

## Form 7: Evidence of Productive Struggle within Annotation

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Time in \_\_\_\_\_ Time out \_\_\_\_\_

Students *independently* underline and circle the main idea using consistent symbols across the system. ✓ ✓

Not Yet: \_\_\_\_\_ Somewhat/Mostly: \_\_\_\_\_ Consistently: \_\_\_\_\_

Notes:

Students *independently* write notes and questions in the columns. ✓ ✓

Not Yet: \_\_\_\_\_ Somewhat/Mostly: \_\_\_\_\_ Consistently: \_\_\_\_\_

Notes:

Students *independently* look up definitions and/or practice word pronunciation. ✓ ✓

Not Yet: \_\_\_\_\_ Somewhat/Mostly: \_\_\_\_\_ Consistently: \_\_\_\_\_

Notes:

When kids are asked to respond to a question, **how do kids respond?**

E.G: Raised Hands, Gotcha, Turn and Talk, small group, Students writes and then speak

Notes:

What are the question types? ✓ ✓

RECALL Level Tally: \_\_\_\_\_ “Who can...?” \_\_\_\_\_ “What....?” \_\_\_\_\_ “Wher...?” \_\_\_\_\_ Other (specify)

Notes:

DEEPER Level Tally: \_\_\_\_\_ “What might...” \_\_\_\_\_ “What do you think...” \_\_\_\_\_ “How...” \_\_\_\_\_ “When you think about...” \_\_\_\_\_ Other (specify)

Notes:

What happens when someone **doesn't know an answer?** ✓ ✓

\_\_\_\_\_ The teacher moves on \_\_\_\_\_ The student can call on a friend \_\_\_\_\_ The student can call on a friend but the teacher circles back to the first student. \_\_\_\_\_ Student asks the teacher for more information \_\_\_\_\_ Other (specify)

Notes:

How many different kids participated in responding to a question?

- Time: \_\_\_\_\_ Question: \_\_\_\_\_ Number of students: \_\_\_\_\_
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