### GLAD Strategies Process Grid

**WHAT** Classroom management is important part of student’s success. When teachers walk and talk the personal standards and have high expectations in their classrooms then students will do the same. Teachers must model the standards and refer to them daily, so that the students will refer to them daily also.


**WHEN** Daily

**WHERE** Whole group

**Groupings:** Whole-Team-Flex-Individual

**Scaffolding**
- Teacher will model the personal standards.
- They must become a part of the daily routine at school.
- They will be referred to daily as needed in the classroom.

**CONTENT AREA**
- Science
- Language Arts, Reading
- Math
- Social Studies
- Art
- Music
- All other content areas

### Personal Standards (Big Three)

- 1. Make good Decisions
- 2. Show Respect
- 3. Solve Problems

### Cognitive Content Dictionary:

- **Builds vocabulary and word study skills in content area of study.**
- **The cognitive dictionary involves students in metacognition.**

**WHAT**

- Builds vocabulary and word study skills in content area of study.
- The cognitive dictionary involves students in metacognition.

**WHEN** Daily before starting unit of study.

**WHERE** In a designated area in the classroom. Students can reference previous words of study in their writing, so teachers post new papers on top of previous work.

**Groupings:** Whole group

**Scaffolding**
- Teacher will build on classes knowledge and needs for vocabulary and word study example root words, prefixes, suffixes, word origins, phonics and grammar rules

**CONTENT AREA**
- Science
- Language Arts, Reading
- Math
- Social Studies
- Art
- Music
- All other content areas

### Observation Charts:

- This is a valuable tool for teachers. A variety of activities can be done with these for whole class or individuals and are usually directed by the teacher. Pictures should be interesting and thought provoking to both students and teachers for discussion.

**WHAT**

- Motivates students and enables teacher to see the student’s prior knowledge about the topic of study.

**WHEN**

- Beginning of unit.
- Reviewed later in the unit to clear up any misconceptions.

**WHERE**

- Posted throughout the room at the beginning of unit, can be moved to one area after the activity can be processed throughout the unit.

**Groupings:** 2 Partners observation

**Scaffolding**
- Focus and motivation
- One of the 1st activities done to start a unit.
- Process them right away if there are any obvious misconceptions. Whole group processing

**CONTENT AREA**
- Science
- Language Arts, Reading
- Math
- Social Studies
- Art
- Music
- All other content areas
<table>
<thead>
<tr>
<th>GLAD Strategy</th>
<th>WHY</th>
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<tbody>
<tr>
<td><strong>10/2</strong></td>
<td>This is a method of lecture backed by brain based research (Costa). It is the two minutes that allows for comprehensible output, negotiating for meaning, in a risk free environment to try new vocabulary and concepts with someone the student understands another student. &lt;br&gt;• It allows metacognition. &lt;br&gt;• Also connected to brain research chunking your information.</td>
<td>During whole group instruction example pictorial, narrative input, graphic organizer and lecture. &lt;br&gt;• Chunk and chew the information</td>
<td>Whole group, at the meeting place on the carpet</td>
<td>Whole group</td>
<td>Teacher has to model what is expected during a 10/2 and it must be teacher directed. &lt;br&gt;• Teacher circulates around the room during 10/2 to assess what the student knows about subject.</td>
<td>Science, Language Arts, Reading, Math, Social Studies, Art, Music, All other content areas</td>
</tr>
<tr>
<td><strong>Inquiry Charts:</strong></td>
<td>Inquiry Charts are vehicles for: &lt;br&gt;• Assessing information. &lt;br&gt;• Setting students purpose for learning &lt;br&gt;• Preasessing concepts &lt;br&gt;• Vocabulary and grammar, processing information learned on an almost daily basis &lt;br&gt;• And determining how it was learned.</td>
<td>Beginning of a unit &lt;br&gt;• Processed as information is learned. &lt;br&gt;• End of unit to review. &lt;br&gt;• Students can add information or questions as they occur.</td>
<td>Whole group, at the meeting place on the carpet.</td>
<td>Whole Group</td>
<td>Students need time to talk to each other in small group about what they know and what they want to know.</td>
<td>Science, Language Arts, Reading, Math, Social Studies, Art, Music, All other content areas</td>
</tr>
<tr>
<td><strong>Big Books</strong></td>
<td>Patterning and predictability is a key feature of many Big Books. &lt;br&gt;• Repeated readings make Big Book. &lt;br&gt;• A rich resource of language activities such as tracking print, think along activities, cloze activities and examining text features.</td>
<td>Use Big Books for Focus and Motivation in the beginning of a unit and throughout the unit. &lt;br&gt;• Bringing It All Together Marcia Brechtel Page 165</td>
<td>Whole group teacher modeling at the meeting area &lt;br&gt;• Team tasks &lt;br&gt;• Individual work</td>
<td>Whole group &lt;br&gt;• Team task &lt;br&gt;• Flex group &lt;br&gt;• Individual &lt;br&gt;• ELL group</td>
<td>Big Books are a tool that introduce a subject that hooks and motivates students, &lt;br&gt;They should be read several times and teachers should refer to the Big Book activities. &lt;br&gt;• Bringing It All Together Marcia Brechtel Page 165-168</td>
<td>Science, Language Arts, Reading, Math, Social Studies, Art, Music, All other content areas</td>
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### GLAD Strategies Process Grid

