

Whole-school literacy instruction that empowers diverse learners and supports Reading to Write

Gowrie St Primary School



Acknowledgement of Country

Nyanak gaka yawal yenbena woka.

On behalf of the Gowrie Street staff and community, we acknowledge the traditional owners of the land on which our school sits and pay our respects to their elders both past and present - they contribute great strength to our school and community. It is our great privilege to play a part in educating the elders of the future.



Today's Presentation

1. The Gowrie St Strategy
2. Literacy instruction that supports Reading to Write - and empowers diverse learners
3. Embedding instruction across the school





1. The Gowrie St Strategy

Gowrie St Primary School

Gowrie St Primary School is located in Northern Shepparton, just 200 metres from the Goulburn River. Our 2020 enrolment is 235 students, representing a diverse range of communities.

32% of our students identify as Aboriginal or Torres Strait Islander and 16% of students have English as an Additional Language.

Our SFOE is 0.71. Some additional demographic data includes:

- Families with active engagement with a support service (e.g. family support, mental health, domestic violence) of some kind account for 60% of total families
- 150 families have a Health Care Card, equivalent to roughly 94% of the school families
- Families with active involvement with Child Protection account for 20% of total families
- 51% of families are in a single-parent household
- 11% of families are formal or informal out of home care arrangements



OUR VISION:

We are a community that takes strength from who we are: our diversity, our cultures and our histories. We will empower our students to seize life's opportunities and overcome its challenges.

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5. Strategies

- High expectations relationships leading to improved learning engagement and attendance
- Prioritising a calm and productive learning environment to address the developmental needs of students to allow successful engagement in learning
- DREAM BIG - explicit teaching re hopes & dreams, whole community engagement
- School improvement cycles & action plans
- Effective use of data to plan whole school curriculum and to case manage individual students
- Ensuring consistent high impact teaching practice
- Focus on Literacy
- Student voice and agency critical to high levels of engagement

6. Assumptions

- Being at school every day will improve learning progress.
- High expectations relationships improve performance and engagement.
- Mindsets and perspectives can be shifted.
- Continuous improvement is possible through small, critical changes made through disciplined inquiry (Breakspear).
- Alignment and consistency of the work is key (Carnegie Foundation, Fullan).
- We must have confidence in our ability to build on the strengths of students to achieve high performance (Pedagogy of Confidence)
- In similar contexts, addressing the learning environment and culture among both adults and students is critical (Grattan, Centre for Independent Studies)
- There must be collaboration and shared vision across entire community (Reville)

4. Influential Factors

Barriers

- Lack of attendance
- Lack of school readiness
- Negative perspectives of students by community taken on by students and staff
- Past experience of school among some families

Enablers

- Caring and committed staff
- Culture of improvement
- A number of school-wide structures and processes in place
- Many students who love school and for who it is a safe space
- Strong relationships between students and staff
- Strong DET focus on school improvement

1. Problem

- Our students are not consistently achieving the outcomes we would hope for them.
- Significant intergenerational poverty within the school community contributes to:
 - The inability of some of our families to have a broader vision of success (now and in the future).
 - Challenges with readiness for learning, the development of communication & social-emotional skills, and basic needs being met.
- Negative perspectives about some of our students by the broader community.

2. Community Needs/Assets

Needs

- Teachers need to believe they have agency
- A number of factors can impact student learning progress
- Students and their community seeing them as learners
- Families having the skills to best support their children

Assets

- Diversity and strength of different cultures
- Level of community support from wide range of organisations
- Range of parent engagement and connection
- Level of resources
- DREAM BIG

3. Desired Results (outputs, outcome, impact)

Outcomes

Students make consistent or accelerated progress in line with the curriculum that is planned and delivered each day.

Improved attendance.

Pride in their school and learning.

Impact

Our vision is a reality for our students and our community - *That we take strength from who we are: our cultures, histories and diversity. That we seize life's opportunities and overcome its challenges.*

Our Strategies

Built on the strengths of our students and community...

