

Opening

Activating strategy to activate schema

Mini-Lesson/Explicit instruction aligned to the standards and/or elements that include a balance of:

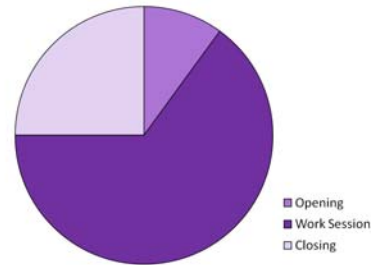
- Skills
- Conceptual understanding
- Problem solving
- Vocabulary in context

Modeling:

- Practices and procedures
- A variety of problem-solving strategies

Sets performance goals and expectations for the work session

Mathematics Instructional Framework



Closing

Students:

- Show and explain approaches for solving problems
- Ask questions
- Use mathematical vocabulary
- Summarize the main concepts for the day and link concepts to the standards

Teacher:

- Models providing feedback using language of the standards
- Asks higher-order questions
- Guides students in summarizing the day's learning and links the learning to the standards
- Explicitly clarifies misconceptions
- Informally assesses student understanding
- Identifies future problems for adjustments in lessons and interventions

Celebrate progress towards meeting standards

Work Session

Teacher:

Facilitates independent and small group work:

- Listens carefully to students
- Allows students to struggle and make mistakes
- Assesses student understanding of the standards
- Provides appropriate hints and asks questions
- Provides feedback and guidance

Monitors and documents student progress

Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction

Students:

Struggle to apply skills and concepts to solve problems and gain insight from mistakes:

- Independent work
- Small group work

Participate in guided practice

Engage in performance tasks

Conference with teacher and/or peers

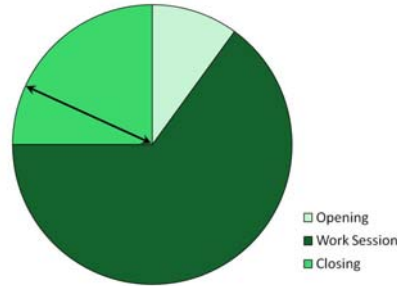
Demonstrate process standards:

- Solve problems (Using appropriate technology)
- Reason and evaluate mathematical thinking
- Communicate mathematically
- Make connections among mathematical ideas and to other disciplines
- Represent mathematics in multiple ways

Appropriately use manipulatives to solve problems

Engage in content area reading and writing to learn

Science Instructional Framework



Opening

Activating strategy to activate schema

- Mini-lab that leads to inquiry
- Demonstration

Mini-Lesson/Explicit instruction related to:

- Content and characteristics standards and elements
- Procedures for inquiry, investigations, observations, and research
- Safety guidelines
- Vocabulary in context

Modeling:

- Practices and procedures
- Safety guidelines
- Integration of the content and characteristics standards

Students and teachers pose questions

Sets performance goals and expectations for the work session

Closing

Students:

- Share, assess, and defend their work using language of the standards
- Provide feedback to peers using language of the standards
- Summarize the main concepts for the day and link the concepts to the standards

Teacher:

- Models providing feedback using language of the standards
- Asks higher-order questions
- Guides students in summarizing the day's learning and links the learning to the standards
- Determines next steps for students and future instruction
- Explicitly clarifies misconceptions
- Informally assesses student understanding

Celebrate progress towards meeting standards

Work Session

Teacher:

Chunks lecture to engage students with higher-order thinking strategies.

Facilitates independent and small group work:

- Assesses student understanding of the standards
- Provides appropriate hints and asks questions
- Provides feedback and guidance

Monitors and documents student progress

Monitors use of equipment and adherence to safety guidelines

Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction

Students:

Work independently, in small groups, and/or in pairs to apply learning from opening

Engage in inquiry:

- Questioning
- Collecting Evidence
- Explaining
- Connecting evidence to scientific knowledge
- Justifying work

Engage in research and guided practice

Engage in conversations with the teacher and peers using the language of the standards

Conference with teacher and/or peers

Engage in content area reading and writing to learn

Opening

Activating strategy to activate schema

- Mini-lab that leads to inquiry
- Demonstration

Mini-Lesson/Explicit instruction related to:

- Content standards and elements
- Procedures for inquiry and research
- Reading strategies if work session involves reading from various texts
- Vocabulary in context

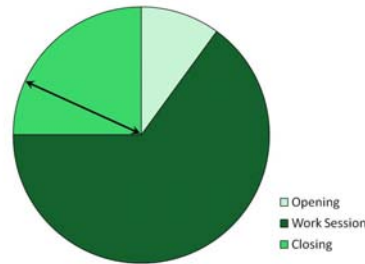
Modeling:

- Skills and strategies needed to do the work
- Practices and procedures student will need to accomplish task in the work session

Students and teachers pose questions

Sets performance goals and expectations for the work session

Social Studies Instructional Framework



Closing

Students:

- Share, assess, and defend their work using language of the standards
- Provide feedback to peers using language of the standards
- Summarize the main concepts for the day and link the concepts to the standards

Teacher:

- Models providing feedback using language of the standards
- Asks higher-order questions
- Guides students in summarizing the day's learning and links the learning to the standards
- Determines next steps for students and future instruction
- Explicitly clarifies misconceptions
- Informally assesses student understanding

Celebrate progress towards meeting standards

Work Session

Teacher:

Chunks lecture to engage students with higher-order thinking strategies.

