

Instructional Strategies Packet

Packet Contents

Instructional strategies are the techniques or methods that an instructor can adopt to meet the various learning objectives. Instructional strategies enable students to focus their attention and organize their materials for better understanding.

This packet contains 15 instructional strategies tailored around increasing student metacognition and comprehension of material that have been sorted by the environment that they would work best in (i.e. F2F or online with remote learning). All strategies in this packet are compliant with UDL standards and can be used at the discretion of the instructor for any class size that they see fit.

**Please note that some F2F strategies may not be a good fit during COVID-19 (as they may involve sharing materials, students interacting closely in proximity, etc) and should be saved for integration at a safer time for F2F instruction.*

Strategies to Improve Comprehension

1. KWL Charts
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1.) KWL Charts

DESCRIPTION

KWL charts are graphic organizers that help students organize information before, during, and after a unit or a lesson



HOW IT WORKS

1. Choose a text and create a projected K-W-L chart (distribute independent copies to students).
2. Start under the “K” column and ask students to brainstorm words, terms, or phrases they associate with a topic.
3. Move to the “W” column and ask students what they want to learn about the topic. If students respond with statements, turn them into questions.
4. Have students read the text and fill out the “L” column of their charts on their own during or after reading. Students should look for the answers to the questions in their W column.

K	W	L
It keeps us from floating around.	What is gravity?	Gravity is the force that pulls objects towards Earth.
It makes things fall.	Why is there less gravity on the moon?	The amount of gravity there is depends on the masses of the objects involved. The moon is a lot less massive than the earth, so there is less gravity on the moon than there is on earth.
There is less gravity on the moon.	How did Newton discover gravity?	Air resistance determines how fast something will fall to the ground.
Isaac Newton discovered gravity.	What determines how fast something will fall to the ground? (teacher question)	

WHY YOU SHOULD USE IT

- KWL charts are effective tools for engaging students in learning, helping them recall knowledge, and tracking their learning progress.

PRO TIP

- Provide students with a premade template to organize their information in their chart (*Compliance to UDL Checkpoint 3.3: Guide information processing and visualization*)

COVID CAVEAT

Consider using KWL charts electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Use a synchronous platform like Bb Collaborate or Zoom to hold a discussion & use the whiteboard feature with students as you fill in “K” and “W” columns together.
- Upload your KWL chart as a fillable PDF for students to have a copy of that they can complete the “L” column on their own and submit in ulearn from there

UDL COMPLIANCE

- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 3.1: Activate or supply background knowledge

2.) SQ3R

DESCRIPTION

A reading comprehension method named for its five steps: survey, question, read, recite, and review.



HOW IT WORKS

1. Select a passage
2. Model how to use the strategy.
3. Ask students to independently read and practice the SQ3R strategy.
4. Have students review their notes and reflect on the process.

S	Q	3	R
1. Survey Scan the text and pay attention to: - Layout; - Chapters; - Sections; - Graphs; - Pictures; - Highlighted words	2. Question Ask yourself questions about the text. Ask yourself what you already know about the text and what your goal is. Try to understand what it is that the author wants to convey	3. Read Read the text actively while keeping the previous steps in the back of your mind. Write down additional questions and try to answer asked questions.	4. Recite Repeat (out loud) in your own words what you have read. Ask yourself questions about the text, explain to someone what you have read and try to write a summary.
			5. Review Read all the relevant parts again. Go through your notes and questions again. Pay extra attention to the parts you find difficult.

WHY YOU SHOULD USE IT

- Activates knowledge and thinking about the text even before the student begins reading
- Allows the student to review information as it is being learned
- Creates study guides students can use to review for tests

PRO TIP

- Provide students with a premade template to organize their information in their SQ3R (*Compliance to UDL Checkpoint 3.3: Guide information processing and visualization*)

COVID CAVEAT

Consider using SQ3R electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your SQ3R template as a fillable PDF for students to complete and submit to ulearn as an assignment

UDL COMPLIANCE

- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 3.1: Activate or supply background knowledge
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships
- Checkpoint 6.4: Enhance capacity for monitoring progress

3.) Purposeful Questioning

DESCRIPTION

A discussion-based learning technique that increases student engagement as professors pose questions in a logical sequence so students use desired thinking skills.



HOW IT WORKS

1. Define the goal or purpose for asking questions and determine the content for questioning.
2. Prepare questions that target varying levels of thinking from students and are representative of the important material. Arrange the questions in a logical sequence for use in class.
3. In class, the instructor poses the questions to students at varying levels based on the student responses.

WHY YOU SHOULD USE IT

- Fosters speculation, hypothesis and idea/opinion forming
- Challenges the level of thinking to create a sense of shared learning during a lecture

PRO TIPS

- Consciously wait for a student or class to think through an answer before you break the silence (15-30 seconds of “wait time”).
- To alleviate stress, allow students to nominate a peer to help them in suggesting an answer. Students should build on the peers’ answer to formulate their own ideas.

UDL COMPLIANCE

- Checkpoint 8.2: Vary demands and resources to optimize challenge

Bloom's Taxonomy to support Critical Thinking

Suggested Verbs to Use to define the level of thinking and active challenge for Learning

1. KNOWLEDGE Identification and recall of information	Define Fill in the blank List Identify	Label Locate Match Memorise	Name Recall Spell	State Tell Underline
	Who? What? Where? When?	Interpret Paraphrase Put in order	Restate Retell in your own words Rewrite	Summarise Trace Translate
2. COMPREHENSION Organisation and selection of facts and ideas	Convert Describe Explain	Interpret Paraphrase Put in order	Restate Retell in your own words Rewrite	Summarise Trace Translate
	Re-tell in your own words. What is the main idea of?	Demonstrate Draw Find Out	Give an example Make Operate	Show Solve State a rule or principle Use
3. APPLICATION Use of facts, rules and principles	Apply Compute Conclude Construct	Determine Draw Find Out	Give an example Make Operate	Show Solve State a rule or principle Use
	How is an examples of? How is repeated to? How is significant?	Diagrams Differentiate Dissect Distinguish	Diagrams Differentiate Dissect Distinguish	Examine Infer Specify
4. ANALYSIS Separating a whole into component parts	Analyse Classify Categorise Compare	Contrast Debate Deduct Determine the factors	Diagrams Differentiate Dissect Distinguish	Examine Infer Specify
	What are the parts or features of? Classify according to Outline/diagram/web/map	Change Combine Compose Construct Create Design	Find an unusual way Formulate Generate Invent Originate Plan	Predict Pretend Produce Rearrange Reorganise Reconstruct
5. SYNTHESIS Combining ideas to form a new whole	Change Combine Compose Construct Create Design	Find an unusual way Formulate Generate Invent Originate Plan	Predict Pretend Produce Rearrange Reorganise Reconstruct	Revise Suggest Suppose Visualise Write
	What would you predict/infer from? What ideas can you add to? How would you create/design a new?	Appraise Choose Compare Conclude	Decide Defend Evaluate Give your opinion	Judge Justify Prioritise Rank
6. EVALUATION Developing opinions, judgements or decisions	Appraise Choose Compare Conclude	Decide Defend Evaluate Give your opinion	Judge Justify Prioritise Rank	Rate Select Support Value
	Do you agree that? Explain? What do you think about? What is most important?	Prioritise according to? How would you decide about? What criteria would you use to assess?		

MAKE IT HARDER: CREATIVITY

Purpose: applies all categories of Bloom's Taxonomy to inform thinking and actions independently or collaboratively in new ways; helps students identify and solve problems in an original and innovative way.

Question Cues

design, imagine, conceive, innovate, hypothesize, investigate, produce, invent, experiment, craft, fashion, generate, inspire, excite, compose, vision

Question Stems

How would you respond to...?
How could you collaborate to...?
Can you image how...?
If you had to find a new way to...?

Digitize It: storytelling, song, rap, poem, TV show (talk show, game show, documentary), cartoon, new game, video editing, podcasting, graphic design, or multimedia presentation.

4.) Cloze Procedure

DESCRIPTION

A strategy where users are required to fill in the blanks within a passage with correct words from a word bank.



HOW IT WORKS

1. Select a contained passage
2. After selecting your passage, leave the first and last sentence of the passage intact with all grammar but cover up some of the words or parts of words from the text. Focus the strategy on one reading strategy, whether that be meaning, syntax, etc.
3. Make copies of the cloze passage with pieces covered and assign to individuals of small groups of students.

_____ is the condition of Earth's atmosphere at a particular _____ and place. Earth's atmosphere is the layer of _____ that surrounds the planet. Earth's atmosphere makes conditions on Earth suitable for _____. The atmosphere also traps _____ from the sun, which keeps Earth's surface warm and in _____ form, another requirement of living things. In addition, the atmosphere protects Earth from dangerous _____ from the sun and from _____, which are chunks of rock from _____.

WHY YOU SHOULD USE IT

- Helps students construct meaning and build comprehension

PRO TIP

- Include a word bank at the bottom of the paper for students to refer to (*Compliance to UDL Checkpoint 2.1: Clarify vocabulary and symbols*)

COVID CAVEAT

Consider using cloze procedures electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your cloze procedure template as a fillable PDF for students to complete and submit in ulearn

UDL COMPLIANCE

- Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships
- Checkpoint 3.4: Maximize transfer and generalization

5.) Think Alouds

DESCRIPTION

With this strategy, instructors model thinking and verbalize thoughts, questions, aloud while reading a selection, solving a problem, or performing a demonstration



HOW IT WORKS

1. Modeling this strategy is exactly how you execute it. Choose a selection to read aloud, a math problem to solve, or a demonstration to perform.
2. As you move through the reading, problem, or demo, talk what you're thinking out loud by saying things like: "How do I feel after I just read that?", "Based on what I just did, what is my next step?", etc.

WHY YOU SHOULD USE IT

- It helps students improve metacognition and overall comprehension.

PRO TIP

- Plan what you're going to say in your Think Aloud in advance to ensure a variety of questions/statements that push into different levels of Bloom's Taxonomy

MAKE IT WORK REMOTELY

- Use a synchronous platform like Bb Collaborate or Zoom to use your Think Aloud strategy
- Students can choose to record their own Think Aloud and submit it (*Compliance to UDL Checkpoint 7.1: Optimize individual choice and autonomy*)

UDL COMPLIANCE

- Checkpoint 3.3: Guide information processing and visualization

How does a Think Aloud look?

■ General Think Aloud Scenarios:

- Teacher models think aloud; students listen.
- Teacher thinks aloud; students assist.
- Students think aloud as large group; teacher and other students monitor and assist.
- Students think aloud in small groups while teacher and other students monitor and help.
- Individual students think aloud in forum or Fishbowl; other students help.
- Students think aloud individually; compare with others.
- Teacher or students think aloud orally, in writing, on an overhead, with Post-it Notes, or in a journal; then share.

-Wilhelm, J. (2001). *Improving comprehension with Think-Aloud Strategies*.
New York: Scholastic.

6.) Close Reading

DESCRIPTION

Close reading is the careful, sustained interpretation of a brief passage of a text

HOW IT WORKS

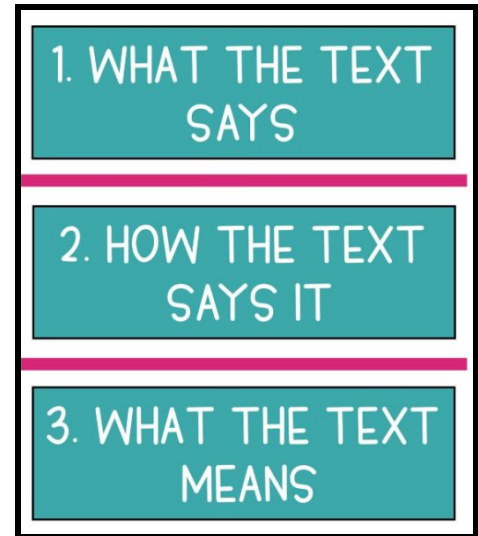
Close reading involves students in annotations and group discussions of key concepts, contradictions, patterns, etc.

