



# THE COMMON INSTRUCTIONAL FRAMEWORK

RUBRICS AND SUPPORT GUIDES FOR TEACHERS

SEPTEMBER 2012

EARLY COLLEGE  
DESIGN SERVICES



JOBS FOR THE FUTURE

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Early college supports all students—particularly struggling learners—to meet and exceed college- and career-ready standards. Early college replaces remediation with acceleration for these students, and it includes a powerful teacher effectiveness program that supports teachers to utilize college-ready instructional strategies and administrators to build effective student supports and an engaging college-going culture.

For more than 25 years, Jobs for the Future has been a leader in helping states and districts develop and implement school designs that prepare young people underrepresented in higher education to succeed at the postsecondary level.

### **JFF's EARLY COLLEGE DESIGN SERVICES**

help districts significantly increase the number of underrepresented students who graduate from high school and are prepared to succeed in postsecondary education. We provide districts with training, tools, and advice that transform schools serving young people underrepresented in higher education. *For more information, contact Associate Vice President LaVonne Sheffield, [lsheffield@jff.org](mailto:lsheffield@jff.org), 617.728.4446.*

## ACKNOWLEDGMENTS

The primary contributors to this guide were the staff of the University Park Campus School in Worcester, Massachusetts; Kath Smith, former director of professional capacity building at Jobs for the Future; and Sara Freedman, instructional coaching specialist for Early College Designs at Jobs for the Future. The authors would like to acknowledge Marc S. Miller and Sophie Besl, for their editing expertise, and Rochelle Hickey, for designing the rubrics.

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# I.

## INTRODUCTION

Jobs for the Future’s Common Instructional Framework, a core component in Early College Designs for schools, contains six powerful teaching and learning strategies:

- > Collaborative Group Work;
- > Writing to Learn;
- > Scaffolding;
- > Questioning;
- > Classroom Talk; and
- > Literacy Groups.

Early College Design schools that have implemented all six strategies with fidelity have experienced significant gains in student achievement and strong improvement in student graduation rates. They have also improved the success rate of their students in college-level courses: the Common Instructional Framework, when implemented comprehensively, is built on high expectations for all students.

Teachers in these schools work hard to make sure that **all** students know exactly why they are being asked to use the strategies and exactly how and when to use them. Teachers model their use, provide clear guidelines and structures in implementing them, and continually provide feedback on how students are incorporating them into their learning. As a result, students recognize the six strategies as critical to their understanding of complex material. Within a short period of time, students use them on their own initiative throughout a lesson to support their learning throughout every lesson.

In addition, teachers and students can use classroom time to concentrate on learning and mastering important ideas and skills since everyone throughout the school uses the same instructional strategies in every lesson. With the clear structures that the six strategies provide, teachers can concentrate on planning and implementing intellectually engaging and challenging learning activities for **all** students during every lesson.

### THE RUBRICS

The rubrics accompanying the Common Instructional Framework support teachers as they:

- > Introduce and implement the Common Instructional Framework throughout the school; and
- > Maintain high expectations for all students by using the strategies in their fullest dimensions.

The rubrics are designed to assess the extent to which **all** students are using each of the Common Instructional Framework strategies, understand which stage of implementation each is presently demonstrating, and provide paths to higher stages. (The word “students” in the rubrics always refers to **all** students.) They indicate what a person observing the

classroom would expect to see and hear when a student is in one of three phrases of implementing a specific strategy:

- > **Initiating stage:** The student is beginning to use the strategies, starting on the first steps toward mastery.
- > **Developing stage:** The student has gained some proficiency in using the strategies but is not using them to their maximum extent and usefulness.
- > **Demonstrating stage:** The student is using the strategy wherever appropriate, has many ways of integrating it with others in the Common Instructional Framework, and can help peers in using it. The student can clearly articulate how the strategy supports student learning, use it flexibly to meet diverse challenges, and understand its power in mastering complex and challenging skills, ways of thinking, and types of information.

## THE SUPPORT GUIDES

To guide teachers to advance their students through the stages, each strategy in the Common Instructional Framework is accompanied by two support guides:

- > **Moving from Initiating to Developing**, a guide with specific ideas and concrete suggestions for helping students move from the first to the second stage; and
- > **Moving from Developing to Demonstrating**, a guide with specific ideas and concrete suggestions for helping students move from the second to the third stage.

## THE COMMON INSTRUCTIONAL FRAMEWORK

Six common instructional strategies drive instructional practice at University Park Campus School (UPCS) and have led to its success. They also act as the core of the professional development program offered by Jobs for the Future in its partnership with UPCS and other early college high schools.

In classrooms that are grounded in these strategies, powerful teaching and accelerated learning take place. Additionally, the six strategies form the basis of a coherent college preparatory curriculum and give all students of all skill levels the tools to access complex information needed to meet state and college-ready standards. These instructional strategies succeed because they engage all students in learning and require them to take an active role in their education.

**Collaborative Group Work:** In Collaborative Group Work, students engage in learning by constructing group solutions, texts, experiments, or works of art. Effective group work is well planned and strategic. Students are grouped intentionally, with each student held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, and have multiple entry points for all students.

**Writing to Learn:** Through Writing to Learn, students can develop their ideas, their critical thinking abilities, and their writing skills. Writing to Learn enables students to experiment every day with written language and to increase their fluency and mastery of written conventions. By taking time to write in low-stakes exercises, students actively engage in thinking about a concept. Writing to Learn increases equity within the classroom since students have time to try out their ideas in non-evaluative activities before they have to present them to a group or as individuals. Writing to Learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.

**Scaffolding:** Scaffolding helps students to connect prior knowledge and experience with new information and ideas. Teachers use information from assessments of prior knowledge to plan a careful sequence of activities that continually links that knowledge and understanding to new knowledge and skill attainment. Teachers challenge students step by step with increasingly more difficult tasks and concepts to ensure they are continuously learning.

**Questioning:** Questioning challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry. Effective Questioning (by the teacher and by students) deepens classroom conversations and the level of discourse students apply to their work. Teachers use this strategy to create opportunities for students to investigate and analyze their thinking, as well as the thinking of their peers and the authors they read in each of their classes. The mark of a highly engaged classroom is when all students are asking thoughtful questions on their own initiative.

**Classroom Talk:** Classroom Talk creates the space for students to articulate their thinking and strengthen their voices. Classroom Talk takes place in pairs, in Collaborative Group Work, and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Teachers introduce and reinforce the use of academic language and encourage students to use that language in their classrooms.

**Literacy Groups:** Literacy Groups provide students with a collaborative structure for understanding a variety of texts, problem sets, and documents by engaging them in a high level of discourse. Group roles or rounds traditionally drive Literacy Groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of text, or students' levels of sophistication, but the purpose of Literacy Groups is to raise engagement with texts by creating a structure within which students actively probe the meaning of the text or problem set.

# 1.

## COLLABORATIVE GROUP WORK

In Collaborative Group Work, students engage in learning by constructing group solutions, texts, experiments, or works of art. Students are grouped intentionally, with each student held accountable for contributing. Activities are designed so students with diverse skill levels are supported and challenged by their peers. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, and have multiple entry points for all students.

### 1.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind		<ul style="list-style-type: none"> <li>&gt; Students are reluctant to participate in Collaborative Group Work projects.</li> <li>&gt; Students are used to working independently.</li> <li>&gt; Students are hesitant to help others in the group.</li> <li>&gt; Students are unsure about the purpose of Collaborative Group Work and are unable to articulate if and how it helps them attain content.</li> <li>&gt; Students believe that working with other students impedes their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Most students have had some positive experiences with Collaborative Group Work.</li> <li>&gt; Students begin to work collaboratively by soliciting group members' input and feedback.</li> <li>&gt; Students begin to see that group work can be beneficial regardless of the discipline.</li> <li>&gt; Students begin to articulate how working in groups can help them learn content.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students actively participate throughout the lesson/group activity.</li> <li>&gt; Students encourage all members of the group to participate and share ideas.</li> <li>&gt; Students provide constructive feedback throughout the activity.</li> <li>&gt; Students know and can articulate the role Collaborative Group Work plays in deepening their learning.</li> <li>&gt; Students see themselves as responsible for ensuring that all members of the group master the lesson's objectives.</li> <li>&gt; Students know and can articulate the role Collaborative Group Work plays in deepening their learning.</li> </ul>
	Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students try to make sense of the group task by asking the teacher questions.</li> <li>&gt; Students are slow to start from either confusion or lack of knowledge about how to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand their role and the roles of other students within the group.</li> <li>&gt; Students can work collaboratively without much prompting by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students help direct the group in setting goals.</li> <li>&gt; Students can explain their individual contributions and those of other students in their own words.</li> </ul>



		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment		<ul style="list-style-type: none"> <li>&gt; Students are unsure of why they are doing group work or how it fits into their larger grade.</li> <li>&gt; Students choose the members of their group based on comfort or proximity.</li> <li>&gt; Students are not clear that Collaborative Group Work is being used to help them learn the day's objectives.</li> <li>&gt; Students begin to use Writing to Learn as a tool to document their Collaborative Group Work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand the objectives of the group task and understand how they are to be evaluated.</li> <li>&gt; Students begin to work collaboratively with students they may not have worked with before.</li> <li>&gt; Students expect to be held accountable for demonstrating what they are learning and how they are learning it.</li> <li>&gt; Students begin to use Writing to Learn as a tool to document their Collaborative Group Work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are familiar with rubrics and can assess themselves.</li> <li>&gt; Students are clear about the goals and objectives of the assignment.</li> <li>&gt; Students can draw upon prior knowledge to complete the task.</li> <li>&gt; Students thoroughly complete assigned tasks.</li> <li>&gt; Students can work with any student in the class as assigned by the teacher.</li> <li>&gt; Students regularly use Writing to Learn to document and support their learning in Collaborative Group Work.</li> </ul>
Classroom Management		<ul style="list-style-type: none"> <li>&gt; Students do not participate in the project or there is uneven participation.</li> <li>&gt; Students are relying on the teacher to manage the group dynamics and the flow of the process.</li> <li>&gt; Students are struggling with building on one another's ideas within the group.</li> <li>&gt; Students struggle to stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students have done enough group projects where group work is becoming routine.</li> <li>&gt; Students are getting comfortable asking one another for clarification.</li> <li>&gt; Students begin to engage with one another in productive ways.</li> <li>&gt; Students begin to find ways to engage all students in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students ask all other members of the group a question before asking the teacher.</li> <li>&gt; All students can explain all components of their product, targeted skill, or identified process.</li> <li>&gt; Students can listen and participate without dominating the conversation.</li> <li>&gt; Students are empowered in designing groups that will drive optimal learning.</li> <li>&gt; Students use a variety of ways to ensure that all members of the group actively participate.</li> <li>&gt; Students are adept at using protocols and other strategies that ensure the full participation of all members of the group.</li> </ul>

## 1.2 COLLABORATIVE WORK GROUP

### MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students are reluctant to participate in Collaborative Group Work projects.</li> <li>&gt; Students are used to working independently.</li> <li>&gt; Students are hesitant to help others in the group.</li> <li>&gt; Students are unsure about the purpose of Collaborative Group Work and are unable to articulate if and how it helps them attain content.</li> <li>&gt; Students believe that working with other students impedes their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess students' prior knowledge about working in groups.</li> <li>&gt; Address their common misconceptions about Collaborative Group Work—what “collaborative” means and what it doesn't mean.</li> <li>&gt; Assign pairs to complete a short task that requires interdependence, then give questions to assess each student's participation as a member of the group.</li> <li>&gt; Discuss how knowing what their roles are as group members and not being sure about the role affects their ability to contribute to the group.</li> <li>&gt; Model and enforce showing respect and creating a culture of inclusion during Collaborative Group Work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Most students have had some positive experiences with Collaborative Group Work.</li> <li>&gt; Students begin to work collaboratively by soliciting group members' input and feedback.</li> <li>&gt; Students begin to see that group work can be beneficial regardless of the discipline.</li> <li>&gt; Students begin to articulate how working in groups can help them learn content.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students try to make sense of the group task by asking the teacher questions.</li> <li>&gt; Students are slow to start from either confusion or lack of knowledge about how to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Start with pairs and triads.</li> <li>&gt; Explicitly define the goals of Collaborative Group Work and how it is critical to student learning.</li> <li>&gt; Embed Collaborative Group Work throughout every lesson, using the same strategy for several days until mastery is reached.</li> <li>&gt; Model and explicitly define the roles of every group member.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand their role and the roles of other students within the group.</li> <li>&gt; Students can work collaboratively without much prompting by the teacher.</li> </ul>

