

International Baccalaureate

IB Americas

Making the PYP happen in the classroom

Category 1

Keystone, Colorado

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English

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Teacher Training Workshop

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The IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

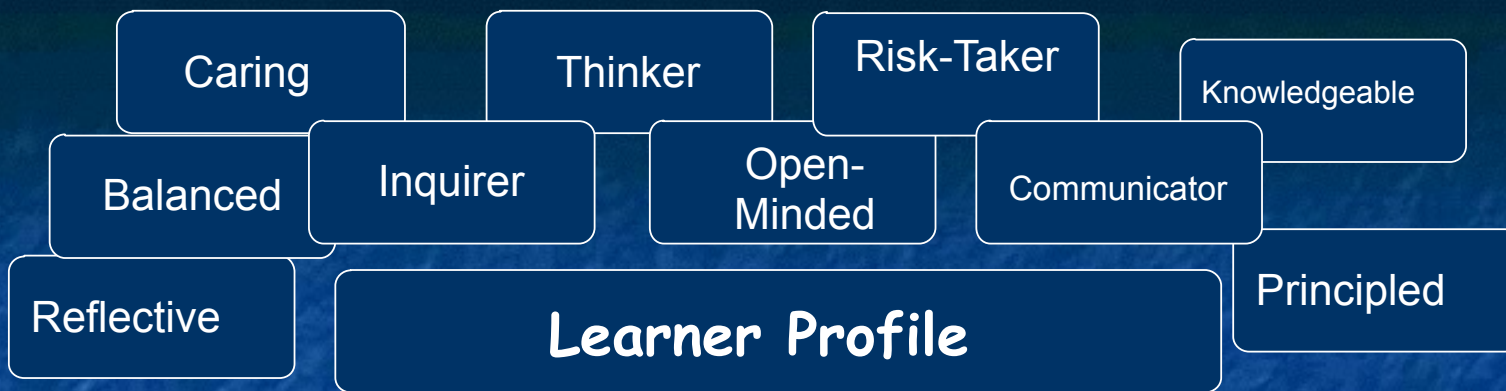
BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

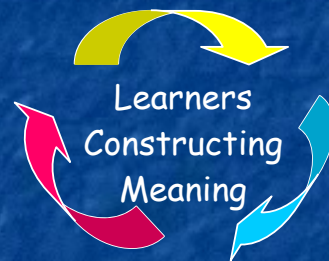
REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Curriculum: Everything for which the school takes responsibility



International School: culture, climate, students example of adults, curriculum, resources, staffing, language, special needs, reflection, extension

Knowledge

Who We Are
Where We Are in Place and Time
How We Express Ourselves
How the World Works
How We Organize Ourselves
Sharing the Planet

Subject disciplines

Language Math Arts
Social Studies
Science and Tech.
Pers. Soc. And Phys. Ed.

Transdisciplinary Skills

Social Communication
Research
Thinking
Self-Management

Attitudes

Appreciation
Commitment
Confidence
Co-operation
Creativity
Curiosity
Empathy
Enthusiasm
Independence
Integrity
Respect
Tolerance

Action

Choose

Act

Reflect

Effective Teaching Practices

Inquiry

Constructivism

Collaborative Planning

Collaborative Reflection

Assessment

by
Self
Peers
Teachers

Formative
Summative
Formal
Informal
Public
Criteria

The Written Curriculum

Taught Curriculum



IB Abbreviations, Terms and Acronyms

IB: International Baccalaureate: A global network of schools, educators, students and parents whose mission is to “develop inquiring, knowledgeable, and caring young people who help create a better world through intercultural understanding and respect.”

IBA: International Baccalaureate Americas
This region includes North America, South America and the Caribbean.

PYP: Primary Years Program
A transdisciplinary framework of international education for students aged 3-12 designed to foster the development of the whole child.

MYP: Middle Years Program
A program of international education designed to help students ages 11-16 develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world.

DP: Diploma Program
A challenging two-year program of international education for students aged 16-19 that leads to a qualification that is widely recognized by the world’s leading universities.

MTPYPH or MIH: Making the PYP Happen in the Classroom
This is the guidebook, which is a curriculum framework for international primary education.

