

# Instructional Best Practices

**Anticipatory Chart** - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ...." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart.

**Brainstorming** - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudice. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

**Carousel** - This activity encourages all students to interact through reading and writing.

- Write different but related questions or prompts on chart paper and post the papers around the room.
- Students move around the room either freely or in small groups and write ideas or answers on each paper. Alternately, you can have them record the ideas on sticky notes at their desks ahead of time and then post the notes on the appropriate papers.
- Share and process the ideas with the whole group with a gallery walk (students silently move from poster to poster, reading and noting important ideas) small group to whole group presentations or some other technique.
- A carousel uses wait time for planning and a degree of anonymity in answering to create a non-threatening atmosphere in which all students have an equal chance share their ideas.

**Cloze Sentences/Text** -- Used to teach and review content vocabulary in context.

- Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word
- Possible replacement words are brainstormed
- Teacher assists students in choosing correct word
  - EX: *During a \_\_\_\_\_ a group of people tries to overthrow an existing government of social system. (revolution)*

**Contextualizing Vocabulary** – choose several vocabulary words that are essential to understanding the lessons' most important concepts and present the definitions in context, not just using dictionaries that might offer multiple meanings.

- Introduce and define terms simply and concretely.
- Demonstrate how terms are used in context.
- Explain use of synonyms, or cognates to convey meaning.

**Cooperative Dialogue** –

1. Students number off one through four.
2. Each student pairs with another student from a different group who has the same number.
3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4. Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

**Cooperative Graphing** - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

**Cornell Notes** – A note-taking method that is used when information is presented sequentially. This semantic/concept web works best when presenting a “big picture”.

The “STARS”

- **S -Set up the format/paper.** Name, class, date in upper right-hand corner. Add a title. Draw line one third of the way in.
- **T -Take Notes.** Paraphrase lecture/text in right hand column. Use abbreviations.
- **A - After Class.** Reread, edit, revise. Highlight key points. Fill in left column with questions, icons/symbols, and memory keys
- **R - Review Notes Regularly.** After class, weekly, before test. Cover right column and rewrite. Paraphrase. Rewrite.

**Directed Reading-Thinking Activity** - This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

**Explicit Direct Instruction** – A structured and systematic collection of instructional strategies that combined provides teachers with a direct approach for teaching.

1. Review relevant previous learning; access prior knowledge; review any prerequisite skills; plan for highly engaged students
2. State lesson objective
3. Explicitly teach and model of concept
  - a. provide examples/non-examples
  - b. use clear language
  - c. embed check for understanding throughout the lesson design
  - d. ensure student engagement
4. Provide guided practice
  - a. high levels of student engagement
  - b. Check for understanding
  - c. provide timely feedback, cues and prompts
  - d. students continue practice until they are successful
5. Re-teach, re-direct, refocus if necessary
6. Begin independent practice
  - a. monitor initial attempts
  - b. check for understanding
  - c. small group instruction for students who require additional scaffolding or support
  - d. differentiated instruction based on students’ needs
  - e. deliberate student engagement

**Four Corners** - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

**Give One, Get One** – In this whole-class activity, students have a task – to give and to get information. They walk around the classroom and randomly select partners with whom to share information and get new information about an assigned topic. *Instructions:* Before beginning, give students quiet time to consider what they know about a particular topic, and to record a number of possible responses (sketches, words, phrases, or sentences) on a sheet designed for that purpose.

1. Pose a question that is open-ended enough to generate a range of responses or provide a worksheet with multiple questions to discuss and respond to.
2. Point out the resources (charts, articles, books, etc.) available to help students generate ideas or find responses. Then allow a couple of minutes for students to record their ideas.
3. Provide a set amount of time (about 6 -8 minutes) to get up and find a classmate with whom to share ideas.
4. Partners ask for clarification about any detail not understood, comment on anything of interest, then select one idea from the other’s list and add it to their own, with their partner’s name next to it.

5. When one exchange is completed, students move on to a new partner.
6. At the end of the exchange period, the teacher facilitates a class debriefing of ideas. A volunteer is asked to share one new idea from a conversation partner, utilizing the language structure of reporting, such as:
  - *I learned from \_\_\_\_\_ that \_\_\_\_\_.*
  - *I found out from \_\_\_\_\_ that \_\_\_\_\_.*
  - *said (mentioned) that \_\_\_\_\_.*
  - *My partner, \_\_\_\_\_ told me (said that) \_\_\_\_\_.*
7. The students whose idea has just been reported shares the next idea gleaned from another conversation partner, and the process continues.

**Graphic Organizers** - Graphic organizers are visual frameworks such charts, graphs, or diagrams, that encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Sample graphic organizers are at the back of this glossary.

- Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms' stories, ideas, or cultures.
- Branching Diagrams -Organization charts, hierarchical relationships systems, family trees
- Interval Graphs-Chronological order, bar graphs, parallel events, number value.
- Flowcharts - Sequential events, directions, decision making, writing reports, study skills.
- Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.
- Fishbone Diagram-Cause and effect, timeline.

**Group Discussion, Stand Up and Share, and Roam the Room** - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

**Guided Practice** - Guided Practice is a form of scaffolding. It allows learners to attempt things they would not be capable of without assistance. In the classroom, guided practice usually looks like a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction.

**Inside-Outside Circle** - Students are arranged into two equal circles, one inside the other.

- Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered. Interactions can be varied. The following are some ideas:
- Teacher posts a thoughtful question on the board, and pupils freely discuss. (1) one circle presents thoughts, other asks more questions; or (2) one circle talks, other takes notes.
- Students share journal entries related to the topic of study. Alternatively, (1) one circle presents entry, other circle asks questions; or (2) one presents, other circle takes notes.
- Each student has a clipboard. On the clipboard are several pages of different problems (equal to the number of participants). Students in each circle have a different method to solve the same problem. Students cannot show their clipboard to one another. They must discuss the problem, sharing the two methods on their respective pages. Then they must identify one or two additional methods (e.g., Math: different pathways for solving the problems; Geography: different pathways to get somewhere on a map; ELA: predictions about the next event or sequence of events in a short story, novel, or play; Science: positive, negative, and null hypothesis).

**Jigsaw** - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to

home team.

**Language Experience Approach** - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

**Line-Ups** - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

**Listen-Think-Pair-Share** - Students listen to questions, individually think about a response, discuss their ideas with a partner, then share their ideas with the class.

### **Mnemonic Strategies**

- Create hooks for the students to store new learning in the mind
- Should include visualization and/or acronyms
- Can be connected to students personally
- Can be linked to room items, number sequences, words, phrases, cartoons, tongue- twisters, alliterations, rhymes, or poems
- Mnemonics can be used to remember:
  - Essay format: 1-2-3-4-5...Theme is THE MESSage
  - Spelling: Parallel – the parallel lines are in the middle...*Potassium* = one tea, two sugars
  - Concepts:
    - Visual spectrum: ROY G BIV (Red, Orange, Yellow, Green, Blue, Violet)  
= Richard Of York Gave Battle In Vain
    - Order of taxonomy in biology (kingdom, phylum, class, order, family, genus, species) = Kids Prefer Cheese Over Fried Green Spinach

**Numbered Heads Together** - A 5-step cooperative structure used to review basic facts and information. Students number off 1 to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously-selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

**Pass the Picture** -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading the final paragraph description.

**Quickwrite** -Pair activity in which students have a short period (typically 30 seconds) to share all they know by writing in a graphic organizer.

**Quickdraw** - Pair activity in which students have a short period (typically 30 seconds) to share all they know by writing with symbols or drawings.

**Quicktalk** - Pair activity in which students have exactly 30 seconds to share all they know.

### **PQRST Study Strategy –**

- **Preview**: Student skims the title, side headings, pictures and graphics to identify writer's generalization.

- **Question:** Student identifies questions that the writer is going to answer during the reading
- **Read:** Student reads to obtain answers to the questions and takes notes.
- **Summarize:** Student summarizes the information regarding each question posed.
- **Test:** Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

**Question-Answer Relationship QAR)** - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

- **Right There** The answer is located directly in the reading
- **Think and Search** The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.
- **On My Own** The answer is "beyond the lines." The reader must base the answer on his/her own experience.

**Read Around Groups** -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

**Reader Response Chart** - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

**Reading Log**- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.

**Reading with a Pencil** – According to Dr. Douglas Fisher, “One of the things we know with a close reading is that students read with a pencil. Well, not literally with a pencil, but with argumentation. The students are regularly taking notes as they read. They are extracting ideas and concepts that they want to remember from the text. And that reading with a pencil helps students go back into the text over and over again to really get a strong sense of what they author is trying to say.”

Annotations for reading with a pencil can include –

- Check mark -“I already know this.”
- Question mark - “I am confused?” or “I want to know more information about this.”
- A star - “This is important.”
- A heart - “I love this part!” or “That was so funny!”
- TS “Text to Self” – Reader makes connection to something similar that happened to him/her.
- TT “Text to Text” – Reader makes connection to something similar that happened in a previous read book or text.
- TW “Text to World” – Reader makes a connection to something similar that happened in the country/world.

**Reciprocal Teaching** - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR above.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

**Scaffolding** - Providing temporary support until help is no longer needed. Scaffolding includes logical structuring of lesson content, curriculum, explaining fully what is to be learned, and providing the necessary supports and prompts as students begin to learn and apply new information. The purpose of scaffolding in instruction is to allow students to do a task that could not be done without using it first.

