

**HERMAN STREET PUBLIC SCHOOL AGENDA
PROFESSIONAL ACTIVITY DAY-FRIDAY, MAY 15, 2009**

	FOCUS (REFERENCE SCHOOL IMPROVEMENT PLAN & PA DAY REQUIREMENT)	CONTENT (TOPIC / FORMAT / RESOURCES / TIMEFRAME)	FACILITATOR & LOCATION
		Networking & Refreshments	
9:00-12:50	9:00-11:00 *Response to Intervention (RtI) Framework	*Linking RtI with RCDSB/HRM instructional model *Clarification of Tiered Interventions *Introduction of Tier 1 to Tier 2 Referral Form	Christina, Karen, & Catherine
	11:00-11:30 Break	Refreshments & Networking	
	11:30-12:50 TLCP work time focused on School Improvement	Tasks to Complete: *DATA Wall updating *Book Room fine-tuning *Arts/Physical Education purchasing priorities *Team Meetings (FSL/Arts staff @ G. Lake mid day onward)	Cindi (P) Janis (J) Fay (I) Rilla (Specialist)
12:50-1:50		LUNCH	
1:50-3:20	TLCP work time continued	Tasks to Complete continued:	Cindi (P) Janis (J) Fay (I)
3:20		END OF DAY	

LNS READING key expectations (reading/writing framework):

1.4—Demonstrating understanding

G1: demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea

G2: demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details

G3: demonstrate understanding of a variety of texts by identifying important details & some supporting details

G4: demonstrating understanding of a variety of texts by summarizing important ideas & citing supporting details

G5: demonstrate understanding of a variety of texts by summarizing important ideas & citing supporting details

G6: demonstrate understanding of increasingly complex texts by summarizing & explaining important ideas & citing relevant supporting details

G7: demonstrate understanding of increasingly complex texts by summarizing important ideas & citing a variety of details that support the main idea

G8: demonstrate understanding of increasingly complex & difficult texts by summarizing important ideas & explaining how the details support the main idea

1.5—Making inference/interpreting texts

G1: use stated & implied information & ideas in texts, initially with support & direction, make simple inferences & reasonable predictions about them

G2: use stated & implied information & ideas in texts to make simple inferences & reasonable predictions about them

G3: make inferences about texts using stated & implied ideas from texts as evidence

G4: make inferences about texts using stated & implied ideas from the texts as evidence

G5: use stated & implied ideas in texts to make inferences & construct meaning

G6: develop interpretations about texts using stated & implied ideas to support their interpretations

G7: develop & explain interpretations of increasingly complex or difficult texts using stated & implied ideas from the texts to support their interpretations

G8: develop & explain interpretations of increasingly complex or difficult texts using stated & implied ideas from the texts to support their interpretations

1.6 Extending understanding

G1: extend understanding of texts by connecting the ideas in them to their own knowledge & experience, to other familiar texts & to the world around them

G2: extend understanding of texts by connecting the ideas in them to their own knowledge & experience, to other familiar texts & to the world around them

G3: extend understanding of texts by connecting the ideas in them to their own knowledge & experience, to other familiar texts & to the world around them

G4: extend understanding of texts by connecting the ideas in them to their own knowledge, experience & insights, to other familiar texts & to the world around them

G5: extend understanding of texts by connecting the ideas in them to their own knowledge, experience & insights, to other familiar texts & to the world around them

G6: extend understanding of texts by connecting, comparing & contrasting the ideas in them to their own knowledge, experience & insights, to other familiar texts & to the world around them

G7: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience & insights, to other familiar texts & to the world around them

G8: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience & insights, to other familiar texts & to the world around them

1.7 Analysing texts

G1: identify the main idea & a few elements of texts, initially with support & direction (narrative, informational text)

G2: identify the main idea & some additional elements of texts (text forms: narrative, procedure)

G3: identify specific elements of texts & explain how they contribute to the meaning of the texts (text forms: narrative, explanation of procedure)

G4: analyse texts & explain how specific elements in them contribute to meaning (text forms: narrative, review)

G5: analyze texts & explain how various elements in them contribute to meaning (text forms: narrative, report)

G6: analyze increasingly complex texts & explain how the different elements in them contribute to meaning (text forms: narrative, persuasive argument)

G7: analyse a variety of texts, both simple & complex & explain how the different elements in them contribute to meaning & influence the reader's reaction (text forms: narrative, debate)

G8: analyse a variety of texts, including complex or difficult texts, & explain how the various elements in them contribute to meaning & influence the reader's reaction (text forms: narrative, report on an investigation)

1.8 Responding to & evaluating texts

G1: express personal thoughts & feelings about what has been read

G2: express personal thoughts & feelings about what has been read

G3: express personal opinions about ideas presented in texts

G4: express opinions about the ideas & information in texts & cite evidence from the text to support the opinions

G5: make judgements & draw conclusions about the ideas & information in texts & cite stated or implied evidence from the text to support their views

G6: make judgements & draw conclusions about ideas in texts & cite stated or implied evidence from the text to support their views

G7: evaluate the effectiveness of both simple & complex texts based on evidence from the texts

G8: evaluate the effectiveness of a text based on evidence taken from the text

1.9 Point of view

G1: begin to identify, with support & direction, the speaker & the point of view presented in a text & suggest a possible alternative perspective

G2: identify, initially with support & direction, the speaker & the point of view presented in a text & suggest one or two possible alternative perspectives

G3: identify the point of view in a presented text & suggest possible alternative perspectives

G4: identify the point of view presented in a text & suggest some possible alternative perspectives

G5: identify the point of view presented in texts, ask questions to identify missing or possible alternative perspectives

G6: identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part, & suggest some other possible perspectives

G7: identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain & suggest other possible perspectives

G8: identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain, & suggest other possible perspectives