

# Strategic Teaching for Improved Performance of Students

August 6, 2009



Adapted from the Alabama Reading Initiative Module,  
*Best Practices for Adolescent Literacy 2009*

# Strategic TIPS in Reading Survey

Thank you for taking a few moments to give us some important information.

# Essential Elements for Adolescent Literacy Lesson Agenda

**Outcome:** Participants will demonstrate an understanding of the Essential Elements for Adolescent Literacy.

**Before:** Quick Write

**During:** Talk to the Text & Say Something

**After:** 3-2-1

# Before: Quick Write

Jot down 5 elements that you think are essential for a school to implement in order to support adolescent literacy.

# Five Essential Elements



# During: Talk to the Text & Say Something

Silently read each section.

Talk to the Text as you read; jot your thoughts in the margin.

Say Something -make a comment or state a question to your partner; this is not a discussion.

# After: 3-2-1

3 things you learned about the essential elements for adolescent literacy.

2 questions you have.

1 connection you have made.

# Five Essential Elements Plan

**Outcome-**Participants will understand five essential elements for adolescent literacy.

**Before:** Quick Write

Purposes: set a purpose for reading, activate prior knowledge

**During:** Talk to the Text & Say Something

Purposes: engage with the text, self-monitor comprehension, integrate new information with prior knowledge

**After:** 3-2-1

Purposes: reflect on the content of the lesson, respond to text through writing, summarize



"to educate,"  
from

# What Is Strategic Teaching All About?



- Strategic teaching **IS NOT** just for reading and language arts classes.
- Strategic teaching **IS** best practices designed to increase student achievement in ALL content classes.

- Strategic Teaching **IS NOT** just for struggling readers.
- Strategic Teaching **IS** for all students regardless of their reading abilities.

- Strategic Teaching **IS NOT** something that you do once a week or on every other Thursday.
- Strategic Teaching **IS** part of every lesson, every day.

- Strategic Teaching **IS NOT** something your Strategic TIPS facilitators came up with to torture you.
- Strategic Teaching **IS** based on scientific research about adolescent learning.



# **BRAIN RESEARCH**

**Understanding the Adolescent Learner**

# Brain Research Agenda

## Outcomes:

- Participants will discover characteristics of the adolescent brain.
- Participants will make connections between the developing brain and adolescent learning.

Before: Anticipation Guide

During: Jot Notes

After: Anticipation Guide

# Before: Anticipation Guide

- Read each statement.
- Mark in the left-hand “Before Reading” column whether you agree or disagree with the statement.
- When directed, discuss your predictions with a partner.
- Prepare to share whole group.



# During: Jot Notes

“Jot” notes are based on key points, concepts, or ideas as the text is read.

Use single words and/or phrases to keep notes brief and to the point.

This may include:

- brief notes about the important points in the text;
- sketches of images constructed as the text is read;
- connections to the text;
- questions about the text; and
- first reactions to the text.

# Understanding the Adolescent Learner: A Look at Brain Research

## Chunk 1: “I Do”

# Examples of Jot Notes

- From ages 11-20, our brains are undergoing significant changes.
- The pruning process is eliminating unused connections and strengthening those that are used regularly.
- The more times a neural network is used, the more efficient and ingrained the learning becomes.

## Chunk 2: “We Do”

- Read the text silently.
- Write and/or sketch jot notes with the teacher/facilitator(s) that are short and to the point.

## Chunk 3: “Y’all Do”

- Read the text.
- Write and/or sketch jot notes with your partner that are short and to the point.
- Share notes with the whole group.

## Chunk 4: “You Do”

- Read text on your own.
- Reflect individually and write jot notes.
- Discuss your jot notes with your partner.
- Share your thoughts with the whole group.

# After: Anticipation Guide

- Reread the statements from the beginning of the lesson.
- Mark new responses in the right-hand “After Reading” column.
- Justify any corrections made after reading.
- Write justifications under the appropriate statements.

# Brain Research Lesson Plan

**Outcomes:** Participants will discover characteristics of the adolescent brain.

Participants will make connections between the developing brain and adolescent learning.

