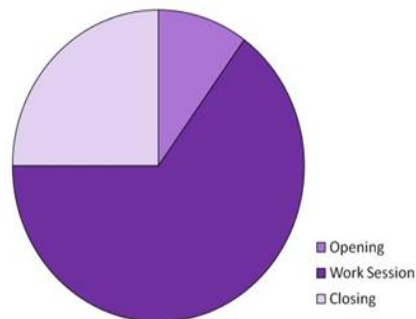


# Mathematics Instructional Framework



**Opening**

Activating strategy to activate schema

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

- Skills
- Conceptual understanding
- Problem solving

**Modeling:**

- Practices and procedures
- A variety of problem-solving strategies
- Mathematical vocabulary development in context

Sets performance goals and expectations for the work session

**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

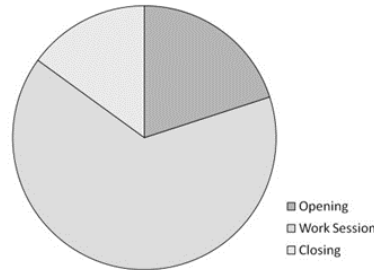
**Teacher:**

- Selects students to share solutions
- Explicitly clarifies misconceptions
- Informally assesses student understanding
- Identifies future problems for adjustments in lessons and interventions

Celebrate progress towards meeting standards

<b>Work Session</b>	
<b>Teacher:</b>	<b>Students:</b>
<p>Facilitates independent and small group work:</p> <ul style="list-style-type: none"> <li>• Listens carefully to students</li> <li>• Allows students to struggle and make mistakes</li> <li>• Assesses student understanding of the standards</li> <li>• Provides appropriate hints and asks questions</li> <li>• Provides feedback and guidance</li> </ul> <p>Monitors and documents student progress</p> <p>Conferences with students</p> <p>Provides small group instruction</p>	<p>Struggle to apply skills and concepts to solve problems and gain insight from mistakes:</p> <ul style="list-style-type: none"> <li>• Independent work</li> <li>• Small group work</li> </ul> <p>Participate in guided practice</p> <p>Engage in performance tasks</p> <p>Conference with teacher and/or peers</p> <p>Demonstrate process standards:</p> <ul style="list-style-type: none"> <li>• Solve problems (Using appropriate technology)</li> <li>• Reason and evaluate mathematical thinking</li> <li>• Communicate mathematically</li> <li>• Make connections among mathematical ideas and to other disciplines</li> <li>• Represent mathematics in multiple ways</li> </ul> <p>Appropriately use manipulatives to solve problems</p> <p>Engage in content area reading and writing to learn</p>

# ELA Reading Instructional Framework



## Opening

Activating strategy to activate schema

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
- Share passages of interest
- Lead book talks
- 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:

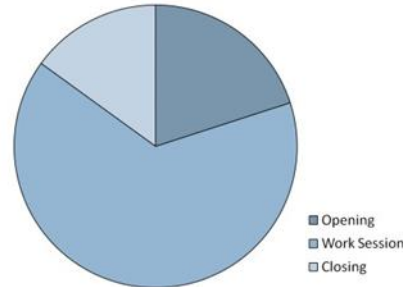
- Models providing feedback using language of the standards
- Models and provides practice for demonstrating the listening/speaking/viewing standards
- Informally assesses student understanding
- Identifies revision for future instruction
- Explicitly clarifies misconceptions

Celebrate progress towards meeting standards

## Work Session

Teacher:	Students:
<p>Facilitates literary components</p> <p>Monitors and documents student progress through diagnostic assessments (e.g. running record, informal reading assessments, informal observations, etc.)</p> <p>Conferences with students:</p> <p>Provides small group instruction (guided reading)</p>	<p>Engage in independent reading matched to text level in a variety of genres</p> <p>Respond to reading</p> <p>Engage in silent guided reading</p> <p>Engage in partner reading</p> <p>Participate in literature circles and book discussion groups</p> <p>Study an author's works</p> <p>Conference with the teacher or peers</p> <p>Demonstrate listening/speaking/viewing standards</p>

# ELA Writing Instructional Framework



## Opening

Activating strategy to activate schema

Explicit teaching and modeling of:

- Standards and elements
- Genres
- Practices and procedures
- Author's craft
- Sharing mentor texts

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:

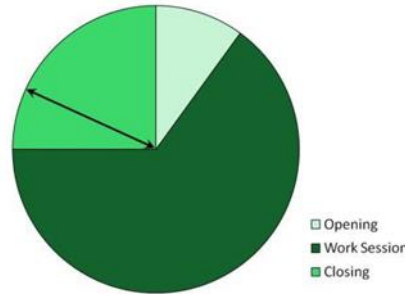
- Models providing feedback using language of the standards
- Models and provides practice for demonstrating the listening/speaking/viewing standards
- Informally assesses student understanding
- Identifies revisions for future instruction
- Explicitly clarifies misconceptions

Celebrate progress towards meeting standards

## Work Session

Teacher:	Students:
<p>Facilitates literary components</p> <p>Monitors and documents student progress</p> <p>Conferences with students</p> <p>Provides small group instruction</p>	<p>Engage in genre study</p> <p>Independently write on self-selected topics</p> <p>Research</p> <p>Engage in peer response groups</p> <p>Conference with the teacher or peers</p> <p>Demonstrate listening/speaking/viewing standards</p>

# Science Instructional Framework



## Opening

Activating strategy to activate schema

- Mini-Lab that leads to inquiry
- Demonstration

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:

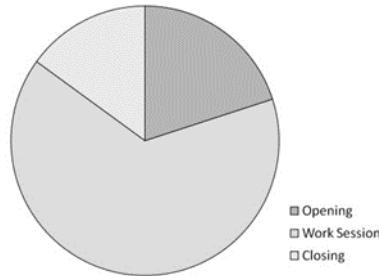
- Models providing feedback using language of the standards
- Summarizes the day's learning and links the learning to the standards
- Determines next steps for students and future instruction
- Explicitly clarifies misconceptions
- Informally assesses student understanding

Celebrate progress towards meeting standards

## Work Session

Teacher:	Students:
<p>Facilitates independent and small group work:</p> <ul style="list-style-type: none"> <li>• Assesses student understanding of the standards</li> <li>• Provides appropriate hints and asks questions</li> <li>• Provides feedback and guidance</li> </ul> <p>Monitors and documents student progress</p> <p>Monitors use of equipment and adherence to safety guidelines</p> <p>Conferences with students</p> <p>Provides small group instruction</p>	<p>Work independently, in small groups, and/or in pairs to apply learning from opening</p> <p>Engage in inquiry:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Collecting Evidence</li> <li>• Explaining</li> <li>• Connecting evidence to scientific knowledge</li> <li>• Justifying work</li> </ul> <p>Engage in research and guided practice</p> <p>Engage in conversations with the teacher and peers using the language of the standards</p> <p>Conference with teacher and/or peers</p> <p>Engage in content area reading and writing to learn</p>

# Social Studies Instructional Framework



### Opening

Activating strategy to activate schema

Explicit instruction aligned to standards/elements that:

- Bridges essential understandings about past to contemporary events
- Develops informed citizens
- Procedures for historical inquiry, primary and secondary sources
- Provides multiple perspectives on events Speculates about known and unknown motives and actions of historical figures

Modeling:

- Practices and procedures
- Social Studies vocabulary development in context
- Integration of information processing skills and skills matrices

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
- Provides feedback to peers using the language of the standards
- Summarizes the main concepts for the day and links concepts to the standards

Teacher:

- Model providing feedback using language of standards
- Summarize the day's learning and link the learning to the lesson
- Identify revisions for future study
- Explicitly clarify misconceptions
- Informally assess student understanding

Celebrate progress towards meeting standards

<b>Work Session</b>	
<b>Teacher:</b>	<b>Students:</b>
<p>Facilitates independent and small group work:</p> <ul style="list-style-type: none"> <li>Listens carefully to students</li> <li>Assesses student understanding of the standards</li> <li>Provides appropriate hints and asks questions</li> <li>Provides feedback and guidance</li> <li>Allows students to express views on historical or current events</li> </ul> <p>Monitors and documents student progress</p> <p>Conferences with students</p> <p>Provides small group instruction</p>	<p>Works independently, in small groups, and/or in pairs to apply learning</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Engage in performance tasks</li> <li>Collect evidence to support or defend an event in history</li> <li>Express views on current events and provide research to support views</li> <li>Identify major historical documents from different time periods</li> <li>Identify major events past or present that have shaped America</li> <li>Participates in activities that foster citizenship</li> <li>Engage in conversations with the teacher and peers using the language of the Standards</li> <li>Engage in content area reading and writing to learn</li> <li>Conference with teacher and/or peers</li> </ul>