

Brief Definitions of Some Instructional Strategies

Strategy	Brief Definition
3-2-1	This strategy provides structure for students to reflect on their learning. Through this strategy students respond to three questions that serve to guide reflection on their learning experiences and content learned.
4-2-1	Students generate and agree on important/main ideas from a text and provide a written explanation.
Anticipation guide	Teacher asks students to respond to a series of statements before instruction occurs to activate prior knowledge and interest.
Assignment revision	Students are given feedback on an assignment and offered the opportunity to revise.
Card sort	Students manipulate sets of cards containing words, sentences, or pictures and create groups according to certain characteristics or categories.
Cloze Activities	Previously learned information is presented with words or pieces missing for the students to fill in.
Collaborative processing	Students meet in groups to summarize, clarify, or make predictions about information that has just been presented.
Concept mapping	Students construct a diagram to show relationships between a set of concepts.
Cooperative comparisons	Students work in groups to answer comparison questions.
Cooperative learning	Students work in groups to complete a learning task. Each student has a specific role or job for task completion.
Create the Problem	This strategy helps students think about the purpose and context of certain kinds of problems. This can be used for simplistic and complex problems.
Cus & Discuss	This text annotation strategy helps students analyze texts and comprehend information.
Directed paraphrasing	Students are asked to explain a concept as they would to a specific audience such as a younger brother, a scientist, or a person from another country.
Elaborative interrogation	After a student answers a question the teacher probes the answer by asking elaborative questions to get them to support their answer.
Elbow partners	Students discuss a topic or question specified by the teacher with the person next to them.
Essential questions	Open-ended questions posed by the teacher that promote deeper understanding of content and stimulate inquiry.
Example, Non-example	Students are provided the opportunity to support their understanding by revealing what they know about a specific topic or concept.
Fishbowl	One group of students work as a group while others watch. This is used to demonstrate effective group-work.
Frustration Model	A graphic that organizes a concept into an operational definition, characteristics, examples, and non-examples.
Graphic organizer	Non-linguistic organizers that allow students to arrange information that represent a complex concept.
I used to think... but now I know...	Students record how their thinking has changed as a result of instruction on a particular topic.

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Inside-outside circles	Students form two concentric circles and turn to face one another. They discuss with the person across from them. One circle takes steps(s) to the left or right and discussion occurs with a new partner.
Jigsaw	Content is broken into pieces or sections which students process separately, then come together to share.
KWL	On a chart, students record what they K now and what they W ant to know (before instruction) and what they L earned (after instruction).
Narrative activities	The teacher uses stories to help anchor information in memory and signal important information.
Peer response/feedback	Students work with peers to give and receive feedback on cognitively complex tasks.
Perspective analysis	Students identify their position on a topic, determine a reason for their position, identify opposing positions, describe reasoning behind the opposing position, and summarize.
RAFT	A strategy that integrates reading and writing in a non-traditional way. It asks students to take what they have read or learned and create a new product that illustrates their depth of understanding.
Reciprocal teaching	Students work in groups with one student designated as the discussion leader to process or make predictions about information from a lesson.
Reflective journals	Students use academic notebooks to respond to reflection questions related to their learning provided by the teacher.
Sentence stem analogies	Students are given sentence stems in the form of " <i>item 1 is to item 2 as item 3 is to item 4.</i> "
Storyboards	A sequence of drawings representing how information could be presented sequentially in story form.
Strategy Harvest	Students complete a task and articulate their method for doing so. Then students find a partner and discuss their methods for solving. This process is repeated one or two times to allow multiple sharing opportunities.
Student tournaments	The teacher organizes students into teams that then compete in various academic games.
Templates	Structures created to scaffold learning and break it into sequential steps to guide learning (Toulmin, QC2E, CER, etc.).
Think logs	Students reflect in writing on certain cognitive skills learned in a lesson.
Think-pair-share	Students think about a response to a question or topic posed by the teacher and then share their ideas with a partner. Finally, they share their consensus idea with the whole group.
Think-pair-square	Students think about a response to a question or topic posed by the teacher and then share their consensus idea with a partner. Then they share with another pair of students and come to consensus. This is shared with the class.
Two-column notes	Students create two columns. The first column is for facts or information learned in a lesson. The second column is for reactions, questions, and extended ideas related to the facts in the first column.
Venn diagram	A diagram representing logical relationships and intersection of ideas using overlapping circles.