



Strategic Instruction

Providing Direct Instruction In Multi-Level Classrooms

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Strategic Instruction



Strategic instruction is when an instructor provides clear cognitive **strategies** to help students process problems or assignments. The instructor then supports students in developing their responses or solutions eventually helping them move towards using the strategies independently across settings.



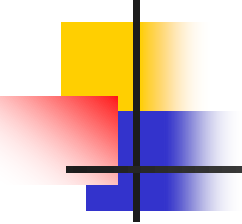
Organization Is Critical

- Lesson plans with goals, objectives and group/team/pair and individual activities
- Group activities – supporting all student's learning abilities – teaching strategies
- Team/pair activities to support skills
- Potential use of learning stations
- Use of individual folders



Strategic Instruction --

- Support Students in Learning “How” to Learn
- Uses Techniques, Principles or Rules That Support Retrieval of Information Across Situations and Settings
- Creates Efficient and Effective Organized Steps or Procedures to Support Memory and Successful Performance For Learners



Strategy Instruction

Teach “How” to Learn

Instructional Model for Adults - Five Steps

- Describe
- Model
- Self-Instruct
- Practice (and Critique)
- Implementation



Strategy Instruction

Describe Versus Model

Understanding the Difference – Using The Writing Strategy COPS As An Example...

- ◉ Describe

- Direct Instruction – Direct Teaching – Teaching the Strategy – Its Intended Accomplishment - Use
- Back and Forth With Students – Working Together
- Responding to Questions

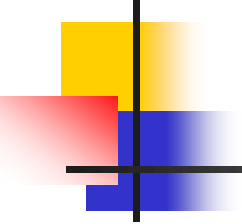
- ◉ Model

- Providing a Clear Understanding
- Providing a Picture – One's Thought Process
- Using the Strategy – Doing It
- Thinking Aloud
- No Interaction With Students



Example: RAP – Reading Comprehension Strategy

- Read
- Ask Questions
 - Main Idea
 - Details
- Put It In Your Own Words (Paraphrase)



Examples: Math Word Problem Strategies

RIDD

- ◉ Read the problem from the beginning to end without stopping.
- ◉ Image or make a mental picture of what you read.
- ◉ Decide what to do.
- ◉ Do the Work

DRAW

- ◉ Discover the sign.
- ◉ Read the Problem.
- ◉ Answer – DRAW a conceptual representation (of problem using lines, tallies, or pictures and check).
- ◉ Write the answer and check



Strategy Instruction Information

- Get on the Internet
- Go to Google
- Enter – Sturomski, Neil, Interventions for Students with Learning Disabilities
- Download article
- Steps 2 – 6 in the article are the Five (5) Steps Needed in Adult Education



Examples – Teaching Reading and Math in Multi-Level Classrooms

- Initially provide direct instruction to ALL – could use RAP strategy – or a math or writing strategy
- Next have students work in groups, teams, and/or pairs
- Then have students work individually on specific skills – on skills they individually need to improve their reading, math, or writing skills - strategies

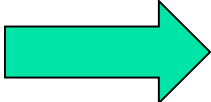
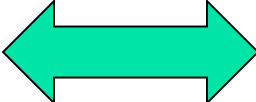


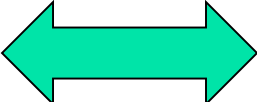
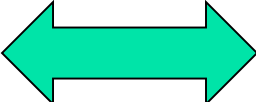

Reading An Example

Using Reading to Provide a
Lesson Plan and Activities
for Work in a Multi-level
Classroom

Language Continuum

Key Elements

 Listening  Speaking

 Reading  Writing 

Reading – A Story – Think Aloud



Juan was on his way home from work. Juan was a landscaper ...Anita was an architect... Juan picked up the children from school. They talked briefly about what they should do for dinner that evening. They decided to eat at home. However... there were a number of things they needed to think about before they decided exactly what type of meal to make.



Strategy – Think Aloud

- Begin by modeling this **strategy** in reading, writing, and/or math.
- Introduce a specific assignment and discuss the purpose of the **'Think-Aloud' strategy**.
- Read, write, or do math problems **aloud** as the students follow silently.
- Give students opportunities to practice the technique, and offer structured feedback to students.

Lesson Plan



- To improve reading skills
- To develop vocabulary
- To model good fluency skills
- To teach using all modalities
- To support real-life skills
- To support reading, writing, math, research skills, etc.

Lesson Plan Activities



- Read Story – Provide Copies
- Develop Vocabulary – Group
- Meet in Teams – Debate New vs. Used for Two Minutes Without Writing – No Paper and/or Pen/Pencil
- Write What You Heard – Recall
- Meet Again – Add What Was Missed
- Next... Read More, Write, Research



Organization is the Key

NOW - Use of Folders for Individual Work IN ...

- Reading
- Writing
- Math
- Other – Research, Etc. ...



WRAP-UP

- What I learned
- Evaluation
 - Self – Learning – Usable Information
 - Instruction – Teaching/Instructor
- Formal Evaluation

Thank You !!

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