High expectations relationships leading to improved learning, engagement and attendance



Prioritising a calm and productive learning environment to address the developmental needs of students to allow successful engagement in learning



DREAM BIG - explicit teaching about hopes & dreams, whole community engagement



School improvement cycles & action plans



Effective use of data to plan whole school curriculum and to case manage individual students



Ensuring consistent high impact teaching practice



Focus on Literacy



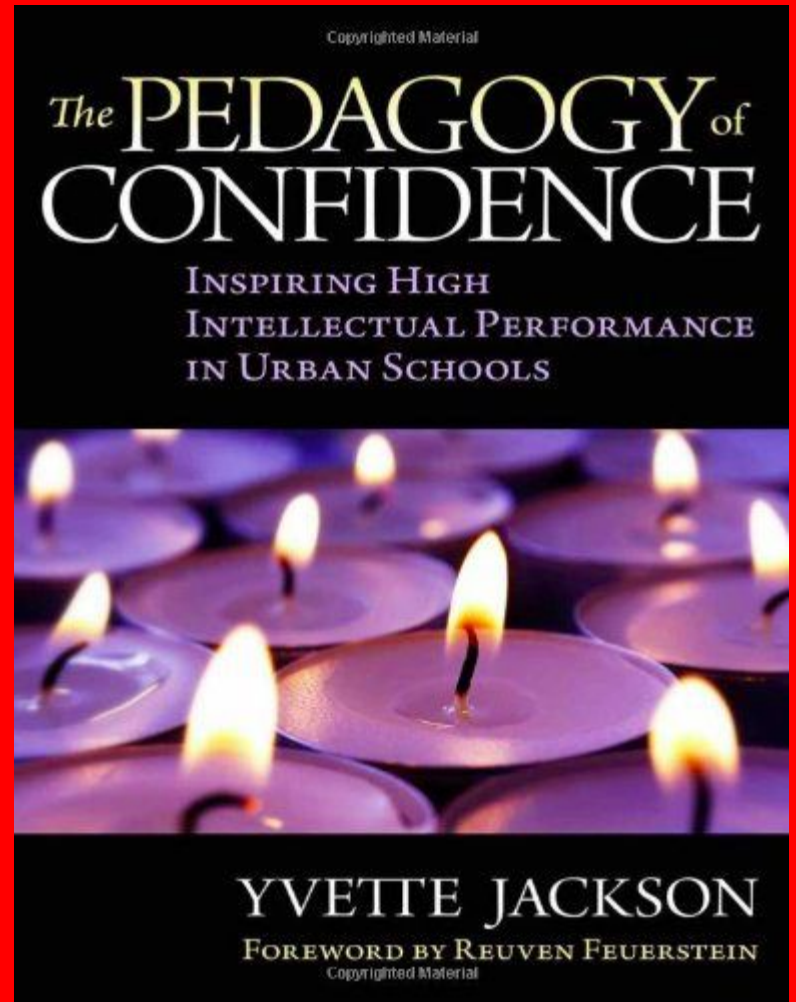
Student voice and agency critical to high levels of engagement



**We must have confidence in
our ability to build on the
strengths of all students to
achieve high performance.**

The Pedagogy of Confidence

Yvette Jackson



Empowering learners through enrichment

- That by focusing on the ‘achievement gap’ we keep supporting a myth that we close the gap by focusing on weaknesses.
- We ignore the vast intellectual capacity of our students and instead focus on minimum proficiency levels.
- We must refer to students from disadvantaged areas as ‘**school-dependent**’: they depend on schools and the education they provide to achieve high standards - and their parents entrust the students to the school to achieve this.
- The result of this focus on weaknesses is policies that prioritise **remediation rather than enrichment**.
- We must provide **enrichment to all students**, and remediation as required.

Empowering learners through enrichment cont.

- Disenfranchised instruction focuses on weaknesses and closing the ‘achievement gap’, leading to practices that control and limit instruction.
- There can be a focus upon remedial instruction, for example literacy being limited to simple texts.
- Instruction and curriculum that focuses on lower-order thinking - prioritising the explicit delivery of content - rather than building higher order thinking
- Key is providing mediation - the work we do to build understanding, motivation, competence and confidence.
- Obvious examples of it are the modelling, discussions and scaffolding we provide students so they can access more demanding learning.