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<tr>
<td>• Pictorial input charts are used by the teacher when the realia can't be found.</td>
<td>• Front load information at the beginning of unit.</td>
<td>• Whole group in the meeting area.</td>
<td>• Whole group in the meeting area.</td>
<td>Builds on prior knowledge.</td>
<td>• Science</td>
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<tr>
<td>• Graphic organizers give students a comprehensible way to look at and organize information. Narrative Input takes advantage of the strong oral retelling history of our students.</td>
<td>• Review as needed throughout the unit of study.</td>
<td>• Students practice during team tasks</td>
<td>• Students practice during team tasks</td>
<td>Organizes information for writing expository and narrative essays.</td>
<td>• Language Arts, Reading</td>
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</tr>
<tr>
<td>• The story format allows for increased comprehension and academic concepts. Pictures are used to increase comprehension.</td>
<td>• Must have information pertaining to the unit of study</td>
<td>• Individuals will be assigned them in their individual portfolios.</td>
<td>• Individuals will be assigned them in their individual portfolios.</td>
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<td>• Math</td>
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<tr>
<td>• Comparative Input is the process of identifying similarities and differences between or among things or ideas.</td>
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<td>• Students practice during team tasks</td>
<td>Students practice during team tasks</td>
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<td>• Social Studies,</td>
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<td>• All Inputs increase retention and learning</td>
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<td>• Art</td>
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<td>All other content areas</td>
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### Learning Log/Double Entry Journal

Students write daily, what they learned their thinking about it. This is done with each unit of study. Teacher gives each student 5-8 sheets of paper stapled together. Students put their name on it and teachers check these logs weekly.

#### Metacognition
- Students write what they learned on the **text** side and on the **you** side they write their thinking about it.
- Students write in them daily.
- Teacher collects to assess student learning (formative assessment)
- Give students feedback as soon as possible

#### Individual work space
- Individual work space
- Teacher models whole group until students understand the process
- Teacher models and works with individuals students as needed

### Interactive Journals

This strategy offers a chance for students to engage in written dialogue with the teacher about issues meaningful to them.

#### Students are engaged in issues that are meaningful to them.
- It builds relationships with students and teachers
- Teacher responds to the child about what he wrote and ends with a question.
- Teacher models correct writing while corresponding with each student.
- Students will begin to self-correct on their own.

#### Throughout the year.
- Divide the class up so that each student can write to the teacher once a week.
- Usually five to six per day.

#### The students are allowed to write to the teacher on their assigned day and time.
- Whole group modeling lesson on journaling.
- Individual students write daily

