

Glossary of IS⁴ Terms

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin

IS⁴ – Instructional Strategies Supporting Student Success

Learning Objective/Lesson Objective – The statement that illustrates to the students what they will know by the end of the lesson; related to Independent Practice

Pair Share – Students turn to an often specified partner and discuss or clarify ideas

Rehearsal – The students repeat key terms after the teachers, thereby rehearsing pronunciation and learning to say the terms correctly

NonVolunteer – The teacher calls on any student to answer a question or explain a concept; raised hands are not required

Academic Language – The teacher introduces any new or key terms to the class

Activation of Prior Knowledge – Drawing information already stored in the students’ long-term memory into their working memories so they can build upon that knowledge

Universal Experience—The teacher may draw on a commonly shared experience in order to involve students in the lesson

Think Aloud – The teacher literally talks aloud, saying what she/he is thinking as they solve a math problem or write a topic sentence; illustrates the thinking used to solve a problem

TAPPLE – An acronym standing for **T**each first, **A**sk a question, **P**ause, **P**ick a non-volunteer, **L**isten to the response, **E**ffective feedback (see *echo, elaborate, explain*); the **P** in TAPPLE can also refer to **Point1** as in point to a sentence stem to support Academic Discourse and structure use of language, which may be especially helpful for some subgroups, and **Point2** where the teacher points at a resource in order to provide students with a structure/idea of where the answer might be

TAPP(WB)LE – TAPPLE (above) with the addition of **White Board**

Choral Response – The students respond to a question or read a short text in unison

Echo – When a student provides a correct answer, the teacher should repeat or echo this answer for the rest of the class

Elaborate – When a student provides a partial answer, the teacher should expand on that answer, providing the rest of the information

Explain – When a student provides a very incomplete or incorrect answer, the teacher can explain the idea again

Complete Sentences – The students respond in complete sentences rather than with a one-word or short-phrase answer

Sentence Frames – The teacher provides sentences that have blank portions the students fill in with information from the lesson.

Sentence Stems – The teacher provides the beginnings of sentences that the students then complete with information from the lesson.

Cloze – Basically a fill-in-the-blank activity; the students fill in the blanks based on a teacher’s lesson; can be used as class notes

Concept Development – The teacher teaches the idea in the learning objective; the lecture/demonstration portion of the IS⁴ lesson

CRA – Concrete-Representational-Abstract; usually used in math lessons; Concrete: The “doing” stage using concrete objects to model problems; Representational: The “seeing” stage using representations of the objects to model problems; Abstract: The “symbolic” stage using abstract symbols to model problems

Realia—real-life objects used by a teacher to help increase understanding

Skill Development/Guided Practice – Teaching students how to do it; working problems with the students, step-by-step

Steps/Visual Response – The teacher shows students the steps of the problem and works these steps with the students

Rule of Two – The teacher does a problem, then the students do a similar problem. “I do...you do.”

Closure – Have the students answer questions or complete problems to “prove” that they have achieved the learning objective; during Closure, when checking for understanding, each student must answer for him- or her- self—no pair share allowed here

Academic Discourse—Discussing learning using academic and core specific terms; the language used when speaking in a small or large group setting about a given topic, ie: sentence stems

Check For Understanding – Call on nonvolunteers, use whiteboards, use a variety of techniques to check that students understand each step of the way; if a majority of students are unable to express understanding, reteach; *CFUs must take place throughout the entire lesson*

CFU for Concept Development – An essential CFU before moving on in the lesson; this might include student-tasks such as **Rephrase**—having the students say it in their own words, paraphrase; **Apply**—the students identify examples of the concept; and **Justify**—Explain why, “this is an example of the concept *because...*”

Deconstructed Standard – The current state standards often pack a wealth of information to be learned into a single standard. A deconstructed standard is when one chunk of that information is pulled from the standard and included in a lesson/learning objective. The Common Core standards will also need some deconstruction in order form single lesson/learning objectives.

Engagement – All students must be involved in the learning experience; using non-volunteers, using pair share, using white boards to keep students focused; *Engagement must take place throughout the entire lesson*

Golden Goals – The five most essential checks for understanding; one each after each part of the IS4 lesson plan; if the students have not mastered any section of the lesson plan (as revealed by the Golden Goal), then reteaching is necessary.

Information Processing Model – the Big Brain; the idea that we must draw on info from students’ long-term memories, build new knowledge on those memories, and send the knowledge back into their long-term memories

Lesson Study – Opportunities for teachers to observe other teachers teaching. In small groups, teachers will preview the lesson, observe a lesson, and reflect upon the instructional strategies used during the lesson.

How to find blank IS⁴ templates:

1. Go to the district website. <http://www.oakdale.k12.ca.us/>
2. Click on District and a drop-down menu will appear. Click on Instructional Strategies Supporting Student Success (IS4).
3. Scroll down to the Resource Locker. Click on the template of choice (Basic, Document Camera, Structured).

How to find to find sample IS⁴ lessons (completed templates):

1. Click on the District Share folder on your computer desktop.
2. Click on IS4 Lessons.
3. Choose grade level and click. Choose a lesson plan and click.

How to find sample IS⁴ video lessons:

1. Go to the district website. <http://www.oakdale.k12.ca.us/>
2. Click on District and a drop-down menu will appear. Click on Instructional Strategies Supporting Student Success (IS4).
3. In the Sidebar on the left, video-taped lessons are listed by grade level and subject. Choose one and click.