

IPP Strategies & Development

What are instructional strategies?

Strategies are cognitive activities that learners can use to bring meaning to a task. Strategies can:

- ✓ Motivate students and help them focus attention
- ✓ Organize information for understanding and remembering
- ✓ Monitor and assess learning.

Instructional strategies are techniques teachers use to help students become more independent, strategic learners. These strategies become learning strategies when students can independently select the appropriate one and use it effectively to accomplish a task or meet a goal. To become successful strategic learners, students need:

- step by step strategy instruction
- a variety of instructional approaches and learning materials
- appropriate support that can include modeling, guided practice and independent practice.
- opportunities to transfer skills and ideas from one situation to another
- meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning

Effective instructional and learning strategies can be used across grade levels and subject areas and can accommodate a range of student differences.

**Tools
for
Success**



Reading
Comprehension
Strategies

READING COMPREHENSION

Annual Goal: will improve his/her reading comprehension skills a minimum of one year above his/her present level of functioning as measured by standardized and informal testing.

Methods of Evaluation are on the following page.

Possible Short Term Objectives Related to Annual Goal (specific/measurable)

1. will be introduced to and independently apply RAP (p. 1)
 2. will be introduced to and independently apply RIDER (p. 2)
 3. will be introduced to and independently apply the three kinds of questions: Right There, Think & Search and On My own. (p. 3)
 4. will be introduced to and independently apply the CLOZE procedure (p. 4-5)
 5. will be introduced to and independently apply Semantic Maps (p.5)
 6. will be introduced to and independently apply Story Grammar (p.5 & 6)
 7. will be introduced to and independently apply CAPS. (p. 7)
 8. will be introduced to and independently apply Story Mapping (p. 8 & 9)
 9. will be introduced to and independently apply Story Frames (p.10)
 10. will be introduced to and independently apply KWL Strategy. (p. 11)
 11. will be introduced to and independently apply FIME Strategy – Fact (right there), Inference (hidden), Main Idea, Evaluation (personal in my head) – (p. 12)
 12. will be introduced to and independently apply the TELLS strategy (p.13)
 13. will be introduced to and independently apply Self-Questioning symbols (5WH) (p. 13)
 14. will be introduced to and independently apply STORE the Story. (p.14-16)
 15. will be introduced to and independently apply the STORY CHART. (p.17)
 16. will be introduced to and independently apply STORY CLOZE. (p. 18)
 17. will be introduced to and independently apply the roller coaster, 7 Elements of Plot or the Shakespeare Tragedy Plot Structure. (p.19-21)
 18. will be introduced to and independently apply PREVIEWING. (p. 22)
 19. will be introduced to and independently apply CLICK and CLUNK. (p. 23-24)
 20. will be introduced to and independently apply GET THE GIST. (p. 25)
 21. will be introduced to and independently apply WRAP UP. (p. 26-28)
 22. will be introduced to and independently apply ASK IT. (p. 29)
 23. will be taught using a Directed Reading Approach: relating personal experience to literature, meta-cognitive questioning, pre-reading and using vocabulary in context. (p. 30-31)
 24. will be introduced to and independently apply the P³ strategy. (p. 31)
 25. will be introduced to and independently apply the Reader's Response to Literature Strategy. (p. 32-35)
 26. will be introduced to and independently apply the 3 R's framework strategy. (p. 36-38)
 27. will be introduced to and independently apply the Reciprocal Reading Strategy. (p.39)
 28. will complete a variety of programs in the Specific Skills reading series on an independent basis and will maintain a 70% level.
 29. will complete a variety of programs in the Reading Drills reading series on an independent basis and will maintain a 70% level.
 30. will complete a variety of programs in the Scanning and Skimming reading series on an independent basis and will maintain a 70% level.
 31. will be introduced to and apply the technique of Verbalizing and Visualizing.
 32. will diagram the important details of a short story, novel, essay, play, etc.
 33. will be introduced to and apply margin monitoring (p. 1 of Content Areas)
 34. will be able to recognize the literary techniques used in various forms of literature.
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Annual Goal: will improve his/her reading comprehension skills a minimum of one year above his/her present level of functioning as measured by standardized and informal testing.

Method of Evaluation:

- Standardized testing
- Informal reading inventory
- Daily literature responses
- Teacher observation
- Responses to oral & written comprehension questions
- Teacher made testing
- Scanning & Skimming Drills
- Reading Drills
- McCall Crabbs scores

Short Term Objectives Related to Annual Goal (Specific/measurable)

1.

Date	Teacher's Initials	Comments

Directed Reading Preparation

- **Vocabulary:** The new vocabulary words should be selected from the current reading. They should be practiced using a multi-modal approach i.e. drawing, role playing etc.
- **Background:** Ask questions that draw out students' background on topic. If students' have a strong background, there would be less need for detailed new concept.
- **New Concept:** The new concept will often relate to students' background. If the students have a strong background, there will be less need for a lengthy new concept. The new concept should focus on visual presentations: National Geographic pictures, slides, short videos, etc. The new concept may also focus on the story structure and introduction of literature terminology.
- **Purpose:** The purpose for reading is articulated in sentence or two. It may focus on facts, the main idea, the structure of the story, or the questions from the selections.

