Appendix C: Planning Tools

Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications, and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.
- ❑ Select fewer outcomes, partial outcomes, or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.
- ❑ Consider the accommodations, modifications, and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.
- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities (e.g., visual, auditory).
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to mark as tasks are completed
  - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
  - ___ tape record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that will reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.
- ❑ Consider how the activity has been designed to motivate and engage student interest.
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what the students know and what they are learning.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness, or need.

⊙ Learning Environment

Consider the classroom environment and individual student work space.

❑ Provide a quiet work station like a study carrel in a corner of the classroom.
❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions (e.g., windows, door, hallway, computer).
❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts, and community resources.

❑ Locate necessary materials and resources to support different reading levels, learning styles, and student needs.
❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

❑ Rewrite materials at a lower reading level.
❑ Provide a graphic organizer for note taking (e.g., cloze style).
❑ Highlight passages of text.
❑ Reformat handouts and tests as necessary (e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print).
❑ Identify web-based supports (e.g., simulations).

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of the lecture notes
___ enlarged or reduced text
___ scribe
___ tape recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.
- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.
- ❑ Does the student need:
  - ___ a tape recording of the test?
  - ___ a scribe to write down their ideas or answers?
  - ___ the test questions read aloud?
  - ___ a time extension?
  - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.
For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars, and checklists to support student evaluation.

Provide immediate, specific, and constructive feedback.
- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.
- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests, or strengths.
- ❑ Share assignment criteria lists, checklists, standards, and exemplars with students.

⊙ Timeline

Record important assignments and text due dates on a master calendar, and have students write these dates in their agendas.
- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for an upcoming test.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.
- ❑ Consider ways to change the pace, and allow students to focus on task for more condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and timeline to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Unit Plan Overview

Lesson Topics:

Duration:

Addressing Learner Diversity:

Outcomes:

Unit Focus:

Assessment:

Student Activities:

