



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 (
Created by Dr. Srinivasan Thiyagarjan, Instructional Specialist



















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: <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"> KWL Chart Quick Write* Think/Pair/Share Anticipation Guide Notice/Wonder Do Now Engaging Video with a Prompt Open-Ended Question 	<ul style="list-style-type: none"> Think Aloud Learning Target & Success Criteria Demonstration Analogies* Worked Examples Achor Charts Mnemonic Devices* 	<ul style="list-style-type: none"> Socratic Seminar * Teacher-Led Small Group Prompting & Cueing Graphic Organizer Error Analysis Graphic Organizers (Guided) 	<ul style="list-style-type: none"> Jigsaw Strategy* Discussions* Expert Groups Peer Feedback with Rubric Stations Team Problem Solving Gallery Walk Collaborative Annotation 	<ul style="list-style-type: none"> Written Response* Digital Portfolio Goal Setting & Monitoring Canvas Assignment Choice Board/Menu Independent Project Portfolio/Performance Task Reading Apprenticeship 	<ul style="list-style-type: none"> 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