Strategic Teaching At-A-Glance adapted from *The Strategic Teacher* ©2007 Silver, Strong, Perini

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| **Mastery**  **Strategies**  …focus sharply on increasing students’ abilities to *remember* and summarize. They motivate by providing clear sequence, speedy feedback, and a strong sense of expanding confidence and measureable success. | **Understanding**  **Strategies**  …seek to evoke and develop students’ capacities to *reason* and use evidence and logic. They motivate by arousing *curiosity* through mysteries, problems, clues, and opportunities to analyze and debate. | **Self-Expressive**  **Strategies**  …highlight students’ abilities to imagine and *create*.  They use imagery, metaphor, pattern, and what if’s to motivate students’ drive toward individuality and *originality.* | **Interpersonal**  **Strategies**  …foster students’ need to relate personally to the curriculum and to each other. They use teams, partnerships, and coaching to motivate students through their drive for membership and *relationships*. | **Four-Style**  **Strategies**  …engage all four styles simultaneously, thereby encouraging students to develop a balanced and dynamic approach to learning. |
| **New American Lecture**  Process that makes lecturing interactive and memorable.  **HOW:**  Hook students with essential question, jot responses, and pair/share.  Distribute graphic organizer.  Present information using auditory, visual, and kinesthetic.  Stop presenting every 5 to 7 minutes, engaging students in processing.  Have students evaluate and reflect alone or pair/share.  Assess with synthesis task. (Teacher/Student Choice) | **Compare & Contrast**  Conducting a comparative analysis to conclude/infer possible causes and effects  **HOW:**  Activate prior and existing knowledge re: compare/contrast.  Choose two topics.  Why compare?  Use a comparison organizer.  Draw conclusions.  Synthesize activity. | **Inductive Learning**  Grouping specific terms, vocabulary words, visual data, and then classifying according to attributes.  **HOW:**  Identify and distribute key words, phrases, items, problems from text or lecture.  Model process of grouping & labeling.  Form groups to analyze items.  Devise descriptive label.  Use labels & word groupings to predict.  Read text, listen to lecture.  Search for evidence that supports or refutes predictions.  Develop synthesis task. | **Reciprocal Learning**  Partnerships for the Learning Process  **HOW:**  Model Reciprocal Teaching/Learning Process:  Predict  Question  Clarify  Summarize | **Window Notes**  Note-Making Framework  **HOW:**  See Window Notes Templates.  Model process.  Facts, Feelings, Questions, Ideas  Facts, Steps, Question, Diagram  Describe It, Analyze It, React To It, Solve It   |  |  | | --- | --- | | Facts | Feelings | | Questions | Ideas | |
| **Direct Instruction**  4-phase approach  **HOW:**  Select skill and organize into steps.  Model skill, demonstrate steps, describe thinking for each step.  Lead students through direct practice, use questions, write out sequence of steps, perform skill.  Engage by using examples and practice skill repeatedly.  Select synthesis task that requires use of skill. | **Reading for Meaning**  Using statements to find and evaluate evidence and build interpretation.  **HOW:**  Create 6 to 8 statements from text connected to major ideas.  Students read statements and agree or disagree.  Read text.  Find supporting evidence.  Pair/Share.  Report out.  Synthesize by having students create statements. | **Metaphorical Expression**  Making connections and comparisons  **HOW:**  Introduce Content, Standard.  Provide Connection/Hook.  Provide Text, Lecture or other information.  Model process.  Provide students with two items for metaphorical expressions.  Have students create their own metaphors.  Pair/Share.  Report Out. | **Decision Making**  A personal form of comparison where students use their own criteria and values to evaluate & make decisions  **HOW:**  Hook students with recall of their own decision making experiences.  Provide background information, clarify concepts, make connections.  Students present alternatives and criteria for analyzing the alternatives.  Have students compare, take notes, and make a decision.  Reflect; Pair/Share; Report out.  Persuasive pieces, debates, role playing, legal briefs | **Do You Hear**  **What I Hear?**  1st Time – Listen  2nd Time – Create Notes  **HOW:**  Read aloud Rigorous Text—  First for Listening,  Second time for Note-Making.  Pair/Share and review notes.  Pose Guiding Questions.  Pair/Share and Discuss Answers.  Establish Writing Product:  Review, Essay, Story, Poem, Creative Response |
| **Graduated Difficulty**  Differentiating Instruction  **HOW:**  Determine skill or content to be learned.  Establish a set of tasks and rubric.  Engage in Pre-Assessment.  Distribute set of tasks.  Have students analyze tasks.  Teacher facilitates, checking often for understanding.  Provide Student Reflection time.  Report out and share. | **Concept Attainment**  Examples and non-examples  **HOW:**  Select concept.  Map out concept.  List Essential Attributes.  Utilize all Graphic Organizers that align with Concept (i.e., Array Web, Lotus, Frayer, etc.). | **Mind’s Eye**  Reading strategy to convert words on page into memorable images.  **HOW:**  Select 20-30 words from text.  Read words aloud and ask students to create images in their minds.  Draw picture, ask question, make prediction, describe feelings, use as frame of reference.  Pair/share products.  Review types of thinking (visualization, questioning, exploring feelings, predicting)  Model process for students. | **Jigsaw**  Students form expert groups to report out on topic or concept.  **HOW:**  Divide into heterogeneous groups.  Each jigsaw group member is responsible for one subtopic of content.  Each jigsaw team is made up of members from each group who are considered experts on their topic.  Conduct research on topic.  Each team develops plan to teach subtopic.  Each team drafts a set of higher-order-thinking questions on subtopic. | **Task Rotation**  A framework for differentiating instruction and assessment  **HOW:**  Present students with four different styles of tasks representing the four learning styles:  **Mastery Tasks** ask students to remember and describe.  **Understanding Tasks** ask students to reason and explain.  **Self-Expressive** Tasks ask students to imagine and create.  **Interpersonal Tasks** ask students to explore feelings and relate personally. |