**Send-A-Problem** – This cooperative learning activity can be used with many content areas.

- Each student on a team makes up a review question and writes it on a 3x5 card (or a problem, such as a math problem, a scientific hypothesis, a historical question, or a literature prediction such as what will happen next in the story).
- The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card.
- The teams then send their card to another team. Teams respond by having one student read the first question.
- Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. (OR the receiving group answers the problem and the response to give points or a grade, if desired.)
- A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

**Setting Reading Stop Points** –To assist students when reading longer text, teacher has students mark end points after particular sentences or paragraphs. Attached to each stopping point should be a specific question or reading task for the reader to consider. Before reading to a set stop point, students should be given the question or task to set purpose. After reading, students can either write about or discuss with a partner to check their reading comprehension.

**SQPRRS (SQUEEPERS)** -A classroom reading strategy that trains students to use cognitive metacognitive strategies to process nonfiction text.

- Survey: Students scan the visuals, headings, and other text features.
- Question: Students write questions that they think they might find answers to in the text .
- Predict: Students write predictions about what they will learn.
- Read: Students read the text.
- Respond: Students revisit questions they made and think through how to respond to how they read.
- Summarize: Students restate key concepts either individually or in groups.

**Story Starters** -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

**Think-Pair-Share** - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

**Think-Pair-Square** – Students share with *two other students* after they have completed Think-Pair-Share (4-square).

**Think-Ink (Write)-Pair-Share** – This cooperative discussion activity ensures that students are practicing academic language in partners and small groups, and can be done multiple times during a lesson. As explained earlier, structuring discussion in this way provides a brief time for students to process a response, engage in thinking with a partner, and then build on their partner discussion with a larger group. Instructions:

1. Students are lettered off (A – B – C – D) into groups of four.
2. The teacher poses a discussion prompt and models a response using the target academic language.
3. **Think - Write:** Students have *silent* think time to jot down their response.
4. At the signal, Partners A/B and C/D read their responses to each other and discuss.
  - To further structure this time, you may wish to signal when it is time for each partner to share. This prevents on partner from dominating or using all of the discussion time and ensures that both partners have the opportunity to discuss their responses.
  - Add additional practice by having A share with C, and B with D.
  - Or have the two pairs share with each other after they have discussed their ideas with each other.
  - An additional variation is to have student record their partner’s response.

5. Keep the pace brisk enough to prevent dead time. It's better for partners to have a little less time than they need, rather than too much.
6. Signal for the group to reconvene and invite volunteers to share their responses with the larger group.

**VARIATIONS:** It may be helpful to include additional parameters in the directions, such as:

1. Identify similarities and differences between your responses.
  - *My idea is similar to (elaborates on, is like, complements, etc.) \_\_\_\_\_'s idea.*
  - *We both think that \_\_\_\_\_. However, I also think \_\_\_\_\_.*
2. Combine your responses to generate a more complete (compelling, accurate, etc.) response.
  - *Between the two of us, we came up with \_\_\_\_\_.*
  - *After some discussion, we decided (agree, have come to the conclusion) that \_\_\_\_\_.*
3. Generate a list of remaining questions.
4. Use these clarifying statements in your discussion:
  - *How did you decide that?"*
  - *In other words, you think that \_\_\_\_\_. Is that right?"*
  - *I'm not sure what you mean by \_\_\_\_\_. Can you please explain?"*

**Same-Different** - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find.

**Three Step Interview** - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quickwrite until they all have been read. Step 1: A interviews B C interviews D Step 2: B interviews A D interviews C Step 3:A interviews C and D about B B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

**Vocabulary Cards** - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

**Word Map** – Word webs, graphic organizers. They're useful for helping students develop their understanding of a word. They help students think about new terms or concepts in several ways by asking the following questions:

"What is it?"

