

GLAD Strategies Process Grid

Borrowed from the Pasco School District G.L.A.D. Project website

DRAFT

GLAD Strategy WHAT	WHY	WHEN	WHERE	Groupings: Whole-Team- Flex-Individual	Scaffolding	CONTENT AREA
<p><u>Personal Standards</u> (Big Three)</p> <ol style="list-style-type: none"> 1. Make good Decisions 2. Show Respect 3. Solve Problems 	<p>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.</p>	<ul style="list-style-type: none"> • Daily 	<ul style="list-style-type: none"> • When at school 	<ul style="list-style-type: none"> • Whole group • Team task • Flex group • Individual • ELL group 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Science • Language Arts, Reading • Math • Social Studies, • Art • Music • All other content areas
<p><u>Cognitive Content Dictionary:</u></p> <p>It is a word study that asks students to predict the meaning of a chosen word, then discuss it whole group. They find the meaning by the end of class or next day and then are able to use it in a sentence. This can be done daily with words that come from the unit of study.</p>	<ul style="list-style-type: none"> • Builds vocabulary and word study skills in content area of study. • The cognitive dictionary involves students in metacognition. 	<ul style="list-style-type: none"> • Daily before starting unit of study. • The words studied are in the unit 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Whole group • Team task • Flex- group • Individual. 	<p>Teacher will build on classes knowledge and needs for vocabulary and word study example root words, prefixes, suffixes, word origins, phonics and grammar rules</p>	
<p><u>Observation Charts:</u></p> <p>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.</p>	<p>Motivates students and enables teacher to see the student's prior knowledge about the topic of study</p>	<ul style="list-style-type: none"> • Beginning of unit. • Reviewed later in the unit to clear up any mis-conceptions 	<ul style="list-style-type: none"> • Posted throughout the room at the beginning of unit, can be moved to one area after the activity can be processed throughout the unit. 	<ul style="list-style-type: none"> • 2 Partners observation • Whole Group processing 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Science • Language Arts, Reading • Math • Social Studies, • Art • Music • All other content areas

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<p>10/2</p> <ul style="list-style-type: none"> Ten minutes for teacher to lecture and 2 minutes for students to process Students must process with another student. 	<ul style="list-style-type: none"> This is a method of lecture backed by brain based research (Costa). It is the two minutes that allows for comprehensible out put, negotiating for meaning, in a risk free environment to try new vocabulary and concepts with someone the student understands another student. It allows metacognition. Also connected to brain research chunking your information. 	<ul style="list-style-type: none"> During whole group instruction example pictorial, narrative input, graphic organizer and lecture. Chunk and chew the information 	<p>Whole group, at the meeting place on the carpet</p>	<p>Whole group</p>	<ul style="list-style-type: none"> Teacher has to model what is expected during a 10/2 and it must be teacher directed. Teacher circulates around the room during 10/2 to assess what the student knows about subject. 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p><u>Inquiry Charts:</u> These charts help with accessing and focusing background information of the students. What do you know about____? What do you want to know about____?</p>	<ul style="list-style-type: none"> Inquiry Charts are vehicles for: Assessing information. Setting students purpose for learning Preassessing concepts Vocabulary and grammar, processing information learned on an almost daily basis. And determining how it was learned. 	<ul style="list-style-type: none"> Beginning of a unit Processed as information is learned. End of unit to review. Students can add information or questions as they occur. 	<ul style="list-style-type: none"> Whole group, at the meeting place on the carpet. 	<ul style="list-style-type: none"> Whole Group 	<p>Students need time to talk to each other in small group about what they know and what they want to know.</p>	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p><u>Big Books</u> These are a unique need in the classroom. They address the specific content and linguistic needs of each individual classroom and curriculum without the enormous expense usually needed to acquire content area text.</p>	<ul style="list-style-type: none"> Patterning and predictability is a key feature of many Big Books. Repeated readings make Big Book. A rich resource of language activities such as tracking print, think along activities, cloze activities and examining text features. 	<ul style="list-style-type: none"> Use Big Books for Focus and Motivation in the beginning of a unit and throughout the unit. <u>Bringing It All Together</u> Marcia Brechtel Page 165 	<ul style="list-style-type: none"> Whole group teacher modeling at the meeting area Team tasks Individual work 	<ul style="list-style-type: none"> Whole group Team task Flex group Individual ELL group 	<ul style="list-style-type: none"> Big Books are a tool that introduce a subject that hooks and motivates students, They should be read several times and teachers should refer to the Big Book activities. <u>Bringing It All Together</u> Marcia Brechtel Page 165-168 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas

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<ul style="list-style-type: none"> • Pictorial input charts are used by the teacher when the realia can't be found. • 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. • The story format allows for increased comprehension and academic concepts. Pictures are used to increase comprehension. • Comparative Input is the process of identifying similarities and differences between or among things or ideas, • All Inputs increase retention and learning 	<ul style="list-style-type: none"> • Front load information at the beginning of unit. • Review as needed throughout the unit of study. • Must have information pertaining to the unit of study 	<ul style="list-style-type: none"> • Whole group in the meeting area. • Students practice during team tasks • Individuals will be assigned them in their individual portfolios. • Students practice during team tasks 	<ul style="list-style-type: none"> • Whole group in the meeting area. • Students practice during team tasks • Individuals will be assigned them in their individual portfolios. Students practice during team tasks 	<ul style="list-style-type: none"> • Whole group • Team task • Flex group • Individual ELL group 	<ul style="list-style-type: none"> • Builds on prior knowledge. Organizes information for writing expository and narrative essays. 	<ul style="list-style-type: none"> • Science • Language Arts, Reading • Math • Social Studies, • Art • Music • All other content areas
<p><u>Learning Log/Double Entry Journal</u> 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.</p>	<ul style="list-style-type: none"> • Metacognition • Students write what they learned on the <u>text</u> side and on the <u>you</u> side they write their thinking about it. 	<ul style="list-style-type: none"> • Students write in them daily. • Teacher collects to assess student learning (formative assessment • Give students feedback as soon as possible 	<ul style="list-style-type: none"> • Individual work space 	<ul style="list-style-type: none"> • Teacher models whole group until students understand the process 	<ul style="list-style-type: none"> • Teacher models and works with individuals students as needed 	<ul style="list-style-type: none"> • Science • Language Arts, Reading • Math • Social Studies, • Art • Music • All other content areas
<p><u>Interactive Journals</u> This strategy offers a chance for students to engage in written dialogue with the teacher about issues meaningful to them.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>The students are allowed to write to the teacher on their assigned day and time.</p>	<ul style="list-style-type: none"> • Whole group modeling lesson on journaling. • Individual students write daily 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Science • Language Arts, Reading • Math • Social Studies, • Art • Music • All other content areas

