

Strategy	Description	Goals
<p><i>Anticipation/Reaction Guide</i></p> <p>(An Extended Anticipation/Reaction Guide asks students to also cite the evidence that helped them to determine the author's perspective.)</p>	<p>An Anticipation/Reaction guide is a series of teacher-generated statements (5-10 facts or opinions) about a topic that students respond to before reading about that topic. A pre-reading discussion of student responses to the statements elicits preconceived ideas that students have about the topic. Following the reading, students are encouraged to consider those ideas in relation to the information presented in the reading by determining the author's point of view.</p>	<ol style="list-style-type: none"> <li>1. Promotes active, in-depth engagement with the reading selection by activating prior knowledge, establishing purposes for reading, and arousing student interest.</li> <li>2. Encourages students to think critically about the concepts presented in the reading selection.</li> </ol>
<p><i>*Cornell Notes</i></p>	<p>Cornell Notes is a note taking system that helps students develop the skills necessary to taking good notes including the skills of paraphrasing, abbreviating, synthesizing, reviewing and summarizing. The left third of the page is left as a section for developing main ideas and generating questions. The right-hand side is reserved for the actual notes. After taking notes, students work together to edit and refine their notes. They then develop a set of questions targeted to help them remember the information from the notes. Students later can use the notes as a study guide, covering the right-hand side and using the left hand side to check for understanding. Students are also asked to write a brief summary at the conclusion of their notes.</p>	<ol style="list-style-type: none"> <li>1. Promotes mastery and understanding of the information, not just recording facts.</li> <li>2. Provides a scaffold for taking notes.</li> <li>3. Prepares students in using notes for studying.</li> <li>4. Allows students to learn from each other's strategies for taking notes.</li> </ol>
<p><i>Discussion Web</i></p> <p>(A graphic organizer used to prepare for a pro/con discussion and writing assignment)</p>	<p>The Discussion Web is a graphic organizer that incorporates the use of cooperative learning. A text or texts are selected that provide opposing viewpoints on a topic. A focus question is then provided for discussion. Students work in pairs to develop both sides of the argument using the Discussion Web. They then work with another pair and work toward consensus on the topic. The group's conclusion is written at the bottom of the web. Each group then presents its conclusion to the entire group. Students are now prepared to write their own personal response to the focus question.</p>	<ol style="list-style-type: none"> <li>1. Promotes active participation in discussion.</li> <li>2. Provides a framework for evaluating both sides of an issue or question, and encourages the processing of opposing evidence and information before asserting one's own viewpoint.</li> <li>3. Scaffolds the writing of an argument by establishing an organization and supporting detail.</li> </ol>

<p><i>Save the Last Word for Me</i></p> <p><i>AHA Protocol</i></p> <p><i>Focused Dialectical &amp; Interactive Journals</i></p> <p>(Often presented as a T-graph in which students place information/quotes they think are important on one side and their response/comments on the other)</p> <p>Interactive journals include: Metacognition journal Learning journal Problem-solution journal</p>	<p>Save the Last Word for Me is a protocol to be used in small groups to review and analyze text. Participants select a set of 3-4 statements from the text they found to be interesting or relevant. In a set of rounds, each student reads a passage he/she selected but does not comment. In a go-around, the other students comment on the passage. Finally, the student who selected the passage gets "the last word". Responses can be timed, for example, 1 minute for other students; 3 minutes for the student who provided the quote). Selected quotes can be placed on index cards with commentary on the reverse side.</p> <p>The AHA protocol is used in small groups to review and analyze text. Students are provided with a guiding question regarding the text. Students then "mark up" the text as follows: "!" marks the ideas in the text that are new for them or said in a new way that they had not considered, "?" marks the ideas that they do not understand or do not align with their experiences, and "\/" marks the ideas that they agree with or that they think are important. In small groups, one person at a time shares an "AHA" while the group listens. Each person shares for 1 minute uninterrupted; then the others may comment. Turns are taken until everyone has had the opportunity to share. More rounds are provided if time allows.