

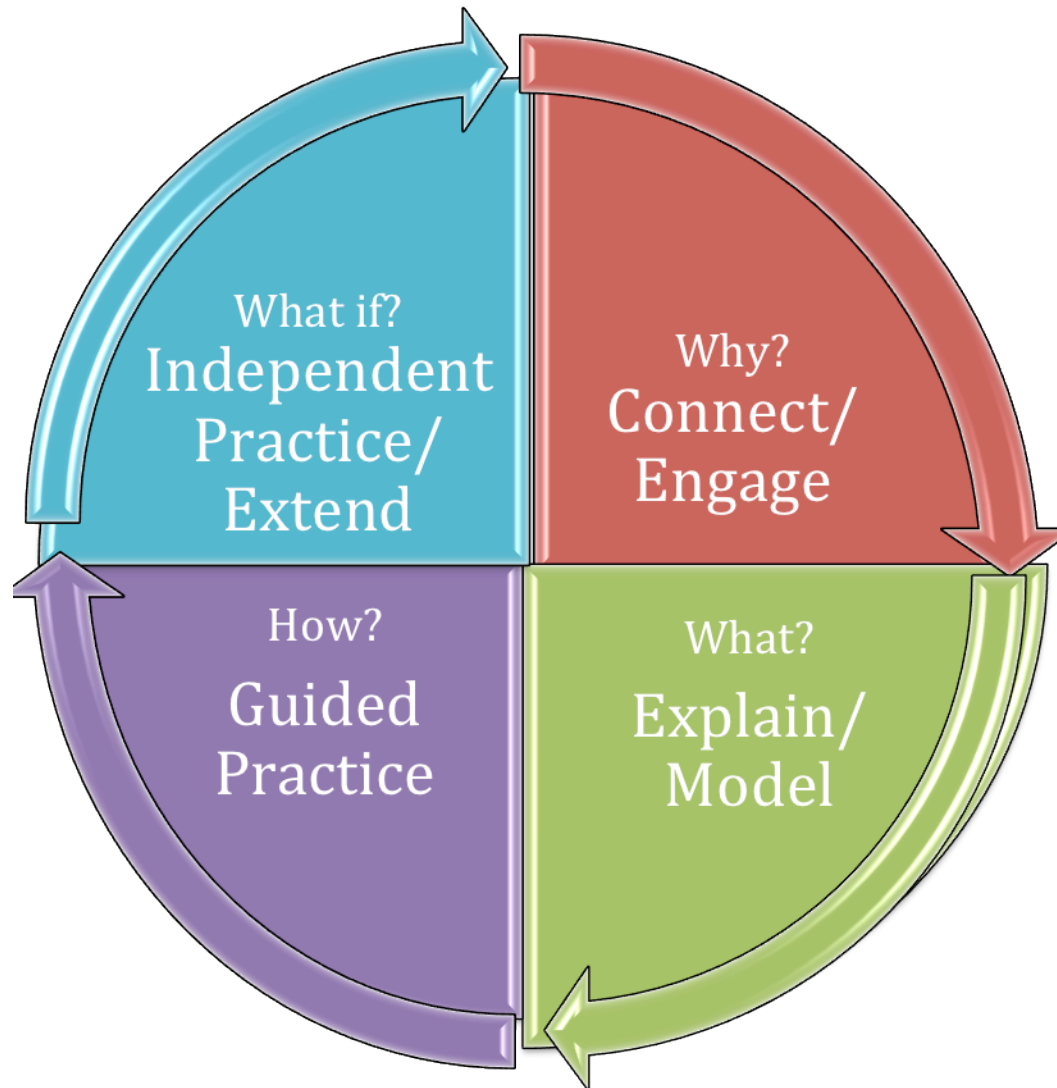
# Strategic Teaching & The Learning Cycle

## Applying and Extending

- ❖ Practice Independently
- ❖ Adapt and apply to Community, Work, and Home
- ❖ Reflect on Learning Targets
- ❖ Assess Learning Targets

## Facilitating and Reflecting

- ❖ Guide Practice
- ❖ Scaffold Skills
- ❖ Close
- ❖ Reflect on Learning Targets



## Activating and Connecting

- ❖ Set Purpose
- ❖ Activate Prior Knowledge
- ❖ Make Connections
- ❖ Communicate Learning Targets

## Delivering and Modeling

- ❖ Describe the Learning Targets
- ❖ Explain the Concept, Skill/Strategy
- ❖ Model

## Ongoing

- ❖ Differentiate Instruction
- ❖ Check for Understanding/Formative Assessment

## Activating and Connecting = Why do it

The teacher's role is to connect and engage the student.

