

## Opening

**Connection--Warm-Up:** Activating strategy to activate schema

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

- Skills
- Conceptual understanding
- Problem solving

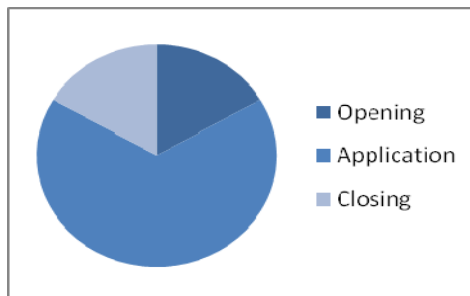
**Modeling/Teaching Point:**

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

**Sets performance goals and expectations for the work session**

\*Necessary components of the opening should include essential question(s) and the posted standards.

## Mathematics Instructional Framework



← **Standards and essential questions are incorporated throughout the lesson.** →



## Closing/Summarizer

**Teacher:**

- Selects students to share solutions
- Explicitly clarifies misconceptions
- Informally assesses student understanding
- Identifies revisions and next steps for future instruction
- Summarizes the learning by restating the standard and revisiting the essential question(s)
- Celebrates progress

**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
- Provide feedback to peers

## Application/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 and/or inquiry

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

## Opening

**Connection -- Warm-Up:** Activating strategy to activate schema

- Mini-lab that leads to inquiry
- Demonstration
- Hook activity

**Mini-Lesson/Teaching Point:** Explicit instruction aligned to:

- Procedures for inquiry, investigations, observations, and research
- Safety guidelines
- Vocabulary in context

**Modeling/Teaching Point:**

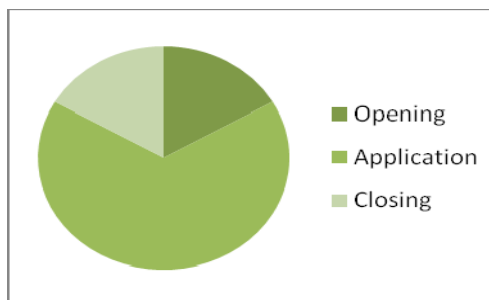
- Practices and procedures
- Safety guidelines
- Integration of the content and characteristics standards

**Students and teachers pose questions**

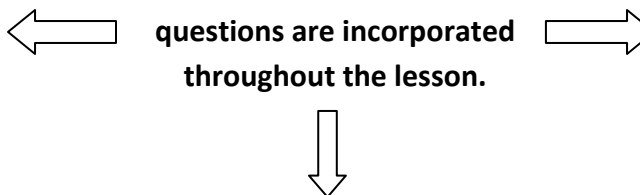
**Sets performance goals and expectations for the work session**

## Science

### Instructional Framework



**Standards and essential questions are incorporated throughout the lesson.**



## Closing/Summarizer

**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
- Restates the standard
- Celebrate Progress

**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

## Application/Work Session

**Teacher:**

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

## Mini-Lesson (Opening)

**Connection** -- Activating strategy to activate schema

**Teaching Point/Mini-Lesson** -- Explicit teaching and modeling of:

- Genres
- Practices and procedures
- Author's craft

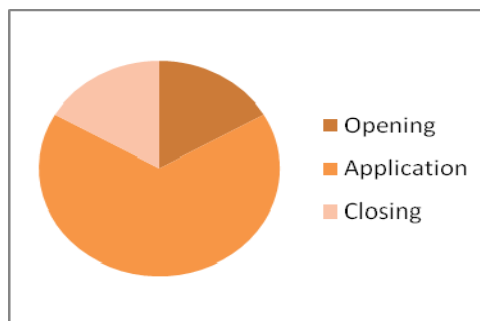
**Teaching Point/Modeling:**

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

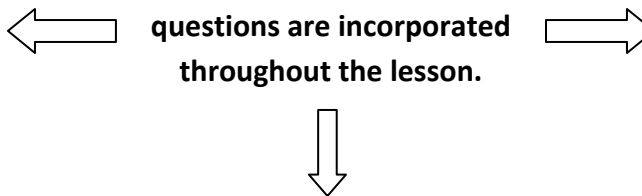
**Active Engagement** -- Guided Practice

**Link** -- Sets performance goals and expectations for the work session

## ELA Writing Instructional Framework



**Standards and essential questions are incorporated throughout the lesson.**



## Teaching-Share (Closing)

**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
- Restates standard

**Students:**

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

**Celebrate progress towards meeting standards**

## Application/Work Session

**Teacher:**

Facilitates components of comprehensive literacy

Monitors and documents student progress (informal observation, anecdotal notes, comparison with continuum and/or exemplars)

