Research-Based High Yield INSTRUCTIONAL Strategies

High Yield Instructional Strategy	Research Says	Examples of Supporting Activities	For What Purpose?
Identifying Similarities & Differences	Students should compare, classify and create metaphors, analogies & graphic representations.	T-charts, Venn Diagrams, classifying, analogies, cause & effect links, compare and contrast organizers, Question-Answer-Relationship (QAR) charts, sketch to sketch, affinity diagram, Frayer Model	Cognitive Practicing & Deepening Content Engagement
Summarizing & Notetaking	Students should learn to delete unnecessary information, substitute some information, keep important information, write/rewrite and analyze information.	Teacher modeling of summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, breakdown assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagram	Academic New Content
Reinforcing Effort & Providing Recognition	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, use authentic portfolios, create a stress free environment	Motivation
Homework & Practice	Teachers should vary the amount of homework based on student grade level (less at elementary, more at secondary level), keep parent involvement in homework to a minimum, state purpose and, if assigned should be debriefed.	Retell, recite, and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution	Academic Practicing and Deepening Content
Nonlinguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs and participate in kinesthetic activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, maps, sketch-to-sketch, Key Word Information Memory Clue (K.I.M.) frameworks	Cognitive New Content

Marzano, R. (2000). What Works in Classroom Instruction. Alexandria, VA. ASCD

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Cooperative Learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically, but not overuse.	Integrate content and language through group engagement, reader's theater, pass the pencil, circle friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams	Motivate Cognitive Engagement Practice & Deepening Content Cognitive Complex Tasks
Setting Objectives & Providing Feedback	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely and specific to a criterion.	Articulating and displaying learning goals, KWL, personal learning goals, student data folders	Motivate Engagement Set High Expectations
Generating & Testing Hypothesis	Students should generate, test and defend hypothesis using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.	Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author	Cognitive Engagement Cognitive Complex Tasks
Questions, Cues & Advanced Organizers	Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.	Graphic organizers, providing guiding questions, before each lesson, think-alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, A.C.E. (answer-cite evidence-expand/explain your answer), anticipation guide, annotating the text	Academic Cognitive New Content Engagement High Expectations
Development of Academic Vocabulary	Teachers should intentionally develop word knowledge that makes it possible for students to engage with, produce, and talk about texts that are valued in school.	Interactive student notebooks, word walls, A.C.E., word-storm organizer, word puzzles, word lists, content-area journaling, opportunities to use vocabulary	Cognitive New Content

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