# CONTINUING THE JOURNEY – REFINING OUR CRAFT

## PURPOSEFUL USE OF RESEARCH-BASED STRATEGIES

| RBIS | Framework | Structure | Comments |
|---|---|---|---|
| SOPF, SD | CEL, EAK | **Alpha Block** | Provides context for what will be learned and allows checking for understanding. Introduces and concludes learning. *To be effective, requires scaffolding. |
| SOPF, NR, SD | CEL, EAK | **Chatter Drawing** | |
| SOPF, GTH | CEL, DU, EAK | **KWLHAQ** | |
| SOPF, GTH, NR | CEL, EAK | **What I Know About** | |
| SD, GTH, SN | DU, EAK | **Where do I Belong** | Tactile sorting that requires analyzing |
| SD, GTH, SN | DU, EAK | **What's My Rule** | Student hypothesizing and analyzing |
| SD, GTH, SOPF | CEL, DU, EAK | **These are…These are not** | Fosters thinking and student ownership of understanding |
| SD, GTH, SN | EAK, CEL, DU | **Give One…Get One** | Summarizing/Note Taking, Analogies, Metaphors |
| SD, GTH | EAK, CEL, DU | **Comparing Terms** | Analogies, Metaphors |
| SN, All others | CEL, DU, EAK | **Interactive Note Taking** | Organizes thinking, fosters student ownership of learning |
| SN, GTH | DU, EAK | **Think-Tac-Toe** | Playfully requires students to think at variety of DOK levels |
| SN, GTH | EAK | **Quick Write** | Think about their own thinking |
| SN, CL | DU, EAK | **Justify Quartet/ Trio** | Differentiate support not expectations |
| SN | EAK | **What we did Today** | Student reflection |
| SN, GTH | EAK | **Two Word Strategy** | TAPS, powerful summarizing tool |
| REPR | DU | **Windshield Check** | Checking along the way |
| REPR, SOPF | DU | **Weekly Self-Evaluation** | Checking along the way |
| HP | EAK | **Dinner Menu** | Differentiated creating |
| HP, GTH, SN | EAK | **Cubing** | Playful (but effective) Blooms |
| NR, GTH, CQAO | EAK, CEL, DU | **Triangle Trivia** | Teacher or Student Centered |
| NR | EAK | **Spin the Word** (Graph, Story) | Playful creating/thinking |
| CL, GTH HP | DU, EAK | **Team Turn** | Differ |
| CL, SN, GTH, HP | DU, EAK | **Fan & Pick** | Differentiate support not expectations |
| CL, GTH | EAK | **LaToya & Kirk Template** | Differentiate support not expectations |

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| SOPF | EAK | **DOK Indicators** | Editable Spin the Word Cards |
| SOPF, GTH | EAK | **Genius Reflection** | Structured Genius Hour Tools STEAM, 21st century learning, college & career ready skills |
| SOPF, GTH | EAK | **Genius Planning** | |
| SOPF, GTH | EAK | **Genius Rubric** | |
| GTH | EAK | **Experimental Inquiry** | STEAM, 21st century learning, college & career ready skills |
| GTH, SN | EAK | **Guess the Fib** | Teacher or student centered |
| GTH, SOPF | DU | **Problem Solving Strategy** | Structure for problem-solving process |
| CQAO | EAK, DU | **Concept Definition Mapping** | Mind Mapping Tools |
| CQAO, SN, CL | DU, EAK, CEL | **Think Pad** | Checking long the way |
| CQAO | DU, EAK, CEL | **Effective Questions** | Deeper understanding through meaningful questioning |
| CQAO | DU, EAK, CEL | **Second Question** | |
| CQAO | DU, EAK, CEL | **Second Question ELA** | |
| CQAO | DU, EAK, CEL | **Second Question Math** | |
| CQAO, SOPF | EAK, CEL, DU | **Individual Learning Contract** | STEAM, 21st century learning, college & career ready skills |
| CQAO, SD, GTH | DU, EAK | **Frayer Model** | Vocabulary graphic organizer |
| GTH, CQAO | CEL, EAK | **Hunt 4 Solutions** | Posting possible answers around room. |
| SN, REPR | CEL, EAK | **Spotlight Moment** | Pairs think, share with others, revise as needed |
| CQAO, GTH | DU, EAK | **Y Chart** | Structured Thinking Organizer |
| SN, CQAO, CL | DU, EAK | **Responding to Fiction** | Intended to be used with the "Fan and Pick' Board. Guides students to strengthen comprehension skills |
| SN, CQAO, CL | DU, EAK | **Responding to Informational Text** | |
| SN, CQAO, CL | DU, EAK | **Literature Response Cards** | |

## LEGEND: RESEARCH-BASED INSTRUCTIONAL STRATEGIES

| | | | | | |
|---|---|---|---|---|---|
| **SD** | Similarities and Differences | **SN** | Summarizing and Note-Taking | **REPR** | Reinforcing Effort and Providing Recognition |
| **HP** | Homework and Practice | **NR** | Nonlinguistic Representation | **CL** | Cooperative learning |
| **SOPF** | Setting Objectives and Providing Feedback | **GTH** | Generating and Testing Hypothesis | **CQAO** | Cues, Questions, and Advance Organizers |

## FRAMEWORK FOR INSTRUCTIONAL PLANNING

| | | | | | |
|---|---|---|---|---|---|
| **CEL** | Creating an Environment for learning | **DU** | Helping Students Develop Understanding | **EAK** | Helping Students Extend and Apply Knowledge |