

FIGURE 8.5:
**LEARNING STRATEGIES VARIED FOR
 ENGAGEMENT AND RIGOR**

These well-known strategies interface with differentiated lessons to increase student engagement and promote students' construction of in-depth understanding. Pause periodically during a lesson to elicit students' responses specific to current content and foster their construction of deeper meaning. Incorporate these variations multiple times to ensure elaborated communication that enhances achievement.

STRATEGY	VARIATION FOR ENGAGEMENT AND RIGOR
Cooperative Learning	<ul style="list-style-type: none"> • Advanced students work in the same group • Incorporate key academic vocabulary • Jigsaw using advanced-level materials • Elaborate ideas with symbols and quick sketches • Groups randomly select a student to summarize • Groups evaluate to determine a group achievement that could not have been achieved individually
Sustained Silent Reading (SSR)	<ul style="list-style-type: none"> • Read material that is personally selected and at an individual readiness level • Maintain a log of interesting, relevant vocabulary • Conclude with a follow-up reflection in writing or an oral discussion with a peer
Think-Pair-Share	<ul style="list-style-type: none"> • Incorporate key academic vocabulary • An ELL and bilingual peer pair for language support • Advanced students pair for intellectual support and increased content complexity and depth • Pairs conclude by determining their two best ideas • Each person must be able to summarize the ideas of the other
Pair-Share-Square	<ul style="list-style-type: none"> • Reach a consensus of the best ideas that emerged • Rank the key points in order of their significance
Role-Play	<ul style="list-style-type: none"> • Incorporate key academic vocabulary • Create a conversation between two concepts • Create a conversation between the antagonist and the protagonist • Explore the conflict of interests between Manifest Destiny and states' rights • Discuss which is more useful in real-life: fractions or percentage • Debate which is more significant to life: the sun or rain; osmosis or photosynthesis • Students end the experience by writing a brief conclusion based on the presented perspectives