**Continuing the Journey – Refining Our Craft**

**Purposeful Use of Research-Based Strategies**

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

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| **RBIS** | **Framework** | **Structure** | **Comments** |
| SOPF | SUM | **DOK Indicators** | Editable Spin the Word Cards |
| SOPF, GTH | SUM | **Genius Reflection** | Structured Genius Hour ToolsSTEAM, 21st century learning, college & career ready skills |
| SOPF, GTH | SUM | **Genius Planning** |
| SOPF, GTH | SUM | **Genius Rubric** |
| GTH | SUM | **Experimental Inquiry** | STEAM, 21st century learning, college & career ready skills |
| GTH, SN | SUM | **Guess the Fib** | Teacher or student centered |
| GTH, SOPF | IP | **Problem Solving Strategy** | Structure for problem-solving process |
| CQAO | SUM, IP | **Concept Definition Mapping** | Mind Mapping Tools |
| CQAO, SN, CL | IP, SUM, AS | **Think Pad** | Checking long the way |
| CQAO | IP, SUM, AS | **Effective Questions** | Deeper understanding through meaningful questioning |
| CQAO | IP, SUM, AS | **Second Question** |
| CQAO | IP, SUM, AS | **Second Question ELA** |
| CQAO | IP, SUM, AS | **Second Question Math** |
| CQAO, SOPF | SUM, AS, IP | **IndiviIPal Learning Contract**  | STEAM, 21st century learning, college & career ready skills |
| CQAO, SD, GTH | IP, SUM | **Frayer Model** | Vocabulary graphic organizer |
| CQAO, GTH | IP, SUM | **Y Chart** | Structured Thinking Organizer |
| SN, CQAO, CL | IP, SUM | **Responding to Fiction** | Intended to be used with the “Fan and Pick’ Board. Guides students to strengthen comprehension skills |
| SN, CQAO, CL | IP, SUM | **Responding to Informational Text** |
| SN, CQAO, CL | IP, SUM | **Literature Response Cards** |

**LEGEND**

**Research-Based Instructional Strategies**

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| **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**

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| --- | --- | --- | --- | --- | --- |
| **AS** | Activating Strategy | **IP** | Instructional Period | **SUM** | Summation |