Curriculum: In an IB school “curriculum is all those student activities, academic, and non-academic, for which a school takes responsibility, since they all have an impact on student learning.” The curriculum model in an IB school consists of three interrelated parts: The Written Curriculum (What do we want to learn?), Taught Curriculum (How best will we learn?), and Assessed Curriculum (How will we know what we have learned?)

Learner Profile: A set of ten attributes that the IB defines as an internationally minded student

Essential Elements of the PYP: Knowledge, concepts, skills, attitudes and action that foster the development of the whole child and provide a balance for the written curriculum.

Concepts: Mental constructs or frames of mind that are universal, timeless, abstract and transferable

8 PYP Key Concepts: These are broader “macro” concepts that provide a framework that helps to drive teacher and student initiated inquiries.

Related Concepts: Concepts that are more “subject specific”

Programme of Inquiry (POI): A collaboratively-developed framework for inquiry, which includes the entire school’s transdisciplinary units, based on the six transdisciplinary themes of the PYP.

Transdisciplinary Themes: Six universal themes, with relevance within and across traditional subject areas and within and across cultures which provide the framework for the school’s POI.

Transdisciplinary: Broad knowledge, skills and understandings that transcend the boundaries of the traditional subject areas

Transdisciplinary Skills: Broad groups of skills which can be applied within and across all subject areas. These include thinking skills, research skills, communication skills, self-management skills and social skills.

PYP Attitudes: The twelve attitudes of the PYP directly support the development of the traits of the Learner Profile. These attitudes are daily expressions of fundamental values, beliefs and feelings about learning, the environment and people.

UOI (Units of Inquiry): The in-depth units of study which correspond to the six transdisciplinary themes.

Planner: The organizing document that each grade level develops to guide student inquiry. The concepts described in the planners will contribute to the school’s POI and forms the scope and sequence for the school’s program.

THE PYP KEY CONCEPTS AND QUESTIONS

FORM What is it like?	CONNECTION How is it connected to other things?
<ul style="list-style-type: none"> • What is...? • Where do we get...? • What does it look/sound/smell/feel like? • What are the components of...? • What kinds of...? • What are the main...? • What are the basic rules of...? 	<ul style="list-style-type: none"> • What are the links between... and...? • Why is ... suitable for...? • What are the similarities/differences? • What connections exist...? • How does... affect...? • How can this be used in everyday life? • Where do you see... in everyday life? • What would this look like at home?
FUNCTION How does it work?	PERSPECTIVE What are the points of view?
<ul style="list-style-type: none"> • What can... be used for? • How does... work in a system? • What is the purpose of...? • How do people...? • What happens to...? • How do the rules of... work? • What does ... do? • What information does ... give us? • How can you show...? 	<ul style="list-style-type: none"> • How does ... look if it's...? • What are the different points of view supported by the evidence? • What are the implications for me? • How do different people decide...? • Why do different people think...? • How can we understand others' point of view and help them to understand ours?
CAUSATION Why is it like it is?	RESPONSIBILITY What is our responsibility?
<ul style="list-style-type: none"> • How can you make...? • Why does/did...? • How does... suit its environment? • What causes... to change? • What motivates individuals to...? • Why do we need...? • In what ways is... influenced by...? 	<ul style="list-style-type: none"> • How can people ensure...? • Who should decide...? • What factors do we need to consider when making a decision? • What should people do to...? • How can people prevent...? • How can people help...?
CHANGE How is it changing?	REFLECTION How do we know?
<ul style="list-style-type: none"> • What differences are there over time? • How is ... changing? • How has... changed over time? • In what ways does... differ from place to place and over time? • What is the role of... in shaping society/influencing others? • What could you change to make...? 	<ul style="list-style-type: none"> • How will we know when...? • In what ways can we observe...? • What makes... better than...? • Why is ... more reliable/easier/harder/more enjoyable than...? • How reliable is...? • Why should we believe...?

How to Write a Central Idea

1. Pair two or more concepts from your unit of study into a sentence conveying an important idea that will transfer through time and across cultures.
2. Use active, present tense verbs to convey timeless characteristic. Avoid using personal or proper nouns. Use qualifiers (may, can often) if your generalizations may not hold across all examples. (e.g. Migration may lead to cultural conflicts.)