Directed Reading

- **Oral Reading:** 1) **Individual** reading may be used as a diagnostic tool. This is the traditional approach in which students alternate the reading. Problem readers should know their passage ahead of time so they can prepare (i.e. assigned pre-reading). 2) **Shadow** reading should be used when problem reader has difficulty. The teacher softly sounds out word with student when student experiences difficulty. The teacher also repeats sounds and syllables the student has sounded out to aid in student's analysis of words. 3) The teacher will often take over reading as a **model**. S/he will pause at hard words, and the class has to use context and word attack to fill in word. The teacher will then think aloud after reading a selection using P cubed; the teacher is modeling the way good readers think when reading. 4) Occasionally the teacher will say "Everybody," and the class will read together using **choral** reading. 5) It is important that the teacher do frequent **repeat readings** for students with fluency problems. As a class, this could mean finishing selection by having the class prepare it silently, then read to a partner, followed by class reading. The next day, they might repeat that process with the same paragraph as they continue reading that selection.

- **Silent Reading**

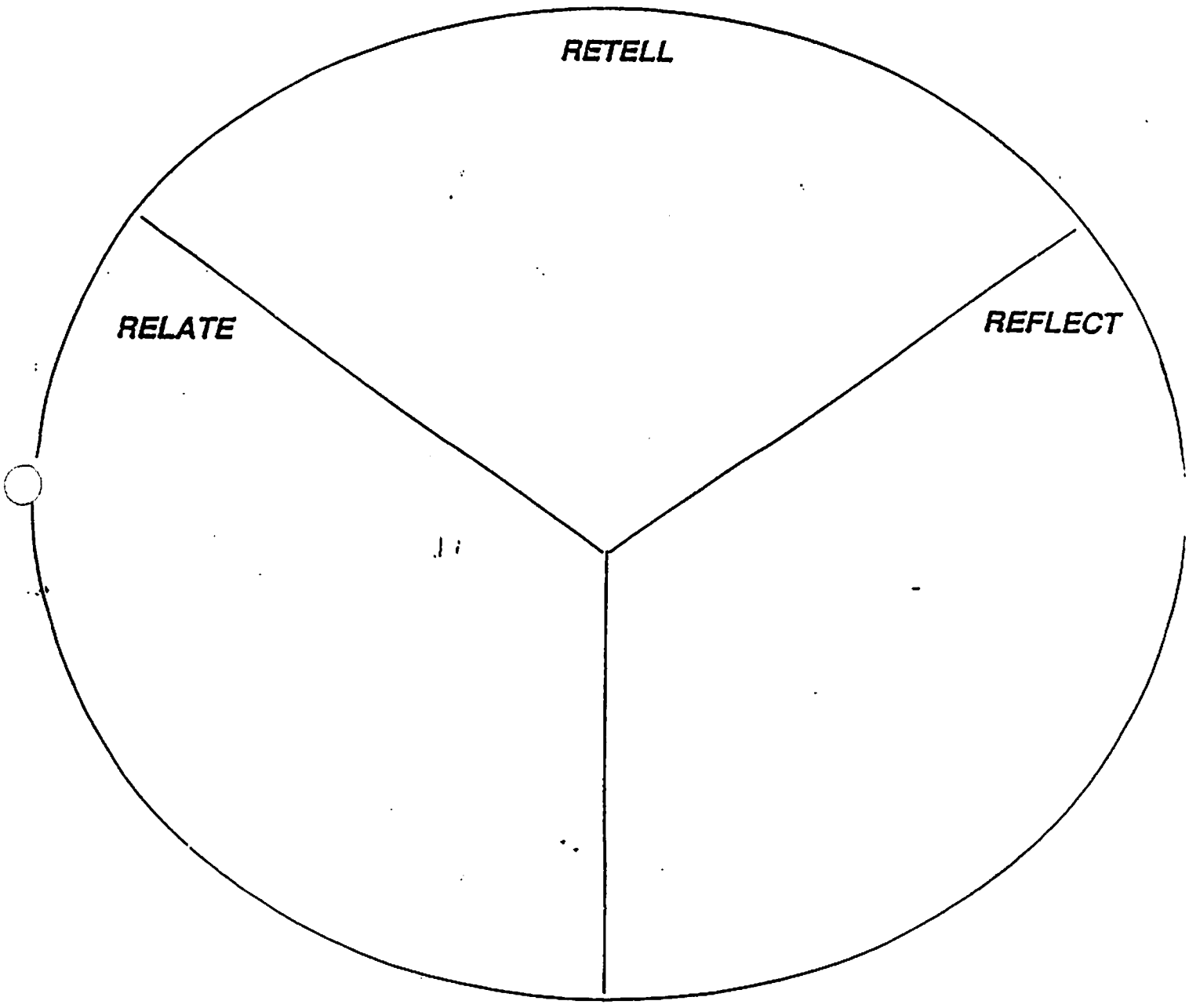
- **WHIPM** (Teacher-led): **W**-ho, what, where, when, how **H**-ypothesis: What do you think will happen next? **I**-nference (why) **P**-ut in your own words and pronoun usage **M**-ain idea.
- **P3** (Student-led): **P**-icture the sentence or paragraph read. **P**-ut in your words the paragraph, sentence, or key words. Key words include the role of conjunctions and pronouns. Stress that the student must find an unclear sentence and try to put in own words and clarify. **P**-redict what will happen next.
- **Mapping**: students summarize paragraphs using key words, pictures, or symbols.

