

## Strategy Try-out Templates

1.Vocabulary	2.Reading	3.Writing #1	4.Writing #2
7-Steps	-Teacher Think-Aloud -Partner Reading	-RAFT -Language Experience Approach	-Write-Around -Ratiocination -Cut-and-Grow

### 1. Vocabulary - 7 Steps

Teacher Name:	Date:	Grade/Content Area/How many ELs? Approximate English Proficiency levels:

<b>Lesson Title</b>	
<b>1) How I quickly introduced both the content &amp; the Language Objectives...</b>	
(type here)	
<b>2) Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed ( L, S, R, W) after each task.</b>	
(type here)	
<b>3) Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.</b>	

<b>Tiered Vocabulary</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
(type here)	(type here)	(type here)

**4) I used this session’s targeted strategy in the part of the lesson where I...**

(type here)

**I. 7-Steps Vocabulary**

**5) Reflection: Explain how the STRATEGY ITSELF was helpful for developing the students’ vocabulary USE (output). What type of transfer do you expect with future SIMILAR types of tasks?**

(type)

**7- Steps for Pre-teaching Vocabulary**

- 1)Teacher says the word. Students repeat 3 times.
- 2)Teacher states the word in context from the text.
- 3)Teacher provides the dictionary definition(s).
- 4)Teacher explains the meaning using student-friendly definitions.

- 1.
- 2.
- 3.
- 4.

5)Teacher highlights features of the word: polysemous, cognate, tense, prefixes, etc.	5.
6)Teacher engages students in oral interaction to develop word/concept knowledge. Students paired for maximum participation. (Timed 1 min student interaction.)	6.
7)Teacher reminds and explains to students of how new words will be used. There is NO writing by students at this time	7.

Sources: Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5, 67–83. Bloomington, IN: Solution Tree Press. Calderón, M. 2007. Teaching reading to English language learners, grades 6–12: A framework for improving achievement in the content areas, 29–45. Thousand Oaks, CA: Corwin Press. This was shared by the MA Dept of Elementary and Secondary Education.

**Strategy Try-out Completion Criteria:**

**4 Points** - Assignment meets the requirement of being thoughtfully completed and reflective of the student’s own work. Assignment was completed within the time period arranged with the course facilitator.

**0 Points** - Missing Assignment.

**Notes:** The course facilitator will inform students of how long late assignments will be accepted before they are marked as earning 0 points. Course participants cannot earn their SEI Certificate if they have not met all attendance, assignments (four Strategy Try-outs) provided in the desired format to the facilitator, and having completed the end-of-course survey.

## 2. Reading Strategy: Teacher Think-Aloud or Partner Reading

<b>Teacher Name:</b>	<b>Date:</b>	<b>Grade/Content Area/How many ELs? Approximate English Proficiency levels:</b>

<b>Lesson Title</b>		
<b>1) How I quickly introduced both the content &amp; the Language Objectives...</b>		
(type here)		
<b>2) Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed ( L, S, R, W) after each task.</b>		
(type here)		
<b>3) Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.</b>		
<b>Tiered Vocabulary</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
(type here)	(type here)	(type here)

**4) I used this session's targeted strategy in the part of the lesson where I...**

(please provide details such as for WHICH section of text did you do this and why)

**5) What type of mentor text did you select and why? Was it challenging enough? Had you read the text at least once already? Did you attend to background knowledge effectively (not too long, but helpful for your varied students?)**

(type)

**6) Explain how the STRATEGY was helpful for developing reading comprehension, language, and student interaction (or modeling in the case of Think-aloud). What type of transfer do you expect with future SIMILAR types of texts and why?**

(type here)

**7) What changes might you make in the future when PERFORMING THIS STRATEGY (as opposed to other aspects of the lesson)?**

(type here)

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**0 Points** - Missing Assignment.

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### 3. Writing Strategy A - R.A.F.T. or L.E.A.

Teacher Name:	Date:	Grade/Content Area/How many ELs? Approximate English Proficiency levels:

<b>Lesson Title</b>		
<b>1) How I quickly introduced both the content &amp; the Language Objectives...</b>		
(type here)		
<b>2) Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed ( L, S, R, W) after each task.</b>		
(type here)		
<b>3) Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.</b>		
<b>Tiered Vocabulary</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
(type here)	(type here)	(type here)

**4) I used this session's targeted strategy in the part of the lesson where I...**

(please provide sufficient details, and a SAMPLE of the written product by either retyping, screenshotting, adding a link or some other means) If you are choosing to try-out R.A.F.T. please use the chart below with at least 3 choices (2 choices for very young children).

	<b>Role</b>	<b>Audience</b>	<b>Format/Genre</b>	<b>Topic</b>
1				
2				
3				
4				

**5) How did you ensure that all students had a sufficient amount of ideas, vocabulary (especially Tier II/III terms), examples of the type of writing product to be successful implementing this writing task? What supports did you provide such as pre-teaching, modeling, examples, vocabulary resources, motivating approaches, etc.?**

(type)

**6) Explain how the STRATEGY was helpful for really practicing the art of writing (taking your time, making careful considerations reflecting the purpose and audience using key vocabulary and making appropriate language choices) and including peer support. What type of transfer do you expect with future tasks and why?**

(type)

**Strategy Try-out Completion Criteria:**

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**0 Points** - Missing Assignment.

**Notes:** The course facilitator will inform students of how long late assignments will be accepted before they are marked as earning 0 points. Course participants cannot earn their SEI Certificate if they have not met all attendance, assignments (four Strategy Try-outs) provided in the desired format to the facilitator, and having completed the end-of-course survey.



#### 4. Writing Strategy B: Write-Around, Ratiocination or Cut-and-Grow

<b>Teacher Name:</b>	<b>Date:</b>	<b>Grade/Content Area/How many ELs? Approximate English Proficiency levels:</b>

<b>Lesson Title</b>	
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**1) How I quickly introduced both the content & the Language Objectives...**

(type here)

**2) Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed ( L, S, R, W) after each task.**

(type here)

**3) Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.**

#### Tiered Vocabulary

Tier 1	Tier 2	Tier 3
(type here)	(type here)	(type here)

4) I used this session's targeted strategy in the part of the lesson where I...

(type here)

5) Did students seem well prepared as they turned to writing in relation to *background knowledge* of topic, key vocabulary terms they would need? Remember we are promoting Tier II "academic" words as much as possible. Was the structure (organization) of the text the students would be writing sufficiently clear to students? What did you do/provide to ensure the students were very clear about text structure?

(type)

6) Explain how the STRATEGY was helpful for really practicing the art of writing (taking your time, making careful considerations reflecting the purpose and audience, using key vocabulary and appropriate language choices) through interaction and maybe peer support? What type of transfer do you expect with future tasks students might do on their own?

(type)

7) Explain what changes you might make in the future when doing this strategy. How can you help ELs (and *all* writers) to become more confident, skilled and independent as they practice the art of writing for varied purposes?

(type)

**Strategy Try-out Completion Criteria:**

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**0 Points** - Missing Assignment.

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assignments (four Strategy Try-outs) provided in the desired format to the facilitator, and having completed the end-of-course survey.