Science	Social Studies	Economics
Order	Conflict/Cooperation	Markets
Organism	Patterns	Supply and Demand
Population	Populations	Cost
System	System	Interdependence
Change	Change/Continuity	Beliefs/Values
Evolution	Culture	Goods/Services
Cycle	Evolution	Conflict
Interaction	Civilization	Cooperation
Energy/Matter	Migration/Immigration	Perceptions
Equilibrium	Interdependence	Patterns
		Power

Put two or more of the concepts together and state your general idea.

Example: Unit of study: "Study of electric circuits" *Systems? Interaction? Energy?*

Central Idea: A system is a group of parts which interact to complete a new whole.

Lines of Inquiry: The parts of an electric circuit
 The role of conductors and insulators
 Other systems in nature
 The role of conflict as a function in systems

OR

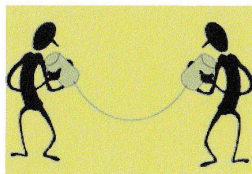
Central Idea: An electric circuit creates an opportunity to get a power source out to many people.

Lines of Inquiry: The structure of an electric power grid
 Forms creating electrical energy: wind, water, solar, nuclear
 Patterns of development as connected to opportunities for power

IB PYP TRANSDISCIPLINARY SKILLS

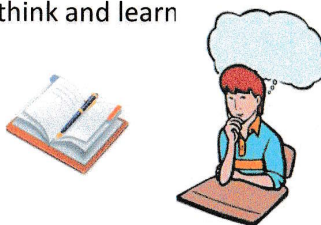
COMMUNICATION SKILLS

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-Verbal Communication



THINKING SKILLS

- Seeking and acquiring knowledge
- Comprehending material
- Applying knowledge to solve problems
- Analyzing or taking information apart to better understand something
- Synthesizing or combining small ideas together to make a bigger thought.
- Evaluating information and ideas.
- Thinking about things from different points of view.
- Thinking about how you think and learn



SELF-MANAGEMENT SKILLS

- Organizing yourself and your belongings
- Using your time productively
- Looking after yourself; getting proper exercise, rest and nutrition
- Making wise choices
- Thinking about your behaviors
- Safety
- Developing and using motor skills