</p> <p>The focused dialectical journal is a way for students to become meaningfully engaged with literature as they critically examine the text. In this process students generate a dialogue with themselves, the characters, and even the author of the text by asking questions, making observations, forming associations, seeing patterns, and creating hypotheses about situations, events, and characters. It also enables students to acquire the language of literary criticism and to develop their own thesis statements for their written compositions in response to the literary selection.</p> <p>Interactive journal writing is a strategy that encourages students to take notes primarily on</p>	<ol style="list-style-type: none"> <li>1. Gives students an opportunity to adopt a more reflective stance as they read.</li> <li>2. Encourages students to talk about aspects of the text to which they personally connect.</li> <li>3. Provides an opportunity for everyone to participate.</li> <li>4. Provides an opportunity for active listening and for synthesizing comments made by other students into one's own interpretation.</li> </ol> <ol style="list-style-type: none"> <li>1. Encourages students to explore their personal connections to the text.</li> <li>2. Allows students to take a stance by agreeing or disagreeing with the author.</li> <li>3. Allows students to seek clarification when they do not understand a certain part of the text.</li> <li>4. Encourages everyone to participate.</li> </ol> <p>Goal of Focused Dialectical Journals</p> <ol style="list-style-type: none"> <li>1. Helps students develop a sense of voice when writing about literature</li> <li>2. Helps students gain an understanding of the structural features of literature</li> <li>3. Helps students acquire the language of literary analysis.</li> </ol> <p>Goal of Interactive Journals</p> <ol style="list-style-type: none"> <li>1. Helps students explore ideas and note their responses</li> <li>2. Helps them take risks in giving opinions about their reading as they comprehend and learn new information.</li> </ol>
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Effects/Prediction journal Synthesis journal	informational texts or lectures and to add their own reflections in response to prompts.	
<i>*Thinking Maps©</i>	Thinking Maps© is a method of representing information from a text graphically so that the organizational pattern of the text is highlighted. It helps students understand what they read by leading them to predict and organize information they encounter. The Circle Map is used to define a term in context or to brainstorm ideas associated with a concept. The Bubble Map is used for describing someone or some thing. The Double Bubble is used to compare and contrast qualities of two concepts or items. The Tree Map is used to classify by citing main ideas, supporting ideas, and details. The Brace Map examines the component parts and subparts of a whole physical object. The Flow Map examines information in a sequential pattern. The Multi-Flow Map examines the causes and effects of an event. The Bridge Map examines the use of an analogies and guiding metaphors.	<ol style="list-style-type: none"> <li>1. Guides the students' comprehension process by creating graphic representations of the text (e.g., circle, bubble, double bubble, tree, brace, flow, multi-flow, &amp; bridge)</li> <li>2. Helps students recognize and use the organizational patterns inherent in informational texts (e.g., defining, describing, comparing &amp; contrasting, classifying, part-whole, sequencing, cause &amp; effect, &amp; seeing analogies).</li> </ol>
<i>Guided Imagery</i>	Guided imagery is a technique that helps students create mental images in response to what they read or hear. Guided imagery may be teacher-directed or self-directed, depending on the extent to which students require teacher modeling and prompting to trigger visualization.	<ol style="list-style-type: none"> <li>1. Encourages students to generate images of ideas and concepts while reading.</li> <li>2. Increases student engagement with the reading material.</li> <li>3. Provides inspiration for writing or discussion.</li> </ol>
