Instructional Strategies

Example of effective vs. non-effective strategies: http://www.youtube.com/watch?v=UlJXYwWRGUQ

Inspirational Video: https://www.teachingchannel.org/videos/teach-for-the-fire

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Peer Collaboration/ Cooperative Learning http://www.youtube.com/watch?v=aFjn2uqbCbc X (guided reading)	Modified Reciprocal Teaching	Small groups of students (Predictor, Clarifier, Questioner, Summarizer) are provided a beach ball with five sections identified as who, what, when, where, and how on the ball. Students pass the ball around asking and answering questions based on the section of the ball their hand touches when catching the ball.	Myers, 2005	
	Turn and Talk	Read/work on an activity, turn and discuss questions with neighbor, then share with the large group.	Gambrell, Morrow, Neuman, & Pressley, 1999	https://www.teachingchannel.org/videos/increasing-student-collaboration
	Peer Partners	Pairs of students read a story and then discuss what the story is about. After sharing students write or draw what the text is mainly about, ask them the following questions (Harvey & Goudyis, 2000): 1. How do you know this? 2. What details can you find, list or draw to support your conclusions about the main idea?	Harvey & Goudvis, 2000	https://www.teachingchannel.org/videos/increasing-student-collaboration https://www.teachingchannel.org/videos/facilitating-student-collaboration?fd=1
	Think, Pair, Share, -or- Think, Pair, Share, Write	Think: The teacher prompts the students with a question. Pair/Share: Students pair up to discuss responses. Write: Students write thoughts on paper, white board, or graphic organizer.	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=254288&title=Think_Pair_Share https://www.teachingchannel.org/videos/analyzing-text-brainstorming https://www.teachingchannel.org/videos/think-pair-share-lesson-idea

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Collaboration/ Cooperative Learning	Read, Cover, Remember, Retell	Pairs of students read and review pictures/illustrations/ chart/graph/table. One student covers the text feature with their hand and tells their partner what they remembered. The student writes the key information learned and then the students switch roles.	ISBE, 2012	
	Scavenger Hunt	Students work in small groups on the same topic looking for words and pictures in the multiple sources that are connected to that topic. Following group work, have student groups share with the larger group.	ISBE, 2012	https://www.teachingchannel.org/videos/geometry-lesson-plan

https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive |
| | Peer Assessment/ Peer teaching | Students exchange and evaluate each other's work. | Fuchs, Fuchs & Burish, 2000 | http://teachertube.com/viewVideo.php?video_id=182054

https://www.teachingchannel.org/videos/making-homework-meaningful

https://www.teachingchannel.org/videos/peer-teaching--2?fd=1 |
| | Paired Reading Read-Pair-Share And guided reading | Have pairs of students listen or read text. Have the listening student identify details to support the main idea. Partners switch roles.

Working with the teacher to receive instruction on reading strategies and skills. | ISBE, 2012 | https://www.teachingchannel.org/videos/introducing-reading-work-stations?fd=1

https://www.teachingchannel.org/videos/guided-reading-introduction

https://www.teachingchannel.org/videos/increasing-student-collaboration |

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Peer Collaboration/ Cooperative Learning	Reciprocal Teaching	Groups of students identify the following roles: Summarizer (highlight key ideas), Questioner (identifies unclear or puzzling parts of the text and poses any questions about the text), Clarifier (attempts to clarify and answer any questions), Predictor (offers possibilities of what may come next).	Palincsar & Brown, 1984	http://teachertube.com/viewVideo.php?; http://www.youtube.com/watch?v=8oXskcnb4RA&playnext=1&list=PLDEAD71F458F7F695&feature=results_main https://www.teachingchannel.org/videos/structured-groups https://www.teachingchannel.org/videos/technology-and-peer-teaching
	Class Meetings Town Hall Meetings	Students select topics to be discussed. Panels are developed of 2-4 students to present information on the topic selected. The remainder of students listen to the panel and develop a list of question to ask the panel.	Marzano & Marzano, 2003	
	Jigsaw	Groups of students specialize on one aspect of a topic and then students meet with members from other groups who are assigned a different aspect of a topic. Students share with one another and then students return to their original groups and teach the material to their group members. By coming back to the home group, students complete the puzzle of the topic.	ISBE, 2012 Marzano & Marzano, 2003 Slavin, 1995	http://teachertube.com/viewVideo.php?video_id=237498&title=Jigsaw_Strategy_for_EL_Learners https://www.teachingchannel.org/videos/jigsaw-method
	Collaborative Strategic Reading	Before reading, brainstorm what is known about a topic and predict what will be learned about a topic when reading the passage. During reading, note any parts or words that are difficult to understand and students prompt one another to use strategies they've learned (e.g., reread the sentence). After reading, ask questions to check understanding of most critical information and review what was learned.	Klingner & Vaughn, 1999	https://www.teachingchannel.org/videos/teaching-guided-reading-groups

