Strategies
Implementation Guide

1. Standards

Definition:
Standards are three Project GLAD classroom standards (show respect, make good decisions, solve problems) or other behavior standards used by the school or district.

2. Scouts

Definition:
Scouts are students who are charged with looking for evidence of behavior standards among their peers.

3. Literacy awards

Definition:
Literacy awards are academic awards given when students demonstrate the behavior standards.

1. For each award, the teacher or scout identifies which standard the student met *and* what their specific behavior was when they met the standard.

2. Awards contain authentic pictures *and* academic text or they are linked to literacy (e.g., bookmarks, golden pen award, scientist notebook).

4. T-graph for social skills

Definition:

T-graph for social skills is created on chart paper, with a specific social skill (e.g., cooperation) depicted, explaining to students what you would see and what you would hear if students were using that skill.
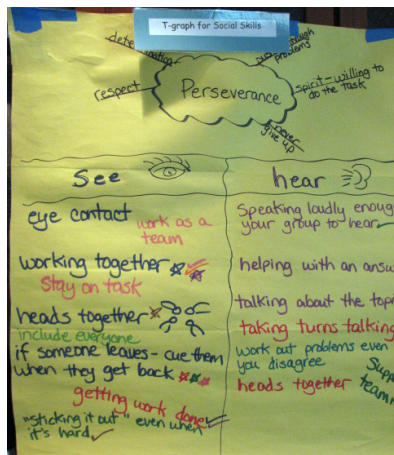
1. The chart is pre-planned with one social skill chosen (e.g., cooperation, empathy, sharing) and *non-white* paper posted.

2. Students discuss with each other the *definition* of the social skill and then call out ideas. Teacher records correct information.

3. Students discuss with each other *what they would see* for the social skill and then call out ideas. Teacher records correct information.

4. Students discuss with each other *what they would hear* for the social skill and then call out ideas. Teacher records correct information.

5. If students do not have an understanding of the concept (e.g., call out incorrect information), teacher scaffolds (e.g., models, role plays, prompts). *(Use n/a if this is not an issue.)*

5. Team points

Definition:
Team points are awarded to teams who demonstrate the social skills that are depicted on the T-graph.

6. Personal interactions

Definition:
Personal interactions are activities that help students get to know each other or create an environment where everyone feels safe.

7. 10/2 lecture

Definition:

10/2 lecture is a way to provide students with a lot of facts in short, digestible bites. The teacher lectures for up to 10 minutes and then provides questions for students to discuss together in pairs for 2 minutes.

1. Teacher explicitly articulates the purpose of the lesson.

2. Teacher's lecture is intentionally chunked (e.g., about 10 minutes).

3. Teacher uses strategies that promote comprehensible input (gestures, appropriate pacing, sketches, and/or realia).

4. Students actively participate when the teacher is lecturing (e.g., repeat words/phrases, use gestures with the teacher).

5. Teacher provides specific prompts for students to discuss in pairs or small groups and does so throughout the lesson.

6. Teacher monitors the discussion time.

7. Students actively participate in discussion during the discussion time.

8. Picture file cards

Definition:
Picture file cards are cards with photos related to the topic of the unit. They can be used by small groups on their own (for example, for sorting tasks) or can be combined with many other Project GLAD strategies.
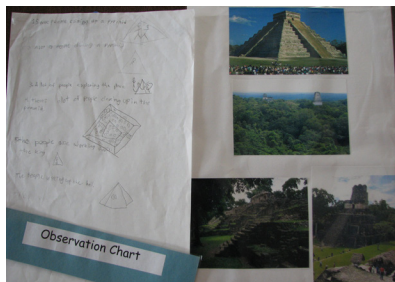
9. Observation charts

Definition:
Observation charts are groupings of pictures related to the Project GLAD unit. Students work in pairs to write or draw their observations or questions on paper next to the charts.