WHY YOU SHOULD USE IT

- Close Reading ensures that students are able to glean specific and comprehensive understanding from very difficult texts.

PRO TIP

- Provide graphic organizers to help students through the close reading process (*Compliance to UDL Checkpoint 3.3: Guide information processing and visualization*)



COVID CAVEAT

Close reads require a high level of group discussion. This strategy works best in F2F classes, but could be used remotely as well.



MAKE IT WORK REMOTELY

- Choose a synchronous platform like Bb Collaborate or Zoom to hold group discussions using the “Breakout Groups” feature

UDL COMPLIANCE

- Checkpoint 7.2: Optimize relevance, value, and authenticity
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships
- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 8.3: Foster collaboration & community
- Checkpoint 6.4: Enhance capacity for monitoring progress

7.) Three Text Connections Chart

DESCRIPTION

A strategy where students are required to make three connections: text-to-text, text-to-world, and text-to-self



HOW IT WORKS

1. After reading, provide students with a chart with three boxes and model how to use the strategy before assigning it independently

<u>Text-to-Text</u> “What other text does this reading remind me of and why? How is it the same or different?”	<u>Text-to-World</u> “What does this text remind me of in the real-world?”	<u>Text-to-Self</u> “Has anything like this ever happened to me? Can I personally relate in any way?”

WHY YOU SHOULD USE IT

- By making a variety of meaningful connections while reading, students are better able to understand the text they are reading.
- Students draw on their prior knowledge and experiences to connect with the text.

COVID CAVEAT

Consider using Three Text Connection Charts electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your Three Text Connection Chart template as a fillable PDF for students to complete and submit in ulearn

UDL COMPLIANCE

- Checkpoint 7.2: Optimize relevance, value, and authenticity
- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 3.1: Activate or supply background knowledge

8.) Anticipation Guides

DESCRIPTION

A comprehension strategy that is used before reading to activate students' prior knowledge



HOW IT WORKS

1. Have students complete the anticipation guide before reading.
2. After students have finished, encourage a class discussion of students' reactions to the statements.
1. Have students read the text with their anticipation guide responses fresh in their minds so they can react to the text as they read. Encourage students to mark or write down where the text supports their initial reaction to statements, or causes them to rethink those reactions.
2. Have a class discussion after reading.

<p>Directions: Respond to each statement twice: once before the lesson and again after reading it. The statements are based on Latin America and the United States (Ch.23, sect.1, pgs. 504-511) in <i>World Cultures: A Global Mosaic</i>.</p> <ul style="list-style-type: none"> • Write T if you believe the statement is true • Write F if you believe the statement is false 		
Response Before Reading	TOPIC Latin America and the United States	Response After Reading Put page # that confirms answer
	If I lived in Latin America, I would admire the U.S.	
	If I were a Latin American, I would want the U.S. to help my region in any way possible.	
	If I were a Latin American, I would trust the U.S. government.	
	The U.S. is a "good neighbor" to surrounding countries rather than an oppressive "Yankee Imperialist"	

WHY YOU SHOULD USE IT

- They engage all students in the exploration of new information by challenging them to critically think about what they know or think they know about a topic while simultaneously setting a purpose to the reading.

PRO TIP

- Write general statements that challenge your students' beliefs and push into higher levels of Bloom's Taxonomy

COVID CAVEAT

Consider using anticipation guides electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your anticipation guide template as a fillable PDF for students to complete and submit in ulearn

UDL COMPLIANCE

- Checkpoint 7.2: Optimize relevance, value, and authenticity
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships
- Checkpoint 3.4: Maximize transfer and generalization



9.) Semantic Feature Analysis

DESCRIPTION

A strategy that engages students in reading assignments by asking them to relate selected vocabulary to key features of the text.



