**Look-Fors Workmat Activity**

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| **What is an example of specialized instruction?** | **What is an example of best practices?** |
| **Johnny is using a Thinking Map with a paragraph frame to summarize content reading.** | **Graphic organizers are used and displayed.** |
| **Jenni is using guiding questions to develop visual imagery which supports comprehension and recall for a reading assignment.** | **The student is asking questions to clarify their thinking.** |
| **The teacher reminds students to use decoding and structural analysis skills in learning multisyllabic words in science.** | **Various levels of reading materials are used in content-area reading.** |
| **The teacher is working with an alternative group to develop pre-requisite skills necessary for learning the grade-level standard.** | **Purposeful grouping (arrangement of room/concurrent, varied tasks)** |
| **Thomas is using an I-Phone and dictionary application to proof a written report.** | **Uses technology resources to demonstrate real-world connection.** |
| **Susie is referring to a specially designed interactive notebook to review vocabulary words.** | **Vocabulary words are being taught in context.** |
| **Students with visual processing deficits are provided a student copy of information for their reference.** | **Information for current topics of study is posted as visual reminders to students.** |
| **Melissa uses graphic organizers to organize new information and connect it to previously stored information.** | **Concept maps are developed to demonstrate the integration of ideas in content.** |
| **The teacher provides a copy of notes and allows the student to record the lecture.** | **Provides instruction on a variety of note-taking strategies and allows for student choice** |