Instructional Guidance Document
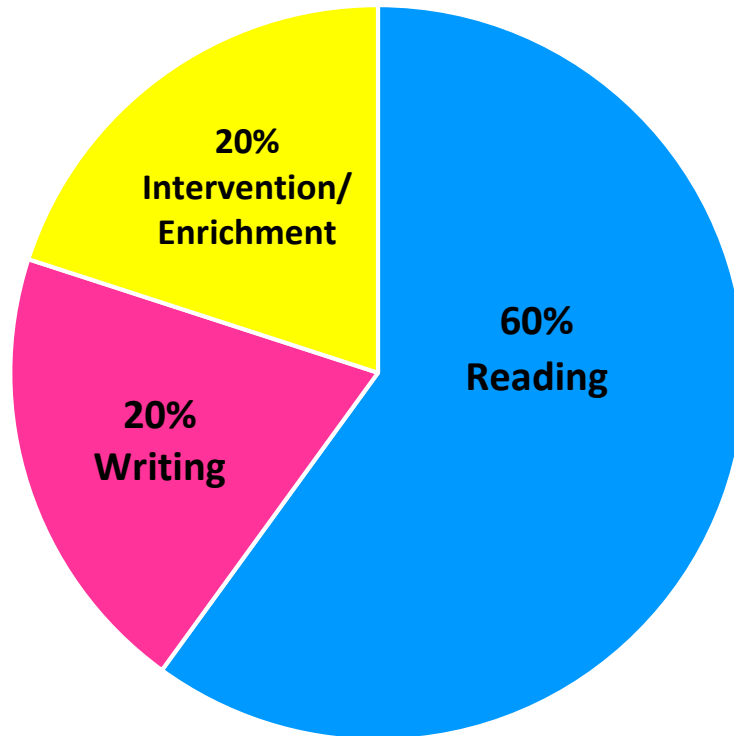
English Language Arts and Mathematics
Elementary

Department of Teaching and Learning

Literacy Block Composition

Kindergarten – 3rd Grade

The literacy block should be composed as follows: 100 minutes for reading, 30 minutes for writing and an additional 30 minutes *within* the block for intervention if needed.   It takes time reading, interacting and discussing books to become literate.

This chart is the *minimum* suggestion. Instructional minutes should be protected during the Reading Instructional Block. Students need to receive instruction in each area in order to make adequate progress. Students will need the additional intervention time if they are below grade level in reading.		
Total Minutes: 160		
Daily Reading Instruction: 100 minutes	Daily Writing Instruction: 30 minutes	Reading Intervention/Enrichment: 30 minutes

Evidence- based Bibliography

ELA Reading Block – Core Instruction
100 Minutes Kindergarten – 3rd Grade

This Evidence-based English Language Arts Block is for grades K-3. Reading instruction includes Read Aloud, Foundational Skills, Guided Reading, Independent Reading, Word Work and Writing about reading. Each of these components contribute to our goal of nurturing students that can read, write, speak and listen effectively.

10-15

DAILY Read Aloud
List of Read Aloud books found in RCK12 Teacher Toolbox

Read aloud to students to build knowledge, oral language, vocabulary, comprehension and positive emotions towards reading.

20-30

Foundational Skills (K-2) & Comprehension (3rd)

K-2 Introduction/review of phonemic awareness, phonics skills, high frequency words, and fluency daily.

3rd grade short explicit mini-lesson on reading informational or literary standards and overview of word study skill.
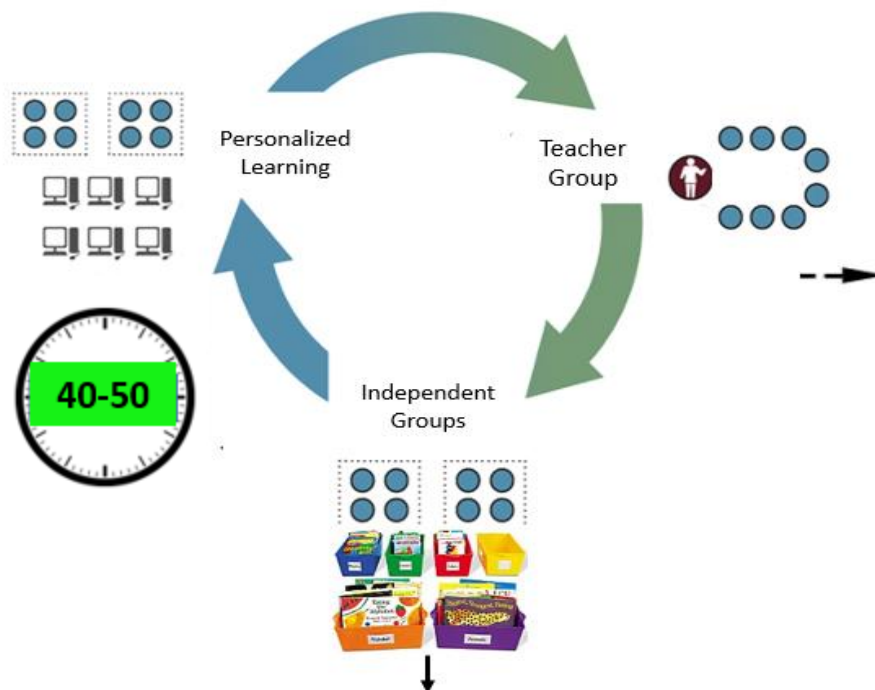
Personalized Learning