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students are unsure why they are doing group work or how it fits into their larger grade.</li> <li>&gt; Students choose the members of their group based on comfort or proximity.</li> <li>&gt; Students are not clear how Collaborative Group Work is being used to help them learn the day's objectives.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assign meaningful tasks to students that directly connect to big ideas and essential questions of the lesson.</li> <li>&gt; Create tasks that draw upon critical and creative thinking as well as the strengths of diverse learners.</li> <li>&gt; Check for all students' understanding of the goals of the assignment, their roles within it, and how success will be measured for individuals and the group as a whole.</li> <li>&gt; Build scaffolds into Collaborative Group Work to support students as they complete tasks (e.g., time for Writing to Learn, Classroom Talk, Questioning).</li> <li>&gt; Intentionally assign groups based on mixed abilities and interests.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand the objectives of the group task and understand how they are to be evaluated.</li> <li>&gt; Students begin to work collaboratively with students they may not have worked with before.</li> <li>&gt; Students expect to be held accountable for demonstrating what they are learning and how they are learning it.</li> <li>&gt; Students begin to use Writing to Learn as a tool to document their Collaborative Group Work.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students do not participate in the project or there is uneven participation.</li> <li>&gt; Students are relying on the teacher to manage the group dynamics and the flow of the process.</li> <li>&gt; Students are struggling with building on one another's ideas within the group.</li> <li>&gt; Students struggle to stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Use time checks to keep groups engaged and motivated.</li> <li>&gt; Model making connections by asking questions and pushing students to expand their thinking.</li> <li>&gt; Use formative assessment to address misconceptions as they arise.</li> <li>&gt; Make students accountable for a product that demonstrates their learning of an important idea, as individuals and as a group.</li> <li>&gt; Ask students to assess what they have learned and how they have learned it during Collaborative Group Work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students have done enough group projects where group work is becoming routine.</li> <li>&gt; Students are getting comfortable asking one another for clarification.</li> <li>&gt; Students begin to engage with one another in productive ways.</li> <li>&gt; Students begin to find ways to engage all students in the activity.</li> </ul>

## 1.3 COLLABORATIVE GROUP WORK

### FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM <b>DEVELOPING</b> TO <b>DEMONSTRATING</b>	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Most students have had some positive experiences with Collaborative Group Work.</li> <li>&gt; Students begin to work collaboratively by soliciting group members' input and feedback.</li> <li>&gt; Students begin to see that group work can be beneficial regardless of the discipline.</li> <li>&gt; Students begin to articulate how working in groups can help them learn content.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Model or role play with students how to effectively ask for and provide constructive feedback.</li> <li>&gt; In groups, give students a task and ask them to design a way to do Collaborative Group Work to complete it.</li> <li>&gt; Have students assess their ability to do Collaborative Group Work effectively; what expectations, strengths, and challenges they bring to the work.</li> <li>&gt; Encourage students to take the stance of problem solvers when confronting difficulties in Collaborative Group Work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students actively participate throughout the lesson/group activity.</li> <li>&gt; Students encourage all members of the group to participate and share ideas.</li> <li>&gt; Students provide constructive feedback throughout the activity.</li> <li>&gt; Students believe that Collaborative Group Work is vital for their own learning to mastery and can explain why.</li> <li>&gt; Students see themselves as responsible for ensuring that all members of the group master the lesson's objectives.</li> <li>&gt; Students know and can articulate the role Collaborative Group Work plays in deepening their learning.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students understand their role and the roles of other students within the group.</li> <li>&gt; Students can work collaboratively without much prompting by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Introduce new protocols and Collaborative Group Work strategies slowly and systematically and require mastery of each.</li> <li>&gt; Keep feedback direct and non-evaluative. Ask questions and give them time and encouragement to struggle to find the answer or solution.</li> <li>&gt; Design more complex projects that require more opportunities to provide feedback and actively participate.</li> <li>&gt; Raise expectations of individual and group work and provide exemplar models against which students can assess their own work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students help direct the group in setting goals.</li> <li>&gt; Students can explain their individual contributions and those of other students in their own words.</li> </ul>

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students understand the objectives of the group task and understand how they are to be evaluated.</li> <li>&gt; Students begin to work collaboratively with students they may not have worked with before.</li> <li>&gt; Students expect to be held accountable for demonstrating what they are learning and how they are learning it.</li> <li>&gt; Students begin to use Writing to Learn as a tool to document their Collaborative Group Work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to group intentionally based on data, yet provide opportunities for variety in groups.</li> <li>&gt; Introduce rubrics to assess Collaborative Group Work as well as content knowledge.</li> <li>&gt; Provide more mechanisms such as Writing to Learn and Questioning for reflection and self-assessment on students' Collaborative Group Work and their mastery of the lesson's learning goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are familiar with rubrics and can assess themselves accurately.</li> <li>&gt; Students are clear about the goals and objectives of the assignment.</li> <li>&gt; Students can draw upon prior knowledge to complete the task.</li> <li>&gt; Students thoroughly complete assigned tasks.</li> <li>&gt; Students can work productively with any student in the class as assigned by the teacher.</li> <li>&gt; Students regularly use Writing to Learn to document and support their learning in Collaborative Group Work.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students have done enough group projects where group work is becoming routine.</li> <li>&gt; Students are getting comfortable asking one another for clarification.</li> <li>&gt; Students begin to engage with one another in productive ways.</li> <li>&gt; Students begin to find ways to engage all students in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Prepare students for developing their own group norms and roles and hold them accountable for their tasks.</li> <li>&gt; Prepare students for the integration of technology in Collaborative Group Work.</li> <li>&gt; Assign final, culminating, and challenging projects such as presentations or other products where all students are responsible for their own task as well as the overall group performance.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students ask all other members of the group a question before asking the teacher.</li> <li>&gt; All students can explain all components of their product, targeted skill, or identified process.</li> <li>&gt; Students can listen and participate without dominating the conversation.</li> <li>&gt; Students are empowered in designing groups that will drive optimal learning.</li> <li>&gt; Students use a variety of ways to ensure that all members of the group actively participate.</li> <li>&gt; Students are adept at using protocols and other strategies that ensure the full participation of all members of the group.</li> </ul>

# 2.

## WRITING TO LEARN

Through Writing to Learn, students can develop their ideas, critical thinking abilities, and writing skills. Writing to Learn enables students to experiment with writing and increase their mastery of written conventions. Writing to Learn increases equity within the classroom since students have time to try out ideas in low-stakes activities. Writing to Learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.

### 2.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students resist writing in subjects other than the humanities.</li> <li>&gt; Students lack confidence in their abilities to address the topic or respond to the prompt.</li> <li>&gt; Students do not see the connection among writing, thinking, and learning in all subjects.</li> <li>&gt; Students think writing is primarily mastering the conventions (spelling and grammar).</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to see that writing extends beyond one discipline and understand that it helps them access all subjects.</li> <li>&gt; Students begin to understand that Writing to Learn helps them learn content and become increasingly engaged in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students know and expect that Writing to Learn will help them to clarify their learning and articulate new and complex information.</li> <li>&gt; Students internalize Writing to Learn strategies to scaffold their own learning.</li> <li>&gt; Students do Writing to Learn on their own by keeping journals and/or writing to help them understand what they know and what they need to know.</li> </ul>	
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students do not see the connection between writing and their learning.</li> <li>&gt; Students are worried about grammar and mechanics, which causes a lull in writing.</li> <li>&gt; Students complete the writing task, but may not draw upon it to complete other related assignments.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to expect that writing is an essential part of their classroom learning.</li> <li>&gt; Students begin to understand the connection between what they write and how and what they learn in a given lesson.</li> <li>&gt; Students begin to use their low-stakes writing to scaffold to other activities and learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students expect to write regularly and begin writing with minimal prompting from the teacher. They write clear and appropriate responses and questions to the topic or prompt. They can articulate the connection between what they are writing and what they are learning or what they need to learn.</li> <li>&gt; Students understand that Writing to Learn is an important part of their learning process and they draw upon it as needed. They use writing to reflect, analyze, and clarify their thinking.</li> <li>&gt; Students consistently use their low-stakes writing to scaffold to higher-stakes writing assignments.</li> </ul>	

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment		<ul style="list-style-type: none"> <li>&gt; Students have trouble differentiating between Writing to Learn and high-stakes writing, so they do not appropriately refine their higher-stakes writing.</li> <li>&gt; Students are overly concerned with getting “right” answers and are uncomfortable thinking in different or creative ways.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students write in a thoughtful manner, focusing more on content and less on spelling and grammar.</li> <li>&gt; Students start to take more risks with their writing and feel more comfortable with Writing to Learn.</li> <li>&gt; Students continue to be concerned with getting “right” answers, but take more chances with their writing.</li> <li>&gt; Students begin to show some improvement in their high-stakes writing assignments.</li> <li>&gt; Students see the links between Writing to Learn and improvements in their writing for assessment.</li> <li>&gt; Students try an increased number of genres and approaches to writing in Writing to Learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are comfortable tackling higher-stakes assignments and show progress toward more sophisticated writing.</li> <li>&gt; Students share their writing and use it to scaffold to Classroom Talk, Collaborative Group Work, and higher-stakes assignments.</li> <li>&gt; Students use writing for self-discovery and assessment.</li> <li>&gt; Students see how different Writing to Learn pieces can be used as a group to help them structure longer pieces of writing.</li> <li>&gt; Students use skills developed in Writing to Learn activities when engaging in mid- and high-stakes assignments.</li> <li>&gt; Students show measurable improvement in their high-stakes writing assignments, and there is evidence of using Writing to Learn to improve their writing for assessment.</li> </ul>
Classroom Management		<ul style="list-style-type: none"> <li>&gt; Students do not write, write very little, or lose focus on writing.</li> <li>&gt; Students draw the teacher or other students into sustained verbal interaction to avoid writing.</li> <li>&gt; Students feel uncomfortable sharing their low-stakes writing with others or the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students get their thinking on paper and write increasingly clear and appropriate responses to the topic or prompt without interrupting anyone.</li> <li>&gt; Students use their writing to help scaffold their participation in classroom discussions and in other writing tasks.</li> <li>&gt; Students are more comfortable with sharing their writing either by reading it to the class or via peer review.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students immediately begin writing with minimal prompting from the teacher and are focused on their writing until told to stop.</li> <li>&gt; Students develop stamina in their writing; they recognize that thinking about complex ideas requires extensive writing.</li> <li>&gt; Students expect to and consistently volunteer to share their writing.</li> <li>&gt; Students are eager to participate in discussions, peer review activities, and other higher-stakes written work based on their writing.</li> </ul>

