<table>
<thead>
<tr>
<th>Outcome</th>
<th>Questions that drive the process</th>
<th>Instructional Activities</th>
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</thead>
</table>
| Extended “Applying understanding” | What do I typically do to organize students for cognitively complex tasks? | • Student-designed tasks  
• Cooperative learning  
• Academic notebook charts, graphs, and tables | • Think logs  
• Journals  
• Peer response groups  
• Self-evaluation  
• Peer tutoring |
| In addition to relationships, the student extends ideas that go beyond what is taught. | What do I typically do to engage students in cognitively complex tasks involving hypothesis generation and testing? | • Experimental-inquiry tasks  
• Problem-solving tasks | • Decision-making tasks  
• Investigation tasks |
| | What do I typically do to provide resources for guidance? | • Providing support for claims  
• Examining claims for errors  
• Interviews | • Circulating around the room  
• Expressions and gestures  
• Collecting assessment information  
• Feedback |
| Relational “Making Meaning” | What do I typically do to review content? | • Cloze activity  
• Summaries  
• Present problems | • Demonstrations  
• Brief practice test or exercise  
• Questioning |
| The student is expected to relate ideas: | What do I typically do to organize students and deepen knowledge? | • Perspective analysis  
• Thinking hats  
• Cooperative learning  
• Cooperative comparisons  
• Pair-check | • Think-pair-share and think-pair square  
• Student tournaments  
• Error analysis and peer feedback  
• Performances and peer critiques  
• Inside-outside circle |
| | What do I typically do to use homework? | • Preview homework  
• Homework to deepen knowledge | • Homework to practice a process or skill  
• Parent-assisted homework |
| | What do I typically do to help students examine similarities and differences? | • Sentence stem comparison  
• Venn diagrams  
• Double-bubble diagrams  
• Comparison matrix | • Classification chart  
• Student-generated classification pattern  
• Similes  
• Metaphors  
• Sentence stem analogies  
• Visual analogies |
| | What do I typically do to help students examine errors in reasoning? | • Identifying errors of faulty logic  
• Identifying errors of attack | • Practicing identifying errors in logic  
• Finding errors in media |
<table>
<thead>
<tr>
<th>What do I typically do to help students practices skills, strategies, and processes?</th>
<th>What do I typically do to help students revise knowledge?</th>
<th>What do I typically do to preview new content?</th>
<th>What do I typically do to chunk content into digestible bites?</th>
<th>What do I typically do to help students process new information?</th>
<th>What do I typically do to help students elaborate new information?</th>
<th>What do I typically do to help students record and represent knowledge?</th>
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<tbody>
<tr>
<td>• What do I typically do to identify critical information?</td>
<td>• Identifying critical input experiences</td>
<td>• What do you think you know?</td>
<td>• Presenting content in small chunks</td>
<td>• Perspective analysis</td>
<td>• General inferential questions</td>
<td>• Informal outline</td>
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<tr>
<td>• What do I typically do to organize students with new knowledge?</td>
<td>• Visual activities</td>
<td>• Overt Linkages</td>
<td>• Perspective analysis</td>
<td>• Thinking hats</td>
<td>• General inferential questions</td>
<td>• Combination notes, pictures, and summary</td>
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<tr>
<td>• Identifying errors of weak reference</td>
<td>• Narrative activities</td>
<td>• Preview questions</td>
<td>• Collaborative processing</td>
<td>• Collaborative processing</td>
<td>• Elaborative interrogation</td>
<td>• Graphic organizers</td>
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<tr>
<td>• Identifying errors of misinformation</td>
<td>• Close monitoring</td>
<td>• Brief Teacher Summary</td>
<td>• General inferential questions</td>
<td>• Concept attainment</td>
<td>• Elaborative interrogation</td>
<td>• Academic notebooks</td>
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<tr>
<td>• Close monitoring</td>
<td>• Frequent structured practice</td>
<td>• Skimming</td>
<td>• Pre-assessment data to vary the size of each chunk</td>
<td>• Concept attainment</td>
<td>• Elaborative interrogation</td>
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<td>• Varied practice</td>
<td>• Academic notebook Entries</td>
<td>• Teacher-prepared notes</td>
<td>• Free-flowing web</td>
<td>• Jigsaw cooperative learning</td>
<td>• Elaborative interrogation</td>
<td>• Dramatic enactments</td>
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<td>• Fluency practice</td>
<td>• K-W-L strategy</td>
<td>• Academic notebooks</td>
<td>• Reciprocal teaching</td>
<td>• Elaborative interrogation</td>
<td>• Rhyming pegwords</td>
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<td>• Toned voice, gesture, and body position</td>
<td>• Worked examples</td>
<td>• Advanced Organizers</td>
<td>• Concept attainment</td>
<td>• Elaborative interrogation</td>
<td>• Rhyming pegwords</td>
<td>• Link strategy</td>
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<tr>
<td>• Pause Time</td>
<td>• Contingency plan for ungrouped students</td>
<td>• Anticipation Guides</td>
<td>• Concept attainment</td>
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<tr>
<td>• Predetermined &amp;“buddies”&amp; to help form ad hoc groups</td>
<td>• Grouping students using pre-assessment information</td>
<td>• Word splash activity</td>
<td>• Concept attainment</td>
<td>• Elaborative interrogation</td>
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<td>• Grouping for active processing</td>
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