

Instructional Strategies – Comprehensive List



This lead4ward instructional resource is designed to provide teachers with detailed descriptions of specific, high-yield instructional strategies, many of which are included on the PLC for the PLC menus or modeled in lead4ward trainings. It is intended to support educators in using an intentional planning process to include these strategies in their efforts to deliver rigorous, engaging instruction that incorporates various learning modalities, aligns to the TEKS, and infuses the highly tested process standards.

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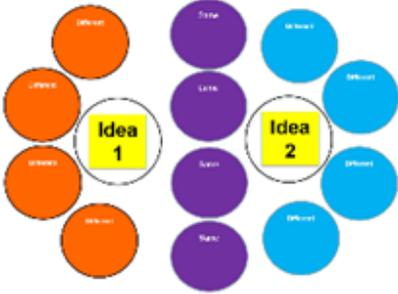
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High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
1 Minute Paper	<ol style="list-style-type: none"> Students “brain dump” all the ideas, concepts, skills, processes, etc., they have learned in 1 minute. Students then draw 1 conclusion about what they learned. (Sentence Frame: <i>From everything we learned today, I can conclude that this is important because _____.</i>) <p>NOTE: This strategy can be implemented as a formative assessment “exit ticket.” Results will inform instruction for the next day.</p>	<ul style="list-style-type: none"> Summarize Draw Conclusions
3-2-1 Summary	<ol style="list-style-type: none"> Students write 3 big ideas or facts/details they learned. (What did it say?) Students write 2 examples, applications, or inferences about what they learned. (What did it mean?) Students write 1 question or draw 1 conclusion about what they learned. (What does it mean?) <p>NOTE: 3-2-1 Summaries may be used as exit tickets at the end of class, or they may be implemented with “Musical Mix-Freeze-Group” to allow students to share and refine summaries with peers.</p>	<ul style="list-style-type: none"> Identify Facts/Details Summarize Infer Draw Conclusions
3-2-1 Test Review	<ol style="list-style-type: none"> Students analyze a graded test. <ul style="list-style-type: none"> 3 = select 3 difficult questions you got correct and explain WHY you got them correct to a friend. 2 = select 2 questions you THOUGHT you got correct, but you missed them and correct your mistake with a friend. 1 = select 1 question you guessed on or are “clueless” about and find someone to teach you how to best start, think about, and answer that question. 	<ul style="list-style-type: none"> Analyze Evaluate Identify Explain Communicate Justify
4 Square with “Brain in the Game”	<ol style="list-style-type: none"> Divide the room into 4 squares. Place a Knowledge and Skills summary (1-4 words) in each square. From a pre-selected group of assessment items representing these four K & S, present each student with one item as they enter the classroom (or simply project the 4 items on your Smart board.) Ask students to “get their brain in the game” by completing the following on the back of the question... <ul style="list-style-type: none"> analyze the item’s stimulus describe/identify 3-5 important vocabulary terms in their item predict what the question might be about Students move to the square in the room that best reflects their item’s topic/category. Students find a partner in their square with their same question, compare their “brain in the game” analysis. Students must justify their thinking. Students may change squares if they discover another K & S is a better fit after their partner discussions. Teacher clarifies and verifies. 	<ul style="list-style-type: none"> Analyze Identify Describe Predict Communicate Justify
6-Steps to Building Academic Vocabulary <i>(Building Academic Vocabulary by Robert Marzano)</i>	<ol style="list-style-type: none"> Teacher DESCRIBES the term. Students RESTATE the term. Students SKETCH/DRAW the term graphically. Students participated in ACTIVITIES that deepen understanding of the term. Students TALK about the term. Students PLAY games with the terms. 	<ul style="list-style-type: none"> Describe Illustrate Differentiate Compare/Contrast Make Connections

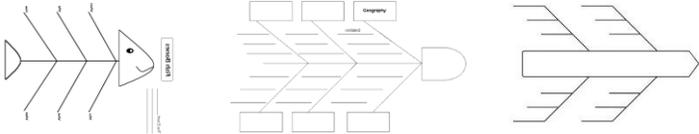
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>A Tour of Knowledge (Version of Rotating Review)</p>	<ol style="list-style-type: none"> 1. Students are organized into groups. 2. Each group is given a different colored marker. 3. Groups rotate through stations observing a given assessment item stimuli (i.e. graph, table, equation, geometric shape, clock, thermometer, text, model, etc.). 4. Groups have three minutes at each station to record anything they know about the given stimuli on the provided chart paper. Groups place a checkmark beside information they agree with from another groups and add new ideas. 5. Repeat steps #1-5; however, students now record a question that could be asked of the provided stimulus. 6. Students solve an assessment item associated to the given stimulus, identifying what information was needed to answer the question. 	<ul style="list-style-type: none"> • Summarize • Analyze • Compare/Contrast • Justify • Communicate • Create
<p>Always/Sometimes/Never</p>	<ol style="list-style-type: none"> 1. Teacher creates content statement cards that include true and false statements and distribute them to students. (Statements may be based on student misconceptions or concept “distractors.”) 2. Use a cooperative structure such as Mix-Freeze-Group, Stand up/Hand up/Pair Up, or Shake and Share to organize students into pairs or triads. 3. Focusing on a specific content statement determined by the teacher, pairs analyze if the statement is “always true,” “sometimes true,” or “never true” and justify their response. 4. Student groups debate the statements on which they disagree. 5. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Compare/Contrast • Summarize • Analyze • Justify Arguments • Communicate
<p>ABCD Cards</p>	<ol style="list-style-type: none"> 1. Organize students into groups of 4. 2. Each student is assigned a letter- A/F, B/G, C/H, or D/J. 3. Students distribute among their group 4 different assessment items provided by the teacher. 4. For the item they currently have, each student analyzes the item and predicts why a student might select THEIR answer choice (even if it is the incorrect answer.) 5. Students write a justification of their analysis on the back of their ABCD cards. 6. After all questions have been rotated around the group, students discuss the correct answer for each card and probable errors students might make on each item. 7. Students use the “Learning from Students’ Mistakes” handout to assist them in their thinking. 8. Teacher clarifies/verifies and if data is available for the items, the teacher could display the data and discuss the actual error patterns students made. 	<ul style="list-style-type: none"> • Analyze • Summarize • Justify • Communicate • Predict
<p>Blind Sequencing (Adapted from Kagan Cooperative Learning)</p>	<ol style="list-style-type: none"> 1. Organize students into groups of 4 or 5 around the perimeter of the classroom. 2. Provide each group a set of cards, ideas, posters, or steps in a process to sequence BEFORE they have been exposed to any instruction about the concept. 3. Group leaders distribute the cards/posters among the group members. 4. Students have 2 minutes to huddle, read the cards/posters, and then determine an appropriate sequence. 5. At the teacher’s signal, the student groups turn and show their sequence to the class. 6. The teacher asks for students to hold up step 1, then step 2, then step 3, etc. 7. Varying responses indicate that the class has little prior knowledge about the topic. Similar responses (whether correct or incorrect) indicate the majority of the class is thinking similarly. 8. Teacher clarifies/verifies the correct sequence, summarizing the content over which the lesson will focus. 9. Students re-sequence their cards based on the new information from the teacher. 10. At the teacher’s signal, students show their new sequence to the class. 11. Students then examine each step in greater detail and depth through buddy reading, online research, video clips, etc. <p>NOTE: The activity can be differentiated for different levels of learners by providing a set of clues that reveal a few of the steps in sequence.</p>	<ul style="list-style-type: none"> • Sequence • Summarize • Rank • Compare/Contrast • Order

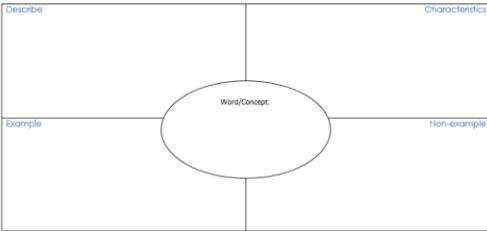
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)																					
<p>Bioranium</p>	<ol style="list-style-type: none"> Organize students into small groups. Provide each group with a die, a container of play dough, a set of color-coded “Bioranium” cards, and a KEY indicating which task students should complete for each number rolled. Student partners take turns rolling the die. Students grab the color card that corresponds with the number they rolled. Read the card. Complete the activity as a team. Where you successful? If applicable ask the other team to check. <ul style="list-style-type: none"> YES! Move on to the next task card. No. Repeat Task. Continue rolling the die and completing the corresponding activities. <p>NOTE: Bioranium cards are created by copying various assessment items or vocabulary terms on the various color-coded card stock. Try to select items that best reflect the category tasks.</p> <div data-bbox="630 667 1010 861" style="border: 1px dashed black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>KEY - Task Card Categories and Colors</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Roll</th> <th>Card Color</th> <th>Category</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>blue</td> <td>Creative Cat 1 - Get the big idea Pictionary style</td> </tr> <tr> <td>2</td> <td>orange</td> <td>Creative Cat 2 - Construct the big idea using play dough</td> </tr> <tr> <td>3</td> <td>green</td> <td>STAAR Performer - Using a Think aloud bubble - talk through a STAAR item</td> </tr> <tr> <td>4</td> <td>pink</td> <td>Data Head - Create a STAAR Question from the stimulus provided</td> </tr> <tr> <td>5</td> <td>yellow</td> <td>Word Worm - Vocabulary Free Association activity</td> </tr> <tr> <td>6</td> <td></td> <td>FREE CHOICE</td> </tr> </tbody> </table> </div>	Roll	Card Color	Category	1	blue	Creative Cat 1 - Get the big idea Pictionary style	2	orange	Creative Cat 2 - Construct the big idea using play dough	3	green	STAAR Performer - Using a Think aloud bubble - talk through a STAAR item	4	pink	Data Head - Create a STAAR Question from the stimulus provided	5	yellow	Word Worm - Vocabulary Free Association activity	6		FREE CHOICE	<ul style="list-style-type: none"> Analyze Summarize Interpret Infer Construct Create Demonstrate Explain Justify Evaluate
Roll	Card Color	Category																					
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<p>Bubble When You Struggle</p>	<ol style="list-style-type: none"> The teacher develops 3-4 key questions students may ask themselves when students are stumped on an assessment item to help them move from “frozen” to “starting” the problem. When students answer these 3-4 questions, they draw a bubble out beside the item and list the answers to those 3-4 key questions the teacher provided. <p>NOTE: Teachers may also create an acronym to help students remember their “bubble when you struggle” questions; for example, in social studies, the <i>Bubble When You Struggle</i> might be EPIC (E = what Era? P = what People? I = what’s Interesting? C = what’s Comparable to other things you know?)</p>	<ul style="list-style-type: none"> Identify Make Connections Analyze Infer Draw conclusions 																					
<p>Card Sort (Cooperative and Kinesthetic)</p>	<ol style="list-style-type: none"> The teacher and/or students create a set of cards reflecting various vocabulary terms, images, models, assessment items, or content associated with the TEKS in the unit of study. Students work cooperatively in small groups or with partners to sort the cards into various categories, first through an open sort and second through a closed sort. <ul style="list-style-type: none"> OPEN SORT: student create their own categories, sort the cards, and justify their thinking. CLOSED SORT: teacher provides the categories and asks student to re-sort their cards into these new categories and justify their thinking. As students sort, the teacher should circulate among the groups asking for justifications, but not correcting errors yet. Instead, the teacher may pull a card and ask students to first justify their categorization. Rather than telling students they are incorrect, the teacher should ask students to “re-think” their categorization. Teacher clarifies/verifies as a whole group. Students may transfer the sorting categorization cards into a graphic representation in their journals. <p>NOTE: To save preparation time, write terms on the white board, and ask students to form group and create their own card set using note cards or notebook paper cut into rectangles. For assessment item sorts, present groups with a worksheet or test and ask them to cut the items apart into separate “cards.” If the card set has images, copy one set of the images for each group and ask students to cut the images apart to create their card set.</p>	<ul style="list-style-type: none"> Analyze Interpret Apply Compare/Contrast Classify Categorize Differentiate Distinguish Evaluate Justify Valid Reasoning 																					

