

High-Yield Instructional Strategy	Research Says	Examples of Supporting Activities
Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse.	<i>Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity.</i>
Setting objectives and providing feedback	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.	<i>Articulating and displaying learning goals, KWL (What do you KNOW, What do you WANT to know, What have you LEARNED), personal learning goals, and data folders.</i>
Generating and testing hypotheses	Students should generate, explain, test, and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.	<i>Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author.</i>
Questions, cues, and advance organizers	Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before Accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.	<i>Graphic organizers, provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, A.C.E. (Answer-Cite Evidence-Expand/Explain Your Answer), anticipation guide, annotating the text.</i>
Development of Academic Vocabulary	Teachers should intentionally develop word knowledge that makes it possible for students to engage with, produce, and talk about texts that are valued in school.	<i>Interactive student notebooks, word walls, A.C.E. (Answer-Cite Evidence-Expand/Explain Your Answer), 'word storm' organizer, word puzzles, word lists, content-area journaling.</i>

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Identifying similarities and differences	Students should compare, classify, and create metaphors, analogies, and graphic representations.	<i>T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers, Question-Answer-Relationship (QAR) charts, sketch to stretch, affinity, Frayer model.</i>
Summarizing and note taking	Students should learn to delete unnecessary information, substitute some information, keep important information, write/rewrite, and analyze information.	<i>Teacher modeling of summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break-down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity.</i>
Reinforcing effort and providing recognition	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	<i>Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment.</i>
Homework and practice	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	<i>Retell, recite, and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution.</i>
Nonlinguistic representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge.	<i>Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, maps, sketch to stretch, Key Word-Information-Memory Clue (K.I.M.) frameworks.</i>