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	Class-Wide Peer Tutoring (CPT)	Pairs of students teach or tutor each other on lessons provided by the teacher.	Rathvon, 2008	http://www.youtube.com/watch?v=KTFgUy0HcqQ; http://www.youtube.com/watch?v=DvQ982Cw4uw
	Research Teams	Groups of students are given research questions to answer. The groups then share the answers with the class.	ISBE, 2012	https://www.teachingchannel.org/videos/math-lesson-idea-teams https://www.teachingchannel.org/videos/statistical-analysis-lesson?fd=1 https://www.teachingchannel.org/videos/teaching-strategies-internet-research
	Divide and Conquer	Small groups of students analyze parts of the text/topic/image. They come together with the larger group to share what they've learned.	ISBE, 2012	https://www.teachingchannel.org/videos/geography-lesson-idea-weather?fd=1 https://www.teachingchannel.org/videos/preview-challenging-topics

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Concept Maps/ Graphic organizers	Marking Text Sticky Notes	Using sticky notes, teach students to "mark" the text as they read noting main ideas, supporting details, vocabulary, details of the plot or characters, etc.	Harvey & Goudvis, 2000; Santa, Havens & Maycumber, 1996	https://www.teachingchannel.org/videos/enhance-student-note-taking
	Text Aids	Teach students to notice, discuss, and use visual information that is provided to support comprehension of the text including a discussion about how and why the visual information helps facilitate understanding.	ISBE, 2012	https://www.teachingchannel.org/videos/analyzing-text-as-a-group
	T-Charts (main idea, supporting details) 2 Column Notes (main idea/details recording sheet)	Teach students to use columns to organize information. This can be done in many ways (main idea/support details; existing knowledge on topic/new knowledge; questions/answers, etc.).	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=120137
	QUaD	Question Answers, and Detail: Groups of students record the questions they have in the first column, answers they find while listening or reading in the second column and the details they learned in the third column	Cudd, 1989	
	Matrix	Pairs of students complete a matrix to show the similarities and differences between two (or more) texts/topics and then discuss with large group.	ISBE, 2012	
	4 Block Organizer	Pairs of students complete: definition, characteristics, examples, non-examples for a topic.	ISBE, 2012	
	Hula Hoop Fun/ Venn Diagrams	Groups or individual students identify similarities and differences.	Marzano, Pickering & Pollock, 2005	http://teachertube.com/viewVideo.php?video_id=267229

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Concept Maps/ Graphic organizers	Double Bubble	Groups or individual students identify similarities and differences that develop among basic story elements.	ISBE, 2012	
	QAR	Question-answer relationship: Teach students to use questions to comprehend text- is the answer "In my Head" or "In the Book".	Raphael, 1986	
	T, I, OS	Teach students to "mark" text using sticky notes about unknown vocabulary: Text [meaning can be found in the text], Inferred [think about the meaning based on existing knowledge], or OS [meaning found from outside source].	Miller, 2002	
	3S TN(Q)	Survey, ask questions, skim ask questions, take notes and ask question, study notes in 2 columns and ask questions	Winebrenner, 2006	
	Webbing / Summary (frames, outlining, webbing)	Teach students to create visual relationships/connections among concepts and topics in a text/topic.	Marzano, Pickering & Pollock, 2005	https://www.teachingchannel.org/videos/first-grade-social-studies *Note start the video around the 8 minute mark
	Timeline Two Layer Time Line	Teach students to create a timeline of events/people while reading/learning about a topic Below the timeline; create a sequence of reactions or influences that occurred due to the individual or event.	ISBE, 2012	
	Sequence Graphic Organizer	Teach students to identify and organize notes in terms of sequence of significant events.	Beers & Howell, 2005	http://www.youtube.com/watch?v=ZEWitdYB6_Y
	Story Maps for Retelling Non-Fiction/ Story Maps	Teach students to identify main elements that are needed to retell the story (characters, setting, plot, etc.).	ISBE, 2012	