STUDENT RESPONSE FORM

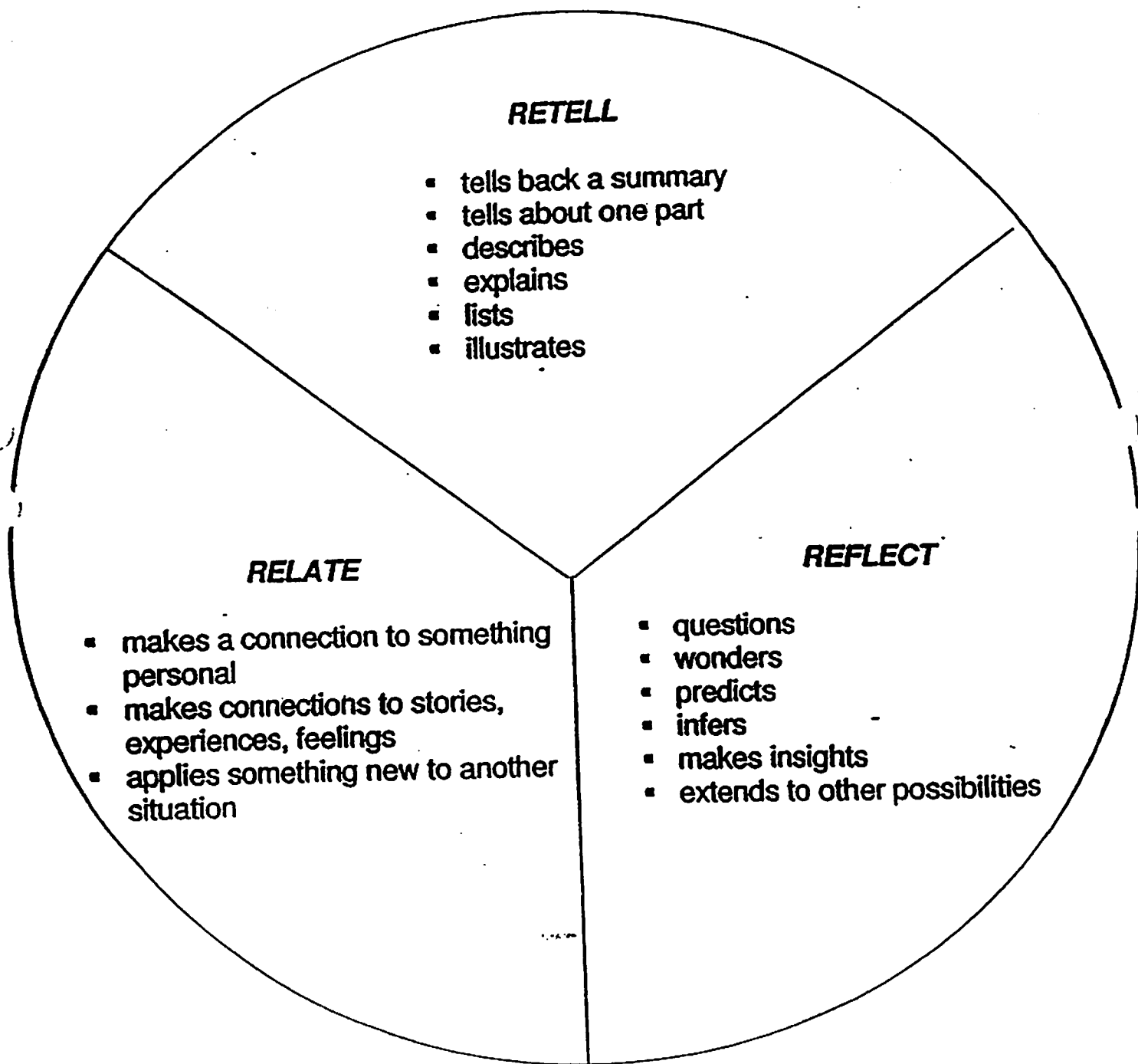
Title: _____ Author: _____

Reviewed By: _____ Date: _____

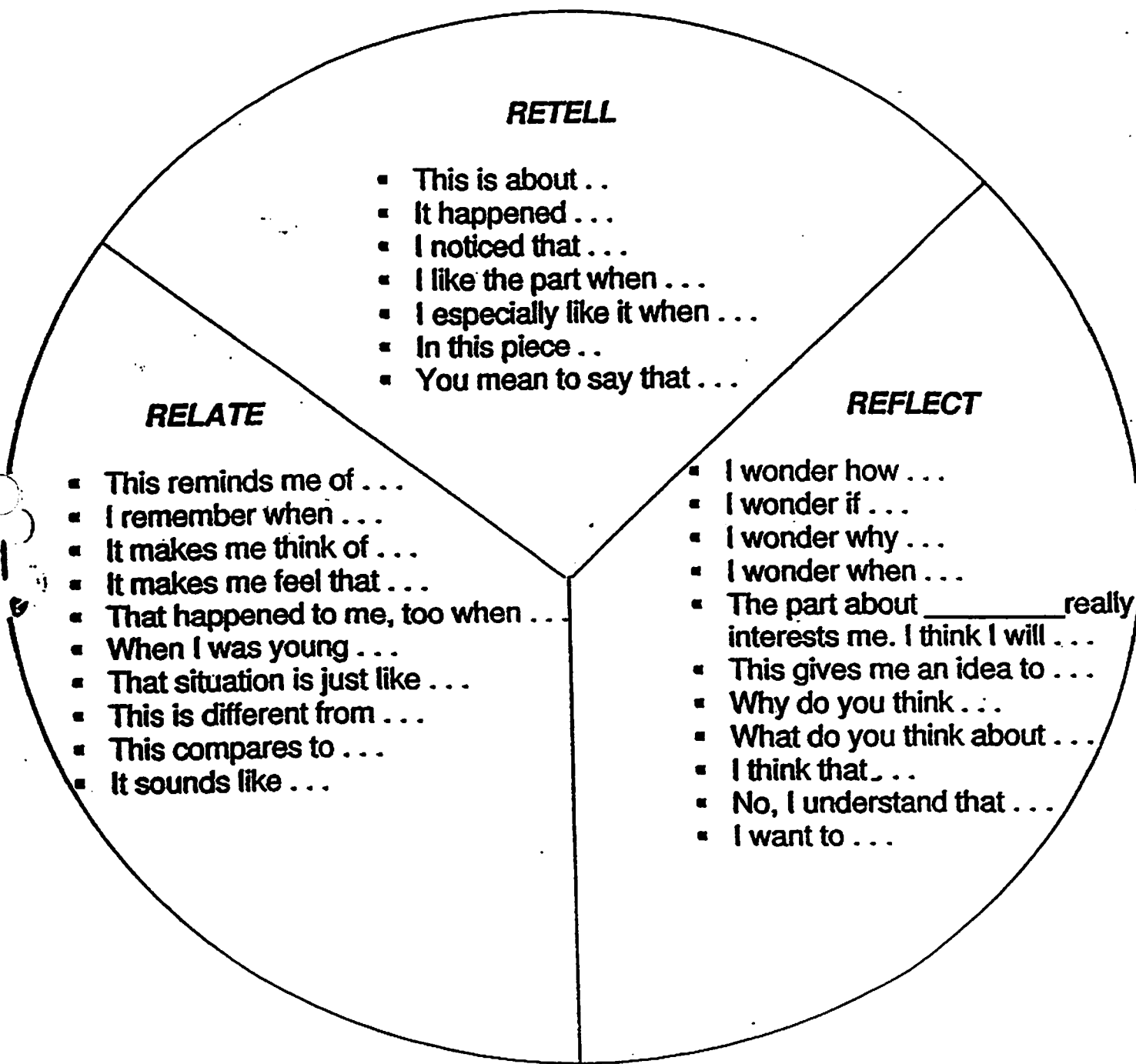
Please respond to the book you read using one or more stems for each section of the pie – RETELL, RELATE, REFLECT.



USING THE 3 R's FRAMEWORK TO RESPOND TO LITERATURE



USING THE 3 R's FRAMEWORK TO RESPOND TO LITERATURE



Name: _____ Date: _____

The KWL Strategy

This strategy is used to help you further understand the literature you are reading. In the column titled **K** you will be writing what you know about a story, point form is fine. In the column titled **W** you will be asking questions about what you want to know in the story. In the column **L** you will be answering the questions after you have read the material, to show what you have learned.

K - what you **know****W** - what you **want** to
know**L** - what you have
learned

K - what you know	W - what you want to know	L - what you have learned

Vocabulary Strategies

VOCABULARY

Annual Goal: will improve his/her vocabulary a minimum of one year above his/her present level of functioning as measured by standardized and informal testing.

Methods of Evaluation are on the following page.

Possible Short Term Objectives Related to Annual Goal (specific/measurable)

1. will be introduced to the "Teacher Interaction" method (p. 1)
2. will introduced to and apply "Semantic Maps" (p. 2 -3)
