

Instructional Strategies to Increase Active Student Engagement

1. Effective vs. Non-Effective Strategies: <http://www.youtube.com/watch?v=UIJXYwWRGUQ>
2. Inspirational Video: <https://www.teachingchannel.org/videos/teach-for-the-fire>

Strategy	Examples	Description	Citation	Resources Articles/Videos
Concept Maps and Graphic Organizers	3S TN(Q)	<ul style="list-style-type: none"> • Students have a form with 2 columns labeled ‘Topics’ (left) & ‘Details’ (right) • Students skim materials for important facts and lists them under ‘Topics’ • Students skim for and enter ‘Details’/facts (left) • Students study by covering one column and asking questions of the partner to recall facts in second column. 	Winebrenner, 2006	Article http://files.eric.ed.gov/fulltext/EJ746053.pdf
	4 Block Organizer	<ul style="list-style-type: none"> • Pair students • Students have blank form divided into 4 blocks • Paired groups complete ‘Definitions’, ‘Characteristics’, ‘Examples’ and ‘Non-examples’ of a designated topic. 	ISBE, 2012	
	Compare and Contrast or Double Bubble	<ul style="list-style-type: none"> • Students have a form divided into 2 sections (‘Compare/Contrast’ or ‘Similarities/Differences’) • Pair students • Paired students identify and record similarities and differences on a topic or basic story elements 	Marzano, Pickering & Pollock, 2005 ISBE, 2012	Video https://www.teachingchannel.org/videos/formal-and-informal-texts
	Hula Hoop Fun/ Venn Diagrams	<ul style="list-style-type: none"> • Groups or individual students identify similarities and differences. 	Marzano, Pickering & Pollock, 2005	Video http://teachertube.com/viewVideo.php?video_id=267229
	KWL (Know, Want to Know, Learn)	<ul style="list-style-type: none"> • Students identify three things about a topic <ul style="list-style-type: none"> ○ First - What they ‘Know’ ○ Next - What they ‘Want to Know’ ○ After the lesson – ‘What they Learned 	Marzano & Marzano, 2003	Videos http://teachertube.com/viewVideo.php?video_id=153785&title=KWL_Demo https://www.teachingchannel.org/videos/structured-learning-teaching-tip?fd=1

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Concept Maps and Graphic Organizers	Marking Text	Using sticky notes, students “mark” the text as they read <ul style="list-style-type: none"> • Main ideas & supporting details • Vocabulary • Plot or characters details 	Harvey & Goudvis, 2000; Santa, Havens & Maycumber, 1996	Video https://www.teachingchannel.org/videos/enhance-student-note-taking
	Matrix	<ul style="list-style-type: none"> • Pair students • Paired students complete a matrix to show the similarities and differences between two (or more) texts/topics • Discuss matrix decisions with large group 	ISBE, 2012	
	Non-Linguistic Representations and Semantic Feature Analysis (SFA)	<ul style="list-style-type: none"> • Use visual representations, models and/or mental pictures to determine properties of math/ geometry, such as similarities and differences • Use a chart to organize terminology/subjects by features or characteristics • Increases understanding of figures and active engagement 	ISBE, 2012 Marzano, Pickering & Pollock, 2005	Videos https://www.teachingchannel.org/videos/visualizing-geometry-lesson https://www.teachingchannel.org/videos/graphing-linear-equations-lesson
	Pictures, Pictographs, Flow-Charts	<ul style="list-style-type: none"> • Students use visual information to help organize what they’ve learned about a topic/text. 	Marzano & Marzano, 2003	Video https://www.teachingchannel.org/videos/developing-characters-for-writing
	Question-Answer Relationships (QAR)	<ul style="list-style-type: none"> • Teach students to use questions to comprehend text <ul style="list-style-type: none"> ○ Think: Is the answer “in my head”? ○ Think: Is the answer “in the book”? 	Raphael, 1986	
	Question, Answers, & Details (QUAD)	<ul style="list-style-type: none"> • Group students and provide a 3-column paper to record: • ‘Questions’ they have in the first column • ‘Answers’ they find while listening/reading in the second • ‘Details’ they learn in the third 	Cudd, 1989	
	Sequence Graphic Organizer	<ul style="list-style-type: none"> • Students identify and organize notes based the sequence of significant events. 	Beers & Howell, 2005	Video http://www.youtube.com/watch?v=ZEWitdYB6_Y