HOW IT WORKS

1. Select a topic and provide students with key vocabulary words and important features related to the topic.
2. Vocabulary words should be listed down the left hand column and the features of the topic across the top row of the chart.
3. Have students place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic. If the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank.

	FDR	JFK	Nixon	Reagan	Clinton
Democrat	+	+	-	-	+
War time President	+	-	+	-	-
Congress (same party)					
Re-elected					
Served in Congress					
Won majority of popular vote					

WHY YOU SHOULD USE IT

- It illustrates how words are similar and different and emphasizes the uniqueness of each word.
- It draws on students' prior knowledge and uses discussion to elicit information about meanings.

PRO TIPS

- Begin with items that are fairly dissimilar and move toward using items where the differences are more subtle.
- Follow up assignments can vary from using the information learned about one category to assignments that ask students to compare and contrast across categories.

COVID CAVEAT

Consider using Semantic Feature Analysis electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your analysis as a fillable PDF for students to complete and submit in ulearn

UDL COMPLIANCE

- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, or relationships
- Checkpoint 3.1: Activate or supply background knowledge
- Checkpoint 2.1: Clarify vocabulary or symbols

10.) Concept Sorts

DESCRIPTION

A strategy used to familiarize students with the vocabulary or concepts within a new topic or content area.



HOW IT WORKS

1. Instructors provide students with a list of terms or concepts from reading material.
2. Students place words into different categories based on each word's meaning. Categories can be defined by the instructor or by the students themselves. Students are allowed to use whatever resources they'd like (or controlled resources) to assist them in the sort and build background for each word.

WHY YOU SHOULD USE IT

- Concept sorts provide instructors with information about how much the students already know about a topic while simultaneously familiarizing students with and building background for the vocabulary of a new topic.

forte staccato slur soprano crescendo legato sonorous diminuendo resonant	<u>Articulation</u>	<u>Pitch</u>
	<u>Volume</u>	<u>Tone Quality</u>

PRO TIP

- Provide students with a template to organize their information in their sorts (*Compliance to UDL Checkpoint 3.3: Guide information processing and visualization*)
- Provide students the option to write out their sorts or to physically sort with cards provided by the instructor to provide a tactile experience (*Compliance to UDL Checkpoint 5.1: Use multiple media for communication, and Checkpoint 7.1: Optimize individual choice & autonomy*)

COVID CAVEAT

Consider using concept sorts electronically in F2F classes for as long as we are involved in this pandemic to ensure safety for instructors & students from touching the same cards.



MAKE IT WORK REMOTELY

- Upload your concept sort as a fillable PDF for students to complete and submit in ulearn

UDL COMPLIANCE

- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, or relationships
- Checkpoint 3.1: Activate or supply background knowledge

11.) Frayer Model

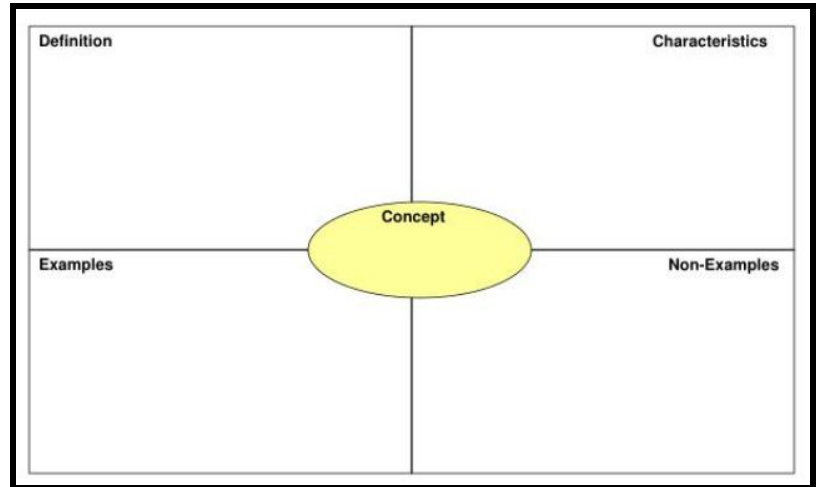
DESCRIPTION

A graphic organizer used for word analysis and vocabulary building.