## 2.2 WRITING TO LEARN

### MOVING FROM **INITIATING** TO **DEVELOPING**: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students resist writing in subjects other than the humanities.</li> <li>&gt; Students lack confidence in their abilities to address the topic or respond to the prompt.</li> <li>&gt; Students do not see the connection among writing, thinking, and learning in all subjects.</li> <li>&gt; Students think writing is primarily mastering the conventions (spelling and grammar).</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Ask students to brainstorm possible answers to an interesting set of questions or to elicit their prior knowledge about the lesson's essential question.</li> <li>&gt; Explain that writing is thinking; it helps get ideas out and keeps a running record of them. Model this explanation.</li> <li>&gt; Encourage students to start writing and not worry about right or wrong answers, spelling, or grammar.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to see that writing extends beyond one discipline and understand that it helps them access all subjects.</li> <li>&gt; Students begin to understand that Writing to Learn helps them learn content and become increasingly engaged in the learning process.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students do not see the connection between writing and their learning.</li> <li>&gt; Students are worried about grammar and mechanics, which causes a lull in writing.</li> <li>&gt; Students complete the writing task, but may not draw upon it to complete other related assignments.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Use a variety of Writing to Learn activities to help students learn, express, and clarify content.</li> <li>&gt; Provide support (e.g., examples, sentence starters) so all students have an entry point.</li> <li>&gt; Explain that conventions are a small part of writing to consider after ideas are on the page.</li> <li>&gt; Require students to consistently review notes and use them as a record of their learning.</li> <li>&gt; Explain that Writing to Learn helps students understand and synthesize key concepts and draw upon prior knowledge.</li> <li>&gt; Make Writing to Learn informal, ungraded, exploratory, and impromptu.</li> <li>&gt; Have students revise original Writing to Learn activities based on what they learned during the lesson. Have them notice how their initial thinking may have been off base or incomplete but helped them get to new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to expect that writing is an essential part of their classroom learning.</li> <li>&gt; Students begin to understand the connection between what they write and how and what they learn in a given lesson.</li> <li>&gt; Students begin to use their low-stakes writing to scaffold to other activities and learning.</li> </ul>



	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students have trouble differentiating between Writing to Learn and high-stakes writing, so they do not appropriately refine their higher-stakes writing.</li> <li>&gt; Students are overly concerned with getting “right” answers and are uncomfortable thinking in different or creative ways.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Have students create a journal for Writing to Learn assignments. Explain that they will use it to keep track of their thinking throughout the unit.</li> <li>&gt; Model the difference between Writing to Learn and high-stakes writing. Explicitly differentiate between the two by showing examples or modeling the process.</li> <li>&gt; Show students how to use Writing to Learn to develop high-stakes writing pieces.</li> <li>&gt; Explain that Writing to Learn is about thinking, not right answers, grammar, or mechanics. Reward all thoughts, whether “correct” or not.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students write in a thoughtful manner, focusing more on content and less on spelling and grammar.</li> <li>&gt; Students start to take more risks with their writing and feel more comfortable with Writing to Learn.</li> <li>&gt; Students continue to be concerned with getting “right” answers, but take more chances with their writing.</li> <li>&gt; Students begin to show some improvement in their high-stakes writing assignments.</li> <li>&gt; Students see the links between Writing to Learn and improvements in their writing for assessment.</li> <li>&gt; Students try an increased number of genres and approaches to writing in Writing to Learn.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students do not write, write very little, or lose focus on writing.</li> <li>&gt; Students draw the teacher or other students into sustained verbal interaction to avoid writing.</li> <li>&gt; Students feel uncomfortable sharing their low-stakes writing with others or the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Reiterate that there are no right or wrong answers and give a time limit. Start out with three- to five-minute activities (some can be even shorter) and challenge students to write whatever comes to mind without stopping.</li> <li>&gt; Challenge students to develop their stamina in writing—how long they can focus on writing. Go beyond and build on their initial response.</li> <li>&gt; Model or role play with students how to effectively listen without evaluating writing. In feedback, make sure the teacher is also modeling non-evaluative feedback.</li> <li>&gt; Give students sentence stems and frameworks for evaluating one another’s work in a nonjudgmental manner.</li> <li>&gt; Refuse a verbal discussion and redirect positive attention to student writing.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students get their thinking on paper and write increasingly clear and appropriate responses to the topic or prompt without interrupting anyone.</li> <li>&gt; Students use their writing to help scaffold their participation in classroom discussions and in other writing tasks.</li> <li>&gt; Students are more comfortable with sharing their writing either by reading it to the class or via peer review.</li> </ul>

## 2.3 WRITING TO LEARN

### MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM <b>DEVELOPING</b> TO <b>DEMONSTRATING</b>	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students begin to see that writing extends beyond one discipline and understand that it helps them access all subjects.</li> <li>&gt; Students begin to understand that Writing to Learn helps them learn content and become increasingly engaged in the process.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to build on students' accomplishments by providing daily Writing to Learn activities and being non-evaluative about their writing.</li> <li>&gt; Continue to reward good thinking and not what is formally considered good writing.</li> <li>&gt; Begin to prompt students to consider how Writing to Learn supports their learning: What have they noticed? How do they use Writing to Learn?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students know and expect that Writing to Learn will help them to clarify their learning and articulate new and complex information.</li> <li>&gt; Students internalize Writing to Learn strategies to scaffold their own learning.</li> <li>&gt; Students do Writing to Learn on their own by keeping journals and/or writing to help them understand what they know and what they need to know.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students begin to expect that writing is an essential part of their classroom learning.</li> <li>&gt; Students begin to understand the connection between what they write and how and what they learn in a given lesson.</li> <li>&gt; Students begin to use their low-stakes writing to scaffold to other activities and learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to plan activities that meld different strategies together, such as Writing to Learn to prepare for Collaborative Group Work or Classroom Talk.</li> <li>&gt; Continue to use students' journals or dedicated notebook area for their Writing to Learn work.</li> <li>&gt; Make explicit connections between low-stakes writing and later writing assignments that are high stakes.</li> <li>&gt; Commit to making Writing to Learn a daily practice so students create writing rituals that support their intellectual work.</li> <li>&gt; Have students add to/change/reflect on their Writing to Learn work throughout a class. Encourage them to see writing as a record of their increasing ability to understand a concept.</li> <li>&gt; Provide graphic organizers that help students organize their thinking and record their ideas in a systematic way.</li> <li>&gt; Use exemplary student practice as models for other students at the Initiating or Developing stages.</li> <li>&gt; Prepare students for the integration of technology by using blogs or online journals.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students expect to write regularly and begin writing with minimal prompting from the teacher. They write clear and appropriate responses and questions to the topic or prompt. They can articulate the connection between what they are writing and what they are learning or what they need to learn.</li> <li>&gt; Students understand that Writing to Learn is an important part of their learning process and they draw upon it as needed. They use writing to reflect, analyze, and clarify their thinking.</li> <li>&gt; Students consistently use their low-stakes writing work to scaffold to other activities, learning, and to higher-stakes writing assignments.</li> </ul>

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students write in a thoughtful manner, focusing more on content and less on spelling and grammar.</li> <li>&gt; Students start to take more risks with their writing and feel more comfortable with Writing to Learn.</li> <li>&gt; Students continue to be concerned with getting “right” answers, but take more chances with their writing.</li> <li>&gt; Students begin to show some improvement in their high-stakes writing assignments.</li> <li>&gt; Students see the links between Writing to Learn and improvements in their writing for assessment.</li> <li>&gt; Students try an increased number of genres and approaches to writing in Writing to Learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Refuse to give a “right” answer. Validate unique, original ideas through oral and written feedback. Emphasize the inherent value of thinking on paper.</li> <li>&gt; Write with students during Writing to Learn activities and share writing as appropriate in order to encourage risk-taking and continued critical thinking.</li> <li>&gt; Coach students in using Writing to Learn as a self-assessment strategy.</li> <li>&gt; Ask students to be explicit about how they are drawing upon their prior knowledge by incorporating more reflective activities, such as Questioning and Classroom Talk.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are comfortable tackling higher-stakes assignments and show progress toward more sophisticated writing.</li> <li>&gt; Students share their writing and use it to scaffold to Classroom Talk, Collaborative Group Work, and higher-stakes assignments.</li> <li>&gt; Students use writing for self-discovery and assessment.</li> <li>&gt; Students see how different Writing to Learn pieces can be used as a group to help them structure longer pieces of writing.</li> <li>&gt; Students use skills developed in Writing to Learn activities when engaging in mid- and high-stakes assignments.</li> <li>&gt; Students show measurable improvement in their high-stakes writing assignments and there is evidence of using Writing to Learn to improve their writing for assessment.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students get their thinking on paper and write increasingly clear and appropriate responses to the topic or prompt without interrupting anyone.</li> <li>&gt; Students use their writing to help scaffold their participation in classroom discussions and in other writing tasks.</li> <li>&gt; Students are more comfortable with sharing their writing either by reading it to the class or via peer review.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Add variety to Writing to Learn assignments to keep students engaged in the process.</li> <li>&gt; Have students write to authentic audiences and for “real” tasks connected to the world outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students immediately begin writing with minimal prompting from the teacher and are focused on their writing until told to stop.</li> <li>&gt; Students develop stamina in their writing; they recognize that thinking about complex ideas requires extensive writing.</li> <li>&gt; Students expect to and consistently volunteer to share their writing.</li> <li>&gt; Students are eager to participate in discussions, peer review activities, and other higher-stakes written work based on their writing.</li> </ul>

# 3.

## SCAFFOLDING

Scaffolding helps students to connect prior knowledge and experience with new information and ideas. Teachers use information from assessments of prior knowledge to plan a careful sequence of activities that continually links that knowledge and understanding to new knowledge and skill attainment. Teachers challenge students, step by step, with increasingly more difficult tasks and concepts to ensure they are continuously learning.

### 3.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind		<ul style="list-style-type: none"> <li>&gt; Students look to the teacher as an expert and struggle to make their own connections to the content.</li> <li>&gt; Students do not believe they possess prior knowledge that can be used as a powerful tool to help them learn new ideas, skills, and understandings.</li> <li>&gt; Students have had few experiences in school of mastering tasks or skills that were initially difficult for them.</li> <li>&gt; Students are reluctant to try any new tasks that appear difficult at first.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand the need to make connections to their own knowledge and previous learning.</li> <li>&gt; Students begin to interpret the subject and each lesson's essential question and big idea in a way that is meaningful to them.</li> <li>&gt; Students begin to understand that prior knowledge is not limited to "school knowledge" but can be drawn from family and cultural experiences as well.</li> <li>&gt; Students begin to understand that learning does not usually come in a flash but builds up gradually and is a result of many connected, increasingly more difficult new learnings.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are self-directed in the learning process and create their own scaffolds.</li> <li>&gt; Students believe they possess prior knowledge that they can use to help them learn new ideas and skills and gain understandings.</li> <li>&gt; Students are heard saying, "Oh, that's like the time . . ." or "Remember when we learned about . . ."</li> <li>&gt; Students believe that Scaffolding is key to their acquisition of (new) knowledge.</li> <li>&gt; Students are persistent with difficult tasks and excited about facing new challenges.</li> </ul>
	Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students begin to share previous knowledge but may not connect it to the lesson.</li> <li>&gt; Students follow the scaffolds provided by the teacher and begin to use graphic organizers and other tools to scaffold their learning.</li> <li>&gt; Students interact with the resources and materials chosen by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students share previous knowledge, make connections, and begin to create their own scaffolds.</li> <li>&gt; Students make their own connections and begin to choose the tools and organizers they use to make those connections.</li> <li>&gt; Students begin to play a role in identifying and choosing resources and materials to access new information.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students build rich and complex connections between their prior knowledge and new information.</li> <li>&gt; Students access new information by making connections, asking questions, creating visual representations, and using Classroom Talk and Writing to Learn.</li> <li>&gt; Students identify and choose resources and materials to access new information.</li> </ul>

