Alabama's Strategic Teaching Framework

There are five features to the strategic teaching framework:

1. **Focus on state standards and outcomes:** Outcomes are stated in student-friendly terms so learners know what is expected of them for the particular lesson.

2. **Chunk content material and facilitate student discussion:** All content is "chunked," or broken into smaller pieces for easy acquisition, and teachers provide opportunities for students to discuss concepts with their teachers and peers.

3. **Plan lessons in a *before, during, after* format:** All lessons begin with a "before" or introductory strategy; transition to a "during" or developmental strategy; and end with an "after" or culminating strategy. These are lesson phases that foster appropriate pacing and opportunities for continuous formative assessment to drive further instruction.

4. **Employ explicit instruction:** The explicit instruction model (direct explanation, modeling, guided practice, application) is part of every lesson though it is not always necessary to employ the entire sequence during each lesson. The level of explicitness depends upon the content and the needs of the learners.

5. **Foster student engagement via the components of active literacy (reading, writing, talking, listening, and investigating):** Lessons are strategic when they actively engage all learners. Stephanie Harvey and Ann Goudvis (2007) outline the components of active literacy as reading, writing, talking, listening, and investigating.

When the strategic teaching framework is in place daily in every classroom across the curriculum, learning becomes visible for students, teachers, and observers. Purposefully incorporating these components throughout the before, during, and after phases of the lesson assures that students are actively engaged in content learning, the learning is visible to all observers, and assessment is occurring frequently to inform immediate or long-range instructional adjustments.

excerpt from page 26 of

Alabama's Action Plan for Literacy: Birth Through Grade 12

Features of Alabama's Strategic Teaching Framework

	Features		Evidence
1	Outcome?	The **outcome** (sometimes more than one) is written in terms the students can understand. It is an outcome the students can accomplish in that one class period. (Narrow: COS Standard to COS Objective to your Outcome for the day.)	
2	Practices?	The lesson plan should ALWAYS include two practices: **"chunking"** and **student discussion.** Text, lectures, labs, films, etc., should be "chunked" or divided into smaller amounts of material.	
3	Strategies?	Plan ***before, during,*** and ***after*** strategies. These should be selected based on **purpose.** All three help students achieve the daily outcome.	
4	Explicit Instruction?	I DO/WE DO/Y'ALL DO/YOU DO All four parts of explicit instruction do not have to be completed during one class period. The goal is a **gradual release** to students. The *I DO* is a model. The *WE DO* is led by the teacher. The *Y'ALL DO* is allowing students to work with other students while the teacher offers assistance. The *YOU DO* is independent practice (this is the opportunity for teachers to offer intervention to students who need more WE DO).	
5	T ?	Active Engagement? Talking - Students talking	
	W ?	Active Engagement? Writing	
	I ?	Active Engagement? Investigating	
	R ?	Active Engagement? Reading	
	L ?	Active Engagement? Listening - Students listening to **students,** not teacher.	
FA	Formative Assessment	Formative Assessment Occurring frequently to inform immediate or long-range instructional adjustments	

Cornell Note taking Strategy

Divide the paper into three sections.

- Draw a dark horizontal line about 5 or 6 lines from the bottom. Use a heavy magic marker so that it is clear.
- Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.

Document

- Write course name, date and topic at the top of each page

Write Notes

- The large box to the right is for writing notes.
- Skip a line between ideas and topics
- Don't use complete sentences. Use abbreviations, whenever possible. Develop a shorthand of your own, such as using & for the word "*and*".

Review and clarify

- Review the notes as soon as possible after class.
- Pull out main ideas, key points, dates, and people, and write them in the left column.

Summarize

- Write a summary of the main ideas in the bottom section.

Study your notes

- Reread your notes in the right column.
- Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that will be tested.

This strategy is based on a strategy presented in Pauk, W. (1997). How to study in college (6th ed). Boston: Houghton Mifflin. Learning Toolbox. Steppingstone Technology Grant, James Madison University, MSC 1903, Harrisonburg, VA 22807.

