Glossary of Strategies

Strategies should be implemented using the Gradual Release of Responsibility. Each strategy should be carefully modeled in a read aloud setting using fiction and nonfiction selections. This enables learners to focus on the strategy without being burdened by decoding challenges. Next, strategies are grounded in small group instruction, independent reading and content area studies where the child applies the strategy while actively reading in "just right" resources. Research has clearly shown that when strategies are woven into the fabric of instruction and are taught with great intentionality across multiple texts, children will reach higher levels of achievement.

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I Remember

The teacher reads, then pauses while students turn to a Learning Partner and use the stem: "I Remember_____" to briefly retell the content.

Say Something

Similar to I Remember but focused on moving past summary, Say Something requires students to turn to a partner and say something about the text. They then tell WHY they said it. This stimulates connections, inferences, questions, and aesthetic responses that make the content memorable.

*VIP (Very Important Points) (Hoyt, 1999)

Students tear sticky notes into strips and use the strips to mark points in the text that they think are highly important. Extra challenge can be added by asking teams to come to consensus about the VIPs in a passage.

Alphabox (Hoyt, 1999, 2003)

Before and during reading: Students use the alphabox to collect vocabulary on a topic. The words then become a word bank for their writing.
After reading: The alphabox is used to collect words that reflect important ideas in the reading, character descriptions and so on. The alphabox is then used to support retelling and summary.

•Sketch to Stretch (Harste and Short, 1998, 2004; Hoyt, 2003)

Students pause frequently during reading to create sketches reflecting information they are gathering. It is important to label sketches and follow the drawing with conversation and writing.