

Language Domains <i>(SWIRL it up!)</i>			
Language Domain	Sub-Component	Questions to Consider?	Verbs (in the Classroom)
☐ Receptive	☐ Listening	What structures are set up, so that students are actively listening, tracking, and engaged?	track, engage, receive, tally, store, encounter, seek, record
	☐ Reading	What checkpoints exist, so that comprehension is taking place?	mine, study, scan, locate, predict, infer
	☐ Viewing	How will the architecture of the classroom and proximity play into how students can access new learning?	view, watch, witness, observe
☐ Interpretive	☐ Interacting	How do structures like the ' <i>planful pause</i> ', graphic organizers, and collaborative group work (CGW) enhance how students are making sense of content?	gather, note, translate, examine, identify, investigate, weigh, dissect, debate, distinguish, determine
☐ Expressive	☐ Speaking	What scaffolds exist that support students in producing thinking orally?	confirm, recite, debate, clarify, criticize, paraphrase, appraise
	☐ Writing	How can rubrics, shared and interactive writing, and regularly used graphic organizers improve student thinking as evidenced through writing?	summarize, devise, revise, formulate, compose, organize, argue, prove, edit
	☐ Representing	Where will illustrations, peer-to-peer interactions, physical movement, and voice/choice contribute to deeper ownership of learning?	label, categorize, apply, design, build, sketch, hack, invent

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** For deep ownership to occur, a learning experience must include opportunities for receptive, interpretive, and expressive language to be practiced and developed.*