Knox County Public Schools

A Look at Literacy

School		Teacher/F	Room#	Date	Grade	Dont IC	
KCHS			Dermott	10/11/	Grade	Dept./Course	
	1			12/12/13 nment /CHETL-	100000000000000000000000000000000000000	Biology C	11:00-11:4
Literate	Lite	racy rich enviro	ment (physical s	annem / Chert-	Learning Ci	imate	
Environment	Lite	acv rich experie	ences (hooks rose	oace) Mamy C urces, modeling)	ontent 1	elated post	ers
	LUSE	of cooperative	learning/varied in	structional strate	I Paus 4	reflerence	
	1.00	mie, wiiting, speak	ING. IISTENING TANGUAG	(م			
*	Stu	ents have oppo	rtunities to see ar	nd hear adults mo	del fluent ro	ading thisties o	
		erres write, disci	ass, and speak for	a variety of audic	ים המכ שמחת		writing.
	1231111	ents have oppo	rtunities to intera	ct with peers and	adults in res	inonse to texts	
Learning Climate	- Ille	riassi oom is we	II organized, visibl	v inviting and stir	mulating	porise to texts.	
Cilitate	J∠Use	of physical and v	virtual space is co	nnected to learning	ng.		
	\sim Inst	uctional time is	used effectively (not wasted).		9	
,	EVIO	ence of high exp	ectations for all s	tudents.			
	Effe	tive classroom i	management.				
	Stuc	nteraction i	oetween teacher/	students, student	s/students		
100	3(1)	Hitaman Ctu-	playedCurren	tw/ Standard	w/ descrip	tive & specific feedb	ack
Learning Target		Literacy Strai	ng-Curriculium/(HETI-Knowlode	nn nf C		
l and a second		volution.	in The w	nain ideas	Concepts	in geneti	CS 4
		volution.	110045	on Import	lance of	- F- 070 al	111.0
Essential Question	n		beginni	ry of each	- Class	- goals, \$	ourpose ele
				O		0 11	
Learning Targets		posted					
are	1 2	postea Documentea in le	ssaa ninn	reference	ed and comm	unicated with stude	nes
		congruent/co:			n student friei	ndly language	
Content Standard	i			medies to KCAS/CC,	/PUS		i
	_ _		*				-
Lesson Content	Ho	is lesson/activity	y connected to KCA.	S/CC/POS? Learning	a Target?	D	
Literacy Stran	d Inchu	congruentco	rrelatednot co	nnected		Review	
Teacher Locatio	u-IIISLIL	ction/ CHETE-II	nstructional Rigo	or & Student En	gagement,	Instructional Re	levance
reacher Locatio	''	it mour or toom					
	1	Marking with in	ughout the room				
	1	Mone at desk or	dividual students				
Teacher Activitie							
		Direct Instructio eading Discussi.		Readin	g Aloud to c	ass/group	
		upporting Lead			ing Accomm	odations	×
	V	Monitoring Stud	ent Performance	Using t	echnology to	enhance the less	on
		roviding descrip	otive feedback	<u> </u>	s literacy stra	ategies into lesson	
Student	22	# actively enga	aged	# Off Ta			
Engagement		Passively eng	aged/compliant				
Student Activitie	S	ndividual Work	Small Gro				
		Jsing textbooks			/hole Group		
		ssessment	Workbooks Discussion		ote taking	Use of I-po	ads
		ations/Centers	Hands-On		tening esenting		
		sing Technology	Writing to L		0	nstrate learning	
Differentiation		f Content (What	students are learning	g is different)	to dellio	matrate learning	
	1	Process (How stu	idents are learning	is different)			
		Product (How sti	udents are demonst	rating learning is dif	fferent.)		
		evidence of diffe	erentiation observed	d. (Content/process	are the same	for all.)	

gycon e ¹⁸ 5e S	to Exp. sa	Knox County	Public Schools		
		A Look	at Literacy	may mereused with discussion Mole	-of
	Rigor/Relevance (Questioning/Activity Level Amowledge Comprehension	Application Analysi	is Synthesis Evaluation	
		Talker/Thinker/Doer		SYNCHESISEVALUATION	
		The student is the primary talker/tl	hinker/doer		
		The teacher is the primary talker/ti	hinker/doer.		
		Relevance			
		The student has little to no opportu	unity to make meaning/co	onnections with learning.	
		The students can connect learning of the students can can connect learning of the students can connect learning of the students can	experiences to prior loars	ing in the service of	
		Text to SelfText to TextT	ext to World	ke meaning from learning.	
	^ Li	teracy Strand-Assessment/CHETL	L-Classroom Assessm	ent & Reflection	
X (Use of Formative Assessment (List)	Checking out stude			1 day
"	Use of Summative	AN ATTEMPS.	1.0		- I
)	Assessment (List)			and break	kapi
)	Evidence of Self-			and with	they or
)	(Students)			11 / 10 / 10 / 10 / 10 / 10 / 10 / 10 /	A Commence of the last
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	completed	each period and	a certain a	would be	
	to reasons	-/ all fellow and	then you	leave temp	!
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	at the beg	inning of each or taking notes who summanize	Class peru	od, model	
	answering	or taking note	e, reading	k. determine	
	ba man	idea of the ci	hart. This	helps students	
	who we may	wito summanye	the mater	ind.	
) and (Use of I	techology by si	Tudento e	ugages the	
	t- 1L	in collection	the date	The state of the s	-
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	B I Would	the week mor	e korus of	- work in group	ال
	discussion	D, How can we	matinate to	the Atalant	
	in groups!	2	THE STATE OF THE S	no wanterness to h	JULICA
	0 ,				
	Observer's Signatu	re	Date		٦
	Ω	0 0			-
	Dena	Cole	2-12-	/3	
L					!