** This strategy can be modified by having the chart "carousel" to groups, rather than groups moving to chart.

RAFT

Purposes: (1) integrate new information with prior knowledge (2) respond to text through writing
The RAFT strategy is simply a way to think about the four main things that all writers have to consider in ALL content areas:

- **Role of the Writer**
  Who are you as the writer? Are you Abraham Lincoln? A warrior? A homeless person? An auto mechanic? The endangered snail darter?
- **Audience**
  To whom are you writing? Is your audience the American people? A friend? Your teacher? Readers of a newspaper? A local bank?
- **Format**
  What form will the writing take? Is it a letter? A classified ad? A speech? A poem?
- **Topic**
  What's the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

Think-Pair-Share

Purposes: variety

1) Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to THINK about the question.

2) Pair. Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

3) Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Reciprocal Teaching

Reciprocal Teaching is in some ways a compilation of four comprehension strategies: summarizing, questioning, clarifying, predicting

Understand that some think the choice of "reciprocal" in the name of this strategy is slightly misleading. It conjures up the image of a student in front of the class, or of students taking turns telling each other important ideas in the text. Instead, the strategy is best at seeking to promote comprehension by tackling the ideas in a text on several fronts. The order in which the four stages occur is not crucial; you'll want to try out different versions of the strategy to see if a particular protocol suits your teaching style, and your students' learning styles, better. You will also want to choose text selections carefully to be certain that they lend themselves to all four stages of reciprocal teaching.

Procedure:

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role.
    a. summarizer
    b. questioner
    c. clarifier
    d. predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
    a. unclear parts
    b. puzzling information
    c. connections to other concepts already learned
    d. motivations of the agents or actors or characters
    e. etc.

- The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
- The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
- The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

Sample Job Tasks:

Skillful Readers: Word Builder (identifies and defines words to add to class study), Questioner (poses questions about the selection), Connector (connects text to self, the world, or other text), Summarizer (highlights the key ideas up to this point in the reading)

Narrative Text: Questioner (poses questions about the selection), Clarifier (addresses confusing parts and attempts to answer the questions that were just posed), Predictor (guesses about what the author will tell the reader next or what the next events in the story will be), Summarizer (highlights the key ideas up to this point in the reading)

Expository Text: Word Finder (identifies and defines words to add to class study), Questioner (identifies questions OR clarifies answers to questions that arise), Keeper (decides which statements should be kept to add to class study notes), Summarizer (summarizes the main points of the text)

Math Text (Word Problems): Key Words (which words let you know what operations to do), Restate/Explain (tell in your own words what the problem is asking you to do), Solve Problem (perform calculations), Retelling/Explaining (what you did; give final answer in a complete sentence)

Talking to the Text

Definition: Talking to the text is an extension of the think-aloud strategy. As with the think-aloud strategy, the teacher verbalizes his/her thought processes as he/she reads orally to the students. However, in addition to verbalizing his/her thoughts, the teacher writes these thoughts either in the margins of the text or on sticky notes.

Goals

1. To provide students with the opportunity and guidance they need to choose useful, appropriate strategies to enhance reading comprehension.
2. To provide students with the tools they need to successfully monitor their own comprehension.
3. Students will become independent users of strategies.

Procedure

1. Select a passage that contains points of difficulty, ambiguities, or unknown words.
2. Read the first paragraph of the passage aloud, telling the students to follow along silently and listen to how you construct meaning, identify important information, note key vocabulary, and formulate questions.
3. As you read and verbalize your thoughts, model writing those thoughts on a transparency of the text passage.
4. Read the second paragraph aloud one sentence at a time. After reading each sentence, elicit thoughts from the students about that sentence. Continue to model writing those thoughts in the margins of the text. Have the students write the comments in the margins of their text as they follow along.
5. Have the students read the next paragraph on their own. Instruct them to note in the margins of their text important details, interesting facts, and key vocabulary. Tell them to also write down any questions they have about the information in the text.
6. Have students share what they have written. Discuss the details and questions that the students have written in the margins of their text. Stress to the students the importance of engaging with the text as they read and monitoring whether or not it is making sense.
7. Have the students continue reading the remainder of the passage, writing their thoughts in the margins as they read.

