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

ocus 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).

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.

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 *yes ; no ; maybe*. Move to a corner of the room that reflects their response (e.g., *yes ; no ; maybe*) 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.	

During-Interpretation Strategies

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 y 0 0 122 C3.2 663.6 2#240 >>E

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

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*.

Glossary of Strategies

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

Response Cards: An interpretive strategy in which learners respond to a given prompt or question
using a card that includes two or more