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Concept Maps and Graphic Organizers	SQR3 <i>(Survey, Question, Read, Recite, Review)</i>	<p>In preparation of new material, teach students to:</p> <ul style="list-style-type: none"> • ‘Survey’ the section/chapter including headings, etc. • ‘Question’ the topic- What’s the main point? What do I want to learn? etc. • ‘Read’ the section/chapter • ‘Recite’ answers to questions based on what was read • ‘Review’ text including vocabulary words, main ideas, etc. 	Robinson, 1961	
	Story Maps	<ul style="list-style-type: none"> • Students identify main elements needed to retell the story such as the characters, setting, plot, etc. 	ISBE, 2012	
	T-Charts	<p>Students use columns to organize information:</p> <ul style="list-style-type: none"> • Main ideas & supporting details • Existing knowledge and new knowledge • Questions they have and answers 	ISBE, 2012	Video http://teachertube.com/viewVideo.php?video_id=120137
	Text Aids	<ul style="list-style-type: none"> • Students note, discuss, and use visual information to support comprehension • Discuss how and why visual information helps facilitate understanding 	ISBE, 2012	Video https://www.teachingchannel.org/videos/analyzing-text-as-a-group
	Text, Inferred, Outside Source <i>(T,I,OS)</i>	<p>Students “mark” unknown vocabulary using sticky notes</p> <ul style="list-style-type: none"> • Text - meaning found in text • Inferred - meaning based on existing knowledge • OS - meaning found from outside source 	Miller, 2002	
	Timeline/Two Layer Time Line	<ul style="list-style-type: none"> • Students create a timeline of events/people while reading/learning about a topic • Below the first timeline, students create a sequence of reactions/influences that occurred due to an individual or event 	ISBE, 2012	

Strategy	Examples	Description	Citation	Resources Articles/Videos
Concept Maps and Graphic Organizers	Webbing Summary	<ul style="list-style-type: none"> Students create visual relationships and connections among concepts and topics within a specific text 	Marzano, Pickering & Pollock, 2005	Video https://www.teachingchannel.org/videos/first-grade-social-studies Start video at 8 minute mark
	Wordle	Creating Word Clouds to Visually Emphasize Importance <ul style="list-style-type: none"> Students create word clouds that provide a visual representation to organize the text. Use larger text to highlight ideas/concepts mentioned more frequently Use smaller text to highlight ideas/concepts mentioned less often 	ISBE, 2012	Videos http://teachertube.com/viewVideo.php?video_id=97685 ; http://teachertube.com/viewVideo.php?title=Using_Wordle_in_the_Classroom&video_id=109969 https://www.teachingchannel.org/videos/student-annotated-reading-strategy
Cooperative Learning and Peer Collaboration http://www.youtube.com/watch?v=aFin2uqbCbc	Class Meetings/ Town Hall Meetings	Students select topics to discuss. <ul style="list-style-type: none"> Develop a panel (2-4 students) to present information on the topic. Remainder of students listen to the panel and develop a list of question to ask 	Marzano & Marzano, 2003	
	Class-Wide Peer Tutoring (CPT)	<ul style="list-style-type: none"> Pairs of students teach or tutor each other on lessons provided by the teacher. 	Rathvon, 2008	Video http://www.youtube.com/watch?v=KTFgUy0HcqQ ; http://www.youtube.com/watch?v=DvQ982Cw4uw
	Collaborative Strategic Reading	<ul style="list-style-type: none"> Before reading, brainstorm what is known about a topic and predict what will be learned from reading the passage. During reading, note parts or words that are difficult to understand. Students prompt one another to use strategies they've learned (e.g., reread the sentence). After reading, ask questions to check understanding of critical information and review what was learned. 	Klingner & Vaughn, 1999	Videos https://www.teachingchannel.org/videos/teaching-guided-reading-groups http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop?page=2