RESEARCH SKILLS

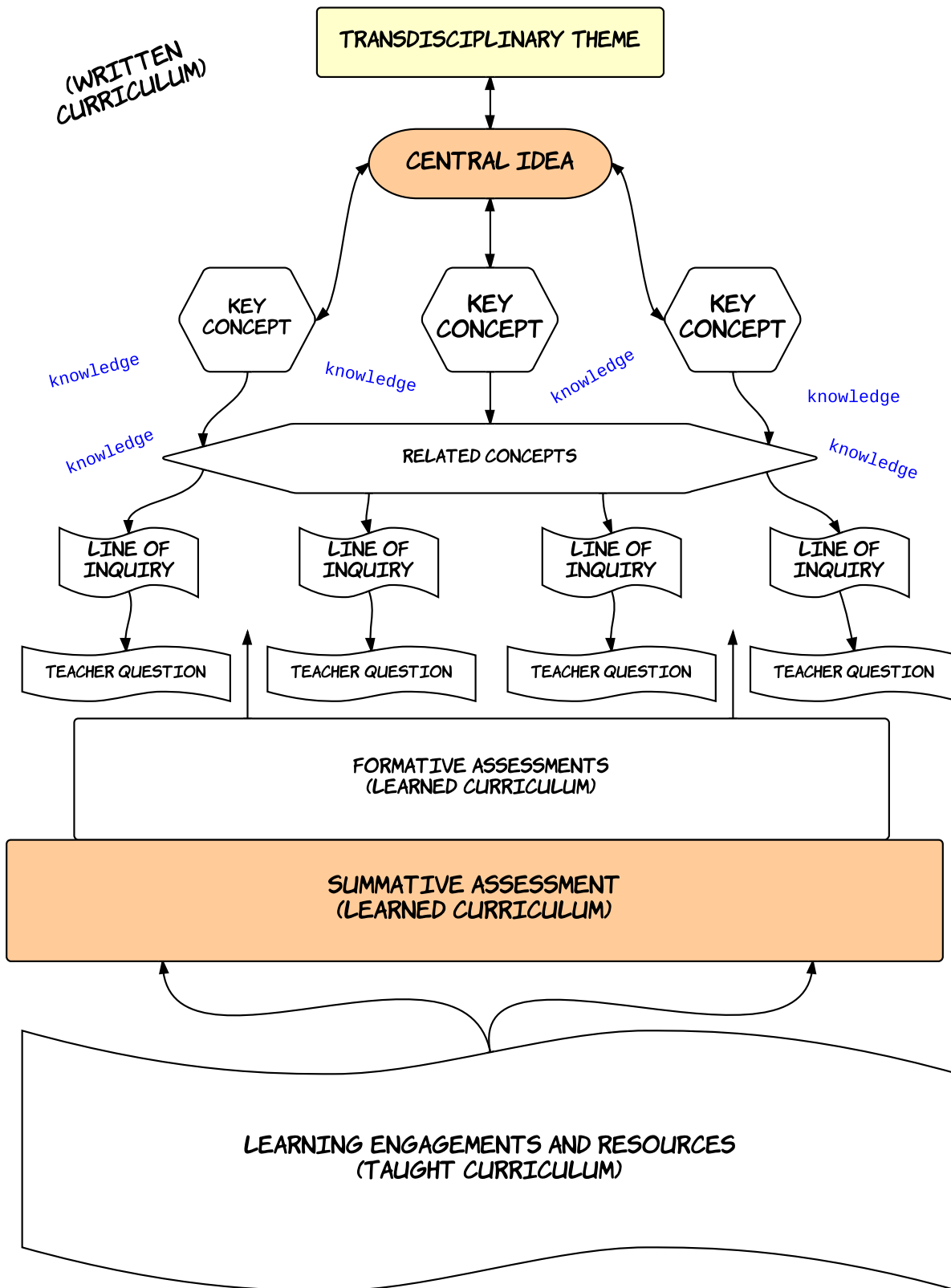
- Developing good questions
- Making good observations
- Making a plan
- Gathering information
- Recording and organizing data
- Interpreting data; Figuring out what it means
- Presenting your findings to others



SOCIAL SKILLS

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflicts
- Group decision making
- Leading or following as the situation requires





Criteria	Yes	No
1. Does it allow for more than one answer or more than one way to solve problems?		
2. Is it intrinsically interesting and gratifying?		
3. Does it allow each student to contribute according to his/her own aptitudes?		
4. Does it require multiple skills and behaviors?		
5. Does it take them beyond what they already know?		
6. Does it have students apply what was learned to a new situation rather than memorization or regurgitation of facts?		
7. Is it connected to the central idea (or use language directly from the central idea)?		
8. Does it involve a task as well as an evaluative tool?		
9. Does it allow for development of the learner profile, attitudes, and transdisciplinary skills?		
10. Does it allow for conceptual understanding?		
11. Does it allow for transfer of knowledge?		

PYP Checklist for themes, skills, concepts, learner profile and assessments

Grade Level: _____ Date: _____

	Transdisciplinary Skills
	Social Skills
	Research Skills
	Thinking Skills
	Communication Skills
	Self-Management Skills
Who We Are	
Where We Are in Place and Time	
How We Express Ourselves	
How the World Works	
How We Organize Ourselves	
Sharing the Planet	

	Key Concepts
	Form: What is it like?
	Function: How does it work?
	Causation: Why is it like it is?
	Change: How is it changing?
	Connection: How is it connected to other things?
	Perspective: What are the points of view?
	Responsibility: What is our responsibility?
	Reflection: How do we know?

	Learner Profile
	Balanced
	Caring
	Communicator
	Inquirer
	Knowledgeable
	Open-Minded
	Principled
	Reflective
	Risk-Takers
	Thinkers

	Assessments
	Criteria: Is known and understood in advance
	Observations: Whole class or one-on-one
	Performance: Authentic, goal-directed tasks
	Process-focused: Assessment of transdisciplinary skills
	Selected Response: tests and quizzes
	Open-ended tasks: original drawing, diagram, solution
	Portfolio: demonstrate growth and creativity
	Reflection: self- and peer reflection
	Different points of view identified
	Demonstrate conceptual understanding, and knowledge
	Synthesize and apply their learning (not just recall facts)

"GRASPS"

When developing summative assessment tasks, consider using the acronym "GRASPS" from Understanding by Design (Wiggins & McTighe)

G: Goal...What is the "enduring or transferable conceptual understanding" that you want for your students. **Be sure to include language from the Central Idea within your summative assessment!**

R: Role...What is the role your students will take?

