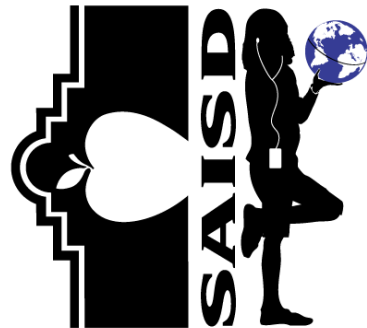


Literacy with an Attitude



Connecting the World

### Instructional Strategy Cards Curriculum and Instruction 2008

Our Mission is to Graduate ALL of Our Students and Prepare Them for SUCCESS in Higher Education.

©San Antonio Independent School District



### CONNECT with RESPECT

1. Know your students' names
2. Greet them at the door
3. Ask to explain their thought processes – **honor their thinking**
4. Given them opportunities to teach each other
5. Provide opportunities to work in pairs/teams
6. Offer choices with assignments and assessments
7. Vary instructional strategies
8. Let students know the importance of the assignment/activity
9. Include multiple checks for understanding and re-teach support structures (before/after school, in class with small group checks)
10. Make learning **connect** to their lives

### Similarities & Differences

**Comparison** is the process of identifying similarities and differences between or among things or ideas.

**Classification** is the process of grouping things that are alike into categories based on their characteristics.

**Metaphor** is a pattern shared by two objects or topics that appear to be quite different.

**Analogy** is a relationship between pairs of objects or concepts

See SAISD CMS Webpage for samples of graphic organizers.

<http://www.saisd.net/ADMIN/curric/curricms/cmsframeset.htm>

## Comprehension Process

Before Reading

### Activate Prior Knowledge:

*Use strategies to help students*

- become motivated to want to read
- find a focus for their reading
- review vocabulary
- make predictions about the text

### Set Purpose:

*Use strategies to help students*

- generate questions about new learning
- anticipate their learning
- find appropriate organizational strategies to meet their purpose

During Reading

### Read:

*Use strategies to help students*

- pace their reading
- monitor their comprehension
- define words in context

After Reading

### React/Reflect:

*Use strategies to help students*

- make observations
- clarify their thinking/learning
- test their suppositions

### Summarize:

*Use strategies to help students*

- synthesize ideas/learning
- recap main point

6



Today we're learning \_\_\_\_\_  
(curriculum)

Here's how we will learn \_\_\_\_\_  
(instruction)

Here's how you will know you  
learned \_\_\_\_\_

4

## Credits

Comprehension Processes  
SAISD Curriculum and Instruction

Questioning  
QUILT Strategies

ELL Strategies  
Dr. Virginia P. Rojas

Interactive Strategies  
Kagan's Cooperative Learning Structures,  
1998

Vocabulary & Similarities & Differences  
Robert Marzano

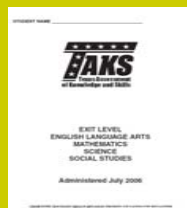
Images,  
Clipart.com

Printed for K12 Educational  
Purposes Only

Curriculum Management Department  
[blanda@saisd.net](mailto:blanda@saisd.net)

2

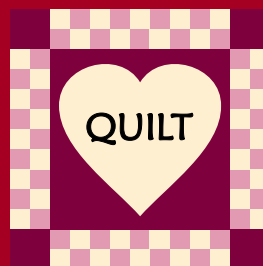
## TAKS Reading TIPS



Using **TEXT EVIDENCE** is critical to success!

- Students must “**prove**” their answer selections by matching their answers with evidence from the text(s) that they read.
- **Practice** with students on this daily using expository and fiction text selections.
- They can “**pretend**” to be CSI searching for text to prove their answer

7



Questioning & Understanding to Improve Learning & Thinking

### 1. Prepare The Question

- Determine purpose of questions
- Cognitive level of questions

### 2. Present the Question

- Have a method for involving all students
- Utilize **WAIT** times I & II
- Probe & extend to match cognitive levels of answer to cognitive level of question

### 3. Prompt Student Responses

- Probe to extend thinking
- Guide incorrect response to correct

### 4. Process Student Responses

### 5. Critique Questioning

9

## Thinking – Questioning



Why?

Where is the proof?

How do you know?

What happened after...?

Described what happened at...?

Can you distinguish between...?

Can you provide an example of what you mean...?

Do you know another instance when...?

What factors would you change if...?

