

After Reading Strategies

Exit Slips & Admit Slips

Written Conversation

Picture Conversation

RAFT-Retelling in Various Perspectives & Genres

Exit/Admit Slips (Short, Harste, & Burke, 1995)

Description= At the end of class, students write on note cards or slips of paper stating one important idea they learned, a question, they have, a prediction about what will come next, or a thought about a character, event, or other element in reading. Have students turn in slips at the start of next class or provide three minutes for them to jot down one when they arrive. Skim the slips and see what kids find important or what needs to be clarified.

Why Use= Helps brings closure and helps transition to next class day's reading or class activity.

How Does It Work:

1. Have students complete Exit/Admit Slips as described
2. Discussion of ideas with whole class, student pairs, small groups, and etc...
3. Don't let it become a grading thing—YOU'LL GET WEARY
4. Don't worry about spelling and grammar here...

Written Conversation (Daniels & Bizar, 1998)

Description= Students pass notes back and forth about a learning experience (e.g., reading, video, lecture, experiment, case study, or skit).

Why Use= Taps into students desire to share and write notes to other students. Provides another discussion mode for sharing learning.

How Does It Work:

1. Experience a learning event (AS DESCRIBED)
2. In pairs-students write about learning to another peer... Read each others notes and the process begins again (TIME THIS EXCHANGE—SHORT INTERVALS~2 mins)
3. **NO TALKING WHILE WRITING!!!!**
4. Don't worry about spelling and grammar here...
5. The teacher can leave the writing prompt open to student interpretation or can provide one...(e.g., "What struck you as important in the reading?")
6. After a time of note exchange, teacher may say, "OK, now you can talk out loud with your partner for a few minutes."

Picture Conversation (Gentry, 2006) ME 😊

Description= Students draw pictures showing what they learned from a learning experience (e.g., reading, video, lecture, experiment, or skit).

Why Use= Taps into students desire to share and draw. Provides another discussion mode for sharing learning.

How Does It Work:

1. Experience a learning event (AS DESCRIBED)
2. Students draw an illustration concerning a learning experience
(Time will vary~maturational level dependent)
3. **NO TALKING WHILE DRAWING!!!!**
4. Student may use text if they want...
5. The teacher can leave the drawing prompt open to student interpretation or can provide one...(e.g., “What struck you as important in the reading?”)
6. In pairs—student share their drawings with a peer. Students talk about the learning experience through the picture medium. This can be timed~2 mins per sharing. (Time will vary~maturational level dependent)
7. Whole class can have a discussion as a closure with some of the students sharing learning through their pictures.

RAFT-Role, Audience, Format, Topic (Santa, 1988)

Description= Students are given a topic or event and are given an opportunity to customize a writing assignment. The students will choose a ROLE (e.g., Albert Einstein), AUDIENCE (e.g., FDR), FORMAT (e.g., Letter), TOPIC (e.g., A new powerful weapon).

R=Role the writer takes (Albert Einstein)

GO TO: <http://www.adlit.org/strategies/19783/>

GO TO: <http://bit.ly/2TMjGLcRAFT>

A=Audience—the person or people to whom the writer is speaking (FDR-1939)

F=Format of the writing—Letter, news, article, poem, etc...(Letter)

T=Topic within the reading (A new weapon—atom split-power of the atom)

Why Use= This is a time consuming activity, but RAFT offers choice which is a rarity today. Students can be creative and will be able to choose a topic.

How Does It Work:

1. Teacher gives a general theme with a related sub-themes as choices or provides students the option to find their own choices from prior experiences (e.g., THEME: 20th Century History/Sub-THEME: People) The teacher may brainstorm with class.
2. Students are provide materials related to their topic to research and study (GO TO THE LIBRARY WITH YOUR CLASS!!!)
3. **MONITOR STUDENTS AS THEY RESEARCH~IND CONF.**
4. Students use notes from research & study to follow the RAFT process described above.
5. SHARING: Students share works in whole class—Small groups—or pairs...

RAFT-Role, Audience, Format, Topic (Santa, 1988)

Description= Students are given a topic or event and are given an opportunity to customize a writing assignment. The students will choose a ROLE (e.g., Environmentalist), AUDIENCE (e.g., South American Amazon Farmers), FORMAT (e.g., Letter), TOPIC (e.g., Conservation of Land).

GO TO: <http://www.adlit.org/strategies/19783/>

GO TO: <http://bit.ly/2TMjGLcRAFT>

R=Role the writer takes ([Government Official](#))

A=Audience—the person or people to whom the writer is speaking ([Farmer](#))

F=Format of the writing—Letter, news, article, poem, etc...([Conversation at Farm](#))

T=Topic within the reading ([Something Critical from Case Study](#))

Why Use= This is a time consuming activity, but RAFT offers choice which is a rarity today. Students can be creative and will be able to choose a topic.

How Does It Work:

1. Teacher gives a general theme with a related sub-themes as choices or provides students the option to find their own choices from prior experiences (e.g., THEME: 20th Century History/Sub-THEME: People) The teacher may brainstorm with class.
2. Students are provide materials related to their topic to research and study (GO TO THE LIBRARY WITH YOUR CLASS!!!)
3. **MONITOR STUDENTS AS THEY RESEARCH CASE STUDIES**
4. Students use notes from research & study to follow the RAFT process described above.
5. SHARING: Students share works in whole class—Small groups—or pairs...