**Before:** Anticipation Guide

Purposes: activate prior knowledge; establish a purpose for reading; make predictions

**During:** Jot Notes

Purposes: organize information; summarize; make connections

**After:** Anticipation Guide

Purposes: reflect and correct predictions; integrate new information with prior knowledge



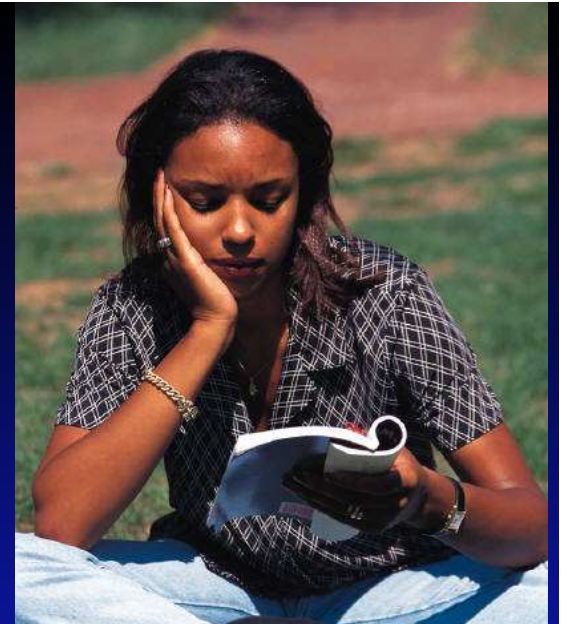


# Parking Lot Postings

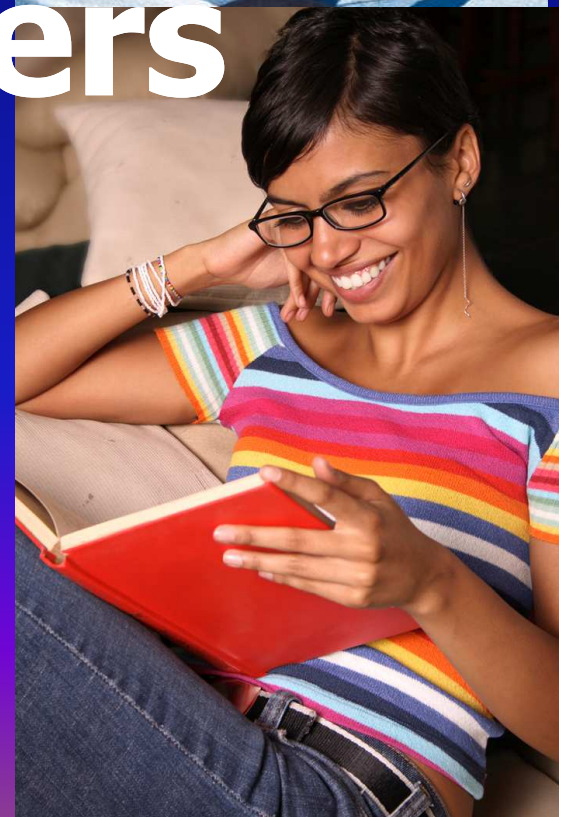
Reflect on the learning from the day:

- **Questions**
- **Concerns**
- **Comments**

**This is the ticket to lunch. The purpose is to let the facilitators see whether or not learning has taken place. The questions, concerns, and comments will be addressed after lunch.**



# Skillful Readers



# John

John had to get up early to study his words.

He was very tired and decided to take a break.

# John

When he opened his eyes again, the first thing he noticed was the clock on the chair.

It was an hour later and nearly time for his class.

# John

He picked up his two books and put them in his rucksack.

He started pedaling to campus as fast as he could.

He ran out of gas, so he hitched a ride.

# John

By the time he arrived at class, the test was over.

When John explained his tardiness to Dr. Syljuberget, the professor remarked invectively that the excuse was rather egregious.

Adapted from Yuill, N. M., & Oakhill, J.V. (1991). Children's problems in text comprehension: An experimental investigation. Cambridge, UK: Cambridge University Press.

# Skillful Readers

- Predict
  - What might happen?
- Question (generate and answer)
  - I wonder?
- Monitor Comprehension and Use Fix-Up Strategies
  - I do understand/I don't understand.