What do you see as other possible outcomes?

How is \_\_\_\_ similar to \_\_\_\_?

11

## TALK MOVES



### Re-voicing

"So you're saying that..."

Asking students to restate someone else's reasoning

"Can you repeat what he just said in your own words?"

Ask students to apply their own reasoning to someone else's reasoning

"Do you agree or disagree and why?"

Prompting students for further participation

"Would someone like to add on?"

### Using Wait Time

"Take your time...we'll wait..."

## K W L S



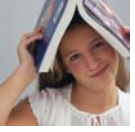






What do you **KNOW** about \_\_\_\_\_?

What do you **WANT** to know about?

What did you **learn**?

What do you **STILL** need to learn or **STILL** need to know more about?

## Think as you Read!

		
<b>Text</b>	<b>To</b>	<b>Self</b>
		
<b>Text</b>	<b>To</b>	<b>Text</b>
		
<b>Text</b>	<b>To</b>	<b>World</b>

"Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation."

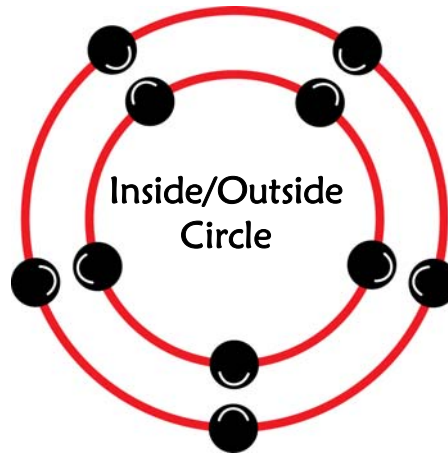
- John F. Kennedy



1. Assign textbook pages, handout(s), chapter(s) from a book, article(s), etc.
2. Students pair up (Student A & Student B) usually for 3-5 minutes.
3. Teacher asks the pairs to **SAY SOMETHING** about what they have just read. Ex. A response to questions the teacher asks or writes on the board/overhead, or students can say one important thing or ask a question (s) about what they read. **Student A** asks a question(s) or talks about the reading. **Student B** gets 1-2 minute(s) to respond. Student A & B trade roles.
4. REPEAT steps #2 and #3 as many times as desired.

**SAY SOMETHING** can be used to check for or clarify understanding. It is also a nice way to get others' points of view.

13



- Students in concentric (inside circle has students face students in outer circle).
- Questions are posed or each student presents pre-assigned information.
- Each student, in each circle, gets about 1-2 minutes to discuss questions or present information.
- Then, the inside circle rotates one person to the right.
- New questions are posed or each student shares information.
- Rotate – rotate – rotate.

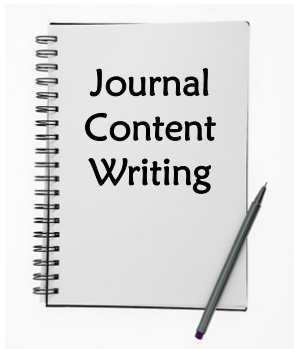
15

## Frayer Model

<b>Definition (in own words)</b>	<b>Characteristics</b>
<b>Examples in Life</b>	<b>Non- Examples</b>

1. Assign a concept to groups.
2. Explain the attributes of the Frayer Model.
3. Complete one example with the class.
4. Have students work in pairs to complete their concepts.
5. Have students share and then display their boards so that the concepts can be continuously used during the unit of

17



**Writing for Understanding (Curriculum Connection):**

- Writing is connected to the skills and content and supported by text or experience (i.e. lab) evidence.

**Writing as Communication:**

- Writing has well defined passages depicting organization of thoughts, ideas, examples or explanations; complete sentences used.

**Writing – Additional Elaboration or Graphic Elements**

- Writing includes charts, graphs, visual; math problem representations are detailed and accurate; additional elaborative information.

Write in Reading in Science in Math in Social Studies



**THREE**  
Write 3 things about

---



**TWO**  
Write 2 questions you still have about

---



**ONE**  
Write 1 paragraph summarizing

---



**Chalk Talk**

**Reflect ~ Review ~ Respond**

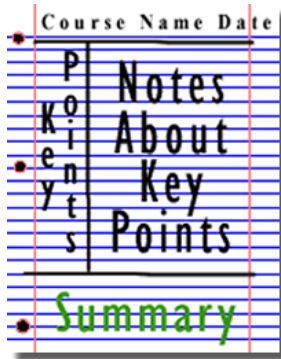
Write questions, topics or statements on chart paper.