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Cooperative Learning and Peer Collaboration http://www.youtube.com/watch?v=aFin2ugbCb0c	Divide and Conquer	<ul style="list-style-type: none"> • Divide students into groups • Small groups analyze parts of the text/topic/image. • All groups come together to share what they've learned. 	ISBE, 2012	Videos https://www.teachingchannel.org/videos/geography-lesson-idea-weather?fd=1 https://www.teachingchannel.org/videos/preview-challenging-topics
	Jigsaw	<ul style="list-style-type: none"> • Create groups to focus on one aspect of a topic • Groups answer questions and/or develop materials outlining their focus area • One group member rotates from group to group learning about each of the other topics • Each member returns to their original group and shares information from the other groups • After rotating through all the groups, each group will have the complete puzzle on the topic 	ISBE, 2012 Marzano & Marzano, 2003 Slavin, 1995	Videos http://teachertube.com/viewVideo.php?video_id=237498&title=Jigsaw_Strategy_for_EL_Learners https://www.teachingchannel.org/videos/jigsaw-method
	Modified Reciprocal Teaching	<ul style="list-style-type: none"> • Divide students into 4 groups (predictor, Clarifier, Questioner, Summarizer) • Provide each group with a beach ball with 5 sections identified (who, what, when, where, how) • Students pass the ball around asking and answering questions based on the section of the ball their hand touches when catching the ball. 	Myers, 2005	
	Paired Reading; Read-Pair-Share Guided Reading	<ul style="list-style-type: none"> • Pairs of students listen or read text • Listening student identifies details to support the main idea. • Partners switch roles • Teacher works with students on reading strategies and skills. 	ISBE, 2012	Videos https://www.teachingchannel.org/videos/introducing-reading-work-stations?fd=1 https://www.teachingchannel.org/videos/guided-reading-introduction

Strategy	Examples	Description	Citation	Resources Articles/Videos
Cooperative Learning and Peer Collaboration http://www.youtube.com/watch?v=aFin2ugbCbC	Peer Assessment/ Peer Teaching	<ul style="list-style-type: none"> • Students exchange and evaluate each other’s work. 	Fuchs, Fuchs & Burish, 2000	Videos http://teachertube.com/viewVideo.php?video_id=182054 https://www.teachingchannel.org/videos/making-homework-meaningful https://www.teachingchannel.org/videos/peer-teaching--2?fd=1
	Peer Partners	<ul style="list-style-type: none"> • Paired students read a story and then discuss what the story is about • After sharing students write or draw the main topics. • Follow up questions <ul style="list-style-type: none"> ○ How do you know this? ○ What details can you find, list or draw to support your conclusions about the main idea? 	Harvey & Goudvis, 2000	Videos https://www.teachingchannel.org/videos/increasing-student-collaboration https://www.teachingchannel.org/videos/facilitating-student-collaboration?fd=1
	Read, Cover, Remember, Retell	<ul style="list-style-type: none"> • Paired students read and review materials (pictures/illustrations/chart/graph/table) • One student covers the text with their hand and tells their partner what they remember • The other student writes the key information learned • The students switch roles 	ISBE, 2012	

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Cooperative Learning and Peer Collaboration http://www.youtube.com/watch?v=aFin2uqbCbc	Reciprocal Teaching	Set up groups of students to identify the following roles: <ul style="list-style-type: none"> • Summarizer (highlight key ideas) • Questioner (identifies unclear or puzzling parts of the text and poses any questions about the text) • Clarifier (attempts to clarify and answer any questions) • Predictor (offers possibilities of what may come next). 	Palincsar & Brown, 1984	Videos http://www.youtube.com/watch?v=8oXskcnb4RA&playnext=1&list=PLDEAD71F458F7F695&feature=results_main https://www.teachingchannel.org/videos/structured-groups https://www.teachingchannel.org/videos/technology-and-peer-teaching
	Research Teams	<ul style="list-style-type: none"> • Establish groups of students • Give each group a research question to answer • Groups read/review materials to jointly answer the question • Each group shares their answer with the class 	ISBE, 2012	Videos https://www.teachingchannel.org/videos/math-lesson-idea-teams https://www.teachingchannel.org/videos/statistical-analysis-lesson?fd=1 https://www.teachingchannel.org/videos/teaching-strategies-internet-research
	Scavenger Hunt	<ul style="list-style-type: none"> • Divide students into small groups • Groups work together on the same topic looking for words and pictures in multiple sources connected to that topic. • Each group shares what they discovered with the class 	ISBE, 2012	Videos https://www.teachingchannel.org/videos/geometry-lesson-plan https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive

Strategy	Examples	Description	Citation	Resources Articles/Videos
Cooperative Learning and Peer Collaboration http://www.youtube.com/watch?v=aFjn2uqbCbc	Think, Pair, Share, -or- Think, Pair, Share, Write	<ul style="list-style-type: none"> • Think: Teacher prompts students with a specific question to answer • Students work on collecting information to answer the question • Students pair up to discuss their answers/responses • Pairs share with the class • Student pairs write their thoughts on paper, white board, or in a graphic 	ISBE, 2012	Videos http://teachertube.com/viewVideo.php?video_id=254288&title=Think_Pair_Share https://www.teachingchannel.org/videos/analyzing-text-brainstorming https://www.teachingchannel.org/videos/think-pair-share-lesson-idea
	Turn and Talk	<ul style="list-style-type: none"> • Students are assigned an activity/question to address • Students read about and work on the activity individually • After a designated time, student turn and discuss questions with neighbor • Students share their paired responses with the class 	Gambrell, Morrow, Neuman, & Pressley, 1999	Video https://www.teachingchannel.org/videos/increasing-student-collaboration
Debates/ Perspective-Taking	Agree/Disagree Matrix	<p>A formal approach to discussing and researching issues.</p> <ul style="list-style-type: none"> • Students are polled for agreement or disagreement with a statement • Responses, as a group, are recorded in the matrix. • Students research the topic and again their responses are recorded. • Finally, small groups to meet to discuss the results and changes. 	Rowan, 2010	Videos https://www.teachingchannel.org/videos/quick-classroom-warm-up https://www.teachingchannel.org/videos/common-core-collaborative-discussions?fd=1
	Author Comparison Matrix	<p>When reading more than one text on a topic, students compare and analyze the different facts presented by the authors.</p>	Hattie, 2012	

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Debates/ Perspective-Taking	Critical Analysis	<ul style="list-style-type: none"> Students review and react to a piece of work (written, art, etc.) and then develop an evaluation and critical analysis of the piece reviewed. 		Video https://www.teachingchannel.org/videos/teaching-online-behavior
	Cubing	<ul style="list-style-type: none"> Students explore a topic from six different angles <ul style="list-style-type: none"> Describe and compare Associate and analyze Apply and argue for or against 	Readence, Bean & Baldwin, 2004	Video http://teachertube.com/viewVideo.php?video_id=276127
	Debates	<p>An ‘argument’/discussion carried out according to agreed-upon rules</p> <ul style="list-style-type: none"> Used in the classroom to engage students Helps students make connections to the curriculum. 	Marzano & Marzano, 2003	http://teachertube.com/viewVideo.php?video_id=220995&title=Cylinder Prism Debate; http://www.youtube.com/watch?v=A6zuLli2jQ&playnext=1&list=PLcWsn2aEZ7I_si06yGmJQ-P88Ct78SMTV&feature=results_video
	Discussion Web with “Dialog Line”	<p>Use a statement starter corresponding to the text (e.g., “Money is the root of all evil!”). The teacher actively listens and supports behaviors that enrich an atmosphere of open dialog</p> <ul style="list-style-type: none"> Students stand in a straight line based on how strongly they agree/disagree with the statement. The line is then folded in half so each student is facing a partner. Each partner has several seconds to state the evidence supporting their position while the other actively listens. After each partner speaks, the other is given several seconds to record a quote from their partner which helped advance their perspective. The dialogue line rotates clockwise and the activity repeats. 	ISBE, 2012	
	Four Corners	<ul style="list-style-type: none"> Students move to one of the corners of the room based on their reaction/perspective to a topic (Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree). The small groups discuss their position and defend the position to the large group. 	ISBE, 2012	Video http://teachertube.com/viewVideo.php?video_id=156865&title=Artistic Flashcards

Strategy	Examples	Description	Citation	Resources Articles/Videos
Debates/ Perspective-Taking	Interviewing	Students interview each other or students outside the class about their position on a specific topic asking about one another about their position and evaluating how positions were defended.	ISBE, 2012	Video https://www.teachingchannel.org/videos/first-grade-social-studies
	Perspective Analysis	Students analyze and defend their perspective on a topic and then take another’s perspective and try to defend it.	Marzano, Pickering, Heflebower, 2010	Video https://www.teachingchannel.org/videos/high-school-literature-lesson-plan
	Persuasive Peel	<p>Persuasive activities/tasks require students to take a perspective or opinion on a specific topic and provide support.</p> <ul style="list-style-type: none"> • Students defend a position and then afterward discuss why they chose specific points or arguments within their defense. • Connect this with author influence on what is written. 	ISBE, 2012	https://www.teachingchannel.org/videos/common-core-collaborative-discussions?fd=1 https://www.teachingchannel.org/videos/evaluating-persuasive-speeches?fd=1
	Point, Counterpoint Strategy	<ul style="list-style-type: none"> • Students present arguments for, then against a particular proposal. • Point-Counterpoint formats encompass essays written by a single person, up to full class debates with teams taking varying opposing viewpoints. • This approach is often used in the exploration of controversial topics. 	Rogers, 1990 Rowan, 2010	Video https://www.teachingchannel.org/videos/evaluating-both-sides-of-argument?fd=1
	ReQuest (Reciprocal Questioning)	Students exchanges questions about the text they have read and then make predictions about what will happen based on the questions and characters discussed.	Manzao, 1969	Video http://teachertube.com/viewVideo.php?video_id=104279 https://www.teachingchannel.org/videos/analyzing-text-brainstorming
	Tell or Re-Tell	Students write a letter or story from a character’s point of view or from the perspective of an historical/scientific figure.	ISBE, 2012	