Conferences with students

- Informal conferences
- Formal conferences

Provides small group instruction/strategy groups

Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy

**Students:**

Engage in writing process

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

## Mini-Lesson (Opening)

**Connection** -- Activating strategy to activate schema

**Teaching Point/Mini-Lesson** -- Explicit teaching of:

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

**Teaching Point** -- Modeling:

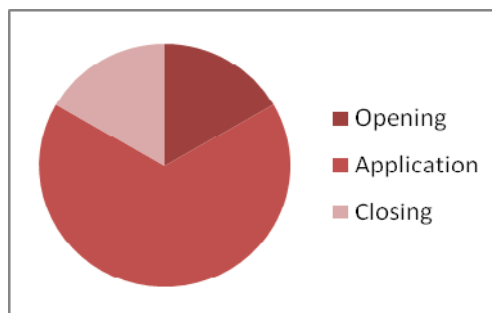
- Skills and strategies
- Practices and procedures
- Book discussions
- Read Aloud/Think Aloud

**Active Engagement** -- Guided practice

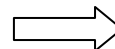
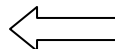
- Students practice teaching point or guided practice with students

**Link** -- Sets performance goals and expectations for the work session

## ELA Reading Instructional Framework



**Standards and essential questions are incorporated throughout the lesson.**



## Teaching-Share (Closing)

**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
- Restates standard

**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

**Celebrate progress towards meeting standards**

## Application/Work Session

**Teacher:**

Facilitates components of comprehensive literacy

Monitors and documents student progress through diagnostic assessments

(e.g. running records, informal reading assessments, informal observations, etc.)

Conferences with students:

- Informal conferences
- Formal conferences

Provides small group instruction (guided reading/strategy groups)

Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy

**Students:**

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

Respond to reading

Engage in guided reading

Engage in partner reading

Participate in book clubs and literature discussion groups

Study an author's works

Conference with the teacher or peers

Demonstrate listening/speaking/viewing standards

## Opening

**Connection/Warm-Up** -- Activating strategy to activate schema

**Mini-Lesson/Teaching Point** -- Explicit teaching and instruction aligned to:

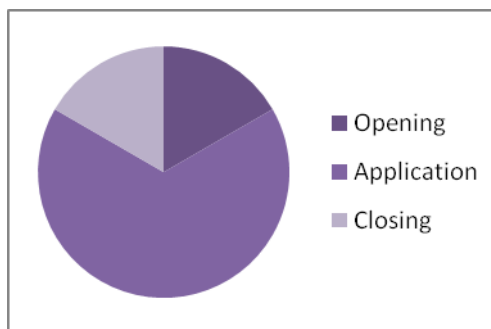
- Theme/Enduring Understanding
- Practices and procedures for student inquiry
- Reading strategies if work session involves reading various texts
- Vocabulary in context

**Modeling/Teaching Point:**

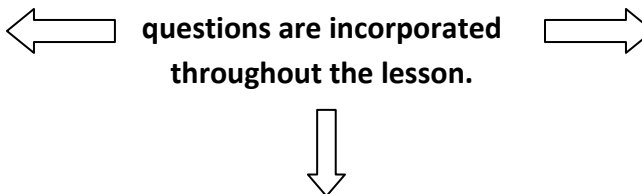
- Skills and strategies needed to do the work
- Practices and procedures students will need to accomplish task in the work session
- Students and teachers pose questions
- Sets performance goals and expectations for the work session

## Social Studies

### Instructional Framework



**Standards and essential questions are incorporated throughout the lesson.**



## Closing/Summarizer

**Teacher:**

- Models providing feedback using language of the standards
- Summarizes the day's learning and links learning to the standards
- Informally assesses student understanding
- Asks students to share information and solutions
- Identifies future work and instruction
- Explicitly clarifies misconceptions
- Restates standard
- Celebrates progress

**Students:**

- Share and assess their work using the language of the standards
- Use content vocabulary in discussing or summarizing the day's work
- Provide feedback to peers using the language of the standards
- Summarizes the main concepts of the day using the themes and enduring understandings and links learning to the standards

## Application/Work Session

**Teacher:**

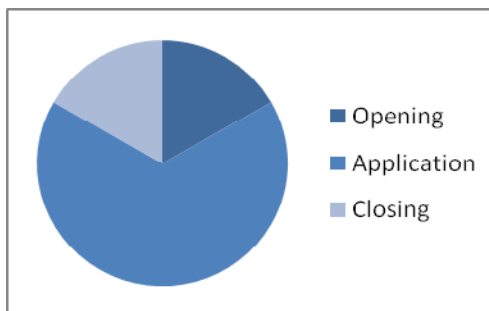
Facilitates independent and small group work.  
Assesses student understanding of the standards.  
Provides appropriate assistance by providing hints and asking questions  
Provides feedback and guidance  
Monitors and documents student progress  
Conferences with students: Informal and Formal  
Provides small group instruction  
Interrupts work session to re-direct if applicable

