

Providing Evidence-Based Instruction Across the Content Areas:

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*HAVING HIM
COME IS THE
SCHOOL'S DESIRE TO
INCREASE STUDENT
ENGAGEMENT*

What is most important?

- Build a consistent focus on evidence-based classroom instruction:
 - Engagement
 - Meaning
 - Language
 - Structure
 - Evidence

PAYING ATTENTION?
DISCUSSION?
ON TASK?

- PERSONAL ENGAGEMENT
LEADING TO
EDUCATIONAL
ENGAGEMENT

Building an Instructional Focus on: Engagement

- What does engagement mean to you?
- How do you build student engagement from the bell?
- How do you sustain engagement?
- What will tell you that your class is engaged?

KID DOING
SOMETHING TO BEGIN
CLASS, NOT THE
TEACHER
↓
PART OF THE
LESSON

* STUDENT'S ATTENTION TO PROCESSING OF CONTENT OR INFORMATION

A reflection on practice: Engagement

- Related Practices
- Refining Questions
- Model of Engagement
- BDA Reading model
- Please Do Nows
- Pair-Share
- Adolescent Guided Reading
- Guided Lecture
- Partner reading/Table reading
- Collins Writing Type 1, 2, 3
- Authentic inquiry

→ IF KIDS AREN'T ASKING
QUESTIONS... THEY AREN'T
ENGAGED.

ENGAGEMENT IS
THE STUDENT'S
DECISION

ENGAGEMENT LEADS
TO "MAKING MEANING"

STUDENTS CREATE
THE MEANING

Building an Instructional Focus on: Meaning

- What do you want your students to know?
- How is the content related to their prior knowledge?
- How is the content relevant to them?
- How will students process the content?

A reflection on practice: Meaning

- Related Practices
 - Direct Instruction
 - Modeling
 - Guided Practice
 - Independent Practice
 - Text Rendering
 - Notemaking
 - Templates/Frames
 - Processing time
 - Do-Nows
 - Collins Writing: Types 2, 1, 3
 - Setting purpose
 - Reflecting time
 - Tickets Out the Door
- Refining Questions

Building an Instructional Focus on: Language

- What will your students read today?
- What will your students write today?
- When and how will students talk today?
- How will your students remember today's important concepts and ideas?

*How much do
kids read?
How much do
kids write?*

A reflection on practice: Language

- Related Practices
- Refining Questions
- Active Reading
- Collins Writing
- Pair/Share
- Guided Reading
- Text marking, Annotating
- Notemaking
- Word Walls
- Question Walls
- Daily Edits
- Document Review

Building an Instructional Focus on: Structure

- How will you structure your time today?
- How will your classroom be arranged today?
- How many different activities will your students participate in today?
- What classroom habits will be reinforced for your students today?

A reflection on practice: Structure

- Related Practices
- Refining Questions
- Model of Engagement
- Social Learning in pairs, quads
- Processing Time
- Tickets Out the Door
- Please Do Nows
- Chunking of Learning
- Visible and Accountable Student Activities
- Classroom Routines
- Immediate Rewards

ENGAGEMENT
W/ EACH
OTHER

ACCOUNTABILITY &
COMPLETION

PARTICIPATION ①

VISIBLE & ②
ACCOUNTABLE



EXIT TICKET

Building an Instructional Focus on: Evidence

- What will your students produce today?
- What formative assessment(s) will be used today?
- What summative assessment will today's work lead to?
- How is student work kept or collected?

A reflection on practice: Evidence

- Related Practices
- Refining Questions
- Formative Assessments
- Tickets Out the Door
- Collins Writing: Types 2, 3
- Marking Annotating Texts
- Question Walls
- Notemaking Templates
- Report-Outs
- Text Rendering
- Summaries

A reflection on instruction

- What is in place?
- What needs attention?