2. Literacy
instruction that
supports
Reading to
Write - and
empowers
diverse learners

Where we were

- Locked in scope and sequences of teaching of limited text types in writing and 'reading strategies' taught in isolation
- Teaching of simplistic notions of texts- the same formula taught at every level
- Little or no teacher modeling of writing
- Heavy reliance on simplistic 'outside' sources models

- No joint construction in upper grades
- Students asked to write regularly under test conditions with little exposure to or explicit teaching of the text type they were to write
- Little collaboration between students
- Deficit view of student work- a focus on what they can't do

The result

Student Perceptions

- High levels of student disengagement from writing- not one identified themselves a writer when surveyed
- Limited student choice in what they wrote
- All writing is done in a writing book for the rough copy, then typed into a word document for a good copy
- Students completing writing 'for the teacher'
- Students expressed a desire to write what they liked to read when asked "if you could write anything what would you write?"
- When asked to identify the traits of a great writer students identified spelling, handwriting as the top two, followed by writing a lot

Writing

- Little understanding of the writing process
- Simplistic use of text structures even in higher grade
- Grammar taught in isolation and only during writing- not transferred by students into their writing
- little reflection about how to improve writing or even a desire to do this more than typing a second draft or write more
- Limited evidence in student writing of purpose, audience, ideas and voice

Reading

- Students with very limited understanding of genre
- Students not having a connection to authors on a deeper level-
“what does my favourite author do that makes me like their work so much?”
- Higher order reading comprehension limited- understanding how an author makes a text interesting very low and little or no language to talk about this if they did have an idea
- Difficulty in retelling a story and summarising- isolating main idea, theme, or key information

WHAT WE ARE DOING
ABOUT THIS.....

Units of Work- that teach text types in a developmentally appropriate way using high quality texts as models and that develop the reader, the writer and build the bridge between the two

Foundation

- Oral story-telling to build a sense of 'having stories'
- Think alouds explicit in order to make the author visible
- Valuing emergent writing to build writing identity
- Writing what we read- Pattern Books Reading and Writing Unit

1-2

- Think alouds explicit in order to make the author visible
- Immersion
- Book Making to support the self perception as a writer- we are making books just like the ones we read
- Writing what we read

3-4

- Building a writing life
investigation into the authors
we love, how they live and work
- Immersion
- Student collaboration- Writing
clubs and book clubs

5-6

- Immersion
- Broadening the horizons of
possibility for text types
- Student collaboration- Writing
clubs and book clubs

Example 3-4 Unit

Unit 4: Lifting The Level Of Narrative Writing– Studying Autho'r Craft

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Unit 4: Lifting The Level Of Narrative Writing- Studying Craft

The overarching goal of this unit is to teach students how to gather a repertoire of craft possibilities that will help them write well. This is often called reading like a writer. First, they read like a reader – gaining meaning and discussing text. Then, they reread and revisit that same text but through writerly eyes. This involves reading with a sense of possibility, a sense of What do I see here that might work for me in my writing? Books now serve as a mentor or model for students as they write. It is critical students see themselves as writers and, therefore, adopt a writer's perspective. Teachers can scaffold students in this shift in thinking through questioning, modeling and inquiry.

Many techniques are incorporated in these lessons to guide students in learning how to lead *writerly lives*, not only for this unit but for the rest of their writing lives. First and foremost, students will study mentor authors and mentor text. Webster's dictionary defines a mentor as a close, trusted, and experienced counselor or guide. This perfectly describes the relationship we want students to have with selected authors and texts. Students will look closely at the work of one published writer, letting that work function as a mentor or guide. In turn, they will also engage in text inquiry of chosen books to gather more and more writing tools to add to their writing toolboxes. They will view these books through the lens, What did the author do that I could try? Students learn to stand on the shoulders of those that have gone before them.

