

# Guiding Questions Hybrid Classrooms Disciplinary Communication

<p><b>FOUNDATIONAL PRACTICE</b></p>	<p><b>Designing Instruction for Disciplinary Thinking and Understanding</b></p> <ol style="list-style-type: none"> <li>1. What are the learning targets for the lesson? (Both content and language targets should be included.)</li> <li>2. How do the learning targets align with the Common Core Anchor Literacy Standards and/or CA ELA/ELD Framework?</li> <li>3. How do the learning targets align with the Disciplinary Communication practice?</li> <li>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)?</li> <li>5. How will you establish high expectations for both groups of students?</li> <li>6. Are the lesson/activities intellectually rigorous?</li> </ol>		
<p><b>HIGH-IMPACT PRACTICE</b></p>	<p><b>Disciplinary Communication</b></p> <ol style="list-style-type: none"> <li>1. What opportunities are you providing both groups of students to engage in oral communication?</li> <li>2. Are there multiple opportunities for both groups of students to produce and fortify oral communication?</li> <li>3. How are you structuring these opportunities to engage both groups?</li> <li>4. What opportunities are you providing both groups of students to engage in written communication?</li> <li>5. Are there multiple opportunities for both groups of students to produce and fortify written communication?</li> <li>6. How are you structuring these opportunities to engage both groups?</li> </ol>		
<p><b>CROSS-CUTTING PRACTICES</b></p>	<p><b>Facilitating Acquisition of Academic Language</b></p> <ol style="list-style-type: none"> <li>1. What are the academic language demands of the texts and tasks?</li> <li>2. How are you providing extended and supported opportunities for both groups of students to acquire and use the features of academic language?</li> </ol>	<p><b>Fostering Metacognition for Disciplinary Learning</b></p> <ol style="list-style-type: none"> <li>1. What metacognitive processes and/or strategies will you target?</li> <li>2. How will you visibly enact these?</li> <li>3. How will you explain the metacognitive processes and/or strategies to both groups of students including how, why, or when to use them?</li> </ol>	<p><b>Monitoring and Guiding Disciplinary Learning</b></p> <ol style="list-style-type: none"> <li>1. What strategies/approaches will you use to monitor learning?</li> <li>2. What strategies/approaches will you use to provide feedback to both groups of students?</li> </ol>