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Concept Maps/ Graphic organizers	SQR3	Teach students SQR3 in order to prepare them for the new material they are about to read: Survey the section/chapter including headings, etc., Question the topic- what's the main point, what do I want to learn, etc., Read the section/chapter, Recite answers to questions based on what was read, Review "mark" the text including vocabulary words, main ideas, etc.	Robinson, 1961	
	KWL	Know, Want to Know, Learn: Teach students to identify what they Know about a topic, what they Want to Know, and following the lesson, identify what they Learned.	Marzano & Marzano, 2003	http://teachertube.com/viewVideo.php?video_id=153785&title=KWL_Demo https://www.teachingchannel.org/videos/structured-learning-teaching-tip?fd=1
	Pictures, Pictographs, Flow-Charts	Teach students to use visual information to organize what they've learned about a topic/text.	Marzano & Marzano, 2003	https://www.teachingchannel.org/videos/developing-characters-for-writing
	Non-Linguistic Representations	Models, mental pictures	Marzano, Pickering & Pollock, 2005	https://www.teachingchannel.org/videos/visualizing-geometry-lesson https://www.teachingchannel.org/videos/graphing-linear-equations-lesson
	Compare and Contrast	Teach students to identify similarities and differences on a topic and to facilitate classifying or defining a topic.	Marzano, Pickering & Pollock, 2005	https://www.teachingchannel.org/videos/formal-and-informal-texts
	Semantic Feature Analysis (SFA)	Teach students to use a visual representation of similarities and differences by using a chart to organize terminology/subjects by their features or characteristics.	ISBE, 2012	https://www.teachingchannel.org/videos/visualizing-geometry-lesson

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
	Wordle	Word clouds that provide a visual representation that organizes text to highlight (using larger text) the text that is mentioned more frequently than the text mentioned less frequently (smaller text) to show emphasis/importance.	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=97685; http://teachertube.com/viewVideo.php?title=Using_Wordle_in_the_Classroom&video_id=109969 https://www.teachingchannel.org/videos/student-annotated-reading-strategy
Debates/ Perspective-taking	ReQuest (Reciprocal Questioning)	Teacher and student exchanges questions about the text they both have read and then make predictions about what will happen based on the questions and characters discussed.	Manzao, 1969	http://teachertube.com/viewVideo.php?video_id=104279 https://www.teachingchannel.org/videos/analyzing-text-brainstorming
	Agree/Disagree Matrix	A formal approach to discussing and researching issues. Students are polled for agreement or disagreement with a statement and their responses as a group are recorded in the matrix. Students research the topic, and again their responses are recorded. Finally, small groups to meet to discuss the results and changes.	Rowan, 2010	https://www.teachingchannel.org/videos/quick-classroom-warm-up https://www.teachingchannel.org/videos/common-core-collaborative-discussions?fd=1
	Persuasive Peel	Persuasive activities/tasks (taking a perspective/opinion and providing support). Students defend a position and then afterward discuss why they chose specific points or arguments within their defense. Connect this with author influence on what is written.	ISBE, 2012	https://www.teachingchannel.org/videos/common-core-collaborative-discussions?fd=1 https://www.teachingchannel.org/videos/evaluating-persuasive-speeches?fd=1