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Games	Baseball	<ul style="list-style-type: none"> • A baseball diamond is drawn on the board/chart paper. • A student throws a nerf ball at the diamond • Closest base the ball hits determines the question asked. • Questions become more difficult around the bases. (i.e., First-base questions are less demanding than home-plate.) 		
	Bingo	<ul style="list-style-type: none"> • Students fill in bingo spaces for correct answers to questions and win with a 'BINGO'. 		
	Develop a Board Game	Create your own 'theme' board game connected to the topic being studied. (e.g., Rainforest, Civil Rights, etc.)	ISBE, 2012	https://www.teachingchannel.org/videos/elementary-math-lesson-plan?fd=1
	Family Feud	Students form teams of 'families' and compete to correctly answer questions.	Marzano & Marzano, 2003	
	Hang Man	Students build a man hanging, adding a limb/part each time an incorrect (or correct) answer is provided.		
	Jeopardy	Students guess questions to the answer that is provided.	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=39568&title=Classroom_Jeopardy_Making_Your_Own_Games_Part_3; http://teachertube.com/viewVideo.php?video_id=140212
	Scavenger Hunt	<ul style="list-style-type: none"> • Students search for words, images, etc. throughout the class, school, or home and the first to find everything wins. 	ISBE, 2012	http://www.youtube.com/watch?v=wfbioUp3Y0g
	Spelling Bees	<ul style="list-style-type: none"> • Students take turns spelling vocabulary words aloud. • The winner spells all correctly. 		http://www.youtube.com/watch?v=aQ6w6zCg5qE
	Stump-the-Teacher	<ul style="list-style-type: none"> • Students develop questions related to the topic to try and stump the teacher. • The teacher asks questions to try and stump the students. 	ISBE, 2012	http://www.youtube.com/watch?v=stOdezQVD8U; http://www.youtube.com/watch?v=M8mf-U3Yhj4; http://www.youtube.com/watch?v=AvOkrwpLEMQ

Strategy	Examples	Description	Citation	Resources Articles/Videos
Games	Tic-Tac-Toe	<ul style="list-style-type: none"> Students fill in tic-tac-toe spaces for correct answer and students with a straight line win. 	Rathvon, 2008	
Generating/ Testing Hypotheses	Context Clue Challenge	<ul style="list-style-type: none"> Small groups develop definitions using each other and the literary work in which the word appears. 	ISBE, 2012	
	Decision-Making	<ul style="list-style-type: none"> Identify a problem along with multiple possible solutions. Develop criteria for determining the solution. Identify which solution meets the different criteria. Determine which solution meets most of the criteria. Reflect on that solution to determine if it is the best one. 	Marzano, Pickering & Heflebower, 2010	
	Decision Tree	<ul style="list-style-type: none"> Write a problem in a box. Have 2-3 boxes extended from the problem box with possible solutions. Students identify advantages & disadvantages of each solution. 	Conklin, 2010	
	Experimental Inquiry (Experiments)	<ul style="list-style-type: none"> Student generate and test hypotheses to explain and understand new phenomena. 	Marzano, Pickering & Heflebower, 2010	Videos http://www.youtube.com/watch?v=Vy4ggBSFkYY http://www.youtube.com/watch?v=f2nvfBdvplI http://www.youtube.com/watch?v=dj9YDUgi1J0 https://www.teachingchannel.org/videos/fifth-grade-light-lesson
	Historical Investigation	<ul style="list-style-type: none"> Independently or in small groups, students investigation a topic for an allotted period of time. Investigation methods include hands-on activities, demonstrations, internet searching, etc. When time is up, students/groups share and discuss information 	ISBE, 2012 Marzano, Pickering & Heflebower, 2010	https://www.teachingchannel.org/videos/expeditionary-learning https://www.teachingchannel.org/videos/statistical-analysis-lesson?fd=1