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
Careless-Clueless	<ol style="list-style-type: none"> Students get a graded assessment back and individually analyze the questions they missed and code it beside each missed item as one of the following: <ul style="list-style-type: none"> careless mistake (knew it and blew it!) clueless mistake (didn't reach me; need to teach me!) For students who missed 3 or less questions, they should select the 3 most difficult questions from the test and explain WHY they were complex beside the question. Using a cooperative structure such as Mix-Freeze-Group, Stand up/Hand up/Pair up, or Shake and Share, students share their analysis over one of the items they missed with a partner. Repeat 3 rounds so students have shared/explained 3 different items with 3 different partners. Students "vote" for 1 items they want the teacher to go over and review. Using an engaging item review strategy such as IQ Slap Down, the teacher reviews the items students requested. 	<ul style="list-style-type: none"> Analyze Communicate Compare/Contrast
Choose and Chat	<ol style="list-style-type: none"> Teacher presents a concept, process, or skill. Teacher asks students to display a hand signal to reflect their understanding such as the following: <ul style="list-style-type: none"> Thumb up = I completely understand Thumb to the side = I kind of understand Thumb down = I need more information Students evaluate their understanding, choose a signal, and the chat with a partner about the following: <ul style="list-style-type: none"> explain parts of the content they understand identify parts of the content they do not understand ask one clarifying question 	<ul style="list-style-type: none"> Evaluate Explain Identify Communicate
Circuit Time	<ol style="list-style-type: none"> Teacher provides groups of students a variety of novel (text) excerpts. Students will have 2 minutes (for each excerpt) to read and jot down as many pieces of evidence as possible from the text(s) to show that the story is set in alternative reality or a place different from the world we know today. Each piece of evidence must be no more than 4 words long. The winning team is the one who has the most solid evidence. 	<ul style="list-style-type: none"> Analyze Connect Identify Evaluate Communicate
Commit and Toss Discourse (Keeley's Science Formative Assessment)	<ol style="list-style-type: none"> Students answer an assessment item and JUSTIFY their response. Students then crumple their paper into a ball and toss it randomly across the classroom. Student pick up 2 different balls and toss them, too. On the 4th ball, students open the paper to read, discuss, and record any new information to add value to the original response. Teacher clarifies and verifies. 	<ul style="list-style-type: none"> Apply Justify Analyze Evaluate

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Compare / Contrast Paper Plate Model</p>	<ol style="list-style-type: none"> 1. Organize baggies filled with 2 white plastic plates, 6 blue plastic plates, 6 red plastic plates, 6 purple plastic plates, and 1 dry erase marker. (Colors may vary.) 2. Organize students into group of 3. 3. WHITE PLATES: Ask students to list topic #1 on one white paper plate and to list topic #2 on the second paper plate. (Topics may be determined by the teacher and/or the students but must be aligned to the unit of study.) 4. Group members each get 2 plates of each color. 5. PURPLE PLATES: Taking turns, students generate ideas of similarities between the 2 topics, share their ideas, and place their plates in the center of the model. 6. RED PLATES: Taking turns, students generate ideas of how topic #1 is unique and different from topic #2, share ideas, and place their plates in the model. 7. BLUE PLATES: Taking turns, students generate ideas of how topic #2 is unique and different from topic #1, share ideas, and place their plates in the model. 8. Students elect one person to “take a cruise” to 3 other groups, getting additional ideas to bring back to their home group. Students add these ideas to their model. 9. Teacher clarifies/verifies students’ compare/contrast thinking. 10. Students transfer information from the model into their journals. 11. Students clean the plates and place them back into the baggies to prepare them for the next group.  <p>NOTE: Although this activity, done with paper plates, allows for a high degree of tactile, physical engagement, sticky notes, colorful paper, colored index cards, or chart paper with colored markers could also be used to create the compare/contrast model.</p> <p>NOTE: This strategy can also be used for item review. Students compare/contrast 2 assessment items over the same SE or Knowledge and Skills statement to see how the stimulus, thinking, vocabulary, etc. are the same and how they are different, which will help students with transfer and rigor.</p>	<ul style="list-style-type: none"> • Apply • Compare/Contrast • Classify • Categorize • Differentiate • Distinguish Between/Among • Identify • Evaluate • Justify valid reasoning • Analyze
<p>Concept Anchor Chart</p>	<ol style="list-style-type: none"> 1. Place a chart on the classroom wall with the overarching concept associated with the unit listed in the center. 2. Students add ideas to the anchor chart as the unit progresses, linking skills, topics, examples, details, images, and clarifying information to the chart. 3. Students transfer the anchor chart information to their journals. 	<ul style="list-style-type: none"> • Identify • Make Connections • Infer • Draw conclusions • Illustrate • Summarize

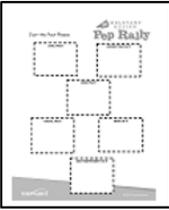
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Concept Attainment (Mystery Bag)</p>	<ol style="list-style-type: none"> 1. Teacher presents positive examples that reflect the topic of the lesson as well as non-examples. 2. Students determine the common attributes of the positive examples. 3. Students form a hypothesis of what the lesson topic may be and provide a nonverbal signal to demonstrate to the teacher their understanding. <ul style="list-style-type: none"> • Thumbs up = I've got it! • Thumb sideways = I may have it but need more clues. 4. Teacher clarifies and verifies. 5. Students generate additional positive examples. <p>NOTE: Teachers may pull the examples and non-examples from a backpack, brown grocery sack, or another "mystery" container to add an element of excitement to the activity.</p>	<ul style="list-style-type: none"> • Evaluate • Compare/contrast • Differentiate • Disintguish • Predict
<p>Concept Connections</p>	<ol style="list-style-type: none"> 1. Organize students into pairs or triads. 2. Provide Students with a set of pictures/ideas/definitions/terms/questions. 3. Student sort (classify/categorize) the cards into given concept categories. 4. Possible concepts or categories: <ul style="list-style-type: none"> • Math: four operations; proportional vs. non-proportional; positive/negative/undefined/zero slope, etc. • Science: matter, energy, force of motion, earth's surface, space, adaptability of organisms, changing environments, etc. • ELAR: types of conflict, various genre (fiction, poetry, drama, historical fiction, informational expository, procedural, persuasive), figurative language, elements of plot, types of thinking (summarize, infer, make connections), etc. • Social Studies: Gilded Age, Progressive era, Rise of World Power, Roaring Twenties, Depression, WWII, Cold War, Vietnam, Civil Rights, Contemporary era 	<ul style="list-style-type: none"> • Compare/Contrast • Relate • Analyze • Sort • Justify • Communicate • Multiple Representations
<p>Concept Hang Ups with Compare/Contrast Paper Plate Model</p>	<ol style="list-style-type: none"> 1. Organize students into pairs or triads. 2. Provide student groups with a set of cards related to the unit content. (Instructional vocabulary terms, major ideas/skills, images, assessment items, the actual TEKS for the unit, etc.) (Teachers may also ask students to create the cards by providing a list of ideas, and students copy those ideas onto note cards.) 3. Students create hangers for each of the major concepts/categories. 4. Students then "hang" the concept cards on hangers that reflect the categories associated with the cards. 5. The teacher evaluates the students' hang ups and provides hints such as, "How could you re-think this card?" or "You have 2 cards out of place. Can you figure out which ones might need to move?" 6. Students revise their sort according to teacher's hints. 7. Once the "hang up" card sort is verified, student select ideas from two different hangers and complete a compare/contrast paper plate model. 8. Students transfer their Compare/Contrast model to their journals. 9. Student "take a cruise" to get 3 new ideas from other groups to add to their journal. 10. The teacher clarifies/verifies as appropriate. 	<ul style="list-style-type: none"> • Compare/contrast • Classify • Categorize • Differentiate • Distinguish • Identify • Evaluate • Justify • Analyze

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
Comprehension Tower <i>(May use Jenga blocks)</i>	<ol style="list-style-type: none"> 1. Groups of students are provided a set of wooden blocks (35 blocks). One number (1-35) or specific verbs from the highly tested process TEKS are written on each block. 2. Students build a tower with the blocks. 3. One student at a time removes a block from the structure trying not to collapse the tower. 4. Using a provided list of numbered (1-35) discussion prompts and/or questions associated with the verbs from the highly tested process TEKS, each student removes a block and addresses the corresponding prompt or question. 5. After the prompt or question has been addressed, the block is placed on the top section of the tower. 6. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Understand • Monitor Comprehension • Justify • Use Context • Use Background Knowledge • Make connections
Duos, Trios, Quartets <i>(Simplified Kagan Collaborative Learning Strategy)</i>	<ol style="list-style-type: none"> 1. Students engage in focuses discussion around specific questions... 2. First with a partner (duo) 3. Then in groups of three (trios) 4. Last in groups of four (quartets) 5. Teacher clarifies and verifies. 	<ul style="list-style-type: none"> • Interpret • Use • Communicate • Justify
Exit Ticket with Key Understandings	<ol style="list-style-type: none"> 1. Create a poster reflecting the key understandings of the unit. 2. Post the chart in the room. 3. Students create an Exit Ticket at the end of the lesson: The information we learned in today's lesson links to Key Understanding # ____ because _____. 	<ul style="list-style-type: none"> • Apply • Compare/Contrast • Make Connections • Justify Thinking
Fact or Fib Showdown <i>(Adapted from Kagan Cooperative Learning)</i>	<ol style="list-style-type: none"> 1. Students write "fact" on one notecard or post-it note and "fib" on another notecard or post-it note. 2. Teacher presents a statement associated with the content. 3. Teacher allows 3-5 seconds for student processing to decide if the statement is a fact or a fib. 4. Teacher says, "1, 2, 3 Showdown!" 5. Students slap their response in the middle of their desk/table. 6. Students justify their response with a partner or small group. 7. Teacher clarifies/verifies correct response and dispels misconceptions. 	<ul style="list-style-type: none"> • Compare/Contrast • Predict • Make Connections • Justify
Factual/Practical	<ol style="list-style-type: none"> 1. Students write on the back of each <i>Just the Facts Please</i> cards how the information could be used in real life. 2. Students share their ideas with a partner. 3. Teacher asks for 3-4 "pop outs" where students share. 	<ul style="list-style-type: none"> • Apply • Analyze • Connect • Evaluate
Find the Flaws/Fibs Activity <i>(Adapted from Kagan Cooperative Learning)</i>	<ol style="list-style-type: none"> 1. Teacher develops a group of statements; some are true and others are flaws or fibs. 2. Students work cooperatively to determine which of the statements represent the flaws/fibs. 3. Students justify why the statements are true and why the flaws are fibs. 4. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Compare/Contrast • Make connections • Justify thinking
Fishbone Graphic Organizer	<ol style="list-style-type: none"> 1. Student analyze content in terms of big ideas and smaller, connected ideas through a graphic organizer. 	<ul style="list-style-type: none"> • Analyze • Summarize • Make Connections • Classify/Categorize • Cause/Effect

