

**A Teacher's Guide for
English Language Arts and Reading Instruction:**



CSCOPE Grades K-2

Introduction

The purpose of the Teacher Guide is to provide information about CSCOPE Language Arts exemplar lessons to support implementation. The guide includes an information section, as well as a glossary of terms.

CSCOPE exemplar lessons for English Language Arts and Reading provide a balanced approach to literacy learning by using multiple aspects of instruction. Daily Lessons emphasize Word Study, Shared Reading, Independent Reading, and Writing with an integration of speaking and listening to allow the development and practice of processes needed in academia and personal worlds. Shared, interactive, guided, and independent practice is provided in the Instructional Routines through explicit, reciprocal, and responsive instruction. Writing is used as a tool to interpret and comprehend text, and reading is used as a tool to examine the author's craft and use of conventions for writing. Instruction is further balanced by the use of teacher-selected and student-selected literature and writing topics based on students' individual interests and abilities.

A Teacher's Guide for English Language Arts and Reading Instruction: CSCOPE Grades K-2

CSCOPE Exemplar Lessons for grades K-2 include four Instructional Components:

1. Word Study

Overview: In grades K-2, students develop print awareness through the understanding that print is organized in a particular way, knowing that print is read from left to right and top to bottom, knowing that words consist of letters, and that spaces exist between words. They build phonological awareness through blending, segmenting, and manipulating word parts and sounds. Students use the relationships between letters, sounds, and patterns to decode and spell. In addition, students build vocabulary by focusing on word context and conceptual categories. The focus of Word Study is not on the memorization of specific words and definitions, but on building readers with the skill set necessary to comprehend unknown words when reading. Students also learn to recognize patterns in multisyllabic words in order to apply those patterns when reading and writing.

Instructional Tools: It is recommended that the teacher prepare the following materials and tools for effective implementation of the Word Study Component:

- **Anchor Chart:** A chart used to “anchor” the learning of a particular concept. An Anchor Chart contains relevant information about an objective and is displayed for review and reference. Some Anchor Charts, such as one used to introduce comprehension skills, may be referenced throughout the year as new strategies are added to the list.
- **Guiding Question:** A question used to guide the planning and delivery of instruction. Guiding Questions support the learning of objectives and lead to Key Understandings of concepts. They are sometimes introduced at the beginning of an Instructional Routine as a means to establish purpose for learning and/or asked at the end of the routine for assessment and reflection on the concepts learned.
- **Teacher-Created Handout:** A handout created by the teacher for a specific purpose. Most Teacher-Created Handouts require examples from texts being read in class or from relevant reading material that interests students.
- **Word Study Notebook:** A notebook or folder used to record multiple entries that demonstrate knowledge of new words and their meanings. The notebook is also used to record spelling patterns and rules along with examples.

- **Word Wall**: An instructional tool used to display word, words parts, or phrases for reference and review. The teacher may also encourage students to keep “Personal Word Walls” in a designated section of their Word Study Notebook to include word, words parts, or phrases specific to each student’s learning objectives.

2. Shared Reading

Overview: Students in grades K-2 apply comprehension skills as they understand and explore the structures and elements of a variety of genres and texts. The focus of the Shared Reading Component is on the reading process as specified in the TEKS. In the early grades, books with repetitious text, pattern books, poems, stories, and songs that children may have heard before, allow struggling readers a “safe” opportunity to join in the reading with skillful readers. Shared Reading time is also an opportunity to work with concepts of print, text structure, letter-sound relationships, decoding and comprehension strategies, and fluency.

Instructional Tools: The following Instructional Tools are recommended for the Shared Reading Component:

- **Anchor Chart**: A chart used to “anchor” the learning of a particular concept. An Anchor Chart contains relevant information about an objective and is displayed for review and reference. Some Anchor Charts, such as one used to introduce comprehension skills, may be referenced throughout the year as new strategies are added to the list.
- **Guiding Question**: A question used to guide the planning and delivery of instruction. Guiding Questions support the learning of objectives and lead to Key Understandings of concepts. They are sometimes introduced at the beginning of an Instructional Routine as a means to establish purpose for learning and/or asked at the end of the routine for assessment and reflection on the concepts learned.
- **Read Aloud**: An instructional strategy used to model fluency and encourage the appreciation of texts. During a Read Aloud, the teacher selects a text and reads orally, demonstrating effective fluency. The teacher stops at critical points in the text to ask questions, model thinking, and/or engage students in discussion. Students listen attentively to interpret and evaluate their understanding of the text.
- **Reader’s Notebook**: A notebook or folder used by students to record multiple reflections, connections, thoughts, and responses to literary and informational texts. The Reader’s Notebook can also be used to record student notes and instructional strategies for future reference and application.