HOW IT WORKS

1. Have students work independently or divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the organizer for this concept.
2. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.



WHY YOU SHOULD USE IT

- It draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

PRO TIP

- Provide students with a template to organize their information in their sorts (*Compliance to UDL Checkpoint 3.3: Guide information processing and visualization*)
- Provide students the option to work independently or in a pair (*Compliance to UDL Checkpoint 7.1: Optimize individual choice & autonomy*)

COVID CAVEAT

Consider using Frayer Models electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your Frayer Model as a fillable PDF for students to complete and submit in ulearn
- *Note: if using a Frayer Model during remote learning, it is recommended to have students work independently rather than in pairs*

UDL COMPLIANCE

- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, or relationships
- Checkpoint 3.1: Activate or supply background knowledge
- Checkpoint 2.1: Clarify vocabulary and symbols

12.) Cornell Notes

DESCRIPTION

A systematic format for condensing and organizing notes.



HOW IT WORKS

1. Students organize their papers according to the image pictured right.
2. Lecture notes are written in the note-taking column using symbols/abbreviations.
3. Information is recited by covering the note-taking column and then looking at the questions/cue-words column, and saying the answers to the questions or ideas in your own words.
4. When reviewing the material, the student can cover the note-taking (right) column while attempting to answer the questions/keywords in the keyword or cue (left) column. The student is encouraged to reflect on the material and review the notes regularly.

Cornell Notes		Name Date Class Period
<ul style="list-style-type: none"> • Main Idea • Key Question (after notes are completed) 	<ul style="list-style-type: none"> • Key words & ideas • Important dates/people/places • Repeated/Stressed Info • Ideas/brainstorming written on board / overhead projector • Info from textbook/stories • Diagrams & Pictures • Formulas 	
Summary of your notes in your own words		

WHY YOU SHOULD USE IT

- To give students the chance to express thoughts and become actively involved with the reading

PRO TIP

- Provide students with a premade template of the Cornell Notes layout (*Compliance to UDL Checkpoint 3.3: Guide information processing and visualization*)
- Use a Think Aloud strategy (page 12) to model how to use this strategy before assigning

COVID CAVEAT

Consider using Cornell Notes electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your Cornell Notes template as a fillable PDF for students to complete and submit to ulearn as an assignment

UDL COMPLIANCE

- Checkpoint 2.5: Illustrate through multiple media
- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 6.4: Enhance capacity for monitoring progress

13.) Venn Diagrams

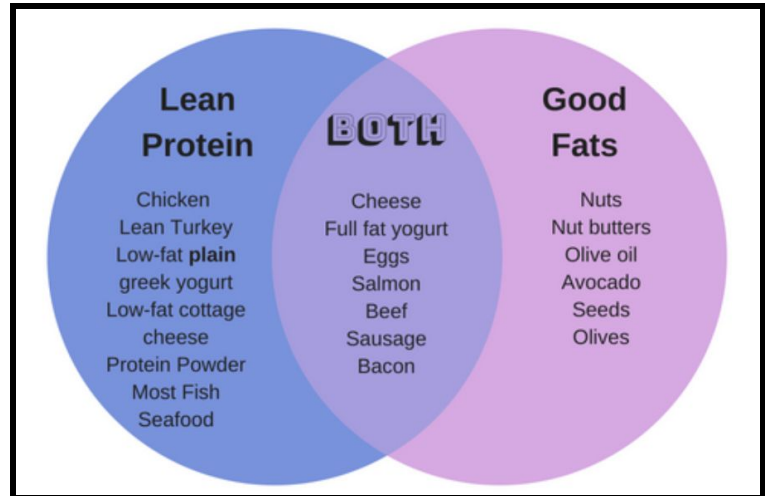
DESCRIPTION

An illustration of the relationships between and among sets, groups of objects that share something in common.