3. will be introduced to and effectively apply the "Multi-modality Approach to Vocabulary Development." (relating to vocabulary to known words, dictionary work, pictures/pictionary, and using the word in a sentence) (p. 3 & 4)
4. will be introduced to and effectively use the VOCAB strategy (A Routine for Vocabulary & Concept Development) (p. 5)
5. will be introduced to and effectively apply the IT FITS strategy. (p. 6)
6. will be introduced to and effectively apply the LINCS strategy. (p. 7)
7. will be introduced to Pictionary Vocabulary Concept review. (p. 8)
8. will be introduced to and effectively apply "Semantic Impressions" (p. 9-12)
9. will be introduced to and apply Word Expert cards. (p. 13-17)
10. will be introduced to and apply the reviewing technique of "Anything Goes" (p.18)
11. will be introduced to and apply the reviewing technique of "Connect Two" (p. 19-20)
12. will be introduced to and apply the reviewing technique of "Two in One" (p. 21)
13. will be introduced to and apply the reviewing technique of "Find That Word" (p. 22)
14. will be introduced to and be able to apply the "4 Quartiles" of the dictionary. (p. 23)
15. will be introduced to and effectively apply the word wheel. (p. 24)
16. will be introduced to and apply the Beat the Commercial strategy. (p. 25)
17. will be introduced to using the thesaurus, both manually and electronically.