Note

Be patient and persistent. You may need to explicitly teach this strategy several times before some students are able to do it independently.

Questions to Consider:

Set Clear Expectations:

- What are the short term goals and expectations for implementing strategic teaching (within the first three months)?
- What are the long term goals for the first year?
- What expectations need to be set (planning, format of lesson plans, posted daily agendas, etc.)?
- How and when will we communicate these expectations to teachers and other stakeholders?

Monitoring and Support:

- How will we monitor our goals in order to measure our success?
- How often will we gather this data?
- How will we support teachers who are struggling with implementation?
- What professional development will we need to start with next year in order to support teachers as they begin teaching strategically?
- Who will facilitate this professional development?

Build Capacity:

- What structures do we have in place to build leadership capacity among the teachers?
- How can we use these structures to support strategic teaching?

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Spring Feature Article Two: Formative Assessment Techniques

Formative Assessment Techniques

It is hoped that some of the information on this list of practical formative assessment techniques can be applied to your classroom. This list opens with general thoughts on the topics of questioning, student feedback, peer feedback, and the use of summative assessments in a more formative manner. This information is followed by formative assessment ideas to use in the classroom. This list is not an end-all-be-all of formative assessment techniques and I encourage you to share your favorite formative assessment ideas with others in your school building.

Questioning: "The only point of asking questions is to raise issues about which a teacher needs information or about which the students need to think" and with this "students become active participants and come to realize that learning may depend less on their capacity to spot the correct answer and more on their readiness to express and discuss their own understanding" (Black, Harrison, Lee, Marshall & Wiliam, 2004, p. 13).

- "Increasing wait time can help students become involved in discussions and increase the length of their replies
- Ask students to brainstorm ideas, perhaps in pairs, for two to three minutes before asking for contributions
- Move away from the routine of limited factual questions and refocus attention on the quality and the different function of classroom questions (converse with other teachers and invest time and energy to create the questions)" (Black, et al., 2004, pp.12-13).

Student Feedback: "Any information that is provided to the performer of any action about that performance" (Black & Wiliam, 1998).

- Comments should identify what has been done well and what still needs improvement as well as how to make that improvement- "feedforward" (Preistley & Sime, 2005)
- Present students the opportunity to respond to comments
- Feedback should cause thinking to take place (Black & Wiliam, 2004)

Peer Assessment: An important complement to self-assessment. An interchange between students that allows them to use their own language and take the role of the teacher, both of which help students learn (Black & Wiliam, 2004).

- Make sure the students understand the learning goals and the criteria for evaluating the learning goals
- If students do not understand a peer's comments, they are more likely to interrupt the peer than they would interrupt the teacher
- Teachers must help the students develop the skill
- Have students justify their reasoning to their peers (this links in self-assessment (Black & Wiliam, 2004)

Formative Use of Summative Tests:

- "Traffic light" a list of key words/topics of the test
- Have students reflect on where they feel their learning is for the test
- Offer students the chance to analyze their peers' tests
- Offer students the opportunity to create their own test questions
- Allow students to revise and/or explain their answers

to state a different main idea and pass the ball to a third student. Once a student has participated he/she sits down and cannot be passed the ball again. Continue through 3-4 students or until you think that all the main points for the lesson have been provided. You may continue with this during a subsequent lesson and have all students participate again or only those who did not participate the first time around.

Becoming the Teacher: Have students write what they think the learning intention for the lesson should be either for the next class or for next year's students.