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource

Debates/ perspective-taking	Debates	Debates are arguments carried out according to agreed upon rules and used in the classroom to engage students and help them make connections to the curriculum.	Marzano & Marzano, 2003	http://teachertube.com/viewVideo.php?video_id=220995&title=Cylinder_Prism_Debate;
				
				http://www.youtube.com/watch?v=A6zuLIii2jQ&playnext=1&list=PLcWsn2aEZ7I_si06yGmJQ-P88Ct78SMTV&feature=results_video;
				
				http://www.youtube.com/watch?v=e94yPrAX0Z0

	Critical Analysis	Teach students to review and react to a piece of work (written, art, etc.) and provide an evaluation and critical analysis of the piece they reviewed.		https://www.teachingchannel.org/videos/teaching-online-behavior
	Perspective Analysis	Teach students to analyze and defend perspectives and to take another's perspective.	Marzano, Pickering, Heflebower, 2010	https://www.teachingchannel.org/videos/high-school-literature-lesson-plan
	Four Corners	Students move about in the room depending on their reaction/perspective on a topic from Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree. The groups discuss their position and then defend their position to the large group.	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=156865&title=Artistic_Flashcards
Debates/ Perspective-taking	Cubing	Teach students to explore a topic from 6 different angles including: Describe it, compare it, associate it, analyze it, apply it, argue for or against it.	Readence, Bean & Baldwin, 2004	http://teachertube.com/viewVideo.php?video_id=276127
	Point, Counterpoint Strategy	Teach students to present arguments for, then against a particular proposal. Point-Counterpoint formats would encompass essays written by a single person, all the way up to full class debates with teams taking varying opposing viewpoints. This approach is often used in the exploration of controversial topics.	Rogers, 1990 Rowan, 2010	https://www.teachingchannel.org/videos/evaluating-both-sides-of-argument?fd=1

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Debates/ Perspective-taking	Interviewing	Students interview each other or others outside the class regarding their position on a topic asking them about their position and evaluating how they defended their position.	ISBE, 2012	https://www.teachingchannel.org/videos/first-grade-social-studies
	Tell or Re-Tell	Write a letter or story from characters point of view or historical/scientific figure.	ISBE, 2012	
	Author Comparison Matrix	When reading more than one text on a topic, the students compare and analyze the different facts presented by the authors.	Hattie, 2012	
	Discussion Web with "Dialog Line"	Teacher uses a statement starter corresponding to a text read to begin (e.g., "Money is the root of all evil!"). Students position themselves in a straight line in relation to how strongly they agree/disagree with the statement. The line is then folded in half so each student is facing a partner. Each partner has several seconds to state the evidence supporting their position while the other actively listens. After each partner speaks, the other is given several seconds to record a quote from their partner which helped to advance their perspective. The dialogue line rotates clockwise and the activity repeats. The teacher actively listens and supports behaviors that enrich an atmosphere of open dialog.	ISBE, 2012	
Generating/ Testing Hypotheses	Context Clue Challenge	Small groups of students write definitions only using each other and the literary work in which the word appears.	ISBE, 2012	
	Investigations Historical Investigation	Independent or small group investigations of a topic including hands-on activities, demonstrations, internet searching, etc. followed by group share and discussion.	ISBE, 2012 Marzano, Pickering & Heflebower, 2010	https://www.teachingchannel.org/videos/expeditionary-learning https://www.teachingchannel.org/videos/math-lesson-idea-teams; https://www.teachingchannel.org/videos/statistical-analysis-lesson?fd=1

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Generating/ Testing Hypotheses	Problem-Solving/ Problem-Solving	Teach students to work in groups to overcome an issue or concern.	Marzano & Marzano, 2003 Rathvon, 2008	http://www.youtube.com/watch?v=bZQYw2pWi4M; http://www.youtube.com/watch?v=0akVmCfUJiQ https://www.teachingchannel.org/videos/high-school-engineering-lesson https://www.teachingchannel.org/videos/geography-lesson-idea-severe-weather?fd=1
	Invention	Teaching students to work in groups to create something that addresses a problem, issue, or concern.	Marzano, Pickering & Heflebower, 2010	http://www.youtube.com/watch?v=_TIDk9s7gJU https://www.teachingchannel.org/videos/expeditionary-learning https://www.teachingchannel.org/videos/high-school-engineering-lesson
	Experimental Inquiry (Experiments)	Teach students to generate and test hypotheses to explain and understand new phenomena. Teaching students to use inquiry to test to demonstrate or discover something.	Marzano, Pickering & Heflebower, 2010	http://www.youtube.com/watch?v=Vy4gqBSFkYY http://www.youtube.com/watch?v=f2nvfBdvpLI http://www.youtube.com/watch?v=dj9YDUgj1J0 https://www.teachingchannel.org/videos/fifth-grade-light-lesson