Annual Goal: will improve his/her vocabulary a minimum of one year above his/her present level of functioning as measured by standardized and informal testing.

Method of Evaluation:

- daily seatwork in vocabulary
- standardized testing
- teacher made tests
- ongoing quizzes
- directed reading vocabulary exercises

Short Term Objectives Related to Annual Goal (Specific/measurable)

1.

Date	Teacher's Initials	Comments

3. Multi-modality Approach to Vocabulary Development

This approach involves the use of a multitude of methods. The rule of thumb is introduce the student to various methods, determine which methods work best for that individual and then have the student use those strategies which work best for them. Steps 1-3 are always done and use of steps 4-9 depend on the individual.

1. Teacher preselects words. The teacher preselects about ten words from the given selection which are to be the student's vocabulary words. As is typical in most texts, there are often words which are too hard or not desired as vocabulary words but are most likely unknown to the student. These words should be designated as words to know; or given words.
2. Relating vocabulary words to prior knowledge. Relating the new vocabulary words to the student's background knowledge through discussion and use in context.
3. Dictionary work. Finding the word in the dictionary, reading the definition and then putting it in their own words.

VOCABULARY

MULTIMODALITY



- 1) Identify vocabulary words**
- 2) Relate words to your prior experience**
- 3) Dictionary Work**
- 4) Draw Pictures**
- 5) Define new words using your own words**
- 6) Use each word in a sentence**

WORD EXPERT CARDS

- *When students need to master MANY words (e.g. in a science or social unit)*
- *For narrative or expository*
- *Each student becomes the "resident expert" for just a FEW of the words*
- *The "expert" teaches the other students*



Identify the words you want them to know.
Give them cards with the page numbers.

WORD EXPERT CARDS
Student Instructions

electrolyte p46

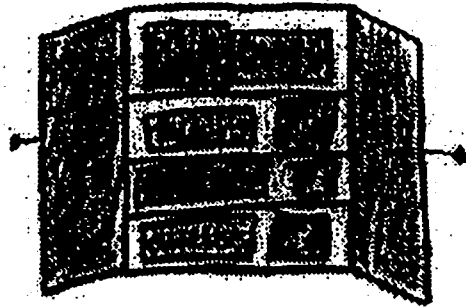
- Use the page number to locate the word in the story.
- Copy the sentence containing the word inside the card. (make a card-fold paper)
(glossary)
- Use a dictionary to look up the definition for each word; you may discuss it with others.
- On scratch paper, write the part of speech and the definition in your own words that matches the use of the word in the story (as age appropriate).
- On scratch paper write your own sentence using the word.
- Get the definition and sentence approved for accuracy by the teacher.
- Copy onto the inside of your card the approved definition, part of speech, and sentence.
- Write the vocabulary word on the front outside of the card in big bold letters.
- On the front of the card, illustrate the vocabulary word neatly and creatively. Get your illustration approved.
- Write you name, word, and class period on the back side of the card.
- Completed cards must be turned in by (date).
- Guided teaching – one class period.
 - Student shows outside of card, asks partner to determine meaning from illustration
 - Students rotate
- Teacher begins unit of student
 - Allow 10 minutes daily of paired vocabulary study

FRONT LOADING - 1 class to prepare vocab - 1 class to show vocab

FIGURE 1

Third-grade Word Expert Card for a novel
(outside shown on top, inside on bottom)

cupboard



cupboard

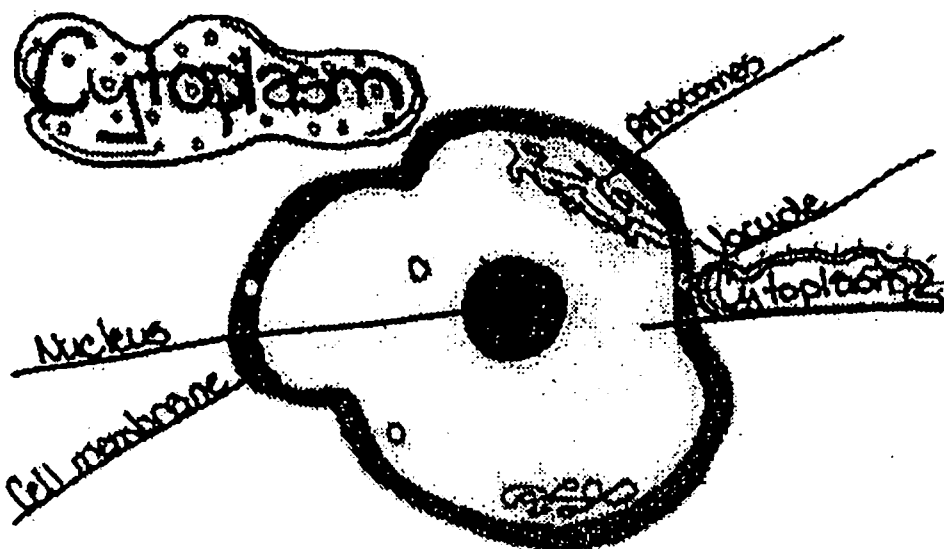
He lifted them carefully one by one onto
the shelf of the cupboard.