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Four Corners <i>(Adapted from Kagan Cooperative Learning)</i></p>	<ol style="list-style-type: none"> 1. Assign each corner of the room either a vacation destination, soft drink, candy bar, etc. 2. Ask students to select a corner and to “go on vacation” or to their favorite corner. 3. Once students are in their chosen corner, they form a partnership with someone who is vacationing at the same destination. 4. Teacher poses a question related to TEKS content, rigor, or specificity. 5. Students work with their partner to answer and justify their response and transfer the information to their notes/journals. 6. Teacher clarifies/verifies. <p>NOTE: This strategy could be used to scaffold learning for 3-4 homework questions to ensure students are provided an opportunity to “practice without penalty.”</p>	<ul style="list-style-type: none"> • Interpret • Apply • Communicate • Solve Problems • Justify
<p>Framer Model <i>(Dorothy Frayer)</i></p>	<ol style="list-style-type: none"> 1. The Frayer Model is a visual organizer that helps students understand key words and concepts. The Frayer Model is a chart with four sections which can hold a definition, some characteristics/facts, examples and non-examples of the word/concept. 2. The purpose is to identify unfamiliar concepts and vocabulary and to create visual reference for concepts and vocabulary <p style="text-align: center;">Frayer Model</p> 	<ul style="list-style-type: none"> • Understand • Identify • Make Connections • Compare • Determine Relationships
<p>Genre Hang Ups</p>	<ol style="list-style-type: none"> 1. Sort picture cards by genre. 2. Hang pictures on the correct genre hangar. 3. Retell one story in the correct order. 3. Point to the 3 most important parts of the book and explain why they are important. 4. Support your conclusions with textual evidence. 5. Teachers are encouraged to add to/adapt this step with various probing questions and extension activities. 	<ul style="list-style-type: none"> • Categorize/Classify • Understand • Distinguish • Identify • Evaluate • Justify
<p>Get to the Point</p>	<ol style="list-style-type: none"> 1. Students get a graded test back and individually “code” the questions they missed as ... <ul style="list-style-type: none"> • careless mistake (knew it and blew it!) • clueless mistake (didn’t reach me; need to teach me!) 2. For students who made a 100%, ask them to code the 3 most difficult questions and explain WHY they were complex. 3. Post a blank test on a wall in the classroom. 4. Students are provided 3 garage sale dots to place on the 3 questions they struggled with the most and want the teacher to review. 5. The teacher select 5-6 questions for review/deconstruction. 6. The teacher uses an engaging strategy to review the items to help students understand the stimulus, vocabulary, concept/skill, the correct answer, and WHY it is the correct answer and the others are incorrect. (IQ Slap Down, IQ Mystery, 4 Corners, Rock & Roll Item Review, Show Me What You Know, Item Sorts, Trashcan Basketball, Yet to Yes Game.) 	<ul style="list-style-type: none"> • Analyze • Evaluate • Explain • Communicate

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
Get Your Brain in the Game	<ol style="list-style-type: none"> 1. Present students various assessment items targeting a difficult concept. 2. Students get their “brain in the game” by doing the following: <ul style="list-style-type: none"> • analyze the stimulus (chart, graph, table, image, model, text, label, etc.) • describe/Identify 3-5 key vocabulary terms in the stimulus AND the answer choices • predict what the question might be about 3. Using a cooperative learning strategy (4 Corners, Stand up! Hand up! Pair up! or Mix-Freeze-Group) students share their “Brain in the Game” analysis. 4. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Analyze • Identify • Describe • Predict
Graffiti	<ol style="list-style-type: none"> 1. Students draw a 1 minute “graffiti” representing the major concept taught during the lesson. 2. Students add 1 sentence to make 1 inference, draw 1 conclusion, or make 1 prediction based on their understanding of the content. 	<ul style="list-style-type: none"> • Summarization • Infer • Draw Conclusion • Predict
He Said – She Said with Stand Up! Hand Up! Pair Up! <i>(Adapted from Kagan Cooperative Learning)</i>	<ol style="list-style-type: none"> 1. Students are provided with an assessment item or a problem that has 3-4 conclusions associated with the item. 2. Students then write two additional “valid conclusions” about the item. (Valid conclusions may align to concepts from the TEKS, formulas, rules, theorems, processes, key understandings, etc.) 3. Students then participate in a Stand Up! Hand Up! Pair Up! to find a partner. 4. Student partners share their valid conclusions. 5. Students participate in another round of Stand Up! Hand Up! Pair Up! to get a second partner. 6. New partners share valid conclusions. 7. The teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Solve • Apply • Draw Conclusions • Communicate
Hierarchy Graphic Organizer	<ol style="list-style-type: none"> 1. Students organize, summarize, and analyze information by transferring information into a graphic organizer that shows the relationship between the ideas through a hierarchical structure. 	<ul style="list-style-type: none"> • Analyze • Summarize • Make Connections • Categorize • Organize
Hot and Cold	<ol style="list-style-type: none"> 1. A piece of text is divided by paragraph, page, chapter, etc. 2. Students rank each section based on their level of understanding. 10=hot (I understood all of the text.) 0=cold (I did not understand any of the text.) <p>NOTE: This provides a learning strategy to support transfer of comprehension strategies into all levels of understanding during reading.</p>	<ul style="list-style-type: none"> • Use Context • Reflect • Understand • Ask Interpretive, Evaluative and Universal Questions • Monitor Comprehension
Hot Seat	<ol style="list-style-type: none"> 1. Provide a deck of Say It cards (cards with questions), one number cube, and a piece of text for each group of 4 to 5 students. 2. Students read the text independently stopping at an agreed upon place in the text. 3. Each student rolls the number cube. The student rolling the highest number is in the Hot Seat. 4. The student in the Hot Seat draws one card from the deck and responds to the prompt. 5. Students in the group listen to the response and provide feedback using a point system of 1-5. 6. The student in the Hot Seat records his/her points. The student with the highest points at the end of the game wins. 	<ul style="list-style-type: none"> • Use Context • Communicate • Evaluate • Ask Interpretive, Evaluative and Universal Questions • Understand • Monitor Comprehension

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Human Timelines</p>	<ol style="list-style-type: none"> Students are placed into groups. Groups are given a set of pictures, events, ideas, processes, etc., aligned to the content. Group members huddle to determine the correct sequence of the pictures, events, ideas, or processes. Student reveal their human time line to the class and justify their sequence. 	<ul style="list-style-type: none"> Sequence Solve Analyze Order Rank Summarize Analyze
<p>Inner/Outer Circle (Adapted from Kagan Cooperative Learning)</p>	<ol style="list-style-type: none"> One-half of the class forms a circle facing out. The other half of the class form a circle facing in. The inside circle students are each provided a vocabulary term associated with the unit content. Outside circle students describe the term, compare the term to one other term from the unit, and create an analogy with the term. Inside circle clarifies/verifies the outside circle's answer. At the teacher's signal, the outside circle rotates one person to the left to have a new partner with a new question. Repeat steps #3–#6 until the outside circle returns to their original positions. Inside circle hands their question card to their outside circle partner. Circle trade positions. (Outside become inside/inside become outside.) Process repeats with the new circles. Teacher clarifies/verifies as appropriate. 	<ul style="list-style-type: none"> Solve Apply Summarize Identify Compare/Contrast
<p>Investigating the Question (IQ) Slap Down Game</p>	<ol style="list-style-type: none"> Organize students into groups of 3 or 4. Each member should get a set of "ABCD" cards. Round 1: At the teacher's signal, students slap down the answer choice that represents the worst answer and then justify their response. Round 2: At the teacher's signal, students slap down the answer choice that represents the best wrong/incorrect answer and then justify why many students may have mistakenly chosen that answer. Round 3: At the teacher's signal, students slap down the answer that represents the correct answer and then justify why this is the appropriate response. <p>NOTE: It is critical that students justify their responses to articulate the processing/application errors students may make when answering items.</p>	<ul style="list-style-type: none"> Interpret Solve Apply Compare/Contrast Differentiate Justify Communicate
<p>Item Sorts</p>	<ol style="list-style-type: none"> Organize students into pairs. Present each group with a set of assessment items, targeting concepts students need to review. Students sort (classify/categorize) the items in a 3-5 different ways including but not limited to the following: As a Group: <ul style="list-style-type: none"> By Knowledge and Skills Statement (1-4 word summary of the K & S) By Student Expectation By Standard type (Readiness, Supporting, Process) By single vs. dual-coding By stimulus (chart, graphs, images, models, text, etc.) By thinking (infer, compare/contrast, generalize, predict, cause/effect, etc.) By topic By vocabulary terms As an individual student: <ul style="list-style-type: none"> By careless (I knew it and blew it) and Clueless (didn't reach me; someone teach me) Best to worst (items I knew the best to items I struggles with) By "Know," "Kind of Know," "Don't Know" 	<ul style="list-style-type: none"> Apply Compare/Contrast Classify Categorize Differentiate Distinguish Between/Among Identify Evaluate Justify valid reasoning Analyze

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
I've Got This!	<ol style="list-style-type: none"> Students are placed in groups of at least six. Each student is assigned a number; #1-6. Students are to become the expert for their assigned portion and return to their home group to teach their part of the problem solving process. <ul style="list-style-type: none"> #1: Given a word problem, students are asked to retell the problem in their own words. #2: Given the same word problem already solved, students are asked to explain how the problem was solved. #3: Given the same word problem already solved, students are asked to defend the solution as reasonable. #4: Given the same word problem already solved, students are asked to solve the problem another way. #5: Given the same word problem already solved, students are asked to change a component of the word problem and discuss how that would impact the solution. #6: Given the same word problem already solved, students are asked to add an additional step to the word problem and discuss how that would impact the solution. Students return to their home groups to teach what they learned in their expert groups. Students should share their information in chronological order as it will yield the problem solving process. 	<ul style="list-style-type: none"> Summarize Communicate Analyze Justify Apply Reasonableness Multiple Representations Infer
Jig Saw	<ol style="list-style-type: none"> Organize students into "home groups." Students number-off to form "expert groups." Assign each numbered group a topic or step in a process. Expert groups have 4-5 minutes to summarize assigned information. Experts return to home groups. Each expert teaches the group his/her summary. After all experts have presented, students compare/contrast, analyze cause/effect, sequence, and evaluate the combined information. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> Interpret Summarize Communicate Sequence Compare/Contrast Cause/Effect Synthesize
Just the Facts Please	<ol style="list-style-type: none"> Working in pairs, students record (on the handout) facts from the text. Student share their findings with two more pairs of students. The groups compare, discuss, and determine the best fact for each category. Using the selected facts, pairs of students use two facts in different combinations to see how many different inferences they can make. Students share their inferences with the original group of six students. The other students in the group try to determine the two facts used for each inference. Each group of six students create a <i>Why it Matters</i> statement about the text. The <i>Why it Matter</i> statements are shared with the whole class. 	<ul style="list-style-type: none"> Analyze Background Categorize Compare Connect Evaluate Identify Infer Justify
Justified List (Keeley's Science Formative Assessment)	<ol style="list-style-type: none"> Provide students with a question stem associated with a big idea, concept, or difficult Readiness Standard. (Example: Which of the following is a mixture?) Provide students a list of examples and non-examples associated with the question. Student check all the items that are positive examples associated with the question stem. Students then create a RULE validating/justifying why they checked the items. Student groups share/compare RULES and pick the best rule from their group. The group rules are presented to the class, and the class votes on the best. The teacher clarifies and verifies. 	<ul style="list-style-type: none"> Compare/Contrast Differentiate Predict Evaluate Justify