Teacher Group

Independent Groups

40-50

Teacher leads a small group to reinforce the mini-lesson, provide modeling and support for reading, writing and word study. Confers with students on reading progress daily. Classroom library and personalized learning is consistently utilized.

5

DAILY Closing Routine
Closing Routines are available in RCK12 Teacher Toolbox

Closing routine includes a summary of learning (i.e. opportunity for journaling, class discussion, evaluation of independent time, assessment).

Reading Expectation Rubric – Core Instruction (Kindergarten – 3rd Grade)

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the reading block.

	Highly Effective	Approaching	Ineffective
Daily Read Aloud	Teacher: • **Sets purpose** and reads aloud (book above grade level) and highlights vocabulary. Engages all students with the text with all DOK levels of questions or discussion to deepen understanding, interpretation, evaluation.	Teacher: • **Reads** aloud and asks basic recall questions of a few students.	Teacher: • **Reads** aloud a paragraph and then asks students to round robin read.
	Students: • **Listen** and respond orally to teacher's prompting questions. • **Discuss** with peers to understand, interpret or evaluate the words and story.	Students: • **Listen** and respond orally to teacher's prompting questions.	Students: • **Listen** to a story.
Foundational Skills (K-2)	Teacher: • **Models** explicit phonics lesson from the scope and sequence and connects it to text. • **Engages** students to chorally make focus sounds, chants, blends and sing songs. • Provides opportunities for students to practice decoding words in books with the phonics skill and building or sorting words.	Teacher: • **Models** a phonics lesson. • **Instructs** students of the sounds and patterns. • Asks a few students to respond.	Teacher: • **Assigns** a phonics worksheet without discussing or modeling skill. • **Sits at desk.** • Asks students to decode/read in front of others without instruction.
	Students: • **All sing, chant, respond orally** to phonemic awareness and phonics prompts, songs, and patterns modeled by the teacher. • Demonstrate phonemic awareness by rhyming and manipulating sounds. • Read words in decodable books accurately by applying new phonics skill. Build and sort words with letter tiles or cards.	Students: • **A few respond orally** to phonemic awareness and phonics prompts, songs, and patterns. • Some are invited to read/chant the poem or song aloud. • Read words isolated and not in actual book or text. Rarely manipulates words or letters.	Students: • **Complete** the worksheet individually. • No opportunities to sing, chant or rhyme out loud. • No opportunity to read words in decodable books or manipulate words and letters.