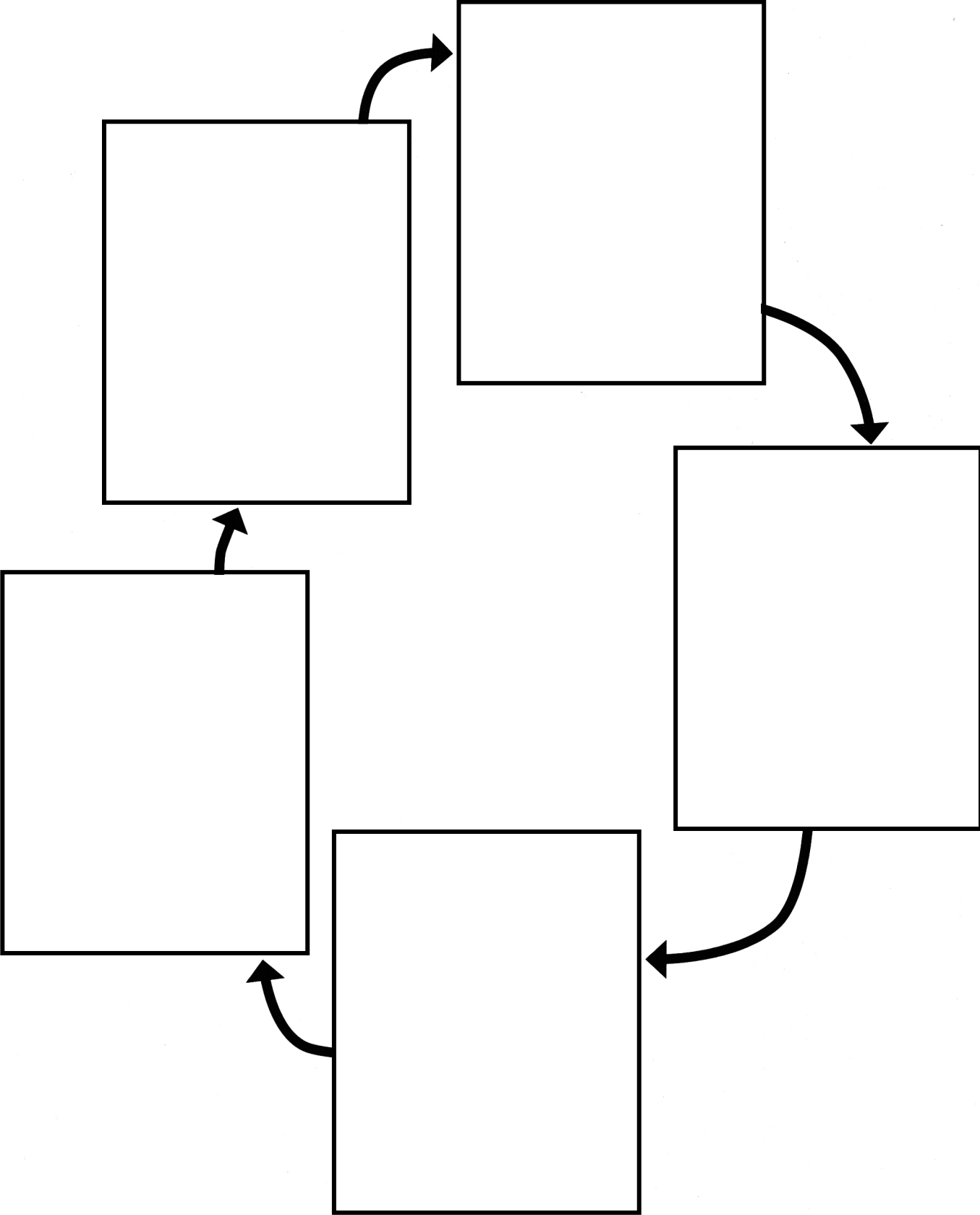
"What is it like?" and

"What are some examples?"

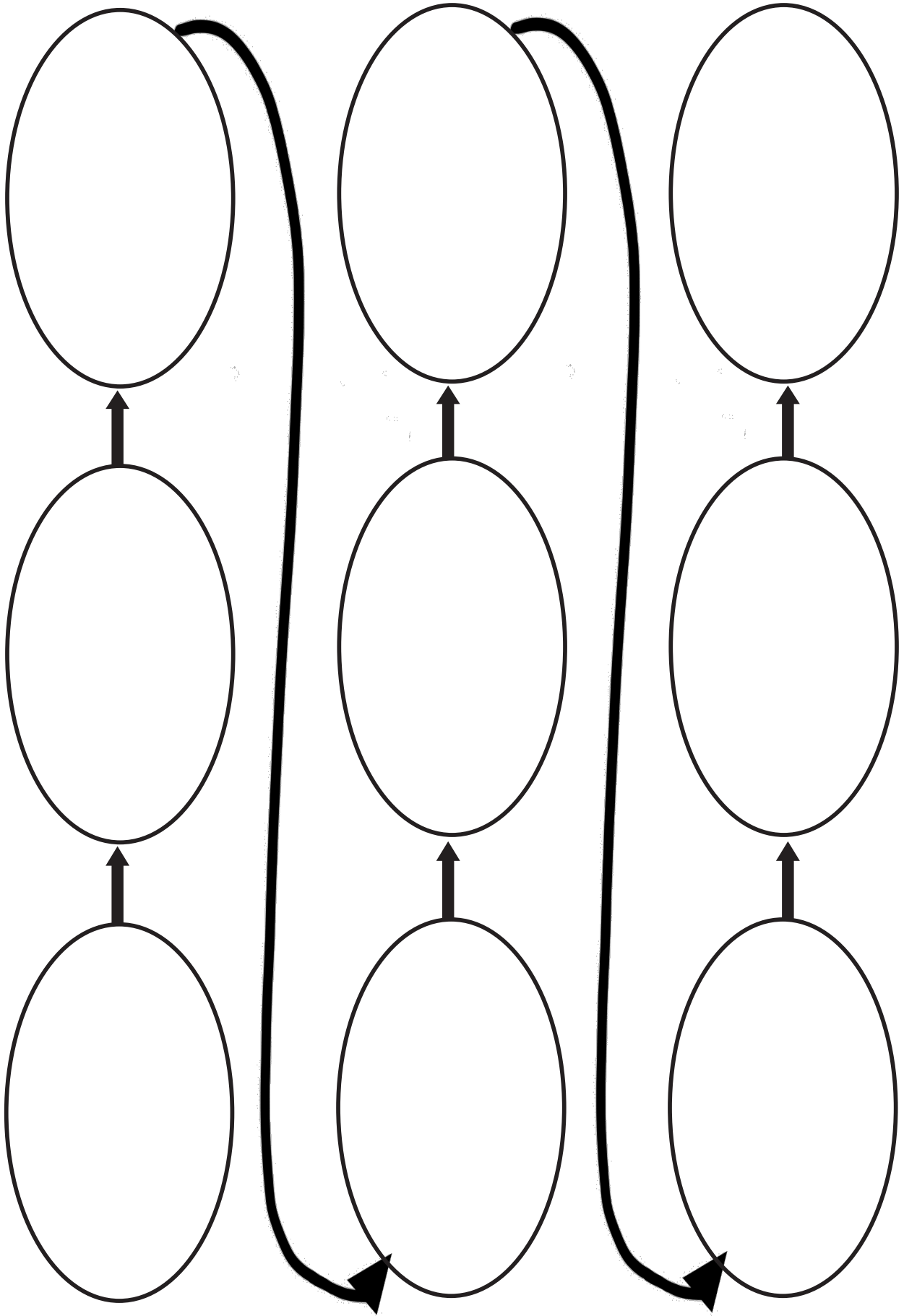
They help student build upon prior knowledge and visually represent new information.