- **Reading Log**: A tool used to record the texts read by individual students. The Reading Log may include the following information: date, title, author, genre, number of pages read, purpose for reading, and a short reflection. The Reading Log may be housed in the Reader's Notebook.
- **Teacher Reader's Notebook**: A notebook or folder used by the teacher to reflect the Reader's Notebook kept by students. In the Teacher Reader's Notebook, the teacher records their personal reflections, connections, thoughts, and responses to texts alongside their students. Keeping a Teacher Reader's Notebook serves as a model for students to write in their own Reader's Notebooks.
- **Teacher-Created Handout**: A handout created by the teacher for a specific purpose. Most Teacher-Created Handouts require examples from texts being read in class or from relevant reading material that interests students.

3. Independent Reading

Overview: In grades K-2, students practice and apply skills and strategies learned in Word Study and Shared Reading. Even though many students will not be reading when they begin Kindergarten, Independent Reading time allows students to handle and peruse books of interest. Students who are in the beginning stages of reading will read out loud, and it is necessary that they receive the auditory reinforcement that comes with reading out loud. During Independent Reading, students choose texts based on interest, purpose, and readability. A wide variety of genres and topics are available to students. Picture books, wordless books, big books, or story books that have already been shared in class may be used for students who are not yet reading, or who are at the earliest stages of reading (often referred to as the "emergent" stage). Students reflect in a Reader's Notebook demonstrating understanding and connections made while reading. During Independent Reading, the teacher monitors, assesses, and confers with students about what they are learning.

Instructional Tools: The following Instructional Tools are recommended for the Independent Reading Component:

- **Anchor Chart**: A chart used to "anchor" the learning of a particular concept. An Anchor Chart contains relevant information about an objective and is displayed for review and reference. Some Anchor Charts, such as one used to introduce comprehension skills, may be referenced throughout the year as new strategies are added to the list.

- **Guiding Question:** A question used to guide the planning and delivery of instruction. Guiding Questions support the learning of objectives and lead to Key Understandings of concepts. They are sometimes introduced at the beginning of an Instructional Routine as a means to establish purpose for learning and/or asked at the end of the routine for assessment and reflection on the concepts learned.
- **Reader's Notebook:** A notebook or folder used by students to record multiple reflections, connections, thoughts, and responses to literary and informational texts. The Reader's Notebook can also be used to record student notes and instructional strategies for future reference and application.
- **Reading Log:** A tool used to record the texts read by individual students. The Reading Log may include the following information: date, title, author, genre, number of pages read, purpose for reading, and a short reflection. The Reading Log may be housed in the Reader's Notebook.
- **Teacher Reader's Notebook:** A notebook or folder used by the teacher to reflect the Reader's Notebook kept by students. In the Teacher Reader's Notebook, the teacher records his/her personal reflections, connections, thoughts, and responses to texts alongside his/her students. Keeping a Teacher Reader's Notebook serves as a model for students to write in their own Reader's Notebooks.
- **Teacher-Created Handout:** A handout created by the teacher for a specific purpose. Most Teacher-Created Handouts require examples from texts being read in class or from relevant reading material that interests students.

4. Writing

Overview: Students in grades K-2 focus on writing that tells about a personal experience and writing that is in response to reading. Read Aloud and Shared Reading provide many opportunities for students to respond first orally, and then in writing. Some children may not be able to write words yet. Their drawings are their form of writing. They may need to begin by dictating their responses to the teacher or another adult. Gradually, they move to labeling their pictures and then to writing sentences and stories.

Beginning in Kindergarten, students are introduced to the steps of the Writing Process. This includes generating ideas, planning, drafting, revising, editing, and publishing. They begin to look at published pieces as models of writer's craft. Students have the opportunity to write in a variety of genres. Throughout the Daily Lessons, the teacher models the writing process in various genres. Conventions are taught and modeled in the context of writing; however, there should not be an over-emphasis on mechanics and spelling at this stage. If so, students may be reluctant to write due to fear of not doing it correctly. Their thoughts and

connections are most important. Emphasis is on getting their thoughts down on paper. Students are encouraged to use word patterns, word walls, and student-made dictionaries to help them spell as they write.