	Highly Effective	Approaching	Ineffective
Comprehension (3rd)	Teacher: • **Models** explicit reading and writing strategies and application in text worthy of students' attention. • Facilitates discussions around mentor text by asking all levels of questions DOK 1-4, and **sets purpose and expectations** for reading and writing tasks. • **Uses** gradual release of responsibility and Think Alouds for reading and writing instruction.	Teacher: • **Models** mini- lesson of a **comprehension strategy** and text may not be present. • Reads and **references** text by asking some DOK 1-2 questions. • Assigns students questions to answer without gradual release or thinking aloud.	Teacher: • Does not model the comprehension strategy and no text is present. • **Assigns questions** to students without a discussion of text meaning or interpretation. Asks DOK level 1 questions only. • Copying words from PowerPoint or correcting sentences for grammatical or spelling errors.
	Students: • **Hold text** (book, article, passage) in their hands or access text electronically. • **Practice reading strategy** and interact with text closely and mindfully to answer questions by discussing, citing, analyzing, annotating, summarizing and displaying knowledge gained from interaction with text and others. • **Writes** a constructed response.	Students: • Can **access** projected text. • **Refer** to text for some questions and a**nswer** questions to teacher when asked directly. • Writes one word or one sentence answers.	Students: • **Do not** have text present. • Answer questions not based on text but only on background knowledge. • Complain about writing in order to avoid it and do not answer questions in writing.
Teacher Group	Teacher: • Confers with 1-2 students on reading progress daily. • **Meets daily with multiple Guided Reading Groups**, and regroups students on the basis of systematic observation and assessment data. • Builds **background knowledge** to provide access to text and highlight unfamiliar concepts. • **Observes oral reading, prompts** and interacts with students to teach effective reading behaviors. • Engages students with **text-based discussion** to guide from basic recall to deeper knowledge; make inferences, evaluations and interpretations by using text evidence.	Teacher: • Inconsistently confers with students on reading progress. • **Meets with one group daily and establishes** level-based groups by screener assessment data but doesn't regroup. • **Introduces text by previewing the meaning** and directs students' attention to some text features. • Observes reading but unsure of how to support readers by teaching reading behaviors. • Asks **questions** to have students identify the main idea or summarize, but it **does not lead to analysis.**	Teacher: • Does not confer with students on reading progress. • **Inconsistently, rarely or never** meets with students in a small group. • Does not build background knowledge by discussing text before reading. • Uses round robin reading (one student at a time). • **Asks** basic recall questions only. Does not discuss text above accurately decoding words.
	Students (in teacher group): • **Read** instructional level text and consistently engage in before, during and after reading activities. • **Respond** to teacher prompts, cues and text-dependent questions and **engage** in discussions that make inferences, generalizations and interpretations using text evidence orally and in writing. • **Practice effective reading behaviors** and apply word solving strategies.	Students (in teacher group): • **Read** a text and inconsistently engage in before, during and after reading activities. • **Selected students respond** to teacher prompts, cues and text-dependent questions without any deeper discussion. • **Rely on memory** to read predictable/decodable text.	Students (in teacher group): • **No text** present; words are read in isolation and students do not engage in reading activities. • Do not respond to text dependent questions. • Struggle with reading due to lack of decoding skills.

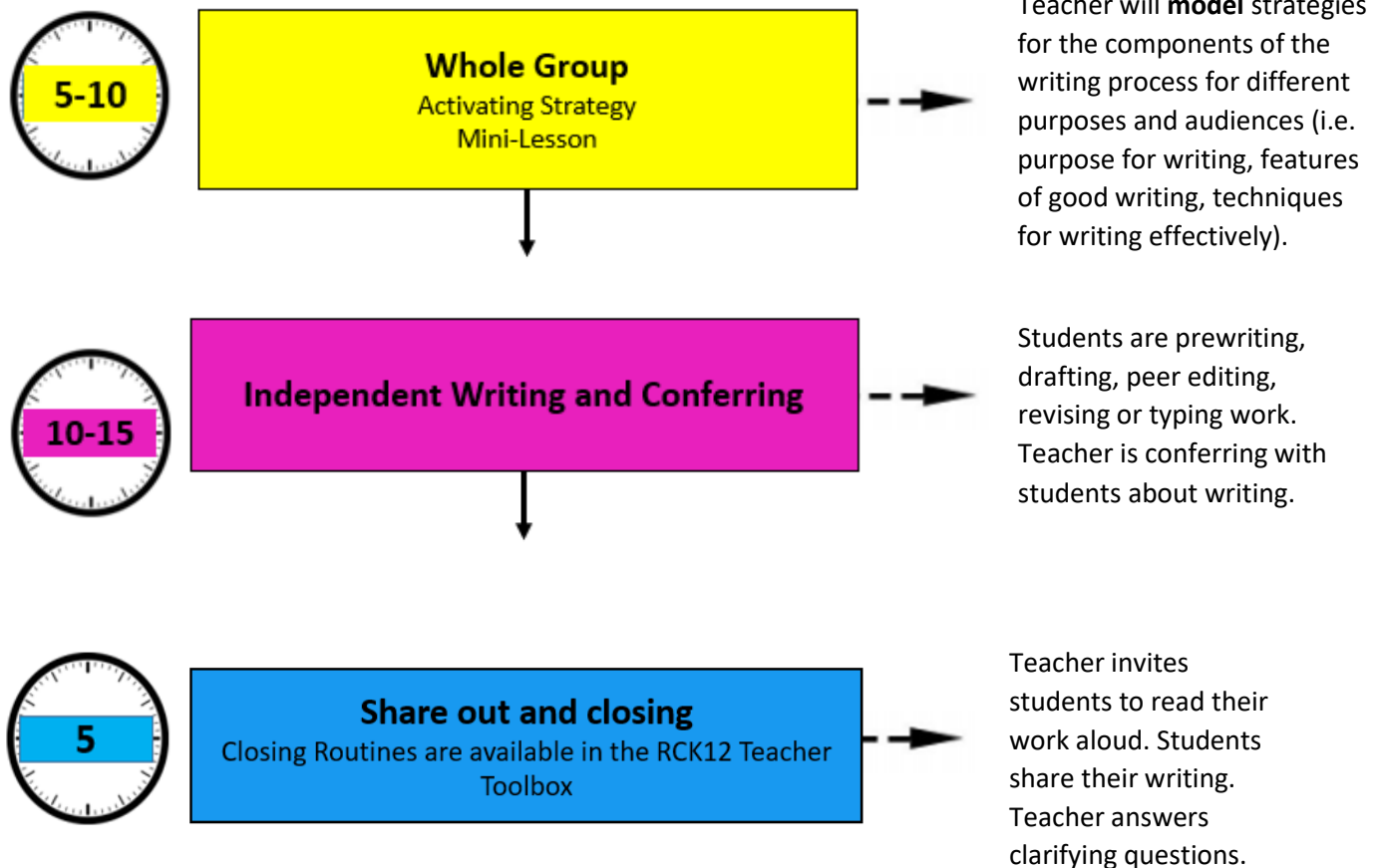# Reading Expectation Rubric – Core Instruction (Kindergarten – 3rd Grade)

