


High Impact Instructional Strategies in English Language Arts & Literacy ↓	Skills →												
	Critical Thinking	Creativity and Innovation	Information Literacy	Collaboration and Communication	Social and Cultural Awareness	Develop claims & support with evidence	Identify and analyze multiple perspectives	Analyze, compare, critique multiple texts	Distinguish fact, opinion & reasoned judgment	Analyze text structure and author's craft	Demonstrate discipline-specific thinking, writing, and speaking (Disciplinary Literacy)	Build Academic Vocabulary	
<b>Regular Practice with Complex Texts and Academic Language</b>													
Develop & ask disciplinary focused questions	X	X	X	X	X			X	X		X	X	
Author ( <a href="#">Elementary resource</a> ) ( <a href="#">Adlit Resources</a> ) or Genre Studies ( <a href="#">Elementary resource</a> )( <a href="#">Secondary School</a> )	X	X	X	X	X	X	X	X		X	X		
<a href="#">Habits of Mind</a>	X	X			X		X		X		X		
<a href="#">Close Reading</a>	X		X	X		X		X	X	X	X	X	
Cooperative Learning / <a href="#">Reciprocal Teaching</a>	X	X	X	X	X		X	X	X	X	X		
<b>Reading, Writing, and Speaking Grounded in Textual Evidence</b>													
Discussion	X	X	X	X		X	X			X	X		
<a href="#">Socratic Seminar</a>	X	X	X	X	X	X	X	X	X				
Inquiry-based learning	X	X	X	X	X	X	X	X	X				
<a href="#">Writing to Learn / Writing to Read</a>	X	X	X		X	X	X	X		X	X		

Using Text Dependent Questions ( <a href="#">Grade 1-3 Resource</a> ) ( <a href="#">Resources from Fisher and Frey</a> )	X		X	X				X	X	X	X	X	
<a href="#">Mini-Lesson</a> / Focus Lesson (Direct Instruction)	X		X					X	X	X	X	X	
<b>Building Knowledge through Content-Rich Nonfiction</b>													
Problem/Project Based Learning	X	X	X	X	X	X	X	X	X				
<a href="#">Develop &amp; ask disciplinary focused questions</a>	X	X	X	X	X			X	X		X	X	
<a href="#">Reciprocal Teaching</a>	X	X	X	X		X	X	X	X		X	X	
<a href="#">Writing in the Content Areas</a>	X	X	X	X	X	X	X	X	X	X			
<b>Strategies to Support Challenge, Engagement, and Relationships</b>													
<a href="#">Providing Feedback</a>	X	X		X			X	X	X				
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