- Identify purpose and learning targets.
- Activate prior knowledge.
- Make connections regarding concepts, content, skill, strategy, and or text.

## Delivering and Modeling = I do it

The teacher's role is to explain the concepts and model the skills.

- Establish a purpose for reading the content (text) and understanding the concepts.
- Describe the concepts, strategies, and skills.
- Explain and model the concepts, skills, and strategies.

### Create a Purpose

- Explain why understanding the concepts and using the skill or strategy will improve learning.
- Continue to connect what the students are learning to prior knowledge and goals.

### Explain, Describe, and Model the Skill and or Strategy (I do it)

- The teacher explains the content or concept and the skill or strategy within the given context.
- The teacher explains the steps involved in applying the skill or strategy within the given context.
- The teacher demonstrates how to apply the skill or strategy successfully within the given context.
- The teacher thinks aloud to model the mental processes used when applying the skill or strategy to reading and writing.

## Facilitating and Reflecting = We do it

The teacher's role is to facilitate students' practice of the skill and strategy with the content or concepts within the given context.

### Guided Practice

- After explicitly modeling, the teacher gradually gives students more responsibility for task completion.
- The teacher and students practice the skill strategy together with the content within the given context.

#### Check for understanding

- ✓ Does the student know the learning target?
- ✓ Can the student communicate purpose?
- ✓ Can students make the connection among the content, concepts, skills, strategies and prior learning?

#### Check for understanding

- ✓ Can students describe the concept and skill or strategy?
- ✓ Can students recognize the concept or skill and strategy in action?

#### Check for understanding

- ✓ Are students able to demonstrate the skill and strategy with the concept in the given context?
- ✓ Can students identify what worked and what didn't work in apply the skill and strategy?
- ✓ Can students communicate purpose or connection to goals?

- The teacher scaffolds the students' attempts and supports student thinking, providing feedback during conferencing and classroom discussions.
  - Support students while they learn the strategy
  - Gives constructive feedback
  - Allow students to explain what they have learned
- May be conducted in groups or as individuals.

### Closure with reflection

- Review the objectives
- Ask for questions
- Provide an opportunity for reflection
  - Connect learning to goals
  - Specifically identify how the skill or strategy may be useful to them
  - Discuss what worked and what didn't in applying the skill or strategy

## Applying and Extending= You do it

The teacher's role is to facilitate ways a student may practice independently within and beyond the classroom adapting the concepts, skills, and strategies to various situations or texts.

- May be conducted within or outside the classroom.
- May be used as an assessment.

### Independent Practice (Student activity tied to the learning target)

- After working with the teacher and with other students, the students apply the strategy on their own.
- The students receive regular feedback from the teacher and other students.

### Application of the Skill and Strategy in Real Situations

- Students adapt and apply the concepts, skills, and strategies to home, community, and work.
- Students apply a clearly understood strategy to a new genre or format.
- Students demonstrate the effective use of the strategy with more difficult text.

### Reflect on learning targets and ability to apply them

- Students explain the purpose of using the strategy and how it affects learning and goals
- Students reflect on their ability to apply and extend the skills and strategies with concepts and content within a given context.

#### Check for understanding

- ✓ Are students able to demonstrate the skill and strategy with the concept in the given context independently to various situations or texts?
- ✓ Can students identify what worked and what didn't work in apply the skill and strategy?
- ✓ Can students communicate purpose or connection to goals?

## Students say, "I can do it!"

<b>Standard(s):</b>				
<b>Learning Target(s)</b> <b>Level of Bloom's and/or DOK</b>			<b>Essential Questions</b>	
<b>Materials/Technology</b>			<b>Assessment</b>	
<b>Introduction</b> What do I do? How is it related to my goals?	<b>Teacher</b>	<b>Differentiation</b> <b>Optional</b>	<b>Student</b> <b>Optional</b>	<b>Check for Understanding</b> <b>Optional</b>
<b>Activating and Connecting</b> Why do I do it? How does it relate to what I already know?				
<b>Delivering Instruction and Modeling</b> When you do it, what is it and what does it look like?				

<p><b>Facilitating Guided Practice and Reflecting</b> How do we do it? What should I do the same or different next time?</p>				
<p><b>Applying and Extending through Independent Practice</b> How do I do it alone or with a team? What should I do the same or different to apply it to various real-world situations?</p>				