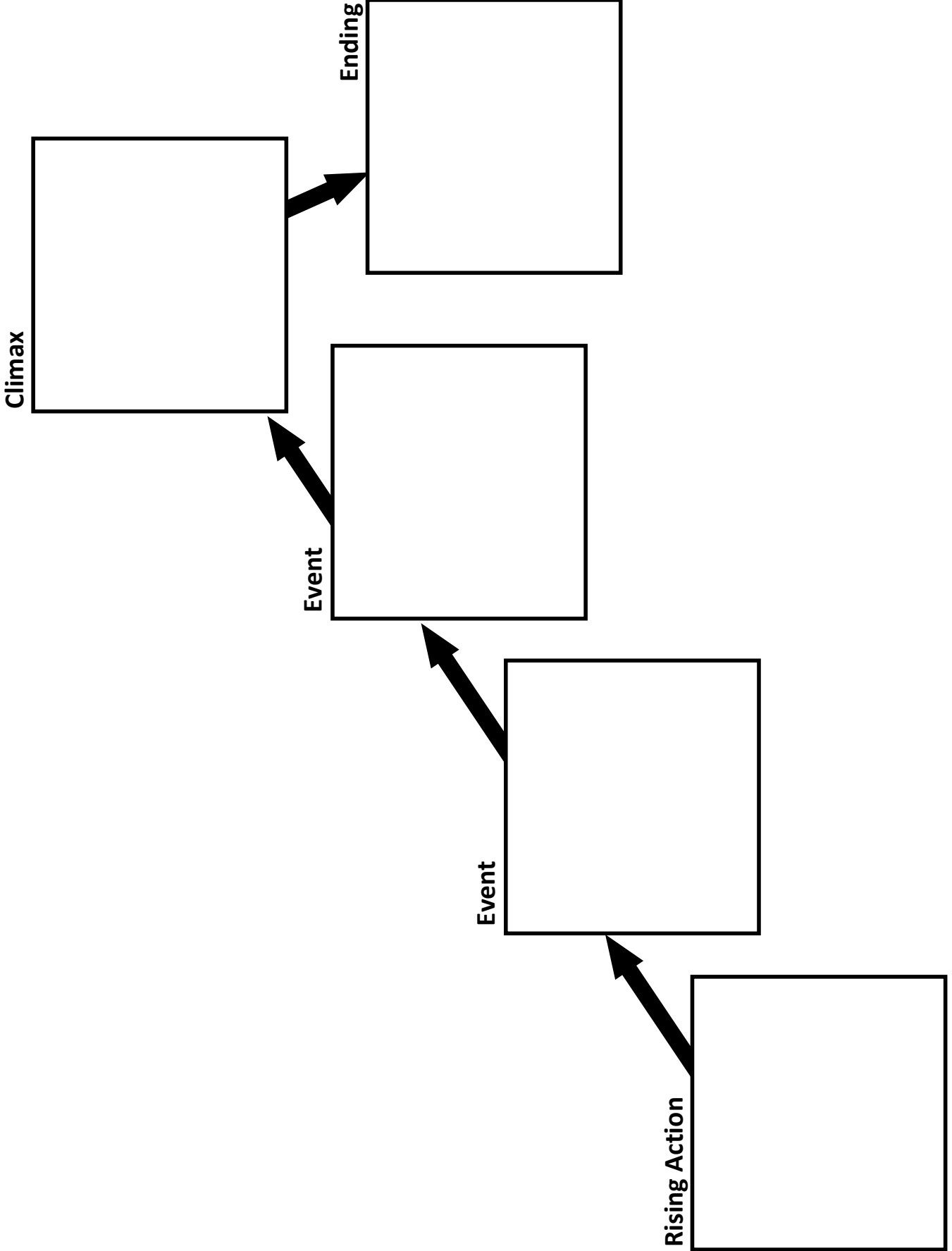
1. Introduce the vocabulary word and the map to the students.
2. Teach them how to use the map by putting the target word in the central box.
3. Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"
4. Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.
5. Model how to write a definition using the information on the word map.