Facilitates independent and small group work:

- Assesses student understanding of the standards
- Provides appropriate hints and asks questions
- Provides feedback and guidance

Monitors and documents student progress

Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction

Students:

Work independently, in small groups, and/or in pairs to apply learning from opening

Engage in inquiry:

- Questioning
- Providing Evidence
- Explaining
- Connecting evidence to knowledge of social science
- Justifying work

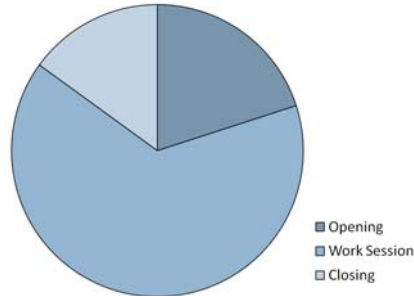
Engage in research and guided practice

Engage in conversations with the teacher and peers using the language of the standards

Conference with teacher and/or peers

Engage in content area reading and writing to learn

ELA Writing Instructional Framework



Opening

Activating strategy to activate schema

Mini-Lesson/Explicit teaching and modeling of:

- Standards and elements
- Genres
- Practices and procedures

Modeling

- Writing processes
- Skills and strategies
- Author's craft
- Author's craft
- Sharing mentor texts
- Writing for the reader

Guided Practice

Sets performance goals and expectations for the work session

Closing

Students:

- Share writing
- Provide feedback to other students using language of the standards
- Demonstrate listening/speaking/viewing standards

Teacher:

- Models providing feedback using language of the standards
- Asks higher-order questions
- Guides students in summarizing the day's learning and links the learning to the standards
- Models and provides practice for demonstrating the listening/speaking/viewing standards
- Informally assesses student understanding
- Identifies revisions for future instruction
- Explicitly clarifies misconceptions

Celebrate progress towards meeting standards

Work Session

Teacher:

Facilitates literary components

Monitors and documents student progress

Conferences with students

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction

Students:

Engage in genre study

Independently write on self-selected topics

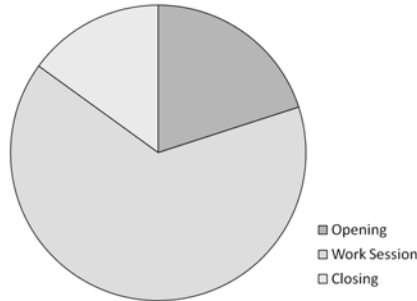
Research

Engage in peer response groups

Conference with the teacher or peers

Demonstrate listening/speaking/viewing standards

ELA Reading Instructional Framework



Opening

Activating strategy to activate schema

Mini-Lesson/Explicit teaching of:

- Standards and elements
- Practices and procedures
- Reading strategies
- Vocabulary in context
- Decoding strategies (ex. Multiple syllable words)

Modeling:

- Skills and strategies
- Practices and procedures
- Book discussions
- Read Aloud/Think Aloud

Guided practice

Sets performance goals and expectations for the work session

Closing

Students:

- Provide examples of strategy implementation
- Lead book talks/Share passages of interest
- Reflect on strategies, skills, and independent reading using language of the standards
- Provide feedback to other students using language of the standards
- Demonstrate listening/speaking/viewing standards
- Share formal or informal responses to literature

Teacher:

- Models providing feedback using language of the standards
- Asks higher-order questions
- Guides students in summarizing the day's learning and links the learning to the standards
- Models and provides practice for demonstrating the listening/speaking/viewing standards
- Informally assesses student understanding
- Identifies revisions for future instruction
- Explicitly clarifies misconceptions

Celebrate progress towards meeting standards

Work Session

Teacher:

Facilitates literary components

Monitors and documents student progress through diagnostic assessments (e.g. running records, informal reading assessments, informal observations, etc.)

Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction (guided reading)

Students:

Engage in independent reading matched to text level in a variety of genres

Respond to reading

Engage in silent guided reading

Engage in partner reading

Participate in literature circles and book discussion groups

Study an author's works

Conference with the teacher or peers

Demonstrate listening/speaking/viewing standards