Studying craft is seen as a lifelong strategy – students learn how to apprentice themselves to authors and text, in order to write for various purposes and in different modes and genres. Our students' best mentors are writers and the text they create. This unit guides young writers on this journey of leading a *writerly life*!

Unit 4: Lifting The Level Of Narrative Writing- Studying Craft

Important Notes on Unit and Lesson Design

This unit is not typical in the sense that many lessons do not follow the architecture of a mini-lesson: Connection, Teach, Active Engagement, Link, Mid-workshop Teaching Point and Share.

Instead, many of the lessons will follow an inquiry approach. Teachers should follow the lead of their students -- notice, restate, and negotiate what they say in order to bring meaning and understanding. The focus is on discovery, noticing HOW an author crafted both structure and words. The goal is to help children get started transferring these insights to their own writing. In this sample unit, the inquiry approach is often coupled with the methods of demonstration and guided practice.

For example, when facilitating a discussion on techniques a particular author uses, the teacher first demonstrates how to go about studying a page of a published author's text, first, finding something s/he did, thinking about what the author did and why, naming the strategy, making connections to other text where s/he has seen this before, and trying it (or 'write-in-the-air', meaning rehearse orally). Then, the teacher would get students started inquiring in similar ways about the mentor text.

- o When attempting to write any piece, ask self: *Who is my writing mentor? Is there a text I can use as a model? How can I use this model to help me write better?*

IMMERSION- move students from explorers of the text type to writers of it.

Purpose

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing.

Immersion will-

- help students to create a vision of how their own texts may be written and what elements and vocabulary to include.
- support students to use author craftsmanship specific to that text type

Reading Like a Reader, Reading Like a Writer

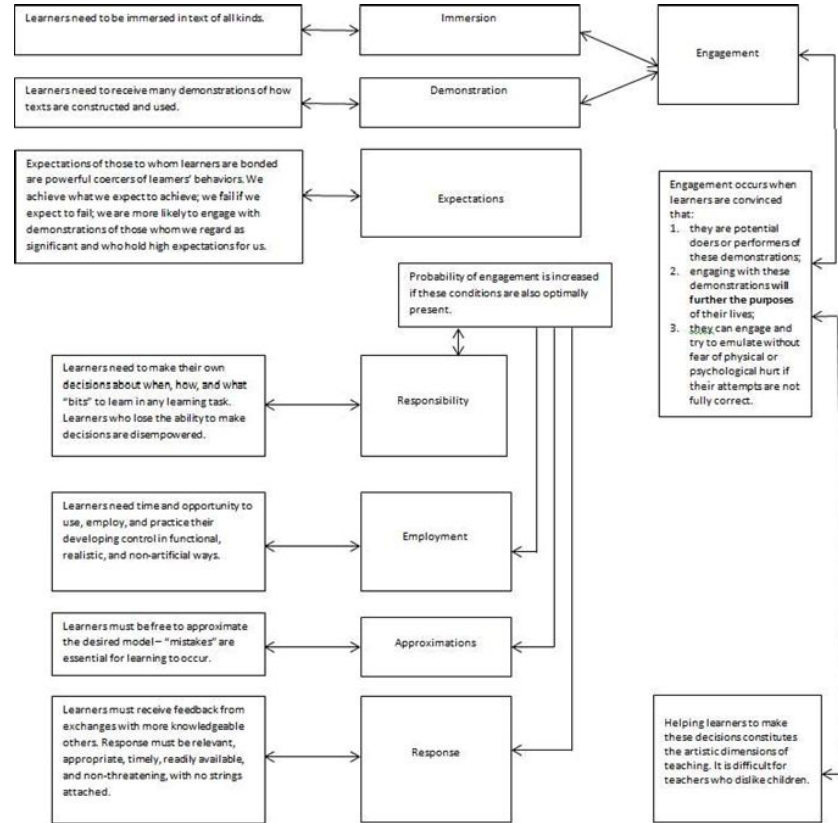
It is important that students have multiple experiences with a piece or book. Time should be devoted to them first reading like a reader – read, enjoy, and discuss. Then, pieces will be reread in part or whole through “writerly eyes.” Students will now read like a writer. Selections will be reread to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – What did this author do that that I could try? Subsequently, teachers want students to use mentor texts as resources for when they write.