1. Teacher models how the observation chart works and the expectations for student participation (e.g., one writing utensil per pair, discuss together with partner, write/sketch what they see). *(Note that if observation charts have been done before, explanation may not need to be as explicit.)*

2. There are an adequate number of observation charts around the room so students are not crowded (e.g., 5-7).

3. Working in pairs, students circulate and talk to their partner about the charts.

4. Students record words and/or sketches on blank paper provided by the pictures.

5. Once the activity starts, teacher turns "control" over to the students, while still monitoring their participation.

Definition:
Inquiry charts are charts on which the teacher records what students think they know and want to know about a topic.
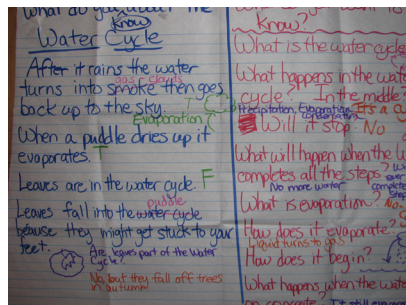
1. Chart includes two columns, "what do we know about ___" and "what do we want to know about ___." Columns are color coded.

2. Teacher uses the term "hypothesis" when teaching the first column. Teacher explains what a hypothesis is OR there is evidence that this term has been taught before.

3. Students discuss together (e.g., with a partner) their hypotheses for the first column.

4. Teacher solicits feedback and writes *verbatim* the information students provide.

5. Teacher explains the second column (e.g., that it can be answered with question words such as who, what, why) OR there is evidence that this has been taught before.

6. Students discuss together (e.g., with a partner) their questions for the second column.

7. Teacher solicits feedback and writes *verbatim* the information students provide.

11. Cognitive content dictionary

Definition:
Cognitive content dictionary is a chart to introduce vocabulary. The chart includes student predictions of the word meaning, the final meaning, a sketch and a sentence using the word.

1. Student teams put heads together and then share their final meaning with the class.

2. Teacher records final meaning, adds a sketch and may record word in primary language of EL students (e.g., Spanish).

3. Teacher leads a word study (e.g., word's origin, parts of speech, etc.).

4. Teacher models an oral sentence and then teams create their own sentence and report out to the whole group.

5. Teacher records word on chart and all students chorally repeat the word.

6. Teacher asks how many students have/have not heard of the word.

7. Student teams put heads together to come up with prediction that is backed up with why they think that. Teacher records their ideas.

8. Teacher introduces gesture and synonym or a phrase for the word and students practice.

12. Graphic organizers

Definition:
Graphic organizers include a variety of organizers used to categorize information (for example: world maps, timelines, 6 kingdoms of living things).

During initial presentation of the chart to students rate 1-8

1. Students are in proximity to the teacher and all can see the chart and teacher.

2. Chart is pre-planned (e.g., lecture notes, sketches, words penciled in ahead of time).

3. Teacher presents information in chunks (e.g., in categories/themes or subtopics).

4. The teacher uses color coding for each chunk of the lesson.

5. Teacher adds picture file cards or other visuals at the time of initial input.

6. Chart includes academic vocabulary.

7. Teacher uses 10/2 lecture. (Use 10/2 rubric for details.)

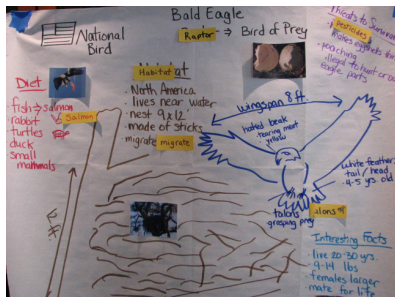8. Students are given writing opportunity at the end (e.g., in their learning logs).

When teacher returns to process the chart rate 1, 2, 4, 5, 6, 7 (not 3, 8) plus 9 and 10 below:

9. Students add picture cards or word cards during review.

10. When indicated by the teacher, students orally *read* words/phrases from the chart.

13. Pictorial input charts

Definition:
Pictorial input charts are large, color-coded illustrations on chart paper that introduce a concept and use academic language to label items or concepts around the illustration.

