



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Ex: "The Bill of Rights is outdated."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

* key literacy strategies and see reverse side for additional information