



**ALABAMA DEPARTMENT OF EDUCATION** Makes Sense Strategies Toolkit  
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**Effective Instruction Using GOs** is about...

**3 dimensions that make or break the impact of GOs**

Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications
Developmentally appropriate	<b>BEFORE &amp; AFTER</b> (introducing info & reviewing it)	Across the curriculum
Include discipline-specific prompts	<b>DURING</b> - scaffolded (gradual release)	At least twice weekly - varied applications
Reflect essential-to-know info	<b>DURING</b> - maximum engagement strategies	GOs themselves are evaluated & graded
Info is bulleted, not paragraphs	<b>NOT just used as hand-outs</b>	"Once & done" = minimal impact

So what? What is important to understand about that?

**All three areas are critical!**

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**Evidence of sustained GO use**

Evidence that the value of GOs is routinely communicated

Evidence of effective GO instruction

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**Evidence of sustained GO use**

Student permanent products include range of GOs

GOs are used for a range of purposes

**BEFORE the lesson**

*Examples...*

- Reviewing and/or pre-teaching vocabulary at the beginning of content-area lessons
- Reviewing prior learning at beginning of a lesson
- Pre-assessing to find out what students already know about the lesson-topic
- Providing an advance organizer that overviews key ideas of forthcoming lesson

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**DURING the lesson**

*Examples...*

- Guided note-taking via GOs during direct explanation of subject matter
- Guided-reading via GOs as text is analyzed
- When using "high-engagement routines" like...
  - Priority-share routine
  - Jig-saw reading routine
  - Pair-share routine
  - What? So what? routine
  - Pause Procedure / Buddy Checks

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**AFTER the lesson**

*Examples...*

- Reviewing new vocabulary
- Reviewing lesson's main ideas and essential details
- What? So what? reflective reviews

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Evidence of **sustained** GO use

Student permanent products include range of GOs  
GOs are used for a range of purposes

**ASSIGNMENTS**  
*Examples...*  
In conjunction with independent reading assignments  
Planning and producing essays or other written products  
When organizing and synthesizing information when researching topics  
When making presentations

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MSS Walk-Throughs

Evidence of **sustained** GO use

Student permanent products include range of GOs  
GOs are used for a range of purposes

**Use of the MSS software**  
**The teacher...**  
Is knowledgeable of range of MSS resources; can readily navigate and locate resources.  
Can import pictures into Smart Sheets  
Selects Smart Sheets appropriate for specific standards  
Effectively uses "bullets" addressing essential information  
Can import the digital Smart Sheets into Power Point  
Uses Smart Visuals via available classroom technology (e.g., Smart Boards, LCD projectors, etc.)

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Evidence of **sustained** GO use

Student permanent products include range of GOs  
GOs are used for a range of purposes

**Use of the MSS software**  
**Students...**  
Are knowledgeable of range of MSS resources; can readily navigate and locate resources  
Make full use of the interactive nature of the digital Smart Sheets by using them via computers to complete assignments.

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Evidence of **sustained** GO use

Evidence that the **value of GOs** is routinely communicated

**Use of GOs is celebrated (on-going)**  
Public displays of students' GOs  
Periodic discussion of **GO Essential Questions** like...  
*Why are GOs used so much in my class?*  
*In what ways is this GO useful? Not useful?*  
*How do GOs help you learn? ...be more successful as a learner?*  
*What are some different situations / places where this GO might be used?*

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Evidence of **sustained** GO use

Evidence that the **value of GOs** is routinely communicated

**Evidence of effective GO instruction**  
Use of "gradual release" (scaffolded assistance)  
*I (modeling) → We (guiding) → Y'all (practicing w/peers) → You (independent)*  
Students are provided with independent GO assignments **ONLY** after receiving guided assistance  
Students are provided different types of GO assignments  
GOs are also used as assessment tools



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Evidence of **sustained** GO use

Evidence that the **value of GOs** is routinely communicated

**Evidence of effective GO instruction**  
Students' **ability** to construct and use GOs is treated as an instructional objective  
Students' **understanding** of the purpose of GOs, when to use them, and how to use them is treated as an instructional objective

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**Evidence of sustained GO use**

**Evidence that the value of GOs is routinely communicated**

**Evidence of effective GO instruction**

Teacher communicates expectations regarding “quality use of GOs” to students and provides explicit feedback.

Quality of the GO produced by the student is a component of the grade student receives

GO Rubrics