Cognitive strategy Instruction
Implementation Plan
Following the Self-Regulated Strategy Development Model

Teacher:  

Content Area:  Grade Level:  

Strategy:  

Stage 1: Develop and Activate Background Knowledge
Prior to teaching the strategy, it is necessary to evaluate the students' background knowledge. Using this in a classroom where the teacher is familiar with the students and their abilities will provide a lot of this information. Formal or informal assessments can be used to determine what skills the students possess and what skills they lack; doing a task analysis will provide the information for identifying the skills necessary to successfully complete the strategy.

Task Analysis
How will I assess students' prerequisite skills?

**Stage 2: Discuss the Strategy**

This stage is the first stage in 'initiating' the strategy. In this stage it is important to be up front and open with the students about what you are doing. It is important to stress the relevance of the strategy. Brainstorm with the students, situations
where using this strategy or completing the given task accurately is important. Example: “When would it be important for you to read a textbook accurately?”

**Brainstorming ideas with students**

In order for students to be successful and self-regulating they need to want to use the strategy, or “buy in.” Discussing current performance here is crucial.

**Script for “Selling” the Strategy**

Introduce the strategy steps, and any prompts that will be given.
Stage 3: Model the Strategy

The teacher will need to use a “think aloud” to demonstrate the use of the strategy.
Memorizing the strategy is extremely important! We want the students to focus on the task and not on the steps of the strategy. The activities themselves are not
nearly as important, but necessary to plan out. The important aspect of the activities is whether or not they facilitate memorization.

**Memorization Activities**

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**Stage 5: Support the Strategy**

In this stage scaffolding is important. With scaffolding it is possible for a gradual transfer of strategy performance from teacher to student. This is possibly the most critical part of the process; students need to be given adequate time and support to master the strategy.

**Describe how you would facilitate support strategy use:**
Stage 6: Independent Performance

The main goal is that students ACADEMIC PERFORMANCE INCREASES. It will be necessary to evaluate students' usage of the strategies. At a minimum: Are they actually using the strategy? Has performance increased? Do the students see the strategy as valuable?

How will you facilitate strategy use and help students generalize to other situations, and how will you evaluate their performance?