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the reading block.

	Highly Effective	Approaching	Ineffective
Independent Groups	Students (independently or in small groups): • Read independently and complete reading log to set and reach reading goals. • Partner read to one another and respond to the book in discussion, illustration, summary, or evaluation. • Write in response to reading. • Practice literacy skills (phonemic awareness, phonics, fluency, vocabulary or comprehension) with real world applications using text. • Computer station - listening to a book read aloud, comprehension quiz, typing practice, complete lesson from a personalized learning literacy program.	Students (independently or in small groups): • Read independently. • Partner read to one another and have a basic discussion of text. • Write to a prompt not linked to text or writing sentences for spelling words. • Practice literacy skills (phonemic awareness, phonics, fluency, vocabulary or comprehension) in a game. • Computer station – playing phonics games.	Students (independently or in small groups): • Attempting to read a book at a frustrational-level independently. • Partner read to one another and have no discussion of text. • Write spelling and sight words or filling in words on a worksheet. • Practice non-literacy skills (finishing math, homework or just coloring a picture with no words). • Computer station- playing random games.
Closing Routine	Teacher: • **Facilitates** the lesson summary with references to student work and reinforces the purpose of the lesson. Students: • Participate in the lesson summary; ask and answer questions.	Teacher: • **Guides** the lesson summary with references to student work but fails to reinforce the purpose of the lesson. Students: • **Listen** to the lesson summary; answer questions if asked.	Teacher: • **Summarizes** the lesson without student input or does not summarize the lesson. Students: • Do not participate in the lesson summary.

Balanced Literacy Writing Block – Core Instruction
30 Minutes Kindergarten – 3rd Grade

The Writing block will give students time to learn and practice the writing process. This evidence-based method incorporates writing in all three genres with **explicit modeling** of drafting letters, words, sentences, paragraphs and essays. The writing block includes practice holding a pencil and forming letters fluently as well as word processing and typing fluently.

5-10	**Whole Group** Activating Strategy Mini-Lesson	Teacher will **model** strategies for the components of the writing process for different purposes and audiences (i.e. purpose for writing, features of good writing, techniques for writing effectively).
10-15	**Independent Writing and Conferring**	Students are prewriting, drafting, peer editing, revising or typing work. Teacher is conferring with students about writing.
5	**Share out and closing** Closing Routines are available in the RCK12 Teacher Toolbox	Teacher invites students to read their work aloud. Students share their writing. Teacher answers clarifying questions.

Evidence-based Reference

ELA Writing Block Rubric – Core Instruction – Kindergarten – 3rd Grade

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the writing block.