<i>KWL Plus</i>	KWL Plus is based on three principal components of KWL, a reading-thinking strategy that activates and builds on the students' prior knowledge and natural curiosity to learn more. KWL requires a reader to identify what is known about a particular subject (K), what the reader wants to know (W), and what is learned as a result of reading the text (L). KWL Plus adds mapping and summarization to the original strategy; these two tasks incorporate the powerful tools of restructuring of text and rewriting to help students process information. After learning KWL Plus under teacher direction, students implement it on their own while receiving corrective feedback until they can complete the task independently.	<ol style="list-style-type: none"> <li>1. Engages students in an active reading process that demonstrates that reading means asking questions and thinking about ideas while reading.</li> <li>2. Enhances students' proficiency in setting purposes for reading, gleaning information from texts, organizing that information into graphic outlines, and writing summaries based on those graphic outlines.</li> </ol>

<i>Learning Log (Reflection Log)</i>	A learning log is a written record of students' perceptions of how and what they are learning as well as a record of student growth and learning over time.	<ol style="list-style-type: none"> <li>1. Increases students' awareness of their own learning process and progress.</li> <li>2. Identifies gaps in student learning.</li> <li>3. Helps students explore relationships between what they are learning and their past experiences.</li> <li>4. Promotes fluency and flexibility in student writing that can be transferred to other written assignments.</li> <li>5. Provides a vehicle for student reflection and metacognition (learning about one's learning).</li> </ol>
<p><i>*Literature Circles &amp; Discussion Groups</i></p> <p>Discussion Groups include: Think-Pair-Share Write-Draw-Discuss Fishbowl (outside observers takes notes on the content and/or process) Jigsaw Paired Verbal Fluency (A summarizes, B clarifies; reverse roles)</p>	A literature circle emphasizes reading, discussing a topic in depth, and writing about literature (fiction & nonfiction). It includes a series of roles including "The Connector", "The Illustrator", the "Questioner", & the "Passage Master. Both approaches emphasize the importance of reading books or text, talking about books or text, giving students some choice in what and how much they read at a given time, providing plenty of time to read, and ensuring that students read a great deal of high-quality literature throughout the school year. The roles provided serve as a scaffold for assisting students in practicing the skills good readers use to deconstruct text. They can eventually be removed when students can easily engage in small group discussion without them. The text provided should have the capacity to generate deep and engaging discussions.	<ol style="list-style-type: none"> <li>1. Develops confident, engaged, and knowledgeable readers who read enthusiastically and with a critical stance.</li> <li>2. Helps students develop an appreciation for language and deeper understanding of the craft of writing.</li> </ol>
<i>Problematic Situations</i>	Problematic situations is a strategy that engages students in small groups in the process of considering possible solutions to a difficult situation that emerges in a reading selection. Students provide solutions and rank them with the whole group. They then modify or add new solutions as	<ol style="list-style-type: none"> <li>1. Engages students in the reading selection by exciting their curiosity and increasing their motivation.</li> <li>2. Activates prior knowledge students have about the situation or the factors that cause it.</li> <li>3. Focuses student attention on important elements of the reading selection.</li> </ol>

	they read further in the text and finally compare and contrast the actual outcome with the solutions they provided.	
<i>Question-Answer Relationships</i>	The question-answer relationship (QAR) strategy is based on a four-part system for classifying question: <i>right there, think and search, author and you, and on your own</i> . Students learn to classify questions and locate answers, recognizing in the process that reading is influenced by the characteristics of the reader, the text, and the context. They also practice developing their own questions.	<ol style="list-style-type: none"> <li>1. Develops students' ability to recognize the relationship between a question and the location or source of possible answer locations (i.e., readers' background knowledge as well as information presented in a text).</li> <li>2. Enhances students' performance in answering and developing questions about content area materials.</li> </ol>
<i>Questioning the Author</i>	<p>Questioning the author is an approach designed to engage students in the ideas of the text and build understanding.</p> <p>Sample QtA questions:</p> <ul style="list-style-type: none"> <li>• What is the author trying to say?</li> <li>• What is the author's message?</li> <li>• Did the author explain clearly?</li> <li>• Does this follow with what the author told us before?</li> </ul>	<ol style="list-style-type: none"> <li>1. Provides a concrete way for students to experience the key to successful comprehension: transforming an author's ideas into a reader's ideas.</li> <li>2. Encourages students to judge the author's success in making ideas clear and admit to finding difficulties in the text without viewing themselves as failures.</li> <li>3. Overcomes student's tendency to resist grappling with text that does not come easily by stimulating young readers to become engaged with the text and consider ideas deeply.</li> </ol>