#### Teacher writes even if the student chooses not to and she never corrects the students writing. She does model the correct way in her response to the student.
- Science
- Language Arts, Reading
- Math
- Social Studies, Art
- Music
- All other content areas
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<tr>
<td><strong>Team Building T Graph</strong></td>
<td>• In order to take risks, students need to feel safe in the classroom in large groups or small group settings.</td>
<td>• Working with teams and small groups</td>
<td>• Team Tasks</td>
<td>• Introduce a new trait with every new unit.</td>
<td>Science</td>
<td>Science</td>
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<td></td>
<td>• Students don’t always come to school knowing these character traits so they must be allowed the time to learn through group experiences, modeling, discussions, practice, and patience.</td>
<td>In cooperative learning groups team tasks</td>
<td></td>
<td>• Traits depend on the needs of the class.</td>
<td>Language Arts, Reading</td>
<td>Language Arts, Reading</td>
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<td>• Class develops T graph as a group and team points are given after team tasks to reinforce character trait being focused on.</td>
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<td>Social Studies, Art</td>
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<td>All other content areas</td>
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<td><strong>Picture File Cards</strong></td>
<td>• Use cards that are high interest or emotionally provoking</td>
<td>• Picture file cards for each unit of study and other topics for writing or other activities.</td>
<td>• Observation charts</td>
<td>• Whole group</td>
<td>Science</td>
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<td>are one of the most valuable tools for any teacher when used to develop higher-level thinking.</td>
<td>• Students will want to discuss them this builds language.</td>
<td>• Picture file cards can be used anytime throughout the unit of study</td>
<td>• Whole group writing</td>
<td>• Team task</td>
<td>Language Arts, Reading</td>
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<td>• Other activities such as writing, predicting, developing questions, classifying and assessment.</td>
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<td>• Team activity using pictures such as exploration report</td>
<td>• Flex group</td>
<td>Math</td>
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<td>• Individual</td>
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<td>All other content areas</td>
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<td><strong>Team Tasks:</strong></td>
<td>• Anytime teachers are pulling a flexible group the children are working on team tasks.</td>
<td>• Once there are enough activities to keep the students engaged while teacher works with groups.</td>
<td>• Teams are working on Team Tasks</td>
<td>• Anything the teacher models is appropriate for a team task.</td>
<td>Science</td>
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<td>• Give students needed time to practice before assessing.</td>
<td>• Teacher doesn’t pull groups until students are able to work together as a group following the classroom expectations.</td>
<td>• Teacher works in flexible groups or conferencing with teams.</td>
<td>• These become the basis of the individual tasks, thus providing practice or scaffolding.</td>
<td>Language Arts, Reading</td>
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<td><strong>Exploration Report</strong></td>
<td>Provides students with the opportunity for increased team building</td>
<td>This activity can be used anytime throughout the unit</td>
<td>Whole group teacher modeling at the learning area</td>
<td>Whole group&lt;br&gt;Team task&lt;br&gt;Flex group&lt;br&gt;Individual&lt;br&gt;ELL group</td>
<td>Teacher models&lt;br&gt;Small group&lt;br&gt;Individual work&lt;br&gt;Basis for scaffolding vocabulary and meaning of information for unit</td>
<td>Science&lt;br&gt;Language Arts, Reading&lt;br&gt;Math&lt;br&gt;Social Studies, Art&lt;br&gt;Music&lt;br&gt;All other content areas</td>
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<td><strong>SPC Chart</strong></td>
<td>A type of inquiry chart&lt;br&gt;Gives indication of background knowledge</td>
<td>This is the foundation of teaching students how to build complex sentences. It is an invaluable strategy that can be taken to reading, writing, and developing poetry. It provides a low anxiety environment in which to practice new vocabulary and unfamiliar sentence patterns.</td>
<td>Whole group, at the meeting place on the carpet.&lt;br&gt;Team tasks - individual work time at tables</td>
<td>Whole group&lt;br&gt;Team task&lt;br&gt;Flex group&lt;br&gt;Individual&lt;br&gt;ELL group&lt;br&gt;Columns can be moved around</td>
<td>Teacher models&lt;br&gt;Small group&lt;br&gt;Individual work&lt;br&gt;ELL</td>
<td>Science&lt;br&gt;Language Arts, Reading&lt;br&gt;Math&lt;br&gt;Social Studies, Art&lt;br&gt;Music&lt;br&gt;All other content areas</td>
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<td><strong>Poetry Frames/Chants</strong></td>
<td>A poem that lends itself to being adapted and expanded by students. These poems or chants can also be adapted for any unit. The new content vocabulary is exchanged for old vocabulary; Provides a low affective filter practicing new vocabulary.</td>
<td>The importance of patterning, which comes from brain research. The chance to use new vocabulary from negotiating meaning. Research. The low affective filter of trying new words with no one looking at you, from the language acquisition research. Remember it is not about the teacher it is about our students.</td>
<td>From the beginning to the end of a unit</td>
<td>Whole group teacher modeling.&lt;br&gt;Team tasks&lt;br&gt;Individual work.</td>
<td>Teacher modeling&lt;br&gt;Group writing&lt;br&gt;Individual portfolio</td>
<td>Science&lt;br&gt;Language Arts, Reading&lt;br&gt;Math&lt;br&gt;Social Studies, Art&lt;br&gt;Music&lt;br&gt;All other content areas</td>
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| **Listen And Sketch** | The teacher reads a short story I small chunks After each chunk (about two to three paragraphs), the teacher instructs the students to “sketch in their head.” | • This strategy encourages students to visualize a skill most struggling readers don’t have.  
• Visualization is a strong way for the brain to learn. | We use sketch and write in learning logs, journals and assessment tools, thus allowing more access to ELD and visual learners | Whole group teacher modeling  
• Individual work | Whole group  
• Team task  
• Flex group  
• Individual  
• ELL group | Teacher modeling  
• Individual portfolio | Science  
• Language Arts, Reading  
• Math  
• Social Studies,  
• Art  
• Music  
• All other content areas |
| **Ear to Ear Reading** | • Two students place their chairs side by side the seats face in the opposite direction.  
• When the students are sitting in the chairs, their heads and ears are close together, but their faces are facing the opposite direction. They each have the same reading materials; they take turns reading to each other (one line at a time). | It is a form of partner reading that lowers the affective filter. As research shows, with some cultures and struggling readers, the eye-to-eye reading is threatening. This is a great activity for building fluency and intonation skills | Weekly | With their assigned reading partner | Partners | Modeled by teacher  
• When partners read teacher circulates around the room assessing students needs and progress 9  
• Formative assessment | Reading  
• Language Arts  
• Science  
• Social Studies |
| **Poetry Break** | • Students are assigned a day to present to the class.  
• Teacher models a poem a week going through the poetry break process | • This strategy develops fluency, word meaning, metacognition and oral presentation skills | 10-15 minutes daily class is divided into 5 days  
This activity is student lead by the weekly assigned poetry director | Whole Group poetry break presenters present to the class in the assigned presenters place | Whole group activity | Teacher models poetry expectations weekly during poetry break choosing different poetry styles | Science  
• Language Arts, Reading  
• Math  
• Social Studies,  
• Art  
• Music  
• All other content areas |
## GLAD Strategies Process Grid