HOW IT WORKS

1. Decide what to compare and place a label at the top of each circle.
2. Inside each circle, place characteristics that are unique to that specific item or idea, and are not true of any of the other topics. If two or more subjects have a feature in common, place that feature in the section in which all such shapes overlap.
3. Open up a discussion with students about the analysis.



WHY YOU SHOULD USE IT

- They enable students to organize information visually so they are able to see relationships

PRO TIPS

- Provide students with a premade template of the Venn Diagram layout (*Compliance to UDL Checkpoint 3.3: Guide information processing and visualization*)

COVID CAVEAT

Consider using Venn Diagrams electronically in F2F classes for as long as we are involved in this pandemic to ensure safety from touching the same papers



MAKE IT WORK REMOTELY

- Upload your analysis as a fillable PDF for students to complete and submit in ulearn

UDL COMPLIANCE

- Checkpoint 3.4: Maximize transfer and generalization
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, or relationships

14.) Guided Notes

DESCRIPTION

Instructor-prepared handouts that outline a lecture

HOW IT WORKS

3. Pass out guided notes with gaps intentionally made in some places.
4. As the lecture progresses, students then fill in the spaces with content as they are paying attention.

WHY YOU SHOULD USE IT

- They require students to actively respond during the lecture, improve the accuracy and efficiency of notetaking, and increase retention of course content.
- They can help organize and enhance lecture content in any discipline or subject area.

PRO TIP

- Use simple versions of guided notes at first and gradually introduce more complex versions throughout the term so students can build familiarity with how they work
- Use color and other text formats to emphasize specific information (*Additional Compliance to UDL Checkpoint 1.1: Customizing display of information*)



Cell Organelles - AR BIOLOGY

The Cell Membrane:
The cell membrane is *Selectively Permeable*. Why is it important for cells to have this quality?

Draw a sketch of a phospholipids bilayer and label your diagram.

Organelles: Cells contain a variety of internal structures called organelles. An organelle is a cell component that performs a specific function in that cell. Just as the organs of a multicellular organism carry out the organism's life functions, the organelles of a cell maintain the life of the cell.

Organelle	Functions
Cytoplasm	
Nucleus	
Ribosomes	
Endoplasmic reticulum (ER)	
Golgi apparatus	
Mitochondria	
Chloroplasts	

COVID CAVEAT

Consider using guided notes electronically in F2F classes for as long as we are involved in this pandemic to ensure safety for instructors & students from touching the same papers



MAKE IT WORK REMOTELY

- Upload your guided notes template as a fillable PDF for students to complete and submit in ulearn

UDL COMPLIANCE

- Checkpoint 2.1: Clarify vocabulary and symbols
- Checkpoint 2.2: Clarify syntax & structure
- Checkpoint 2.5: Illustrate through multiple media
- Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships

15.) RAFT Writing Strategy

DESCRIPTION

A writing strategy that helps students understand their roles as writers, the audience they will address, the varied formats for writing, and the topic they'll be writing about.



HOW IT WORKS

1. Project a completed RAFT example.
2. Describe each of these using simple examples: role, audience, format, and topic. (It may be helpful to write the elements on chart paper or a bulletin board for future reference).
3. Model how to write responses to the prompts, and discuss the key elements as a class.
4. Have students practice individually, or in small groups.

RAFT is an acronym that stands for:

Role of the writer. What is the writer's role: reporter, observer, eyewitness?

Audience. Who will be reading this writing: the teacher, other students, a parent, people in the community, an editor?

Format. What is the best way to present this writing? In a letter, an article, a report a poem?

Topic. Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?

WHY YOU SHOULD USE IT

- It fosters writing from different viewpoints and helps students learn important writing skills such as audience, main idea, and organization.

COVID CAVEAT

Consider assigning the RAFT strategy to students independently in F2F classes for as long as we are involved in this pandemic to ensure compliance to social distancing guidelines



UDL COMPLIANCE

- Checkpoint 3.3: Guide information processing and visualization
- Checkpoint 8.2: Vary demands and resources to optimize challenge