Cambourne's Condition of Learning: A Model of Learning as it Applies to Literacy

Research Support

It is recommended that teachers study the professional resources listed on the previous page.

Additionally, Cambourne's Conditions of Learning chart shows the important role Immersion plays in the model of learning as it applies to literacy.



Where and When

The Immersion Phase should be completed before starting the mini-lesson sequence. It is recommended that teachers spend several days on Immersion activities. The writing unit is based on the assumption that students, through Immersion, have developed background knowledge of the text type and started collecting possible seed or writing ideas.

During this phase the whole class will begin planning and drafting a class shared writing piece.

Teachers have three options of when to conduct the Immersion Phase.

Option One: Immersion lessons would be conducted during a planned reading time, such as read aloud and shared reading. The class would start studying mentor texts 3-5 days prior to the start of the new writing unit. Students would continue to work in writing workshop on completing the previous unit of study while this Immersion work is done.

Option Two: Immersion lessons would occur during writing workshop time. Teachers would add 3-5 days prior to starting the mini-lesson sequence.

Option Three: combination of one and two – do some lessons during reading time and some during writing workshop

Through studying mentor texts, students will develop a greater understanding of:

A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)

B. Characteristics (What makes an effective xxx?)

C. How these texts tend to go?

1. How does the beginning or introduction tend to go? What is included?

3. How does the middle part or body tend to go? What is included?

4. How does the ending or conclusion tend to go? What is included?

IMMERSION PHASE EXAMPLE

TERM 2 2020 – 5/6 REMOTE LEARNING

Lesson Plan Template for Immersion Phase – INFORMATIONAL WRITING/RESEARCH

Outline immersion lessons:

Wednesday, Thursday & Friday	
Concept	<p>In this unit, students will be involved in a journalism project: conducting research and publishing news articles. Students will be journalists for a fictional news network. NEWS ARTICLE FOR THE PURPOSE OF RECORDING THE MAKING AND RESEARCH FOR THEIR GENIUS HOUR PROJECT</p> <p>Students will learn that journalists report in many ways (WE ARE GOING FOR JOURNALISTIC STYLE), sometimes orally and other times in the form of news articles. In this unit, students are asked to do both. Prior to this unit, it will be important for teachers to comb their classroom, school, and local libraries for a variety of news articles that are within the reading levels of their students. Here we need good blogs to view. Students must be immersed in the genre, so they can more successfully write within it.</p> <p>Studying news articles will help students better understand the structures such as: headlines, sections, paragraphing, leads, conclusions, etc. It is important to note that the content of the news articles may vary, since students are studying the structure, development and features of news articles – not the content. During their researching for their Genius Hour, students will be studying books, articles, photographs, maps, and other media for content and information about their writing topics. Although becoming less <u>main stream</u> due to digital news articles, teachers may also wish to provide time for children to hold newspapers in their hands, flipping through the pages, and getting a sense of how one article fits into the entity of an entire newspaper.</p> <p>It will be important for students to learn that the best reporters are not born in the middle of a conflict or world-changing event. The best journalists seek out their topics based on current events. During immersion, teachers may ask their students to flash draft news articles about everyday happenings such as: a spider in the classroom, a commotion on the playground, a scuffle on the bus, a school assembly featuring a guest speaker, etc. Once students are immersed in this work on a personal level, they will be able to transfer it with more ease when writing within the content area.</p>
Learning Intention	We are learning about the various types of informational texts and their features.
Success Criteria	I can notice features of informational texts.
Overview of immersion:	
<ul style="list-style-type: none">*Show/Read mentor texts aloud - stop periodically to think aloud/share thoughts, observations about text. Add features to anchor chart.*Students look through a mentor text of their own to have a go at noticing and recording features from their text.*Students looking through example text to mark up and/or 'having a go' at writing in the style or working on ideas they might write*Share work that was done or ideas that were discussed.	

