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| **Studio Habits of Mind** | **English Language Arts Common Core** | **Math Common Core** |
| **Develop Craft**: Learning to use and care for tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing). | Learning structures (outlines, formulas, conventions) to write their own works. Learning & utilizing rhetorical strategies and structured arguments. Developing the ability to recognize and avoid logical fallacies. | Learning to use tools (straightedge, compass, graphing calculator). Learning to use and interpret mathematical symbols and conventions to communicate their ideas. |
| **Engage and Persist**: Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks**.** | Learning strategies for reading comprehension as well as interpreting literature on an abstract level (e.g. annotation, marginalia, question-asking). Learning to engage in the revision process. Learning to brainstorm, free-write, or mind map when confronted with “writer’s block” or a difficult task. | Learning to make math relevant by applying skills and problem solving processes to real-world situation. Learning to persist in approaching a problem, reading directions, asking thoughtful questions, and accepting that you may feel stuck or get the wrong answer before you get the right one. |
| **Envision**: Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece. | Learning to predict, visualize, and infer to deepen understanding of literature. Formulating creative, well-informed theories about literature and language. Imagining characters, stories, or poems. | Learning to use patterns to predict future outcomes and behavior. Learning to envision multiple approaches to solve a problem and visualize different representations of both solution and process. |
| **Express:**  Learning to create works that convey an idea, a feeling, or a personal meaning. | Learning about how to write to different audiences while maintaining tone, voice and mode. Learning how to express one’s personal voice in multiple modes of writing. Developing precise vocabulary, diction and syntax to enhance voice. | Learning to create mathematical works (proofs, art, written work for real-life problems) that convey an idea or a relationship to our personal lives. |
| **Observe**: Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen. | Learning about language by reading excellent texts. Learning to interpret test questions. Learning the skill of carefully considering another’s writing and offering up good advice. Investigating historical and psychological/personal context of author/text. Closely reading a text to recognize how a particular technique reinforces content or theme. | Learning to attend to visual contexts on diagrams and within reading a problem situation more closely and with intention; and thereby seeing things that otherwise might not be seen. |
| **Reflect:** *Question & Explain*: Learning to think and talk with others about an aspect of one’s work or working process. *Evaluate*: Learning to judge one’s own work and working process and the work of others in relation to standards of the field. | Learning to engage with others in the brainstorming, writing and peer revision process. Learning to use the feedback of others to make improvements in your writing. | *Question and Explore:* Learning to think and to talk with others about an aspect of one’s mathematics or mathematical process.*Evaluate:* Learning to judge one’s own mathematics and mathematical process and the work of others in relation to standards of the mathematical field. |

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| **Stretch and Explore**: Learning to reach beyond one’s capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents | Learning to engage in peer evaluation as a process of improving student writing to reach beyond what is already written. Using free-writing as a brainstorming tool; writing in various genres and becoming comfortable and competent as writers and readers. Embracing being guided in English class through reading increasingly difficult texts that may be outside of the student’s ability or interest. | Learning to reach beyond one’s current capacities, to explore mathematical problems without a preconceived plan, and to welcome the opportunity to learn from mistakes and accidents. |
| **Understand Professional World:** *Domain*: Learning about art history and current practice.*Communities*: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society | Learning to identify structures of literature and varied writing genres. Examining literature to understand how symbols, themes and narrative structures inform a text. Learning about the various schools of literary criticism and how they apply to shared texts. | Learning about math history, about developments in mathematics, and about current mathematical ideas, trends, and paradigms. |