**SMARTER** is the planning and instructional cycle used as teachers analyze and reflect on the Standards and implement the Strategic Instruction Model (SIM) Content Enhancement Routines (CER) and/or Learning Strategies (LS) Instruction to support diverse learners. This chart utilizes the SMARTER planning cycle as a framework for the writing strategies curriculum.

**Select and Shape the Critical Outcomes**

**Revisit Critical Outcomes**

**Map Critical Content**

**Analyze Content for Learning Challenges**

**Evaluate Learning**

**Reach Enhancement Decisions**

**Teach Strategically**

| **SMARTER Planning and the**  **Instructional Cycle** | **Resources** |
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| **S**elect and Shape the Critical Outcomes  *Turn what is critical in and about the standards at the course and unit level into student-friendly learning targets that reflect the conceptual rigor of the standards* | See Handouts on Text Type Standards for Narrative Writing, Informative Writing & Opinion/Argumentative Writing |
| **M**ap Critical Content  *Identify the hierarchy of & relationships between the topics and concepts, the thinking that is required, and explicitly visually depict them*  How are the strategies organized or sequenced?  What are the connections and relationships among the writing strategies? | See Handout: SIM Writing Strategies for descriptions  **The Writing Strategies Series**   * Fundamentals in the Sentence Writing Strategy * Proficiency in the Sentence Writing Strategy * The Paragraph Writing Strategy * The EDIT Strategy   **The Theme Writing Strategies Series**   * Fundamentals in the Theme Writing Strategy * Proficiency in the Theme Writing Strategy: Narrative Writing * Proficiency in the Theme Writing Strategy: Informative Writing * Proficiency in The Theme Writing Strategy: Persuasive & Argumentative   **Interactive Multimedia Products:**  **Paragraph and Theme Star Writer Programs:**   * Fundamentals in Paragraph Writing * Proficiency in Paragraph Writing * Fundamentals in Theme Writing * Proficiency in Theme Writing   **Writing Mechanics Programs**   * The Capitalization Strategies * The Punctuation Strategies * The Commas Series |
| **A**nalyze Content for Learning Challenges  *Identify content that is challenging to master and transfer, and why (e.g. misconceptions, gaps in background knowledge/skills*  Administer pre-tests & score student products.   * Do all students have the fundamental writing skills to write a variety of sentences with correct grammar and punctuation? * Do all students have the fundamental writing skills to write a variety of paragraphs? * Do all students have the fundamental writing skills to write a variety of themes? * What is the instructional level for each student? * How will I compensate for lack of students' background knowledge or skills? | **Pre-Tests:**   * Proficiency in Sentence Writing * Proficiency in Paragraph Writing * Fundamentals in Theme Writing * Proficiency in Theme Writing * Capitalization * Commas * Punctuation |
| **SMARTER Planning and**  **Instructional Cycle** |  |
| **R**each Instructional Enhancement Decisions  *Choose appropriate Content Enhancement Routines (CER) or Learning Strategies (LS) based on data to address identified learning challenges and student needs*   * Determine the best strategy to match student needs. * Decide how to deliver the instruction through differentiation * Whole Class? * Small Group? * Individual? | **Some Ideas to Consider:**   * Students who need Fundamentals receive direct instruction from teacher for Simple Sentences and the Capitalization or Punctuation Series independently * Students who need compound sentences may utilize the Star Writer Fund. of Paragraph Writing CD or CDs in the Writing Mechanics Series independently * Students who have mastered Compound Sentences may utilize the Fundamentals of Paragraph Writing or the commas strategies independently * Students who have mastered compound/complex sentences and paragraphs may receive instruction in Fundamentals of Theme Writing Strategy or the Fundamentals in Theme Writing Star Writer program * Students who have mastered Fundamentals of Theme Writing may receive instruction in one or more of the Proficiency in Theme Writing Strategies or the Proficiency in Theme Writing Star Writer Program |
| **T**each Strategically  *Implement CER and/or LS with research-validated instructional sequences in partnership with learners*  **ESE Learning Strategies Class**: The ESE teacher may provide modeling, controlled/advanced practice & feedback to small groups, while others work independently through programs such as Star Writer or the Writing Mechanics series. All students receive instruction and feedback from the teacher through individual or small-group instruction.  **Facilitative Support 1 Gen. Ed Teacher and 1 ESE teacher:** The ESE support teacher and general education teacher are equal partners and may provide modeling, controlled/advanced practice & feedback to small groups or individuals in the class, or provide instruction in a strategy and supplement the instruction with the computerized programs. All students receive instruction and feedback from the teacher through individual or small-group instruction. Here are some examples:  **Station Teaching:** Divide class into groups of 3-4. 1 group with each teacher for direct instruction/modeling/Feedback 1 group on computers, one group doing controlled or advanced practice.  **Parallel Teaching:** Class is divided in half. Teachers teach content to each half for half the period then flip. Teachers utilize computers.  **Alternative Teaching**: 1 teacher teaches majority of class, and 1 teacher takes groups to computer lab for alternative instruction. Make sure groups change periodically so that the same students are not always leaving the classroom.  **Combining Classrooms or Teaming:** Two teachers combine classes to group and move the students as they achieve mastery in the strategies. The computerized programs can be utilized. All students receive instruction and feedback from the teacher through individual or small-group instruction. | * Explain, show, and model for students how information will be taught and learned, set individual goals (small group, computers, whole group * Work with students in a partnership to arrive at learning outcomes * Communicate to students the value of learning how to learn * Monitor Progress * Teach students how to provide feedback to each other * Require Mastery * Promote Generalization   The ESE Support teacher is an equal partner with the General Education Teacher and considered a teacher to **ALL** students. |
| **E**valuate Learning  *Assess student proficiency of content before, during, and after instruction to monitor progress and adapt instructional practices as needed* | * Were critical learning outcomes achieved by **all** students? * Is what I am doing working for**all** students? * What should I do differently? * Are the students generalizing the strategies? |
| **R**evisit Critical Outcomes  *Establish whether the learning targets and activities were aligned with and supported students in meeting the standards* | * What is the next strategy for each student? * Do I need to re-teach or readjust? |