Pre-, During, and Post- Strategies for Interpreting Authentic Resources

About This Document: This document presents strategies that world language teachers can use to plan for learners' interpretation of an authentic resource (#authres) before, during, and after reading, viewing, listening, or receiving. Within each of the Pre-, During-, and Post-Interpretation Strategies sections are several subsections that identify interpretive purposes and suggest one or more strategies that address each purpose. Strategies that are defined in the glossary at the end of this document are identified with an asterisk (*). The left-hand column of each subsection describes teacher actions, and the right-hand column suggests tasks for learners. The pre-, during, post-paradigm used with an #authres scaffolds learners' use of the three Interpretive language functions (understand, interpret, analyze), enhances meaning making, and promotes integrated communication in a cultural context. Teachers are encouraged to consider both the genre of the #authres and the proficiency target when selecting or adapting strategies. They may find the *NYS World Language Proficiency Ranges and Performance Indicators* useful in planning for a specific proficiency target.

Many of the strategies presented can be used with a variety of authentic resource types. Strategies that are particularly well suited for use with a specific authentic resource type are indicated with the icons below:

Written texts: 📄   Audio recordings: 🔊   Videos/films: 📽️   Images: 🖼️   Artifacts: 🏛️

Pre-Interpretation Strategies
- Prepare learners to make meaning of an authentic resource (#authres).
- May be enacted in any Communication mode (Interpretive, Interpersonal, Presentational).
- Can serve one or more purposes as described below.

To focus or pique learners' curiosity about the topic (theme, concept) of the #authres…	
First Do This…	**Then Have Learners…**
☐ Display a visual (e.g., photo, screen shot) that introduces the #authres topic(s). 🖼️	→ Respond to the visual (e.g., react, say what they know, make a prediction).
☐ Make statements, provide choices, or ask learners' opinions related to the topic of the #authres.	→ Express a degree of agreement with the statements, make choices, or give opinions with others in a Four Corners* activity.

To activate or assess prior knowledge…	
First Do This…	**Then Have Learners…**
☐ Prepare a pre-assessment on the topic of the #authres.	→ Take the pre-assessment and make prior knowledge visible. → Set learning goals based on outcomes of the pre-quiz.
☐ Provide learners a K-W-L (Know-Want to Know-Learned) Chart*.	→ Complete the K (Know) portion of a K-W-L Chart* about the topic of the #authres.

To activate, reinforce, anticipate, and build vocabulary…	
First Do This…	**Then Have Learners…**
☐ Show a visual or set of visuals associated with the #authres to be interpreted. 🖼️	→ Identify known vocabulary related to the #authres topic. → Generate vocabulary associated with the #authres by sense (e.g., see, hear, feel, taste, smell).

To activate, reinforce, anticipate, and build vocabulary… (Continued)	
First Do This…	**Then Have Learners…**
☐ Show learners an #authres video without the sound. 🖼	→ List vocabulary they know that relates to what they see in the video. → Check off words represented in the video on a checklist (that includes words not used). → Identify words related to the #authres video that they want to know.
☐ Show learners key vocabulary used in the #authres.	→ Predict what the #authres will be about. → Organize words into meaning-based categories. → Create word associations on a Graffiti Wall*. → Create a Word Cloud* of the vocabulary.
☐ Create a contextualized vocabulary activity of previously learned key vocabulary that learners will need for the #authres (e.g., Quizlet, Nearpod).	→ Complete the contextualized vocabulary activity.
☐ Show learners a Word Cloud* of key vocabulary found in the #authres.	→ Predict what the #authres will be about.
☐ Distribute the print #authres to learners. 📄	→ Skim the #authres and circle or highlight known words and cognates. → Hypothesize about the #authres topic or main idea. → Find TL vocabulary equivalents in the #authres for one or more words in English.