NOUN

A box or closet that holds food or dishes.
I use my cupboard to store crackers
and boxes of chocolate pudding.

Note: By Levi Todd

FIGURE 2
Seventh-grade Word Expert Card
for unit on cellular structure
(outside shown on top; inside on bottom)



Cytoplasm

Sentence where found - All of the functions for cell expansion, growth and replication are carried out in the cytoplasm of a cell.

Part of Speech - Noun

My definition - A substance like jelly that is the living matter of a cell around the nucleus.

My sentence - The cells of every living thing, including human beings, are filled with cytoplasm.

WORD EXPERT CARDS

• **Direct vocabulary**

instruction

- *Students construct word cards*
- *Students gain experience in interpreting dictionary/glossary definitions*

• **Peer teaching**

Kids engaged in teaching increases learning.

- *Students teach one another the words*
- *Students become "expert" at their own words*

• **Word study in context**

- *When students see words in context, meanings are reinforced and deepened*

Written
Expression
Strategies

WRITTEN EXPRESSION

The writing class teacher will update this goal. This annual goal can be worded several different ways – choose the one you like from below. The written expression annual goal is intended to help develop the student's ability to express themselves in the written form. The writing fluency annual goal is intended to help increase the speed in which a student can write out their ideas (see numbers 11 to 15 for short term objectives).

Written expression annual goal may also be combined with a proofreading and editing annual goal. Look under the proofreading and editing annual goal for proofreading short-term objectives to combine with written expression short term objectives.

Annual Goal: will improve his/her written expression focusing on depth, detail, organization and clarity of his/her work. (written expression)

- will improve his/her ability to express himself/herself in the written form. (written expression)
 - will improve his/her written expression focusing on the clarity of his/her work. (written expression)
 - will improve his/her writing fluency a minimum of one year, as measured by standardized testing. (fluency)
 - will improve his/her written expression focusing on his/her ability to add depth and detail to his/her written work as well as develop his/her editing skills. (writing/proofreading)
-

Methods of Evaluation are on the following page.

Possible Short Term Objectives Related to Annual Goal (specific/measurable)

1. will be introduced to and be able to use the "Writing Process" – prewriting, writing, revising, proofreading, and final copy). (p1 & 2)
2. will be taught using the "Language Experience Approach (LEA)" to writing. (p3)
3. will be introduced to and be able to use various structured writing formats to organize their written ideas. [time line, roller coaster or seven elements of plot, hamburger, paragraph guide, one paragraph essay, visual reflection, business letter, research paper/project, five paragraph essay, story guides (graphic outlines, STORE), roller coaster or seven elements of plot, pamphlet] – (Choose those you are doing with the student; p 4 to 26 and in writing binder)
4. will be introduced to and be able to use a "graphic outline" (see p 4 to 26)
5. will be introduced to and be able to independently apply "N2SSWTSW" - no two sentences start with the same word. (p 27)
6. will be introduced to and apply the "Power" strategy. (p28 to 30)
7. will be introduced to and use writing checklists.
8. will be introduced to the use of rubrics to ensure all elements of an assignment have been met. (given out by teacher when assignment is outlined)
9. will conference with a teacher to assist him/her in revising and editing his/her written work.
10. will be introduced to and be able to use descriptive writing (i.e. 5 senses, adjectives, character description, setting, etc).
11. will be introduced to and be able to independently complete assignments on the computer.
12. will be introduced to journal writing.
13. will be taught and use the "Dash Technique" in journal writing, brainstorming, or rough draft. (p 31)
14. will use prewriting strategies to formulate ideas for compositions (brainstorming and planning sheets). (see writing binder)
15. will talk out ideas to the teacher or peers during brainstorming.
16. will be taught and use "STOP" to help write a composition that has a position that must be defended. (p 32)
17. will be taught and use "DEFEND" to help write a composition that has a position that must be defended. (p 33)

- 18. will be taught and use "DARE" to increase the depth and detail of body paragraphs. (p 34).
- 19. will ask "have I backed up my opinions/ideas with adequate evidence from literature, research, or the personal experience?" (p 35)
- 20. will be introduced to and be able to independently apply "Sentence Starters" and "Sentence Enhancers". (p36 to 64)

Annual Goal: will improve his/her written expression focusing on depth, detail, organization and clarity of his/her work.

-will improve his/her ability to express himself/herself in the written form.

-will improve his/her written expression focusing on the clarity of his/her work.

-will improve his/her writing fluency a minimum of one year, as measured by standardized testing. (fluency)

-will improve his/her written expression focusing on his/her ability to add depth and detail to his/her written work as well as develop his/her editing skills.

