

Secondary Social Studies Daily “Look-Fors”

Guiding Question: *Who is doing the talking, thinking, and analysis in the classroom?*

Connect with Prior Knowledge and Build Background Knowledge

- Students regularly examine images, text, graphics, and/or data about the lesson topic and engage in **dialogue** about the concept
- Students use [Leveled Language Frames](#) or [Accountable Talk Sentence Stems](#) with appropriate **academic vocabulary**.
- Students have opportunities to **review** previous learning ([retrieval practice](#))

Explicit Instruction & Guided Practice

- The interplay between the **prompts for students, teacher questioning, and student questioning**, strategically using **primary and secondary sources** and **direct instruction**, when appropriate.
- Students respond to questions, engaging in **discourse** around the topic or concept using appropriate **academic vocabulary**.
- Teacher provides opportunities for students to **reflect** on their learning throughout the lesson as a **formative assessment** and as an opportunity for feedback.

Independent Practice and Collaboration

- Students **read grade-level texts** collaboratively and independently from various perspectives about a concept or event daily using [scaffolding](#) when appropriate.
- Students **analyze primary sources** by using the skills of sourcing, contextualization, corroboration, and close reading daily.
- Students **write** responses to texts and primary sources using the [CERA framework](#) daily.
- Students give **peer feedback** and [Cooperative Learning Structures](#) are used to give students opportunities to construct knowledge collaboratively.
- **Differentiation** strategies are used to support all students by using [scaffolding strategies](#), extension opportunities, and creating a [welcoming](#) environment for all students.

Exit Ticket/Reflection

- Students complete an exit ticket or some form of **formative assessment** the teacher can use to plan instruction for the next day.
- Students **reflect** on what they learned in writing or verbally to process the content and skills they learned.