1. Students are in proximity to the teacher and all can see the chart and teacher.

2. Chart is pre-planned (e.g., lecture notes, sketches, words penciled in ahead of time).

3. Teacher presents information in chunks (e.g., in categories/themes or subtopics).

4. The teacher uses color coding for each chunk of the lesson.

5. Chart includes academic vocabulary.

6. Teacher uses 10/2 lecture. (Use 10/2 rubric for details.)

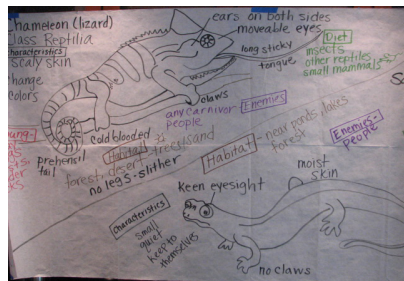7. Students are given writing opportunity at the end (e.g., in their learning logs).

When teacher returns to process the chart rate 1, 3, 4, 5, 6 (not 2, 7) plus 8 and 9 below:

8. Students add picture cards or word cards during review.

9. When indicated by the teacher, students orally **read** words/phrases from the chart.

13

14. Comparative input charts

Definition:
Comparative input charts are large charts that identify the similarities and differences between or among things or ideas.

During initial presentation of the chart to students rate 1-8

1. Students are in proximity to the teacher and all can see the chart and teacher.

2. Chart is pre-planned (e.g., lecture notes, sketches, words penciled in ahead of time).

3. Teacher presents information in chunks (e.g., in categories/themes or subtopics).

4. The teacher uses color coding for each chunk of the lesson.

5. Chart includes academic vocabulary.

6. Teacher uses 10/2 lecture. (Use 10/2 rubric for details.)

7. Students are given writing opportunity at the end (e.g., in their learning logs).

When teacher returns to process the chart rate 1, 2, 4, 5, 6, 7 (not 2, 7) plus 8 and 9 below:

8. Students add picture cards or word cards during review.

9. When indicated by the teacher, students orally *read* words/phrases from the chart.

15. Narrative input charts

Definition:
Narrative input charts are large charts that teachers use when telling or reading a story. During the telling, the teacher attaches pictures to the chart which depict important components of the story.

1. Students are in proximity to the teacher and can all see the chart and teacher.

2. Props include a background and story cards that have pictures on the front and corresponding narrative on the back.

3. First reading: Teacher reads the story all the way through with fluency, prosody, and arm/body gestures.

4. The narrative uses academic vocabulary.

5. Teacher provides reflection or personal interaction question at the end of the story for students to process.

6. The teacher retells the story while students add word cards and/or speech bubbles to the background during retell.

16. Sentence patterning charts

Definition:
Sentence patterning charts are charts that include separate columns for adjectives, nouns, verbs, adverbs and prepositional phrases. The teacher and students combine words from the charts to make sentences and "sing" the sentences to the tune of Farmer in the Dell.

1. Students are in proximity to the teacher and can all see the chart and teacher.

2. The teacher writes defines/describes 5 parts of speech (one at a time: adj., noun, verb, adverb, prepositional phrase), using gestures when appropriate.

3. Teacher asks students to discuss examples of words for each part of speech, one part at a time, with a partner.

4. Students call out their ideas and teacher writes appropriate responses on the chart, one part at a time.

5. Final chart has five color-coded columns labeled in the following order: adjective, noun, verb, adverb, prepositional phrase (each in a different color).

6. Teacher leads students in Farmer in the Dell tune with academic vocabulary ("adjective, adjective, noun…").

7. Teacher leads students in tune with words the teacher selects from the chart with post-its.

8. Individual students take turns moving post-its to make a new sentence and the class sings the song.

Note: SPC is often followed by an extension activity such as Trading Game, Flip Chant, Strip Book, Reading Game. There are no rubrics for those activities.

17. Chants/Poetry

Definition:
Chants/Poetry includes chants, songs, or poems that use the key concepts and vocabulary from a unit.
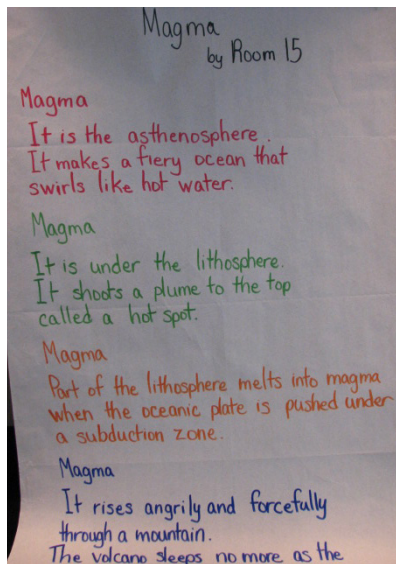
1. Chant/poem is written on chart paper.

