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

<table>
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<th>What Teachers Need to Demonstrate</th>
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| **Indicator 1**  
Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students | • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on making meaning of the learning  
• Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim  
• Forms of discourse: oral and written |
| **Indicator 2**  
Teacher provides opportunities for all students to create and interpret multiple representations | • Multiple representations can be of the same or different concepts  
• Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations  
• Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking |
| **Indicator 3**  
Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships | • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media  
• Teacher helps students use prior knowledge to draw analogies to support understanding of ideas |
| **Indicator 4**  
Teacher structures the classroom environment to enable collaboration, participation and a positive affective experience for all students | • The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners  
• 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 |