

Strategic Teaching

Strategic lessons are based on purposeful planning & must include:

- A learning objective
- Introductory Activity
- Developing Activity
- Culminating Activity
- These activities should provide teachers with an assessment of student learning for the day
- T-W-I-R-L – Students have the opportunity to talk, write, investigate, read and listen in every class, every day

Think-Alouds

Explicit Instruction

Steps of Providing Explicit Instruction

1. Introducing the Skill – Teacher ensures that students understand the purpose of the lesson (skills/information)
2. Modeling the Skill – Teacher models the skill or presents the information step-by-step (including think-alouds)
3. Guided Practice – Students try-out the skill or apply the information as the teacher monitors performance
4. Independent Practice – Learner completes the task or applies the information without any teacher assistance

Interactive Word Walls

What they are:

A learning/reference tool
An interactive teaching tool
Display of current content words
Spelling tools for students

What they are not:

Decoration
Forgotten posted work
Year-to-Year bulletin boards
Something the students do not use

Adolescent Learners

Research on adolescent learners tells teens:

- Prefer active to passive learning
- Enjoy interaction with peers
- Engage in strong intense interests, often short-lived
- Can generally only retain 5 to 7 bits of information at one time

Activities Compatible with Adolescent Attention and Memory

- Using peer collaboration
- Having students write reflectively everyday
- Posing problems that require higher-order thinking
- Project-based units of study
- Simulations that involve students in complex situations which require problem solving

Purpose of Introductory Activities

- Activate prior knowledge
- Build background knowledge
- Generate questions
- Make predictions
- Discuss vocabulary
- Establish a purpose for reading

Quick Write

Purposes: To introduce a concept and connect this concept with prior knowledge or experiences; to allow students to discuss and learn from each other.

1. Introduce a single word or phrase to the class.
2. Students copy the concept on an index card.
3. Students are given two minutes to write whatever comes to their mind relative to the concept. They may write freely using single words, phrases, sentences, etc.
4. After time is called, students may volunteer to share their thoughts on the subject.

Pattern Puzzles

Purposes: To set purposes for reading texts; to activate prior knowledge and help make connections with the text.

1. Students receive an envelope that includes statements about the topic. The statements are in no particular order.
2. Students (working in pairs or individually) empty the contents of the envelope and sort them in whatever order that makes sense. This might include sequencing, grouping common ideas together or drawing a graphic organizer that allows them to place the statements within the graphic.
3. Have the students read the text to confirm or refute their predictions or patterns.

What's in your backpack?

Purpose: To activate prior knowledge about a major topic; to allow students.

1. Choose a topic that your class will be reading about.
2. Divide the class into two teams.
3. Each team will receive index cards. They should be told to write any words or phrases that they know about dolphins.
4. Each team is asked to read their lists aloud.
5. Ideas should be written on the board and then they should be discussed.
6. The teacher should point out ideas that will directly relate to what is in the required reading.

FLASH

Purpose: *To activate prior knowledge*

- Focus on the topic at hand.
- Look for familiar information either in titles, pictures or the text itself.
- Activate knowledge and ask questions. Think about what you already know about the topic, then ask questions you may have.
- See what is connected. What do you know that could be related to what you are about to read in the text?
- Hypothesize what will happen in the readings.

Anticipation Guide

Purposes: *To set purposes for reading texts; to activate prior knowledge and help make connections with the text.*

1. Select major ideas with which students will interact within a text.
2. Write the ideas in short, clear declarative statements.
3. Put statements in a format that will elicit anticipation and prediction.
4. Discuss student's anticipations/predictions before they read the text.
5. Have students read the text to confirm or disconfirm their original responses. After reading, have students revisit their predictions and modify, if necessary.

Agree/Disagree

Bats use their ears to see at night.

Agree/Disagree

Table Talk

Purposes: *To activate prior knowledge; build background knowledge; encourage active listening; set a purpose for reading.*

1. Write a thought provoking statement or question related to the subject of the upcoming lesson on the chalkboard.
2. Students have two minutes to read the topic, reflect, and write a response.
3. Students have three minutes to share their response with a partner, reflect, and write a response to their partner's statement.
4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

Semantic Map

Purposes: *To activate and organize knowledge about a specific topic.*

1. Select the main idea or topic of the passage; write it on a chart, overhead, or chalkboard; and put a circle around it.
2. Have students brainstorm subtopics related to the topic. Use lines to connect to the main topic.
3. Have students brainstorm specific vocabulary or ideas related to each subtopic. Record these ideas beneath each subtopic.
4. Read the text and revise the Semantic Map to reflect new knowledge.