Instructional Tools: The following Instructional Tools are recommended for the Writing Component:

- **Anchor Chart:** A chart used to “anchor” the learning of a particular concept. An Anchor Chart contains relevant information about an objective and is displayed for review and reference. Some Anchor Charts, such as one used to introduce comprehension skills, may be referenced throughout the year as new strategies are added to the list.
- **Guiding Question:** A question used to guide the planning and delivery of instruction. Guiding Questions support the learning of objectives and lead to Key Understandings of concepts. They are sometimes introduced at the beginning of an Instructional Routine as a means to establish purpose for learning and/or asked at the end of the routine for assessment and reflection on the concepts learned.
- **Teacher Writer's Notebook:** A notebook or folder used by the teacher to reflect the Writer's Notebook kept by students. In the Teacher Writer's Notebook, the teacher works through the writing process. The Writer's Notebook will have evidence of generating ideas, planning, drafting, revising, and editing. The teacher writes in the Teacher Writer's Notebook during class instruction, alongside his/her students, and/or prior to class in order to serve as models for the students. Keeping a Teacher Writer's Notebook helps the teacher gain a deeper understanding of the students' journey through the writing process.
- **Teacher-Created Handout:** A handout created by the teacher for a specific purpose. Most Teacher-Created Handouts require examples from texts being read in class or from relevant reading material that interests students.
- **Writer's Notebook:** A notebook or folder used by students to work through the writing process. The Writer's Notebook will have evidence of generating ideas, planning, drafting, revising, and editing. Publishing is done outside of the Writer's Notebook.

CSCOPE Exemplar Lessons for grades K-2 include Instructional Routines for each of the four Instructional Components:

1. Mini Lesson

Mini Lessons are short, focused lessons that introduce students to skills, strategies and concepts. During Mini Lessons, the teacher uses effective instructional practices to ensure student understanding. These may include, but are not limited to the following:

- Demonstrating and modeling the application of a specific skill or strategy
- Interacting with students to construct meaning
- Engaging students in “hands-on” learning opportunities
- Sharing Model Texts for analysis and evaluation

2. Learning Application

A Learning Application is a focused learning opportunity that supports the understanding and application of skills and concepts taught during the Mini Lesson. During Learning Applications, students work independently, with a partner, in groups, or with the teacher to practice, apply, and extend the skills and strategies learned in the Mini Lessons. The teacher monitors students as they work and provides specific feedback related to these skills or concepts. The teacher also provides opportunities and structures to differentiate instruction and best meet the needs of all learners.

3. Closure

A Closure activity supports the review and reflection of skills and concepts taught and applied during the Mini Lesson and Learning Application. Closures are brief and focus on the relevance of the skill/concept to the students' growth in literacy. Activities may include, but are not limited to the following:

- Sharing of student works
- Discussing new ideas pertaining to the skill/concept
- Addressing Higher-Order Thinking Questions
- Connecting skills/concepts to the real world
- Reflecting on Guiding Questions and understanding

CSCOPE Exemplar Lessons for grades K-2 support the differentiation of instruction to effectively meet the needs of all learners.

1. Small Group Instruction

Small Group Instruction is a grouping arrangement supported in the Learning Application of all three Instructional Components. As students apply their understanding of the skills/concepts taught during the Mini Lesson, the teacher meets with a small number of students, providing extra support and scaffolding to support their growth and understanding or extending concepts for deeper comprehension. Flexible groups are determined through monitoring and assessments and may include students with similar needs and abilities (homogenous grouping) or students with varying levels of understanding and abilities (heterogeneous grouping) in order to help students achieve success.

2. Literacy/Learning Station

The teacher can use literacy/learning stations to provide additional practice with the skills taught in the Instructional Components. Types of literacy stations may include: letter and word study, reading, writing, computer literacy, library/listening, and related centers such as a poetry station or research station. Activities in stations reflect content that has already been taught. Students work in stations independently, in small groups, or pairs. Stations can have multiple levels to meet the needs of diverse learners. The activities should be routinely changed or modified to increase the challenge over time and to prevent boredom.

3. Peer Conference

Peer Conferences involve the pairing of two students to give each other specific, relevant feedback about the task at hand. In order for Peer Conferences to be successful, students will need lots of modeling, practice, monitoring, and feedback.

4. Fluency Checks

As students acquire the ability to read in connected text, they are monitored routinely for fluency. A fluency check is individually administered and graphed at least once a month.