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Generating/ Testing Hypotheses	Invention	<ul style="list-style-type: none"> Students work in groups to create something that addresses a problem, issue, or concern. 	Marzano, Pickering & Heflebower, 2010	https://www.teachingchannel.org/videos/math-lesson-idea-teams Videos http://www.youtube.com/watch?v=TIDk9s7gJU https://www.teachingchannel.org/videos/high-school-engineering-lesson
	Problem-Solving	<ul style="list-style-type: none"> Students work in groups to overcome an issue or concern. 	Marzano & Marzano, 2003 Rathvon, 2008	Videos http://www.youtube.com/watch?v=bZQYw2pWi4M; http://www.youtube.com/watch?v=0akVmCfUjIQ https://www.teachingchannel.org/videos/high-school-engineering-lesson https://www.teachingchannel.org/videos/geography-lesson-idea-severe-weather?fd=1
	Prove It!	<ul style="list-style-type: none"> Students read an assigned selected passage. The teacher provides a statement about the reading. Students find supports in the passage for the teacher's statement. 	Boyles, 2004	
Metacognitive Strategies	Daily Task Checklist	<ul style="list-style-type: none"> Teach students to break down activities or assignments into concrete steps to serve as a reminder and to ensure all steps are followed. 	Winebrenner, 2006	

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Metacognitive Strategies	Goal Setting	<ul style="list-style-type: none"> • Student identifies a goal they want accomplished. • Steps are identified to reach the goal. • Student may check off steps as they are completed. • Student is able to identify working toward the goal with completion of each step. 	Marzano, 2007	
	INSERT	<ul style="list-style-type: none"> • Student inserts symbols in text to mark ideas and/or concepts new, confusing and/or 'I knew that'. ! = This is something NEW ? = This confuses me, I need more information/help * = "I knew that"! ☺ 	Vaughan & Estes, 1986	Video https://www.teachingchannel.org/videos/student-annotated-reading-strategy
	K.I.M Vocabulary Strategy	<ul style="list-style-type: none"> • Student notes various ideas within the reading passage. K = Key word I = Important information M = Memory clue or Mnemonic 	Beck, McKeown & Kucan, 2002	Video https://www.teachingchannel.org/videos/student-annotated-reading-strategy
	Knowledge Checklists	<ul style="list-style-type: none"> • Vocabulary words are listed on a chart • Students identify the following for each work listed: <ul style="list-style-type: none"> ○ I can define/I know ○ I've seen or heard ○ I don't know 	TCRLA, 2002	Video http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop?page=2
	Linking to Prior Knowledge	<ul style="list-style-type: none"> • This strategy helps students activate/employ prior knowledge. <ul style="list-style-type: none"> ○ 'LINK' = List... Inquire... Note... Know... 	Marzano & Marzano, 2003	
	Mnemonics	<ul style="list-style-type: none"> • Students use techniques or devices to remember names, concepts, steps to an activity. 	Winebrenner, 2006	
	Personal Project	<ul style="list-style-type: none"> • Students identify a topic to learn more about. • That topic becomes the focus across all other activities (i.e., reading writing, science, vocabulary, etc.) Examples: Marine Biology, Technology, Architecture	Marzano, Pickering & Heflebower, 2010	Video https://www.teachingchannel.org/videos/reading-workshop-goals

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Metacognitive Strategies	Read, Cover, Remember, Retell	<ul style="list-style-type: none"> • Pair students and have them read and review information. (i.e., pictures, illustrations, charts, graphs, tables). • One student covers the text feature with their hand and tells their partner what they remembered. • The other student writes the key information outlined. • Students review and discuss written information. • Students switch roles. 	Hoyt, 1999	
	Self-Monitoring	<ul style="list-style-type: none"> • Students learn to monitor the frequency, duration, and/or latency of a personal, self-selected behavior, skill, or activity. • Students can graph behavioral outcomes and track growth towards a pre-selected goal or determine areas needing additional work. 	Marzano & Marzano, 2003	
	Self-Reflection	<ul style="list-style-type: none"> • Students reflect on their performance on a particular activity or task and assess their skill levels. • Students identify strategies for improvement. 	Marzano & Marzano, 2003	Video https://www.teachingchannel.org/videos/reading-workshop-goals
	Text Coding/ Annotating a Text	<ul style="list-style-type: none"> • Students keep track of their thoughts when they are reading. <p>Example Codes:</p> <ul style="list-style-type: none"> ? = I have a question A = I agree D = I disagree ! = Interesting C = Confusing. 	Harvey & Goudvis, 2007	Videos https://www.teachingchannel.org/videos/student-annotated-reading-strategy https://www.teachingchannel.org/videos/common-core-collaborative-discussions?fd=1 https://www.teachingchannel.org/videos/reading-like-a-historian-repetition?fd=1