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment		<ul style="list-style-type: none"> <li>&gt; Students make surface-level connections to previous and new learning.</li> <li>&gt; Students begin to use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to articulate how and what Scaffolding helps them learn.</li> <li>&gt; Students begin to engage with content at greater levels of sophistication.</li> <li>&gt; Students begin to produce increasingly high-quality work as a result of Scaffolding.</li> <li>&gt; Students' efforts begin to produce work that meets or exceeds expectations as a result of Scaffolding.</li> <li>&gt; Students use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts.</li> <li>&gt; Students begin to differentiate scaffolds to organize their thinking and/or manage their time.</li> <li>&gt; Students begin to understand how all strategies help scaffold their learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students can articulate how Scaffolding helps them attain new and more complex knowledge.</li> <li>&gt; Students make explicit and implicit connections among concepts, texts, their own lives, and the world in service of their learning.</li> <li>&gt; Students engage with content at greater levels of sophistication.</li> <li>&gt; Students produce work that exceeds expectations, showing evidence of Scaffolding.</li> <li>&gt; Students choose their own scaffolds to complete activities and assignments (e.g., outlines, notes, graphic organizers, drafts of essays).</li> <li>&gt; Students use scaffolds to organize their thinking and/or manage their time.</li> <li>&gt; Students know and can articulate how all instructional strategies scaffold and heighten their learning.</li> </ul>
	Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students engage and begin to make connections between their prior knowledge and experience and new information with prompting from the teacher.</li> <li>&gt; Students begin to work collaboratively to access prior information.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students scaffold their learning, making their own connections with limited prompting from the teacher.</li> <li>&gt; Students share their knowledge and experience and respond to one another with questions and active discussion that build their learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students scaffold their learning without prompting from the teacher and use scaffolds as part of their own learning process.</li> <li>&gt; Students actively question and respond to one another verbally in order to scaffold their own learning.</li> <li>&gt; Students collectively draw on whole-class knowledge and experience to make meaning of new information.</li> <li>&gt; Students develop a common language and refer to shared experiences and what they have learned together.</li> <li>&gt; Students question other students who are still struggling to help them draw upon prior knowledge and link it to essential questions and major concepts of the lesson.</li> </ul>

### 3.2 SCAFFOLDING

#### MOVING FROM INITIATING TO DEVELOPING: FOCUS ON THE STUDENTS

##### STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students look to the teacher as an expert and struggle to make their own connections to the content.</li> <li>&gt; Students do not believe they possess prior knowledge that can be used as a powerful tool to help them learn new ideas, skills, and understandings.</li> <li>&gt; Students have had few experiences in school of mastering tasks or skills that were initially difficult for them.</li> <li>&gt; Students are reluctant to try any new tasks that appear difficult at first.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Encourage all students to find a link between their prior knowledge and background and the goals and objectives, essential questions, and big ideas of the lesson/unit.</li> <li>&gt; Explicitly articulate the theory of learning behind Scaffolding (working in the zone of proximal development) and ask students for examples from their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand the need to make connections to their own knowledge and previous learning.</li> <li>&gt; Students begin to interpret the subject and each lesson's essential question and big idea in a way that is meaningful to them.</li> <li>&gt; Students begin to understand that prior knowledge is not limited to "school knowledge" but can be drawn from family and cultural experiences as well.</li> <li>&gt; Students begin to understand that learning does not usually come in a flash but builds up gradually and is a result of many connected, increasingly more difficult new learnings.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students begin to share previous knowledge but may not connect it to the lesson.</li> <li>&gt; Students follow the scaffolds provided by the teacher and begin to use graphic organizers and other tools to scaffold their learning.</li> <li>&gt; Students interact with the resources and materials chosen by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Design activities to elicit students' prior knowledge of and interest in the subject and the unit's essential questions. Include connections to family, culture, media, etc.</li> <li>&gt; Use diverse materials and multiple entry points to provide motivation and a way into the lesson using students' prior knowledge and experiences.</li> <li>&gt; Carefully choose and plan the sequence of problems, texts, or activities so that students move from easy to more difficult, stage by stage, making each step build on the last while adding a new challenge that stretches their thinking.</li> <li>&gt; Check for understanding from each student before moving to the next stage. If confusion remains, provide a different example or entry point.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students share previous knowledge, make connections, and begin to create their own scaffolds.</li> <li>&gt; Students make their own connections and begin to choose the tools and organizers they use to make those connections.</li> <li>&gt; Students begin to play a role in identifying and choosing resources and materials to access new information.</li> </ul>

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students make surface-level connections to previous and new learning.</li> <li>&gt; Students begin to use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Explain where the term “scaffolding” comes from, ask if students have ever seen it, and ask for examples of how they have learned something from a beginner level to an expert level.</li> <li>&gt; Model the difference between a surface-level connection and a robust connection to new learning.</li> <li>&gt; Use graphic organizers, Writing to Learn, and other tools to show students how they can visually represent ideas; then help them select those that best help organize their thinking.</li> <li>&gt; Choose materials from different reading levels so all students can access new information.</li> <li>&gt; Explicitly teach the text features and organizing principles behind different genres, problems, or texts and how to use them to make learning easier.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are beginning to articulate how and what Scaffolding helps them learn.</li> <li>&gt; Students begin to engage with content at greater levels of sophistication.</li> <li>&gt; Students begin to produce increasingly high-quality work that results from Scaffolding.</li> <li>&gt; Students’ efforts begin to produce work that meets or exceeds expectations as a result of effective Scaffolding.</li> <li>&gt; Students use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts.</li> <li>&gt; Students begin to differentiate scaffolds to organize their thinking and/or manage their time.</li> <li>&gt; Students begin to understand how all strategies help scaffold their learning.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students engage and begin to make connections between their prior knowledge and experience and new information with prompting from the teacher.</li> <li>&gt; Students begin to work collaboratively to access prior information.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Help students discover the next step in learning they need to take at each step toward mastering by reinforcing Questioning, accessing prior knowledge, Writing to Learn, etc.</li> <li>&gt; Encourage students to see their peers as active collaborators in learning new tasks and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students scaffold their learning, making their own connections with limited prompting from the teacher.</li> <li>&gt; Students share their knowledge and experience and respond to one another with questions and active discussion that build their learning.</li> </ul>

### 3.3 SCAFFOLDING

## MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

### STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM <b>DEVELOPING</b> TO <b>DEMONSTRATING</b>	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students understand the need to make connections to their own knowledge and previous learning.</li> <li>&gt; Students begin to interpret the subject and each lesson's essential question and big idea in a way that is meaningful to them.</li> <li>&gt; Students begin to understand that prior knowledge is not limited to "school knowledge" but can be drawn from family and cultural experiences as well.</li> <li>&gt; Students begin to understand that learning does not usually come in a flash but builds up gradually and is a result of many connected, increasingly more difficult new learnings.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to learn about the students, their knowledge, and their experiences and use the information to create direct links to the goals and objectives of the lesson.</li> <li>&gt; Encourage students to persist in asking questions and investigating links between what they know and what they will know.</li> <li>&gt; Let students know they are capable of learning the new concepts of the lesson but ask for their help in saying when they are stuck, what they find confusing, etc. Reward this behavior.</li> <li>&gt; Point out incremental gains in learning and how they prove students will eventually master harder tasks and more challenging ideas.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are self-directed in the learning process and create their own scaffolds.</li> <li>&gt; Students believe they possess prior knowledge that they can use to help them learn new ideas and skills and gain understandings.</li> <li>&gt; Students are heard saying, "Oh, that's like the time . . ." or "Remember when we learned about . . ."</li> <li>&gt; Students believe that Scaffolding is key to their acquisition of (new) knowledge.</li> <li>&gt; Students are persistent with difficult tasks and excited about facing new challenges.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students share previous knowledge, make connections, and begin to create their own scaffolds.</li> <li>&gt; Students make their own connections and begin to choose the tools and organizers they use with which to make those connections.</li> <li>&gt; Students begin to play a role in identifying and choosing resources and materials to access new information.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Teach students to make connections, create visual representations, and use Writing to Learn, Questioning, and Classroom Talk as critical scaffolds/tools for their learning.</li> <li>&gt; Make sure a range of materials is available to students and encourage them to try them out and reflect upon their help in learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students build rich and complex connections between their prior knowledge and new information.</li> <li>&gt; Students access new information by making connections, asking questions, creating visual representations, and using Classroom Talk and Writing to Learn.</li> <li>&gt; Students identify and choose resources and materials to access new information.</li> </ul>



	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students begin to articulate how and what Scaffolding helps them learn.</li> <li>&gt; Students begin to engage with content at greater levels of sophistication.</li> <li>&gt; Students begin to produce increasingly high-quality work as a result of Scaffolding.</li> <li>&gt; Students' efforts begin to produce work that meets or exceeds expectations as a result of Scaffolding.</li> <li>&gt; Students use scaffolds (e.g., guiding questions, graphic organizers) to help them connect their prior knowledge and experience to new content and texts.</li> <li>&gt; Students begin to differentiate scaffolds to organize their thinking and/or manage their time.</li> <li>&gt; Students begin to understand how all strategies help scaffold their learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Ask students to chart or create a timeline to show the steps they have taken in developing mastery of a new skill or understanding of the lesson.</li> <li>&gt; Continue to plan lessons that have multiple entry points.</li> <li>&gt; Use exemplary student work to model expectations and to deconstruct what makes a piece of work exceptional.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students can articulate how Scaffolding helps them attain new and more complex knowledge.</li> <li>&gt; Students make explicit and implicit connections among concepts, texts, their own lives, and the world in service of their learning.</li> <li>&gt; Students engage with content at greater levels of sophistication.</li> <li>&gt; Students produce work that exceeds expectations, showing evidence of Scaffolding.</li> <li>&gt; Students choose their own scaffolds to complete activities and assignments (e.g., outlines, notes, graphic organizers, drafts of essays).</li> <li>&gt; Students use scaffolds to organize their thinking and/or manage their time.</li> <li>&gt; Students know and can articulate how all instructional strategies scaffold and heighten their learning.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students scaffold their learning, making their own connections with limited prompting from the teacher.</li> <li>&gt; Students share their knowledge and experience and respond to one another with questions and active discussion that build their learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Point out to students how well they are persisting in mastering a new skill or idea whenever you see such an example. Ask them to reflect upon their own beliefs in their abilities to learn challenging material or skills, and, if beliefs have changed, how and why.</li> <li>&gt; Ask students to reflect upon why they are willing to persist when they face a new learning challenge. What have they learned about how they learn when faced with a new challenge?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students scaffold learning without teacher prompting and use scaffolds as part of their own learning process.</li> <li>&gt; Students actively question and respond to one another verbally in order to scaffold their own learning.</li> <li>&gt; Students collectively draw on whole-class knowledge and experience to make meaning of new information.</li> <li>&gt; Students develop a common language and refer to shared experiences and what they have learned together.</li> <li>&gt; Students question other students who are still struggling to help them draw upon prior knowledge and link it to essential questions and major concepts of the lesson.</li> </ul>

# 4.

## QUESTIONING

Questioning challenges students and teachers to use good questions to open conversations and further intellectual inquiry. Effective Questioning (by the teacher and by students) deepens classroom conversations. Teachers use Questioning to create opportunities for students to analyze their thinking, the thinking of their peers, and of the authors they read. The mark of a highly engaged classroom is when all students are asking thoughtful questions.