<i>*Reciprocal Teaching</i>	Reciprocal teaching is an instructional approach characterized by an interactive dialogue between the teacher and students or students and students in response to segments of a reading selection. The dialogue is based on four processes/roles: questioning, summarizing, clarifying, and predicting. In process I the teacher models all four roles. In Process II students in small groups take on one of the four roles. The roles serve as scaffolds until they are no longer needed.	<ol style="list-style-type: none"> <li>1. Helps students develop the ability to construct meaning from text and monitor their reading comprehension to ensure that they, in fact, understand what they read.</li> <li>2. Provides modeling, role-playing practice, and feedback of effective strategies that good readers use to facilitate their comprehension.</li> <li>3. Helps students become actively engaged in their reading as they gradually assume the role of discussion leader and develop the ability to conduct the dialogues with little or no assistance from the teacher.</li> </ol>
<i>*Structured Discussions</i>  (The District's concept lessons for Algebra 1 are	Structured discussions involve students in interactive talk, high-quality questioning, substantiated reasoning, and critical and creative thinking about ideas, issues, and information.	<ol style="list-style-type: none"> <li>1. Promotes comprehension, questioning, and higher level thinking that uses evidence in reasoning, views ideas from multiple perspectives, and is able to change viewpoints in the face of evidence.</li> </ol>

demonstrations of Shared Inquiry)	Variations of this strategy include Inner-Outer circles (Fishbowl), Socratic seminars, and Shared Inquiry. Once students achieve mastery of the thinking and discussion techniques, the structures (i.e. scaffolds) ultimately become unnecessary. Socratic Seminars and Shared Inquiry focus on an open-ended question and a set of group norms that allow for engaging in rigorous small group as well as large group discussions.	2. Provides all students opportunities to assume increased responsibility for producing high-quality discussions while using reading, writing, speaking, and listening in learning content.
<i>Text Sets</i>	A text set is a group of books or other reading materials that are related in some way. They may be written by the same author; be examples of the same genre; illustrate the same setting or them; or provide a different perspective on the same person, event, or concept. The use of text sets is an approach that extends and broadens student understanding.	<ol style="list-style-type: none"> <li>1. Encourages students to think about and share what they already know about a topic, an author, or the theme of the text set.</li> <li>2. Establishes understandings that can carry over into independent reading of additional items related to the focus.</li> <li>3. Provides students with supplementary reading materials with a wide range of difficulty levels to increase student access to concepts.</li> </ol>
<i>Think Aloud</i>	Think –aloud strategy is an approach in which teachers verbalize their own thought processes while reading orally to students. In this way teachers model for students the cognitive and metacognitive processes that good readers use to construct meaning and monitor comprehension.	<ol style="list-style-type: none"> <li>1. Encourages students to think about and share what they already know about a topic, an author, or a theme.</li> <li>2. Establishes understandings that can carry over into independent reading of additional items related to the focus.</li> <li>3. Provides students with supplementary reading materials with a wide range of difficulty levels to increase student access to concepts.</li> </ol>