A: Audience...Who is the desired reader/viewer/listener of their work/project?

S: Situation/Scenario...What is the situation or scenario in which the communicator (student) and the audience are working? (Try to make it **an authentic, "real-world" task**).

P: Performance/Product...What will the students create?

S: Standards...What are the criteria for success? (You should try to involve students when developing criteria).

ASSESSMENT STRATEGIES AND KEY CONCEPTS

The following words will help design tasks for assessing for conceptual understanding using the key concepts. This guideline can be used in designing formative and summative assessment tasks with the planner. Many of these tasks will require a number of stages to complete, often following the research skills of the transdisciplinary skills. In this way assessment can be linked to the PYP curriculum elements, i.e. skills, concepts, knowledge. In order

Form / What is it like?

Define	Describe	Locate
List	Observe	
Identify	Notice	

Function/How does it work?

Explain	Construct	Create
Demonstrate	Design	
Operate	Rearrange	

Change / How is it changing?

Contrast	Demonstrate
Compare	Infer

Connection / How is connected to other things?

Match	Contrast	Organise
Categorise	Combine	Compare
Distinguish		

Causation / Why is it the way it is?

Support an opinion	Apply	Deduct
Analyse	Rearrange	Design

Perspective / what are the points of view?

Compare	Suppose	Respond
Respond	Contrast	Imagine

Responsibility / what is our responsibility?

Criticise	Support	Debate
Organise	Support an Opinion	

Reflection / How do we know?

Evaluate	Support	Analyse
Judge	Value	Appraise
Debate		

Possible Products and Performances

Written	Oral	Visual
Advertisement	Audio tape	Advertisement
Biography	Conversation	Banner
Book report or review	Debate	Cartoon
Brochure	Discussion	Collage
Collection	Dramatic reading	Computer graphic
Crossword puzzle	Dramatization	Data display
Editorial	Interview	Diagram
Essay	Oral presentation	Diorama
Experiment record	Oral report	Display
Historical fiction	Poetry reading	Drawing
Journal	Puppet show	Filmstrip
Lab report	Radio script	Game
Letter	Skit	Graph
Log	Song	Map
Magazine article	Speech	Model
Memo	Teach a lesson	Painting
Newscast	Others ...	Photograph
Newspaper article		Poster
Play		Power point show
Poem		Questionnaire
Proposal		Scrapbook
Research report		Sculpture
Script		Videotape
Story		Web site
Test		
Web site		

Source: Understanding by Design Professional Development Workbook, Grant Wiggins and Jay McTighe, 2004

Possible Student Roles and Audiences

Actor	Eyewitness	Pilot
Advertiser	Family member	Playwright
Artist/illustrator	Farmer	Poet
Author	Filmmaker	Police officer
Biographer	Firefighter	Radio listener
Board member	Forest ranger	Reader
Boss	Friend	Reporter
Boy/Girl Scout	Geologist	Researcher
Businessperson	Government official	Reviewer
Candidate	Historian	Sailor
Carpenter	Historical figure	School official
Cartoon character	Intern	Scientist
Caterer	Interviewer	Ship's captain
Celebrity	Inventor	Social worker
CEO	Judge	Statistician
Chairperson	Jury	Storyteller
Chef	Lawyer	Student
Choreographer	Library patron	Taxi driver
Coach	Literary critic	Teacher
Community member	Meteorologist	Tour guide
Composer	Museum	Trainer
Client/customer	director/curator	Travel agent
Construction worker	Museum goer	Tutor
Dancer	Neighbor	TV viewer
Designer	Newscaster	TV or movie character
Detective	Novelist	Visitor
Editor	Nutritionist	WEB site designer
Elected official	Observer	Zookeeper
Embassy staff	Panelist	
Engineer	Parent	
Expert in _____	Pen pal	
	Photographer	

Source: Understanding by Design Professional Development Workbook, Grant Wiggins and Jay McTighe, 2004

Framework of Assessment Approaches and Methods

How might we assess student learning in the classroom?