List-Group-Label

Purposes: *To activate prior knowledge about a topic; to develop clearer understandings about concepts.*

1. Write a cue word on the board or overhead.
2. Have students brainstorm words or concepts related to the topic. Write down all ideas.
3. Lead a discussion about eliminating certain words and why.
4. Divide the class into groups of three or four. Have groups cluster the words and give each cluster a descriptive term.
5. Have groups share their clusters and give reasons for their choices.
6. Have students read the text. Afterward, have students revisit their clusters and modify, if necessary.

ABC Brainstorm

Purpose: *To activate prior knowledge about a major topic; to allow students to build background knowledge about a topic through discussion with other students.*

1. Present the topic of the brainstorm to the students.
2. Have students list all the letters (leaving room to write a word or phrase to the side) of the alphabet down a sheet of paper.
3. Have students work individually thinking of as many words as they can associated with the topic. After a few minutes, let the students pair up fill in blank letters they have not yet completed.
4. Allow students to share with the entire class possible terms for the different letters of the alphabet.

Five Word Prediction

Purposes: *To encourage students to make predictions about text; activate prior knowledge; set purposes for reading; introduce new vocabulary.*

1. Select five key vocabulary words from the text.
2. List the words in order on the chalkboard.
3. Clarify the meaning of any unfamiliar words.
4. Ask students to write a paragraph predicting the theme of the lesson using all of the words in the paragraph.
5. Allow volunteers to share their predictions.
6. After completing the lesson, ask the students to use the same words to write a summary paragraph.

Pre-Reading Plan

Purpose: *To activate prior knowledge about a topic; to introduce new vocabulary and make connections.*

1. Provide students with a cue word/idea to stimulate thinking about a topic.
2. Have students brainstorm words or concepts related to the topic. Write all ideas.
3. After all the words and ideas are listed, go back to each word and ask the contributor why he or she suggested the word. Clarify ideas.
4. Read the text.
5. After reading, revisit the original list of words and revise as necessary.

Acronym

Purpose: *To activate prior knowledge about a topic; to develop clearer understandings about the concepts.*

1. Provide the students with an acronym that is related to the topic that is to be studied. Example: PLANT
2. Have students describe the topic using the letters as the first word of several statements. Example: P – photosynthesis; L – leaves; A – allergies; N – need sun and water; T – trees

Confusion Relief

Purpose: *To discuss new vocabulary, build background knowledge and generate questions.*

1. The student assignment is to scan new text to look for words that they think might be confusing to “someone.” This allows all students to get clarification without calling attention to the fact that he or she does not understand.
2. Chart a list of the words/concepts identified by the student.
3. Discuss meanings and provide clarity prior to the reading assignment.

TELLS Fact or Opinion

Purpose: *To make predictions; establish a purpose for reading*
TELLS, Fact or Fiction is a prereading strategy which allows students to become familiar with the story they are about to read. With each step, the teacher probes the student by asking questions. Doing so will model to the students the types of questions they will eventually ask themselves.

- Title- the title should be found and examined;
- Examine the pages to find out what the story is about.
- Look for important words.
- Look for difficult words, find their pronunciation and meaning.
- Setting- the setting should then be identified; Decide if the story is fact or fiction.

Say Something

Purposes: *To make connections with texts during reading; to enhance comprehension of written material through short readings and oral discussion.*

1. Choose a text for the students to read and have them work in pairs.
2. Designate a stopping point for reading.
3. Have students read to the stopping point and then “say something” about the text to their partner.
4. Allow pairs to choose the next stopping point. Students repeat steps 3 and 4 until they finish reading the text.

INSERT

Purposes: *To provide opportunities for reflection; to make connections between prior knowledge and text content.*

Introduce a topic and ask students to brainstorm lists of what they already know about it; Teach students the following notation system:

<u>If an idea:</u>	<u>Put this notation in the margin:</u>
confirms what you thought	✓ Insert a checkmark
contradicts what you thought	-- Insert a minus sign
is new to you	+ Insert a plus sign
confuses you	? Insert a question mark

After the students finish reading and inserting symbols, use the information as the basis of discussion, to seek more information, to answer questions, or to raise new questions.

