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

Activating and Connecting
- Set Purpose
- Activate Prior Knowledge
- Make Connections
- Communicate Learning Targets

Facilitating and Reflecting
- Guide Practice
- Scaffold Skills
- Close
- Reflect on 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.
• The teacher scaffolds the students’ attempts and supports student thinking, providing feedback during conferencing and classroom discussions.
  o Support students while they learn the strategy
  o Gives constructive feedback
  o 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
  o Connect learning to goals
  o Specifically identify how the skill or strategy may be useful to them
  o 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.

Students say, “I can do it!”
<table>
<thead>
<tr>
<th>Standard(s):</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>Learning Target(s)</td>
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<tr>
<td>Level of Bloom’s and/or DOK</td>
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<tr>
<td><strong>Materials/Technology</strong></td>
<td>Assessment</td>
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<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>Teacher</th>
<th>Differentiation</th>
<th>Student</th>
<th>Check for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I do?</td>
<td></td>
<td>Optional</td>
<td>Optional</td>
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<tr>
<td>How is it related to my goals?</td>
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<tbody>
<tr>
<td>Why do I do it?</td>
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<tr>
<td>How does it relate to what I already know?</td>
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<tr>
<th><strong>Delivering Instruction and Modeling</strong></th>
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<tbody>
<tr>
<td>When you do it, what is it and what does it look like?</td>
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<tr>
<td>Facilitating Guided Practice and Reflecting</td>
<td>How do we do it? What should I do the same or different next time?</td>
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<tr>
<td>Applying and Extending through Independent Practice</td>
<td>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?</td>
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