5. Teacher-Student Conference

Teacher-Student Conferences involve the teacher meeting with individual students to monitor their understanding and provide specific feedback about the task at hand. Conferences may be informal and brief where the teacher addresses the student's strengths, questions, or needs before moving on to the next student. Conferences may also be formal, requiring documentation of the conference, specific student goals, and evidence

of student growth throughout the year. Time for Teacher-Student Conferences is supported in the Learning Application of all three Instructional Components.

CSCOPE Exemplar Lessons for grades K-2 integrate effective instructional practices to better meet the needs of all learners.

Glossary of Instructional Practices

- **Airplane Writing:** This is a kinesthetic way to practice handwriting and spelling. Students use their entire arm to correctly form giant letters in the air. This activity is engaging and helps build memory for correct letter formation.
- **Anticipation Guide:** An activity for motivating student readers by establishing purpose for reading. To create an Anticipation Guide, look for big ideas or themes that are presented in a text that is to be read. Jot down generalizations about the topic and narrow down to 3-5 of the most controversial ones. Draw a 3-column chart with the following titles: Before Reading, Key Ideas, After Reading. In the "Key Ideas" column, list each statement selected. In the "Before Reading" and "After Reading" columns, write the numbers "1 2 3 4 5". Duplicate and ask students to consider each statement prior to the reading of the text or a section in the text. Students circle the number that represents how much they "Agree-5" or "Disagree-1" with the statement. The procedure is repeated after the reading of the text to see if their thinking has changed.
- **Appointment Clock:** A grouping strategy to support interaction among students. To prepare, draw a large clock on a sheet of paper with the following numbers: 12, 3, 6, 9. Draw a single horizontal line beside each number. Duplicate for the students and instruct them to find a partner or appointment for each of the times on their clock. Each student writes his/her name on the partner's clock. During a Mini Lesson, ask students to find their 3 o'clock appointment, for example, to share and discuss the learning.
- **Author's Chair:** A designated place or chair where students sit and share their writing in front of an audience. Students may share a draft of a piece of writing, an example of a specific literary technique, or an excerpt for celebration, discussion, and/or peer feedback.
- **Book Talk:** An activity where students share information on favorite texts they have read. The Book Talk may include the following: title, author, a reading of the students' favorite part, reason(s) for reading the text, and any other information that would motivate someone to want to read the text. Book Talks celebrate and encourage the reading of a variety of texts and authors.

- **Carousel:** A Carousel can be set up in a variety of ways, but usually involves an activity set up in a series of 3-5 steps. Each step is posted around the room. Students are then grouped and assigned to a particular step and told to follow the directions for that step for a designated amount of time. When time is up, students rotate clockwise to the next step and continue until all steps have been completed.
- **Choral Read:** An activity where the teacher and students read a text together orally. The process of reading as a group helps develop reading fluency as students learn proper phrasing, inflection, and flow of text.
- **Class Log:** A table set up with at least six columns and multiple rows to include each student in the class. In the first column, students' names are listed alphabetically. The following five columns are titled with the dates for the school week, Monday-Friday. Prior to the Learning Application during each Instructional Routine, the teacher takes 2-3 minutes to monitor students by noting their progress in reading, writing, etc. in the Class Log.
- **Classroom Anthology/Book:** A collection of writing representative of each student in the class, centered on a specific genre, topic, theme, time period, etc. The Classroom Anthology/book is bound and displayed for future reading.
- **Collaborative Group:** A Collaborative Group consists of 3-4 students who work together for an extended period of time, such as an entire six weeks or semester. This group arrangement builds rapport among students and encourages the building of working relationships and effective learning opportunities.
- **Conga Line:** A grouping arrangement for the sharing of ideas among students. To prepare for the Conga Line, the teacher may pose an open-ended question and allow time for the students to respond on paper or note cards. The teacher then separates the class into two groups and has the students stand in two lines facing one another. Students share their response to the question with person directly in front of them. The teacher then directs one line of students to take a step to the right so that each student is now facing a new partner. The student on the farthest end to the right "Congas" down the middle of the two lines to the farthest left spot, and the sharing of ideas continues.
- **Demonstration:** A strategy used to convey new information. The teacher prepares a Demonstration of the concept to help students experience the new ideas in a meaningful way.
- **Double-Entry Log:** A tool used by readers to record their thoughts, reflections, and responses to texts. The Double-Entry Log is set up as a T-Chart with excerpts from the text recorded on the left-hand side. Readers respond to the excerpts on the right-hand

side using a variety of comprehension strategies, including, but not limited to questioning, making connections, inferring, summarizing, etc.