Individuals, pairs or teams:

- discuss the topic,
- chart their thoughts,
- rotate to the next chart to discuss, and
- chart their thoughts, answers and ideas.

## Cornell Notes

### Main Ideas



### Review and Clarify

John Q. Student  
Biology 201  
April 1, 2000

Phylum subphylum	Arthropoda Chelicerata
Chelicerata example	3 pairs → antenna (claw pair of appendages) Chelicerata → (pinchers) → (for feeding)
Proxima Opisthoma	sensors, feeding, and locomotor organs
Chelicerata	• phorid or chelate • used for feeding • first pair of appendages
Pedipalps	• second pair of appendages • used for sensory purposes
	feeding locomotion reproduction

Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called procoxae and opisthoma. The procoxae and opisthoma are sensors, feeding, and locomotor organs. The chelicerata is the first appendage and refers to the pinching. The pedipalps are the second pair of appendages, and they are used for sensory purposes, feeding, locomotion, and reproduction.

19

## Problem Solving Checklist

### 1. Read About It!



\_\_\_ Read the problem.

### 2. Think About It!



\_\_\_ Decide if the TAKS Mathematics Chart will help solve the problem.  
\_\_\_ Choose a strategy to solve the problem.

### 3. Do Something About It!



\_\_\_ Use the strategy to solve the problem.  
\_\_\_ Write an equation (number sentence) that shows how to solve the problem.

### 4. Check It!



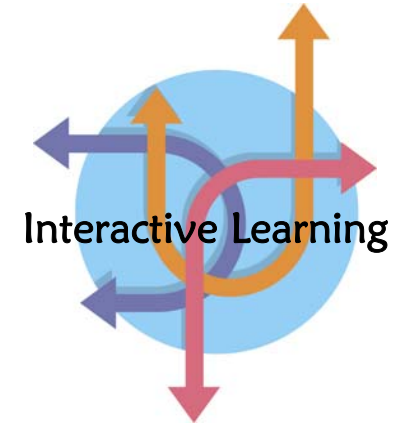
\_\_\_ Write an explanation that describes how to solve the problem.  
\_\_\_ Write about the critical information that must be used to solve the problem. Write why it must be used.

### 5. Change It!



\_\_\_ Write an estimation problem, like this problem, for others to solve.  
\_\_\_ Write a new problem, like this problem, for others to solve.

21



## Interactive Learning

### Numbered Heads Together

- Students are assigned numbers in a small group of three, four or five. They huddle to make sure all can respond to an assigned or teacher generated question, statement or activity. A number is called. The student with the number responds.

### Paired Heads Together:

- Students in pairs huddle to make sure they both can respond, an "A" or "B" is called, the student with that letter responds.

### Traveling Heads Together:

- Students in **Numbered Heads** travel to new teams to share response(s).

23

## ROTATION STATIONS

Smaller Is Better!

**Small Group Instruction:**  
The more there is small group instruction-  
the better for learning!



- 1. Prepare “Rotation Stations”**  
(Set up 3 groups and get materials ready)
- 2. Teacher previews objective(s) for the day and directions for “rotation stations.”**  
(15 minute small group rotations)
- 3. Suggested Stations:**  
**Group 1** gets direct instruction from teacher  
**Group 2** works on a problem-solving (i.e. EXEMPLARS, TAKS) or extension/foundation building  
**Group 3** works independently on a writing activity that builds on the TEKS objective(s); practice and application.

ROTATE

24

THINK



- Teacher poses a problem or asks an open-ended question.
- Teacher gives the students “think time” to think about the question.

INK



- Students think about the question and jot down their ideas through: webbing, words, pictures, numbers, definitions, examples.

PAIR



- Students turn to face their Learning Partner and work together, sharing ideas, discussing, clarifying and challenging.

SHARE



- The pair then shares their ideas with another pair, or with the whole class. It is important that students be able to share their partner’s ideas as well as their own.

22



1. The teacher provides a description, explanation, or example of the new term.
2. Students restate the explanation of the new term in their own words.
3. Students create a non-linguistic representation of the term.
4. Periodically students are asked to discuss the terms with one another.
5. Students periodically do activities that help them add to their knowledge of vocabulary terms.
6. Periodically students are involved in games that allow them to play

20