


SAMPLE PIVOT 4A LESSON EXEMPLARS USING THE IDEA INSTRUCTIONAL PROCESS

Learning Area	English
Learning Delivery Modality	Modular Distance Modality (Learners-Led)

 LESSON EXEMPLAR	School	CALABARZON National HS	Grade Level	Grade 11
	Teacher	John Dela Cruz	Learning Area	English (SHS)
	Teaching Date	Sept. 1-4, 2020	Quarter	First Quarter
	Teaching Time	1-2pm	No. of Days	4 days <small>(See PIVOT 4A BOW for the number of days)</small>

		Guide in Preparing the Exemplar <small>(This does not appear in the actual exemplar.)</small>
I. OBJECTIVES	At the end of the lesson, learners are expected to: a. Differentiate various models of communication; b. Explain the process of communication through elements involved; and c. Recognize the importance of models in understanding communication process in everyday lives.	The objectives should reflect the concepts of knowledge, skills and attitudes/values (KSAV's). There may be three (3) objectives representing KSAV's. However, a single objective containing KSAV's may be formulated. In formulating the objectives, consider the concepts specified by the MELC and/or enabling competencies. At times, lesson objectives are already specified at the beginning portion of the module.
A. Content Standards	The learner understands the nature and elements of oral communication in	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
B. Performance Standards	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
C. Most Essential Learning Competencies (MELC)	Differentiates the various models of communication	Check the PIVOT 4A BOW and look for the MELC. Except for SHS subjects, MELCs can be identified through the number assigned to it. The number represents the number of MELCs set for
D. Enabling Competencies <small>(If available, write the attached enabling competencies)</small>		Check the PIVOT 4A BOW and look for enabling competencies. Enabling competencies are the LCs that appear before the MELC. They are considered enabling as they aid learners and teachers in achieving mastery in dealing with the assigned MELC. For this case, no enabling competencies were mapped for the identified MELCs. The content may be identified by evaluating the concepts portrayed in the MELC. Though the contents specified in enabling competencies are important, still they are not the main focus as these will just help in dealing with the MELC. Usually, the content is already identified in the module.
II. CONTENT	Communication Models	
III. LEARNING RESOURCES		
A. References		
a. Teacher's Guide Pages		Write the pages where you can find the specified content in the learner's
b. Learner's Material	pp. 1-22	Write the pages where you can find the specified content in the learner's
c. Textbook Pages		In the context of using modular distance learning modality, the only material is the learner's
d. Additional Materials from Learning Resources		Indicate other learning resources to be used. These resources may be taken from the LR portal. Others may be online, offline, print and/or non-print resources. This may be filled in online distance learning, blended

Grade 11 2002 Exemplar

**Bernardo E. Pohl, Cameron
White, Christine Beaudry**



Grade 11 2002 Exemplar:

A Close Look at Close Reading Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson, 2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Literacy experts Barbara Moss Diane Lapp Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers how to make close reading a habit of practice across the content areas and why doing so will build content knowledge Informed by the authors extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from complex texts Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you ll find everything you need to start their journey *Exemplars of Assessment in Higher Education, Volume Two* Jane Marie Souza, Tara A. Rose, 2023-11-09 In this second volume of the successful Exemplars of Assessment in Higher Education editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions including international contributions Building upon the work of the first volume the case studies in this book reflect the changes in assessment and higher education in the post Covid education environment The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas career readiness distance education diversity equity and inclusion or general education Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U s Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U

Common Core English Language Arts in a PLC at Work®, Grades 9-12 Douglas Fisherr,Nancy Frey,2013-01-09

Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

The Developmental Psychology of Reasoning and Decision-Making Henry Markovits,2013-11-26 Reflects very strongly many of the major changes that have arisen in the field of thinking and reasoning research over recent years World class contributors to the book focus on the latest ideas concerning developmental aspects of causal and counterfactual thinking Strongly represents the way in which developmental studies have informed an understanding of dual process theories of reasoning