Informational writing – what is it?

- Informational texts tell facts, which are true pieces of information. Informational texts teach us about a certain topic – this may be in the form of an information (non-fiction) book about an animal, a newspaper article about a certain event, or a blog, where someone may report about their thoughts or opinions.

Wednesday – Information texts (standard non-fiction information books)

Thursday - News Articles (Online articles/Newspapers)

Friday – Blogs/online journals

- Students during independent work time **NOTICE** features they should be added to an anchor chart for features (in their own exercise books or word documents)
- A second chart or send part of first chart will be started about ideas students could write about- this will also be drawn from texts looked through

**Wednesday –
Information text**

1.) Definition and Purpose of an information book? (what are they, what do we use them for?)

Typical features of Information books

- Facts/information
- Contents page
- Glossary/bolded words
- Diagrams
- Pictures
- Captions
- Headings
- Subheadings

2.) How does the author including such features (above) help us as readers?

Independent Task:

Students will choose an information text (either from Epic!) or a book they may have taken home with them/have at home) – students note features within their chosen book, and record in their own charts.

**Thursday -
News Articles (Online articles/Newspapers)**

1.) Definition and Purpose (What are news articles? Why do people read news articles? Why do people write news articles?)

2.) **Characteristics/features** (What makes an effective news article?)

3.) **How these texts tend to go?**

How does the beginning or introduction tend to go? What is included?

How does the middle part or body tend to go? What is included?

How does the ending or conclusion tend to go? What is included?

Author craftsmanship specific to that text type (e.g. News articles have different sections, columns, a journalistic tone with facts, numbers, names, examples, etc.)

Mentor texts:

<https://www.kidsnews.com.au/animals/wild-animals-explore-quiet-city-streets-as-humans-stay-in-during-coronavirus-lockdown/news-story/c9b67da619b8798934442b6bab2dd23a>

Independent Task:

Students can view articles from Kids News, Time for Kids, BTN etc. and add features to their own charts.

Characteristics of News Articles

Define: A news article is a short text, within a newspaper about a topic that is current and newsworthy. A newspaper, whether digital or printed, often contains a number of articles, advertisements, and columns written to meet the interest of its readers.







Purpose: A news article informs and teaches readers about a topic in an interesting way. News articles are crafted to engage the reader's attention while including all sorts of specific and interesting information.

- Structure - Layout of different sections, written in a column format
- Main title (headline) and each section may have a title (subheadings)
- If there are sections, each section is mostly about one thing connected to the big topic
- Informs the audience with facts and information
- Sometimes definitions are included, usually in context
- Uses an journalistic, dramatic tone
- There is one main topic with a main idea
- There are descriptive words (helps reader get picture in his/her mind)
- 3 parts: beginning (lead or introduction), middle (body), end (conclusion)
- Begins in an engaging way (lead): story, description, xxx, (list based on text studied)
- Beginning or introduction – introduces the topic and answers the most basic questions upfront
- Body or middle part explains the topic
- Simple, yet thought provoking, conclusion with little information
- Types of conclusions we noticed: drew conclusions, asked questions, suggested action, made reader reflect, etc. (list based on text studied)
- Text features are used to teach and support information
- Types notice: photo journalism, diagrams, etc.
- Comments and input are included from experts (ways to elaborate – “say more”)