# Skillful Readers

- Make Connections
  - Text to self, text to world, text to text
- Infer
  - Use prior knowledge to fill in the gaps.
- Draw Conclusions
  - Arrive at decisions and refining those ideas based on new information.



# Skillful Readers

- Summarize
  - Identify the most important points.
- Visualize
  - See people, events, and relationships as interaction with text occurs
- Analyze
  - Use story and informational text as supports to build meaning

# Skillful Readers

- Synthesize
  - Combine ideas and information within and across texts.
- Recognize Text Structure
  - Use knowledge of the ways texts are organized to help make meaning.
- Know How to Use Graphic Organizers
  - Can generate graphic organizers to help them understand, organize, and study text information.

# “Alesha” Narrative

- Read the “Alesha” narrative.
- Take margin notes as you locate specific examples of Alesha’s skillful reading.
- With a partner, connect the examples to the strategies listed on the graphic organizer.

Irvin, J. , Meltzer, J. & Dukes, M. (2007). Taking action on adolescent literacy: implementation guide for school leaders. ASCD: Alexandria: VA.

# Skillful Readers

- Predict
- Question (generate and answer)
- Make Connections
- Infer
- Draw Conclusions
- Summarize
- Visualize
- Analyze
- Synthesize
- Recognize Text Structure
- Know How to Use Graphic Organizers
- Monitor Comprehension and Use Fix-Up Strategies

# Strategic Lesson Planning

**Step by Step Guide  
to Implementing  
Strategic Teaching  
in the Content Areas**



# Purposeful Planning Agenda

Outcome: Participants will use the components of the Purposeful Planning Guidelines in the Strategic Lesson Planner to analyze two classroom lesson plans.

Before: Turn and Talk

During: Graphic Organizer

After: "We Think" Statement

# Turn and Talk

What is the difference between teaching that results in *learning* versus *memorizing*?

# What is Strategic Teaching?

- It is a process of incorporating active engagement and academic literacy into all lessons planned.
- It requires explicit instruction.
- The main focus is student learning.



# Scenario One: “Mr. Smith”

- Read the scenario.
- Turn and talk with your partner using the following prompts:
  - What do you notice about Mr. Smith’s lesson?
  - Is this lesson a strategic lesson? Why or why not?
  - What advice would you give Mr. Smith?

# Scenario Two: “Mrs. Jones”

- Examine the steps for planning.
- Use what is known about strategic teaching to critique the scenario.

# Step 1: Determine the Outcomes

- Decide what it is the students will be able to do TODAY as a result of this lesson.
- The outcome(s) of the lesson should move the students closer to mastery of content standards.
- Decide on assessment(s) that will be used to determine if outcome has been met.

## Step 2: Plan a *Before Reading* Activity

Consider the **purposes** of before reading activities:

- Activate, assess, and, if necessary, build or correct prior knowledge
- Generate questions
- Make predictions
- Discuss vocabulary
- Establish a purpose for reading

# Choosing a Before Reading Activity

- **Is it a new concept?**

Plan an activity that will build some background knowledge.

- **Is it a review or continuation?**

Plan an activity that will activate prior knowledge.

- **Is there new or unfamiliar vocabulary?**

Plan an activity that will involve discussion of unfamiliar words.

- **Are there particular parts of the text that need highlighting to jump start reading and understanding?**

Plan an activity that draws attention to important concepts.

# Reflection

Think about the activity and purpose(s) of this part of the lesson.

Are they connected and related to the daily outcome(s)?

## Step 3:

### Plan a *During Reading* Activity

Consider the **purposes** of during reading activities:

- Engage with the text
- Verify, formulate, and revise predictions
- Summarize text
- Self-monitor comprehension
- Construct graphic organizers
- Use mental imagery
- Integrate new information with prior knowledge

# Choosing a During Reading Activity

- **Is the text challenging to comprehend?**

Choose an activity that will require students to stop periodically as they read and self-monitor comprehension.

- **Is the text structure unfamiliar or challenging?**

Consider using a graphic organizer to help students organize information from the text.

- **Is there a large amount of text to be read?**

Consider chunking the text and choosing an activity that will allow small groups of students to read portions of the text and share important information with the entire class.



# Reflection

Think about the activity and purpose(s) of this part of the lesson.

Are they connected and related to the daily outcome(s)?