2. Chant/poem includes academic language.

3. Chant/poem is color coded (e.g., by stanza).

4. For first reading, teacher reads or chants the entire poem with the fluency, rhythm, and prosody of a native speaker.

5. Students are prompted to read along on first reading.
   *(Note: It is okay if not all students can read along.)*

6. Teacher solicits words from students and highlights them (e.g., are unfamiliar, high-level and/or academic).

7. Students explain why they picked those words.

8. Teacher adds sketches or picture file cards.

18. Story maps

Definition:
Story maps are graphic organizers of a story that students have read that maps out key components such as setting, characters, problem, events, and solution.
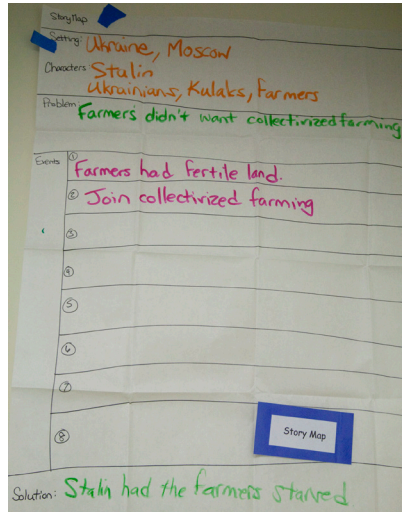
1. Chart is prepared as a graphic organizer with elements of narrative genres (e.g., setting, characters, plot events, problems, resolutions).

2. The teacher asks students to discuss each element with a neighbor, using information from a story or text (one element at a time).

3. After students discuss an element, teacher asks them to call out their information and teacher writes and/or sketches correct information on the story map.

19. Mind maps

Definition:
Mind maps are graphic organizers that capture what students know about a topic.

1. Students are in proximity to the teacher and can all see the chart and teacher.

2. Chart is prepared with the "legs" of the map labeled.

3. For each leg, the teacher asks students to find the relevant information from other charts/places (e.g., input charts) and to discuss the information with their neighbor.

4. For each leg, students call out information from their discussions and the teacher writes and/or sketches correct facts that she hears on the mind map chart.

5. Strategy is fast-paced (15 minutes or less).

Definition:
Process grids are charts that identify key characteristics of a topic being studied (for example, for birds, characteristics might include habitat or food). The grids facilitate comparison and contrast, and students use the information in their writing.

1. A process grid is on the wall, with the categories already listed in the columns.

2. Teacher writes topic of first row; topic matches the center (topic) of the mind map. Include all rows completed in the process grid when you rate 3, 4, 5.

3. For each column, students confer with their team to decide what facts go in the columns of row 1. *(Note: Okay to do several columns at a time or not complete all columns in one day.)*

4. The teacher *randomly* calls on individual students from teams to share their answers and teacher writes correct information on the grid.

5. If a student does not have the answer, the teacher tells the team to confer again and later has another opportunity to answer. *(Use n/a if all individuals have an answer.)*

6. Teacher presents first row and the remaining rows are presented to teams by individual team "experts" (from expert groups).

21. Team tasks

Definition:
Team tasks occur when small groups of students work together on a variety of tasks that have already been done as a whole group. Each student works in a different color so their contribution to each task is visible.

1. There is a written "menu" of activities that teams are supposed to complete. Teacher either reviews the menu OR there is evidence that the students already know what to do in groups.