The Real World: Have students write an exit ticket where they explain one way in which what they learned today could help them in the real world or in another class.

Group Created Problems: Have groups of students work together to write one good question per group for the class to complete on whiteboards. At the end of the class have one group ask the class their question and respond to the answers help up on the whiteboards. If time permits, have additional groups ask their questions.

Think-Pair-Share: Pose a question to the students and allow them time to think about the question; share their answers with a partner; share the answer within a group discussion

Read-Write-Pair-Share: Students read a piece of literature or view a DVD/video, write a response to the information, share the information with a partner and then share within a whole group discussion (Fisher & Frey, 2007)

Hand Signals: This can be as basic as using thumbs up or thumbs down for gauging student learning. You can also use five fingers to indicate complete understanding, three fingers to indicate the need for more clarification and a closed fist for a lack of understanding.

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Professional Resources and References

HANDOUT 10

ONE PAGE PLANNING SUMMARY

Plan a Before Strategy

Consider the **purposes** of before strategies:

* activate prior knowledge
* build background knowledge
* generate questions
* make predictions
* discuss vocabulary
* establish a purpose for reading

Consider the **content** of the lesson:

- **new concept-** Use a strategy to build background knowledge, generate questions, make predictions
- **review or continuation-** strategy to activate prior knowledge.
- **difficult vocabulary-** discussion of unfamiliar words.
- **parts of the content need to be emphasized-** Use a strategy that generates questions, makes predictions

*Always establish a purpose regardless of other content needs

Plan a During Strategy

Consider the **purposes** of during strategies:

* engage with the text
* verify and formulate predictions
* summarize text
* self-monitor comprehension
* construct graphic organizers
* use mental imagery
* integrate new information with prior knowledge

Consider the **content** of the lesson:

- **text challenging to comprehend-** strategy that requires students to stop periodically as they read and self-monitor comprehension.
- **unfamiliar or challenging text structure** - graphic organizer to help students organize information from the text. (summarize text in chunks
- **large amount of text to be read-** If so, consider chunking the text and use a strategy that will allow small groups of students to read portions of the text and share important information with the entire class.

***students should engage with text in all situations**

Plan an After Strategy

Consider the **purposes** of after Strategies:

* reflect on the content of the lesson
* evaluate predictions
* examine questions that guided reading
* respond to text through discussion
* respond to text through writing
* retell or summarize

Consider the content of the lesson:

- **content of the lesson builds upon previous learning-** strategy that allows students to reflect on content or evaluate predictions
- **content lends itself to visual representations-** graphic organizers as a format for organizing information and concepts. (Retell or summarizing)
- **challenging vocabulary-** strategy that will lead to student ownership of important vocabulary.
- **content is open to interpretation-** strategy that will promote discussion and critical thinking. (Respond through writing and discussion, examine questions)

HANDOUT 10

Brain Research: *An Incredible Journey*

Chunk 1

Adults interacting with adolescents often encounter emotions that can be described in two words, **bewilderment** and **exasperation**. Research, as well as experience, tells us that integrity is not always important to them. If you are the parent of both a younger child and an adolescent, you might notice that the younger child's decision-making skills outweigh those of the adolescent. Often adults blame this mind boggling reality on hormones. Recent neuroscience discoveries found that hormones are not completely at fault; actually, the brain is undergoing massive structural changes that result in peculiar behaviors. These sporadic actions are due to significant sections of the brain changing at different times. Adolescents that look grown up, although actions are childish, are experiencing direct results of their brains' developmental stages. They have not yet matured into adulthood even if physical appearances give reason for us to think otherwise. These are years when adolescents directly experience the result of growth spurts (just before puberty) later followed by the pruning of unused connections. The brain cells thicken between ages 11 and 13 and then undergo pruning by 7 to 10 percent between the ages of 13 and 20; thereby giving validity to why adolescents' reasoning and thinking abilities are sometimes inferior to those of younger children. The frontal lobe, a huge part of the brain's gray matter, is the area responsible for thoughtful, reflective reasoning capabilities and judgment. This area is the last section of the brain to fully mature (Jensen, 2005).

