**COPS Verbal Practice Checklist**

**Name Strategy Steps                  Attempts**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Capitalization:  Are the first words in each sentence as well as the proper names capitalized? |  |  |  |  |  |  |
| Overall: How is the overall appearance and readability |  |  |  |  |  |  |
| Punctuation:  Is the punctuation correct? |  |  |  |  |  |  |
| Spelling:  Are all the words spelled correctly? |  |  |  |  |  |  |

**COPS**

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**Learning Strategies Project**

**Tennessee English Language Arts Standards**

**Effective 2009-2010**

**English I**

**Standard 1 - Language**

**Course Level Expectations**

**CLE 3001.1.1** Demonstrate control of Standard English through grammar usage and

mechanics (punctuation, capitalization, and spelling).

**CLE 3001.1.2** Employ a variety of strategies and resources to determine the definition,

pronunciation, etymology, spelling, and usage of words and phrases.

**SPI 3001.1.14** Proofread a written passage for errors in punctuation and/or capitalization

and/or spelling.

**Strategic Instruction Model (SIM)**

**COPS**

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| --- | --- | --- |
| **Stages of Implementation** | **Components** | **Notes** |
| **Pretest** | **Teacher’s Role**  ·         Assess student’s strengths and weaknesses  ·         Make student aware of ineffective habits  ·         Briefly describe strategy  ·         Motivate, obtain commitment  **Student’s Role**  ·         Make a commitment to learn the strategy | ·         Have a pretest ready to give the student. The students need to be ready to edit their own writing. They may write something new or use an old writing to edit.  ·         The goal is to assess each student’s ability to edit during the writing process.  ·         The strategy is used to strengthen the student’s ability to edit while writing.  ·         It focuses on different aspects of the writing separately thus helping the student look for errors in various criteria areas as they work through the editing process.  ·         The teacher would motivate the students by having them write a statement saying they will use the **COPS** strategy when editing a paper. |
| **Describe** | **Teacher’s Role**  ·         Describe rationale for the strategy  ·         Describe and explain strategy steps  ·         Present the remembering system  **Student’s Role**  ·         Become aware of strategy steps and overt and covert processes involved in the strategy  ·         Compare strategy to their current habit  ·         Set goals for learning the strategy | ·         The purpose of the **COPS** strategy is to gain strength in editing any type of writing.  ·         Provide a cue card with the rationale.  ·         Discuss when and where to use the strategy.  Begin by explaining that the **COPS** strategy is used to learn how to organize editing in the writing process.  ·         Provide an over view of the strategy.  ·         Describe each step of the strategy.  ·         Introduce the mnemonic device for remembering the strategy steps.  ·         The teacher will define **COPS** strategy and provide an example.  ·         The memory device is the mnemonic  **COPS**  ·         **C**apitalization: Are the first words in each sentence as well as the proper names capitalized.  ·         **O**verall: However is the overall appearance and readability (i.e. spacing, legibility, indentation of paragraphs, neatness, complete sentences, etc.)  ·         **P**unctuation: Is the punctuation correct?  ·         **S**pelling: Are all the words spelled correctly?  ·         The student is to reread the composition four times, each time concentrating on one of the four points in COPS. |
| **Model** | **Teacher’s Role**  ·         Demonstrate the strategy while “thinking aloud”  ·         Enlist students’ assistance in the demonstration  **Student’s Role**  ·         Watch the demonstration  ·         Pay attention to what the teacher says and does  ·         Ask questions  ·         Imitate what the teacher is demonstrating  ·         Demonstrate understanding of the strategy steps | ·         The purpose of modeling is to demonstrate all the cognitive, physical, and verbal behaviors involved in performing the **COPS** strategy.  ·         During this time, talk each step out loud with “I statements”.  ·         Use words like First, I am going to do, and Next, I am going to, and etc.  ·         After doing the demonstration, go through another with students. Have several students do each step. |
| **Verbal Practice** | **Teacher’s Role**  ·         Provide opportunities for students to verbally rehearse (practice) the strategy steps  ·         Assess students’ mastery of concepts – what each step means/requires  **Student’s Role**  ·         Memorize the strategy at an automatic level | ·         The purpose of verbal practice is to ensure that students comprehend and have memorized the process involved in performing the strategy.  ·         First conduct a verbal elaboration activity. Call on students individually.  ·         Have the students explain how the strategy can benefit them.  ·         State what each step of the strategy cues them to do so.  ·         State why each step is important.  ·         Describe the sequence of the strategy in their own words.  ·         Next, conduct the verbal rehearsal activity.  ·         Point to students and ask those questions rapidly that pertain to the steps of the strategy. Write the information on the board, overhead, or flip chart. Use it until the students can say the steps without hesitation.  ·          Then, check Students understanding and memory. You may give an oral or written quiz to see if the students have memorized the steps and understands the meaning of each step.  ·         Finally, record progress. On progress charts, have students who mastered the naming and explaining of the steps indicate that they have completed this level of mastery by noting the date. |
| **Controlled Practice and Feedback** | **Teacher’s Role**  ·         Supervise practice in “easy” materials and conditions  ·         Guide students to correct performance of the strategy  ·         Gradually increase the difficulty of materials  ·         Prompt student mastery during independent practice conditions  **Student’s Role**  ·         Develop proficiency at performing strategy steps | ·         The purpose of this stage of instruction is to provide students with learning experiences to develop confidence and competence using the strategy on editing during the writing process.  ·         During this stage, the students will learn how to edit and use it in various classes.  ·         The teacher will supervise as the students use the **COPS** strategy.  ·         The students will be given paragraphs that are already written, and they will edit them b y using **COPS.**  ·         Review the paragraph and provide feedback to each student individually on the quality of the papers and usage of the **COPS** strategy. |
| **Advanced Practice, Posttest & Feedback** | **Teacher’s Role**  ·         Provide grade-appropriate materials  ·         Fade prompts  ·         Provide individualized feedback through questions  ·         Relate student use of the strategy to success in meeting task setting demands  **Student’s Role**  ·         Independently apply the strategy | ·         The purpose of this stage of instruction is to provide students with practice using the strategy on topics that they will encounter in their classes.  ·         They will work individually, and use the **COPS** without the cue cards or teacher prompt.  ·         Once the students have mastered this, have them write it on the progress chart. |
| **Make Commitments** | **Teacher’s Role**  ·         Posttest and provide individual feedback  ·         Confirm and celebrate strategy acquisition  ·         Obtain the student’s commitment to generalize the strategy  **Student’s Role**  ·         Make goals for areas in need of improvement  ·         Make commitment to generalize  ·         Use strategy in a variety of settings | ·         The purpose of this stage is to determine whether students who were identified as needing to learn the strategy during the Pretest stage have mastered the strategy and to give students an opportunity to review their progress and celebrate their success.  ·         Provide a posttest and give individual feedback.  ·         During the feedback give specific suggestions regarding how they can improve. If necessary, review the information concerning the COPS strategy.  ·         Provide model of what to do and additional guided practice.  ·         Have students write a goal for each area in which they need to improve.  ·          Consider having students teach the COPS Strategy to others. |
| **Generalization** | **Teacher’s Role**  ·         Prompt for generalization and maintenance  ·         Conduct periodic checks and reviews of strategy use  ·         Provide feedback on generalization of the strategy  **Student’s Role**  ·         Identify situations in which the strategy may be used  ·         Use the strategy in a variety of settings  ·         Make personal adaptations in strategy steps | ·         The primary purpose of this stage is to facilitate students’ use of the strategy in other settings and situations.  ·         Tell students to generalize the strategy, and give feedback when they do.  ·         Consider asking other teachers to assign students topics to where they can use **COPS**.  ·         Communicate your expectation that the strategy be used.  ·         Encourage students to share their applications of the strategy in a new setting.  ·         Ask each student to target a class in which they will apply the strategy.  ·         Facilitate the students’ adaptations of the strategy in other academic situations. |

