

## Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies

What Teachers Need to Demonstrate	Description/Notes
<p><b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<ul style="list-style-type: none"> <li>Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on making meaning of the learning</li> <li>Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim</li> <li>Forms of discourse: oral and written</li> </ul>
<p><b>Indicator 2</b> Teacher provides opportunities for <b>all</b> students to create and interpret multiple representations</p>	<ul style="list-style-type: none"> <li>Multiple representations can be of the same or different concepts</li> <li>Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations</li> <li>Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking</li> </ul>
<p><b>Indicator 3</b> Teacher assists <b>all</b> students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<ul style="list-style-type: none"> <li>Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media</li> <li>Teacher helps students use prior knowledge to draw analogies to support understanding of ideas</li> </ul>
<p><b>Indicator 4</b> Teacher structures the classroom environment to enable collaboration, participation and a positive affective experience for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners</li> <li>Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space</li> </ul>

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