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**Standards Implementation**

**Module 15: Planning for Best, First Instruction**

**Understanding and Applying High Impact Instructional Strategies for Standards-Based Learning**

Goals and Objectives:

Educators will be able to:

1. Discuss high impact instructional strategies in relationship to Best, First Instruction (BFI)
2. Consider their students as they identify high impact instructional strategies when planning for BFI; and,
3. Apply the design principles of BFI to instructional planning.

Disciplinary lIteracy:

* Speaking for understanding in discipline-specific ways
* Close Reading

I. High Impact Strategies

There are five types of instructional strategies that Knight (2012) outlines. What are one or two that you use a lot in your teaching? What is one that you could consider using more often?

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| Thinking Prompts | Questioning | Stories | Cooperative Learning | Authentic Learning |
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What thinking prompts do you use in your classroom?

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What questioning strategies do you use in your classroom?

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What stories do you use in your classroom?

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What cooperative learning do you use in your classroom?

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What authentic learning do you use in your classroom?

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How are you currently applying disciplinary practices into your classroom? What might you need to improve upon the inclusion of disciplinary literacy practices in your classroom?

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III. Application

1. Think of a lesson you teach and identify the instructional strategies that you use in teaching the lesson.
2. Using the culturally responsive aspects discussed earlier (and in Module 14), identify other possible instructional strategies to teach the lesson.
3. Identify other resources you might need to teach the lesson with the updated instructional strategies (time, classroom environment, materials).

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IV. Exit Ticket

List 5 strategies that you consider to be high impact strategies in your content area. Add at least 2 skills that match each high impact strategy that you listed.

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| Strategies:  1.  2.  3.  4.  5.  Skills:  1.  2. |