# Cycle Chart









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**Contrast**



**Compare**

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# Main Idea

Main Idea



Supporting Details

Empty rounded rectangular box for the first supporting detail.

Empty rounded rectangular box for the middle supporting detail.

Empty rounded rectangular box for the last supporting detail.

# Problem and Solution A

**Problem**



**Solution**

# Problem and Solution B

**Problem**



**Attempts to Solve the Problem**



**Solution**

# Story Sequence A

Title \_\_\_\_\_

**Beginning**



**Middle**



**End**

# Story Sequence B

<b>Title</b>	
<b>Characters</b>	<b>Setting</b>



<b>Events</b> 1. First	
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2. Next	
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3. Then	
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4. Last	
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# Story Sequence C

**Title**

**Characters**

**Problem**

**Events**

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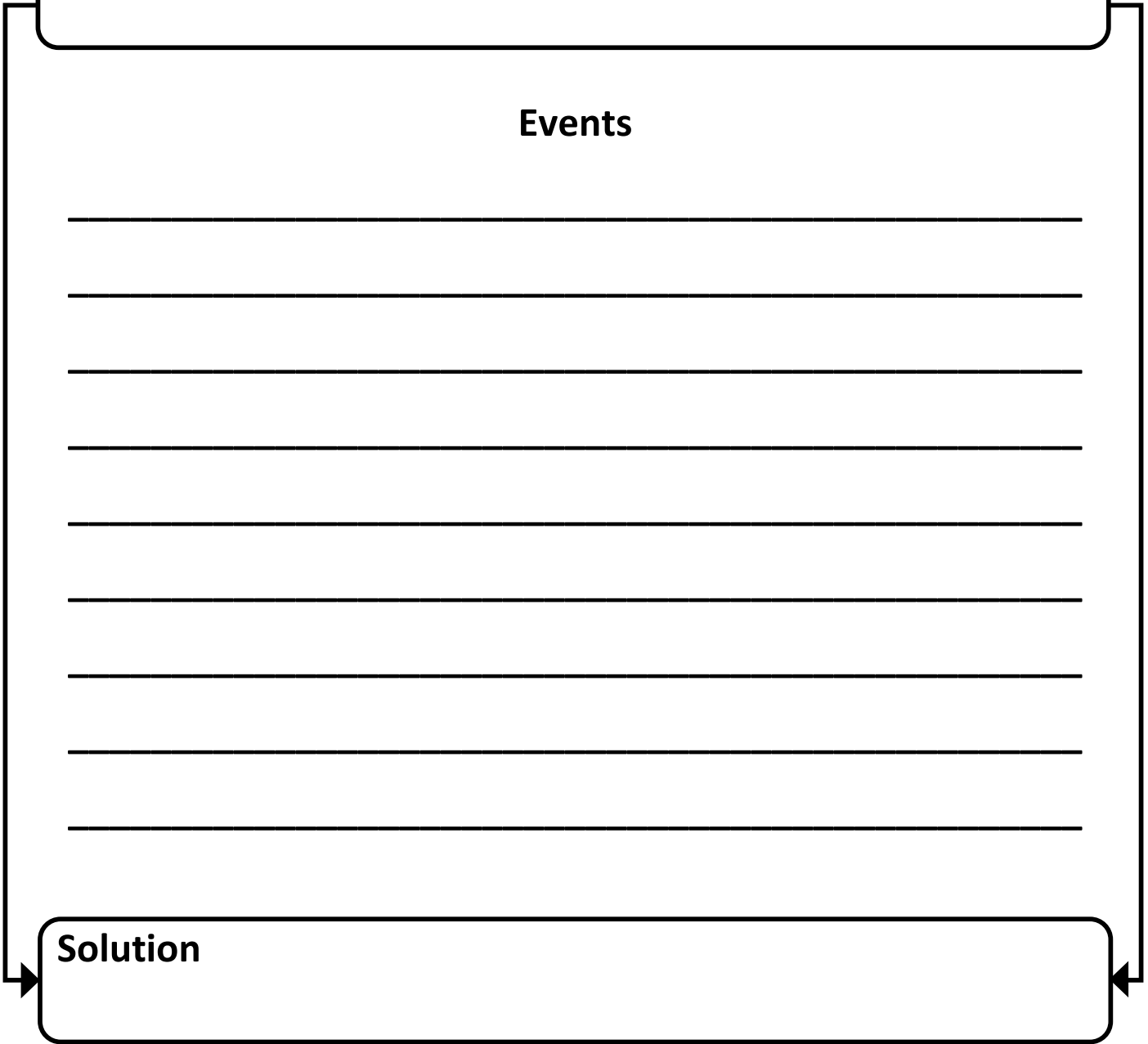
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**Solution**