**Students:**

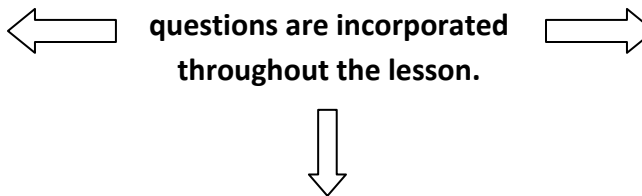
Work independently, in small groups, and/or pairs to apply content and concepts from the opening  
Engage in inquiry and research  
Engage in discussion with teacher and peers using the language of the standards  
Engage in guided practice  
Engage in performance tasks  
Engage in content reading and writing to learn  
Conference with the teacher or peers

## Health/PE

### Instructional Framework



Standards and essential questions are incorporated throughout the lesson.



#### Mini-Lesson (Opening)

**Connection** -- Activating strategy to activate schema

**Teaching Point/Mini-Lesson** -- Explicit teaching of:

- Practices and procedures
- Activities to strengthen/develop skills

**Teaching Point/Modeling:**

- Skills and strategies
- Practices and procedures
- Demonstrations of skills

**Active Engagement** -- Guided practice

- Participation in activity skills

**Link** -- Sets performance goals and expectations for the work session

#### Teaching-Share (Closing)

**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
- Restates standard

**Students:**

- Provide examples of strategy implementation
- Demonstrate skills
- Provide feedback to other students using language of the standards
- Demonstrate listening/speaking/viewing standards

**Celebrate progress towards meeting standards**

#### Application/Work Session

**Teacher:**

Facilitates practice/participation in activity skills

Monitors and documents student progress (running records, informal observations,)

Conferences with students:

- Informal conferences
- Formal conferences

Provides small group instruction/strategy groups

Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy

**Students:**

Engage in skill development

Engage in peer response groups

Independently work on areas of weakness

Conference with the teacher or peers

Demonstrate listening/speaking/viewing standards

## Mini-Lesson (Opening)

**Connection** -- Activating strategy to activate schema

**Teaching Point/Mini-Lesson** -- Explicit teaching of:

- Practices and procedures
- Conceptual understanding
- Vocabulary in context

**Teaching Point /Modeling:**

- Skills and strategies
- Practices and procedures
- A variety of participation strategies
- Think Aloud

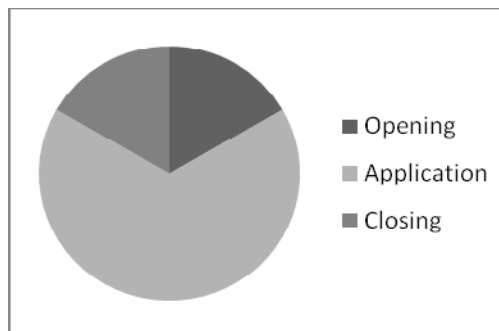
**Active Engagement** -- Guided practice

- Student participation

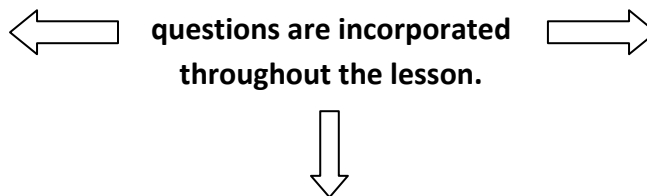
**Link** -- Sets performance goals and expectations for the work session

## Fine Arts

### Instructional Framework



**Standards and essential questions are incorporated throughout the lesson.**



## Closing/Summarizer

**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
- Restates standard

**Students:**

- Provide examples of strategy implementation
- Share areas of interest
- Demonstrate understanding
- Reflect on strategies, skills, and independent work using language of the standards
- Provide feedback to other students using language of the standards
- Demonstrate listening/speaking/viewing standards

**Celebrate progress towards meeting standards**

## Application/Work Session

**Teacher:**

Facilitates student participation in skill development

Monitors and documents student progress through informal assessments, in-  
Formal observations

Conferences with students:

- Informal conferences
- Formal conferences

Provides small group instruction (guided practice opportunities)

Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy

**Students:**

Engage in exploration/skills development

Respond to inquiry

Engage in independent skill development

Engage in peer response groups

Conference with the teacher or peers

Demonstrate listening/speaking/viewing standards

## Opening

**Connection/Warm up** -- Activating strategy to activate schema

- Hook activity

**Teaching Point/Mini-Lesson** -- Explicit teaching of:

- Safety Guidelines

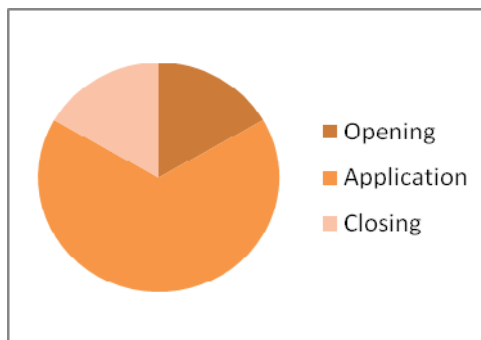
**Teaching Point/Modeling:**

- Demonstration of skills
- Vocabulary in Context

**Active Engagement** -- Guided practice

**Link** -- Sets performance goals and expectations for the work session differentiating instruction to meet the needs of the student when appropriate.

# Career, Technical and Agricultural Education Instructional Framework



Standards and essential  
questions are incorporated  
throughout the lesson.

## Closing/Summarizer

**Teacher:**

- Models providing feedback using language of the standards
- Summarizes the day's learning and links the learning to the standards
- Informally assesses student understanding
- Identifies revisions for future instruction
- Explicitly clarifies misconceptions
- Restates standard

**Students:**

- Link concepts to CTAE and/or academic standards
- Link concepts to foundation skills
- Link concepts to CTSO projects
- Use CTAE vocabulary
- Provide feedback to other students using language of the standards

**Celebrate progress towards meeting standards**

## Application/Work Session

**Teacher:**

Facilitates independent, team, or lab group work

Monitors and documents student progress

- Assesses student understanding of the standards
- Provides timely and specific feedback
- Provides guidance
- Observes, questions or confers with specific students
- Asks questions that will utilize higher-order thinking skills

Monitors use of equipment and adherence to safety guidelines

Provide small group instruction and adjust instruction when necessary

Interrupts work session to refocus

**Students:**

Work independently, in teams, and/or lab groups to apply learning from opening

Engage in skill development

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

Confer with teacher and/or peers

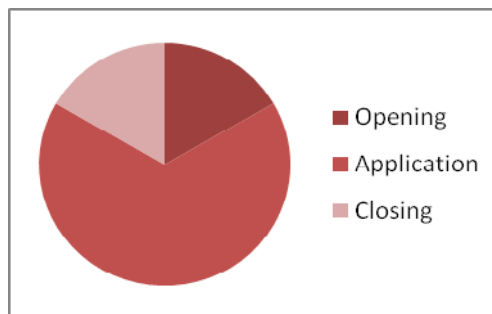
Demonstrate relevancy of academic standards and CTAE standards

Connect CTAE skills to the world of work (foundation skills) and/or CTSO

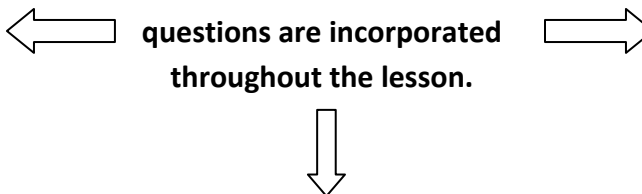
Create projects that demonstrate mastery of the standard

## Foreign Language

### Instructional Framework



**Standards and essential questions are incorporated throughout the lesson.**



#### Opening

**Connection** -- Activating strategy to activate schema

**Teaching Point /Mini-Lesson-- Explicit teaching of:**

- Practices and procedures
- Reading strategies
- Vocabulary in context

**Teaching Point/Modeling:**

- Skills and strategies
- Practices and procedures

**Active Engagement -- Guided practice**

**Link** -- Sets performance goals and expectations for the work session

#### Closing/Summarizer

**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
- Restates standard

**Students:**

- Provide examples of strategy implementation
- 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

**Celebrate progress towards meeting standards**

### Application/Work Session

**Teacher:**

Facilitates language components

Monitors and documents student progress through diagnostic assessments

(e.g. running records, informal reading assessments, informal observations, etc.)

Conferences with students:

- Informal conferences
- Formal conferences

Provides small group instruction

Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy

**Students:**

Engage in independent reading

Respond to reading

Engage in writing process

Respond to writing

Engage in guided reading

Engage in partner reading

Conference with the teacher or peers

Demonstrate listening/speaking/viewing standards