25.00	Great work Bob! Wow! You are so smart.	Whitney's use of math vocabulary is awful.	Marge is having problems getting her work done.	Your behavior is terrible	Today's Exit Slip: B-	Good Job ©	Grades do not communicate details about what students do or do not understand, nor do they describe the quality.	Judgments
Morn of Sinaphis dian Low or	I loved your drawing.	I think Homer's problem solving skills need improvement.	ns I like how neatly you wrote out the problem.	I didn't like your choices e. at recess today.	I enjoyed reading your work.	I like the way you finished your homework on time.	ite We do like to please the s do teacher, but we learn more do from knowing why our work shows quality.	Personal Observations
	You need to write out all the steps as you solve the problem, then double check your work & get a friend to review it too.	You'll ever get your work finished if you don't stop talking.	You just need to try harder next time if you want to pass this class.	You're going to have trouble making friends if you keep hitting people.	To solve this kind of problem you must use a chart to record work.	d You should have listened in class yesterday so you would have better notes.	When we give the cause & effect student's lose the ability to self-assess and become self-directed learners	Inferences
Have the Potential to	Bill has increased his automaticity 22% in the last 3 months.	Henry has used the guess & check strategy to solve 9 of the last 10 problem tasks. 5 of the 9 problems could have been solved with another method.	Students at this grade level should complete this test with 75% accuracy. Mindy has less than 60% accuracy and left 3 questions blank.	You hit 2 kids at recess.	You got 14 out of 20 exercises correct on solving two-step equations.	qua qua repr s	Present clear unarguable data - no judging, no making - personal observations nor making inferences.	Data
Have the Potential to help Students Grow	The drawing you ma didn't seem help you sthe problem. What ot kind of representation might work?	What other strategy addition to guess & ch could you use to solve problem? Which strat would be the most efficient?	0	How do you think the when you hit them recess? What could have done different	How did you decide of strategy to use?	What might you need do to improve your of to a 4 according to scoring guide?	Ask lea	Reflective Questic

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		Teacher/Ro	7011187	Date	Grade	Dept./Course	Time	
	1 !4						11116	
Literate	Liter	acy Strand-	Literate Environ	ment /CHETL	Learning C	limate		
Environment		TICH CHVIION	Henr Innvsical co-	2001		midte		
	Literacy	_Literacy rich experiences (books, resources, madel)						
	026.01.0	_Ose of cooperative learning/varied instructional states.						
	(reading,	writing, speakin	g, listening, language)	i i i i i i i i i i i i i i i i i i i	-Bies to toste	riiteracy		
	Students	s have opport	unities to see and	hear adults m	odel fluent re	ading, thinking, & v		
	Students	write, discus	is, and speak for a	variety of aud	ences and pu	irnoses	vriting.	
Learning						nonse to texts		
Climate						Forest to texts.		
	OSC OI PI	iyaical allu VI	rugi space is con	anctad to la-	ing.			
		onai time is u	sed effectively (n)	ול האסברה או				
	Evidence	of high expe	ctations for all stu	idents.				
P	Enective	classroom m	anagement.			\$		
	POSITIVE I	nteraction be	tween teacher/st	udents, studen	ts/students			
		WOIKDISP	idved Current	W/ Ctandard		tive & specific feedba	-1.	
Learning Target	Lit	eracy Strand	d-Curriculum/Cl	HETL-Knowled	ge of Conte	nt a specific reedoa	CK	
earning larget					go of conte	116		
ssential Questio	n							
	8							
earning Targets	poste	ed				N (4)		
re				referen	ed and commi	inicated with and		
		mented in less	on plan	!**		anneated with student	.\$	
	cong	mented in less ruent/corre	Table 18 Control of the Control of t	written	In student frier	unicated with student	.\$	
ontent Standard	cong		Table 18 Control of the Control of t	written ected to KCAS/Co	In student frier	ndly language	.\$	
	cong	ruent/corre	lated/not conn	ected to KCAS/CO	in student frier C/POS	andly language		
ontent Standard	cong	ruent/corre	elated/not conn	ected to KCAS/CO	in student frier C/POS	andly language		
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esson Content	How is le	ruent/corre	onnected to KCAS/	ected to KCAS/CC	in student frier C/POS g Target?	ndly language		
esson Content	How is le	esson/activity of tuentcorn n/CHETL-Ins	connected to KCAS/ elatednot constructional Rigor	ected to KCAS/CC	in student frier C/POS g Target?	Instructional Rele		
esson Content	How is le	esson/activity of ruent corre n/CHETL-Ins ont of room	connected to KCAS/ elatednot constructional Rigor hout the room	ected to KCAS/CC	in student frier C/POS g Target?	ndly language		
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