

Instructional Strategies

Memory Aid

Provide methods that assist students in understanding and completing a task or remembering and retrieving information. Examples include:

- **Mnemonic aids:** Simple cueing sounds, letters, or words such as:
 - **Acronyms:** Demonstrate an aid in which the student uses the first letter of a group of words to form a new word.
 - **Acrostics:** Demonstrate an aid in which the first letter of each word can make a sentence.
- **Chunking:** Separate lists of words or categories of information into smaller units.
- **Rehearsal:** Instruct students to say the words they need to remember over and over.

Mental Imagery

Encourages students to form visual images of what they are reading or while learning a new concept. For example, ask students to picture a setting, or a character described in a text. While teaching homonyms, encourage students to picture the flour used for making a cake, and a flower that grows in a garden.

Metacognitive Thinking Stems

Provide students with a structuring mechanism or support to assist in improving organization skills and completing an assignment. Teach students to plan the steps necessary to complete a task, order those steps into the correct sequence, and monitor progress on those steps. Ask students to complete phrases such as I'm thinking, I'm noticing, I'm wondering, I'm seeing, and I'm feeling. Encourage students to state and complete their own metacognitive thinking stems.

Modeling

Provide a demonstration of what students are expected to do or provide the correct response.

Multiple Choice

Ask a question and give students several choices, one of which is correct.

Multiple Modalities

Use multiple modalities (e.g., auditory, visual, tactile) when presenting directions, explanations, and instructional content.

Negative Practice

Give examples that are incorrect and ask students to correct them.

Paraphrasing

Prompt students to restate or reword information presented.

Peer Tutoring

Pair students with similar or dissimilar abilities to practice skills that have been presented earlier.

Previewing

Before reading or presenting a new concept, preview the words and/or concepts the students will be learning. This may help students learn new vocabulary and comprehend the instruction more easily.

Repeated Exposure

Use vocabulary words and concepts often and in various contexts across the curriculum throughout the school day.