SELECTED RESPONSE ITEMS	PERFORMANCE-BASED ASSESSMENTS			
	CONSTRUCTED RESPONSE	PRODUCTS	PERFORMANCES	PROCESS-FOCUSED
<input type="checkbox"/> multiple-choice <input type="checkbox"/> true-false <input type="checkbox"/> matching	<input type="checkbox"/> fill in the blank <ul style="list-style-type: none"> • word(s) • phrase(s) <input type="checkbox"/> short answer <ul style="list-style-type: none"> • sentence(s) • paragraph(s) <input type="checkbox"/> label a diagram <input type="checkbox"/> “show your work” <input type="checkbox"/> representation(s) <ul style="list-style-type: none"> • web • concept map • flow chart • graph/table • matrix • illustration 	<input type="checkbox"/> essay <input type="checkbox"/> research paper <input type="checkbox"/> log/journal <input type="checkbox"/> lab report <input type="checkbox"/> story/play <input type="checkbox"/> poem <input type="checkbox"/> portfolio <input type="checkbox"/> art exhibit <input type="checkbox"/> science project <input type="checkbox"/> model <input type="checkbox"/> video/recording <input type="checkbox"/> spreadsheet	<input type="checkbox"/> oral presentation <input type="checkbox"/> dance/movement <input type="checkbox"/> science lab <input type="checkbox"/> demonstration <input type="checkbox"/> athletic skills performance <input type="checkbox"/> dramatic reading <input type="checkbox"/> enactment <input type="checkbox"/> debate <input type="checkbox"/> musical recital <input type="checkbox"/> keyboarding	<input type="checkbox"/> oral questioning <input type="checkbox"/> Observation (“kid watching”) <input type="checkbox"/> interview <input type="checkbox"/> conference <input type="checkbox"/> process description <input type="checkbox"/> “think aloud” <input type="checkbox"/> learning log

Evaluate your planners

Section	Title	Criteria	Score
1	Central Idea	<input type="checkbox"/> One concise statement that is true <input type="checkbox"/> Expresses an enduring understanding via a relationship between at least two concepts <input type="checkbox"/> Connected to the transdisciplinary theme <input type="checkbox"/> Globally transportable <input type="checkbox"/> Engaging, relevant, challenging, significant <input type="checkbox"/> Should be compelling to learners of all ages and abilities <input type="checkbox"/> Not value-laden <input type="checkbox"/> No proper nouns	
	Summative Assessment	<input type="checkbox"/> authentic <input type="checkbox"/> directly related to central idea <input type="checkbox"/> students demonstrate understanding, knowledge, skills <input type="checkbox"/> teachers and students involved in development <input type="checkbox"/> differentiated <input type="checkbox"/> assessment tool available to teacher & students	
2	Lines of Inquiry	<input type="checkbox"/> Directly relate to the central idea (unpack it) <input type="checkbox"/> Include 3 – 4 lines of inquiry <input type="checkbox"/> Show an organized breakdown of the central idea <input type="checkbox"/> Develop concrete connections to the central idea <input type="checkbox"/> Reflect the school's scope and sequence	
	Teacher Questions and Provocations	<input type="checkbox"/> open-ended <input type="checkbox"/> connect to lines of inquiry <input type="checkbox"/> provoke thought and interest <input type="checkbox"/> lead to action	
	Concepts	<input type="checkbox"/> no more than 3 key and/or related concepts <input type="checkbox"/> connected to central idea <input type="checkbox"/> frame inquiries at beginning of unit <input type="checkbox"/> Lead to open-ended questions	
3	Assessing Prior Knowledge	<input type="checkbox"/> Pre-assessment(s) identify current level of understanding, knowledge, skills and areas for growth	
	Assessing Student Learning	<input type="checkbox"/> variety of strategies <input type="checkbox"/> variety of tools <input type="checkbox"/> age appropriate	
4	Learning Experiences	<input type="checkbox"/> Promote discovery and construction <input type="checkbox"/> Students make connections among concepts <input type="checkbox"/> Authentic, active, varied <input type="checkbox"/> Differentiated <input type="checkbox"/> opportunities for action <input type="checkbox"/> Include specialists' engagements	
	Transdisciplinary Skills Learner Profile	<input type="checkbox"/> addresses specific skills <input type="checkbox"/> addresses specific attitudes <input type="checkbox"/> addresses specific attributes of the Learner Profile <input type="checkbox"/> opportunities for authentic demonstrations	

THE INQUIRY CYCLE

Inquiry

- is messy and recursive, a cycle rather than a linear process, that progresses through phases
- is permeated with reflection and critical thinking
- (uses technology)
- builds connections through the skills of literacy
- involves reading, writing, speaking, and listening to learn

Learners

- acquire deep understandings about the topic of inquiry and develop skills that empower them to learn on their own.

What the Students Do

What Teachers Do

Connect-and-Wonder Phase

- Connect the inquiry topic to what they already know, to themselves, to the ideas of others (text-to-self, text-to-text, text-to-world)
- Build background knowledge to reveal complexities, areas of interest, or framework of accurate information about the topic
- Ask questions and make predictions and hypothesize to develop the schema to which the new information will be attached

- Help students build connections and background knowledge
- Provide a context for learning through language, developing content-specific vocabulary and knowledge of text structures and patterns
- Tie the learning to curriculum



Strategies for the Connect-and-WonderPhase: *guided imagery, KWL charts, small group discussions, brainstorming, webbing, word walls, pre-reading aids, anticipation guides, overview information, media resources, concept maps, peer questioning, question stems, etc.*

Investigate Phase

- Use strategies for comprehending text and making meaning

- Support students using multiple strategies for comprehending texts and making meaning



Strategies for the Investigate Phase: *find multiple sources; analyze sources for relevance, currency, point of view, accuracy, etc; distinguish fact from opinion; skim; scan; find the main idea; assess the importance of ideas; find supporting detail; use text patterns and text organizers; paraphrase; summarize; infer; take notes in a variety of formats; compose reader responses; create patterns of organization; monitor comprehension; generate new questions and predictions, etc.*

<p>Construct Phase</p> 	<ul style="list-style-type: none"> • Think about answers and ideas, then build new understandings connected to previous knowledge • Draw conclusions about questions and hypotheses • Explain what they understand and what is new knowledge 	<ul style="list-style-type: none"> • Provide scaffolding for novice inquirers • Incorporate multiple appropriate strategies to aid students in clarifying their thinking
<p>Strategies for the Construct Phase: <i>interpret using inferencing; find patterns and relationships; test against predictions; compare new information with previously held ideas; recognize author's point of view and its impact on the message; use visual literacy to organize ideas and extract meaning from different formats of text; construct reasonable explanations using supporting evidence; follow a decision-making process; use visual organizers; use oral strategies to clarify thinking, such as class conversations, peer-to-peer dialogues, questions, and quick speaks; use writing strategies such as quick writes, directed writing, journaling, and interactive writing to clarify main ideas</i></p>		
<p>Express Phase</p> 	<ul style="list-style-type: none"> • Use the writing process: prewrite, write, revise, edit, publish • Assess their own products • Provide feedback to others • Choose format for expression based on the topic and audience • Organize ideas appropriately 	<ul style="list-style-type: none"> • Use writers' workshop approach to help student craft a written product • Help students use graphic organizers, models, collaborative approach, conferencing, technology tools, and rubrics
<p>Strategies for Express Phase: <i>Use writing process; consider the audience; choose from amongst various formats, including oral presentation, visual and/or multimedia display, etc.; present bibliographic and/or source information</i></p>		
<p>Reflect Phase</p> 	<ul style="list-style-type: none"> • Think about the product and processes • Revise and improve work • Acknowledge new understandings • Ask new questions about the topic • Set new goals for learning 	<ul style="list-style-type: none"> • Guide reflective processes
<p>Strategies for the Reflect Phase: <i>Peer feedback, self-assessment</i></p>		

Barbara Stripling "Using Inquiry to Explode Myths about Learning and Libraries" in *CSLA JOURNAL* (28:1. Fall 2004. 15-17).

Based on Barbara Stripling's "Using Inquiry to Explode Myths about Learning and Libraries" in CSLA JOURNAL (28:1. Fall 2004. 15-17).