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Justified True False (Keeley's Science Formative Assessment)</p>	<ol style="list-style-type: none"> 1. Students are presented with 5-7 statements aligned to specific concepts, skills, or ideas represented in the TEKS for the unit of study. 2. Students must decide if each statement is true or false. 3. Students then JUSTIFY their response in writing, indicating WHY they believe the statement is true or false. 4. Students share their justifications with a partner. 5. The teacher clarifies/verifies. 6. NOTE: This strategy may be combined with Fact or Fib Showdown. 	<ul style="list-style-type: none"> • Compare/Contrast • Differentiate • Predict • Evaluate • Justify
<p>Justify Your Answer (Adapted from Keeley's Science Formative Assessment)</p>	<ol style="list-style-type: none"> 1. Provide students a common text. 2. Provide groups of students a question about the reading. (Some groups will have the same question.) 3. Provide groups either a correct or an incorrect answer to the question. 4. Students justify as to why the answer they were given could be the correct answer. 5. Student groups share/compare their justifications. 6. The justifications are presented to the class, and the class votes on the best. 	<ul style="list-style-type: none"> • Analyze • Background • Connect • Evaluate • Infer • Justify
<p>KWL Chart</p>	<ol style="list-style-type: none"> 1. Students identify what they know about the content/topic. 2. Students list what they want to learn about the topic. 3. Students explain what they learned and how it will impact future learning. 	<ul style="list-style-type: none"> • Identify • Predict • Summarize
<p>Last Word (Kathy Short, Jerome Harste, Carolyn Burke)</p>	<ol style="list-style-type: none"> 1. Each student copies on chart paper in large letters a passage (section), piece of text, or summary of information he/she finds thought provoking. 2. Taking turns, each student holds the chart so that the group members can read it and respond orally, one at a time, explaining why they think the information is significant. 3. After each group member has responded, the student who selected the passage justifies why it was chosen as significant. 	<ul style="list-style-type: none"> • Summarize • Interpret • Explain • Justify • Communicate valid conclusions
<p>Make an Appointment</p>	<ol style="list-style-type: none"> 1. Teacher presents students with a clock graphic with appointments for 2:00, 4:00, 6:00, 8:00, and 10:00. 2. Students mingle around the room to find appointments for each of the 5 time slots. 3. Students write the names of their appointments on the lines. 4. Teacher poses a guiding or clarifying question related to the TEKS content, rigor, and specificity. 5. Teacher asks students to meet with one of the appointment partners to discuss/answer the questions, justifying their responses, and adding new information to their journals. 6. Teacher clarifies/verifies. <p>NOTE: This strategy could be used to scaffold learning for 3-4 homework questions to ensure students are provided an opportunity to "practice without penalty."</p> <p style="text-align: center;">Make An Appointment</p> 	<ul style="list-style-type: none"> • Interpret • Solve • Apply • Use • Communicate • Evaluate • Justify

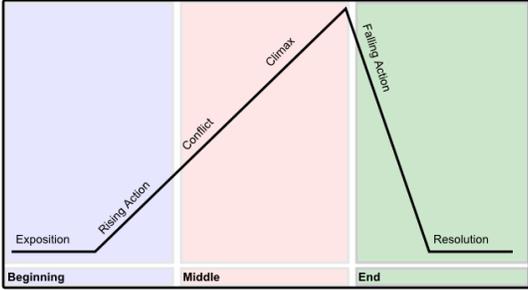
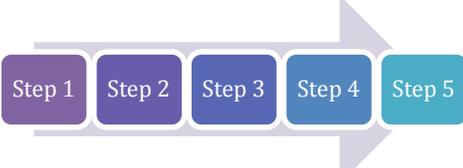
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
Match It Up!	<ol style="list-style-type: none"> 1. Organize students into pairs or triads. 2. Teacher presents student groups with assessment items that represent various stimuli (charts, graphs, labels, images, tables, models, etc.) 3. Student groups cut the items apart into question “cards.” 4. Students also create a set of cards representing all the various stimuli that might be represented on an assessment question using the PLC Menu (Stimulus column) – charts, tables, text, graphs, etc.) 5. Student groups place the stimulus cards in one stack and place the assessment items face up on their tables/desks. 6. Taking turns, students draw a stimulus card and match it to as many assessment items as possible. 7. Students justify their matches. 8. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Analyze • Compare/contrast • Classify/Categorize • Predict • Identify
Match Mine with Mix-Freeze-Group	<ol style="list-style-type: none"> 1. Provide students with a matching activity. 2. MIX - Play music for about 10 seconds and students mix around the room. 3. FREEZE – students freeze where they are. 4. GROUP – students form a pair or triad with the students closest to them. 5. Students independently match the first four items. 6. Students compare to see if the “match mine” and justify their responses. (Students may change their minds after discussing justification with partners.) 7. Teacher clarifies/verifies to see if the students “match mine,” 8. MIX-FREEZE-GROUP again and repeat steps with the next four matching items. 	<ul style="list-style-type: none"> • Analyze • Identify • Compare/Contrast • Communicate • Justify
Math Problem Solving Graphic	<ol style="list-style-type: none"> 1. Provide students with an assessment item or math problem. 2. BEFORE students actually do the math, they identify the steps of how they plan to solve the problem using a problem solving graphic. 3. Students write exactly what they plan to do first, second, third, etc. 4. After articulating their plan, they solve the problem mathematically and make adjustments to their original plan if necessary. 	<ul style="list-style-type: none"> • Solve • Use • Apply • Sequence • Order • Communicate • Justify
Millionaire Game	<ol style="list-style-type: none"> 1. Using a Millionaire PowerPoint game template, teachers create a Millionaire game to review vocabulary, concepts, processes, and skills. 2. Organize students into partners. 3. Students create a set of ABCD cards using a sheet of notebook paper. 4. After the question has been read, and the answer choices presented, students THINK as the Millionaire music plays. 5. At the end of the music and at the teacher’s signal, the students slap down ... 6. The worst answer – justify; teacher clarify and verify 7. The best wrong answer – justify; teacher clarify and verify 8. The correct answer – justify; teacher clarify and verify 	<ul style="list-style-type: none"> • Analyze • Compare/Contrast • Identify • Justify • Communicate

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
Mix-Freeze-Group (Musical)	<ol style="list-style-type: none"> 1. Play music while students “mix” around the room. 2. Stop music and say, “Freeze!” so students will freeze wherever they are in the room. 3. Say, “Group!” and ask students to turn to the person closest to them to form a partnership. 4. Teacher conducts a “mini teach” piece and presents a question for practice or reflection associated with content. 5. Students work with their partner to answer the question. 6. Teacher clarifies/verifies. <p>NOTE: This strategy could be used to scaffold learning for 3-4 homework questions to ensure students are provided an opportunity to “practice without penalty.”</p>	<ul style="list-style-type: none"> • Interpret • Solve • Use • Communicate • Evaluate • Justify
Mystery [Content Area] Math Mystery Science Mystery Reading Mystery Social Studies Mystery	<ol style="list-style-type: none"> 1. Organize students into four groups using a 4-Corners activity: <ul style="list-style-type: none"> • <i>Corner 1 – like Coca Cola best</i> • <i>Corner 2 – like Sprite best</i> • <i>Corner 3 – like Dr. Pepper best</i> • <i>Corner 4 – like Gatorade best</i> • <i>Corner designations may be various types of candy, soft drinks, vacation destinations, sports, types of food, etc.</i> 2. Students practice one assessment item, targeted toward an SE that students find difficult according to data. 3. Corner groups are assigned one answer choice and must either ... 4. DEFEND the answer to the class as “innocent of a crime” by explaining why it is the correct response. 5. PROSECUTE the answer in front of the class as “guilty of a crime” explaining why their answer is the incorrect response. <ul style="list-style-type: none"> • <i>Corner 1 – focus on answer choice A</i> • <i>Corner 2 – focus on answer choice B</i> • <i>Corner 3 – focus on answer choice C</i> • <i>Corner 4 – focus on answer choice D</i> 6. The teacher clarifies/verifies. <p>NOTE: Student groups MAY choose to try and trick the class by purposefully defending an incorrect answer to make the other students identify a flaw in their reasoning.</p>	<ul style="list-style-type: none"> • Interpret • Summarize • Communicate • Sequence • Compare/Contrast • Cause/Effect • Synthesize
Mystery Envelope <i>(Deeper Reading</i> <i>Kelly Gallagher)</i>	<ol style="list-style-type: none"> 1. Each group is presented with an envelope with a different prompt, question, assessment item, process, or concept to discuss. 2. Each group collaborates to respond to the mystery envelope information. 3. Groups share and discuss their conclusions with the class. 4. Students evaluate each group’s conclusions as valid or invalid. 	<ul style="list-style-type: none"> • Interpret • Explain • Justify • Evaluate
Name Game	<ol style="list-style-type: none"> 1. Students are provided a word bank to a fill-in-the blank activity in order to work through a given assessment item. 2. The activity can be modified for different level of learners by providing all terms, some terms, adding additional terms, or given no word bank. 	<ul style="list-style-type: none"> • Analyze • Compare/Contrast • Apply Reasonableness
Nine Squares	<ol style="list-style-type: none"> 1. Students read a text and divide it into nine squares. <ul style="list-style-type: none"> • <i>5 details (what does it say?)</i> • <i>2 inferences (what does it mean?)</i> • <i>2 valid conclusions (why does it matter?)</i> 2. Students may trade 9 squares with a partner to see if each can “guess” the 5 details, the 2 inferences, and the 2 conclusions. <p>NOTE: As a scaffolding activity, teachers may choose to complete the 9 squares and ask the students to determine the details, inferences, and conclusions.</p>	<ul style="list-style-type: none"> • Interpret • Summarize • Infer • Draw Conclusions • Monitor Comprehension • Use Context • Establish Purpose • Make Connections

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Number Up, Stand Up, Team Up! (Adapted from Kagan “Stand Up, Hand Up, Pair Up”)</p>	<ol style="list-style-type: none"> 1. Students number off or make a number selection. 2. Students stand up holding the number of fingers up that represents their designated number. 3. Students make their way around the room to find and form teams of 2-4 students who are holding the same number of fingers up. 4. Teams of students work together to complete teacher assigned task or to answer teacher provided question. 	<ul style="list-style-type: none"> • Draw Conclusions • Communicate
<p>Odd One Out (Keeley’s Science Formative Assessment)</p>	<ol style="list-style-type: none"> 1. Organize students into home groups of 4 and ask them to number off 1-2-3-4. 2. Provide students with four pictures or assessment items with various stimulus. 3. Students analyze the 4 pictures and make a generalization of what the pictures are about. 4. Students then “jig saw” the 4 pictures. 5. In their expert groups, students brainstorm what they know about their assigned picture and then summarize at least 5 key points or big ideas. 6. Student experts return to home groups and communicate their summaries with the teacher clarifying and verifying between each expert’s summary. 7. Students compare/contrast the 4 pictures and select that is “odd one out” and justify why the example is different from the others. 8. Students then layer their thinking and select a second picture as “odd one out” and justify. <p>NOTE: To add rigor and infuse additional verbs from the highly tested process TEKS, teachers may choose to extend the Odd One Out activity to include the following additional thinking activities.</p> <ul style="list-style-type: none"> • Identify 1 vocabulary term to summarize each picture • Tear the pictures apart and rank/sequence them in some way - justify • Classify/Categorize the pictures in some way - justify • Select 1 picture and communicate a cause/effect relationship • Select 1 picture and predict how history would have changed if the event/person/concept represented in this picture had never been known. Predict what might happen because of this event/person/concept 100 years in the future. • As an exit ticket, complete a 3-2-1 summary <ul style="list-style-type: none"> - 3 facts/details you learned - 2 inferences (what does all of this mean?) - 1 conclusion (why does this matter?) <div data-bbox="646 1354 998 1690" style="text-align: center;"> </div>	<ul style="list-style-type: none"> • Interpret • Summarize • Communicate • Sequence • Compare/Contrast • Cause/Effect • Synthesize • Predict • Justify
<p>One Question, One Comment, Last Word</p>	<ol style="list-style-type: none"> 1. Each student creates a question and a comment about a selected text. 2. In random rows, each student (one at a time) presents his/her question and comment. 3. The next person in the row must answer the question, respond or add value to the comment, and present his/her own question or comment. 	<ul style="list-style-type: none"> • Apply • Explain • Communicate