# Compare/Contrast “Y” Notes

## Summarizing Differences and Similarities

The form is shaped like a large 'Y'. The top two arms of the 'Y' are trapezoidal and each contains a 'Topic:' label followed by a horizontal line and five more horizontal lines for notes. A vertical dashed line runs down the center of the 'Y' to separate the two columns. The bottom stem of the 'Y' is a rectangular box containing the label 'Similarities:' followed by seven horizontal lines for notes.

**Topic:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Topic:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Similarities:**

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Frayer Model

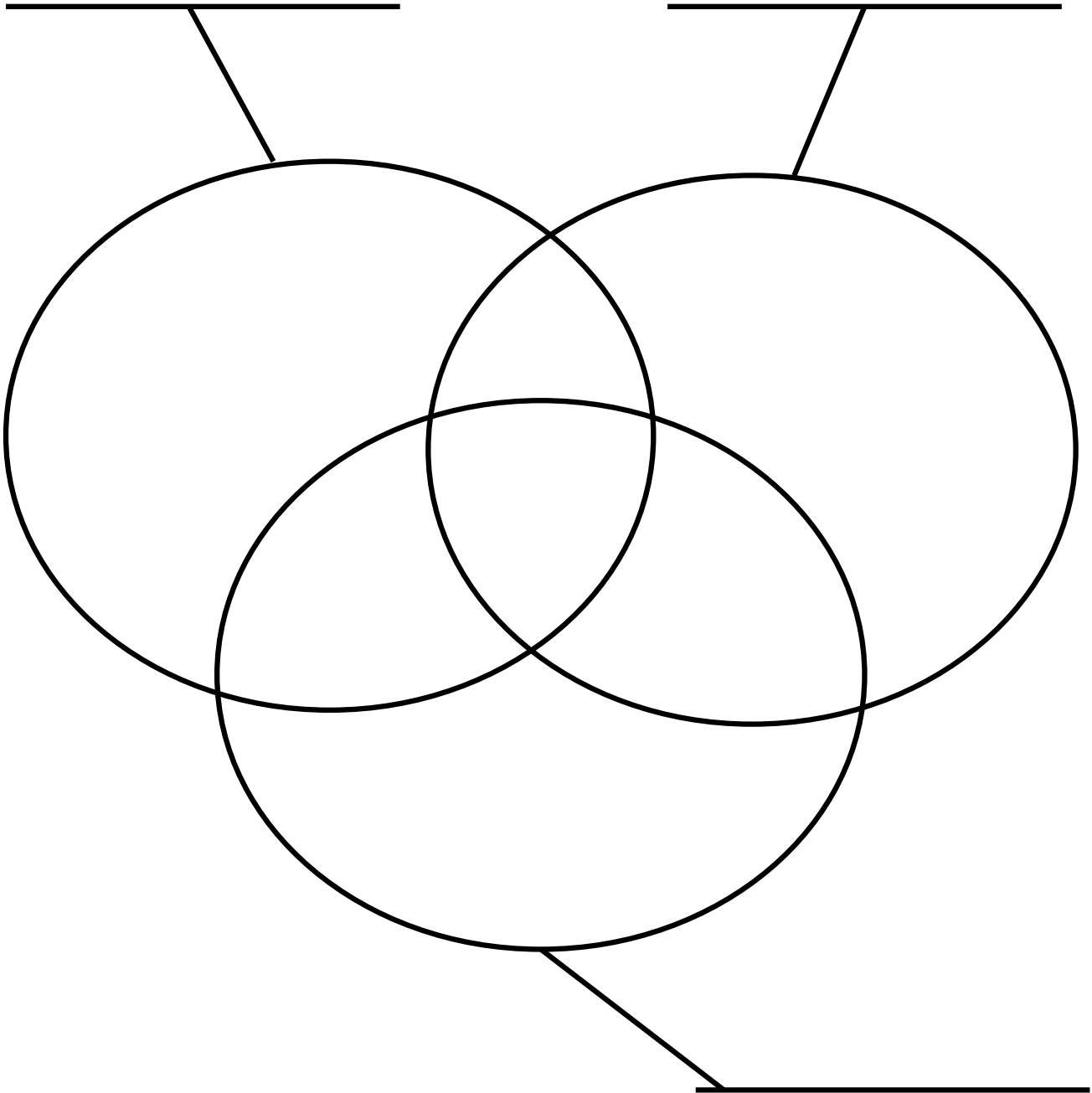
## Note Taking/Summarizing

Topic: \_\_\_\_\_

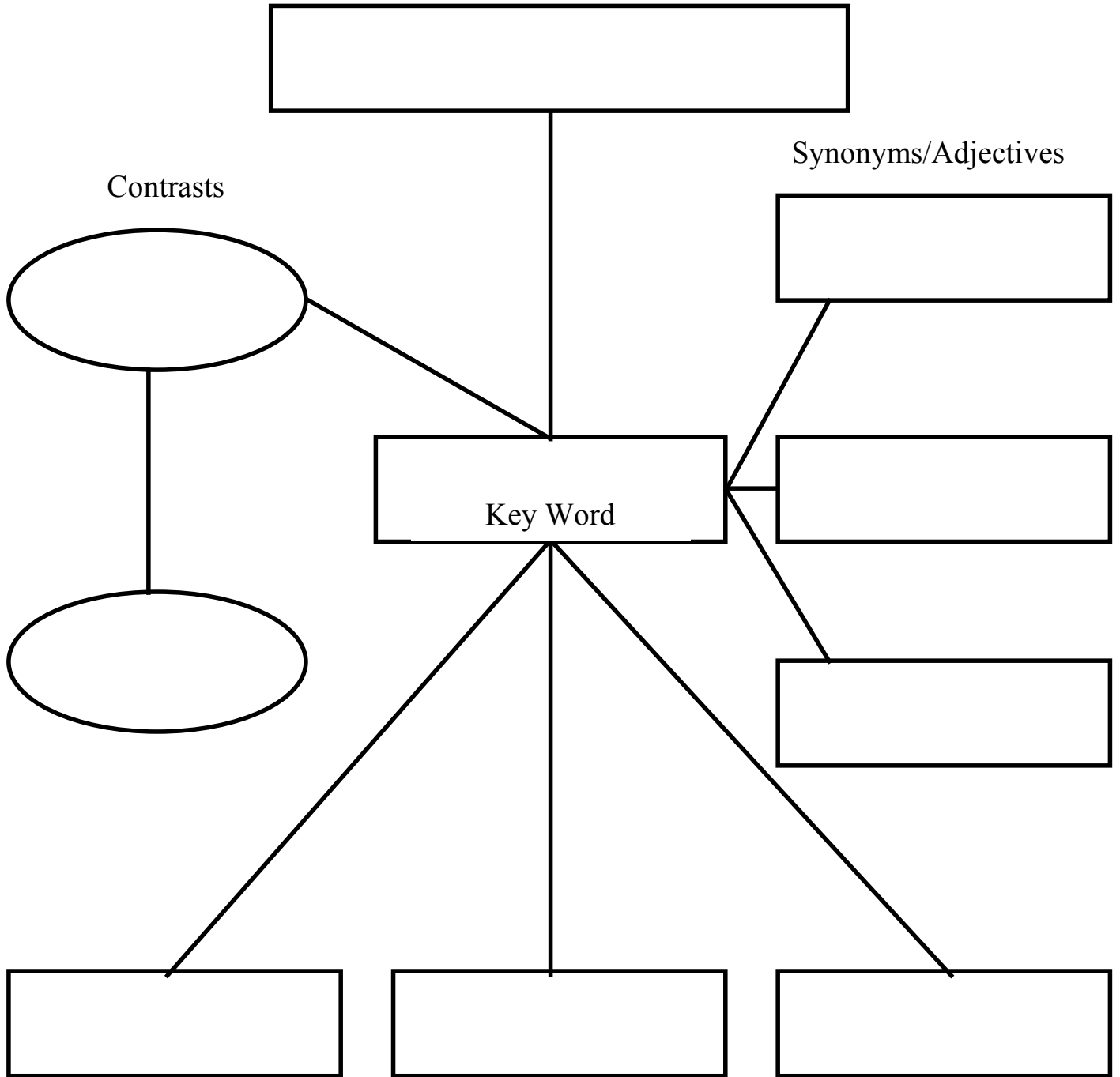
<b>Definition</b>	<b>Facts</b>
<b>Examples</b>	<b>Non-examples</b>

\_\_\_\_\_

# Compare/Contrast Summarizing



# Definition Mapping



# Determining Point of View

## Analyzing Issues

Issue:	
First View	Second View
Facts and Opinions	Facts and Opinions
Who:	Who:
Your View and Why:	