Learning Strategies:
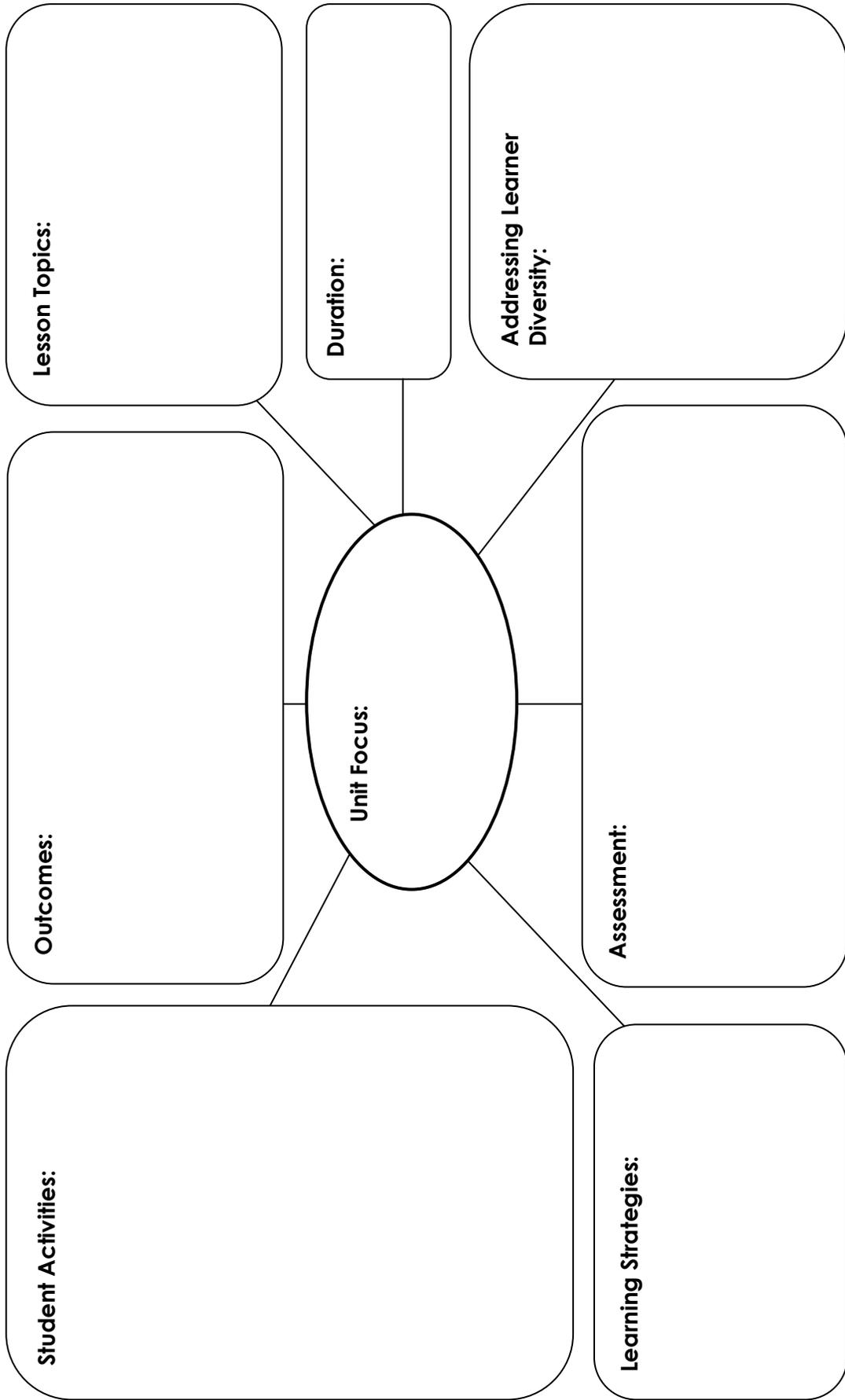
Unit Plan A

Grade(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

Unit Plan C

Title:	Timeline:

General outcome:

Specific outcomes

Getting ready activities
(Strategies for activating and assessing prior knowledge, and creating interest in new unit.)

Learning strategies and activities

Assessment strategies and activities

Enrichment strategies
(Students extend their learning and commit to healthy behaviour.)

Resources

Home/school/community connections

Cross-curricular connections

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes	Lesson Description
Possible Student Learning Strategies:	

Differentiation of Instruction	Assessment	Materials
☐ yes ☐ not necessary If yes, description:		

How "Listener-Friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students (e.g., close the door, move students near the front and away from windows).	○	○
• I communicate clearly what my expectations of the students are during the class.	○	○
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	○	○
• I consistently review and encourage recall of previously presented information (e.g., summarizing, asking questions, allowing time to review previous notes and handouts).	○	○
• I use cue words and phrases to signal important information (e.g., In summary …, Note the following …, Pay attention to …, Record this important fact …, This is important …, Listen carefully.).	○	○
• I use transitional phrases to cue and signal the organization of information (e.g., first, second, third; next; before/after; finally).	○	○
• I highlight important information by using bold, italics and different coloured text.	○	○
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	○	○
• I present information in many different ways (e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations).	○	○
• I repeat important ideas and concepts by rephrasing and using multiple examples.	○	○
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	○	○
• I use visual aids and objects to support the concepts and information that are presented (e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector).	○	○
• I provide examples and non-examples of concepts.	○	○
• I frequently check for understanding (e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old).	○	○
• I provide students with opportunities to discuss concepts with a partner or small group.	○	○
• I provide students with opportunities to work with and/or practise new skills and concepts.	○	○
• I allow time for reflection at the end of the class (e.g., review important ideas, summarize, ask questions, self-evaluate).	○	○
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	○	○

Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task (e.g., private signal).
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall (e.g., cues, cloze).

Task/Response (cont'd)

- ❑ Provide student with a copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other _____

Materials

- ❑ Modify text materials (add, adapt or substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desktop easel or slantboard to raise reading materials.
- ❑ Prepare recordings of reading/textbook materials, tasks.
- ❑ Provide an extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for Instruction

The student works best

- ❑ in large group instruction
- ❑ in small group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom.

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.
- ❑ Complete progress charts.

Reinforcement Systems (cont'd)

- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; i.e., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust the test appearance (e.g., margins, spacing).
- ❑ Adjust the test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions
- ❑ Allow use of a scribe or a reader.
- ❑ Allow oral examinations.