# Step 4:

## Plan an *After Reading* Activity

Consider the purposes of after reading activities:

- Reflect on the content of the lesson
- Evaluate predictions
- Examine questions that guided reading
- Consolidate new information from text by modifying prior knowledge in responses to text:
  - discussion
  - writing
  - application

# Choosing an After Reading Activity

- **Does the content of the lesson build upon previous learning?**

Consider an activity that makes connections and evaluates new information.

- **Does the content lend itself to visual representations?**

Consider graphic organizers as a format for organizing information and concepts.

- **Does the content contain challenging vocabulary?**

Consider an activity that will lead to student ownership of important vocabulary.

- **Is the content open to interpretation?**

Consider an activity that will promote discussion and critical thinking.

# Reflection

Think about the activity and purpose(s) of this part of the lesson.

Are they connected and related to the daily outcome(s)?

## Step 5: Plan for Assessment of Outcomes

Ultimately, how will we know the lesson outcomes have been met?

Consider:

- work products
- separate assessments
- exit slips
- observational data

# “We Think” Statement

Complete the following statement:

“After comparing and contrasting the two scenarios, we think...”

# Purposeful Planning Lesson

Daily outcome: Participants will use the components of purposeful planning to analyze two classroom lesson plans.

## Before: Turn and Talk

Purposes: activate prior knowledge; set a purpose

## During: Graphic Organizer

Purposes: organize information; engage with text

## After: "We Think" Statement

Purposes: reflect on content through writing and discussion

# Active Engagement Agenda

Daily Outcome: Participants will determine key factors in creating a classroom as a place of learning.

- Before: Interview Response
- During: Literature Circle
- After: Collecting Keepers



# Before: Interview Response

## Directions:

1. Interview question

What are the characteristics of an effective learning environment?

2. Find a partner. One partner is the interviewer and the other the interviewee.

3. The interviewer asks the question and records the response.

# During: Literature Circle Roles

- Questioner – makes connections to the text by asking questions
- Word Builder – selects vocabulary that is important to the understanding of the text and try to define
- Keeper – chooses details and facts that stand out
- Summarizer – describes the text in a comprehensive and concise statement

# Literature Circle Directions for “A Tale of Two Classrooms”

- Assign initial roles and prepare role sheets
- Read Chunk 1 together to model roles
- Read Chunk 2 independently and complete role
  - Share information with your group
  - Pass role sheets to the right
- Repeat process for Chunks 3 and 4

## Examples from "A Tale of Two Classrooms"

- Word builder – **contradiction** – disagreement in meaning; **transform** – to change; assumptions – making an opinion based on information
- Keeper – Students have assumptions about learning that affect their levels of engagement and learning.
- Summarizer – Classrooms are places of learning that can be positive or negative experiences for students.
- Questioner – How can I, as a teacher, transform my class into a positive place of learning?

# After Reading: Collecting Keepers

## Directions:

- As a group, decide on the one most important keeper.
- Record the keeper in a single statement.
- Explain the importance of this statement as it applies to the understanding of the concept.
- Be prepared to share with the group.

# Active Engagement Lesson Plan

Daily Outcome: Participants will determine key factors in creating a classroom as a place of learning.

## Before: Interview Response

Purposes: build background knowledge; summarize

## During: Literature Circle

Purposes: engage with the text; identify vocabulary; summarize; generate questions; identify main ideas

## After: Collecting Keepers

Purpose: analyze and evaluate key information

# The Lesson Framework for Strategic Teaching Includes:

One Outcome Based on AL COS

Two Instructional Practices that Engage Students in Chunking & Discussing Text

Three Parts of the Lesson: Before, During, and After Reading

Four Steps to Explicit Instruction: I Do, We Do, Ya'll Do, You Do

Five Components of Active Literacy: TWIRL (Talking, Writing, Investigating, Reading, Listening)

# Strategic TIPS for Reading Website

<http://www.auburn.edu/~brabhed/tips/>



# Parking Lot Postings



Reflect on the learning from the day:

- **Questions**
- **Concerns**
- **Comments**

**This is the exit slip for today. The purpose is to let the facilitators see whether or not learning has taken place. The questions, concerns, and comments will be addressed in future sessions.**