2. There is evidence that items on the menu have already been taught (e.g., you can see the group-created charts).

3. Teams have a written record of students' names and the colors they are using for team tasks (the "team task key").

4. Teams decide and manage how they will divide the workload (minimal teacher control).

5. Each student has a role in each task as evidenced by their color represented on each paper.

6. Students do not interrupt teacher if the teacher is working with a small group.

22. Expert groups

Definition:
Expert groups are small heterogeneous groups of students in which each student becomes an expert on a particular subject. They take notes on the subject and then go back to share the information with the rest of their team.
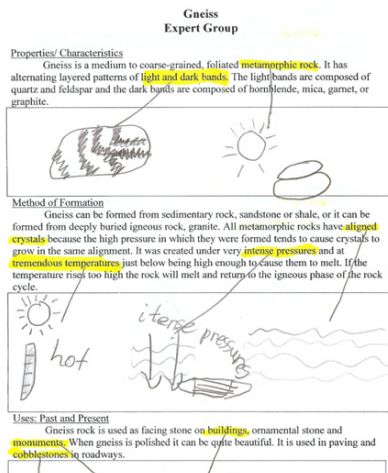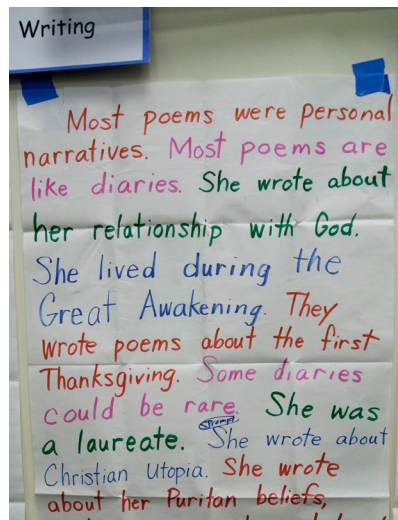

1. The expert group includes one student from each table/group working with the teacher.

2. Materials include expert paper (text with boxes) and a mind map.

3. Teacher and students read mind map categories.

4. Teacher uses pictures to identify the main ideas that students will read about.

5. One paragraph at a time, the expert group text is chorally read by students.

6. After reading each paragraph, the teacher guides students to highlight the main ideas in the text.

7. For each highlight, students make a representative sketch and draw a line connecting the sketch to the highlight.

8. As the activity progresses through paragraphs, the teacher releases responsibility to students to come up with main ideas.

9. Students record information on the mind map (e.g., bullet and sketch).

23. ELD Group Frames

Definition:
ELD Group Frames ask a group of ELL students to respond orally to a prompt or to retell a story while the teacher writes their responses verbatim on a chart.

Writing

Most poems were personal narratives. Most poems are like diaries. She wrote about her relationship with God. She lived during the Great Awakening. They wrote poems about the first Thanksgiving. Some diaries could be rare. She was a laureate. She wrote about Christian Utopia. She wrote about her Puritan beliefs,

1. Teacher works with a small group (e.g., 4 students).

2. Students appear to have similar English proficiency levels.

3. Teacher reviews input chart or paraphrases narrative.

4. Teacher reviews narrative or input chart using levels of questioning that are scaffolded to students' proficiency level(point to, yes/no, either/or, open-ended). Teacher moves up or down levels, depending on student mastery.

5. Teacher prompts students to each retell part of the narrative story or expository information.

6. As each child talks, teacher takes their colored marker and writes their words verbatim on chart paper. Student names with their colors are written as a record.

24. ELD Reviews

Definition:

ELD Reviews are opportunities for a small group of ELLs to review a lesson with the teacher after the whole group lesson is complete. In the review, the teacher asks different types of questions depending on the English proficiency level of individual students.

1. Teacher works with a small group (e.g., 4 students).

2. Teacher reviews narrative or input chart using levels of questioning that are scaffolded to students' proficiency level(point to, yes/no, either/or, open-ended). Teacher moves up or down levels, depending on student mastery.

25. Numbered heads

Definition:

Numbered heads is a strategy for getting different students to respond to teacher questions, with support from their team members. The teacher asks a question, the table team confers about the response, and then the student with the selected number responds for the entire group.

