**Tier 1 Strategies to Support High Levels of Learning for All Students**

* **Clear purpose for learning** – clarifying expectations reduces anxiety and increases independence and overall confidence.
* **Consistent routines and procedures** – reduce students’ cognitive load as they focus on the task rather than the instructions.
* **Direct teaching of new skills/concepts with a gradual release of responsibility** (e.g., I do, we do, you do) and **consistent feedback** to ensure student success.
* **Thinking aloud** when modeling so students understand what they should be doing/thinking and the processes involved in problem-solving.
* **High degree of teacher-student interaction with immediate feedback** to guide skill development. Feedback should include:
  + positive comments to clarify what students did well,
  + error correction or guidance for improvement,
  + verbal and nonverbal cues to encourage continued student effort.
* **Elicit frequent student responses** (e.g., choral, turn and talk, written, and touch/point). Student talk/responses help them clarify and solidify their thinking.
* **High level of student engagement/involvement** in the learning tasks. **Responsive teaching/scaffolding** ensures a high success rate.
* **Monitor student progress** – Use formative assessments/exit tickets to drive further instruction.
* **Material supports/manipulatives** to individualize student learning, help make abstract concepts concrete, and further students’ engagement in the learning process – math manipulatives, magnetic letters, word cards, picture cards, visual cue cards, graphic organizers/charts, dry-erase boards/markers, response journals, anchor charts, and student copies of text for annotating.
* **Skill development is purposeful and generative** (i.e., applied to authentic reading, writing, and hands-on math/science/problem-solving tasks). Practice opportunities integrate previous knowledge with new learning.
* **Make text central to instruction and learning –** extend students’ thinking beyond traditional textbooks, work with various text types and formats, analyze multiple sources of information and recognize different perspectives on the same topic, and use text evidence to support arguments, claims, and interpretations.
* **Provide opportunities for students to work with grade-level texts** to help them acquire vocabulary, concepts, and general knowledge that lay the foundation for further learning. Use **close reading routines** to guide students in reading, discussing, writing, and thinking critically about complex text. Teach students how to **annotate the text**.
* **Use text sets** to build background knowledge/vocabulary on topic. Start with easier texts and build towards reading harder texts.
* **Closely study mentor texts to guide students to write in a particular way**, especially important for content-area writing.
  + Select quality mentor texts to inform students’ writing.
  + Engage students in active noticing of the author’s craft and structure.
  + Chart techniques and examples for students to try in their own writing.
* **Writing to learn –** use writing as a tool to reinforce, expand, and support content-area learning.
* **Scaffold students’ success with research projects.** Teach students to:
  + Summarize and keep track of information from multiple sources (print and digital).
  + Analyze and synthesize source information as a basis for writing.
* **Attend to graphical elements and data visualizations in complex text.** Show students how to use the visuals to gain information not included in the written text or to clarify their understanding of the written text. Students reading complex text tend to neglect these visuals when reading on their own.
  + Explicitly teach students to notice, read, and interpret simple charts, graphs, tables, timelines, diagrams, and maps.
  + Use read-alouds to model what can be learned from informational graphics.
  + Have students discuss the author’s purpose for including the graphics and the types of questions that can be answered using the visual information.
* **Build academic and content-specific vocabulary**:
  + Structure discussions to practice academic language. Scaffold vocabulary use and grammatical structures with word walls, anchor charts, and sentence stems or frames.
  + Use gestures, body language, and visuals to support meaning.
  + Read aloud and model solving unknown words using context clues, word parts, and resources.
  + Provide opportunities for students to practice and solidify their understandings through discussions and written responses.
  + Cluster related words for vocabulary development. Use concept maps to clarify how words are related.
* **Engage students in purposeful talk, collaborative discussions, and small-group work** to clarify their thinking, build reasoning skills, and deepen their conceptual understandings. Allow misconceptions to surface to guide further learning.