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<p>Team Building T Graph Some ideas for character traits: Cooperation, Caring, Respect, Tolerance, Integrity</p>	<ul style="list-style-type: none"> In order to take risks, students need to feel safe in the classroom in large groups or small group settings. 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. 	<ul style="list-style-type: none"> Working with teams and small groups 	<p>In cooperative learning groups team tasks</p>	<ul style="list-style-type: none"> Team Tasks 	<ul style="list-style-type: none"> Introduce a new trait with every new unit. Traits depend on the needs of the class. Class develops T graph as a group and team points are given after team tasks to reinforce character trait being focused on. 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p>Picture File Cards are one of the most valuable tools for any teacher when used to develop higher-level thinking.</p>	<ul style="list-style-type: none"> Use cards that are high interest or emotionally provoking Students will want to discuss them this builds language. Other activities such as writing, predicting, developing questions, classifying and assessment. 	<ul style="list-style-type: none"> Picture file cards for each unit of study and other topics for writing or other activities. Picture file cards can be used anytime throughout the unit of study 	<ul style="list-style-type: none"> Observation charts Whole group writing Team activity using pictures such as exploration report 	<ul style="list-style-type: none"> Whole group Team task Flex group Individual ELL group 	<ul style="list-style-type: none"> Teacher must model activity and expectations more than once. Monitoring groups activities is essential to their success. Formative assessment of the students 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p>Team Tasks:</p> <ul style="list-style-type: none"> Used in place of centers, Give students needed time to practice before assessing. 	<ul style="list-style-type: none"> Anytime teachers are pulling a flexible group the children are working on team tasks. These ultimately become individual tasks 	<ul style="list-style-type: none"> 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. 	<p>In heterogeneous cooperative learning groups</p>	<ul style="list-style-type: none"> Teams are working on Team Tasks Teacher works in flexible groups or conferencing with teams. 	<ul style="list-style-type: none"> Anything the teacher models is appropriate for a team task, These become the basis of the individual tasks, thus providing practice or scaffolding. 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas

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<p>Exploration Report A type of inquiry chart Gives indication of background knowledge</p>	<ul style="list-style-type: none"> Provides students with the opportunity for increased team building Consensus of team Provides opportunity to negotiate for meaning 	<ul style="list-style-type: none"> This activity can be used anytime throughout the unit 	<ul style="list-style-type: none"> Whole group teacher modeling at the learning area Team tasks Individual work 	<ul style="list-style-type: none"> Whole group Team task Flex group Individual ELL group 	<ul style="list-style-type: none"> Teacher models Small group Individual work Basis for scaffolding vocabulary and meaning of information for unit 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p>SPC Chart Sentence Patterning Chart Adjective (Red) column 1 - Plural Noun(s) (Black) column 2-Verb (Green) column 3 -Adverb (LY) (Blue) column 4 Prepositional Phrase: where (Orange) column 5</p>	<p>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.</p>	<p>Later in the unit when students have knowledge about the noun (Topic) to develop sentences about the topic.</p>	<ul style="list-style-type: none"> Whole group, at the meeting place on the carpet. Team tasks - individual work time at tables 	<ul style="list-style-type: none"> Whole group Team task Flex group Individual ELL group Columns can be moved around. 	<ul style="list-style-type: none"> Teacher models Small group Individual work ELL 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p>Poetry Frames/Chants</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>From the beginning to the end of a unit</p>	<ul style="list-style-type: none"> Whole group teacher modeling. Team tasks area Individual work. 	<ul style="list-style-type: none"> Whole group Team task Flex group Individual ELL group 	<ul style="list-style-type: none"> Teacher modeling Group writing Individual portfolio 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas

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<p><u>Listen And Sketch</u> The teacher reads a short story I small chunks After each chunk (about two to three paragraphs), the teacher instructs the students to" sketch the in their head."</p>	<ul style="list-style-type: none"> This strategy encourages students to visualize a skill most struggling readers don't have. Visualization is a strong way for the brain to learn 	<p>We use sketch and write in learning logs, journals and assessment tools, thus allowing more access to ELD and visual learners</p>	<ul style="list-style-type: none"> Whole group teacher modeling Individual work 	<ul style="list-style-type: none"> Whole group Team task Flex group Individual ELL group 	<ul style="list-style-type: none"> Teacher modeling Individual portfolio 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p><u>Ear to Ear Reading</u></p> <ul style="list-style-type: none"> 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). 	<p>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</p>	<p>Weekly</p>	<p>With their assigned reading partner</p>	<p>Partners</p>	<ul style="list-style-type: none"> Modeled by teacher When partners read teacher circulates around the room assessing students needs and progress 9 Formative assessment 	<ul style="list-style-type: none"> Reading Language Arts Science Social Studies
<p><u>Poetry Break</u></p> <ul style="list-style-type: none"> Students are assigned a day to present to the class. Teacher models a poem a week going through the poetry break process 	<ul style="list-style-type: none"> This strategy develops fluency, word meaning, metacognition and oral presentation skills 	<p>10-15 minutes daily class is divided into 5 days. This activity is student lead by the weekly assigned poetry director</p>	<ul style="list-style-type: none"> Whole Group poetry break presenters present to the class in the assigned presenters place 	<p>Whole group activity</p>	<p>Teacher models poetry expectations weekly during poetry break choosing different poetry styles</p>	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas

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<p>Process Grid</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> In heterogeneous cooperative learning groups 	<ul style="list-style-type: none"> Teams are working on Team Tasks Teacher works in flexible groups or conferencing with teams. 	<ul style="list-style-type: none"> Anything the teacher models is appropriate for a team task, These become the basis of the individual tasks, thus providing practice or scaffolding. 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p>Cooperative Paragraph</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Later in the unit when the students have done the SPC and the Process Grid 	<ul style="list-style-type: none"> Whole group, at the meeting place on the carpet. Team tasks Individuals work time at tables 	<ul style="list-style-type: none"> Whole group Team task Flex group Individual ELL group 	<ul style="list-style-type: none"> After developing the Sentence Patterning Chart and the Process Grid students will have what they need to develop a paragraph together 	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas
<p>Language Development Cycle</p> <ul style="list-style-type: none"> This activity can be used in conjunction with the Co-op. Paragraph with student generated text. 	<p>This strategy is great for teaching sequencing, retelling or cause and effect, topic sentence, revising and editing.</p> <p>The step by step model is in the <u>Bringing It All Together</u> Marcia Brechtel Page 174-175</p>	<p>This can be done during team tasks or if you have an educational assistant they can be trained to assist students in this activity.</p>	<ul style="list-style-type: none"> In a small work area 	<ul style="list-style-type: none"> Flex group 	<p>The step by step model is in the <u>Bringing It All Together</u> Marcia Brechtel Page 174-175</p>	<ul style="list-style-type: none"> Language Arts Reading

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<p>Writers Workshop:</p> <ul style="list-style-type: none"> We have adapted Lucy Calkins and Donald Graves models. There are many different writers workshop models. The step by step model, as we do it in GLAD, is in the book <u>Bringing It All Together</u> Marcia Brechtel Page 161-165 	<ul style="list-style-type: none"> Everyone is an author. 	<ul style="list-style-type: none"> Individual Free choice writing 	<p>Individuals should be at their assigned area writing quietly</p>	<ul style="list-style-type: none"> Individual Teacher Conferencing Author Chair 	<p>Teacher takes the children where they are as writers to where they can be as writers</p>	<p>Language Arts</p>
<p>Writing Process for Developing Fictional Characters is to teach students how to develop fictional Characters when writing in narrative mode</p>	<p>During the narrative input chart the teacher has to model the genre orally for the students. The step by step model is in the <u>Bringing It All Together</u> Marcia Brechtel Page 170-171</p>	<p>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</p>	<p>The step by step model is in the <u>Bringing It All Together</u> Marcia Brechtel Page 170-171</p>	<p>It is a process that goes teacher modeling to individual writing</p>	<ul style="list-style-type: none"> The teacher models the process. Students then work in teams to practice Then individual work is done 	<ul style="list-style-type: none"> Language Arts
<p>Personal Exploration:</p> <p>The end of a unit for a student to choose the method he / she will demonstrate what has been learned and acquired.</p>	<p>This concept was adapted from Jerry Treadway; Its importance is reinforced by research on metacognition and the multiple intelligences.</p>	<p>At the end of the unit</p>	<ul style="list-style-type: none"> Individual portfolio Summative assessment 	<p>Individual</p>	<p>Students acquire and build on prior knowledge all through the unit</p>	<ul style="list-style-type: none"> Science Language Arts, Reading Math Social Studies, Art Music All other content areas