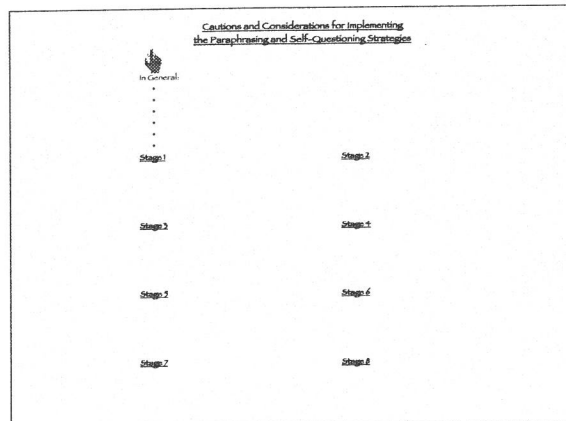
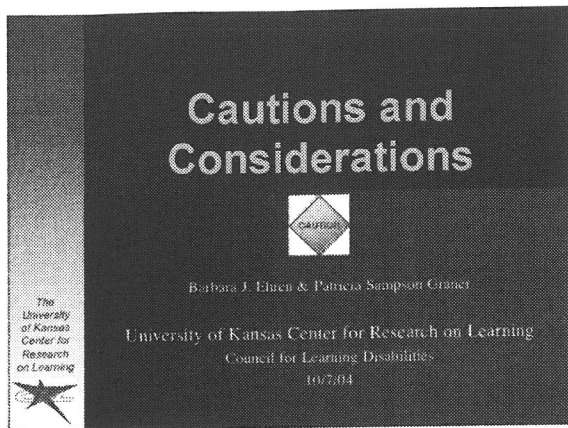




In general

- Teach Prerequisites: skills, tactics, and strategies
- Teach Regularly & Intensively
- Consider script as guide
- Use Advance & Post Organizers
- Cue Progress Charts
- Complete Management Charts
- Plan Cooperative Groups
- Network with others

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Stage 1: Pretest & Commitment

- Assure students that pretest will not be graded
- Encourage best performance
- Teach how to use tape recorders
- Use grade level materials
- No Commitment? Invite to observe Describe Stage

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Stage 2: Describe

- Be explicit
- Be prepared with real world uses & examples (a boatload!)
- Identify unfamiliar words and concepts
- Explain meanings during lessons

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Stage 3: Model

- Present shorter segments & discuss
- Describe again
- Teacher model - student model - teacher model - student model . . .

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Stage 4: Verbal Practice

1 Consider your students

- Provide first word
- Use Chaining
- Allow cue cards
- Move on
- For some students - not so much



Stage 5: Controlled Practice

For both Strategies:

- Ensure background knowledge & vocabulary for content
- Select materials relevant to content classes
- Work individually - diagnose
- Ensure time for feedback
- Provide group feedback



Stage 5: Controlled Practice

Paraphrasing

- Teach how to rephrase
- Instruct in Main Idea
- Clarify relationship between Main Idea & Details

Self-Questioning

- Teach how to formulate questions
- Practice formulating questions
- Practice prediction

- These may need to be taught as prerequisites.



Stage 6: Advanced Practice

- Gather sufficient graded materials
- Plateau?
 - ✓ Analyze individually
 - ✓ Move on to Pretest if "topped out"
- Inadequate progress - consider a new strategy
- Encourage use of both previous (i.e. WID) and new strategy
- Large discrepancy between independent level & grade level? Teach vocabulary to help them handle grade level material.



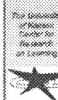
Stage 7: Post test & Commitment

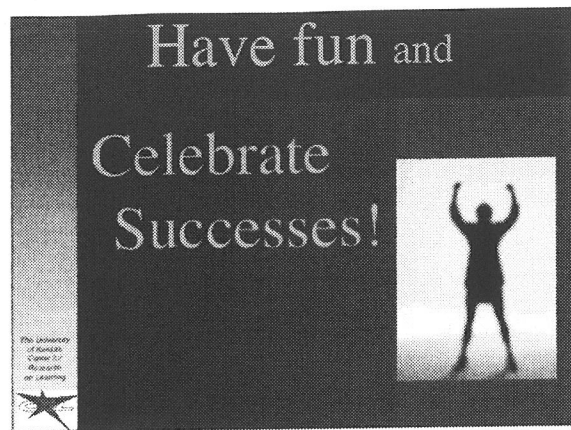
- Lacks Mastery: More Advanced Practice
- Lacks Commitment:
 - ✓ Emphasize work so far
 - ✓ Provide rationales



Stage 8: Generalization

- Develop a *written* plan
- Cue in Content Classes
- Consider teaching simplified version in Content Classes





MODELING

THE HEART OF THE STRATEGIC INSTRUCTION MODEL

<i>Overview</i>	<i>One Sentence Summary Statement</i>
♥ Modeling ~ the third Stage in the Acquisition Procedures	
♥ There are four phases in the Modeling Stage	
♥ The key to modeling is "thinking aloud"	

<i>Four Phases of Modeling</i>	<i>One Sentence Summary Statement</i>
♥ Advance Organizer Phase	
♥ Presentation Phase	
♥ Student Enlistment	
♥ Post Organizer	

<i>Phase One: Advance Organizer</i>	<i>One Sentence Summary Statement</i>
♥ Preview previous learning	
♥ Define the content to come	
♥ Personalize the strategy	
♥ State expectations	

<i>Phase Two: Presentation Phase</i>	<i>One Sentence Summary Statement</i>
▶ Think out loud	
▶ self instruct	
▶ problem solve	
▶ monitor progress	
▶ Perform the task	

<i>Phase Three: Student Enlistment</i>	<i>One Sentence Summary Statement</i>
▶ Prompt involvement	
▶ Check understanding	
▶ Correct, shape and expand responses	
▶ Engineer success	

<i>Phase Four: Post Organizer</i>	<i>One Sentence Summary Statement</i>
▶ Review critical elements	
▶ Personalize the strategy	
▶ Forecast the next lesson	
▶ Cue progress check	
▶ State expectations	

Cautions and Considerations for Implementing the Paraphrasing and Self-Questioning Strategies



In General:

-
-
-
-
-
-

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

Stage 6

Stage 7

Stage 8

Critical Features Activity

The Paraphrasing Strategy	Instructional Stage	The Self-Questioning Strategy
	Stage 1  Pretest and Make Commitment Establish baseline Motivate strategy learning	
	Stage 2  Describe Explanation of explicit overt and covert process of strategy steps	
	Stage 3  Model Teacher demo of thinking and physical behaviors of strategy	
	Stage 4  Verbal Practice Ensure Comprehension Facilitate student mediation	
	Stage 5  Controlled Practice Practice in less challenging materials Build confidence while shifting responsibility to students	
	Stage 6  Advanced Practice Practice in more advanced or grade level materials Shift responsibility for use and feedback to students	
	Stage 7   Post Test and Commitment Strategy acquisition confirmed Commitment to use across settings	
	Stage 8  Generalization Instruction and practice using and adapting across tasks and settings	