- **Echo Read:** An activity where the teacher models appropriate fluency for the students. The teacher begins by orally reading a line or sentence from a text and the students repeat the line or sentence, using proper rate and prosody.
- **Exit Slip:** A slip of paper, note card, or sticky note distributed at the end of the class period for student reflection or response. Students submit their Exit Slips to the teacher for assessment and evaluation.
- **Fix Up Strategies:** Strategies that are used when reading stops making sense, doesn't sound right, or doesn't look right. These strategies could include, but are not limited to rereading, sounding out, chunking, looking for familiar parts, using context clues, reading on, using picture or visual clues, asking an expert, etc.
- **Flow:** The experience during reading when a reader is so engaged in a text that fluency and comprehension happen naturally with little effort. During this experience, the reader is so engaged in the text that he/she is no longer aware of his/her surroundings. Finding the "Flow" of a text is the goal for every reader.
- **Flow Chart:** A graphic organizer used to show the order of processes. The first box of information is followed by an arrow leading to the next box of information. This continues until the process is completed.
- **Focused Reading:** A strategy used after the initial reading of a text to focus on a specific literary technique, element, etc. A Focused Reading requires the reader to go back and re-read a text with a specific objective.
- **Fray Model:** A table with two rows and two columns used for learning new concepts and academic vocabulary terms. The following information is recorded in each box: Top Left- term and student-created definition; Top Right- characteristics of the concept; Bottom Left- examples of the concept; Bottom Right- non-examples of the concept.
- **Free Write:** An activity where students are given a topic to write about for a designated amount of time. During that time, students write whatever comes to mind about the given topic in whatever genre or combination of genres they choose. Free Writing helps to develop fluency and encourage uninhibited expression of ideas.
- **Gallery Walk:** An activity where student work is displayed around the room. Students then walk from display to display with a specific focus, such as reading, analyzing, evaluating, and/or celebrating of the works.

- **Gesture:** A strategy that engages students physically in the learning of new ideas and terms. The teacher creates hand or body Gestures to represent each term in a list and shares the Gestures with students as a way to help them remember each term. Students then practice the Gestures daily to reinforce their learning and make connections to new learning.
- **GIST Statement:** A strategy that helps students to identify the main idea of a paragraph or passage. The first step is to identify “who” or “what” the paragraph/passage is mainly about. The second step is to identify the most important thing the “who” or “what” did in the paragraph/passage. The third step is to create the GIST Statement or main idea statement using 10 words or fewer.
- **Guided Topic:** A strategy in which the teacher serves as the facilitator for learning by introducing a concept and strategically setting up a series of questions and activities to engage learners in the process of comprehension. Guided Topics support a “constructivist” approach where students create meaning and are actively a part of the learning process.
- **Higher-Order Thinking Question:** An open-ended question asked by either the teacher or student that requires critical thinking and may include analysis and evaluation of ideas.
- **Icebreaker:** An activity set up at the beginning of the class to engage student learners and tap into prior knowledge. To prepare an Icebreaker, consider the learning objective for the day and create an activity that will help students focus on the concept in a low-risk atmosphere. Icebreakers usually include opportunities for discussion, movement, and engagement.
- **Inside/Outside Circles:** A grouping strategy used to encourage the sharing of ideas among students. To prepare for Inside/Outside Circles, the teacher may pose an open-ended question and allow time for the students to respond on paper or note cards. Students are then divided into two groups. The first group gathers in a circle facing outward. The second group encircles the first group and faces inward so that each student is partnered with a member of the opposite group. Students share their responses to the open-ended question for an allotted amount of time. On cue, the outside circle rotates to the clockwise so that each student is now partnered with a new member of the inner group. Students continue to share and rotate as applicable. (The teacher may use different variations for discussion and sharing of ideas.)
- **Instructional Routine:** A framework that includes the Mini Lesson, Learning Application, and Closure for a Daily Lesson.