Magnet Summary

Purpose: *To identify key terms or concepts from a reading which will be used to organize important information into a summary.*

1. On the unlined side of the index card, the student writes 3 to 5 words that they are drawn to as they read the text.
2. The student turns to the lined side of the card and writes a summary of the entire text using the words he has chosen in the summary. The student underlines his/her words as he/she uses them

Questioning the Author

Purpose: *To engage with the text and integrate new information with prior knowledge.*

1. Provide students with textual/informational text.
2. Instruct students to look beyond the text to the author's intentions and how well the author communicated the information.
3. Students will answer the following questions:
 - What is the author trying to tell you?
 - Why is the author trying to tell you that?
 - Is it said clearly?
 - How might the author have written it more clearly?
 - What would you have said instead?

Quick Write

Purposes: *To introduce a concept and connect this concept with prior knowledge or experiences; to allow students to discuss and learn from each other.*

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2. Students copy the concept on an index card.
3. Students are given two minutes to write whatever comes to their mind relative to the concept. They may write freely using single words, phrases, sentences, etc.
4. After time is called, students may volunteer to share their thoughts on the subject.

Coding the Text

Purpose: *To make connections while reading; to actively engage in reading.*

1. Using a read-aloud and thinking aloud, model for the students examples of making connections.
2. While reading aloud, demonstrate how to code a section of text that elicits a connection by using a sticky note, a code (T-S = text-self, T-T = text-text, T-W = text-world), and a few words to describe the connection.
3. Have the students work in small groups to read and code the text.
4. Encourage the students to code the text using sticky notes to record their ideas and use these as a basis of small/large group discussions.

3-2-1

Purposes: *To self-monitor comprehension; identify important details in the text; make connections to text; to identify areas in the text where understanding is uncertain.*

1. After reading a portion of text, students working alone, with a partner, or in small groups fill out a 3-2-1 chart.
 - 3 Important Details
 - 2 Connections
 - 1 Question I Still Have
2. Students repeat the procedure until the entire text has been read.
3. Students can use the important detail from their 3-2-1 charts to summarize the entire text.

Opinion-Proof

Purpose: *To engage with the text, verify predictions and summarize the text.*

1. Set up two columns, one for “Opinion” and another for “Proof”.
2. Opinions can be provided for the students or the students can write their own.
3. Students use charts to write persuasive essays or debate.

OPINION	PROOF
President Truman was justified in resorting to the use of the atomic bomb.	The Japanese government and military had committed to fight to the last man. The alternative to atomic bombing was an invasion of Japan, which would have resulted in enormous

Group Reading Strategy

Purpose: *To engage student with the text and to integrate new information with prior knowledge.*

1. All students read a common selection.
 2. Students are divided into groups. Group responsibilities:
 - Group 1: Rephrase the article in your own words.
 - Group 2: Identify questions that you would like to ask the author.
 - Group 3: Elaborate on the implications of the author's position.
 - Group 4: What assumptions is the author making? Evaluate them.
 - Group 5: What information does the author present and what more would you like to know?
- Groups share the info with the class or can be placed in jigsaw groups.

Think-Pair-Share

Purpose: *To engage with the text, students and teacher.*

1. Pair students with another student.
2. Instruct students to read a short piece of text.
3. Direct students to take a minute to think about the information read.
4. Instruct students to pair with their partner.
5. The pairs should share their thoughts.
6. Repeat with other reading passages.

I Learned, I Wonder

Purpose: *To integrate new information with prior knowledge*

1. Provide students with a two-column chart. One would be labeled “I Learned” and the other “I wonder”.
2. Students discuss the charts and clarify each other’s information.

Save the Last Word For Me (continued...)

3. Students gather in small groups to discuss their information.
4. Students discuss using the following procedure: A student reads side 1 of his card; each student in the group responds to the information shared. The student who authored the card gets the last word by sharing side 2 of his card. The process is repeated until everyone in the group has shared.

Journal Responses

Purposes: *To respond in writing to the texts they are reading; to provide opportunities for reflection and critical thinking.*

1. Provide students with a journal or a system for keeping their responses.
2. Show students examples of good responses to text. Help students identify aspects of thoughtful reading responses.
3. Read a portion of text out loud and think through a thoughtful response. Discuss with students why it was thoughtful.
4. Read another portion of text aloud and have students write a thoughtful response. Share in groups.