The Routledge Handbook of Educational Linguistics Martha Bigelow,Johanna Ennser-Kananen,2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts Bringing together the expertise and voices of well established as well as emerging scholars from around the world the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy critical pedagogy and ethics and politics of research in educational linguistics Each chapter relates to key issues raised in the respective topic providing additional historical background critical discussion reviews of pertinent research methods and an assessment of what the future might hold This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education particularly in multilingual and multicultural settings

Canadian Council of Teachers of English [and] Language Arts ,2002

Liberating Learning Santiago Rincón-Gallardo,2019-03-05 This book is about three complementary ideas 1 learning is a practice of freedom 2 liberating learning in public education requires widespread cultural change in classrooms schools and entire education systems and 3 social movements have been the most powerful vehicles for widespread cultural change and in their logic of operation lie the keys to liberate learning Drawing on existing knowledge and new research on educational change the author offers nine principles of action to liberate learning in schools and across entire educational systems Topics discussed include learning pedagogy leadership education policy widespread cultural change collective action and whole system improvement Written for educators and leaders interested in transforming teaching and learning in classrooms and schools as well as for public intellectuals and people interested in widespread pedagogical change the book articulates a new way to think about and pursue educational change

The Spectrum of Sport Coaching Styles Shane Pill,Brendan SueSee,Joss Rankin,Mitch Hewitt,2021-11-29 For the first time this book applies The Spectrum to sports coaching to become a Spectrum

of Coaching Styles The non versus approach to pedagogy taken by The Spectrum places athletes or players at the centre of their learning and clearly defines who player or coach is making pedagogical decisions in each style This clarity allows players and coaches to have their teaching behaviours and decision making clearly defined and it provides a common language for players coaches and practitioners to talk about coaching styles and the expected outcomes For coaches interested in the holistic development of the player athlete The Spectrum provides a detailed framework for achieving multiple learning outcomes through cognitive social physical ethical emotional and social development Written by coaches for coaches this book applies Spectrum theory in a coach specific friendly way to the following Introduction to The Spectrum and the sport coach as educator Summary and detailed description of the 11 coaching styles and their suitability to particular types of coaching episodes Outlines of the strengths of each style with application examples and Explanations of coaching to develop reflective practice self analysis and error correction how to coach players to decide on appropriate practice levels or challenge points player problem solving and solution generation ability The Spectrum of Sport Coaching Styles is important reading for coaches athletes students and lecturers of sports coaching across any sport *How Do I Get Them to Write?*

Karen Filewych, 2017-05-15 This remarkable book shows teachers how to inspire students to learn to write and write to learn Committed to the premise that all students can learn to write with appropriate teaching modelling and practice it argues that reading and writing go hand in hand Through reading writing and the inevitable discussions that follow students learn from the experiences of others open their minds to many possibilities gain a glimpse into new worlds make connections to their lives and reflect on their own choices and learning This practical book shows you how to use freewriting and powerful mentor texts to create classrooms where students enjoy putting pencil to paper and taking the necessary risks to grow and flourish as writers *SAGE Handbook of Research on Classroom Assessment* James H. McMillan, 2013 The Sage Handbook of

Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education *Handbook of Early Literacy Research* Susan B. Neuman, David K. Dickinson, 2011-10-10 The field of early literacy has seen significant recent advances in theory research and practice These volumes bring together leading authorities to report on current findings integrate insights from

different disciplinary perspectives and explore ways to provide children with the strongest possible literacy foundations in the first 6 years of life The Handbook first addresses broad questions about the nature of emergent literacy summarizing current knowledge on cognitive pathways biological underpinnings and the importance of cultural contexts Chapters in subsequent sections examine various strands of knowledge and skills that emerge as children become literate as well as the role played by experiences with peers and families Particular attention is devoted to the challenges involved in making schools work for all children including members of linguistic and ethnic minority groups and children living in poverty Finally approaches to instruction assessment and early intervention are described and up to date research on their effectiveness is presented