- **Interactive Process:** A strategy used by the teacher to engage students in the learning process. The teacher introduces a new concept and strategically asks questions and/or offers opportunities for response so that students are involved in the discussion and learning of the concept.
- **Jigsaw:** A strategy used to encourage the reading of longer texts or a variety of texts in a shorter amount of time. In a Jigsaw, a longer text may be separated into smaller sections and divided among students or groups of students. Students then read their designated section, summarizing and responding to the text. When finished, students meet with one another to share information about their designated section of text so that the entire text is “read” by the class. The teacher may also use the Jigsaw to introduce a variety of shorter texts during the allotted time.
- **K-W-L Chart:** A 3-column chart with the following titles: Know, Want to Know, What I Learned. The K-W-L Chart is first used at the beginning of a new lesson to assess what students already know about the topic/concept (Know) and to encourage motivation by establishing purpose for learning new concepts (Want to Know). At the end of the lesson, it is a tool to assess and evaluate student learning (What I Learned).
- **Model Text:** A piece of writing that can be used to teach students about specific techniques or elements of writer’s craft or the structure used in specific genres or forms of writing. Students read and analyze the model texts, then try what they learn in their own writing.
- **Open Word Sort:** An activity used for the categorizing of ideas in order to help students connect new concepts with their prior knowledge. Prepare an Open Word Sort by writing key concept terms on note cards. Distribute a set of cards per group and ask students to sort the cards in a way that best makes sense for them. Students sort the cards into self-created categories and title each stack before sharing with the class. The teacher connects the new concepts to the students’ prior knowledge.
- **Pairs, Trios, Quartets:** A set of grouping arrangements for the sharing of ideas among students. To prepare for Pairs, Trios, Quartets, the teacher creates an open-ended question and asks the students to respond on paper. Students then meet with a partner to share their ideas. On cue, students form a trio with different students and discuss once again. On a third cue, students group with different students to form a quartet and share their responses before returning to their seats. Pairs, Trios, Quartets scaffolds the process of sharing and creates a safe environment for all students to be heard.
- **Paper Airplane:** An activity used for the random sharing of ideas among students. In Paper Airplanes, the teacher asks an open-ended question and asks the students to respond on a sheet of paper. The students then fold the sheet into a paper airplane and

throw into the air. Students pick up the airplane closest to them and read the response and repeat the procedure.

- **Partner Read:** Students take turns reading with a partner. Students also discuss what is being read. Students are encouraged to sit next to each other (knee to knee, elbow to elbow) so both students' eyes are on the print. Partner reading promotes fluency and comprehension.
- **Poetry Café:** A special time designated for the sharing and celebration of student poetry. A Poetry Café may include pastries and beverages along with dimmed lights and a microphone to create the ambiance for students to share their favorite poems and celebrate their hard work.
- **Poetry Slam:** A competition where students share their poetry and are evaluated by their peers on a numeric scale. All work is celebrated and winning poems receive recognition and/or prizes.
- **Popcorn Response:** An activity where the teacher asks an open-ended question and students respond randomly without having to raise their hands or wait to be called upon. During Popcorn Responses, students may elaborate on each other's responses and/or share new ideas.
- **Quick Write:** A timed writing activity centered on an assigned or self-selected topic. During a Quick Write, students Free Write about the topic selected in order to establish purpose for reading, reflect on concepts learned, build writing fluency, create anticipation for learning, explore new ideas, etc.
- **Reader's Theater:** A strategy used to build fluency and motivation for reading. In a Reader's Theater, students read scripts, poetry, or other fiction texts and are assigned a role to play or read. Students practice their assigned lines, focusing on prosody and the effective presentation of the text. Students then present their texts by reading in a dramatic and entertaining manner. Although not always necessary, students may use small props and/or costumes for their presentations, but it is important that they continue to read their lines instead of memorizing them.
- **Realia:** Real-life objects used to engage students in the learning of new concepts. In order to prepare Realia for class lessons, review learning objectives and select objects that best represent the concepts and share during instruction.
- **Reflection:** A writing activity where students reflect on themselves as learners. In a metacognitive Reflection, students assess and evaluate their own growth and may establish new goals for learning.

- **Story Telling:** A strategy used to engage students in the learning process. To prepare for Storytelling, review objectives and concepts to be taught in future lessons. Consider real-world experiences that connect with certain objectives or concepts and prepare short anecdotes to share with students. Storytelling helps students make connections and tap into prior knowledge.
- **Think Aloud:** A strategy used to model reading and writing processes. During a Think Aloud, the teacher pauses throughout the process of reading or writing to share what he/she is thinking with students. By making the thinking process audible for students, they are better able to duplicate the process independently.
- **Think, Turn, Talk:** An activity where the teacher asks the students a question then allows them a minute or so to “Think” of their response before they “Turn” and “Talk,” or share, their response with a partner.
- **Thumbs Up, Thumbs Down:** A strategy where the teacher asks a question or gives a statement and the students respond by giving a thumbs up or a thumbs down. This strategy works well because it requires all students to participate and the teacher can get a quick assessment of where students are.
- **Word Bank:** A collection of words used for the completion of a learning exercise or for personal study.