Cognitive strategy Instruction Implementation Plan

Following the

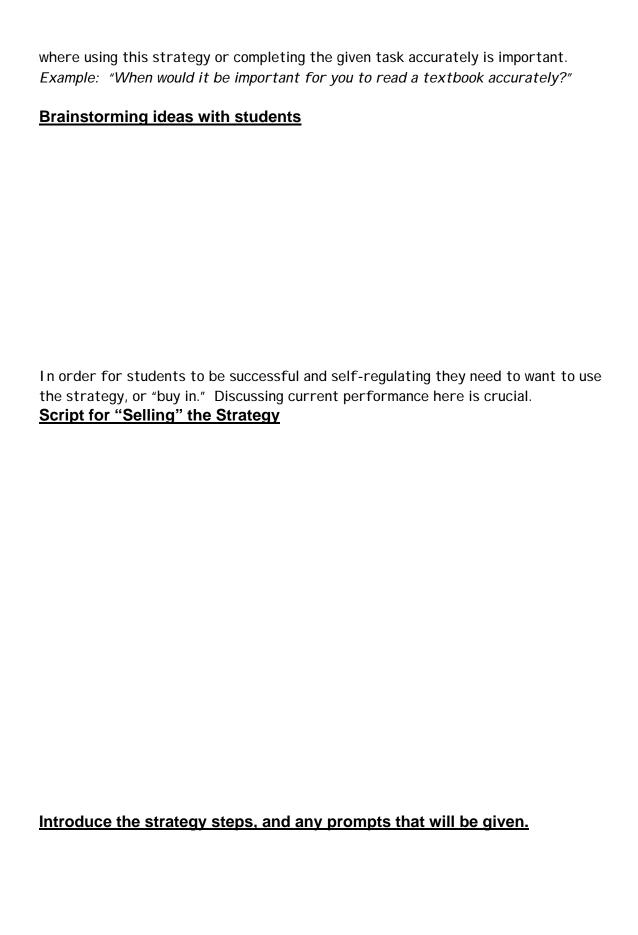
Self-Regulated Strategy Development Model

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

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



Stage 3: Model the Strategy The teacher will need to use a "think aloud" to demonstrate the use of the strategy.

Script for Think Aloud Stage 4: Memorize 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

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?