### 4.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind		<ul style="list-style-type: none"> <li>&gt; Students ask few questions during a lesson.</li> <li>&gt; Students ask questions directed only at the teacher and wait for the teacher to respond.</li> <li>&gt; Only a few students ask questions.</li> <li>&gt; Students believe asking a question is a sign of their own incompetence.</li> <li>&gt; Students are unsure of how Questioning fits into their learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students participate more in Questioning, but may still fear being wrong.</li> <li>&gt; Students ask more questions of the teacher and of one another.</li> <li>&gt; Students who are English language learners begin to ask questions in class.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are comfortable asking any and all questions.</li> <li>&gt; Students listen to one another and respond appropriately.</li> <li>&gt; Students encourage one another to ask questions.</li> <li>&gt; Students recognize that asking thoughtful questions is a powerful learning tool.</li> <li>&gt; Students follow up on other students' questions and find strong connections, not coincidences.</li> <li>&gt; Students who are English language learners consistently ask and answer questions in class.</li> </ul>
	Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students ask whatever questions come to mind.</li> <li>&gt; Students begin to engage in Classroom Talk based on Questioning.</li> <li>&gt; Students begin to connect Questioning with the formulation of ideas.</li> <li>&gt; Students ask lower-order thinking questions.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students plan for Questioning by writing down questions during the lesson and asking them during Classroom Talk.</li> <li>&gt; Students begin to ask appropriate questions and engage in Classroom Talk as a result of Questioning.</li> <li>&gt; Students use Questioning to formulate ideas and understand new content.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students consistently prepare for Questioning by writing questions down and asking them during Classroom Talk.</li> <li>&gt; Students ask appropriate questions and engage in Classroom Talk as a result of Questioning.</li> <li>&gt; Students ask and answer open-ended and closed-ended questions to formulate ideas and understand new content.</li> </ul>

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students can identify open-ended and closed-ended questions.</li> <li>&gt; Students may not have a verbal learning style and have difficulty participating in Questioning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to use questions to connect prior learning to the current tasks.</li> <li>&gt; Students not only identify open-ended and closed-ended questions, but also can use different questions for deeper understanding and learning.</li> <li>&gt; Students ask and answer questions verbally and in writing.</li> <li>&gt; Students begin to ask multi-level questions that require them to apply their knowledge and analyze, synthesize, and/or evaluate what they are reading and learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students draw upon prior knowledge to ask questions or build on other questions.</li> <li>&gt; Students readily offer opinions in response to open-ended and closed-ended questions and offer support for their answers with evidence from their prior knowledge and experience, the texts they are reading, and the research they have done.</li> <li>&gt; Students are comfortable using Questioning verbally and in writing in Classroom Talk, Collaborative Group Work, and Literacy Groups.</li> <li>&gt; Students consistently ask and answer multi-level questions that require them to apply their knowledge and analyze, synthesize, and/or evaluate what they are reading and learning.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students who are more verbal or extroverted dominate asking and answering questions.</li> <li>&gt; Students who are English language learners do not ask questions.</li> <li>&gt; Students ask questions directed only at the teacher and wait for the teacher to respond.</li> <li>&gt; Students struggle with building on one another's ideas and questions.</li> <li>&gt; Students struggle to stay on topic.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students of all learning styles, including English language learners, can participate in Questioning with guidance from the teacher.</li> <li>&gt; Students start to help one another ask and answer questions during class discussion and group work and rely less on the teacher for the answers.</li> <li>&gt; Students begin to build on one another's ideas and questions.</li> <li>&gt; Students sometimes get off topic, but use questions to direct themselves back to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students of all learning styles, including English language learners, participate in Questioning.</li> <li>&gt; Students ask and answer questions during class discussion and group work.</li> <li>&gt; Students ask and answer the great majority of questions during the lesson.</li> <li>&gt; Students build on one another's ideas and questions.</li> <li>&gt; Students rarely get off topic, but, when they do, they are able to ask questions that help one another direct the group back to the topic.</li> </ul>

## 4.2 QUESTIONING

### MOVING FROM INITIATING TO DEVELOPING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students ask few questions during a lesson.</li> <li>&gt; Students ask questions directed only at the teacher and wait for the teacher to respond.</li> <li>&gt; Only a few students ask questions.</li> <li>&gt; Students believe asking a question is a sign of their own incompetence.</li> <li>&gt; Students are unsure of how questioning fits into their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Inculcate in students the understanding that asking a good question is the mark of a smart person, not the opposite.</li> <li>&gt; Inculcate in students the concept that asking a question and pursuing its answer drives all learning.</li> <li>&gt; Model Questioning for students, in particular that there are no “wrong” questions.</li> <li>&gt; Model Questioning for students with questions that are open ended and can legitimately be answered in several different ways.</li> <li>&gt; Validate all responses to questions.</li> <li>&gt; Practice structured Questioning every day (with whole class and in small groups).</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students participate more in Questioning, but may still fear being wrong.</li> <li>&gt; Students ask more questions of the teacher and of one another.</li> <li>&gt; Students who are English language learners begin to ask questions in class.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students ask whatever questions come to mind.</li> <li>&gt; Students begin to engage in Classroom Talk based on Questioning.</li> <li>&gt; Students begin to connect Questioning with the formulation of ideas.</li> <li>&gt; Students ask lower-order thinking questions.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Start the unit/lesson with a powerful essential question.</li> <li>&gt; Give students time to write down a list of questions before anyone answers, then build in time to refine questions in pairs or small groups.</li> <li>&gt; Plan lessons and activities that require each student to ask and answer questions verbally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students plan for Questioning by writing down questions during the lesson and asking them during Classroom Talk.</li> <li>&gt; Students begin to ask appropriate questions and engage in Classroom Talk as a result of Questioning.</li> <li>&gt; Students use Questioning to formulate ideas and understand new content.</li> </ul>

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students can identify open-ended and closed-ended questions.</li> <li>&gt; Students may not have a verbal learning style and have difficulty participating in Questioning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Use Collaborative Group Work to have students design questions about the text or their learning.</li> <li>&gt; Create an assignment that requires students to make a list of questions that helps prompt understanding of the text.</li> <li>&gt; Sequence questions that move from concrete to abstract; from drawing upon prior knowledge to new knowledge.</li> <li>&gt; Allow students to build on higher-level responses.</li> <li>&gt; Make sure students understand the goals of the assignment and how Questioning will be used to help them succeed.</li> <li>&gt; Explicitly model and teach Questioning, including various question types and higher-level cognitive domain type questions.</li> <li>&gt; Allow more time for students to direct the flow of conversation and ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to use questions to connect prior learning to their current tasks.</li> <li>&gt; Students not only identify open-ended and closed-ended questions, but also are able to use different questions for deeper understanding and learning.</li> <li>&gt; Students ask and answer questions verbally and in writing.</li> <li>&gt; Students begin to ask multi-level questions that require them to apply their knowledge, analyze, synthesize, and/or evaluate what they are reading and learning.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students who are more verbal or extroverted dominate asking and answering questions.</li> <li>&gt; Students who are English language learners do not ask questions.</li> <li>&gt; Students ask questions directed only at the teacher and wait for the teacher to respond.</li> <li>&gt; Students struggle with building on one another's ideas and questions.</li> <li>&gt; Students struggle to stay on topic.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Wait for students to develop their answers to questions. Resist giving answers.</li> <li>&gt; Incorporate Writing to Learn as a jump off point for Questioning.</li> <li>&gt; Provide model questions and model responses for English language learners.</li> <li>&gt; Model for students how to build on one another's ideas using Questioning.</li> <li>&gt; Model using paraphrasing to ensure that students are listening to one another and responding to one another's comments.</li> <li>&gt; Model for students how to redirect to stay on topic.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students of all learning styles, including English language learners, can participate in Questioning with guidance from the teacher.</li> <li>&gt; Students start to help one another ask and answer questions during class discussion and group work and rely less on the teacher for the answers.</li> <li>&gt; Students begin to build on one another's ideas and questions.</li> <li>&gt; Students sometimes get off topic, but use questions to direct themselves back to the topic.</li> </ul>

## 4.3 QUESTIONING

### MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM <b>DEVELOPING</b> TO <b>DEMONSTRATING</b>	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students participate more in Questioning, but may still fear being wrong.</li> <li>&gt; Students ask more questions of the teacher and of one another.</li> <li>&gt; Students who are English language learners begin to ask questions in class.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to model taking risks, being wrong, listening, and responding to questions in ways that encourage dialogue.</li> <li>&gt; Plan lessons and activities that require each student to ask and answer questions verbally and in writing. Additionally, assign students the role of writing and delivering questions to their classmates.</li> <li>&gt; Continue to have students write their own questions to ask in pairs and in small groups.</li> <li>&gt; Encourage students to ask questions, the answers to which they don't know or on topics they really want to pursue.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are comfortable asking any and all questions.</li> <li>&gt; Students listen to one another and respond appropriately.</li> <li>&gt; Students encourage one another to ask questions.</li> <li>&gt; Students recognize that asking thoughtful questions is a powerful learning tool.</li> <li>&gt; Students follow up on other students' questions and find strong connections, not mentioning coincidences.</li> <li>&gt; Students who are English language learners consistently ask and answer questions in class.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students plan for Questioning by writing down questions during the lesson and asking them during Classroom Talk.</li> <li>&gt; Students begin to ask appropriate questions and engage in Classroom Talk as a result of Questioning.</li> <li>&gt; Students use Questioning to formulate ideas and understand new content.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Plan lessons that bring student knowledge and experience into the classroom. Validate all responses to questions.</li> <li>&gt; Model intellectual curiosity by asking follow-up questions to student comments or questions.</li> <li>&gt; Use student-developed questions to guide discussion.</li> <li>&gt; Scaffold for students how Questioning formulates ideas by using graphic organizers, mind maps, and other visual tools.</li> <li>&gt; Challenge students to ask follow-up questions to expand their thinking and arrive at more accurate, thoughtful responses.</li> <li>&gt; Model the different types of generic, academic questions and when and how they should be used (e.g., closed and open ended; speculative or fact based)</li> <li>&gt; Model the different types of questions particular to your subject and when to use them.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students consistently prepare for Questioning by writing questions down and asking them during Classroom Talk.</li> <li>&gt; Students ask appropriate questions and engage in classroom talk as a result of Questioning.</li> <li>&gt; Students ask and answer open-ended and closed-ended questions to formulate ideas and understand new content.</li> </ul>

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students begin to use questions to connect prior learning to current tasks.</li> <li>&gt; Students not only identify open-ended and closed-ended questions, but also can use different questions for deeper understanding and learning.</li> <li>&gt; Students ask and answer questions verbally and in writing.</li> <li>&gt; Students begin to ask multi-level questions that require them to apply their knowledge, analyze, synthesize, and/or evaluate what they are reading and learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Use low-stakes writing to provide entry points for Questioning (e.g., journal entries, exit tickets, open ended writing prompts, Dear Confused letters).</li> <li>&gt; Ask students to be explicit about how they are drawing upon their prior knowledge by incorporating more reflective activities such as Writing to Learn or Classroom Talk.</li> <li>&gt; Continue to have students ask and answer questions in pairs and small groups.</li> <li>&gt; Have students keep track of the questions they ask during the lesson and unit. What patterns and/or changes do they notice? Are they moving from closed-to open-ended questions? Are they using new knowledge and understanding to generate new questions?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students draw upon prior knowledge to ask questions or build on other questions.</li> <li>&gt; Students readily offer opinions in response to open-ended and closed-ended questions and offer support for their answers with evidence from their prior knowledge and experience, the texts they are reading, and the research they have done.</li> <li>&gt; Students are comfortable using Questioning verbally and in writing in Classroom Talk, Collaborative Group Work, and Literacy Groups.</li> <li>&gt; Students consistently ask and answer multi-level questions that require them to apply their knowledge and analyze, synthesize, and/or evaluate what they are reading and learning.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students of all learning styles, including English language learners, can participate in Questioning with guidance from the teacher.</li> <li>&gt; Students start to help one another ask and answer questions during class discussion and group work and rely less on the teacher for the answers.</li> <li>&gt; Students begin to build on one another's ideas and questions.</li> <li>&gt; Students sometimes get off topic, but use questions to direct themselves back to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Challenge students to refine their Questioning techniques to get maximum knowledge.</li> <li>&gt; Periodically list all questions asked in class and have students categorize them. What do they notice about their strategy in asking questions? Ask them to do that for themselves as well.</li> <li>&gt; Assign final, culminating projects such as presentations or other projects where all students are responsible for questions to show learning.</li> <li>&gt; Continue to model intellectual curiosity and effective Questioning to help focus class discussion when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students of all learning styles, including English language learners, participate in Questioning.</li> <li>&gt; Students ask and answer questions during class discussion and group work.</li> <li>&gt; Students ask and answer the great majority of questions during the lesson.</li> <li>&gt; Students build on one another's ideas and questions.</li> <li>&gt; Students rarely get off topic, but, when they do, they are able to ask questions that help direct the group back to the topic.</li> </ul>

# 5.

## CLASSROOM TALK

Classroom Talk creates the space for students to articulate their thinking and strengthen their voices. Classroom Talk takes place in pairs, in Collaborative Group Work, and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Teachers introduce and reinforce the use of academic language and encourage students to use that language in their classrooms.