Paired Summarizing

Purposes: *To provide a format for pairs to summarize expository text and articulate understandings and confusions.*

1. Pairs of students read a selection and then each writes a retelling. They may refer back to the text to help cue their memory, but they should not write while they are looking back.
2. As retellings are completed, the partners trade papers and read each other’s work. Each writes a summary of the partner’s paper.
3. The pairs of students compare or contrast summaries. Discuss: what each reader understands, identifying what they cannot come to understand, formulating clarification questions the class & teacher
4. Share understandings and questions in a whole-class or large group.

L Notes

Purpose: *Merge thinking with new information*

1. Explain that the purpose of reading is not to memorize facts but to make connections with the material so that understanding and remembering can occur.
2. Read a short passage to the students in order to model your own encounter with new information. (Example, “Wow! I never knew that before” or “Hmm...that’s interesting.”)
3. Provide students with text and sticky notes.
4. Instruct students to record new information on the sticky notes and label each note with an “L” for learn.

Save the Last Word for Me

Purposes: *To provide a structure to discuss the information and ideas in the text; to make connections to and evaluations of the information presented in the text.*

1. Have students read a designated text.
2. After reading have them complete an index card with the following information: Side 1 - Students select an idea, phrase, quote, concept, fact, etc. from the text that evokes a response. It can be something new, something that confirms previous ideas, something they disagree with, etc. Students write their selection on side 1 along with page number where it can be found in the text. Side 2 - Students write their reaction to what they wrote on side 1.

Discussion Web

Purposes: *To provide a structure for conversing about a topic; to provide opportunities for critical thinking.*

1. After reading a text, think of a two-sided question supported by the text. Write the question in the middle of the discussion web.
2. Have students work in groups to find support in the text for the pro and con positions about the question.
3. Encourage the students to discuss the question and answers, and then come to a consensus, as a group, in pairs, or individually.
4. Write the conclusion at the bottom of the web and write the reasoning students used to come to their conclusion at bottom.
5. Discuss the conclusions and reasoning as a whole class.

Journal Responses (continued...)

5. For independent reading, have students write the date and the title of the text or chapter at the top of the page or in the left margin.
6. After reading a text, or listening to one, use Journal Responses as one of many methods students use to respond to what they read. Journal Responses can include reactions, questions, wonderings, predictions, connections, or feelings.
7. Encourage students to share responses in groups or with the whole class.

Graphic Organizers

Purposes: *To provide a visual model of the structure of text; to provide a format for organizing information and concepts.*

1. Introduce the graphic organizer to the students. Demonstrate how it works by reading a piece of text and noting key concepts and ideas on the organizer.
2. Have groups of students practice using the graphic organizers with ideas from independently read text. Share ideas with the class.
3. Choose organizers that match text structure and thinking processes.

Quadrant Cards

Purpose: To motivate students to engage in vocabulary study; to expand vocabulary.

1. Divide a sheet of paper into four parts.
2. List the word to be learned in the top left quadrant.
3. Write a definition and or synonym in the top right quadrant.
4. Write associations for the word in the bottom left quadrant.
5. Write antonyms or draw an illustration in the bottom right corner.

Wedding Style Review

Purpose: Reflect, retell or summarize

1. Students will identify the following information individually:
2. **Something Old** – Information that was presented in the text or the discussion that was previously known by the student.
3. **Something New** – Information that was presented during the lesson that was new to the student.
4. Allow students to gather in small groups or whole group to share responses.

G-I-S-T
Purpose: Retell or summarize
Procedure:
Instruct students to draw 20 blank lines on notebook paper.

Students must summarize the text by using only twenty words. Allow students to work in groups.
Groups will share out.

Exit Cards

Purpose: Reflect on the content of the lesson.

1. Choose an assignment that is going to let you know “who got it” and “who didn’t”. Examples:
Tell me something that you learned today.
Answer this “essential question”.
Write one possible test question from today’s lesson.
Explain the steps that you would take to complete the problem (math).
2. Collect the cards.
3. Review the information to determine what needs to be re-taught whole group or to identify students who need additional help.
4. Respond appropriately during the next day’s lesson.

Wedding Style Review (continued...)

5. Complete the following information based on other student responses:
Something Borrowed – Students borrow a statement from a classmate. The statement could be an “old” statement or a “new” statement.
6. Allow students to reflect on the text and discussions with classmates.
Something Blue – Students will identify something that is still confusing to them.