Other _____

Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
○ Use less difficult/alternative reading material. ○ Reduce amount of reading required. ○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ○ Set time limits for specific task completion. ○ Enlarge text of worksheets and reading material. ○ Extend time to complete tests and assignments. ○ Use large print editions of tests. ○ Read test items aloud to student. ○ Read standard directions several times at start of exam. ○ Record directions. ○ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	○ Reduce volume of work. ○ Break long-term assignments into manageable tasks. ○ Extend time for completing assignments. ○ Offer alternative assignments. ○ Allow student to work on homework while at school. ○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ○ Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing). ○ Waive spelling, punctuation and paragraphing requirements. ○ Accept keyword responses instead of complete sentences. ○ Use assistive technology (word processor, spell-check device, grammar-check device, text to speech software).	○ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ○ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels). ○ Permit movement during class activities and testing sessions. ○ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ○ Set time limits for specific task completion. ○ Extend time to complete tests and assignments. ○ Allow student to take breaks during tests. ○ Use multiple testing sessions for longer tests. ○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ○ Provide cues (e.g., arrows, stop signs on worksheets and tests). ○ Provide a quiet, distraction-free area for testing. ○ Allow student to wear noise buffer device such as head phones to screen out distracting sounds. ○ Provide checklists for long, detailed assignments.	○ Provide a written outline. ○ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ○ Provide a specific process for turning in completed assignments. ○ Provide checklists for long, detailed assignments. ○ Read and discuss standard directions several times at start of examination. ○ Provide cues (e.g., arrows, stop signs on worksheets and tests). ○ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	○ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ○ Set realistic and mutually agreed-upon expectations for neatness. ○ Reduce or eliminate the need to copy from a text or board. For example, — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ○ Extend time to complete tests and assignments. ○ Alter the size, shape or location of the space provided for answers. ○ Accept keyword responses instead of complete sentences. ○ Allow student to type answers or to answer orally instead of in writing.

Examples of Assessment Accommodations

Some students require accommodations that allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need in order to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- ❑ allowing extended time
- ❑ allowing breaks during the test
- ❑ reducing the number of questions
- ❑ breaking a test into parts and administering them at separate times
- ❑ providing a recorded test and making students aware that they may listen to part or all of the recording more than once
- ❑ providing a reader or a scribe
- ❑ providing an opportunity to record answers
- ❑ providing more detailed instructions and confirming the student's understanding of the test process
- ❑ administering the test in a small group setting or to an individual student
- ❑ administering the test in a separate room, free from distractions
- ❑ providing noise buffers (e.g., headphones)
- ❑ adjusting the test appearance (e.g., margins, spacing)
- ❑ adjusting the test design (true/false, multiple choice, matching)
- ❑ adjusting readability of test
- ❑ allowing alternative formats such as webs or key points in place of essays or long answers
- ❑ reading test questions
- ❑ allowing use of a scribe or a reader
- ❑ allowing oral examinations
- ❑ allowing students to practise taking similar test questions
- ❑ other _____

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- email

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

Alternative Learning Activities Menu

Ім'я: _____   **Дата:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	PLAN	INTERVIEW
RESEARCH	YOUR IDEA	SURVEY
DISPLAY	CREATE	EVALUATE

Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my learning log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid (e.g., poster, picture, digital slideshow).

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

- -

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match words of a song, story, or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Ukrainian language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in English
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning (e.g., cassette recorders, computers)
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task

- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- use words from own first language or English to get meaning across (e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Ukrainian)
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)
- indicate lack of understanding verbally or non-verbally (e.g., raised eyebrows, blank look)
- ask for clarification or repetition when the message has not been understood
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize when the message has not been understood (e.g., raised eyebrows, blank look)
- start again, using a different tactic, when communication breaks down

- use a simple word similar to the concept to convey and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- use suitable phrases to intervene in a discussion
- self-correct if errors lead to misunderstandings

Interpretive Language Use Strategies

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

Productive Language Use Strategies

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

- use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars)
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- classify objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants)
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic, or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage the physical environment in which you have to work
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective General Learning Strategies

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)
- use social interaction skills to enhance group learning activities

Appendix D: Graphic Organizers