



<p>Strategy #1: Get Personal <i>How will you reinforce emotional bonds with and among students and with the lesson content</i> <i>[What relevant stories can you share or additional connections you can help make]?</i></p>	<p>CCSS.ELA-LITERACY.CCRA.SL.6 <i>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i></p>
<p>Strategy #2: Ask More; Talk Less <i>When and how will you offer students opportunities to discuss and think aloud in pairs, small or large groups [Turn & Talk; instructional conversations]</i> <i>What ‘essential’ or open-ended and higher-level questions will frame this lesson?</i></p>	<p>CCSS.ELA-LITERACY.CCRA.W.7 <i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i> CCSS.ELA-LITERACY.CCRA.SL.1 <i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i> CCSS.ELA-LITERACY.CCRA.SL.5 <i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i></p>
<p>Strategy #3: Encourage Evidence <i>How and when will students be asked to cite sources and back up their claims or hypotheses?</i> <i>How and when will you share your own evidence?</i></p>	<p>CCSS.ELA-LITERACY.CCRA.R.1 <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> CCSS.ELA-LITERACY.CCRA.R.8 <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i> CCSS.ELA-LITERACY.CCRA.W.1 <i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i> CCSS.ELA-LITERACY.CCRA.W.8 <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i> CCSS.ELA-LITERACY.CCRA.W.9 <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> CCSS.ELA-LITERACY.CCRA.SL.3 <i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i></p>
<p>Strategy #4: Maintain Neutrality <i>How will you react to ‘off track’ or ‘on track’ answers so your reaction increases students’ willingness to take intellectual risks? [Thanking the student for their idea; asking follow-up questions; asking other students to weigh-in and respond]</i></p>	<p>CCSS.ELA-LITERACY.CCRA.SL.4 <i>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i></p>
<p>Strategy #5: Extend Thinking Time <i>What strategies will you use to offer students time to reflect and think through difficult questions and problems independently?</i></p>	<p>CCSS.ELA-LITERACY.CCRA.W.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i></p>