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> Penn GSE Penn Literacy Network

HAVING HIM

COME IS THE TO

SCHOOL DESIRE TO

INCREPAGE

INCREPAGE

ENGREDATE

What is most important?

- Build a consistent focus on evidencebased classroom instruction:
 - Engagement
 - · Meaning
 - · Language
 - Structure
 - Evidence

PAYING ATTENTION. DISCUSSION? ON TABLE?

- PERSONAL ENGINEEMEN LEADING TO EDUCATIONAL ENGREEMENT

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?

PART OF THE LESSON

STUDENTS AMENTION TO 3 PLUCESSIALLY OF CONTENT OR THERMATION

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 ABENT ASKING

GRESTIONS ... THEY AREN'T

DECISION

ENGAGENERY LEADS MEANING

STUDENTS CREATE

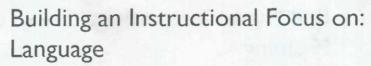
Building an Instructional Focus on: Meaning

- 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



- 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 MUELT DO.
KIDS PEAD 3.
HOW MUELT DO
HOW MUELT 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 WIENCH

ACCOUNTABILITY & CONGETTON

PARTICIPATION (1)

VISIBLE ?

ACCOUNTERE

EXITTICLE

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?