IMMERSION CHARTING FOR PERSUASIVE UNIT

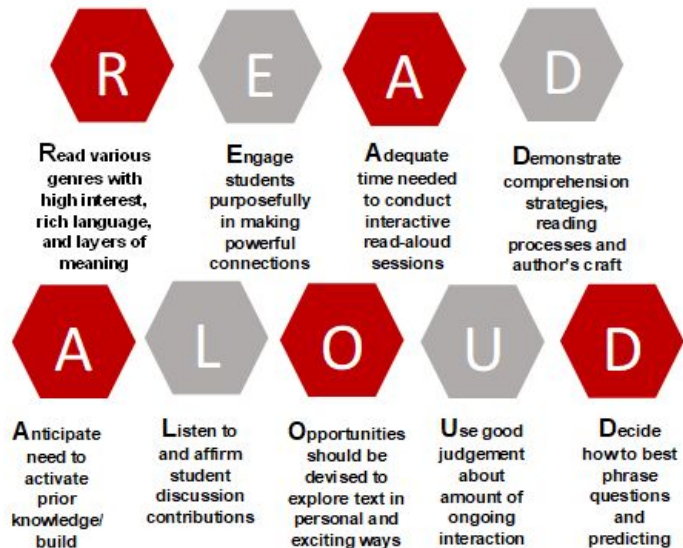
PERSUASIVE DEVICES for products & packaging

~ NOTICINGS ~

PRODUCT	COLOURS	AUDIENCE	APPEAL?
	<ul style="list-style-type: none"> - White (calm, clear) - Hot pink (berries) 	<ul style="list-style-type: none"> - People wanting a <u>healthy</u> cereal - Adults 	<ul style="list-style-type: none"> - Fresh - Healthy - Antioxidants/Vitamins - Wholesome
	<ul style="list-style-type: none"> - Bright yellow (primary colour) - Brown (cocoa) 	<ul style="list-style-type: none"> - Kids 	<ul style="list-style-type: none"> - Delicious - Energetic / fun
	<ul style="list-style-type: none"> - Blue (sky) - Green (grass) - Yellow (shirt) - Multiple brights (towels) 	<ul style="list-style-type: none"> - Housewives / mums - People wanting clean washing 	<ul style="list-style-type: none"> - Fresh - Breezy - Bright - Clean
	<ul style="list-style-type: none"> - Navy - White + } USA flag - Red + } colours 	<ul style="list-style-type: none"> - (American) - Teen girls - Girls wanting to be 'trendy' 	<ul style="list-style-type: none"> - American (celebrity) - Cool / trendy - Popular - 'Be like Britney'
	<ul style="list-style-type: none"> - Black & white 	<ul style="list-style-type: none"> - Basketballers - Michael Jordan fans - Trend-setters - Youth/teens 	<ul style="list-style-type: none"> - Street-wear - Trendy / cool
	<ul style="list-style-type: none"> - Red 	<ul style="list-style-type: none"> - People wanting tasty snacks (everyone) 	<ul style="list-style-type: none"> - Addictive - Delicious - Simple / convenient can package.

**Read Alouds- BY PRIORITISING READ
ALOUDS WHERE TEACHERS ENGAGE
STUDENTS IN THE 'WORK OF THE
AUTHOR' STUDENTS WILL BECOME
MORE AWARE OF CRAFT AND ITS EFFECT
ON THE READER AND BE ENCOURAGED
TO TRY IT OUT FOR THEMSELVES**

OUR READ ALoud WHOLE SCHOOL POLICY



What should I think about when selecting a text for an interactive read-aloud?

- Texts you like.
- Texts that are interesting and appealing to students (award winners included).
- Texts slightly more challenging than those children can read independently.
- Texts that build on a topic currently being addressed in the curriculum.
- Texts beyond fiction and non-fiction books—poetry and interesting age-appropriate newspaper and magazine articles make for great read-alouds too. Remember, non-fiction texts do not have to be read from cover to cover!
- Texts that present a new idea or a unique spin on an old idea.
- Texts with an embedded second language.
- Texts that are silly, quirky, or just plain fun to experience as a reader and listener.
- Texts with no words! Illustrations are text too—in a wordless text, illustrations carry the full meaning.

What are the research based benefits of an interactive read-aloud?

- Gives experiences with language that requires students to make sense of ideas.
- Enhances imagination, creativity, memory, and curiosity.
- Grows background knowledge and understanding of universal concepts.
- Helps students make connections across cultures to real life situations.
- Increases students' listening skills and attention spans.
- Supports learning about conventions of texts.
- Permits students to hear what proficient reading sounds like.
- Introduces students to the pleasures of reading and texts of all kinds.
- Builds relationships and a positive classroom community.
- Promotes discussions about topics in critical and significant ways.
- Improves independent reading proficiency.
- Encourages children to focus on important text ideas and reflect on them.
- Increases students' interest in independent reading.