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Order Up</p>	<ol style="list-style-type: none"> 1. Students are provided a set of cards to sequence. 2. The sequence or order should represent the steps of a process associated with a major concept, content idea, or assessment item. <p>NOTE: The activity can be differentiated for different levels of learners by cutting cards different ways or by providing a set of clues that reveal a few of the steps in sequence.</p>	<ul style="list-style-type: none"> • Sequence • Summarize • Rank • Compare/Contrast
<p>Pair-Square-Share</p>	<ol style="list-style-type: none"> 1. Students are organized into partners. 2. Student pairs work collaboratively to answer a question, solve a problem, complete a graphic organizer, etc. 3. Student pairs stand up to find another pair to form a square. 4. Student pairs share their step-by-step process of answering the question, solving the problem, completing the graphic organizer, etc. 5. Students compare/contrast their responses, evaluate the accuracy, and justify which is more accurate. 6. Students may revise their original responses based on their discussions. 7. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Summarize • Compare/Contrast • Evaluate • Justify
<p>Pick a Process</p>	<ol style="list-style-type: none"> 1. Students can be organized into partners and/or small groups. 2. Following a lesson, direct teach, reading or activity, each group is assigned a thinking verb based on the highly tested process standards. 3. The thinking verb can be assigned using several methods including, but not limited to... <ul style="list-style-type: none"> • picking a number or rolling a die from 1-6 where each number corresponds to a designated verb; • pulling a craft stick that is labeled with a verb; • picking a card where each number corresponds to a verb 4. Cards, numbers, sticks correspond to a verb included in a question that is presented to the students. (Example below – customize to the verbs in YOUR highly tested process SEs. <ul style="list-style-type: none"> • 1 = Infer • 2 = Generalize • 3 = Draw a Conclusion • 4 = Analyze & Interpret • 5 = Predict • 6 = Compare/Contrast 5. Students work individually or with a partner to answer the question associated with the selected verb. 6. Assist students by offering them sentence stems/frames to help answer questions with a specific verb. 7. Teacher clarifies/verifies. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div data-bbox="456 1650 662 1892" style="text-align: center;"> </div> <div data-bbox="704 1696 870 1839" style="text-align: center;"> </div> <div data-bbox="907 1650 1208 1864" style="text-align: center;"> </div> </div>	<ul style="list-style-type: none"> • Infer • Generalize • Draw a Conclusion • Analyze & Interpret • Predict • Compare/Contrast

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
Pick 3 That Stump Me	<ol style="list-style-type: none"> Pick 3 that Stump me is designed for students to identify the questions they are more than likely to have difficulty answering and provide strategies to talk through the problem. Before taking a quiz or a test, students read and identify 3 items they feel they will have difficulty solving. Students circle the number of the questions. They will receive credit for answering the question correctly IF they annotate their thought process. As they work through the test and they get to a circled question, rather than answering the questions they will annotate their following: <ul style="list-style-type: none"> Why is the question difficult for you? What do you know about the question? What do you THINK the answer might be? 	<ul style="list-style-type: none"> Analyze Identify Explain Predict
Pick Up the Slip Up	<ol style="list-style-type: none"> Students create A B C cards using notebook paper. Students place the cards on their desks in front of them. Teacher presents 3 statements: 2 are true and 1 is a “slip up” or false statement. The teacher tells the students to “Think! Hover! (students hover their hand over their ABC cards), and 1-2-3 pick up the slip up!” All at the same time, students grab the letter and hold it high in the air that corresponds with the “slip up” or fib. Students must justify with a thinking partner WHY the statement is a slip up. The teacher clarifies and verifies. 	<ul style="list-style-type: none"> Analyze Compare/Contrast Justify
Picture It	<ol style="list-style-type: none"> Students are provided only the visual stimulus portion of an assessment item (graph, table, pictorial example, model, advertisement, map, graphic, etc.). Students record all the information they know based on the stimulus. Students record all questions they have about the stimulus. Students answer the assessment item associated with the visual stimuli. Students create a justified list of all the information they had to know to answer the question completely. Students get a partner to share their list and justify the ideas that they wrote. 	<ul style="list-style-type: none"> Identify Record Determine Justify
Picture-Text-Picture Analysis	<ol style="list-style-type: none"> Student are provided an assessment item. Students analyze the item according to its format of the stimulus (pictures, models, graphics, charts, diagrams, and text). Students code the item according to its format: <ul style="list-style-type: none"> Text – Answer Choices (TA) Text – Picture – Answer Choices (TPA) Text – Picture – Text – Answer Choices (TPTA) *Historically the format students struggle with most often Picture – Text – Answer Choices (PTA) 	<ul style="list-style-type: none"> Analyze Identify
Picture Worth 1000 Words	<ol style="list-style-type: none"> Teacher takes a picture of an important part of a lesson (graphic organizer, cooperative activity, part of a lab experiment, etc.) In their journals students write the following: <ul style="list-style-type: none"> description of the actual picture description of what they were doing description of what they were learning inference of why it was an important part of the lesson Students find a partner through a musical Mix-Freeze-Group and share their descriptions and inference. Students add to their descriptions and inferences after two rounds of Mix-Freeze-Group. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> Describe Explain Infer

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<p>Plot Diagram</p>	<ol style="list-style-type: none"> Students analyze the elements of plot using a graphic representation. Example reflected below. 	<ul style="list-style-type: none"> Analyze Sequence Identify Summarize 																										
<p>Pocket Guide</p>	<ol style="list-style-type: none"> Students cut two sheets of paper in half horizontally. Students fold the half-sheets in half and staple edge in two places like a book spine. Label and decorate the cover: My Pocket Guide to Social Studies. First 2 pages (when opened) are meant to represent a timeline of the major eras/topics. Each era/topic is assigned to a page. Students brainstorm people, events, court cases, legislation, etc. related to that era/topic. Mini book should serve as their “pocket guide” for the review period. 	<ul style="list-style-type: none"> Identify Represent Sequence Classify/Categorize Analyze 																										
<p>Problem Solving Board</p>	<ol style="list-style-type: none"> For every problem, students work through a process that includes chunking the process into 4 quadrants - “see, plan, do, and reflect.” <ul style="list-style-type: none"> See: Analyze the question Plan: Formulate a plan for solving the problem and using the appropriate tools Do: Apply mathematical skills to generate a solution Reflect: Evaluate if the plan and solution are reasonable <div data-bbox="537 1178 1102 1493" style="border: 1px solid black; padding: 5px;"> <p>Grade 4 released STAAR Item: Marckella buys 75 tickets to a carnival. She keeps 35 tickets for herself and gives the remaining tickets to her 2 sisters. If each of Marckella's sisters gets the same number of tickets, how many tickets does each sister get?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>See</p> <p>Marckella has a total of ___ carnival tickets.</p> <p>Marckella will keep ___ tickets for herself.</p> <p>The leftover tickets will be given to _____.</p> <p>Marckella has two sisters.</p> <p>Each sister is to receive an equal number of tickets.</p> <p>Do</p> <p>$75 - 35 =$ _____</p> <p>$____ \div 2 =$ _____</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Plan</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Total Number of Tickets</td> </tr> <tr> <td colspan="4" style="text-align: center;">75</td> </tr> <tr> <td style="text-align: center;">Marckella's Tickets</td> <td colspan="3" style="text-align: center;">Sister's Tickets</td> </tr> <tr> <td style="text-align: center;">35 Tickets</td> <td style="text-align: center;">_____</td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center;">Marckella's Tickets</td> <td style="text-align: center;">One Sister's Ticket</td> <td colspan="2" style="text-align: center;">One Sister's Ticket</td> </tr> <tr> <td style="text-align: center;">35 Tickets</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td></td> </tr> </table> <p>Reflect</p> <p>My answer is reasonable because _____</p> <p>_____</p> <p>_____</p> </td> </tr> </table> </div>	<p>See</p> <p>Marckella has a total of ___ carnival tickets.</p> <p>Marckella will keep ___ tickets for herself.</p> <p>The leftover tickets will be given to _____.</p> <p>Marckella has two sisters.</p> <p>Each sister is to receive an equal number of tickets.</p> <p>Do</p> <p>$75 - 35 =$ _____</p> <p>$____ \div 2 =$ _____</p>	<p>Plan</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Total Number of Tickets</td> </tr> <tr> <td colspan="4" style="text-align: center;">75</td> </tr> <tr> <td style="text-align: center;">Marckella's Tickets</td> <td colspan="3" style="text-align: center;">Sister's Tickets</td> </tr> <tr> <td style="text-align: center;">35 Tickets</td> <td style="text-align: center;">_____</td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center;">Marckella's Tickets</td> <td style="text-align: center;">One Sister's Ticket</td> <td colspan="2" style="text-align: center;">One Sister's Ticket</td> </tr> <tr> <td style="text-align: center;">35 Tickets</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td></td> </tr> </table> <p>Reflect</p> <p>My answer is reasonable because _____</p> <p>_____</p> <p>_____</p>	Total Number of Tickets				75				Marckella's Tickets	Sister's Tickets			35 Tickets	_____			Marckella's Tickets	One Sister's Ticket	One Sister's Ticket		35 Tickets	_____	_____		<ul style="list-style-type: none"> Analyze Solve Use Apply Represent Order Communicate Justify Plan Evaluate
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<p>Problem-Solving Graphic</p>	<ol style="list-style-type: none"> Provide students with an assessment item or math problem. BEFORE students actually do the math, they identify the steps of how they plan to solve the problem using a problem solving graphic. Students write exactly what they plan to do first, second, third, etc. After articulating their plan, they solve the problem mathematically and make adjustments to their original plan if necessary. 	<ul style="list-style-type: none"> Solve Use Apply Sequence Order Communicate Justify 																										

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Question/Genre Sort	<ol style="list-style-type: none"> 1. Teacher provides questions from a variety of texts and genres. 2. Students categorize the questions by genre. 3. Provide time for students to discuss and justify their thinking, as well as participate through active listening. 	<ul style="list-style-type: none"> • Background • Categorize • Classify • Context • Justify • Question • Support
Quiz-Quiz-Trade (Adapted from Kagan Cooperative Learning)	<ol style="list-style-type: none"> 1. Students are given different assessment items to practice over a targeted concept or Knowledge and Skills family. 2. Students answer the item they are assigned and get clarification/verification from the teacher as necessary. 3. Students then Stand up! Hand up! Pair up! 4. Student A quizzes student B over his question. 5. Student B quizzes student A over his question. 6. Students trade questions. 7. Students Stand up! Hand up! Pair up! again and repeat the process, this time quizzing their new partner over the new item they just received. <p>NOTE: This strategy could be used to scaffold learning for 3-4 homework questions to ensure students are provided an opportunity to “practice without penalty.”</p>	<ul style="list-style-type: none"> • Interpret • Solve • Use • Communicate • Evaluate • Justify
Reading Log	<ol style="list-style-type: none"> 1. Students create an organizer to record texts that have been read and list texts to read in the future. 2. The log includes the title of the text, the author’s name, a response about the significance of the text, challenges encountered, strategies used to gain meaning, etc. 	<ul style="list-style-type: none"> • Use context • Make Connections • Reflect • Summarize • Monitor comprehension
Reading Symbols	<ol style="list-style-type: none"> 1. Students predetermine symbols to represent the following: question, reread, sensory experience, background knowledge, connection, inference, etc. 2. As students read, symbols are placed in the text to represent the students “in-head” actions. 	<ul style="list-style-type: none"> • Use Context • Make Connections • Reflect • Monitor Comprehension • Use Background Knowledge • Create Sensory Experiences • Make Inferences
Recast <i>(Deeper Reading</i> <i>Kelly Gallagher)</i>	<ol style="list-style-type: none"> 1. Rewrite a fictional story changing one aspect of the plot. 2. Rewrite an article using a different organizational approach. 3. Record information in the article using a variety of different organizational graphic organizers. 4. Rewrite a play, making it a short story. 5. Change the form of the poem. (e.g., narrative poem into a limerick) 6. Rewrite a persuasive piece, making it expository. 7. Rewrite an expository piece, making it persuasive. 8. Write the question another way. 	<ul style="list-style-type: none"> • Reflect • Predict • Draw Conclusions • Justify • Use Context • Use Background Knowledge • Make Inferences • Make Connections • Ask Interpretive, Evaluative and Universal Questions • Analyze