Chunk 2

In the area of adolescent brain research, neuroscientists have captivated the minds of educators. These astounding findings link brain functions with teaching and learning. Precise information clarifies how the brain consolidates learning in the prefrontal cortex by pruning away synapses and wrapping white matter (myelin) around other connections to stabilize and strengthen them. Pruning takes place most dominantly in the prefrontal cortex. This area of the brain is critical to information synthesis such as: planning, working memory, organization and mood modulation. Short term memory is also impacted by synaptic pruning. Consequently, a middle school student can generally retain from five to seven bits of information at one time (Gasser & Palfrey, 2009). The prefrontal cortex is not mature until about 18 years of age (Spinks, 2002). The saying "use it or lose it" is applicable to this period of brain development. Throughout this critical period, "If a teen is doing music, sports or academics, those are the connections that will be hard wired. If they're lying on the couch, playing video games, or watching TV those are the cells and connections that are going to survive" (Spinks, 2002, p.2).

Chunk 3

The lives of American adolescents have never been so jam-packed. With school taking up most of the day, extracurricular activities or jobs stretching into the night, and piles of

homework to be done, adolescents are often the last members of the family to fall into bed and the first to rise. During adolescence, changes in the brain's biological timing system trigger a shift in sleep patterns. Their brains are not ready to wake up until 8:00 or 9:00 in the morning (Carskadon & Wolfson 1998).

Adolescents may need time to catch up with what's happening in the brain. Sleep is when this catch-up time takes place. In fact, the adolescent brain organizes and stores new learning during sleep time (Wolfe, 2005). During sleep time, tremendous amounts of branching and learning take place, growth hormones in the body are especially active, and the majority of neurotrophic work is occurring simultaneously. In fact, a **significant** amount of sleep is required following the learning of new information if we want that information stored in long-term, complex networks of neutron branches. Sprenger (2005) reminds us that learning a skill (to 80 percent mastery) is achieved after a minimum of 24 practices. For transfer to long term memory, multiple rehearsals and experiences in unexpected or unusual situations are essential. Lack of sleep and drowsiness interfere greatly with the brain's work process.

Chunk 4A

Various findings from brain research inform us there are more changes the brain is undergoing than what we once thought. We now know the prefrontal cortex is where memory, attention, and inhibitions are altered as a result of synaptic pruning. Because this action is occurring in the brain, it is feasible to apply particular strategies and methods during instruction. The brain in itself is amazing. It uses inhibitions to get rid of distracters when it wants to pay attention. It also screens out interferences that lead to better memory storage (Wilson, & Horch 2002). For teachers, researchers suggest a slew of practical implications regarding mood, attention, sleep, learning and memory:

- ***Offer a safe environment:*** When adolescents feel safe to ask questions, make mistakes, and connect with their peers, "Adolescents use their cerebral cortex rather than the 'fight or flight' part of their brain, and they can better reflect on mistakes" (Inlay, 2005). Setting the groundwork for safety and clear expectations set up situations in which students can question and learn from each other.

- ***Be concise:*** Adolescents' frontal lobes are not effective at storing many ideas at one time. "Chunking is one of many instructional strategies supported by recent research about the human brain" (Wormeli, 2002). Giving students an opportunity to summarize the information and make connections after each chunk allows time for processing important neural connections. Also, educators should be mindful of this by giving one direction at a time (Jensen, 2005).

- ***Be a facilitator:*** Educators should repeat directions and offer brainstorming options to help guide students through difficult tasks. The pure lecture format has been proven as an ineffective form of delivery (Sprenger, 2005). Teachers should purposefully plan activities that allow students to ask significant higher-order questions and make

"authentic" decisions in order to organize information in the brain for long-term use (Caine & Caine, 2006; Inlay, 2005).