Strategy	Examples	Description	Citation	Resources Articles/Videos
Questioning http://www.youtube.com/watch?v=5uKqs3D0ZOM; https://www.teachingchannel.org/videos/preparing-students-for-tests	Chunking Content	<ul style="list-style-type: none"> Teacher stops at key points during lecture/video/demonstration to ask questions and have students respond to the questions. 	Marzano & Marzano, 2003	Video https://www.teachingchannel.org/videos/structuring-questioning-in-classroom https://www.teachingchannel.org/videos/inquiry-based-teaching-discussing-non-fiction http://www.youtube.com/watch?v=tEYjub_8qfl;
	Questioning the Author	<ul style="list-style-type: none"> When reading a selection, the teacher selects points to stop and have students answer questions such as: <ul style="list-style-type: none"> What the author was saying. Why the author used certain phrases What was the author’s purpose 	Beck, 1997	Videos https://www.teachingchannel.org/videos/questions-for-inquiry-based-teaching?fd=1
	Preview Questions	<ul style="list-style-type: none"> Prior to starting the lesson, the teacher asks the students questions to stimulate their thinking and pique their interest in the topic to be covered. 	Marzano & Marzano, 2003	https://www.teachingchannel.org/videos/pre-reading-strategies https://www.teachingchannel.org/videos/reading-like-a-historian-repetition?fd=1 https://www.teachingchannel.org/videos/introducing-reading-work-stations?fd=1
	Responding to Incorrect Responses	<ul style="list-style-type: none"> When students make an error in their response, the teacher uses various techniques to support learning such as: <ul style="list-style-type: none"> Restate, reframe, or paraphrase the question Emphasize any portion that was correct Allow peer assistance Provide hints or cues to prompt additional thoughts Provide correct answer and allow student to expand or provide examples If appropriate allow student to pass. 	Marzano & Marzano, 2003	

Strategy	Examples	Description	Citation	Resources Articles/Videos
Student Responses <i>Increasing Student Participation and Interaction</i>	3 Facts and a Fib	<ul style="list-style-type: none"> Independently each student write 3 facts and 1 fib about the topic. Students pair up to share the 4 statements. The partner has to identify which 3 statements are facts and which one is a fib. 	ISBE, 2012	
	Art, Chants, Drama, Music/Rhythm, and Songs	<ul style="list-style-type: none"> Students self-select how they would like to express what they have learned about a specific topic. Students may develop their creative pieces independently, in pairs or in small groups. Students create artwork, songs, music, skits, etc. to reflect their knowledge about the topic that was taught. 	Winebrenner, 2006	Videos http://teachertube.com/viewVideo.php?video_id=15395&title=50 States and Capitals cartoon song http://teachertube.com/viewVideo.php?video_id=7708 ; http://teachertube.com/viewVideo.php?video_id=83987&title=Geologic Time Raps and Songs 2 ; http://teachertube.com/viewVideo.php?title=Continents Chant and Movement Routine&video_id=210519 ; http://teachertube.com/viewVideo.php?video_id=178070 ; http://www.youtube.com/watch?v=bXaGp5AoQD0
	Beach Ball	<ul style="list-style-type: none"> Teacher develops questions and tapes them to a beach ball. In large or small groups, students toss the ball around. Each student answers the question closest to wherever his/her right thumb lands when catching the ball. 	ISBE, 2012	
	Choral Responding	<ul style="list-style-type: none"> All students respond or demonstrate skill or read from a text together as a whole group. 	Marzano & Marzano, 2003	