To build cultural background knowledge…	
First Do This…	**Then Have Learners…**
☐ Display a map. 🖼	→ Locate the cultural context of the #authres on a map.
☐ Show a brief #authres (e.g., photos, video clips) of the historical context of the #authres. 🖼	→ Ask and answer questions about the brief #authres.
☐ Display a visual (e.g., photo, screen shots, video without sound) that introduces the cultural concept of the #authres. 🖼 🖼	→ Identify what they see by completing the first step of a See-Think-Wonder* strategy. → Answer questions about what they observe.
☐ Display multiple visuals that reflect the cultural context or concept (e.g., photos, screen shots) around the room. 🖼 🖼	→ Carry out a Gallery Walk* and fill in a graphic organizer*. → Ask and answer questions with classmates at Chat Stations* or in a Four Corners* activity.
☐ Show or conceal in a box or bag a mystery artifact related to a cultural concept of the #authres. 🏛	→ Ask questions about the mystery artifact (e.g., 20 Questions*, yes-no) and then guess what the mystery artifact is based on the answers to their questions.

To connect personal experience or past learning to the #authres content…	
First Do This…	**Then Have Learners…**
☐ Ask learners about personal experiences related to the topic of the #authres.	→ Share personal experiences on the topic of the #authres with a partner and/or the class. → Complete a Graffiti Wall*, graphic organizer*, Quick Write*, or other activity about their personal experiences on the topic of the #authres.

| To connect personal experience or past learning to the #authres content… (Continued)	
First Do This…	**Then Have Learners…**
☐ Ask learners "Have you ever…?" or "Would you ever…" questions.	→ Respond to each question using a Response Card* with options such as *No way; Probably not; Maybe; Of course.* → Move to a corner of the room that reflects their response (e.g., *No way; Probably not; Maybe; Of course*) in a Four Corners* activity. Exchange reasons for the response with others who chose the same corner.
☐ Ask learners what they have learned in other classes about the topic of the #authres.	→ Share what they have learned in other classes on the topic of the #authres with a partner and/or the class. → Complete a Graffiti Wall*, graphic organizer, Quick Write*, or other activity about what they have learned in other classes on the topic of the #authres. → Make predictions about the #authres based on what they have previously learned.
☐ Create a Poll* or Rank Order Activity* on the topic of the #authres. → After learners have responded, compile and share the results.	→ Respond to the Poll* or Rank Order Activity* the items on the topic of the #authres. → Have learners respond to the compiled results (e.g., make observations, summarize, react).

To familiarize learners with the #authres…	
First Do This…	**Then Have Learners…**
☐ Provide learners the opportunity to preview the #authres with a focus (e.g., genre, title, cover, text features, visuals) or without a specific focus. 📄	→ Answer questions or make predictions about what they observe or notice.
☐ Provide learners a set of visuals (e.g., screen shots, illustrations, photos) from the #authres. 🖼️ 🖥️	→ Put the visuals in an order that predicts the sequence of events.
☐ Show learners a (partially) covered visual from the #authres. Uncover the visual gradually or one element at a time. 🖼️	→ Anticipate or make predictions of what the #authres is about.
☐ Show learners the #authres video with sound off. 🖥️	→ Anticipate key details (e.g., topic, purpose, audience, setting).
☐ Show a key quote or an excerpt from the #authres.	→ Make a prediction from the quote or excerpt about the #authres. → Agree or disagree with the quote.
☐ Provide learners print descriptions of one or more elements of the #authres (e.g., setting, characters).	→ Draw the element(s) described, independently or with a partner.

To familiarize learners with the upcoming During-Interpretation task…	
First Do This…	**Then Have Learners…**
☐ State or point out the purpose(s) for interpreting the #authres.	→ Demonstrate understanding of the purpose for interpreting the #authres (e.g., restate purpose; repeat Can-Do Statement).
☐ Explain and model the task that the learners will carry out with the #authres.	→ Complete the task with you, then carry it out collaboratively and/or independently.
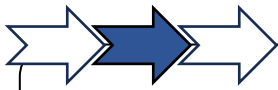
During-Interpretation Strategies
- Actively engage learners with the content of the #authres.
  - Support learners' meaning making of the #authres.
  - Can serve one or more purposes as described below.