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</table>
| **Process Grid** | - As the name implies, it is a grid with categories across the top and down the side. Students acquire info in a number of ways... prior knowledge, expert groups or teacher input. Process as a class and information can be used to develop an essay. | - Builds confidence and comprehension when student can teach others.  
- Students use the developed process grid to write an individual essay. This should only occur after there has been time allowed for the team task practice time. | - Once there are enough activities to keep the students engaged while teacher works with groups.  
- Teacher doesn’t pull groups until students are able to work together as a group following the classroom expectations. | - In heterogeneous cooperative learning groups | - Teams are working on Team Tasks  
- Teacher works in flexible groups or conferencing with teams. | - Anything the teacher models is appropriate for a team task,  
- These become the basis of the individual tasks, thus providing practice or scaffolding. | - Science  
- Language Arts, Reading  
- Math  
- Social Studies, Art  
- Music  
- All other content areas |
| **Cooperative Paragraph** | - This group frame allows the teacher to teach and model the conventions of writing and the process of revising.  
- Refer to the process grid for more details and the SPC for sentence structure and language.  
- Add BSS as students are comfortable with process | - This whole model helps student to actively participate in the writing process. Students are able to visually see the process for writing expository, narrative and poetry. | - Whole group, at the meeting place on the carpet.  
- Team tasks  
- Individuals work time at tables | - Whole group  
- Team task  
- Flex group  
- Individual  
- ELL group | - After developing the Sentence Patterning Chart and the Process Grid students will have what they need to develop a paragraph together | - Science  
- Language Arts, Reading  
- Math  
- Social Studies, Art  
- Music  
- All other content areas |
| **Language Development Cycle** | - This activity can be used in conjunction with the Co-op Paragraph with student generated text. | - This strategy is great for teaching sequencing, retelling or cause and effect, topic sentence, revising and editing.  
- The step by step model is in the Bringing It All Together, Marcia Brechtel Page 174-175 | - In a small work area | - Flex group | - The step by step model is in the Bringing It All Together, Marcia Brechtel Page 174-175 | - Language Arts  
- Reading |
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<td><strong>Writers Workshop:</strong></td>
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<tr>
<td>• We have adapted Lucy Calkins and Donald Graves models. There are many different writers workshop models.</td>
<td>• Everyone is an author.</td>
<td>• Individual</td>
<td>Individuals should be at their assigned area writing quietly</td>
<td>• Individual</td>
<td>Teacher takes the children where they are as writers to where they can be as writers</td>
<td>Language Arts</td>
</tr>
<tr>
<td>• The step by step model, as we do it in GLAD, is in the book <em>Bringing It All Together</em> Marcia Brechtel Page 161-165</td>
<td></td>
<td>• Free choice writing</td>
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<tr>
<td><strong>Writing Process for Developing Fictional Characters</strong></td>
<td>During the narrative input chart the teacher has to model the genre orally for the students. The step by step model is in the <em>Bringing It All Together</em> Marcia Brechtel Page 170-171</td>
<td>It is not at the beginning of a unit. Students must have some content information already or the teacher needs to develop expert groups for the information</td>
<td>The step by step model is in the <em>Bringing It All Together</em> Marcia Brechtel Page 170-171</td>
<td>It is a process that goes teacher modeling to individual writing</td>
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<td>Language Arts</td>
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<td><strong>Personal Exploration:</strong></td>
<td>This concept was adapted from Jerry Treadway; Its importance is reinforced by research on metacognition and the multiple intelligences.</td>
<td>At the end of the unit</td>
<td>Individual portfolio</td>
<td>Individual</td>
<td>Students acquire and build on prior knowledge all through the unit</td>
<td>Science, Language Arts, Reading, Math, Social Studies, Art, Music, All other content areas</td>
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<td>The end of a unit for a student to choose the method he / she will demonstrate what has been learned and acquired.</td>
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<td>Summative assessment</td>
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*Whitney/Kaufman 2006*