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	Decision-Making	Identify a problem and then multiple solutions. Develop criteria for determining the solution. Identify which solution meets the different criteria. Determine which solution meets most of the criteria. Reflect on that solution to determine if it is the best one.	Marzano, Pickering & Heflebower, 2010	
	Decision Tree	When trying to solve a problem. The problem is listed in a box with 2-3 boxes extended from the problem for possible solutions. For each of the solution boxes students identify the possible advantages and disadvantages.	Conklin, 2010	
	Prove It!	After reading a selection about the content, the teacher provides a statement about the reading. The students have to find supports in the passage for the teacher's statement.	Boyles, 2004	
Increase Student Demonstrations and Response Increase Student Demonstrations and Response	Think Alouds	Model the thought process for students by stating what they should be thinking aloud for them to hear during a demonstration of a skill/activity.	ISBE, 2012	http://teachertube.com/viewVideo.php?video%20id=116101 http://teachertube.com/viewVideo.php?video_id=12456
	Choral Responding	Have all students respond or demonstrate skill or read from a text.	Marzano & Marzano, 2003	
	Interactive Story Reading	During a read aloud from the teacher, the teacher stops at key points to discuss the content. It can be to discuss a graph, picture, and connect to another reading, topic of high interest to the group.	Pinnell & Scharer, 2003	

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Increase Student Demonstrations and Response	Response Cards Hand Signals	Teaching students to use response cards or hand signals- similar to choral responding this technique increases student response.	Marzano & Marzano, 2003	https://www.teachingchannel.org/videos/attention-getting-signals-practice?fd=1 https://www.teachingchannel.org/videos/teaching-math-hand-gestures https://www.teachingchannel.org/videos/teaching-strategy-active-listening?fd=1 https://www.teachingchannel.org/videos/classroom-silent-communication-signals
	Physical Movement or Activity	See Jigsaw and 4 Corners example above.	Marzano & Marzano, 2003	https://www.teachingchannel.org/videos/pre-k-math-lesson?fd=1 https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive https://www.teachingchannel.org/videos/graphing-linear-equations-lesson https://www.teachingchannel.org/videos/increase-engagement-and-understanding?fd=1

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Increase Student Demonstrations and Response	Developing a Product (skit, commercial, diagrams, brochures)	Teaching students to develop a product to demonstrate knowledge and understanding of a concept.		https://www.teachingchannel.org/videos/high-school-engineering-lesson
	Ticket Out-the-Door	Have students write what they learned about a topic that day which is a requirement for continuing on to the next thing.	ISBE, 2012	https://www.teachingchannel.org/videos/teacher-assessment-strategy?fd=1
	Role Pay	Have students act out (model) a skill or a character or the meaning of a word, etc. for the class or for a smaller group of students .	Marzano & Marzano, 2003	http://teachertube.com/viewVideo.php?video_id=192137; http://teachertube.com/viewVideo.php?video_id=175396 https://www.teachingchannel.org/videos/reading-writing-role-playing

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	Song/Chants Drama Art Music/Rhythm	Either as a whole group, in small groups or independently, a song/chant/skit, etc., is used within the content for students to express their knowledge of what was taught.	Winebrenner, 2006	http://teachertube.com/viewVideo.php?video_id=15395&title=50_States_and_Capitals__cartoon_song_
				
				http://teachertube.com/viewVideo.php?video_id=7708;http://teachertube.com/viewVideo.php?video_id=83987&title=Geologic_Time_Raps_and_Songs_2;
				
				http://teachertube.com/viewVideo.php?title=Continents_Chant_and_Movement_Routine&video_id=210519;
				
				http://teachertube.com/viewVideo.php?video_id=178070;
				http://www.youtube.com/watch?v=bXaGp5AoQD0
				
				https://www.teachingchannel.org/videos/reading-rhythm

	Picture This	Student draw a picture of text teacher has read aloud. Students are shown the image from the text. Have a discussion around similarities/differences between students' pictures and text picture.	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=234300
	Trailing the Text	Based on the text the student makes an illustration of the text read and includes evidence to support their illustration.	ISBE, 2012	

