

Content Engagement Toolkit

Professional Learning Community Guide

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Recommended Readings:

Beck, I., McKeown, M. G. (2002). Questioning the author: Making sense of social studies. *Educational Leadership*, 60(3), 44-47.

http://www.readingrockets.org/content/pdfs/ASCD_358_1.pdf

Building Knowledge

<https://www.aft.org/periodical/american-educator/spring-2006/building-knowledge>

Reading to Learn from the Start: The Power of Interactive Read-Alouds

<https://www.aft.org/ae/winter2018-2019/wright>

Questioning the Author

http://www.readingrockets.org/strategies/question_the_author

<http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html>

<http://readingstrategiesjonathanolson.weebly.com/questioning-the-author.html>

Question-Answer Relationships

http://www.readingrockets.org/strategies/question_answer_relationship

<http://readingstrategiesjonathanolson.weebly.com/question-answer-relationship-gar.html>

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet; Copy of a Text that your Student(s) Will Read

**Please bring a text that you will have your students read. This text could be from a textbook, reading program, or something that you have selected for your student to read.*

(1) Review Application Assignment (10 minutes)

- **Share updates on your “Comprehension Strategy” (Main Idea/Details and/or Summarizing) application.** How did things go? What worked well? What didn’t work as well? (Problem-solve and share suggestions for how to “tweak” and improve instruction and family outreach).

(2) Discuss Research and Webinar

What are Some “Lessons Learned” from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 10-15 minutes)

- How can student content engagement strategies be used to help build student comprehension?
- How can question asking and answering be used to help support student metacognition (thinking about thinking)?
- Review the following student strategies: 5Ws + H; Question Prompt Cards; Making Inferences; Predicting and Proving; Question Answer Relationships; Questioning the Author. How can they be used to support student comprehension as students read text? What take-aways or application ideas do you have?
- Review the following teacher strategies: Levels of Questions; Queries and Follow-ups. How can they be used to support student comprehension as students read text? What take-aways or application ideas do you have?

(3) Collaboratively Plan Take-Away Application (See Planning Template; 10-15 minutes)

3a. Discuss how you can “take away” and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

3b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the “take away” that you plan to implement in your classroom?

(4) Summarize Next Steps – Application Assignment (2-5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach “take-aways” you discussed during collaborative planning.

Planning Template – Content Engagement

Use the text that you brought today. With a partner, or small group within the PLC, work together and identify text excerpts that you want students to think about with more depth and discuss. For each text excerpt, list the questions, or queries, that you can use to help prompt deeper understanding. (See “Questioning the Author: Making Sense of Social Studies” article link in the Recommended Readings for ideas).

Text Selection	Queries - Questions and Follow-ups

Text Selection	Queries - Questions and Follow-ups

Action Plan

Classroom Implementation

What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach

What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

Implementation Checklist

Consider the following when supporting content engagement:

- Discussions about text are used as “comprehension conversations.”
- Discussion/discourse is used to guide students to more sophisticated levels of understanding.
- Question asking and answering are used throughout the before-during-after reading process.
- When question asking and answering strategies are taught, instruction is explicit.
- Students learn how to ask and answer 5Ws + H.
- Question cards are used to help teach students *how* to ask and answer questions.
- Question cards apply to both narrative and expository text.
- Students are explicitly taught how to make inferences.
- Students are explicitly taught how to “prove” their predictions and identify the evidence that supports their answers to questions.
- Students are taught the difference between literal and inferential questions (e.g., use of the Question-Answer-Relationship (QAR) Strategy).
- “Questioning the Author” is used during reading to help prompt deeper understanding of text.
- Teachers use different levels and types of questions to help students increase their comprehension of texts.
- Teachers use question follow-ups and queries to help construct and support deeper levels of understanding.

