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	Teachers will guide students on using Socratic circles, and establish guidelines for democratic and respectful discussions.
Collaboration	Students will participate in small and whole group collaboration, work virtually and face-to-face, and facilitate collaboration experience teacher- and peer-facilitated collaboration. Teachers will establish guidelines and procedures for small and whole group learning opportunities, provide opportunities for students to work virtually and face-to-face, and create opportunities for students to facilitate collaboration.
Differentiation	Students will experience texts on a variety of levels, receive support from teachers and peers, receive opportunities to produce differentiated products, follow differentiated processes, adhere to differentiated time frames, or experience differentiated modes of delivery, and participate in flexible collaborative/cooperative groups (e.g., by interest, ability). Teachers will Differentiate instruction by - text level, - support apparatus, - product and/or process,

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Analysis, Evaluation, and Interpretation	Students will create verbal responses to questions, problems, conflicts, and critical reviews. Teachers will model analytical, evaluative, and interpretive processes, provide criteria for effective verbal responses to questions, problems, conflicts, and critical reviews.
Collaboration	Students will participate in small and whole group collaboration work virtually and face-to-face facilitate collaboration experience teacher- and peer-facilitated collaboration Teachers will establish guidelines and procedures for small and whole group learning opportunities, provide opportunities for students to work virtually and face-to-face, and create opportunities for students to facilitate collaboration.
Discussion	Students will engage in democratic and respectful discussions, demonstrate appropriate and effective verbal and non- verbal cues, and respond appropriately and knowledgeably. Teachers will establish guidelines and procedures for discussions, and model the use of democratic and respectful language.

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		Standard System of Documenting	Students will use content appropriate documentation styles. Teachers will provide models of documentation styles appropriate to a content area.
		Digital Citizenship/footprint	Students will use technology ethically and responsibly, and avoid fraudulent identity practices
			Teachers will provide instruction on the responsible use of technology.
Ethics and Responsibility	Concepts and practices students must develop to become ethical communicators.	Copyright	Students will avoid illegally disseminating copyrighted materials without legal permission.
			Teachers will
			conduct mini lessons on copyright guidelines.
		Plagiarism	Students will use appropriate documentation, use quotation appropriately when quoting source, and cite sources.
			Teachers will define plagiarism and provide examples,

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Personal Information	Students will avoid posting/distributing name, pictures, SSN, address, phone number, or other personal information
	Teachers will educate students on the risks of distributing personal information online.
Use of Resources	Students will choose appropriate resources, document sources correctly, and use resources for assignments.
	Teachers will assist students with using resources correctly.
Evaluation of Resources	Students will identify bias, and check sources for accuracy, reliability, and relevance.
	Teachers will provide direct instruction on identifying bias and checking sources for accuracy, reliability, and relevance.
Bell Ringers	Students will complete content-specific bell ringers, and experience bell ringers that serve as activators, skills reviews, or brief formative assessments.
	Teachers will use bell ringers relevant to the content area,

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