Scaffolds and Supports: Teachers may choose to **manipulate** the #authres to support and scaffold learners' interpretation using the strategies of **chunking, pausing,** and/or **multiple passes** as described below. Note that manipulating an #authres does <u>not</u> include simplifying or editing it.

Chunking the #Authres:
- ☐ Use only one portion or select portions of the #authres.
- ☐ Introduce or reveal one portion of the #authres at a time. Portions may be sequenced or not.
- ☐ Use the Jigsaw Strategy* to have learners become experts on one portion of the #authres and subsequently share their expertise with their peers.

Pausing the #Authres:
- ☐ Pause the #authres or have learners stop at pre-identified points in the #authres to have them do something that demonstrates understanding or serves another communicative purpose.

Multiple Passes through the #Authres:
- ☐ Repeat or replay the full #authres or pre-identified portions of the #authres.
- ☐ With each pass, add in an element of the #authres (e.g., no sound > sound; visuals and graphics > visuals, graphics, and text).

To promote literal comprehension of facts, main idea, key details**…	
First Do This…	**Then Have Learners…**
☐ Distribute a print #authres or prepare to play an audio or visual #authres. Distribute task materials as necessary. Explain and model the task. (See task suggestions at right.) Chunk, pause, or provide multiple passes through the #authres as useful to support and scaffold comprehension.	→ Read, view, listen to, or receive the #authres one or more times and demonstrate comprehension… → by answering questions (and noting where in the #authres the answer or evidence can be found). → by matching images or screen shots from #authres with text (e.g., words, sentences, quotes). → by creating or completing a graphic organizer* (e.g., 5W*, Cause and Effect*. → by completing a Cloze Passage*. → by sequencing images or passages. → by labeling a Timeline* of main events. → by entering information into the "L" (Learned) column of the K-W-L Chart*. → by summarizing in writing, on a poster, or a slide. → by acting out key actions, events, or characters. → by illustrating key concepts or characters. → by carrying out an Information Gap* activity with a partner. → by writing questions for others to answer about the #authres. → by choosing a quote they think best represents each character or individual in the #authres.

**Refer to the NYS World Language Proficiency Ranges and Performance Indicators document to determine appropriate expectations for literal comprehension by proficiency target.

To continue to reinforce and build vocabulary…	
First Do This…	**Then Have Learners…**
☐ Distribute the print #authres to learners. 📄	→ Indicate which words they confidently know and which words that are cognates they recognize using symbols, highlighting, or other markings (e.g., circle, underline).
☐ Give learners an alphabetized checklist of vocabulary used (and some not used) in the #authres. 🔊 📺	→ Check off the vocabulary as they encounter it in the #authres.
☐ Give learners an unordered alphabetized list of vocabulary used in the #authres. 🔊 📺	→ Number vocabulary words and expressions according to the sequence in which they appear in the #authres.

To make inferences or predictions…	
First Do This…	**Then Have Learners…**
☐ Distribute (or have learners return to) a print #authres. Provide each learner with two different color highlighters. Identify contrasting perspectives that can be found in the #authres (e.g., happy vs. sad; realistic vs. idealistic). 📄	→ Use one color to highlight words or phrases in the #authres that reflect the one perspective and the other color to highlight the contrasting perspective. → Make observations from the color distribution regarding which perspective is more prevalent. → Compare inferences with others.
☐ Distribute quotes made by a character or individual in the #authres up to a particular point in the #authres.	→ Identify who is responsible for the quote. → Discuss with a partner what perspective or point of view is expressed in the quote. → Predict a character or individual's future action based on the perspective or point of view in the quote.
☐ Pause the #authres.	→ Have learners make predictions about what will happen next based on the clues they have encountered in the #authres to this point.
☐ Pause the #authres, if indicated. Remind learners of predictions made before engaging with the #authres.	→ Confirm, revise, or make new predictions based on evidence in the #authres to this point.

