

After-Reading Strategies

Strategy	Definition
Peer practice	In peer practice, students help each other to review, drill, and rehearse in pairs or in small groups of three or four, in order to consolidate their understanding or enhance skill development.
Think-pair-share	Think-pair-share is a strategy whereby students think alone for a specified amount of time in response to a question posed by the teacher. Students then form pairs to discuss their ideas, and after this, share responses with the class. Think-pair-share is used to help students check their understanding and provide opportunities for practice or rehearsal.
Discussions	Discussion is purposeful talk through which students explore their thinking, respond to ideas, process information, and articulate their thoughts in verbal exchanges with classmates and teachers.
Interviews	An interview is a conversation or dialogue in which the interviewer seeks to gain information and insights from the person being interviewed. It is used to explore ideas and to gain personal and practical information from an expert or a person in the role of an expert.
Jigsaw	A jigsaw is a cooperative learning strategy that enables students to gain a variety of perspectives and insights by participating in a specialized group, and then by sharing what they have learned with their "home" group and integrating the thinking of the "home group". Students need to have prior partner experience and small-group experience before working in the jigsaw format.
Buddy system	The buddy system involves linking students for peer/cross-age support through a number of curricular or co-curricular activities. The buddy system provides student role models and opportunities for mentoring.
Response journals	A response journal is a form of writing in which students make thoughtful connections to texts, activities, and experiences. A response journal provides sustained opportunity to explore, analyse, question, interpret, or reflect in order to gain new insights and enriched appreciation or understanding. A response journal describes the personal processing of the student rather than a restatement or recounting of text.
Using graphic organizers	Graphic organizers help the learner to organize information and make connections. At a more challenging level, they can be used to create frameworks for relationships between concepts.

Definitions adapted from *The Ontario Curriculum Unit Planner; Assessment Strategies Companion*
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