



# High-Impact Instructional Strategies Choice Board



*Richmond County School System Lesson Structure Aligned with Visible Learning by John Hattie | One Strategy per Column | Effect Sizes in (*  
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Activation of Learning	Focused Instruction	Guided Instruction	Collaborative Learning	Independent Learning	Closing the Lesson
<b>KWL Chart (0.59)</b>  Students record what they know, want to know, and later, learned.  <i>Ex: Before genetics, students complete a KWL.</i>	<b>Learning Target &amp; Success Criteria (0.77)</b>  Clearly posted and articulated daily objectives and success checks.  <i>Ex: "I can analyze theme using evidence."</i>	<b>Teacher-Led Small Group (0.49)</b>  Targeted support based on data.  <i>Ex: Reteach balancing equations in small group.</i>	<b>Jigsaw Strategy (1.20)</b>  Students become "experts" and teach peers.  <i>Ex: Teach amendments to classmates.</i>	<b>Goal Setting &amp; Monitoring (0.77)</b>  Students track progress toward academic goals.  <i>Ex: Weekly writing clarity goals.</i>	<b>Exit Tickets (0.48)</b>  Quick end-of-lesson reflection or CFU.  <i>Ex: "What was most confusing today?"</i>
<b>Think-Pair-Share (0.82)</b>  Think individually, discuss with peer, share out.  <i>Ex: "What do you recall about polynomials?"</i>	<b>Modeling with Think-Aloud (0.72)</b>  Teacher verbalizes thinking.  <i>Ex: Modeling annotation of a speech.</i>	<b>Reciprocal Teaching (0.74)</b>  Roles: summarize, predict, question, clarify.  <i>Ex: Small group reading analysis.</i>	<b>Socratic Seminar (0.82)</b>  Text-based discussion with evidence.  <i>Ex: Debating justice in To Kill a Mockingbird.</i>	<b>Choice Boards / Menus (0.47)</b>  Student-selected product or task options.  <i>Ex: Podcast, essay, or infographic on a revolution.</i>	<b>3-2-1 Summary (0.67)</b>  3 things learned, 2 interesting, 1 question.  <i>Ex: After unit on photosynthesis.</i>
<b>Quick Write / Entry Ticket (0.46)</b>  Short prompt to start the lesson.  <i>Ex: "Describe a time you made a tough choice."</i>	<b>Worked Examples (0.57)</b>  Step-by-step examples of problems.  <i>Ex: Show solved math equation before practice.</i>	<b>Error Analysis (0.64)</b>  Students identify and correct mistakes.  <i>Ex: Editing a flawed lab report.</i>	<b>Peer Feedback with Rubric (0.72)</b>  Structured peer review improves revision.  <i>Ex: Peer edit argumentative essays.</i>	<b>Performance Tasks (0.79)</b>  Apply knowledge in real-world context.  <i>Ex: Design a sustainable city in Env. Science.</i>	<b>Revisit Learning Target (0.75)</b>  Students rate and reflect on progress.  <i>Ex: "Rate your mastery 1-4."</i>
<b>Anticipation Guide (0.59)</b>  React to true/false prompts before learning.  <i>Ex: "The Bill of Rights is outdated."</i>	<b>Direct Instruction (EDI) (0.59)</b>  Structured, clear teaching with Check For Understandings.  <i>Ex: 10-min mini-lesson on cell structure.</i>	<b>Prompting &amp; Cueing (0.64)</b>  Guiding questions to deepen understanding.  <i>Ex: "What's another way to solve this?"</i>	<b>Team Problem Solving (0.55)</b>  Group applies content to complex problems.  <i>Ex: Budget challenge in Financial Lit.</i>	<b>Graphic Organizers (Independent) (0.69)</b>  Use tools to structure thinking solo.  <i>Ex: Venn diagram comparing revolutions.</i>	<b>One-Minute Summary (0.60)</b>  Students summarize learning concisely.  <i>Ex: "Explain cell respiration in 1-2 sentences."</i>
<b>Real-World Problem Scenario (0.61)</b>  Authentic scenario to spark inquiry.  <i>Ex: "Can you survive on \$15/hour?"</i>	<b>Anchor Charts (0.63)</b>  Visual reminders co-created with class.  <i>Ex: Chart with literary devices and definitions.</i>	<b>Graphic Organizers (Guided) (0.57)</b>  Scaffolded use during instruction.  <i>Ex: Timeline of Civil Rights movement.</i>	<b>Collaborative Annotation (0.75)</b>  Students mark text together and discuss.  <i>Ex: Highlight tone, diction in poems.</i>	<b>Reading Apprenticeship (0.64)</b>  Students monitor thinking while reading.  <i>Ex: Annotate a primary source with reflections.</i>	<b>Peer Debrief (0.63)</b>  Partners reflect on learning together.  <i>Ex: "What surprised you about today's topic?"</i>



# Westside High School - Weekly Lesson Plan (Week At a Glance) – SY 25-26



Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Course: \_\_\_\_\_ Grade: \_\_\_\_\_ Date(s): \_\_\_\_\_

Standard:							
Assessment: <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab <input type="checkbox"/> None							
	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) <i>*I DO</i>	Guided Instruction (10 min) <i>*WE DO</i>	Collaborative Learning (10 min) <i>*Y'ALL DO</i>	Independent Learning (10 min) <i>*YOU DO</i>	Closing (5 min)
	 Learning Target  Success Criteria 1  Success Criteria 2	<ul style="list-style-type: none"> <li>KWL Chart</li> <li>Quick Write*</li> <li>Think/Pair/Share</li> <li>Anticipation Guide</li> <li>Notice/Wonder</li> <li>Do Now</li> <li>Engaging Video with a Prompt</li> <li>Open-Ended Question</li> </ul>	<ul style="list-style-type: none"> <li>Think Aloud</li> <li>Learning Target &amp; Success Criteria</li> <li>Demonstration</li> <li>Analogies*</li> <li>Worked Examples</li> <li>Achor Charts</li> <li>Mnemonic Devices*</li> </ul>	<ul style="list-style-type: none"> <li>Socratic Seminar *</li> <li>Teacher-Led Small Group</li> <li>Prompting &amp; Cueing</li> <li>Graphic Organizer</li> <li>Error Analysis</li> <li>Graphic Organizers (Guided)</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw Strategy*</li> <li>Discussions*</li> <li>Expert Groups</li> <li>Peer Feedback with Rubric</li> <li>Stations</li> <li>Team Problem Solving</li> <li>Gallery Walk</li> <li>Collaborative Annotation</li> </ul>	<ul style="list-style-type: none"> <li>Written Response*</li> <li>Digital Portfolio</li> <li>Goal Setting &amp; Monitoring</li> <li>Canvas Assignment</li> <li>Choice Board/Menu</li> <li>Independent Project</li> <li>Portfolio/Performance Task</li> <li>Reading Apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket</li> <li>3-2-1 Summary</li> <li>Parking Lot</li> <li>Journaling*</li> <li>Revisit Learning Target</li> <li>One Minute/ \$2 Summary</li> <li>Peer Debrief</li> </ul>
Monday							
							
							
Tuesday							
							
							
Wednesday							
							
							
Thursday							
							
							
Friday							
							
							

\* key literacy strategies and see reverse side for additional information