

**Seguin ISD Tier 1 Social Studies
High-Yield Instructional Strategies**

Components of Effective Instruction	Description	Teacher Actions	Student Actions
High quality lesson planning: Planning Protocol	Teachers plan collaboratively with the end in mind to provide high-quality constructive learning experience.	Utilize the Seguin ISD Planning Protocol Steps 1-5 to plan effective instruction <ul style="list-style-type: none"> • Determine the focus concepts and standards for each unit and how they will be assessed • Determine what instructional resources are needed to teach the concepts and how all learners can be supported through differentiation • Develop guiding questions that align to the focus concepts • Consider the use of resources that help students chunk large amounts of material <ul style="list-style-type: none"> ○ Ex: graphic organizers 	<ul style="list-style-type: none"> • Students are engaged in Social Studies rich tasks that are aligned to the standards • Students are working collaboratively through purposeful grouping • Students making connections to real-world situations
Historical Inquiry	Historical inquiry is the process of investigation undertaken in order to understand the past.	Teachers will demonstrate the following steps in the inquiry process: <ul style="list-style-type: none"> • Pose questions about the past • Help students locate sources, both primary and secondary • Demonstrate how to analyze sources, both primary and secondary • Teach historical content along with the inquiry process 	<ul style="list-style-type: none"> • Students are engaged in the inquiry process • Students are analyzing sources collaboratively and independently • Students are using evidence from sources to answer questions posed about the past
Vocabulary-Rich Instruction	Active vocabulary practice helps students develop academic language and access academic texts.	<ul style="list-style-type: none"> • Determine the key academic vocabulary for each unit • Incorporate activities that emphasize the use of academic vocabulary <ul style="list-style-type: none"> ○ Ex: word walls, word sorts, vocabulary journals, matching activities 	<ul style="list-style-type: none"> • Students are using academic vocabulary in the classroom • Students have a resource of academic vocabulary as a reference
Integrating Reading and Writing	Teachers will support reading and writing across the content areas.	<ul style="list-style-type: none"> • Plan lessons that incorporate reading and writing activities • Use the Common Instructional Framework (CIF) Strategies <ul style="list-style-type: none"> ○ Ex: Writing to Learn, Literacy Groups 	<ul style="list-style-type: none"> • Students are reading collaboratively and independently in class using both primary and secondary sources • Students are writing collaboratively and independently in class

<p>Incorporate Frequent Formative and Summative Assessment</p>	<p>Formative Assessment is a process that provides feedback to adjust ongoing teaching and learning in an effort to improve students' achievement of content.</p> <p>Summative Assessment occurs at the end of unit or course and assesses student mastery of content.</p>	<ul style="list-style-type: none"> • Use progress monitoring tools to track mastery of skills and SEs • Use assessment data to create flexible grouping • Questioning and student talk are evident as part of ongoing formative assessment • Use rigorous, STAAR-like questions in both formative and summative assessments • Consider bundling of summative assessments to mirror STAAR 	<ul style="list-style-type: none"> • Students monitor their own mastery of content • Students keep a year long record of SEs and progress toward mastery. • Students graph assessment data during a unit
<p>Gradual Release of Learning</p>	<p>Using scaffolding to shift from teacher-centered to student-centered instruction.</p>	<ul style="list-style-type: none"> • Use during the Explain and Explore parts of the lesson cycle • Follow the cycle of the gradual release of learning: <ul style="list-style-type: none"> ○ Whole group instruction ○ Guided Practice ○ Student Collaboration ○ Independent 	<ul style="list-style-type: none"> • Students are responding to teacher guiding questions throughout the Think-Aloud • Students work collaboratively during guided practice • Students work independently after completion of the teaching cycle