<i>Readers/Writers Workshop</i>  (Foundation for Studio and the IFL E/LA 9 <sup>th</sup> and 10 <sup>th</sup> grade District Model lessons [a distinction in the IFL model lessons being that the Reading/Writing Workshops are based on <i>selected</i> works that are genre specific, thus embedding “genre study” as an aspect of the workshops])	<p>The Readers/Writers Workshop is a combination of the writing workshop and the reading workshop.</p> <p>The writing workshop is a comprehensive instructional approach in which students are provided time in class to write, choices of topics and genres, access to materials, opportunities for peers to respond to their writing, and teacher-directed instruction and demonstrations in lessons and conferences. The approach involves giving students the options available to real-world authors, including daily time for writing, conferences with teachers and peers during drafting, pacing set by the writer, and opportunities to publish what they write.</p>	<ol style="list-style-type: none"> <li>1. Helps students produce a broad range of quality writing that reflects their depth of understanding about given genres and is based on the students’ reading of the genre in question.</li> <li>2. Helps students produce writing in a wide variety of genres, such as short stories , poetry, book reviews, letters to the editor, parodies, profiles, and essays.</li> </ol>

	<p>The reading workshop is a comprehensive instructional approach in which students are provided time in class to read, choices of books and other materials, access to books and materials, opportunities for interaction with peers about their reading, and instruction and demonstrations through lessons and conferences.</p>	
<i>Reading Aloud</i>	<p>Reading aloud provides students a shared book or text experience in which the teacher models appropriate phrasing, inflection, and fluency to help students be successful in reading.</p>	<ol style="list-style-type: none"> <li>1. Models good reading, motivate independent reading, build vocabulary, enrich background experiences, expose subtleties of the characters and meaning in text, introduce different authors and their works, expose students to a variety of writing styles, and introduce a variety of genres (e.g., poetry, fantasy, nonfiction).</li> <li>2. Introduces words and concepts to students above their reading level and above those encountered in everyday speech; stimulate students to read more and to read at higher levels of comprehension; and provide repeated exposure to meaningful language as both English learners and monolingual students develop English proficiency and specific content knowledge.</li> </ol>
<i>Six Hats</i>	<p>Students wear hats metaphorically, as they react to new information or experiences. Individual students may choose a colored hat, or small groups may process using a specific hat. In a small group, each member may wear a different hat to ensure that all aspects of the topic are explained: The <i>white hat</i> views the material or topic to gather data. It is a rationale and neutral viewpoint (pure as the driven snow). The <i>gray hat</i> views from the downside and selects the cautions, flaws, errors, risks, and negative aspects, somewhat like playing the devil's advocate (dark side). The <i>green hat</i> views the situation with an eye to the creative possibilities (lush green growth). What are the opportunities and connections and new approaches? The <i>red hat</i> views the information and explores the feelings and emotions involved. What intuitive or gut feelings surface? The <i>yellow hat</i> views the situation with a "sunny outlook." What are all the positive things associated with this topic? How is this optimistic and beneficial? The <i>blue hat</i> is the reflective chapeau.</p>	<ol style="list-style-type: none"> <li>1. Provides students time to reflect and discuss issues beyond just recall for the test. Time to relate, connect, and reflect is valuable in the learning process so that new information and skills are discussed and internalized through metacognitive strategies.</li> <li>2. Provides students the opportunity to see how a particular lens/mindset influences thought, acknowledging that emotions can also influence thoughts and behaviors.</li> </ol>

	Those who wear it define and summarize and draw conclusions from the material.	
<i>Dice Toss</i>	Each small group of students is given a die and a blank sheet of paper. Following a teaching episode, students are invited to toss their die. They then write a response based on the number they rolled and/or discuss the topic in small groups. <b>One</b> - Describe what you have learned. <b>Two</b> - Compare what you've learned to what you already know or think about the topic. <b>Three</b> - Associate the new learning with past experiences. <b>Four</b> - Analyze what you have learned. What is its significance? <b>Five</b> - Apply the learning to a real-world situation. How does it relate to your experiences at work? <b>Six</b> - Argue for or against an issue or proclamation made by the author. Substantiate your argument with text and/or facts from other sources.	<ol style="list-style-type: none"> <li>1. Provides students an engaging "random" means for engaging in higher-level thinking and processing of information/knowledge.</li> <li>2. Allows students to note distinctions in how information might be processed.</li> </ol>
