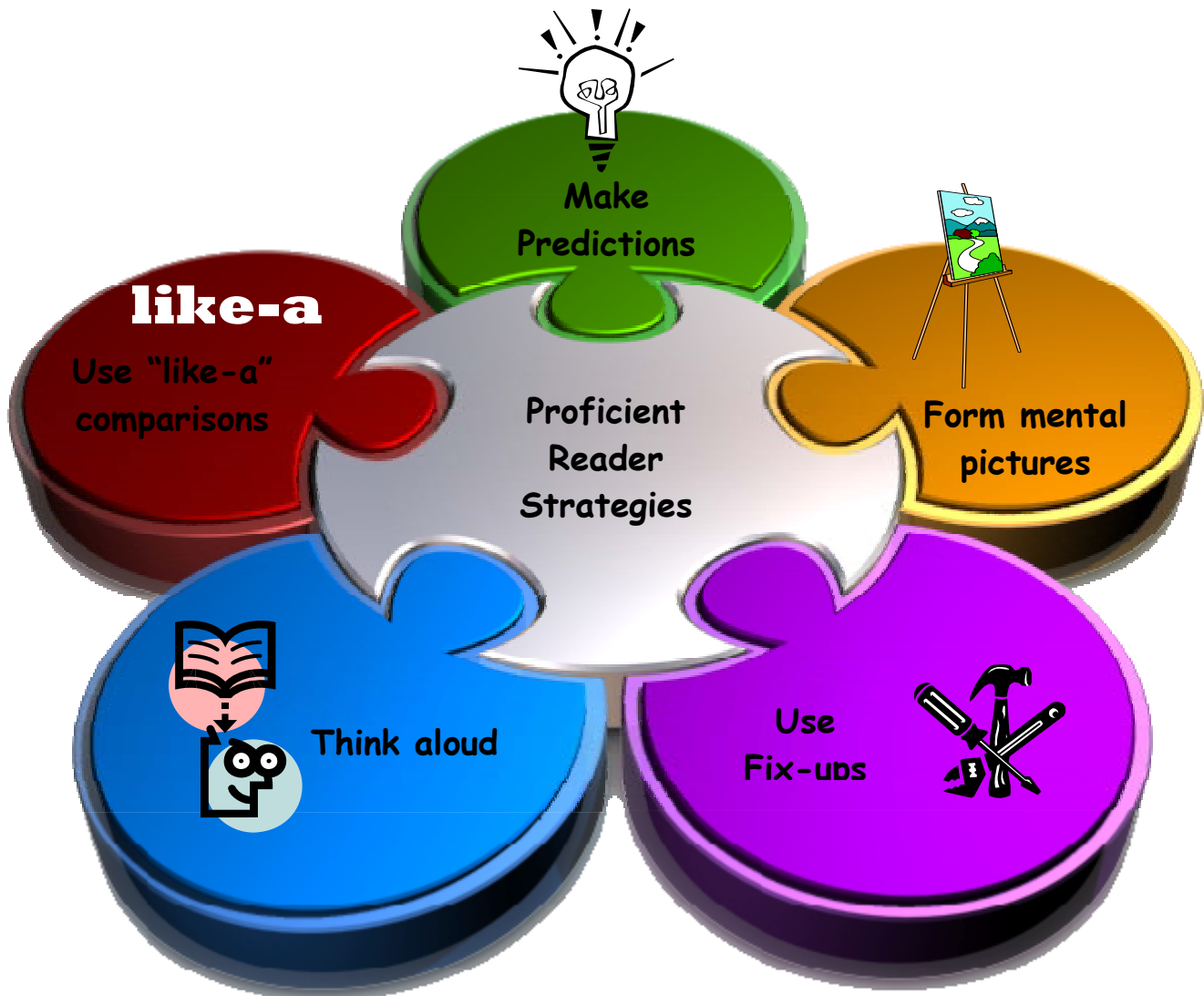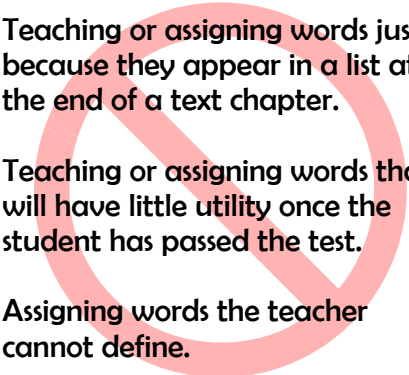
Ways to help readers when they struggle as they read.