### 5.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind		<ul style="list-style-type: none"> <li>&gt; Students do not or are reluctant to talk in front of the class.</li> <li>&gt; Students struggle to believe they have valuable thoughts to share.</li> <li>&gt; Students expect the teacher to lead the discussion and ask the questions.</li> <li>&gt; Students argue rather than discuss.</li> <li>&gt; Students believe that challenging their ideas is the same as challenging them.</li> <li>&gt; Students do not believe that listening and responding to other students can help them learn.</li> <li>&gt; Students do not understand the relationship between discourse and their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students become more comfortable and confident speaking and expressing ideas in small groups and in front of the class.</li> <li>&gt; Students begin to rely on one another to keep the conversation active.</li> <li>&gt; Students begin to listen to one another and build on ideas or constructively debate a topic.</li> <li>&gt; Students begin to make connections between their in-class discussions, what they are learning, and how they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand that Classroom Talk is a norm and expect to demonstrate their thinking through discourse.</li> <li>&gt; Students are comfortable and confident speaking and expressing ideas in front of the class.</li> <li>&gt; Students understand the value of their voices and know that what they have to say matters.</li> <li>&gt; Students take ownership of Classroom Talk and take it to relevant levels of intellectual discourse.</li> <li>&gt; Students consistently listen and build on one another's ideas to enhance their own learning and thinking.</li> </ul>
	Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students are slow to start, due to either confusion or a lack of knowledge around how to assert their voices.</li> <li>&gt; Students participate in Classroom Talk, but are not connecting it to other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students become more comfortable in their voices and more confident in orally expressing their thinking, using evidence and increasingly cogent arguments.</li> <li>&gt; Students pause to formulate their thoughts and opinions before participating in a discussion.</li> <li>&gt; Students begin to take notes during Classroom Talk and use their notes and group work outcomes to help generate and clarify their Classroom Talk.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are confident in their voices and expect to use Classroom Talk in order to clarify and further their learning or understanding of a topic.</li> <li>&gt; Students take "think time" before responding to others' contributions.</li> <li>&gt; Students use their written responses and the outcomes of their work in pairs and small groups to scaffold to Classroom Talk.</li> </ul>



		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment		<ul style="list-style-type: none"> <li>&gt; Students participate in Classroom Talk, but are unsure how it connects to the teacher's desired outcomes for their learning.</li> <li>&gt; Students begin to respond with increased regularity.</li> <li>&gt; Students begin to use their written responses and the outcomes of their work to help scaffold their Classroom Talk.</li> <li>&gt; Students wait for the teacher to provide more insight on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students' understanding becomes clear regarding the goals and objectives of any assignment and how Classroom Talk helps them to achieve those goals.</li> <li>&gt; Students begin to make connections during Classroom Talk to other activities and assignments.</li> <li>&gt; Students talk about their ideas and experiences and understand their roles in Classroom Talk.</li> <li>&gt; Students listen to one another and learn from one another.</li> <li>&gt; Students begin to use accountable talk when they speak in class.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students verbally demonstrate that they are clear about the goals and objectives of the assignment and can articulate how Classroom Talk helps them achieve those goals.</li> <li>&gt; Students consistently make connections and demonstrate their learning during Classroom Talk, making explicit connections to other assignments through discourse.</li> <li>&gt; Students know how to use their written responses and the outcomes of their work in pairs to enhance their Classroom Talk.</li> <li>&gt; Students collectively engage in higher-order, critical thinking through effective Classroom Talk.</li> <li>&gt; Students use accountable talk during discussions, using the vocabulary, syntax, and linguistic approach of the subject matter they are studying.</li> </ul>
	Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students start to talk about the content.</li> <li>&gt; Students sometimes get off topic and socialize.</li> <li>&gt; Students yell out answers rather than thoughtfully engaging in the class content.</li> <li>&gt; Students struggle to listen to one another and to build on peers' comments.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students demonstrate greater comfort in leading dialogue; comments and questions stay focused on the topic even as the discussion moves away from individual points-of-view.</li> <li>&gt; Students ask questions of one another and about the text and listen to one another during Classroom Talk.</li> <li>&gt; Most students participate in Classroom Talk to some degree and fewer students remain silent.</li> <li>&gt; Students begin to address one another primarily (rather than the teacher).</li> <li>&gt; Students can accurately paraphrase what other students have said.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students lead and monitor the discussion themselves and keep one another focused on the content.</li> <li>&gt; Students listen to one another, ask questions, refute or expand one another's thinking, and take notes during Classroom Talk.</li> <li>&gt; Students are highly engaged in Classroom Talk, lead the discussion, and give thoughtful responses.</li> <li>&gt; Students address one another primarily (rather than the teacher).</li> <li>&gt; Every student in the class is an active participant in Classroom Talk throughout the lesson.</li> </ul>

## 5.2 CLASSROOM TALK

### MOVING FROM INITIATING TO DEVELOPING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students do not talk or are reluctant to talk in front of the class.</li> <li>&gt; Students struggle to believe they have valuable thinking to share with the class.</li> <li>&gt; Students expect the teacher to lead the discussion and ask the questions.</li> <li>&gt; Students argue rather than discuss.</li> <li>&gt; Students believe that challenging their ideas is the same as challenging them.</li> <li>&gt; Students do not believe that listening to and responding to other students can help them learn.</li> <li>&gt; Students do not understand the relationship between discourse and their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Discuss with students how expressing ideas, asking questions, and building on one another's responses is a powerful way to learn.</li> <li>&gt; Model for students what it means to build on one another's responses in a respectful way; how listening to and discussing a range of ideas makes everyone smarter.</li> <li>&gt; Start out by assigning students to small groups (pairs or triads). Consider heterogeneous groups and the needs of English language learners.</li> <li>&gt; Model for students what it means to be a good listener; how to paraphrase and how to expand on another student's response.</li> <li>&gt; Create classroom culture in which everyone is expected to talk and all talk is respected, including the contributions of English language learners.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students become more comfortable and confident speaking and expressing ideas in small groups and in front of the class.</li> <li>&gt; Students begin to rely on one another to keep the conversation active.</li> <li>&gt; Students begin to listen to one another and build on ideas or constructively debate a topic.</li> <li>&gt; Students begin to make connections between their in-class discussions, what they are learning, and how they are learning.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students are slow to start, due to either confusion or a lack of knowledge around how to assert their voices.</li> <li>&gt; Students participate in Classroom Talk, but are not connecting it to other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Plan lessons that focus on meaningful tasks and essential questions that allow for authentic responses from all students. Articulate what you need students to know.</li> <li>&gt; Model discussion and debate techniques.</li> <li>&gt; Provide and practice using structured protocols to guide Classroom Talk.</li> <li>&gt; Watch and discuss videos of good discussions and debates; critique videos of "pseudo" debates.</li> <li>&gt; Develop rubrics and share them with students to assess their level of engagement and mastery of Classroom Talk that drives learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students become more comfortable in their voice and more confident in orally expressing their thinking, using evidence and increasingly cogent arguments.</li> <li>&gt; Students pause before participating in a discussion to formulate their thoughts and opinions.</li> <li>&gt; Where possible, students begin to take notes during Classroom Talk and use their notes and the outcomes of their work in groups to help generate and clarify their Classroom Talk.</li> </ul>

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students participate in Classroom Talk, but are unsure how it connects to teachers' desired outcomes for their learning.</li> <li>&gt; Students begin to respond with increased regularity.</li> <li>&gt; Students begin to use their written responses and the outcomes of their work to help scaffold their Classroom Talk.</li> <li>&gt; Students wait for the teacher to provide more insight on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Articulate the purpose of Classroom Talk. Help students build on one another's comments to clarify thinking and learning.</li> <li>&gt; Establish norms for Classroom Talk.</li> <li>&gt; Have students write before they engage in Classroom Talk.</li> <li>&gt; Facilitate Classroom Talk rather than direct it.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students' understanding becomes clear regarding the goals and objectives of any assignment and how Classroom Talk helps them to achieve those goals.</li> <li>&gt; Students begin to make connections during Classroom Talk to other activities and assignments.</li> <li>&gt; Students talk about their ideas and experiences and understand their roles in Classroom Talk.</li> <li>&gt; Students listen to and learn from one another.</li> <li>&gt; Students begin to use accountable talk when they speak in class.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students start to talk about the content.</li> <li>&gt; Students sometimes get off topic and socialize.</li> <li>&gt; Students yell out answers rather than thoughtfully engaging in the class content.</li> <li>&gt; Students struggle to listen to and build on one another's comments.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Ask students to write about and then discuss in small groups how the shift to a student-centered classroom through the use of Classroom Talk has affected their learning and engagement.</li> <li>&gt; Have students talk in pairs/small groups before whole-class discussion.</li> <li>&gt; Circulate among groups and take notes on their participation and comments; discuss strong points you heard during the discussions.</li> <li>&gt; Redirect groups if talk is flagging.</li> <li>&gt; Help students stay on subject using Questioning and other supports and scaffolds if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students demonstrate greater comfort in leading dialogue; comments and questions stay focused on the topic even as the discussion moves away from individual points-of-view.</li> <li>&gt; Students ask questions of one another and about the text and listen to one another during Classroom Talk.</li> <li>&gt; Most students participate in Classroom Talk to some degree and fewer students remain silent.</li> <li>&gt; Students begin to address one another primarily (rather than the teacher).</li> <li>&gt; Students can accurately paraphrase what other students have said.</li> </ul>