Chunk 4B

- ***Use hands-on activities and modeling:*** Adolescents need concrete and realistic models in the classroom. Use hands-on, working models, and let students debrief and think through explanations in guided instructions. Research points out that it is important to interact with new material within 24 hours of learning it; since our brains throw out information otherwise (Wormeli 2002 & Wolfe 2005).

- ***Engage students:*** "The brain pays attention to what it has been primed to receive" (Wormeli, 2002). This, along with research on how information is retrieved in the brain, reinforces the idea that educators should activate prior knowledge and allow students to make choices about their learning. These suggestions enable students to make critical connections (Inlay 2005). Critical connections can be made through creative and novel interactions such as: Socratic seminars, debates, plays, project-based learning, labs, incorporating music, etc. (Wormeli, 2002).

- ***Allow movement:*** Sprenger (2005) suggests that moving is good for the cerebellum, which not only coordinates physical exercise, but also coordinates thought development. Movement also increases oxygen flow to the brain, facilitating memory. Physical exercise will improve the way the brain treats information.

- ***Allow social engagement:*** During adolescence, students are extremely social and have a developed limbic system in the brain. One educational implication would be to allow time for students to talk about their learning with partners or groups. This helps them understand how both they and their partner(s) are learning. During adolescence, students are capable of thinking about how they think (metacognition). Teachers encourage this by modeling "think alouds" as text is read or questions are asked and answered (Armstrong 2006).

- ***Allow multiple encounters with a concept:*** Students need adequate time to rehearse learning; therefore, teachers should allow opportunities to encounter the material many times in order for it to transfer to long-term memory. This can be as simple as incorporating previous learning when teaching something new to keep the neural pathways open (Sprenger 2005). Teachers and parents should encourage and strengthen those connections which will help adolescents be successful later in life. Sprenger (2005) cites research from the Social Cognitive Laboratory at North Carolina State University "strongly suggests that writing can affect working memory capacity in general" as well.

Adolescents can be compared to a river. Teachers and other educators take the role of directing the "course of the river that flows through a narrow, ever-changing channel toward a greater purpose yet to be discovered" (Wormeli, 2006).

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BRAIN RESEARCH: *AN INCREDIBLE JOURNEY*

ANTICIPATION GUIDE

Before Reading **After Reading**

Agree	Disagree	Statements	Agree	Disagree
		Brain cells thicken between ages 11 and 13 and then undergo pruning by 7-10 percent from ages 13-20. Justification:		
		A middle school student's brain is pruning away unused connections. Short term memory is impacted by this synaptic pruning; therefore, an adolescent can generally retain only 5 to 7 bits of information at one time. Justification:		
		Learning a skill to 80 percent mastery is achieved after a minimum of 24 practices. Justification:		
		Modeling is only necessary during early years of brain development. Adolescents are able to listen and follow instructions precisely. Justification:		

Course: English 7 **Date:**

COS standard(s): 9 Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.

Lesson objectives with daily student outcomes: I will brainstorm ideas for an expository essay, complete my prewriting activity for an expository essay, and evaluate my partner's prewriting notes.

Lesson Phases:	Student Engagement /Look Fors	Assess/Evaluate
Before Strategy/Engage **Interview Response** Activate PK; build BK; answer/generate essential questions; make predictions; discuss essential vocabulary; establish purpose for lesson; Other _____	Students read and think about the following prompt: Suppose you could create a perfect society. Choose three things that your perfect society would have and give reasons why. Using this prompt, students interview two peers and record responses. Students share their responses and listen as the teacher charts the responses, helps students group the responses, and models a summary statement. Students summarize the responses of their interviewed peers. Students share out. Read, Write, Talk, Listen, and Investigate	Teacher listens to students' discussions and students' summary statements.
During Strategy/Explore, Explain **Graphic Organizer** Interact with content; verify and formulate predictions; self-monitor comprehension; construct graphic organizers;	Students listen as the teacher models how to use the new graphic organizer. Students complete the graphic organizer.	Teacher grades the summary statements from the Interview Responses as students work quietly.
summarize content; use mental imagery; integrate new information with PK; answer/generate essential questions Other Provide a framework for organizing information and concepts	Read, Write, Talk, Listen, and Investigate	
After Strategy/Explain, Extend **"Check It Out"** Reflect on content of lesson; evaluate predictions; examine	Students will read their partners' prewriting plans and evaluate their partners' prewriting graphic organizers using the "check it out"	Teacher instructs students to return prewriting plans and "check it out" forms to their partners. Students should take their graphic