<i>Quickwrite</i>	Students are asked to think about a question or topic and respond in writing until time is called (typically five or ten minutes max). They can be used as an opening or closing activity, as a transition into a new lesson, or a means of breaking up a lecture and allowing students time to digest key material.	<ol style="list-style-type: none"> <li>1. Allows students to process information and communicate in writing.</li> <li>2. Allowing students the time to process information in writing provides an opportunity for students to be able to share this information orally through a pair/share or round robin session, for example.</li> </ol>
<i>Exit Card</i>	Students are asked to think about a particular question or set of prompts at the end of a lesson as a means of reflection. The questions are generally written to help students reflect upon what they've learned, what questions they may still have about the learning, and possibly what further learning they would like to explore. An example is "3 new ideas you learned, 2 things you still have questions about, and 1 idea I still don't get."	<ol style="list-style-type: none"> <li>1. Allows students to reflect upon their own learning.</li> <li>2. Lets the teacher know what students have learned and what they still don't understand.</li> </ol>
<i>Fist-to-Five</i>	After restating or writing down a pending decision, ask group members to indicate their level of support by raising one hand either closed in a fist or with one to five fingers raised. <i>5 fingers</i> All for it... I can be the leader for this decision.	<ol style="list-style-type: none"> <li>1. Allows a group to come to consensus about a topic, problem, or concept.</li> <li>2. Can be used as a way for students to express understanding.</li> </ol> <p><i>5 fingers</i> I completely understand the concept... etc.</p>

	<p><i>4 fingers</i> All for it... You can count on me to support this no matter what</p> <p><i>3 fingers</i> For the idea... I will support it in concept, but may not be out in front of the gang leading its implementation.</p> <p><i>2 fingers</i> I'm not sure...But I trust the group's opinion</p> <p><i>1 finger</i> I'm not sure... Can we talk some more?</p> <p><i>Fist</i> <b>NO</b></p>	
<i>Multivoting/Ranking</i>	<p>Complete a brainstorming process or use some other method to generate a list of ideas/options. Determine how many votes each group member will receive.</p> <ul style="list-style-type: none"> <li>• Divide the number of items by three and round up to the nearest whole number. That is how many votes to give to each person. For example, if there are 29 items on your list, each member gets 10 votes.</li> </ul> <p>Distribute colored sticky dots (one color) to the group. Each person should get as many dots as their votes, and then have the people place their dots next to the ideas they favor most. After all the dots are distributed, refine your list by eliminating any items that received no votes at all or only a few votes. If the refined list still has too many items for the group to handle, repeat the process. NOTE: Colored tic marks can be used if sticky dots are unavailable.</p>	<ol style="list-style-type: none"> <li>1. Allows a group of colleagues or students to prioritize lists of ideas.</li> <li>2. Lets colleagues or students determine which goals are most worthy of pursuit.</li> </ol>
<i>Jigsaw</i>	<p>Choose a piece of text or content that is dense enough to break up for deeper learning. Teacher should determine how it will be broken up prior to the lesson. Have the students number off one through however many pieces you have divided the text. Each student is assigned a specific piece of the text. When students finish independent reading, they join the others who also read that piece and form an expert group. As an expert group, they determine what and how to teach the material they have read or learned to their base group. After returning to the base group, each member shares his/her learning from the expert groups with the base group.</p>	<ol style="list-style-type: none"> <li>1. Allows teachers to break up a dense piece of text or content for easier access.</li> <li>2. Provides opportunities for students to be experts and to learn from one another.</li> <li>3. Allows students to build trust in one another to provide the necessary learning.</li> </ol>

<i>Round Robin</i>	While rotating around the table, each team member shares his/her thoughts on a given topic or question. Always hold students accountable by asking one person in each group to share one idea, one answer, or the solution the table developed.	<ol style="list-style-type: none"> <li>1. Allows teams of students to process information and communicate it to other team members. Teams may then be asked to discuss and choose one thought or answer to share with the class.</li> <li>2. It will benefit students to hear a variety of thoughts and ideas on a topic to increase their knowledge, skills, and perception.</li> </ol>