26. Cooperative strip paragraphs

Definition:
Cooperative strip paragraphs have student teams write a collaborative sentence in response to a topic sentence on sentence strips. All strips are put together in a paragraph which the whole group revises together.
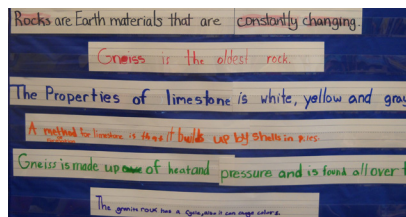
When chart is initially made, rate 1-5:

1. In a pocket chart, there is a topic sentence to the lesson that is either written by the teacher on a sentence strip or created by the whole class in response to a prompt.

2. Teacher asks students what words in the topic sentence should be highlighted.

3. Teacher models how to create good sentences.

4. Teacher asks teams to find the relevant information from the process grid to develop a sentence on their topic.

5. Teams write a sentence on a sentence strip in their team color and put it in the pocket chart in no particular order.

When editing happens (may be a different day), rate 6 and on:

6. Teacher uses an editing/writing checklist with students.

7. Paragraph is revised/edited by teacher and class one skill at a time (e.g., content, does it make sense, editing spelling, grammar, etc.). *(Note: It is okay if teacher only edits one type of thing on a particular day.)*

8. Teacher and students use other resources (e.g., charts) in the room to help throughout the editing process.

9. Students have opportunities to reread the paragraph orally throughout the editing process.

27. Writers' workshop

Definition:
Writers' workshop is a mini-lesson by the teacher about author's craft. Following the lecture, students have 20-30 minutes to write while the teacher monitors. Selected students read their draft to the class and students ask questions. Students later revise their work and finished work is celebrated.

28. Learning logs

Definition:
Learning logs are individual writing activities completed after an input activity. Students record learning in a dialectic (double entry) journal where the "text" side is for new learning and the "you" side is for personal connections or questions.

29. Interactive journals

Definition:
Interactive journals are when students write about anything they are thinking about, and teachers write back.

30. Portfolios

Definition:
Portfolios are a place where students keep their work from other Project GLAD strategies (e.g., learning log, interactive journal, personal CCD).

31. Big books

Definition:
Big books are teacher-made, lesson-specific big books that provide images of the topic and text that both provides relevant detail and summarizes the main idea in a repetitive phrase.
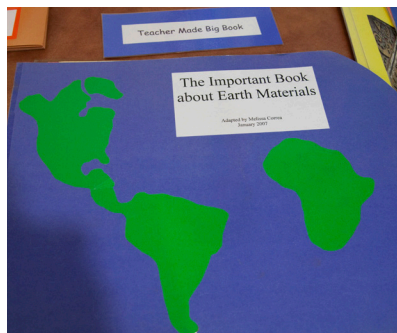
1. Students sit in proximity to teacher and all can see the book.

2. The book includes academic language, authentic/realistic pictures and/or art.

3. Each page includes a repetitive frame (or two).

4. For ***the first reading,*** the teacher reads the whole book through, with fluidity and prosody of a native speaker.

   OR

   For subsequent readings, the teacher pauses to discuss and/or have students discuss concepts and vocabulary related to the book.

5. Students read along with each repetitive frame.

32. Clunkers and Links

Definition:
Clunkers and Links are guided reading strategies for students at or above grade level. Clunkers are words that "stump" students and links are words that make connections for them (e.g., they've predicted or heard previously.)

33. Focused reading

Definition:
Focused reading is when students individually or in pairs read the charts on the walls for a specific purpose or teacher prompt. Most commonly, students use focused reading looking for words they are still unfamiliar with to add to their personal cognitive content dictionary, but the teacher may also prompt students to look for "science words", "proper nouns", "words with long a sound", "adjectives" or other patterns the teacher wants to highlight.

34. Ear-to-ear reading

Definition:
Ear-to-ear reading has students sit ear-to-ear facing opposite directions for oral partner reading, each partner reading one line at a time.

35. Home/school connections

Definition:
Home/school connections include various activities that bring the content from the classroom home. This work is brought back to class to earn team points.

Questions about this protocol or the Project GLAD® study?
Contact Theresa Deussen, Theresa.Deussen@educationnorthwest.org, or 800.547.6339.
Or visit projectgladstudy.educationnorthwest.org.