essential questions; justify, deliberate, and evaluate conclusions of self and others; retell or summarize; demonstrate proper use and understanding of vocabulary; answer/generate essential questions Other Respond to text through writing; evaluate partner's prewriting notes	evaluation sheets. Read, Write, Talk, Listen, and Investigate	organizers and "check it out" evaluation sheets home and write their rough drafts.

Student Assessment Reflection:

What were students able to do? 20/27 students were able to write summary statements.

Which students need additional instruction? Rashaun, Riley, Beth, Glen, Jasmine, Steven, and Erica were unable to write their summary statements.

How will tomorrow's lesson be adjusted to meet their needs? These students will read and summarize their peers' rough drafts.

Course: Science Biology **Date:**

COS standard(s): 9 Differentiate between the previous five-kingdom and current six-kingdom classification systems.

Lesson objectives with daily student outcomes: I will explain the way in which living organisms are sequenced and classified using key terms.

Lesson Phases:	Student Engagement /Look Fors	Assess/Evaluate
Before Strategy/Engage **List-Group-Sort** Activate PK; build BK; answer/generate essential questions; make predictions; discuss essential vocabulary; establish purpose for lesson; Other: Develop understandings about concepts and make connections to the concepts	Students will work with a partner to complete the following tasks: LIST living organisms, GROUP these organisms into logical categories, LABEL the categories, and WRITE an explanation of the logic behind the grouping. Students will share out. Read, Write, Talk, Listen, and Investigate	Teacher listens to students' conversations. Teacher uses equity cards to solicit responses from partners.
During Strategy/Explore, Explain **Reciprocal Teaching with Explicit Instruction** Interact with content; verify and formulate predictions; self-monitor comprehension; construct graphic organizers; summarize content; use mental imagery; integrate new information with PK; answer/generate essential questions Other: Identify vocab. and main ideas	Students listen as the teacher models reciprocal teaching tasks for Chunk 1. Teacher and students will read and complete assigned task for Chunk 2. Students change job tasks and continue reading, writing, and discussing with Chunks 3 and 4. Students will share their responses with the group. Read, Write, Talk, Listen, and Investigate	Teacher monitors and listens to students' discussion providing feedback and individual instruction for students having difficulty.
After Strategy/Explain, Extend **Magnet Summary** Reflect on content of lesson; evaluate predictions; examine essential questions; justify, deliberate, and evaluate conclusions of self and others; retell or summarize; demonstrate proper use and understanding of vocabulary; answer/generate essential questions Other _____	Students will select five words from the groups' reciprocal teaching word builder card. These should be words that are important to understanding the text. Students will use the five words to explain the way living organisms are sequenced and classified. Read, Write, Talk, Listen, and Investigate	Teacher will collect the Magnet Summaries to determine if the daily outcome was met.

Student Assessment Reflection:

What were students able to do?

25/30 students met the outcome working in partners

Which students need additional instruction?

Tanya, Scott, LaShay, Courtney, and Alan were not able to use the vocabulary words correctly in their summary.

How will tomorrow's lesson be adjusted to meet their needs?

I will modify the "before" activity for these five students. While the others students are completing a *quick write*, I will use the textbook vocabulary activity to reteach. Then these students will revise their summaries.