

MagnifyED

Examining literacy practices to magnify learning

Enhance your literacy practices using an inquiry model that improves curriculum and instruction

One School's Story of Working with MagnifyED

We explored strengths, needs, and designed a change idea...

Reading Annotation Chart

Paragraph Number	Important words	Pathos, Logos, Ethos	How does it show it?
1			
2			

We identified a need to increase **higher order thinking and student ownership of their language production**. We built on and refined the school's pre-existing instructional routines. The **scripted conversation** promotes speaking and practice with content vocabulary. The **reading annotation chart** shifts ownership of processing reading from teachers to students. The APE **paragraph writing format** helps promote higher order thinking. We rolled out the routines and coached teachers using an **inquiry cycle**.

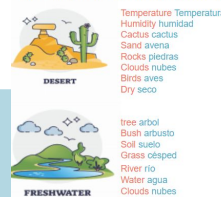
STAR Reading

- Scan
- Target
- Annotate
- Respond

APE Writing

- Answer
- Provide evidence
- Explain

How might research in these biomes be similar and different?



A:	How might research in these two biomes be similar?
B:	Both biomes have _____. They might be similar because _____.
A:	How might _____ and _____ be different?
B:	The desert biome has _____, but the freshwater biome has _____.
A:	Connection or Extension Question - Connection: What does this make you think about? ¿En qué se relaciona esto? - Extension: What else can you tell me about it? ¿Qué más puedes contarme de él?
B:	Response

Scripted Conversations

2. How did the change agent impact their community?

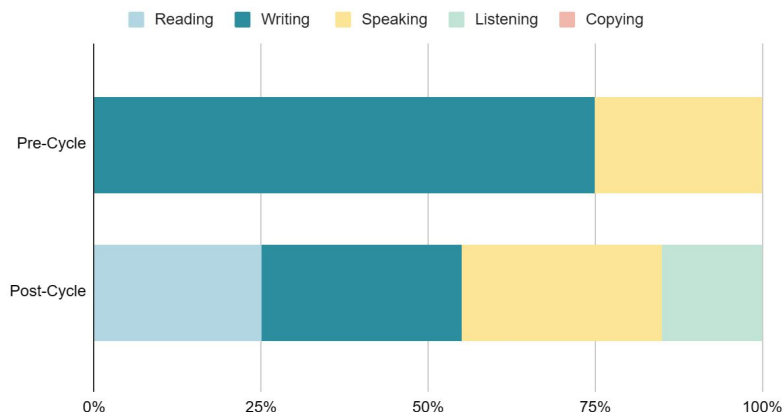
A: Answer the Question	_____ was able to impact their community by _____.
P: Provide Evidence	According to the text, "_____." The texts states, "_____."
E: Explain the Connection	This shows _____, because _____. This demonstrates _____, because _____. This proves _____, because _____.

Teacher Implementation Results from Inquiry Cycle

The following show the before and after lesson results of a teacher focused on APE writing with an emphasis on:

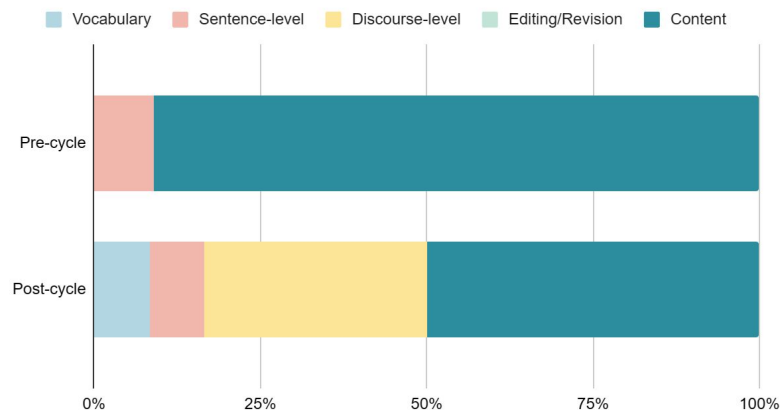
- connecting various domains (reading, speaking, listening) to support writing
- teacher feedback

Student Time Spent



Students in this classroom spent more time with various domains.

Feedback Type

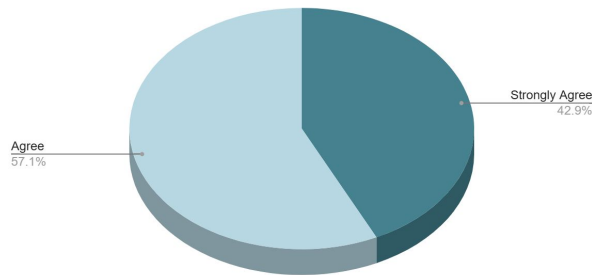


Students went from almost exclusively receiving feedback on content to getting feedback on both content and the language students used to communicate the content.

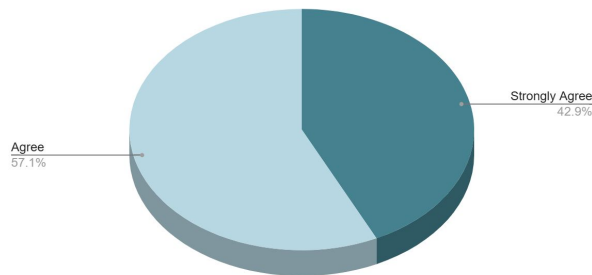
School-wide Teacher Efficacy Survey Results

On an anonymous survey,

All teachers agree or strongly agree that the curriculum adaptations benefit students' literacy growth.



All teachers agreed or strongly agreed that engaging in inquiry cycles helped them improve their practice.



Staff Quotes:

My students are growing in oral and written discourse thanks to the various linguistic routines we practice at our school. I also believe they have improved in critical and argumentative thinking.

I have noticed students writing/speaking in more complex sentences by using transition words to connect ideas. In my class specifically, most students are comfortable doing scripted conversations completely in English and with fewer supports.

Students are writing more in classes. They have sentence stems in almost every lesson and know the routines when writing. Teachers are more comfortable implementing the routines and pushing students to write more.