1. <u>Make predictions:</u> readers make guesses about what will happen by making predictions. Then, they go back and see if their guesses were close or not.
2. <u>Form mental pictures:</u> readers make pictures in their heads from the information being read.
3. <u>Fix-up strategies:</u> readers use "fix-up" strategies (look for context clues, word parts, look it up, ask someone) when they come across new or difficult words.
4. <u>Think Aloud:</u> readers think about a problem by softly talking about a confusing point. They think out loud.
5. <u>Use "like-a" comparisons (analogies):</u> readers link new ideas to things they already know using "like-a" statements. "That's like a…."

Helping Students with Vocabulary

Guidelines for selecting to-be-learned vocabulary

Do ...	Avoid ...
Less is more -- depth over breadth. Teach fewer vocabulary terms, but teach them in a manner that results in deep understandings of each term. Teach words that can build connections to other words and develop rich concepts.	Teaching or assigning words from textbooks just because they are highlighted in some way (italicized, bold face print, etc.).
Teach terms that are central to the unit or theme of study. These are terms that are so important that if the student does not understand them, s/he likely will have difficulty understanding the remainder of the unit.	Teaching or assigning words just because they appear in a list at the end of a text chapter.
Teach terms that address key concepts or ideas. While a text chapter may contain 15-20 vocabulary terms, there may be only 4 or 5 that address critical concepts in the chapter -- sometimes only 1 or 2!).	Teaching or assigning words that will have little utility once the student has passed the test.
Teach terms that will be used repeatedly throughout the semester. These are foundational concepts upon which a great deal of information will be built on over a long-term basis.	Assigning words the teacher cannot define.
Teach terms that appear in a variety of contexts (Tier 2 words). Includes words students will encounter through listening or reading experiences that occur in wide variety of situations and texts. Words used by mature language users. Instruction with these words is most productive (Beck, McKeown, & Kucan, 2002; Johnson, 2001).	Assigning large quantities of words. Assigning words that students will rarely encounter again.

When to provide direct vocabulary instruction (Cooper)

Factors to consider	Vocabulary Instruction		
	Before Reading	**During Reading**	**After Reading**
Student Considerations	Student experiences difficulty constructing meaning. Student has previewed the text and identified words they want to know.	Students receive guided reading support.	Students identify words of interest or that cause difficulty. Students need to expand vocabularies.
Text Considerations	Text has words and concepts that are definitely key to understanding.	Text has words that are key and likely to cause difficulty.	Text has good opportunities for expanding vocabulary.

Vocabulary Cards

Begin with a list of key vocabulary words found in the text or unit of study. Give students 5x8 cards.

1. Show students how to divide card into four quadrants (either fold or draw lines)—in either case have students draw lines to separate the quadrants.

2. Ask students to label the quadrants as follows:
   a. Upper-left-hand corner (front): VOCABULARY TERM
   b. Lower-left-hand corner (front): DEFINITION
   c. Right-hand-side (front): PICTURE
   d. Upper-left-hand (back): DESCRIPTION OF PICTURE AND RELATIONSHIP

Front of card   Back of card

word	picture (related to the word and its meaning)
definition	

relationship
(I drew this picture because…)

Vocabulary Self-Awareness Chart

Word	+	√	-	Example	Definition

Procedure:
1. Examine the list of words you have written in the first column.
2. Put a "+" next to each word you know well, and give an accurate example and definition of the word. Your definition and example must relate to what we are studying.
3. Put a "√ " next to any words for which you can write only a definition or example, but not both.
4. Put a "-" next to words that are new to you.

Adapted from Goodman (2001)

Say Something Strategy

Short, K. G., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Overview: This strategy provides students with opportunities to construct meaning and monitor their understanding. It establishes a very clear and simple method for helping students make clear connections to text, especially when the material is especially complex. A chart with possible topics to help conversations is beneficial.

Examples follow:

Narrative: plot, feelings, summarization, predictions, connections, mood, setting, character descriptions

Expository: summarization, connections, predictions, paraphrasing, exploring big ideas

Procedure:

1. Tutor and student take turns reading a text (textbook, book, short story, article) either silently or out loud.
2. When they have finished, they turn to their partner and "say something" about what they have just read. This might involve summarizing the material, connecting with a character, or asking each other questions. You can use the "Say Something" chart (next page) with the rules that so that the students can refer to it.
3. When the assigned material has been read and discussed, more text is assigned and the process is repeated.

Rules for Say Something:

Decide with your partner who will say something first.
When you say something, do one or more of the following:

- Make a prediction.
- Ask a question.
- Clarify something you had misunderstood.
- Make a comment.
- Make a connection.

☆ If you can't do one of these five things, you need to reread.

ALWAYS ASK "Does this make sense?"

🗣 Say Something Starters 🗣

Make a Prediction
- ★ I predict that…
- ★ I bet that…
- ★ I think that…
- ★ Since this happened (fill in detail), then I bet the next thing that is going to happen is…
- ★ Reading this part makes me think that this (fill in detail) is about to happen…
- ★ I wonder if…

Ask a question
- ★ Why did…
- ★ What's this part about…
- ★ How is this (fill in detail) like this (fill in detail)…
- ★ What would happen if…
- ★ Why…
- ★ Who is…
- ★ What does this section (fill in detail) mean…
- ★ Do you think that…
- ★ I don't get this part here…

Clarify Something
- ★ Oh, I get it…
- ★ Now I understand…
- ★ This makes sense now…
- ★ No, I think it means…
- ★ I agree with you. This means…
- ★ At first I thought (fill in detail), but now I think…
- ★ This part is really saying…

Make a Comment
- ★ This is good because…
- ★ This is hard because…
- ★ This is confusing because…
- ★ I like the part where…
- ★ I don't like this part because…
- ★ My favorite part so far is…
- ★ I think that…

Make a Connection
- ★ This reminds me of…
- ★ This part is like…
- ★ This character (fill in name) is like (fill in name) because…
- ★ This is similar to…
- ★ The differences are…
- ★ I also (name something in the text that has also happened to you)…
- ★ I never (name something in the text that has never happened to you)…
- ★ This character makes me think of…
- ★ This setting reminds me of…

Double (Triple) -Entry Journal

Name _____   Date _____

Book Title _____   Author _____

My Thoughts About the Text (before and during reading; include page numbers)	My Reaction After Reading	Peer/Teacher/Tutor Response
1.		
2.		
3.		

Scaffolding Reading and Writing

Teachers should follow the same mode of scaffolding reading to scaffold writing

Reading	Writing
Reading Aloud	Writing Aloud
Shared Reading	Shared Writing
Guided Reading	Guided Writing
Cooperative Reading	Cooperative/Collaborative Writing
Independent Reading	Independent Writing

Offer Praise!

BEAUTIFUL WORK	GREAT	I KNEW YOU COULD DO IT	NOTHING CAN STOP YOU NOW	PHENOMENAL	TERRIFIC	YOU'RE ON TARGET	YOU'RE FANTASTIC
BRAVO	GOOD	I'M PROUD OF YOU	NOW YOU'VE GOT IT	REMARKABLE JOB	WHAT AN IMAGINATION	YOU'RE ON YOUR WAY	YOU'RE INCREDIBLE
EXCELLENT	HURRAY FOR YOU	MARVELOUS	NEAT	SUPER	WOW	YOU FIGURED IT OUT	YOU'RE CATCHING ON
FANTASTIC JOB	HOW NICE	MAGNIFICENT	NICE WORK	SPECTACULAR	WAY TO GO	YOU LEARNED IT RIGHT	YOU'RE ON TOP OF IT
GOOD JOB	HOW SMART	NOW YOU'RE FLYING	OUTSTANDING	THAT'S INCREDIBLE	WELL DONE	YOU TRIED HARD	YOU'RE SPECIAL

List of Strategies

Topic	Strategies
Vocabulary	List-Group-Label or List-Group-Label and Write
	Vocabulary Self-Collection Strategy (VSS)
	Contextual redefinition
	Key-word approach
	Word sort
	Vocabulary Cards
	Inductive Vocabulary Search
	Sketch to Stretch
	Question-Answer Relationship (QAR)
	KWL
	Concept of Definition
Inspiration, Questions & Organizers	Concept Map
	Semantic Mapping
	Discussion Web
	Word Family Trees
	Questioning the Author (QtA)
Comprehension	ReQuest
	Anticipation Guide
	GIST
	Say Something
	Somebody Wanted But So
Reading to Learn	Power Notes
	PreReading Plan (PReP)
	Predicting and Confirming Activity (PACA)
	Imagine, Elaborate, Predict, and Confirm (IEPC)
	Pre-Reading Survey
Textbooks	Interactive Reading Guide
	Herringbone
	I-Chart
	SQ3R
	Structured Overview
Other Texts: Technology, Tradebooks, & Periodicals	Semantic Feature Analysis
	Possible Sentences
	Headlines
	Collaborative Listening-Viewing Guide (CL-VG)
	Visual Prediction Guide