Common Core for the Not-So-Common Learner, Grades 6-12 Andrea Honigsfeld, Maria G. Dove, 2013-07-30

New hope for our students who struggle most Under the best of circumstances meeting the Common Core can be a challenge But if you're a teacher of academically or linguistically diverse students and who isn't these days then that challenge may sometimes feel more like a fantasy Finally here are two expert educators who are brave enough knowledgeable enough and grounded enough to tackle this issue The grades 6-12 follow up to Dove and Honigsfeld's best selling K-5 volume this outstanding resource is packed with all the advice tools and strategies you need to build struggling learners language skills in today's Common Core climate Armed with this book you'll better understand the 32 ELA anchor standards Learn more about the specific skills uncommon learners need to master them Discover new research based teaching strategies aligned to each standard Maximize the effectiveness of collaboration and co-teaching Read this book implement its strategies and see the benefits for yourself It may be your best hope for making the standards achievable for all kinds of uncommon learners ELLs students with disabilities speakers of nonstandard English and other struggling students Honigsfeld and Dove provide educators with research insights tools and models for helping diverse students meet and exceed Common Core anchor literacy standards across disciplines This book is a powerful guide for deepening classroom teaching practices and engaging in professional conversations that foster the enduring learning of content language and literacy Jeff Zwiers Researcher Stanford University CA Uncommon learners are more common in classrooms than you think Thankfully Honigsfeld and Dove show us the way They pave a path to high expectations that actually shows us how to get there Filled with examples and ideas this book will contribute in significant ways to the success that all learners have for decades to come Douglas Fisher Professor San Diego State University CA

Cognition and Pragmatics Dominiek Sandra, Jan-Ola Östman, Jef Verschueren, 2009-12-09

The ten volumes of Handbook of Pragmatics Highlights focus on the most salient topics in the field of pragmatics thus dividing its wide interdisciplinary spectrum in a transparent and manageable way While other volumes select philosophical grammatical social variational interactional or discursive angles this third volume focuses on the interface between language and cognition Language use is impossible without the mobilization of a large variety of cognitive processes each serving a different purpose During the last half century cognitive

approaches to language have been particularly successful and the broad spectrum of contributions to this volume testify to this success. As cognitive approaches to language are by definition a subset of the larger enterprise of cognitive science, a contribution on this general topic sets the stage. This is joined by a chapter on cognitive grammar, a theoretical study of the architecture of human language that is deeply inspired by general cognitive principles. A chapter on experimentation offers a crash course on basic issues of experimental design and on the rationale behind statistical testing in general and the most important statistical tests in particular, offering a methodological toolkit for understanding many of the other contributions. Different chapters cover a broad range of topics: language acquisition, psycholinguistics, specialized topics within the latter field, e.g. the bilingual mental lexicon, categorization and aspects of language awareness. Some chapters home in on what have become indispensable perspectives on the cognitive underpinnings of language: the way language is represented and processed in the human brain and simulation studies. The ever growing success of the latter type of studies is exemplified for instance by the highly flourishing connectionist tradition and the more general paradigm of artificial intelligence, each of which is dealt with in a separate contribution.

Morphology and Systematics (Elateroidea, Bostrichiformia, Cucujiformia partim) Richard A.B. Leschen, Rolf G. Beutel, John F. Lawrence, 2011-05-09. Dieses Buch ist der zweite von vier Bänden der Reihe Handbuch der Zoologie, die die Systematik, Morphologie und Biologie der Coleoptera behandeln. Die Bände beantworten alle Fragen zu Phylogenie, Evolution und Ökologie der Coleoptera. Der zweite Band umfasst die Unterordnungen Elateroidea, Bostrichiformia und Cucujiformia zum Teil. Er informiert über weltweite Verbreitung, Biologie, Morphologie aller Lebensabschnitte einschließlich Anatomie und Phylogenie und liefert Erläuterungen zur Taxonomie. Die morphologischen Abhandlungen sind besonders detailliert illustriert und enthalten SEM-Bilder, Zeichnungen und Habitus-Darstellungen.