To learn more about (cultural) content and context…	
First Do This…	**Then Have Learners…**
☐ Pause the #authres, if indicated. Identify a word, expression, concept, or context from the #authres that learners should know (more) about to deepen their understanding. Provide resources (e.g., images, video, artifact, books, links) for further inquiry.	→ Answer questions independently or collaboratively. → Complete a graphic organizer*. → Complete a See-Think-Wonder* activity. → Complete a Webquest*. → Look up facts and report back. → Fact check and make a T-Chart* of what is factual and what is not.
☐ Pause the #authres, if indicated. Set up a Gallery Walk* with QR Codes to images, artifacts, and/or videos that represent the cultural content or context.	→ Answer one or more questions at each station in the gallery walk about what they observe. → Complete a graphic organizer*. → Discuss their observations with a partner or small group. → Exchange reactions regarding what they observe with a partner.

To make personal or interdisciplinary connections…	
First Do This…	**Then Have Learners…**
☐ Pause at a point in the #authres where learners may be able to make personal connections.	→ Do a Quick Write* about a personal connection. → Discuss a personal connection with a partner. → Complete a Poll* or Survey* of personal connections. → Complete a Venn Diagram* to compare personal experience(s) with those in the #authres.
☐ Pause at a point in the #authres where learners may be able to make interdisciplinary connections.	→ Brainstorm orally or in writing what they already know. → Discuss interdisciplinary connection(s) with a partner. → Identify what the #authres adds to what they already know orally or in writing.

To react to content…	
First Do This…	**Then Have Learners…**

☐ Pause the #authres, if indicated. Identify content to which learners will react or express an opinion (e.g., quote, character's actions, cultural product or practice). 📄	→ React or express an opinion about #authres content…
	   → by writing symbols (e.g., ! [surprise], + [positive reaction], x [negative reaction]) on the #authres.
	   → by writing in the margin or in a journal.
	   → by exchanging reactions or opinions with a partner or in a Four Corners* activity.

☐ Pause the #authres, if indicated. Identify content about which learners will agree or disagree.	→ Agree or disagree with #authres content…
	   → by noting symbols on the #authres such as "+" for agree and "x" for disagree.
	   → by expressing agreement or disagreement (with reasons) to a partner or in a Four Corners* activity.
	   → by completing a Poll* or Survey*.
	   → by raising a Response Card*.
	   → By completing a T-Chart* with points of agreement in one column and disagreement in the other.
	   → by highlighting in one color content with which they agree and in another color content with which they disagree.

☐ Pause the #authres, if indicated.	→ Write questions about what they wonder. → Select favorite content (e.g., action, character) from the #authres, then act it out in a small group.

To build empathy…	
First Do This…	**Then Have Learners…**
☐ Tell learners to imagine that they are a character or individual in the #authres. Give them a chart or graphic organizer* organized by senses.	→ Complete the chart or graphic organizer* by identifying what they would see, hear, smell, feel, and taste if they were a character or individual in the #authres. Then identify how they would feel as that character or individual.
☐ Tell learners to imagine that they are a character or individual in the #authres.	→ Write (e.g., cartoon bubbles, letter) or speak (e.g., Monologue*, Role Play*) from the character or individual's point of view.
☐ Identify or have learners identify a problem posed in the #authres.	→ Propose one or more possible solutions to the problem.

Post-Interpretation Strategies

- Consolidate learners' meaning making of the #authres.
- Move learners beyond the content of the #authres.
- Can serve one or more purposes as described below.
- Can also repeat or revisit purposes and strategies in the During-Interpretation section.

