



Toolbox: WASC Instructional Strategies

Round Robin

- The teacher creates small groups of 4 to 6 students which include a recorder.
- A question is posed.
- After the "think time," members of the team share responses with one another round robin style.
- The recorder writes down all the answers of the group members.
- The person next to (clockwise) the recorder gives their answer and the recorder writes it down.

Hand Up-Stand Up-Pair Up

- Teacher presents a problem or a question to students.
- Students solve/write down their answer independently.
- Students then stand up and put one hand up.
- Teacher tells students to high five each other when they find a partner.
- Partners share answers with each other.

Think-Pair-Share

- Students write and discuss their ideas with a partner before sharing them with the larger group.

Write Around

- Divide students into groups of four (groups of three or five work as well).
- Each student signs his or her name or initials in the left-hand margin of the paper, and then writes an initial comment on the chosen topic.
- Students continue to write until the teacher says "pass."
- Papers rotate (in the same direction each time) and the students read the entries on the page and respond to them in writing (being sure to write their name/initials in the margin as well) until "pass" is called again.
- Students can explain their reaction, write a comment, ask questions, share connections, agree or disagree, or raise a whole new idea.
- This process is repeated until all students in the group have read and commented on the conversation strand on each paper.

Metacognitive Markers

- Metacognitive markers are symbols used to mark the text you are reading that reflect the thinking you are doing as you read.
- Metacognitive markers can be used to quickly find evidence.

Say, Mean, Matter

- Helps students question the text, search for deeper meanings, and make connections between text and their lives.
- The strategy uses a three-column chart.
- They draw the graphic organizer and use it to find meaning and significance of the chunked text.

Selecting a "Worthy" Text

- Texts must be aligned to the Unit's essential question.
- Texts must be aligned with or build towards the culminating task/ assessment.
- Texts must be standards based.
- Texts must be a combination of nonfiction and fiction where appropriate.

Conversation Cues

- Questions teachers can ask students to promote productive and equitable conversation, based on four goals:
 - Goal 1: encourage all students to talk and be understood;
 - Goal 2: listen carefully to one another and seek to understand;
 - Goal 3: deepen thinking; and
 - Goal 4: think with others to expand the conversation.

Language Dive

- Language dive provide students an opportunity to understand, analyze and use the language of academic sentences
- During a Language Dive, the teacher and students slow down for 10-20 minutes to have a conversation about the meaning, purpose, and structure of a compelling sentence from a complex text, or from a learning target, checklist, or rubric included in the curriculum.
- Following the engaging deconstruct-reconstruct-practice routine of the Language Dive, students play with the smallest “chunks” of the sentence, acting them out, rearranging them, or using them to talk about their own lives.

Multiple Reads

- Setting the purpose: Communicate the purpose and remind students throughout lesson
- Grappling with the Text: First read using the metacognitive markers to Get Gist of Text (DOK 1-2)
- Note-Catcher: Second Read using a graphic organizer with purposefully craft a series of text dependent questions. (DOK 2-3)
- Closer Read: Purposefully craft a series of text dependent questions for multiple purposes to reach DOK 3-4. (Analyze word choice/syntax etc.)
- Engaging Students in Discourse--students discuss the text/text dependent questions. (Deepen students understanding of the text through discussion.)
- Reflect and connect.

Note-Catcher

- Teacher created graphic organizers that help students collect and organize information related to a text, a topic, or a unit.
- Teachers introduce note catchers at the beginning of a close read and students complete it during the reading and following it up with a discourse protocol.
- This graphic organizer guides students through the reading process and helps to organize their understanding of readings and concepts.