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Rank 'Em!</p>	<ol style="list-style-type: none"> Organize students into small groups. Provide groups with a set of 4-6 terms, assessment items, charts, graphs, or images. Students cut the items apart and distribute them among the group members. Students then must rank the cards and justify their ranking to the class. Type of ranking may include but is not limited to... <ul style="list-style-type: none"> Rank by importance Rank by time period Rank by how well you understand them Rank by when you learned them Rank by significance 	<ul style="list-style-type: none"> Identify Compare/Contrast Sequence/Rank Justify
<p>Rank It</p>	<ol style="list-style-type: none"> Students read a text and with a partner and write one inference on a sticky note. (Students may need a sentence stem to help them make an inference: "From the fact and details I read, I think that _____ is important because _____.") Groups of 6-8 students share their inferences and rank them in order of importance for understanding the author's meaning or purpose. Student groups post their ranking around the room. Students engage in a walk around the room to examine all of the ideas. 	<ul style="list-style-type: none"> Infer Sequence/Rank Justify Evaluate
<p>Reflection/Response Museum Walk</p>	<ol style="list-style-type: none"> Students write about their THINKING/OPINION after a focused discourse or reading. Students write about something LEARNED after a focused discourse or reading. Before reading, groups of students select an unfamiliar word from the text. Students research the meaning and create a visual of the word from clay or play dough. Display the images and words. Students engage in a museum walk to view the visual representations of the words. Each team shares why they chose to represent the word in the way they did. 	<ul style="list-style-type: none"> Use Context Make Connections Justify Reflect Research Represent Communicate Create Sensory Experiences
<p>RERUN Chart</p>	<ol style="list-style-type: none"> R = Students RECALL important activity, lab, demonstration, or investigation. E = Students EXPLAIN the importance of the activity. R = Students explain the RESULTS or outcome. U = Students note their UNCERTAINTIES or questions. N = Students share two NEW things they learned. 	<ul style="list-style-type: none"> Summarize Explain Formulate Questions

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Rock and Roll Item Review</p>	<ol style="list-style-type: none"> Organize students into pairs. Provide students with a numbered cube (die). Present students with an assessment item aligned to a challenging concept or skill. Student pairs take turns rolling the dice and analyzing the item. The number rolled dictates the activity they complete with the assessment item. <ul style="list-style-type: none"> 1 - state the concept or big idea of the item 2 – identify the stimulus 3 – communicate your plan for answering the item 4 – select the worst answer choice – justify why 5 – determine the best wrong answer - justify why 6 – determine the correct answer – justify why Students continue rolling the die until they have completed all the activities. Teacher clarifies and verifies correct responses for each of the numbers rolled <p>NOTE: Another option for student analysis is listed below:</p> <ul style="list-style-type: none"> 1 - They determine if the problem looks like a sample their teacher has used in class or if it looks different and why. 2- They describe the problem solving model/strategy they used to solve 3- They identify one wrong answer and explain WHY? it is wrong 4- They create a new problem similar to the one they solved 5- They resolve by changing the process 6- They identify all academic vocabulary they needed to solve and then define the words in their journals 	<ul style="list-style-type: none"> Analyze Identify Evaluate Compare/Contrast Communicate Justify
<p>Rock and Roll Vocabulary</p>	<ol style="list-style-type: none"> Organize students into pairs. Provide students with a numbered cube (die). Present students with a vocabulary term aligned to a difficult concept or skill. Student pairs take turns rolling the dice. The number rolled dictates the activity they complete with the term. <ul style="list-style-type: none"> 1 - state the meaning of the term in your own words 2 – provide a synonym 3 – provide an antonym 4 – create a sentence using the word 5 – create an analogy 6 – act it out Students continue rolling the die until they have completed all the activities. Teacher clarifies and verifies correct responses for each of the numbers rolled. <p>NOTE: to help struggling learners, the teacher may choose to differentiate the activity by offering students a synonym/antonym word bank and sentence stems for the analogy.</p>	<ul style="list-style-type: none"> Analyze Identify Evaluate Compare/Contrast Communicate Create Justify

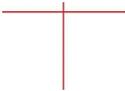
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Roll With It</p>	<ol style="list-style-type: none"> Organize students into pairs or triads and provide each a die. Select several STAAR 2013 and 2014 released assessment items that represent <i>six big concepts/topics</i> that you want to review. Select several items for each big concept and ask students to cut the items apart into assessment “cards” that are placed face-up on their table. Assign the 6 big concepts a number (1-6) on the die and provide each group with a key showing which number represents which topic/concept. Game Instructions: <ul style="list-style-type: none"> Taking turns, students roll the die; the number rolled corresponds with the concept/topic. The student who rolled completes the following tasks: <ul style="list-style-type: none"> <i>analyze the assessment items that are face-up on the table</i> <i>compare/contrast to find those that match that concept/topic rolled</i> <i>justify his/her reasoning for selecting those items</i> <i>pick those assessment items up and place them into his/her stack</i> The next student rolls until he gets a new number and selects the items that correspond to his concept/topic. This procedure continues until all students have rolled and selected items that match the concept they rolled. Student may “STEAL” assessment items from another player’s stack if they can justify a connection to both the original concept and the new concept. Teacher clarifies/verifies as appropriate. 	<ul style="list-style-type: none"> Analyze Compare/Contrast Identify Infer Communicate Justify
<p>Round Robin (or Rotating) Review</p>	<ol style="list-style-type: none"> Organize students into groups of 4 or 5. Present students with a stimulus (image, term, chart, graph, table, passage, problem, etc.) Each student individually analyzes and interprets the stimulus getting their “brain in the game.” <ul style="list-style-type: none"> Analyze stimulus Describe/Identify 3-5 key vocabulary terms Predict what the stimulus is about (big idea tied to Knowledge and Skills statement) Each student in the group must then offer ideas to explain, solve, provide examples, generate solutions, offer ideas, share generalizations, or remember past teaching experiences related to the content, etc. Students continue going around and around offering ideas until the teacher calls, “Time.” Students share their best responses. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> Analyze Describe Identify Predict Explain Solve Generalize
<p>Rule of 3 – Effective Praise</p>	<ol style="list-style-type: none"> Instead of praising students’ correct answers, praise students for effort and perseverance, following the rule of three. <ul style="list-style-type: none"> Rule 1: Praise students who can formulate and justify 3 possible answers. Rule 2: Praise students who can explain 3 ways to get to the correct response. Rule 3: Praise students who can construct the correct answer in 3 different ways (words, numbers, chart, graph, sketch, graphic representation, diagram, etc.) 	<ul style="list-style-type: none"> Formulate Justify Explain Construct

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<p>Scientific Method Graphic</p>	<ol style="list-style-type: none"> 1. Student articulate their understanding of the scientific method as they journey through a specific topic. 2. Student write their ideas, understandings, summaries, and questions on a graphic such as the one below. <div style="text-align: center;"> <p>The Scientific Method</p> <pre> graph LR A[Ask a question] --> B[Do background research] B --> C[Construct a hypothesis] C --> D[Test your hypothesis by doing an experiment] D --> E[Analyze your data and draw a conclusion] E --> F[Report your results. Was your hypothesis correct?] </pre> </div>	<ul style="list-style-type: none"> • Reflect • Analyze • Interpret • Understand • Use • Summarize • Communicate • Generate/Test Hypothesis • Question • Identify/Describe • Collect/Record Information • Plan
<p>Sentence Frames/Starters/Stems</p>	<ol style="list-style-type: none"> 1. Teacher presents students with a question about the content recently taught, infusing one of the verbs from the highly tested process standards such as infer, generalize, draw a conclusion, compare/contrast, cause/effect, analyze and interpret, predict, classify/categorize, or sequence. 2. Students analyze the question and first identify the “thinking” verb. 3. Students are then provided a sentence stem/starter with fill-in-the-blank spaces to help them accomplish the thinking involved in the question. 4. Students analyze the question independently and attempt to fill in the blanks to complete the “thinking.” 5. As an additional scaffold, teacher may provide a word bank, and students verify/revise their original responses. 6. Students “Turn and Talk” with each other to communicate and justify their responses and make further revisions. 7. Teacher clarifies/verifies. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Example of an Inference Stem: Based on what this says and what I know, I think _____.</p> <p>Example of a Generalization Stem: While there may be exceptions, this information is generally about _____ because _____.</p> <p>Example of a Draw a Conclusion Stem: From all this information about _____, I can draw the conclusion that this is important because _____.</p> </div>	<ul style="list-style-type: none"> • Identify • Infer • Generalize • Draw a Conclusion • Compare/Contrast • Cause/Effect • Analyze • Interpret • Predict • Classify/Categorize • Sequence • Communicate • Justify
<p>Sequencing Sentence Frames</p>	<ol style="list-style-type: none"> 1. Present a process to students in a step-by-step graphic organizer, leaving one blank for a Key Word in each step. 2. Students independently attempt to fill in the blanks. 3. Teacher presents a word bank, and students verify/revise their original responses. 4. Students partner with each other to share response and make further revisions. 5. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Identify • Apply • Communicate
<p>Shake and Share</p>	<ol style="list-style-type: none"> 1. Teacher presents students with a question, term, or assessment item. 2. Students stand up and walk at least 5 steps. 3. Students find a partner and shake hands. 4. Students analyze and interpret the question and then share their responses. 5. Students then SWITCH – Shake and Share with a new partner to deepen understanding. 6. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> • Analyze • Interpret • Communicate