**Stages of Generalization**

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| **Phases** | **Components** | **Notes** |
| Phase 1: Orientation | ·         Insure that students are aware of situations in which the strategy should be used  ·         Discuss adaptations of the strategy  ·         Insure that students are aware of cues for using the strategy | ·         Provide the guidelines of the COPs and when it needs to be used.  ·         The adaptations of COPS may vary depending on when and where the student is going to use it  ·         Cue cards will be provided so they can see the steps and use them effectively. |
| Phase 2: Activation | ·         Identify cognitive processes  ·         Identify how strategy can be modified  ·         Repeat application with modified strategy | ·         Use the mnemonic device.  ·         This could be modified by using just one piece of the COPS.  ·         For example using it on just one sentence.  ·         It can be modified to just look for punctuation or spelling.  · |
| Phase 3: Adaptation | ·         Identify cognitive processes  ·         Identify how strategy can be modified  ·         Repeat application with modified strategy | ·         Use mnemonic device.  ·          This could be modified by using just one piece of the COPS.  ·         For example using it on just one sentence.  ·         It can be modified to just look for punctuation or spelling. |
| Phase 4: Maintenance | ·         Monitor student’s use of the strategy over time and across settings  ·         Conduct periodic checks and reviews of strategy usage  ·         Provide feedback on strategy generalization | ·         Use progress charts and give positive and corrective feed back to the student in a timely manner. |

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