To consolidate learning and confirm understanding…	
First Do This…	**Then Have Learners…**
☐ Make fact- and opinion-based statements about the #authres.	→ Determine which statements are facts and which are opinions using evidence from the #authres.
☐ Remind learners of their K-W-L Charts* and what they said they already knew in the "K" column and what they wanted to know in the "W" column of the chart.	→ Confirm the accuracy of what they had written in the "K" column or revise information in the "K" column. → Complete the "L" column of the K-W-L Chart* based on what they learned from the #authres. → Identify (and research) what they want to know that was not answered in the #authres.
☐ Tell learners to recall or revisit the #authres to consider its content in general or specifically (e.g., main ideas, details, characters).	→ Write a list of facts about the #authres in alphabetical order, creating an "A to Z" list. → Write two truths and a lie about the content; then have classmates guess which statement is the lie. → Write statements about the content; then have a classmate find the evidence in the #authres to support each statement.

To confirm or refute predictions…	
First Do This…	**Then Have Learners…**
☐ Tell learners to recall predictions they made before or while interpreting the #authres.	→ Confirm or refute predictions drawing on evidence in the #authres.

To analyze characters, individuals, or groups of people…	
First Do This…	**Then Have Learners…**
☐ Tell learners to recall characters, individuals, or groups of people in the #authres.	→ Complete a graphic organizer* that analyzes the traits and/or actions of a single character, individual, or group of people in the #authres. → Complete a Venn Diagram* to compare characters, individuals, or groups of people from the #authres. → Create a cast list of for a movie version of the #authres.
☐ Provide learners quotes from the #authres.	→ Match the quotes to the character or individual who stated it.

☐ Tell learners to select one character, individual, or group of people from the #authres or assign one to each learner or small group of learners.	→ Determine the character, individual, or group's mindset or point of view; then…
	  → Write a Social Media Post*, letter to the editor, or other message from their point of view.
	  → Create and carry out an imaginary interview with them.

To analyze cultural practices, products, and perspectives…	
First Do This…	**Then Have Learners…**
☐ Identify or have learners identify a cultural product or practice from the #authres to learn more about. Provide additional (authentic) resources (e.g., images, video, artifact, books, links) for learners to use at Stations*, in a Gallery Walk*, Webquest*, etc.	→ Refer to resources, then… → Answer or ask questions. → Complete a graphic organizer* (e.g., Concept Map*). → Complete a See-Think-Wonder* activity. → Hypothesize cultural perspectives. → Compare the cultural product, practice, and/or perspective with a similar one from their own culture using a Venn Diagram*.

To go beyond or extend the #authres…	
First Do This…	**Then Have Learners…**
☐ Tell learners to recall or revisit the #authres to consider its (cultural) content.	→ Write interview questions for someone knowledgeable about the #authres topic; then interview that person and document their responses. → Prepare for and carry out a debate on an issue, actions, or individuals using details from the #authres. → Create a news article, Public Service Announcement*, or advertisement that draws on details from the #authres. → Create an alternate ending, new character, or next chapter for the #authres using details from the #authres.
☐ Tell learners to recall one or more characters or individuals from the #authres.	→ Compare a character or individual from the #authres to someone they know or themselves by completing a Double Bubble Map*. → Select a character or individual from the #authres who would benefit from advice. Write a message to the character with the advice.
☐ Provide learners an additional #authres on the same or related topic of the same or a different genre.	→ Compare information from the two #authres generally or with a specific focus (e.g., characters, actions, point of view) using a graphic organizer* (e.g., Double Bubble Map*, T-Chart*, Venn Diagram*). → Discuss differences found between the two #authres. → Use details from the #authres to identify differences. → Hypothesize why they are different. → Make a claim about which is more effective and why. → Identify what the second #authres adds to their understanding of the topic.

To make personal or interdisciplinary connections…	
First Do This…	**Then Have Learners…**
☐ Recap themes or values highlighted or suggested in the #authres.	→ Write a poem, haiku*, or cinquain* inspired by the highlighted or suggested themes or values. → Create a comic strip that illustrates the highlighted or suggested themes or values a different context or situation.