Strategy	Examples	Description	Citation	Resources Articles/Videos
Student Responses <i>Increasing Student Participation and Interaction</i>	Clickers and/or Cell Phones	<ul style="list-style-type: none"> • Students respond to questions using clickers or texting/typing answers on their cell phone or computer. • Responses are projected for the entire class to see and discuss. 		
	Cubing	<ul style="list-style-type: none"> • Individual students, pairs or small groups are provided with a cube. • Students explore a topic from 6 different angles and note their findings on the cube. Examples: <ul style="list-style-type: none"> ○ Describe the topic & Compare it to another topic ○ Associate it with another topic ○ Analyze & Apply the topic to a similar situation ○ Argue for or against it 	Readence, Bean & Baldwin, 2004	
	Interactive Story Reading	<ul style="list-style-type: none"> • During a read aloud, teacher stops at key points to discuss the content. • The key points may be discussed using a graph, picture, or another pictorial representation. • Students connect the key points to another reading or topic of high interest. 	Pinnell & Scharer, 2003	
	Manipulatives	<ul style="list-style-type: none"> • Teacher provides manipulatives to help students make connections to concepts through touch. <p>Examples:</p> <ul style="list-style-type: none"> ○ Bag of beans ○ Straws ○ Microscope for scientific inquiry. 	Rowan, 2010 Winebrenner, 2006	<p>Videos</p> <p>https://www.teachingchannel.org/videos/pre-k-math-lesson?fd=1</p> <p>https://www.teachingchannel.org/videos/popsicle-stick-math?fd=1</p> <p>https://www.teachingchannel.org/videos/skip-counting-with-kindergarteners?fd=1</p> <p>https://www.teachingchannel.org/videos/teaching-subtracting-integers</p>

Strategy	Examples	Description	Citation	Resources Articles/Videos
Student Responses <i>Increasing Student Participation and Interaction</i>	Picture This	<ul style="list-style-type: none"> Teacher reads text aloud. Student draws a picture of the text. Students are shown the image from the text In whole or small groups, students discuss similarities & differences between their pictures and the text picture. 	ISBE, 2012	Video http://teachertube.com/viewVideo.php?video_id=234300
	Physical Movement or Activity	<ul style="list-style-type: none"> See Jigsaw (Cooperative Learning and Peer Collaboration) and Four Corners (Debates/Perspective-Taking) examples above. 	Marzano & Marzano, 2003	Videos https://www.teachingchannel.org/videos/pre-k-math-lesson?fd=1 https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive https://www.teachingchannel.org/videos/graphing-linear-equations-lesson https://www.teachingchannel.org/videos/increase-engagement-and-understanding?fd=1
	Product or Project – Based Learning <i>(Commercial, Brochure, Skit, etc.)</i>	<ul style="list-style-type: none"> After studying a specific topic, students develop a ‘product’ or ‘project’ to demonstrate their knowledge and understanding of the concept. This can be done individually, pairs or small groups 	ISBE, 2012	Videos https://www.teachingchannel.org/videos/high-school-engineering-lesson https://www.teachingchannel.org/videos/stem-lesson-ideas-heat-loss-project

Strategy	Examples	Description	Citation	Resources Articles/Videos
Student Responses <i>Increasing Student Participation and Interaction</i>	Response Cards/ Hand Signals	<ul style="list-style-type: none"> Teacher utilizes various types of manipulatives and/or hand-signals to promote engagement and increase student responses. https://www.teachingchannel.org/videos/classroom-silent-communication-signals 	Marzano & Marzano, 2003	Videos https://www.teachingchannel.org/videos/attention-getting-signals-practice?fd=1 https://www.teachingchannel.org/videos/teaching-math-hand-gestures https://www.teachingchannel.org/videos/teaching-strategy-active-listening?fd=1
	Role Play	<ul style="list-style-type: none"> Students act out (model) a skill or a character or the meaning of a word, etc. as a whole group, in small groups or pairs. 	Marzano & Marzano, 2003	http://teachertube.com/viewVideo.php?video_id=192137 ; http://teachertube.com/viewVideo.php?video_id=175396 https://www.teachingchannel.org/videos/reading-writing-role-playing
	Surveys	<ul style="list-style-type: none"> Each student develops a question on the topic. Questions are combined & everyone completes the survey. In whole or small groups, students review and graph the responses. 	ISBE, 2012	
	Think Aloud	<ul style="list-style-type: none"> Teacher models her 'thought process' aloud by stating what she is thinking as she reads a text, including questions and observations. Students then engage in the process with a peer. 	ISBE, 2012	http://teachertube.com/viewVideo.php?video%20id=116101 http://teachertube.com/viewVideo.php?video_id=12456
	Ticket Out-the-Door	<ul style="list-style-type: none"> Students must write down what they learned about the topic and hand it in as they leave class. 	ISBE, 2012	https://www.teachingchannel.org/videos/teacher-assessment-strategy?fd=1



Instructional Strategies to Increase Active Student Engagement