Method of Evaluation:

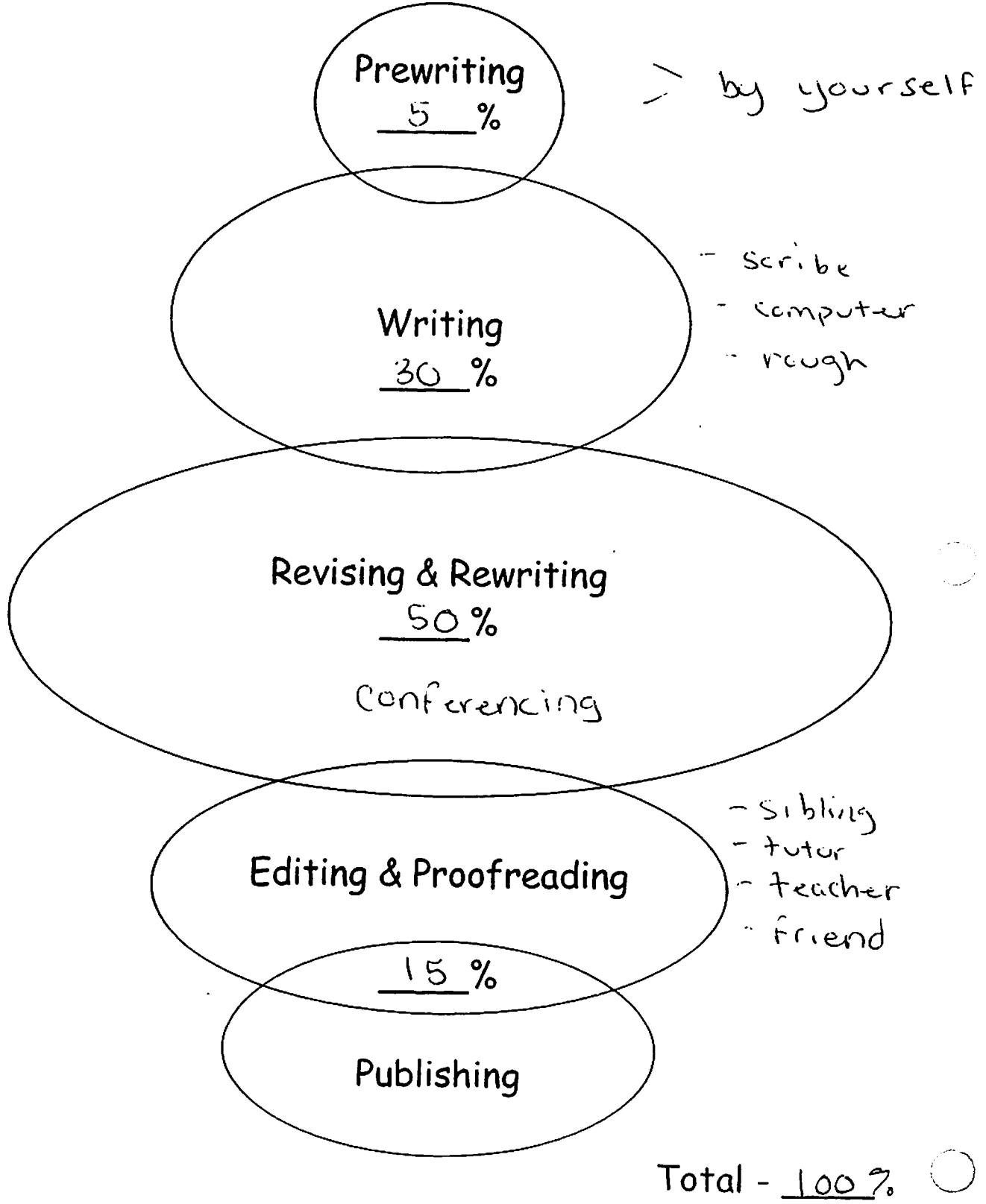
- journal
- WJ-R pre & post testing
- writing assignments (long and short)
- comprehensive exams

Short Term Objectives Related to Annual Goal (Specific/measurable)