To reflect…	
First Do This…	**Then Have Learners…**
☐ Tell learners to reflect on what they learned from the #authres.	→ Rank Order* advice or suggestions given in the #authres. → Complete a 3.2.1 Activity*: 3 things they learned; 2 things they found interesting; and 1 question they have. → Summarize their learning in a limited-character Social Media Post*.
☐ Tell learners to consider their opinion of the #authres.	→ Write a critique or review of the #authres that uses evidence from the #authres to support their claims.

To hypothesize the role of grammar in supporting meaning and facilitate processing of grammatical structures…	
First Do This…	**Then Have Learners…**
☐ Tell learners to notice a grammatical structure in the #authres that is both salient and recurrent. (As seen in the *Attention Phase* of the PACE Model*) → Ask learners questions to engage them in co-constructing hypotheses about how the grammatical structure is used to support meaning. (As seen in the *Co-Construction Phase* of the PACE Model*) → Ask learners to identify patterns or hypothesize rules for forming the target structure to enact a language function. (As seen in the *Co-Construction Phase* of the PACE Model*)	→ Identify recurrent uses of the salient grammatical structure in the #authres (e.g., circle, highlight, underline). → Respond to questions to form hypotheses about the relationship between the grammatical structure and the meaning of the #authres. → Respond to questions about patterns for forming the target structure to enact a language function. → Respond to questions to form hypotheses about rules for forming the target structure to enact a language function.

Glossary of Strategies Referenced in This Document (*)
(listed in alphabetical order)

20 Questions: An interpersonal strategy in which learners ask questions (yes-no) of a knowledgeable person (e.g., teacher, classmate) about an unknown object to accumulate clues and to be able to make a knowledgeable guess about the identity of the object.

3.2.1 Activity: A presentational and formative assessment strategy with three different prompts. Learners provide three responses to the first prompt, two to the second, and one to the third.

Chat Stations: An interpersonal strategy carried out in distinct areas of the classroom ("stations") where prompts have been posted. Learners discuss the prompt with a partner or in a small group.

Cinquain: A presentational strategy in which learners write a 5-line poem where each line follows an identified syllabic structure or grammatical pattern

Cloze Passage: An interpretive strategy in which words or phrases are intentionally omitted from a passage. Learners supply the missing words to demonstrate comprehension of the passage. A word bank or choices to select from can be provided.

Four Corners: An interpersonal and cooperative learning strategy in which learners respond to a question or prompt by physically moving to one of four corners or designated spaces in the classroom that reflects their response (e.g., strongly agree, agree, disagree, strongly disagree). While in the corner or space, learners discuss the reason(s) for their response with one or more others who selected the same response.

Gallery Walk: A combined interpretive and interpersonal strategy in which learners move from one designated area ("station") in the classroom to another, interpreting posted content (e.g., artwork, information) by recording information (to be used in a subsequent task) on a chart or graphic organizer and discussing or reacting to what they interpreted with a partner or in a small group.

Graffiti Wall: A presentational strategy in which learners write or draw ideas related to a particular topic on chart paper, a papered classroom wall, or a whiteboard.

Graphic Organizer: An interpretive or presentational tool for documenting and organizing information and for making the relationship among facts, concepts, and ideas visible. Used interpretively, learners complete the graphic organizer to demonstrate comprehension of a text. Used presentationally, learners organize their thinking in planning a presentational product. Specific graphic organizers suggested in this document follow alphabetically:

- **5W Graphic Organizer**: A graphic organizer that asks learners to identify the 5 Ws (who, what, where, when, why) of a given text or topic

- **Cause and Effect:** A graphic organizer that asks learners to analyze the causes and their impacts in relation to an event or a process

- **Character Analysis Chart**: A graphic organizer that asks learners to identify the traits, actions, and other relevant information about characters from a literary text

- **Concept Map**: A graphic organizer that asks learners to draw lines or arrows to show the relationships between and among facts, concepts, and ideas

- **Double Bubble Map**: A graphic organizer composed of two Bubble Maps (key concept in center bubble and concept descriptors in surrounding bubbles) that asks learners to merge bubble where there are similarities between the two concepts.