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	Project-Based Learning Biographies	Have students create projects to demonstrate knowledge and understanding of a concept or skill.	ISBE, 2012	https://www.teachingchannel.org/videos/stem-lesson-ideas-heat-loss-project
	Cubing	Teach students to explore a topic from 6 different angles including: Describe it, compare it, associate it, analyze it, apply it, argue for or against it.	Readence, Bean & Baldwin, 2004	
	Clickers Texting	Have students respond to answers using clickers or texting/typing answers which get projected to the entire class (survey of answers). This incorporates technology and increases student response.		http://teachertube.com/viewVideo.php?title=How_to_use_clickers_effectively&video_id=161883
	Manipulatives	Manipulatives are objects used in the classroom to allow students to make connections to concepts through touch. Examples might include a bag of beans for counting, or a microscope for scientific inquiry.	Rowan, 2010 Winebrenner, 2006	https://www.teachingchannel.org/videos/pre-k-math-lesson?fd=1 https://www.teachingchannel.org/videos/popsicle-stick-math?fd=1 https://www.teachingchannel.org/videos/skip-counting-with-kindergarteners?fd=1 https://www.teachingchannel.org/videos/teaching-subtracting-integers
	Beach Ball	Write questions on a beach ball, wherever your right thumb lands you have to answer the question.	ISBE, 2012	
	Student Surveys	Students develop their own surveys to ask their classmates. They then use the information to develop graphs. Develop a series of questions to answer using the graphs.	ISBE, 2012	

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	Three Facts and a Fib	Students write 3 facts on a topic and 1 fib. The student then pairs up with a partner to share the 4 statements. The partner has to identify which statements are fact and which one is a fib.	ISBE, 2012	
Metacognitive Strategies	Self-Monitoring	Teach students to monitor frequency, duration, latency of a behavior, skill, activity, etc. and acknowledge growth in a positive direction towards the goal that was identified.	Marzano & Marzano, 2003	
	Goal Setting	The student identifies a goal that they want accomplished. Steps are then identified to reach the goal. The student then identifies with the steps and goal are accomplished.	Marzano, 2007	
	Daily Task Checklist	Teaching students to break down activities or assignments into concrete steps to serve as a reminder and to ensure all the steps were followed.	Winebrenner, 2006	http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop?page=2
	Knowledge Checklists	On a chart vocabulary words are listed. Students identify for each word the following: I can define/I know; I've seen or heard; I don't know	TCRLA, 2002	http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop?page=2
	Personal Project	Identify a personal goal and use the goal as a project to work on throughout the year; ex: Marine Biology, this is the focus across all activities-reading, writing, science, vocabulary	Marzano, Pickering & Heflebower, 2010	https://www.teachingchannel.org/videos/reading-workshop-goals
Metacognitive Strategies	Self-Reflection	Students reflect on their performance and assess their skills. Students identify strategies for improvement.	Marzano & Marzano, 2003	https://www.teachingchannel.org/videos/reading-workshop-goals
	Linking to Prior Knowledge	LINK- List Inquire Note Know: this is a strategy to help students activate prior knowledge.	Marzano & Marzano, 2003	
	Mnemonics	Techniques or devices to remember names, concepts, steps to an activity.	Winebrenner, 2006	