Globalisation, Ideology and Politics of Education Reforms Joseph Zajda, 2015-10-09. This 14th volume in the 24 volume book series sets out to explore the interrelationship between ideology, the state and education reforms, placing it in a global context. It examines some of the major education reforms and policy issues in a global culture, particularly in the light of recent shifts in accountability, quality and standards-driven education and policy research. By doing so, it provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy-driven reforms in education. The book draws upon recent studies in the areas of globalisation, equality and the role of the state. It explores conceptual frameworks and methodological approaches applicable in the research covering the state, globalisation and education reforms. It critiques the neo-liberal ideological imperatives of current education and policy reforms and illustrates the way that shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally. Individual chapters critically assess the dominant discourses and debates on education and policy reforms. Using diverse comparative education paradigms from critical theory to historical comparative research, the chapters focus on globalisation, ideology and democracy and examine both the reasons and outcomes of education reforms and policy change.

They provide an informed critique of models of accountability quality and standards driven education reforms that are informed by Western dominant ideologies and social values The book also draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education *Addictions Counseling Today* Kevin Alderson,2019-12-03 Focusing on the new DSM V classifications for addiction with an emphasis on CACREP neuroscience and treatment this provocative contemporary text is an essential reference for both students and practitioners wanting to gain a deeper understanding of those with addiction *Voices of Social Education* Bernardo E. Pohl,Cameron White,Christine Beaudry,2021-02-01 There is only one place where social education can occur and flourish through the voices that create a pedagogy of change And it is these voices where the most exciting and provocative moments can occur for those of us who are passionate about education teaching social justice equity and love As such social education is a journey an endeavor that makes us savor the experience of the journey more than the destination And social education is a journey that is enhanced through educator and student voices because it occurs in the most important spaces of our personal and professional lives It occurs in the hallways of the schools we teach in the staff meetings we attend in the mountain villages we venture to visit in the places we work and in the spaces we occupy Moreover social education is a unique kind of journey because it is a human experience that seldom occurs alone It happens with our colleagues and our loved ones It happens with our students administrators and other professionals who are fighting for the same things that we so fervently believe In the end social education occurs and flourishes in the trenches because it is the active pursuit of getting our hands dirty in our endless pursuit for a better and more just world Social education is also a narrative which takes on a different meaning for each one of us This is because sooner or later each person that embarks into the journey of social education develops its own personal definition of what social education entails through his or her own personal landscape and knowledge This personal landscape has been evolving since we were very young with some of the best examples of human courage and tenacity in the fight for social justice *Voices of Social Education A Pedagogy of Change* is a collection of personal stories In this volume academics teachers students activists and artists share their personal stories of triumph tribulations and courage in their daily fight for social justice and equality The term social education is not defined as a set number of guidelines or a specific definition we give the term an organic fluency to stress that social education is a point of encounter a common space where we can share with each other our experiences values and culture to form a more genuine and just social experience *Resources in Education* ,2001-10 *Origins of Phobias and Anxiety Disorders* Michelle G. Craske,2003-11-13 *Origins of Phobias and Anxiety Disorders* **On Developing Readers** Marge Scherer,2016-04-15 This collection of articles on the teaching of reading pulls together some of the best and most clicked on articles on reading that Educational Leadership has published in the past few years from more than a dozen of the most respected experts in the field including Richard L Allington Nell K Duke and Sally E Shaywitz The articles cover what research says about the teaching of both reading and reading comprehension from teaching phonics to improving

fluency to tackling complex texts On Developing Readers offers strategies for teaching informational texts as well as fiction
Most important it also addresses how to inspire the love of reading

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