## 5.3 CLASSROOM TALK

### MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM <b>DEVELOPING</b> TO <b>DEMONSTRATING</b>	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students become more comfortable and confident speaking and expressing ideas in small groups and in front of the class.</li> <li>&gt; Students begin to rely on one another to keep the conversation active.</li> <li>&gt; Students begin to listen to one another and build on ideas or constructively debate a topic.</li> <li>&gt; Students begin to make connections between their in-class discussions, what they are learning, and how they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to model speaking and listening skills and using open-ended questions.</li> <li>&gt; Continue to model an atmosphere of respect and validate all ideas that are brought to the discussion.</li> <li>&gt; Include students in the development of Classroom Talk activities.</li> <li>&gt; Provide additional supports to English language learners by expanding sentence stems and model responses they can use.</li> <li>&gt; Model the use of appropriate academic discourse and vocabulary based on the subject matter of lesson.</li> <li>&gt; In mathematics, introduce the idea of mathematics as a language and how learning and using that language is essential to mastering the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand that Classroom Talk is a norm and expect to demonstrate their thinking through discourse.</li> <li>&gt; Students are comfortable and confident speaking and expressing ideas in front of the class.</li> <li>&gt; Students understand the value of their voices and know that what they have to say matters.</li> <li>&gt; Students take ownership of Classroom Talk and take it to relevant levels of intellectual discourse.</li> <li>&gt; Students consistently listen and build on one another's ideas to enhance their own learning and thinking.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students become more comfortable in their voice and more confident in orally expressing their thinking, using evidence and increasingly cogent arguments.</li> <li>&gt; Students pause before participating in a discussion to formulate their thoughts and opinions.</li> <li>&gt; Where possible, students begin to take notes during Classroom Talk and use their notes and the outcomes of their work in groups to help generate and clarify their Classroom Talk.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Use protocols or activities that require all students to speak (e.g., Final Word, Play the Role).</li> <li>&gt; Encourage students to decide which protocol to use during Classroom Talk.</li> <li>&gt; Build in more opportunities for reflection such as Writing to Learn or Collaborative Group Work, then bring students back into larger discussion.</li> <li>&gt; Use protocols (e.g., Jigsaw, Numbered Heads) to keep all students accountable for their learning during Classroom Talk in small groups.</li> <li>&gt; Prepare students for the integration of technology in Classroom Talk by having them initiate discourse with guest speakers remotely via Skype or other live communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are confident in their voices and expect to use Classroom Talk in order to clarify and further their learning or understanding of a topic.</li> <li>&gt; Students take "think time" before responding to others' contributions.</li> <li>&gt; Students use their written responses and the outcomes of their work in pairs and small groups to scaffold to Classroom Talk.</li> </ul>

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students' understanding becomes clear regarding the goals and objectives of any assignment and how Classroom Talk helps them to achieve those goals.</li> <li>&gt; Students begin to make connections during Classroom Talk to other activities and assignments.</li> <li>&gt; Students talk about their ideas and experiences and understand their roles in Classroom Talk.</li> <li>&gt; Students listen to and learn from one another.</li> <li>&gt; Students begin to use accountable talk when they speak in class.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Be explicit with students about how Classroom Talk ties into other activities.</li> <li>&gt; Coach students in developing their own rubrics or developing meaningful ways to assess themselves and one another.</li> <li>&gt; Use Fishbowl protocol as a way for students to assess one another using student-developed rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students verbally demonstrate that they are clear about the goals and objectives of the assignment and can articulate how Classroom Talk helps them achieve those goals.</li> <li>&gt; Students consistently make connections and demonstrate their learning during Classroom Talk, making explicit connections to other assignments and discourse.</li> <li>&gt; Students know how to use their written responses and the outcomes of their work in pairs to enhance their Classroom Talk.</li> <li>&gt; Students collectively engage in higher-order, critical thinking through effective Classroom Talk.</li> <li>&gt; Students use accountable talk during discussions, using the vocabulary, syntax, and linguistic approach of the subject matter they are studying.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students demonstrate greater comfort in leading dialogue; comments and questions stay focused on the topic even as the discussion moves away from individual points-of-view.</li> <li>&gt; Students ask questions of one another and about the text and listen to one another during Classroom Talk.</li> <li>&gt; Most students participate in Classroom Talk to some degree and fewer students remain silent.</li> <li>&gt; Students begin to address one another primarily (rather than the teacher).</li> <li>&gt; Students can accurately paraphrase what other students have said.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Model how to give respectful and useful feedback to partners based on careful note taking during Fishbowl using classroom rubrics.</li> <li>&gt; Create opportunities for students to lead Classroom Talk.</li> <li>&gt; Push students to refine their Questioning techniques to get maximum knowledge from their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students lead and monitor the discussion themselves and keep one another focused on the content.</li> <li>&gt; Students listen to one another, ask questions, refute or expand one another's thinking, and take notes during Classroom Talk.</li> <li>&gt; Students are highly engaged in Classroom Talk, lead the discussion, and give thoughtful responses.</li> <li>&gt; Students address one another primarily (rather than the teacher).</li> <li>&gt; Every student in the class is an active participant in Classroom Talk throughout the lesson.</li> </ul>

# 6.

## LITERACY GROUPS

Literacy Groups provide students with a collaborative structure for understanding texts, problem sets, and documents by engaging in a high level of discourse. Group roles traditionally drive Literacy Groups, giving each student a role and defined purpose within the group. The specific roles or guidelines may vary for different content areas, lengths of text, or students' levels of sophistication, but the purpose of Literacy Groups is to raise students' engagement with texts.

### 6.1 INITIATING, DEVELOPING, DEMONSTRATING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

		STAGES		
		INITIATING	DEVELOPING	DEMONSTRATING
Habits of Mind		<ul style="list-style-type: none"> <li>&gt; Students are used to working independently in this discipline or subject matter.</li> <li>&gt; Students do not understand how Literacy Groups help them acquire new information.</li> <li>&gt; Students are not inclined to work in or have little experience working in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to work collaboratively and occasionally solicit group members' input and feedback to enhance whole-group learning.</li> <li>&gt; Students begin to understand that Literacy Groups can be beneficial to content-specific understanding regardless of the discipline.</li> <li>&gt; Students recognize their increased engagement in learning when they are working collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students actively participate in Literacy Groups and encourage all members to participate and share ideas.</li> <li>&gt; Students see the value of Literacy Groups in any discipline to help them understand the academic discipline.</li> <li>&gt; Students readily assume shared responsibility for learning, understanding, and articulating how they learn through collaborating.</li> <li>&gt; Students initiate their own Literacy Groups without express encouragement of the teacher.</li> </ul>
		<ul style="list-style-type: none"> <li>&gt; Students try to make sense of the group task by asking the teacher questions.</li> <li>&gt; Students work to understand Literacy Groups and to learn Literacy Group roles.</li> <li>&gt; Students begin to understand how working in Literacy Groups helps them learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are able to work collaboratively and consistently without much prompting by the teacher.</li> <li>&gt; Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts.</li> <li>&gt; Students begin to enthusiastically read, deconstruct, and discuss different kinds of text.</li> <li>&gt; Students begin to work independently of defined roles and effectively scaffold one another's learning.</li> <li>&gt; Students are expected to incorporate the other strategies in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students learn through Literacy Groups and meet learning objectives through challenging their thinking, strengthening collaboration, and heightening learning.</li> <li>&gt; Students deconstruct different kinds of text multiple ways, using multiple media.</li> <li>&gt; Student learning is group directed, and students work interdependently to deconstruct texts.</li> <li>&gt; Students understand their roles and can explain their individual and collective contributions.</li> <li>&gt; Students enthusiastically read and talk about a text without defined Literacy Group roles.</li> </ul>
Lesson Design		<ul style="list-style-type: none"> <li>&gt; Students try to make sense of the group task by asking the teacher questions.</li> <li>&gt; Students work to understand Literacy Groups and to learn Literacy Group roles.</li> <li>&gt; Students begin to understand how working in Literacy Groups helps them learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are able to work collaboratively and consistently without much prompting by the teacher.</li> <li>&gt; Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts.</li> <li>&gt; Students begin to enthusiastically read, deconstruct, and discuss different kinds of text.</li> <li>&gt; Students begin to work independently of defined roles and effectively scaffold one another's learning.</li> <li>&gt; Students are expected to incorporate the other strategies in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students learn through Literacy Groups and meet learning objectives through challenging their thinking, strengthening collaboration, and heightening learning.</li> <li>&gt; Students deconstruct different kinds of text multiple ways, using multiple media.</li> <li>&gt; Student learning is group directed, and students work interdependently to deconstruct texts.</li> <li>&gt; Students understand their roles and can explain their individual and collective contributions.</li> <li>&gt; Students enthusiastically read and talk about a text without defined Literacy Group roles.</li> </ul>
		<ul style="list-style-type: none"> <li>&gt; Students try to make sense of the group task by asking the teacher questions.</li> <li>&gt; Students work to understand Literacy Groups and to learn Literacy Group roles.</li> <li>&gt; Students begin to understand how working in Literacy Groups helps them learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are able to work collaboratively and consistently without much prompting by the teacher.</li> <li>&gt; Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts.</li> <li>&gt; Students begin to enthusiastically read, deconstruct, and discuss different kinds of text.</li> <li>&gt; Students begin to work independently of defined roles and effectively scaffold one another's learning.</li> <li>&gt; Students are expected to incorporate the other strategies in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students learn through Literacy Groups and meet learning objectives through challenging their thinking, strengthening collaboration, and heightening learning.</li> <li>&gt; Students deconstruct different kinds of text multiple ways, using multiple media.</li> <li>&gt; Student learning is group directed, and students work interdependently to deconstruct texts.</li> <li>&gt; Students understand their roles and can explain their individual and collective contributions.</li> <li>&gt; Students enthusiastically read and talk about a text without defined Literacy Group roles.</li> </ul>

STAGES			
	INITIATING	DEVELOPING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students are unsure why Literacy Groups support their learning and engagement.</li> <li>&gt; Students report out their group findings to the whole class to demonstrate group learning, but certain students dominate.</li> <li>&gt; Students look to the teacher to guide them in their Literacy Group work or to provide detailed feedback.</li> <li>&gt; Students struggle with difficult texts and give up easily.</li> <li>&gt; Students demonstrate limited ability to understand and articulate how Literacy Groups help them learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand the expectations of Literacy Groups and how teachers use them to help them learn.</li> <li>&gt; Students begin to write and talk about their ideas in ways that show more complex understanding.</li> <li>&gt; Students begin to connect prior learning to their current tasks.</li> <li>&gt; Students start to take ownership of group roles and responsibility for their own learning.</li> <li>&gt; Students begin to persevere when reading and analyzing difficult texts.</li> <li>&gt; Students begin to articulate how they learn when working in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are familiar with rubrics or other evaluation methods and can assess themselves and other members of their group.</li> <li>&gt; Students write about their ideas and use their own notes and thoughts to facilitate Literacy Group discussions.</li> <li>&gt; Students can articulate how they learn through working in Literacy Groups.</li> <li>&gt; Students take ownership of group roles and responsibility for their own learning.</li> <li>&gt; Students persevere when reading and analyzing difficult texts and know how to collaborate with other group members to make sense of the texts.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students do not participate in the Literacy Group work or participation is uneven.</li> <li>&gt; Students who are English language learners do not participate in Literacy Groups.</li> <li>&gt; Students rely on the teacher to manage the group dynamics and the flow of the process.</li> <li>&gt; Students spend too much time or not enough time on their individual roles. Group interdependence is sporadic.</li> <li>&gt; Students struggle with building on one another's ideas within the group.</li> <li>&gt; Students lose their focus and stop collaborating.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students have done enough Literacy Group work where it is becoming routine.</li> <li>&gt; Students who are English language learners begin to participate in Literacy Groups.</li> <li>&gt; Students are getting comfortable asking one another for clarification.</li> <li>&gt; Students begin to engage with their individual roles and with one another in productive ways.</li> <li>&gt; Students begin to build on one another's ideas and to collaboratively make meaning of texts.</li> <li>&gt; Students discuss texts and debate ideas in respectful ways.</li> <li>&gt; Students mostly stay focused and engaged in Literacy Groups, stay on task, talk about texts, and work together.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students collaborate without the teacher prompting them and build on one another's ideas, connect their own thoughts to previous statements, and follow points to their logical conclusions.</li> <li>&gt; Students take ownership of Literacy Groups.</li> <li>&gt; Students who are English language learners actively participate in Literacy Groups.</li> <li>&gt; Group conversations continue after the class is over.</li> <li>&gt; Students stay focused and engaged in Literacy Groups, stay on task, talk about texts, and use their Literacy Group roles to analyze and interpret texts.</li> <li>&gt; Group conversations are genuine, complex, and address student-centered questions focused on big ideas and higher-order thinking.</li> <li>&gt; Students stay focused on reading, discussing, and analyzing the materials.</li> </ul>