- **K-W-L Chart**: A graphic organizer with three columns that asks learners to document what they already know (K) and what they want (W) to know about a given topic. During and after interpreting a text on the topic, learners document what they learned (L) about the topic

- **T-Chart**: A graphic organizer with two columns representing contrasting categories that asks learners to sort or contrast the information by category

- **Timeline**: A graphic organizer that is linear and asks learners to sequence events chronologically and record related details such as dates

- **Venn Diagram**: A graphic organizer with two intersecting circles that asks learners to identify similarities and differences between two concepts, events, characters, etc.

Haiku: A presentational task where learners write a 3-line, 17-syllable poem composed of 5, then 7, then 5 syllables

Information Gap Activity: An interpersonal strategy where each of two learners is provided information that the other does not have. Learners collaborate as they exchange information to acquire a complete set of information.

Jigsaw: An interpretive, interpersonal, presentational, and cooperative learning strategy in which learners are individually assigned one portion of an #authres to interpret; individuals then join others who interpreted the same #authres in expert groups. Expert groups confirm understandings of the #authres and prepare to present them to others. Expert group members are then assigned to mixed groups that include one member of each expert group. Mixed group members take turns sharing teaching others about their portion of the #authres and ask and answer questions.

Monologue: A presentational strategy in which an individual learner expresses their thinking on a given topic aloud

PACE Model: A sequence of instructional strategies developed by Adair-Hauck and Donato (2002) that encourages learners to reflect on the use of target language forms (grammatical structures) by first focusing on the meaning in context of an authentic resource and subsequently co-constructing a grammar explanation for a grammatical structure used recurrently in the authentic resource.

Poll: An interpersonal and presentational strategy in which learners express their opinions on a given issue or topic. Used interpersonally, learners exchange opinions. Used presentationally, compiled data are reported.

Public Service Announcement (PSA): A presentational strategy in which learners communicate a message to create awareness about an issue or event of interest to the public

Quick Write: A presentational strategy in which learners are given a short period of time to react or respond in writing to a given prompt or question

Rank Order: An interpretive or presentational strategy in which learners arrange items or ideas sequentially based on a set of criteria or preferences. Used interpretively, learners rank items in a way that shows comprehension of a text. Used presentationally, learners express their own thinking.

Response Cards: An interpretive strategy in which learners respond to a given prompt or question using a card that includes two or more response options (e.g., words, symbols, colors) to demonstrate comprehension of a text

Role Play: An interpretive, interpersonal, or presentational strategy in which learners perform the part of another person in a given situation. Used interpretively, learners perform as if they were character from a text. Used interpersonally, learners interact spontaneously as persons who may be other than themselves. Used presentationally, learners prepare a script for persons other than themselves and then enact it.

See, Think, Wonder: An interpretive, visual thinking (https://pz.harvard.edu/resources/see-think-wonder), and inquiry strategy where learners view an image, identify what they see, state what they think based on their observations, and ask questions to motivate additional inquiry about the contents of the image

Social Media Post: A presentational strategy in which learners express ideas and reactions in the format of a given social media platform

Stations: An interpretive, interpersonal, or presentational strategy where learners collaborate or work independently in the completion of one or more specific communicative learning tasks using guidance and materials provided at the station

Survey: An interpersonal strategy where learners ask questions of classmates (or others) to gather information or opinions on a given topic or issue

Webquest: An interpretive and inquiry strategy in which learners use teacher-provided online resources to complete one or more communicative tasks that is typically cultural in nature

Word Cloud: A vocabulary strategy in which learners create a computer-generated visual representation of words and phrases related to a given text or topic