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Metacognitive Strategies	Read, Cover, Remember, Retell	Pairs of students read and review pictures/illustrations/ chart/graph/table. One student covers the text feature with their hand and tells their partner what they remembered. The student writes the key information learned and then the students switch roles.	Hoyt, 1999	
	Text Coding/ Annotating a Text	Students use this strategy to keep track of their thoughts when they are reading. They can keep track of what they agree with, things that are interesting. Here are some codes: ?=I have a question, A=I agree, D=I disagree, ! Interesting, C=Confusing. Another example is INSERT (=something new, ?=confuses me, *=I knew that) (Vaughn & Estes, 1986)	Harvey & Goudvis, 2007	https://www.teachingchannel.org/videos/student-annotated-reading-strategy https://www.teachingchannel.org/videos/common-core-collaborative-discussions?fd=1 https://www.teachingchannel.org/videos/reading-like-a-historian-repetition?fd=1
	INSERT	(=something new, ?=confuses me, *=I knew that)	Vaughan & Estes, 1986	https://www.teachingchannel.org/videos/student-annotated-reading-strategy
	K.I.M Vocabulary Strategy	Key word, important information, memory clue or mnemonic.	Beck, McKeown & Kucan, 2002	https://www.teachingchannel.org/videos/student-annotated-reading-strategy

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Games	Jeopardy	Students guess questions to the answer that is provided.	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=39568&title=Classroom_Jeopardy__Making_Your_Own_Games_Part_3; http://teachertube.com/viewVideo.php?video_id=140212
	Hang Man	Students build a man hanging, adding a limb/part each time an incorrect (or correct) answer is provided.		
	Spelling Bees	Within a group of students, individual students take turns spelling vocabulary words aloud- the winner spells all correctly.		http://www.youtube.com/watch?v=aQ6w6zCg5qE
	Baseball	A baseball diamond is drawn on board/chart paper. The student throws a ball made of paper at the diamond. The closest base that the ball hits determines question asked. Questions for first base are less demanding than questions for fourth base.		
	Family Feud	Teams of students compete to guess correct answers to questions.	Marzano & Marzano, 2003	
	Bingo	Students get to fill in bingo spaces for correct answers- students with a BINGO win.		
	Tic-Tac-Toe	Students get to fill in tic-tac-toe spaces for correct answers- students with a straight line win.	Rathvon, 2008	
	Scavenger Hunt	Students search for words, images, etc. throughout the class or at home. The student who is first to find all on the list wins.	ISBE, 2012	http://www.youtube.com/watch?v=wfbioUp3Y0g
	Develop a Board Game	Create a board game with a theme connect to the topic (e.g., rainforest), model it off a popular board game like Monopoly or Candy Land.	ISBE, 2012	https://www.teachingchannel.org/videos/elementary-math-lesson-plan?fd=1
	Stump-the-Teacher	Students develop questions related to the topic at hand to try and stump the teacher. The teacher also has questions to try and stump the students.	ISBE, 2012	http://www.youtube.com/watch?v=stOdezQVD8U; http://www.youtube.com/watch?v=M8mf-U3Yhj4; http://www.youtube.com/watch?v=AvOkrwpLEMQ

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Questioning http://www.youtube.com/watch?v=5uKqs3D0Z0M; p://www.youtube.com/watch?v=EmNgMi-3h0Q; http://www.youtube.com/watch?v=tEYjub_8qfI; https://www.teachingchannel.org/videos/preparing-students-for-tests	Responding to Incorrect Responses	Restate/reframe/paraphrase the question, emphasize any portion that was correct, allow for peer assistance, provide hints/cues, provide correct answer then allow student to expand or provide example, if appropriate allow a pass.	Marzano & Marzano, 2003	
	Preview Questions	Prior to starting the lesson, the teacher asks the students questions that gets them interested and thinking about the topic that is about to be discussed.	Marzano & Marzano, 2003	https://www.teachingchannel.org/videos/pre-reading-strategies https://www.teachingchannel.org/videos/reading-like-a-historian-repetition?fd=1 https://www.teachingchannel.org/videos/introducing-reading-work-stations?fd=1
	Questioning the Author	When reading a selection, the teacher selects points to stop and have students answer questions about what the author was saying, why the author used certain phrases and/or the author's purpose.	Beck, 1997	https://www.teachingchannel.org/videos/questions-for-inquiry-based-teaching?fd=1
	Chunking Content	The teacher stops at key points during lecture/video/demonstration to ask questions and have students respond to the questions	Marzano & Marzano, 2003	https://www.teachingchannel.org/videos/structuring-questioning-in-classroom https://www.teachingchannel.org/videos/inquiry-based-teaching-discussing-non-fiction