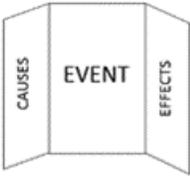
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Show Me What You Know</p>	<ol style="list-style-type: none"> Students analyze and interpret practice assessment items. Student then classify/categorize the items into 2 categories: <ul style="list-style-type: none"> Looks the way my teacher taught it Looks different from the way my teacher taught it Student justify their classification by explaining WHY the question is different from the way the teacher taught it. (Different stimulus, terms, wording, the way the answer choices are phrased, etc.) Students then answer the items and classify the items a second time: <ul style="list-style-type: none"> Which ones did I get right? Which ones did I miss? Why might that be? 	<ul style="list-style-type: none"> Analyze Interpret Classify/Categorize Evaluate Communicate Understand Justify Reflect
<p>Snyectics Snowball</p>	<ol style="list-style-type: none"> Place students into cooperative groups of 4. Provide students with a sentence stem aligned to a major, complex concept represented in a Readiness Standard such as, "The Pythagorean theorem is like..." or "Forming an inference is like..." Provide students 4 -5 pictures unrelated to the concept. Ask students to circle one picture and to form a relationship or analogy to the complex concept in some way. Students justify their analogy by writing a "because statement." When all students have completed their Snyectics analogy, they stand up and push their chairs in. Students crush their paper into a "snowball." The teacher should provide clear instructions for the Snowball sharing activity. <ul style="list-style-type: none"> At the teacher's signal, students toss their snowball at a classmate. Students pick up a random snowball and toss it. Students pick up another random snowball and toss it. After tossing 3 snowballs, students pick up a 4th snowball, read it, and share it with their group. Cooperative groups evaluate their 4 analogies and select the best to share with the class. <p style="text-align: center;">Snyectics Snowball Activity</p> <p style="text-align: center;">The concept of Manifest Destiny is most like...</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">because _____</p> <p style="text-align: center;">_____</p>	<ul style="list-style-type: none"> Compare/Contrast Infer Justify Communicate Evaluate
<p>Stage It (Dramatic Presentation)</p>	<ol style="list-style-type: none"> The teacher provides a script or students identify an important passage from the text and create their own script. Students are provided time to create and practice the scenes. The students' job is to create a "freeze frame" that captures the characters, action, and emotion of each scene. A student or teacher can play the role of narrator. 	<ul style="list-style-type: none"> Sequence Establish Purpose Paraphrase Use Background Knowledge Use Context Create Sensory Experiences Make Connections Monitor Comprehension

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)												
<p>Stand up — Hand up — Pair up! (Adapted from Kagan Cooperative Learning)</p>	<ol style="list-style-type: none"> The teacher provides students with a vocabulary term, question, assessment item, etc. and asks students to complete a thinking task. Suggested are listed below, but are not limited to just these ideas: <ul style="list-style-type: none"> analyze and interpret the item (Stimulus? Key words? Concepts?) explain how to solve/answer the item apply/use recently learned skills to answer the item evaluate what is difficult about the item identify a synonym, antonym, or analogy for a term Students then Stand up! Hand up! Pair up! Hands go down then they have a partner. Student A offers ideas, solutions, etc. Student B offers ideas, solutions, etc. Students stand up — hand up — pair up again and repeat the process, this time collaborating with their new partner over a new question. <p>NOTE: The teacher will need to closely monitor the pairing to ensure no student is left out. A triad can be formed if there is an uneven number of students in the class.</p> <p>NOTE: This strategy could be used to scaffold learning for 3-4 homework questions to ensure students are provided an opportunity to “practice without penalty.”</p>	<ul style="list-style-type: none"> Analyze Interpret Explain Apply Evaluate Identify Solve Use Communicate Justify 												
<p>Stop, Plop, Roll</p>	<ol style="list-style-type: none"> Students self-select a text to read independently. Students read for a short period of time until the teacher gives a signal for <i>Stop, Plop, Roll</i>. Students move to the <i>Stop, Plop, Roll</i> board taking turns rolling the die, answering the questions they get, and discussing their text. Once everyone in the group has had an opportunity to roll and talk, students go back into independent reading. Repeat. <table border="1" data-bbox="495 1045 1122 1461"> <tbody> <tr> <td data-bbox="495 1045 597 1199"></td> <td data-bbox="597 1045 808 1199">What is the author trying to say?</td> <td data-bbox="808 1045 1024 1199">What connections are there between what you read/learned and your life?</td> <td data-bbox="1024 1045 1122 1199"></td> </tr> <tr> <td data-bbox="495 1199 597 1331"></td> <td data-bbox="597 1199 808 1331">What did this make you think about?</td> <td data-bbox="808 1199 1024 1331">What do you think is the most important word you read and why?</td> <td data-bbox="1024 1199 1122 1331"></td> </tr> <tr> <td data-bbox="495 1331 597 1461"></td> <td data-bbox="597 1331 808 1461">What is essential to tell?</td> <td data-bbox="808 1331 1024 1461">What were you feeling when you first started reading?</td> <td data-bbox="1024 1331 1122 1461"></td> </tr> </tbody> </table>		What is the author trying to say?	What connections are there between what you read/learned and your life?			What did this make you think about?	What do you think is the most important word you read and why?			What is essential to tell?	What were you feeling when you first started reading?		<ul style="list-style-type: none"> Analyze Background Connect Evaluate Infer Justify
	What is the author trying to say?	What connections are there between what you read/learned and your life?												
	What did this make you think about?	What do you think is the most important word you read and why?												
	What is essential to tell?	What were you feeling when you first started reading?												
<p>Story Map</p>	<ol style="list-style-type: none"> Students analyze a selected text based specific criteria such as characterization, plot, theme, symbolism, etc. Students record their analysis on a graphic organizer. Students explain and justify their responses to a partner. Students add value to their original ideas. Teacher clarifies/verifies. 	<ul style="list-style-type: none"> Analyze Record Explain Justify Infer 												

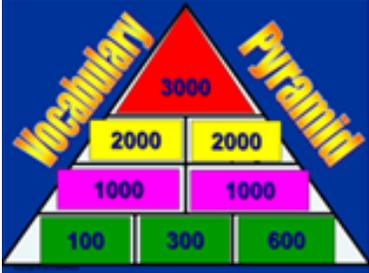
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)																		
<p>Swipe It</p>	<ol style="list-style-type: none"> 1. Organize students into groups of 3 or 4. 2. Students elect a “leader” and the other members are “guessers.” (Leader role may rotate after each round so that all students are “guessers” and all students are “leaders.”) 3. Each group will have 2 sets of cards that have the exact same assessment items. 4. One card set and key will be for the team leader. The other set of items will be spread face up on the table for the team for members to observe. 5. The team leader will place his/her set of cards face down like a deck of cards and pick the top card without showing it to the group members. 6. Leaders then analyze the “secret” released test item, and provide clues about this item to the group. (Type of stimulus, topic, past learning activities, key vocabulary terms, etc.) 7. As they give clues, the group members will look through the items that are face up on the table and try and find a match based on the leader’s clues. 8. If a student thinks he has found a match, he/she will pick up the card (or swipe it from the table) and justify why the item is a match. 9. The leader can use a key provided by the teacher as a checklist for item matches to say, “Good Match!” or “Bad Match!” 10. The team leader will verify if they have made a correct match or they will continue to play until a match is found. 11. Play several rounds of this activity. The roll of team leader can be passed among members with each round if desired. 	<ul style="list-style-type: none"> • Analyze • Interpret • Summarize • Infer • Generalize • Predict • Compare/Contrast 																		
<p>Talk a Mile a Minute</p>	<ol style="list-style-type: none"> 1. Students are organized into pairs. 2. Student A is the clue-giver. Student B is the guesser. 3. Student A provides clues to the list of terms/words in category 1. 4. When all the words are guessed correctly, the student asks, “What’s the category?” 5. When student B guesses the category, Student A pops up and says, “Whoop hoo!” and then sits back down to continue giving clues for the next category’s terms. 6. Student pairs continue giving clues and guessing terms until all terms and categories have been correctly identified. <p>NOTE: some students may need a word bank, vocabulary cards, or their notes to successfully participate in the activity.</p> <table border="1" data-bbox="448 1633 1198 1839"> <thead> <tr> <th>Fossil Fuels</th> <th>Alternative Energy</th> <th>Landforms</th> </tr> </thead> <tbody> <tr> <td>Coal</td> <td>Solar</td> <td>Delta</td> </tr> <tr> <td>Oil</td> <td>Hydro-electric</td> <td>Canyon</td> </tr> <tr> <td>Gas</td> <td>Geo-thermal</td> <td>Sand Dune</td> </tr> <tr> <td></td> <td>Wind</td> <td></td> </tr> <tr> <td></td> <td>Biofuels</td> <td></td> </tr> </tbody> </table>	Fossil Fuels	Alternative Energy	Landforms	Coal	Solar	Delta	Oil	Hydro-electric	Canyon	Gas	Geo-thermal	Sand Dune		Wind			Biofuels		<ul style="list-style-type: none"> • Communicate • Identify • Summarize • Synthesize • Generalize • Infer
Fossil Fuels	Alternative Energy	Landforms																		
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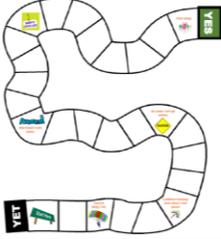
High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Talking Chips or Babbling Beans Card Game (Adapted from Kagan Cooperative Learning)</p>	<ol style="list-style-type: none"> Organize students into small groups. Each student gets 2 chips or beans. Teacher provide students with a set vocabulary terms, questions, concepts, or assessment items. One at a time, each student plays a card and reads the information/question listed on the card to the group. Students silently analyze and interpret the question. Students apply prior knowledge to formulate a response to the card: <ul style="list-style-type: none"> identify key terms identify stimuli predict the topic communicate how to start provide a synonym or antonym for a key term sequence the steps in solving/answering the question explain a solution When a student responds to the card or question, he must play a chip/bean in the center of the table. Once a student plays both chips/beans, he must be silent until all students have played their chips/beans in contributing to the discussion card game. Teacher clarifies/verifies as appropriate. <p>NOTE: This strategy could be used to scaffold learning for 3-4 homework questions to ensure students are provided an opportunity to “practice without penalty.”</p>	<ul style="list-style-type: none"> Analyze Interpret Apply Identify Predict Communicate Explain
<p>T-Chart</p>	<ol style="list-style-type: none"> Write one subject on either side of the middle line. Compare and contrast the 2 subjects by adding details to each column. 	<ul style="list-style-type: none"> Compare/Contrast
<p>Tea Time</p>	<ol style="list-style-type: none"> Teacher selects multiple texts from like or different genres. Each text is represented by a color. Teacher creates color cards with important words from each text, correlating with the text color. Each student receives a card. Students with same color cards gather, discuss the words listed on their cards, and then make a generalization about the common attributes their cards share. Student then predict the topic and content of the text represented. 	<ul style="list-style-type: none"> Classify/Categorize Communicate Use Context Communicate Generalize Predict
<p>Tic-Tac-Tally <i>Adapted from Law Related Education</i></p>	<ol style="list-style-type: none"> Provide student triads a handout with nine rectangles associated with content and representing various stimuli: images, terms, assessment questions, etc. Students cut out the nine cards and distribute them among the group members. Students draw a large Tic-Tac-Toe board on a large sheet of paper. Students analyze their cards by stimulus and vocabulary words and then predict the content of the question. Students individually take turns playing a card on the board, arranging the cards on the board so that they make connections. Students draw a line from the connected cards and write the connection on the board. When three connections have been made vertically, horizontally, or diagonally, they shout, “Tic-Tac-Tally!” Teacher clarifies/verifies students’ connections. Students continue to play cards and look for connections from one card to the next to create more connections and more Tic-Tac-Tallies! 	<ul style="list-style-type: none"> Analyze Interpret Compare/Contrast Justify Predict

