

Engagement Strategies

Upper Elementary through High School

ACE Strategy

Students demonstrate how they know or can solve response items. They Answer, Cite text evidence, and Explain (or expand). View this 3 minute [YouTube](#) video for a quick demonstration.

Concept Check Questioning

Teachers can use the [Concept Check Questioning](#) strategy as they are introducing a new vocabulary or concepts during instruction.

Cornell Notes

Students use the [Cornell notes organization style](#) to organize and study content and concepts.

Elevator Speeches

Pair the students up with a partner. They have 30 seconds to deliver information to their partners. They have to get their point across within that time. After 30 seconds, the students switch roles.

Focused Freewrite

This strategy could be used as a prewriting or review method. Students focus on a topic or concept and writes about it for 5 or 10 minutes nonstop. No special attention is paid to grammar or other editing, and ideas are recorded in random fashion, as they come into the students' minds. This activity could be repeated several times during the year in a variety of situations. If used consistently, students will develop a good understanding

Four Corners

Place Agree/Strongly Agree/Disagree/Strongly Disagree signs in the corners of the classroom. Ask students to take a position on a statement by moving to the corner that best signifies their responses to it. Once students have selected their corners, call on them to justify their positions. Students may change corners at anytime as their opinions change

GIST Statements

Students summarize the information in 20 words or less. To make it more difficult, they will have to summarize using exactly 20 words.

Give Me Five

Students understand that readers continually ask themselves as they read. The [Give Me Five](#) reading strategy guides students through five questions they can ask themselves during reading.

I Notice, I Wonder

Students provide discussion and feedback on peer's writing using "I notice..." and/or "I wonder..." sentence starters.

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Informal Presentation

Students create and present a poster over primary and secondary sources over covered concepts

Informational Poster or Brochure

Students will create a Fact Sheet about a topic or concept (plant, animal, country, planet, imaginary place). Their brochures should include supporting and relevant text features.

Mini Posters and Gallery Walk

Students create mini posters that reflect understanding of concepts or terms and participate in a gallery walk to add to vocabulary or content specific notebooks.

Note Cards

Students write a specific topic on a note card. They should then include with textual evidence within a summary or a paraphrase. They should end their note card with the author's last name and the page number.

OPTIC

Use this strategy to analyze visual texts such as painting, photographs, or maps.

O - Write a brief overview of the image. In one sentence, what is this image about.

P - List all the parts that seem important (color, figures, textures, groupings, shadings, patterns, numbers, repetitions, etc.) (EVIDENCE)

T - How does the title or text contribute to the meaning?

I - Explain the interrelationships in the image. Consider how the parts come together to create a mood or convey an idea or an argument.

C - Write a conclusion paragraph that interprets the meaning of the image as a whole. (CLAIM)

Socratic Seminars

There are many variations to this strategy. Give the students a reading assignment and have them use the ACE strategy that has them ask questions and support their answers using textual evidence.

Break them into an inner circle and an outer circle. Students in the inner circle will discuss text for five to ten minutes while the students in the outer circle write down what they notice during the discussions. Then, have student change places and roles.

ReadWriteThink.org has a [strategy guide](#) that guides teachers through the strategy in practice.

Source Cards

Students keep information about their sources on cards. They follow the MLA format for documenting a book or an internet source. The cards are numbered to match the note cards mentioned above.

Writers of the Round Table

Set the tables, chairs, or desks in a big circle. Make sure students have an [editing and revising](#) page to help with this assignment. Students edit and revise writing. They pass the papers around in the circle and edit and revise for at least 10 minutes at a time.

Upper Elementary through High School

3-2-1

Students complete a 3-2-1 over covered material.

3 - things I discovered

2 - interesting things

1 - question I still have