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| --- | --- | --- | --- | --- |
|  | Students will… | Teachers will…Evaluators will look for… | STRATEGIES | DANIELSON DOMAINS |
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| **W**ritinghttps://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcS4SGUkMRRR511q3whjhrTF__pZ8zsgqav3TsMTYNsxRul5XrGEZdzj9g | * Consider the audience & purpose
* Engage in various writing processes to address specific situations
* Support their thinking
* Demonstrate understanding
 | **Writing to Learn*** Provide times for quick, low-stakes writing exercises
* Use writing as formative assessments
 | * Quickwrites
* Reflection journals
* Think ink-pair share
* Do Nows/Exit Slips
* The Writing Process
* Double-entry journals
* Cornell note-taking
 | **3c****3d** |
| **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQHrAPVCO3CfbDl8pmo1LUkr9DXnUnkic3poDwMI1FBHYnREPTdlViLo2MI**nquiry | * Analyze & synthesize materials or ideas
* Clarify their own thinking
* Probe others’ thinking
* Work through ambiguity
 | **Questioning*** Create opportunities for students to analyze their thinking and thinking of peers and authors they read
* Teach students how to ask thoughtful questions on their own
 | * Socratic Seminars
* Questioning/answering with suggested prompts
* Research projects
* DOK level of questioning
* Gallery Walk
 | **3b****3c****3d** |
| **C**ollaborationhttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQz-SqUFSNEmIX53RFKD2kfhKu7cITd1YqfcXJbucRqw9fklcieqxB0_gs | * Work together toward a common goal
* Develop positive interdependence
* Work in focused study groups
* Support the learning of others
 | **Collaborative Group Work/Classroom Talk*** Provide group work assignments
* Group students intentionally
* Ensure each student is contributing to group work
* Provide opportunities for student discussions to learn
 | * Socratic Seminars
* Peer Editing Groups
* Philosophical Chairs/Debates
* Group Roles
* Group evaluations
* Jig-Saw
 | **3b****3c****3d** |
| **O**rganizationhttps://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcR2R6xj_06zFkVFb7GF6srWq-t3hGHQIvklQT9YG1NKvJ3LDdWN2UANAdz7 | * Develop & use processes
* Manage their time well
* Interact with their teachers
* Use self-direction & self-evaluation
 | **Scaffolding*** Plan a careful sequence of activities that links prior knowledge/skill to new knowledge/skill
* Provide increasingly more difficult tasks and concepts (step-by-step)
 | * Use binders
* Calendars/planners
* Graphic organizers
* Cornell note-taking
* SMART goals
* DOK questioning
* Self evaluation rubrics
 | **3b****3c****3d** |
| **R**eadinghttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcRc8BSucyLv5Kdm6wxXzvqUCkHFyxO33plklz3WyGo7MAfy2z0NOIC2Bvg | * Understand text structures
* Use prior knowledge & make connections to text, self, & world
* Make predictions & ask ?s
* Create visual images as they read
 | **Literacy Groups*** Incorporate informational texts into lessons and/or assignments
* Provide collaborative structure with assigned roles for students to understand texts, problem sets, documents, etc.
 | * Text Annotations
* Graphic organizers
* Reciprocal Teaching
* Vocabulary Activities
* Jig-saw
* SQ3R: Survey! Question! Read! Recite! Review!
 | **3b****3c** |
| \*\*\*NOTE: 3b: Using Questioning and Discussion 3c: Engaging Students in Learning 3d: Using Assessment in Instruction |