

Peer Instructional Round Notes

Peer: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Content Standard: _____

Most important things to promote student learning	What did it look like?
<p>Content–Area Literacy</p> <ul style="list-style-type: none">•Students are asked questions that give them the opportunity to share evidence from text.•Activities strengthen students’ listening and speaking skills.•Students write frequently about what they are reading and learning, drawing from evidence in the text.•Reading and writing strategies are presented consistently across all content areas.•Multiple texts, presented in diverse formats, are used to integrate information on a given topic.•Primary sources of information are used widely.	
<p>Text–Based Questions</p> <ul style="list-style-type: none">•Students closely analyze text with evidence to back up their claims and conclusions.•The majority of text-based questions focus on conversations and writing and require students to use information from text in their answers.•Questions are of high value - they are worth thinking about and answering.•Questions move beyond what is directly stated and ask students to make nontrivial inferences from evidence in the text.•Students explore how specific words, details, structure, and organization of text affect the meaning of the text as a whole.	
<p>Writing Arguments and Writing from Sources</p> <ul style="list-style-type: none">•Students are required to use more than one source of information in their writing, in addition to writing in response to a single text.•Evidence from text is required in writing assignments and oral discussions.•Students provide frequent, short, and constructed responses to text-dependent questions.	

Most important things to promote student learning	What does it look like?
<p>Academic Language</p> <ul style="list-style-type: none">•Students focus on words that are prevalent in complex texts across content areas (those words that constitute the vocabulary of a mature reader), as well as content-specific words to make meaning from text.•Teachers instruct students on how to use context clues in the text to determine the meaning of words.•Teachers provide students with direct instruction and support for understanding words students may not be able to figure out on their own using solely that text.•Varied contexts and different meanings for the same word are provided for teaching and meaning.•Students are expected to apply appropriate academic vocabulary in writing and in discussions.	

Questions I have about the learning I see:

What I learned (or would like to learn more about) from my visit: