

Guiding Questions Hybrid Classrooms Disciplinary Discussions

FOUNDATIONAL PRACTICE	<p>Designing Instruction for Disciplinary Thinking and Understanding</p> <ol style="list-style-type: none">1. What are the learning targets for the lesson? (Both content and language targets should be included.)2. How do the learning targets align with the Common Core Anchor Literacy Standards and/or CA ELA/ELD Framework?3. How do the learning targets align with the Disciplinary Discussions practice?4. How are the tasks in the lesson designed and connected in support of the learning targets? Are these tasks designed to support students in both groups (online and face-to-face)?5. How will you establish high expectations for both groups of students?6. Are the lesson/activities intellectually rigorous?
HIGH-IMPACT PRACTICE	<p>Disciplinary Discussions</p> <ol style="list-style-type: none">1. How will you introduce and/or refer to disciplinary conversation skills?2. What supports will you provide to enable students in both groups to use these skills?3. What opportunities are you providing within the lesson for students in both groups to engage in disciplinary discussions?4. Are there extended opportunities to allow students time to create, clarify, and fortify ideas and negotiate meaning? How have you structured these opportunities so students in both groups will engage in discussions with diverse partners? What supports are you providing to both groups?5. What routines for discussion will you introduce to or reinforce with students? Are these routines effective for online and face to face activities?
CROSS-CUTTING PRACTICES	<p>Facilitating Acquisition of Academic Language</p> <ol style="list-style-type: none">1. What are the academic language demands of the texts and tasks?2. How are you providing extended and supported opportunities for both groups of students to acquire and use the features of academic language? <p>Fostering Metacognition for Disciplinary Learning</p> <ol style="list-style-type: none">1. What metacognitive processes and/or strategies will you target?2. How will you visibly enact these?3. How will you explain the metacognitive processes and/or strategies to both groups of students including how, why, or when to use them? <p>Monitoring and Guiding Disciplinary Learning</p> <ol style="list-style-type: none">1. What strategies/approaches will you use to monitor learning?2. What strategies/approaches will you use to provide feedback to both groups of students?