## Strategies Glossary

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<th>Talking places/Graffiti Walls</th>
<th>Students use spoken language to explore new knowledge about the topic of a text, and then record their speculation about the topic on a graffiti wall.</th>
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| Making connections            | • Making connections  
• Text-to-self: What does this remind you of in your life? / has sth like this ever happened to you?  
• Text-to-text: what does this remind you of in another book you’ve read? / Have you read about something about this before?  
• Text-to-world: What does this remind you of in the real world? / How did that part relate to the world around you? |
| Concept Cube                  | A concept cube is a great strategy to employ word parts. Students receive a six-square cube (which will eventually be folded into a three dimensional cube). On each of the squares students are instructed to write down one of the following: Vocabulary word/Antonym/Synonym/Category it belongs to/Essential characteristics/Example. Students then cut, fold and tape the cube to make a square. Then, with a partner, they roll their cube and must tell the relationship of the word that lands on top to the original vocabulary word |
| SPQ: Asking signpost question | • Signpost questions have the purpose to guide the readers directing their attention to the important points in the text and preventing them from going off along a false track.  
• SPQ can’t be answered until the whole of the section has been read.  
• SPQs require students to think about the meaning, not just locate information.  
• SPQs should be few and clear |
| Say Something                 | • While reading a narrative, the teacher stops at key points in the story, points to a student and asks them to ‘say something’ about what they are thinking. |
| Grammar analysis/Oral Cloze   | During shared reading, students predict missing words in a pre-prepared text and confirm their predictions using all available clues.  
**Learning focus**  
This activity focuses students’ attention on language features that carry different aspects of the meaning in a text. Teachers show students how to use contextual clues, as well as semantic, syntactic and graph phonics clues, by modeling the predicting, sampling and confirming process. |
### Contextual definition (Vocab)

**Teacher preparation**
1. In a text from the current unit, select unfamiliar words.
2. Write at least one-sentence context around each word to give clues to its meaning. Use the text’s context, if suitable. Include a variety of clues (e.g. synonyms, comparison/contrast, definition) to show the range of devices used by authors.

**Suggested implementation**
1. Present the words in isolation, one at a time. Read out the word so that students know how it sounds. Ask students to suggest a definition and to justify their guesses. Try to get group agreement on the word’s meaning.
2. Present each word in its context. As before, ask students to suggest and justify meanings, and try to get group agreement on the best meaning.
3. Ask students to use a dictionary to verify their predictions.
   • 4. As a group, discuss the quality of predictions given for the words in isolation versus those in context. Discuss the differences in strategies for predicting words in isolation and words in context.

### Mental imagery

- Students learn to create pictures in their minds to help comprehension and recall.

**Suggested implementation**
1. Read aloud to the students. Stop several times and ask them to imagine something just mentioned in the text, for example, a car, cup or person.
2. Ask different students to describe the thing being discussed in the text and to say why, based on the clues provided in the text, they thought it would look, smell or seem that way. For example, what clues in the text tell us that the mug was pink and had a face on it? You can help students reformulate images by rereading a section of text.
   • 3. Discuss (compare and contrast) the differences in shared descriptions and ask students to justify their opinions by pointing to evidence in the text, or using prior knowledge and experience.

### Turn on the meaning

**Recognizing three kinds of meaning**
Using a light-bulb metaphor, students learn about the mental processes involved in activating ideas and making connections between known and new ideas.

**Learning focus**
- The strategy makes students aware that three different kinds of meaning can be constructed during reading — literal, inferential and personal. They develop understanding that a reader’s prior knowledge plays a significant role in constructing meaning and that multiple meanings exist around a text.
### Educational Supervision Office
#### English Department

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| **Expert Panel** | Groups of students read a text and become ‘experts’ in the topic of the text. They form an expert panel and answer questions from other members of the class. The strategy is most often used with informational texts, but could be applied to any type of text.  
**Suggested implementation**  
1. Decide who will be the experts. Ask them to read the text and become experts on the topic.  
2. Ask the other students to read the same text and compose questions to ask the experts.  
3. When students have finished reading, form the expert panel.  
4. Students ask their questions; the experts must respond and justify their answers from within the text. |
| **GRASP (Guided reading and summarizing procedure)** | For this strategy, students read the text and try to remember as many important facts as possible. After they have read, they put the text away and write down every fact they can remember from the reading. Next, students go back into the text to look for things they missed and add the additional facts to their list. Then students categorize the list of information they took from the text. Finally, students write a summary of the text based on their personal notes. This strategy may be used both during and after reading. |
| **Imaginary Interview** | Ask students to write an imaginary interview. They might consider questioning a person from another time period in history. This activity not only allows students to think critically about questions to ask, but also lets them show their knowledge of the subject matter. |
| **Reciprocal teaching** | This strategy helps students construct meaning from text and monitor their understanding. The dialogue is structured by the use of four strategies: summarizing provides the opportunity to identify and integrate the most important information in the text; question generating reinforces the summarizing strategy; clarifying helps teach students about the reasons why a text may be difficult to read, and to take the necessary measures to restore meaning (e.g. reread, ask for help); predicting activates students’ background knowledge about the topic and gives a purpose to reading — to prove or disprove their hypotheses. |
| **Anticipation Guide** | The teacher provides general statements about a topic. The students are asked to agree or disagree with the statements, encouraging critical thinking. In addition, students may be asked to defend their opinions through written or oral communication. |
| **SCORE reading strategy** | SCORE: a simple Meta-Strategy sequence that fits all good RC strategies within it.  
- **S**: Skim and scan  
- **C**: Connect and question  
- **O**: Organize your thinking  
- **R**: Read and reflect |
| **CSR** | Collaborative Strategic Reading (CSR) is a reading comprehension technique that involves students working together to improve their reading comprehension skills. It typically involves a group of students reading a text and then engaging in a collaborative discussion to summarize the text, make inferences, and answer questions. This strategy can be used with informational texts as well as narrative texts, and it helps students develop critical thinking and problem-solving skills. |
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<td><strong>Inking your Thinking</strong></td>
<td>Students learn a comprehensive set of strategies for recording thoughts at each phase of the reading process. This strategy explicitly teaches strategies for all phases of the reading process. It helps develop decoding skills, vocabulary, world knowledge and active comprehension skills such as predicting, analyzing stories, asking questions, constructing images, summarizing and self-monitoring.</td>
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<td><strong>Word attack strategies</strong></td>
<td>Word-attack strategies help students decode, pronounce, and understand unfamiliar words. They help students attack words piece by piece or from a different angle. Teachers model and instruct students to: use picture clues, sound out the word, look for chunks in the word, connect to a word you know, reread the sentence, keep reading, use prior knowledge</td>
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