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Tic Tac Talley (Adapted from Law Related Education Reading Adaptation)</p>	<ol style="list-style-type: none"> 1. Teacher provides students a nine square chart. 2. Students brainstorm to identify titles of text the class has read. 3. Students write a title in each of the squares. 4. Pairs of students compare/contrast the titles to determine ways in which the texts connect and draw lines to make a TIC-TAC-TALLY. 	<ul style="list-style-type: none"> • Brainstorm • Identify • Compare/Contrast • Access Background • Make Connections
<p>Think–Pair–Square-Share (Adapted from Kagan Cooperative Learning)</p>	<ol style="list-style-type: none"> 1. Students are organized into pairs. 2. Students work cooperatively to answer a question the teacher has posed or an assessment item. 3. Student pairs stand up and find another pair to create a square. 4. Pairs share their response in their square and add new information to their original responses. <p>NOTE: This strategy could be used to scaffold learning for 3-4 homework questions to ensure students are provided an opportunity to “practice without penalty.”</p> <div style="text-align: center;">  <p>Tic Tac Talley</p> </div>	<ul style="list-style-type: none"> • Interpret • Solve • Use • Communicate • Evaluate • Justify
<p>Think Strip</p>	<ol style="list-style-type: none"> 1. Teacher provides students four different color sticky strips. 2. Students write on each strip: <i>Enter, Wonder, Sensory, or Background.</i> 3. As students read, each of the strips is placed on the text when the strategy is used. 4. Students compare and discuss how each strategy supported understanding through a cooperative structure such as Stand up! Hand up! Pair up! or Mix-Freeze-Group. 	<ul style="list-style-type: none"> • Analyze • Background • Evaluate • Monitor • Questions • Sensory Images
<p>Thinking Maps®</p>	<ol style="list-style-type: none"> 1. Students create a Thinking Map® aligned to the cognitive rigor of the content. <ul style="list-style-type: none"> • Circle Map – Brainstorm • Bubble Map – Describe • Double Bubble Map – Compare/Contrast • Flow Map – Sequence • Multi-Flow Map – Cause/Effect • Bridge Map – Analogies • Brace Map – Part to Whole Relationships (hierarchy) 2. Students may work cooperatively to complete the maps. 3. Students may create the maps with pen/paper, or they may make the maps color-coded and 3-dimensional. <p>NOTE: To receive training in Thinking Maps®, contact Thinking Maps® at www.thinkingmaps.com.</p>	<ul style="list-style-type: none"> • Analyze • Summarize • Compare/Contrast • Classify/Categorize • Identify Similarities and Differences • Cause/Effect • Evaluate • Organize • Justify • Solve • Sequence • Use

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Toss a Question (Adapted from Kagan Cooperative Learning)</p>	<ol style="list-style-type: none"> Students are organized into small groups and assigned a specific marker color. Students work cooperatively to answer a question posed by the teacher or an assessment item aligned to lesson content. Teacher verifies/clarifies correct answers. Student groups apply what they have learned to create a DIFFERENT question over that same content differentiating the stimulus (charts, graphs, images, maps, tables, labels, text, etc.) Groups “toss” their question to the next designated group. Groups analyze, collaborate, and answer the new question. At the teacher’s signal, groups continue “tossing” the questions to the next group every group has answered each group’s originally designed question. Groups evaluate the previous response and add value. Original groups then synthesize all the other groups’ responses into a 10 word summary that reflects the BEST responses from each group. Teacher clarifies/verifies. <p>NOTE: This strategy is excellent for helping students transfer learning to questions that are different from the form in which they practiced it with the teacher.</p>	<ul style="list-style-type: none"> Apply Differentiate Analyze Evaluate Summarize
<p>Trashcan Basketball</p>	<ol style="list-style-type: none"> Students are provided a set of review items aligned to focus Knowledge and Skills Statements. Teacher sorts questions based on complexity: <ul style="list-style-type: none"> Free Throws (1 point – easiest questions) Lay Ups (2 points – medium questions) 3 Pointers (3 points – complex questions) Teacher organizes students into pairs. Pairs play trashcan basketball: <p>SET UP THE SHOT:</p> <ul style="list-style-type: none"> Pairs choose a question and cut it out of their test handout. Pairs analyze the question, answer question cooperatively, showing the sequence of how they came to a solution/answer. <p>CHECK THE SCORE:</p> <ul style="list-style-type: none"> Pairs consult the teacher’s “playbook” (answer key) to determine if their answer is correct. <p>FOLLOW THROUGH: (If you missed – self correct)</p> <ul style="list-style-type: none"> Pairs evaluate their response and explain why the original answer was incorrect on the back of the question: guessed, careless error, stopped too soon, or mixed stuff up Pairs explain why the correct answer <u>IS</u> the appropriate response on the back. <p>TAKE THE SHOT:</p> <ul style="list-style-type: none"> Pairs take turns “shooting” the questions into the appropriate “basket” (3 pointer, 2 pointer, 1 point free throw). Students keep shooting until they make it. 	<ul style="list-style-type: none"> Analyze Sequence Evaluate Explain <p>Depending upon the type of question asked:</p> <ul style="list-style-type: none"> Compare/Contrast Identify Cause/Effect Generalize Draw a Conclusion Summarize
<p>Trifold Organizer for Cause/Effect</p>	<ol style="list-style-type: none"> Students fold a piece of paper into thirds. Students write and/or create an illustration of a significant event in the middle section. Student write and/or create an illustration reflecting the CAUSES of the event on the left side. Students write and/or create an illustration reflecting the EFFECTS on the right side. Student use a cooperative structure (Stand up! Hand up! Pair up! or Mix-Freeze-Group) to share ideas and add value to their original trifold. 	<ul style="list-style-type: none"> Cause/Effect Analyze Create Summarize

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Turn & Teach</p>	<ol style="list-style-type: none"> 1. After instruction involving content that involves a sequence, ranking, timeline, process, or steps for application, students take turns being a “teacher” as they turn to a partner and summarize the process. 2. Partner A summarizes the steps in the process and teaches partner B with scenario/problem #1. 3. Partner B summarizes the steps in the process and teaches partner A with scenario #2. <p>NOTE: This strategy is ideal when the process has distinctions in application based on specific situations, subjects, etc., so that all students get to practice and receive the teaching of the process within different scenarios, but where there is not excessive repetition.</p>	<ul style="list-style-type: none"> • Communicate • Sequence • Summarize
<p>Venn Diagram</p>	<ol style="list-style-type: none"> 1. Students compare and contrast two terms, concepts, titles, characters, formulas, assessment items, etc. 2. Students write details that explain how the subjects are the same in the overlapping circles and justify their responses with evidence. 3. Students write details that explain how the subjects are different in the outer circles and justify their responses with evidence. 	<ul style="list-style-type: none"> • Compare/Constrast • Explain • Justify
<p>Visual Vocabulary</p>	<ol style="list-style-type: none"> 1. Teacher presents a visual to the class (painting, picture, object, etc.). 2. Student observe, record characteristics, brainstorm, and describe/define a visual. 3. Students then make a connection to vocabulary term or concept they have learned. 	<ul style="list-style-type: none"> • Observe • Record • Describe
<p>Vocabulary Dominoes</p>	<ol style="list-style-type: none"> 1. Teacher prepares a set of dominoes with academic vocabulary terms pasted on one side. 2. Students are placed in groups of four. 3. Vocabulary dominos are placed face down and scabbled. 4. Each student is given six dominoes. 5. One domino is placed in the center to begin the game. 6. Each player takes a turn matching one of their vocabulary dominos with one on the board explaining how the two terms are related to each other. 7. Students continue to use the six dominoes they were given at the start of the game, making connections as players take turns. 8. Should a student not be able to make a connection, he/she draws another vocabulary domino and tries to make that one connect. 9. The first person to place all six of their vocabulary dominoes on the board wins! 	<ul style="list-style-type: none"> • Compare/Contrast • Relate • Analyze • Justify • Communicate
<p>Vocabulary Link</p>	<ol style="list-style-type: none"> 1. Students are organized into groups of 3-4. 2. Students are provided blank strips of colorful paper. 3. Students “divide and conquer” to write vocabulary terms designated by the teacher onto separate strips for their group. 4. Students collaborate to create a link between two terms. Student explain the connection between the two terms and staple them together. 5. Students continue making connections between the remaining vocabulary terms. 6. The group with the longest “vocabulary link” chain wins the game. 	<ul style="list-style-type: none"> • Compare/Contrast • Relate • Analyze • Justify • Communicate
<p>Vocabulary/Genre Sort</p>	<ol style="list-style-type: none"> 1. Teacher provide academic vocabulary cards specific to each genre represented in the Knowledge and Skills statement. 2. Students categorize the words by genre. 3. Provide time for students to discuss and justify their thinking, as well as participate through active listening. 	<ul style="list-style-type: none"> • Identify Background • Categorize • Classify • Apply Context • Justify • Ask Questions • Support/Justify

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>Vocabulary Pyramid Game</p>	<ol style="list-style-type: none"> 1. Students are organized into pairs. 2. Students A is the clue-giver and provides hints, phrases, and ideas related to the term revealed on the game board. 3. Student B is the guesser who provides possible answers. 4. When student B guesses the correct term, Student A pops up and says, “Whoo hoo!” and then sits back down to begin giving clues for the next term. 5. Student pairs continue giving clues and guessing terms until all terms have been correctly identified. <p>NOTE: some students may need a word bank, vocabulary cards, or their notes to successfully participate in the activity.</p> 	<ul style="list-style-type: none"> • Communicate • Identify • Summarize • Synthesize • Predict
<p>What Went Wrong? <i>(Learning from Student Mistakes Flow Map)</i></p>	<ol style="list-style-type: none"> 1. Provide students with assessment items that have been incorrectly solved/answered. 2. Students determine what went wrong within the problem solving process and identify the incorrect answer as one of the following: <ul style="list-style-type: none"> • Guessing • Careless • Stopped too soon • Mixed things up 3. Students use the Problem Solving Flow Chart to address misconceptions. 4. Students apply the Problem Solving Flow Chart when evaluating their own work. 	<ul style="list-style-type: none"> • Analyze • Interpret • Justify • Apply Reasonableness • Summarize • Multiple Representations • Infer • Reflect
<p>Who Am I?</p>	<ol style="list-style-type: none"> 1. Students and the teacher determine 6-10 terms that are the most difficult for the current unit. 2. Student secretly select one term from the list and write their word on a post it note. 3. Keeping the word hidden, students place the post it on a partner’s forehead. 4. Students MIX-FREEZE-GROUP (see strategy) to find a new partner and ask, “Who Am I?” 5. Student partners communicate 1 or 2 clues (describe, explain, examples, etc.) at a time about the word on their partner’s forehead. 6. Students synthesize all clues to make an inference about which word they have. 7. If the friend cannot guess his word, his partner finds another friend to come help give clues. 8. Play 2-3 rounds of this game so that each student is exposed to 2-3 difficult terms. 	<ul style="list-style-type: none"> • Describe • Explain • Infer • Communicate

High Yield Strategy	Instructional Steps	Thinking (Process TEKS Rigor)
<p>YET to YES Game</p> <ul style="list-style-type: none"> ✓ Can you do it? ✓ Take the risk! ✓ Go from “not yet” to “yes!” 	<p>Game Preparation:</p> <ol style="list-style-type: none"> 1. Students organized into pairs: A partner and B partner. 2. Assign 9 assessment items for review from 3 Knowledge and Skills Statements. 3. Play the game using pennies, bottle caps, or beans to mark progress. 4. Teacher clarifies/verifies as appropriate. <p>Game Procedures:</p> <ol style="list-style-type: none"> 1. Select an item. 2. A analyze item and identify the concept: move game piece 1 space 3. B analyze item and identify the stimulus: move game piece 1 space 4. A explain plan to start: move game piece 2 spaces 5. B explain how to continue to the solution/best response: move 2 spaces 6. A and B together: compare/contrast all answer choices and determine a solution 7. A and B confirm correct response with Teacher’s Key 8. Answer correctly: move 3 spaces 9. Answer incorrectly but evaluate and explain your mistake: move 3 spaces 	<ul style="list-style-type: none"> • Identify • Analyze • Compare/Contrast • Solve • Explain • Justify • Evaluate

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