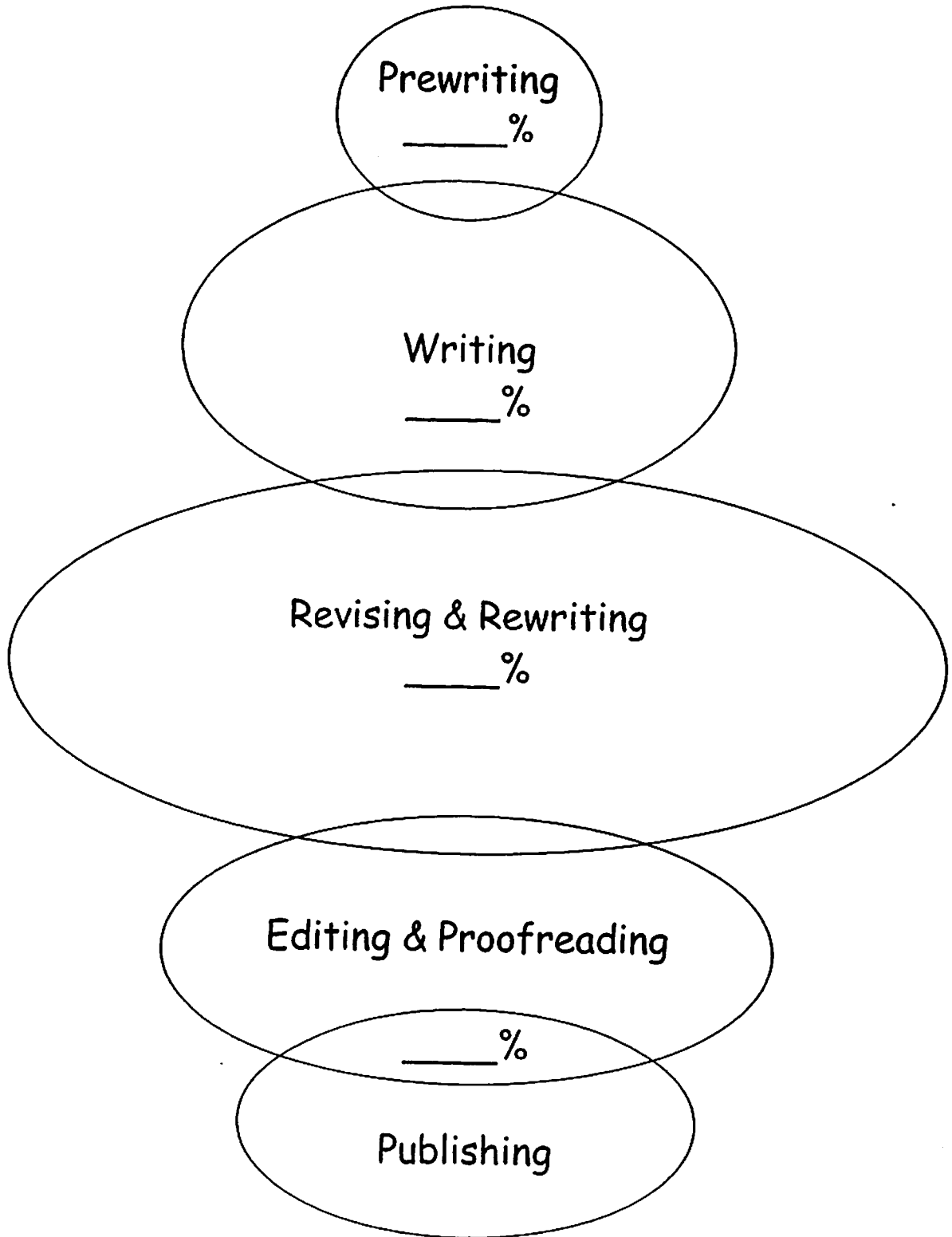
1.

Date	Teacher's Initials	Comments

The Writing Process



The Writing Process



Total - ____

N2SSWTSW!

No Two Sentences Start With The Same Word!

Proofreading Strategies

PROOFREADING

This goal is intended to help students proofread and revise their written work. This may also be combined with a written expression annual goal. Look under the written expression annual goal for written expression short term objectives. This goal will be updated by the writing class teacher.

Annual Goal: will be taught to analyze his/her written work for errors in spelling, sentence structure, punctuation and content.

-will be taught and be able to apply proofreading skills.

-will be taught and be able to apply proofreading and revising skills when completing written assignments.

Methods of Evaluation are on the following page.

Possible Short Term Objectives Related to Annual Goal (specific/measurable)

1. will be introduced to and use partner proofing to improve final copies of assignments. (p 1 & 2)
2. will be introduced to and use rehearsal sharing to improve rough copies of assignments. (same steps as partner proofreading for final draft but more discussion on content; p1 & 2).
3. will be introduced to and use rehearsal sharing and/or partner proofing to improve the rough and final copies of assignments. (p1 & 2)
4. will be introduced to and independently apply the "COPS" strategy. (p 3 & 4)
5. will be introduced to and independently use the "COPS" folder. (see principal or experienced teacher)
6. will be introduced to and independently apply the "SHCOPS" strategy (p 5 to 7).
7. will be introduced to and use the "How" strategy. (p 8)
8. will be introduced to and use the "SEARCH" strategy. (p 9 & 10)
9. will be introduced to and independently apply proofreader marks made by teacher or peers to make corrections to written work. (p 11 & 12).
10. will be introduced to and apply proofreading hints when proofreading his/her written work. (p13)
11. will be introduced to and use the "SCPS" method of proofreading an assignment. (p14)
12. will be introduced to and use a personalized irregular spelling booklet, list on computer, list in binder, or flashcards in rings of binder. (see principal or experienced teacher)
13. will be introduced to and use the dot and line method. (p15)
14. will use a dictionary and/or spell check as an instrument to spell unfamiliar words.
15. will read composition 3 times – first to check for organization and content, for "N2SSWTSW", and lastly for spelling and punctuation.
16. will be introduced to using the computer for grammar and spell checking.
17. will achieve a minimum of 80% on all sentence work. (% standard may change depending on student's ability)
18. will make and understand corrections to sentence work completed in writing class.

Annual Goal: will be taught to analyze his/her written work for errors in spelling, sentence structure, punctuation and content.

-will be taught and be able to apply proofreading skills.

-will be taught and be able to apply proofreading and revising skills when completing written assignments.

Method of Evaluation:

- written assignments
- journal
- informal tests
- teacher observation
- comprehensive exams

Short Term Objectives Related to Annual Goal (Specific/measurable)

1.

Date	Teacher's Initials	Comments

Dot and Line Method - method to promote independence with proofreading

First stage

- When reading a student's work and you find an error place a dot at the end of that line and underline the error or errors - the student must then verbalize how they would change it.

Once independence in this area is established move on to stage 2.

Second stage

- Similar to first stage but do not underline the errors - if there is more than one error indicate that beside the dot you have placed at the end of the line (i.e. x2)
- The student must now, on his or her own, locate the error and correct it.