3. Embedding instruction across the school

RIGOUR & ROUTINE

Classroom and Curriculum

Setting Up Your Classroom

Gowrie Street Primary School Instructional Model






Version 1.9/12/2019



Gowrie St P.S. School Improvement Cycle

(Weeks 1-5)



	Evaluate & Diagnose	Prioritise & Set Goals	Develop & Plan	Implement & Monitor
Key Tasks 	Gather data (through Learning Walks, assessments etc.) to evaluate the previous Action Plan and AIP priorities. Determine next focus areas.	Consider data and research to prioritise next steps. Set clear goals in the form of Teachers Will and corresponding Students Will.	Establish agreed actions to achieve priorities and goals. Determine roles for achieving agreed actions.	Implement the Action Plan. Monitor through Learning Walks and other data collection. Determine immediate priorities and action.
SIT 	Week 9: <ul style="list-style-type: none"> Gather relevant data, including through learning walks Evaluate progress of Week 6-10 Action Plan and AIP Actions Determine next focus areas 	Week 9: <ul style="list-style-type: none"> Compile data and research for whole staff to consider to be able to set goals 	Week 1: <ul style="list-style-type: none"> Confirm/elaborate on the agreed actions. Establish Week 1-5 Professional Learning schedule. Establish the roles of SIT members. 	Weeks 1 and 3: <ul style="list-style-type: none"> Monitor implementation of the Action Plan through ongoing Learning Walks and data collection Determine immediate actions for next 2 weeks
Whole Staff 	Week 10: <ul style="list-style-type: none"> Consider relevant data, including own data/Learning Walks Review own progress with Week 6-10 Action Plan Celebrate success!!! 	Week 10: <ul style="list-style-type: none"> Teachers identify the priorities for their practice based on the data, research and focus areas. Teachers (in sections) set clear goals for 'Teachers Will' and corresponding 'Students Will' 	Week 10: Propose actions to achieve the priorities and goals considering necessary: <ul style="list-style-type: none"> Knowledge and skills Professional learning Planning priorities Resources Roles & responsibilities 	Weeks 1-5: <ul style="list-style-type: none"> Revisit (and monitor) Action Plan within team planning Monitor implementation through Learning Walks

Note: This School Improvement Cycle was developed by the Gowrie St School Improvement Team with support from the DSSI Leadership Partner initiative.
The meeting dates identified work for a Week 1-5 cycle. Dates would need to be adjusted for the Week 6-10 cycle.



T & L Action Plan

Term 2 - Weeks 1 to 5



AIP Goals



Literacy

To maximise learning growth for all students in literacy F to 6.



Numeracy

To maximise learning growth for all students in Numeracy F-6.

Evidence of Impact

Teachers will:



- Plan mini-lessons including:
- Learning intentions and success criteria
 - Think alouds
 - Text selection
 - Vocabulary teaching
 - Worked examples (for writing and numeracy)



- Refer multiple times to the LI and SC during lessons (and ensure clearly displayed)



- Utilise anchor charts/worked examples and have them displayed throughout the lesson and after



- Scaffold talk during the mini-lesson



- Establish NFA/MOI goals with their students

Students will:



- Will be able to talk about the learning from the lesson in their own words including:
- What the learning is
 - How they are going to practice it
 - How they are going to get better



- Refer to and explain worked examples and anchor charts



- Engage in substantive talk as part of the mini-lesson



- Recall and explain their NFA/MOI goals

Actions

- Plan units of work within PLCs
- Subsequent PLC focuses on planning: think alouds, anchor charts, mentor texts
- T & L Meeting on anchor charts
- T & L Meeting on substantive talk
- Review Mason's NFA wall and establish NFA/MOI goals

- Establish a mini-lesson one-pager
- Frequent observations based upon Evidence of Impact