## 6.2 LITERACY GROUPS

### MOVING FROM INITIATING TO DEVELOPING: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students are used to working independently in this discipline or subject matter.</li> <li>&gt; Students do not understand how Literacy Groups help them acquire new information.</li> <li>&gt; Students are not inclined to work in or have little experience with working in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Assess students' reading levels and interests and gather texts that are developmentally appropriate and related to the goals and objectives of the lesson/unit.</li> <li>&gt; Start out by assigning students to small groups (pairs or triads). Consider heterogeneous groups and the needs of English language learners.</li> <li>&gt; Explicitly define the roles of each member of the group and the goals of Literacy Groups in general.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students begin to work collaboratively and occasionally solicit group members' input and feedback to enhance whole-group learning.</li> <li>&gt; Students begin to understand that Literacy Groups can be beneficial to content-specific understanding regardless of the discipline.</li> <li>&gt; Students recognize their increased engagement in learning when they are working collaboratively.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students try to make sense of the group task by asking the teacher questions.</li> <li>&gt; Students work to understand Literacy Groups and to learn Literacy Group roles.</li> <li>&gt; Students begin to understand how working in Literacy Groups helps them learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Model expectations and check for understanding.</li> <li>&gt; Explain why working in Literacy Groups is critical to the learning of all the students.</li> <li>&gt; Provide students with model questions and responses they can use to start their work in Literacy Groups.</li> <li>&gt; Keep assignments straightforward and short but intriguing; use open-ended questions to give students something to talk about beyond one word or few word answers.</li> <li>&gt; Use Writing to Learn strategies so that students can be held accountable for their work in Literacy Groups.</li> <li>&gt; Explicitly describe expectations for the work and outcomes for all students in a Literacy Group.</li> <li>&gt; Create groups that match students with the appropriate text or have multi-level readers so students can help one another.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students can work collaboratively and consistently without much prompting by the teacher.</li> <li>&gt; Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts.</li> <li>&gt; Students begin to enthusiastically read, deconstruct, and discuss different kinds of texts as members of a Literacy Group.</li> <li>&gt; Students begin to work independently of defined Literacy Group roles and effectively scaffold one another's learning in groups.</li> <li>&gt; Students expect to be held accountable for incorporating the other five strategies as they learn in Literacy Groups.</li> </ul>



	INITIATING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM INITIATING TO DEVELOPING	DEVELOPING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students are unsure why Literacy Groups support their learning and engagement.</li> <li>&gt; Students report out their group findings to the whole class to demonstrate group learning, but certain students dominate.</li> <li>&gt; Students look to the teacher to guide them in their Literacy Group work or to provide detailed feedback.</li> <li>&gt; Students struggle with difficult texts and may give up easily.</li> <li>&gt; Students demonstrate limited ability to understand and articulate how Literacy Groups help them learn.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Make sure students understand the goals of the assignment, their role within it, and how success will be assessed.</li> <li>&gt; Assign Literacy Group work that has relevance to students beyond just completing a task by either connecting it to a larger unit or to previous lessons.</li> <li>&gt; Build in Writing to Learn before students begin work in Literacy Groups so that students have time to prepare a thoughtful response.</li> <li>&gt; Keep feedback direct and non-evaluative.</li> <li>&gt; Ask questions and allow students time to work together to discover their own thinking.</li> <li>&gt; Model making connections by asking questions students can ask one another.</li> <li>&gt; Practice Literacy Groups throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students understand the expectations of Literacy Groups and how teachers use them to help them learn.</li> <li>&gt; Students begin to write and talk about their ideas in ways that show more complex understanding.</li> <li>&gt; Students begin to connect prior learning to their current tasks.</li> <li>&gt; Students start to take ownership of group roles and responsibility for their own learning.</li> <li>&gt; Students begin to persevere when reading and analyzing difficult texts.</li> <li>&gt; Students begin to articulate how they learn when working in Literacy Groups.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students do not participate in the Literacy Group work or participation is uneven.</li> <li>&gt; Students who are English language learners do not participate in Literacy Groups.</li> <li>&gt; Students rely on the teacher to manage the group dynamics and the flow of the process.</li> <li>&gt; Students spend too much time or not enough time on their individual roles. Group interdependence is sporadic.</li> <li>&gt; Students struggle with building on one another's ideas within the group.</li> <li>&gt; Students lose their focus and stop collaborating.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Facilitate group conversations when necessary to demonstrate how to build on other's ideas.</li> <li>&gt; Observe groups, facilitate Classroom Talk, and use questions to redirect if necessary.</li> <li>&gt; Help students manage their time within the groups and stay focused on the text and the task.</li> <li>&gt; Provide structures for groups to report out to the whole group as a springboard to whole-class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students have done enough Literacy Group work where it is becoming routine.</li> <li>&gt; Students who are English language learners begin to participate in Literacy Groups.</li> <li>&gt; Students are getting comfortable asking one another for clarification.</li> <li>&gt; Students begin to engage with their individual roles and with one another in productive ways.</li> <li>&gt; Students begin to build on one another's ideas and to collaboratively make meaning of texts.</li> <li>&gt; Students discuss texts and debate ideas in respectful ways.</li> <li>&gt; Students mostly stay focused and engaged in Literacy Groups, stay on task, talk about texts, and work together.</li> </ul>

## 6.3 LITERACY GROUPS

### MOVING FROM **DEVELOPING** TO **DEMONSTRATING**: FOCUS ON THE STUDENTS

#### STUDENT EFFECTIVENESS RUBRIC

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM <b>DEVELOPING</b> TO <b>DEMONSTRATING</b>	DEMONSTRATING
Habits of Mind	<ul style="list-style-type: none"> <li>&gt; Students begin to work collaboratively and occasionally solicit group members' input and feedback to enhance whole-group learning.</li> <li>&gt; Students begin to understand that Literacy Groups can be beneficial to content-specific understanding regardless of the discipline.</li> <li>&gt; Students recognize their increased engagement in learning when they are working collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to assign Literacy Group materials that have relevance to students beyond just completing the task.</li> <li>&gt; Continue to build on students' accomplishments as members of a group by providing concrete examples of their successes.</li> <li>&gt; Provide opportunities for students to choose their own materials for Literacy Group discussion and analysis.</li> <li>&gt; Expand the definition of "text" to include a range of genres, media, and materials.</li> <li>&gt; Consider texts from a broad range of cultures that can link to big ideas and concepts of a lesson/unit.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students actively participate in Literacy Groups and encourage all group members to participate, share ideas, and build on one another's learning.</li> <li>&gt; Students see the value of Literacy Groups in any discipline to help them access and learn the academic discipline.</li> <li>&gt; Students readily assume shared responsibility for learning, understanding, and articulating how they learn through collaborating in Literacy Groups.</li> <li>&gt; Students initiate their own Literacy Groups without the express encouragement of the teacher.</li> </ul>
Lesson Design	<ul style="list-style-type: none"> <li>&gt; Students can work collaboratively and consistently without much prompting by the teacher.</li> <li>&gt; Students begin to have an understanding of Literacy Group roles and can play the roles in connection to texts.</li> <li>&gt; Students begin to enthusiastically read, deconstruct, and discuss different kinds of texts as members of a Literacy Group.</li> <li>&gt; Students begin to work independently of defined Literacy Group roles and effectively scaffold one another's learning in groups.</li> <li>&gt; Students expect to be held accountable for incorporating the other five strategies as they learn in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Continue to encourage students to give themselves wait time in order to have more thoughtful responses and ensure that all students actively participate.</li> <li>&gt; Model for students how to challenge one another's thinking in a constructive way.</li> <li>&gt; Provide additional roles and protocols students can use in Literacy Groups; encourage them to try out different roles and protocols.</li> <li>&gt; Build in Writing to Learn before, during, and after Literacy Groups in order to encourage deeper thinking and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students learn through Literacy Groups and meet learning objectives through challenging their thinking, strengthening collaboration, and heightening learning.</li> <li>&gt; Students deconstruct different kinds of text and achieve learning objectives through multiple ways, using multiple media.</li> <li>&gt; Student learning in Literacy Groups is group directed, and students work interdependently to deconstruct texts.</li> <li>&gt; Students understand their roles and can explain their individual and collective contributions in their own words.</li> <li>&gt; Students enthusiastically read and talk about a text without defined Literacy Group roles.</li> </ul>

	DEVELOPING	STRATEGIES TEACHERS CAN USE TO MOVE STUDENTS FROM DEVELOPING TO DEMONSTRATING	DEMONSTRATING
Lesson Attainment	<ul style="list-style-type: none"> <li>&gt; Students understand the expectations of Literacy Groups and how teachers use them to help them learn.</li> <li>&gt; Students begin to write and talk about their ideas in ways that show more complex understanding.</li> <li>&gt; Students begin to connect prior learning to their current tasks.</li> <li>&gt; Students start to take ownership of group roles and responsibility for their own learning.</li> <li>&gt; Students begin to persevere when reading and analyzing difficult texts.</li> <li>&gt; Students begin to articulate how they learn when working in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Use Literacy Groups as an integral part of students' completing assignments and require each group member to contribute to and document his/her learning.</li> <li>&gt; Prepare students for developing their own group norms and hold them accountable to them.</li> <li>&gt; Coach students in designing their own rubrics or developing ways to assess each member's role in a productive way.</li> <li>&gt; Coach students in note-taking strategies so they are purposeful in their notes to initiate and analyze discussion.</li> <li>&gt; Model for students how to struggle with difficult texts in Literacy Groups.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students are familiar with rubrics or other evaluation methods and can assess themselves and other members of their group.</li> <li>&gt; Students write about their ideas and use their own notes and thoughts to facilitate Literacy Group discussions.</li> <li>&gt; Students can articulate how they learn through working in Literacy Groups.</li> <li>&gt; Students take ownership of group roles and responsibility for their own learning.</li> <li>&gt; Students persevere when reading and analyzing difficult texts and know how to collaborate with other group members to make sense of the texts.</li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>&gt; Students have done enough Literacy Group work where it is becoming routine.</li> <li>&gt; Students who are English language learners begin to participate in Literacy Groups.</li> <li>&gt; Students are getting comfortable asking one another for clarification.</li> <li>&gt; Students begin to engage with their individual roles and with one another in productive ways.</li> <li>&gt; Students begin to build on one another's ideas and to collaboratively make meaning of texts.</li> <li>&gt; Students discuss texts and debate ideas in respectful ways.</li> <li>&gt; Students mostly stay focused and engaged in Literacy Groups, stay on task, talk about texts, and work together.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Provide additional, more elaborate sentence structures for English language learners to use in Literacy Group.</li> <li>&gt; Encourage students to develop creative ways of sharing their thinking and work in Literacy Groups with the class as a whole.</li> <li>&gt; Take careful notes on strong contributions from Literacy Groups, share them with the class as a whole, and encourage students to expand upon them.</li> <li>&gt; Share ways in which groups have built on one another's ideas to create a more complex understanding of the text.</li> <li>&gt; Have students generate their own questions for their Literacy Group as a class and within their groups; share questions that lead to thoughtful conversations.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students collaborate without teacher prompting and build on one another's ideas, connect their own thoughts to previous statements, and follow points to their logical conclusions.</li> <li>&gt; Students take ownership of Literacy Groups.</li> <li>&gt; Students who are English language learners actively participate in Literacy Groups.</li> <li>&gt; Group conversations continue after the class is over.</li> <li>&gt; Students stay focused and engaged in Literacy Groups, stay on task, talk about texts, and use their Literacy Group roles to analyze and interpret texts.</li> <li>&gt; Group conversations are genuine, complex, and address student centered questions focused on big ideas and higher-order thinking.</li> <li>&gt; Students stay focused on reading, discussing, and analyzing the materials.</li> </ul>

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