<i>Word Splash</i>	Students are asked to look at a group of words on the board. These words are important concepts of the learning of the day. Students are asked to look at the words, think about which ones they are familiar with, which ones they may not know, and how they all connect together. Typically, students are asked to discuss these prompts one at a time with a partner or team.	<ol style="list-style-type: none"> <li>1. Allows students to interact with key concepts in a non-threatening and engaging manner.</li> <li>2. It can act as an advance organizer and allow the teacher to understand students' prior knowledge.</li> <li>3. This strategy may be used prior to a new unit, during a unit to review and add new words and concepts, or at the end of a unit to tie all the concepts and key terms together.</li> </ol>
<i>Rally Coach</i>	Students are asked to take turns answering questions (closed questions with one correct answer) on a handout, etc. One partner answers, the other partner must watch, check, coach, and agree by writing his/her initials next to the answer. Both partners must agree before moving on to the next question. If they cannot agree, they must ask for assistance. When they move on to the next question, partners switch roles.	<ol style="list-style-type: none"> <li>1. Allows students to work together in guided practice and have the benefit of peer coaching.</li> <li>2. This structure sets up individual accountability because both partners must publicly agree on the answer and both must answer questions.</li> </ol>
<i>Quick-Quiz-Trade</i>	Teacher or students generate questions or problems and write them on cards. Each student takes a card. They stand up and pair up. Students quiz each other on the material and coach each other until the other knows the material. Students then trade cards, look for a new partner, and repeat the process.	<ol style="list-style-type: none"> <li>1. Allows students to review content, and it allows the teacher to check for mastery.</li> <li>2. This strategy may be used as a review during any part of the lesson cycle.</li> </ol>
<i>Task Role Bookmarks</i>	<p>Teacher makes and distributes six different book marks, one to each group member, with the following roles and sentence starters/questions:</p> <ol style="list-style-type: none"> <li><b>1. Encourager</b> <ul style="list-style-type: none"> <li>•Great Idea</li> <li>•Thanks for sharing</li> <li>•What do you think?</li> <li>•Thank you for...</li> </ul> </li> <li><b>2. Questioner</b> <ul style="list-style-type: none"> <li>• Who could...?</li> <li>• What's the first step?</li> <li>• When can we...?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. This structure sets up individual accountability because every student has a specific role.</li> <li>2. The book marks supply the students with the language they may need to carry out their roles.</li> </ol>

	<ul style="list-style-type: none"> <li>• How can we...?</li> </ul> <p><b>3. Clarifier</b></p> <ul style="list-style-type: none"> <li>• Is this what you mean?</li> <li>• Say again...</li> <li>• Did I hear...?</li> <li>• Do you mean...?</li> </ul> <p><b>4. Summarizer</b></p> <ul style="list-style-type: none"> <li>• I think we agree that...</li> <li>• Most of us said...</li> <li>• Some of us...</li> <li>• In summary...</li> </ul> <p><b>5. Prompter</b></p> <ul style="list-style-type: none"> <li>• Perhaps...</li> <li>• Suppose...</li> <li>• Another idea...</li> <li>• Anyone else...</li> </ul> <p><b>6. Gatekeeper</b></p> <ul style="list-style-type: none"> <li>• Whose turn is it?</li> <li>• Has everyone given an idea?</li> <li>• We have _ minutes left.</li> <li>• That's three done.</li> </ul>	
<p><i>Cubing</i></p>	<p>Students work in groups and create a paper cube (much like a dice) to roll. Each side of the cube represents a level of thinking regarding the topic/information provided. The sides of the cubes are as follows:</p> <p><b>Remembering</b> – Tell or draw what you recall about this subject.</p> <p><b>Understanding</b> – Summarize the key ideas of this topic.</p> <p><b>Analyzing</b> – Sort the parts and determine how all fit together.</p> <p><b>Applying</b>- Demonstrate how you could use this in a new situation.</p> <p><b>Creating</b>- Create a slogan, story, song, or poem about the topic.</p> <p><b>Evaluating</b>- Take a stand. Argue for or against it and justify.</p>	<ol style="list-style-type: none"> <li>1. It may be used as a prewriting activity to stimulate students' thinking about a topic.</li> <li>2. In reading, it can be used to strengthen students' comprehension of a text.</li> <li>3. Cubing requires students to apply information, and it allows students to explore a topic from six different levels of thinking (Bloom's taxonomy).</li> </ol>