	Highly Effective	Approaching	Ineffective
Whole Group	Teacher: • **Models writing** process with explicit learning target using mentor texts, exemplars, rubrics, word bank, checklist. Models writing for a **variety** of purposes. • Guide students to become fluent with handwriting, **sentence construction**, typing and word processing. • **Engages students** with Think Aloud about writing choices.	Teacher: • Models writing focused on a learning target. Inconsistently uses mentor texts exemplars, rubrics, word bank, checklist. • Asks individual students at random about grammatical or spelling rules and some content. • Writes in front of students but does not explain thinking.	Teacher: • Assigns writing task with no modeling or examples given. Does not use mentor texts, exemplars, rubrics, word bank, checklist. • Focuses entirely on how to spell words and discourages inventive spelling or sound spelling. • Does not model assigned writing.
	Students: • Gather on the carpet and **focus attention** on teacher and charts. • **Respond** orally to questions about writing. • Turn and talk, give suggestions about what to write.	Students: • Listen from seats at desks. • Respond to questions when asked directly. • Given little time to discuss with peers.	Students: • Listen from seats at desks. • Are unsure of expectation. • Given no time to discuss with peers.
Independent Writing and Conferring	Teacher: • Confers one on one with multiple students on writing to give feedback. • **Circulates or conducts small group targeted writing skill lesson daily.** • Consistently distributes age appropriate paper.	Teacher: • Confers with few students about writing. • **Circulates to be sure students are on task.** • Inconsistently distributes age appropriate paper.	Teacher: • Confers with **no students**. • **Sits at desk** or sharpens pencils. • Does not distribute age appropriate paper.
	Students: • **Work independently/** in groups to generate ideas. • Prewrites by consistently using graphic organizer. • Draft letters, words, sentences, paragraphs. • Write on age appropriate paper. • Revise/edit-with a simple **rubric for meaning and logic.** • Typing on computer or book-making to publish work (K-sentences; 1st-one para, 2-3rd multi-para.)	Students: • **Work independently** to generate ideas. • Inconsistently prewrites using a graphic organizer. • Draft letters, sight words, sentences. • Write on age appropriate paper. • Revise/edit-with a simple **rubric.** • Publish on a separate paper.	Students: • Do not generate ideas independently. • **No prewriting** apparent. • Struggle to draft- letters, sight words, sentences. • Paper is not age appropriate. • Does not revise or edit. • No publishing
Share Out and Closing	• **Facilitates student sharing** of work. • **Reinforces** learning target and answers questions.	• Calls on 1-2 students directly to share out. • Reminds students of the learning target.	• Students do not share. • No reference to learning target.

ELA Intervention in the Literacy Block
Kindergarten – 3rd Grade

30 minutes – Tier 2 and 3

During intervention time, students have **explicit, direct instruction** in a small group setting. They are given time and opportunity to learn and practice skills and strategies to build literacy with peers. Careful selection or student selection of highly motivating text is used to increase engagement and motivation.

Personalized Learning

Teacher Group

Teacher meets with one group per day (30 minutes)

Independent Reading

Independently, students engage in personalized learning through online instruction path. **OR** Students work on personalized assignment from teacher group (graphic organizer, word study, or practice with instructional level text).

Suggested Resources: i-Ready online instruction, or other adaptive technology resource.

Teacher leads a small group of students through corrective instruction and instructional level text. Confers with 3-4 students individually on reading progress. Focus on specific skill or area of need.

Suggested Resources: i-Ready PDFs, 95% Group, Benchmark Phonics Kits (Start-Up, Build-Up, Spiral-Up) instructional level text, leveled book sets.

Students are reading independent level books; responding to text in writing or in group discussions (partner or book club), are responding to the text in some authentic way (creating book review or comprehension activity).

Suggested Resources: Classroom Library, Media Center, myON, reading logs, teacher provided prompts.

Evidence-based reference

Reading Intervention Expectation Rubric – Intervention

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.

	Highly Effective	Approaching	Ineffective
Learning Environment	• Small groups are present (personalized online learning station, independent station, and teacher station). • Current data is available to support grouping structures. • Students are aware of personal achievement level, set and monitor individual goals. • Exemplars are continually available for students to reference. • Directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted and referenced. • All students engage in discussions about text; student to student, student to teacher.	• Some small groups are present (personalized online learning station, independent station or teacher station). • Out of date data is available to support grouping structures. • Students are aware of personal achievement level but do NOT set and monitor individual goals. • Exemplars are available, for students to reference, however they are not aligned. • Some directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted but not referenced. • Some students engage in discussions about text, but mostly teacher to student.	• No small groups are present • Data is not available to support grouping structures. • Students are unaware of personal achievement levels. • Exemplars are not available for students to reference. • No directions and tasks are available for students to reference during their independent practice time. • No rotation schedule is posted. • No students engage in discussions about text.
Independent Reading And Personalized Learning Stations	• **Actively engaged** in independent reading or personalized online learning. • **Reading** books and **responding** to text in writing. • **Passing** online lessons with >80% accuracy.	• **Some students are engaged** in independent reading or personalized online learning. • **Reading** books and rarely **responding** to text in any way. • **Passing** online lessons with 50-79% accuracy.	• **Not engaged** in independent reading or personalized learning. • Students are not reading books but rather walking around, playing/distracting others. • **Passing** online lessons with less than 50% accuracy.

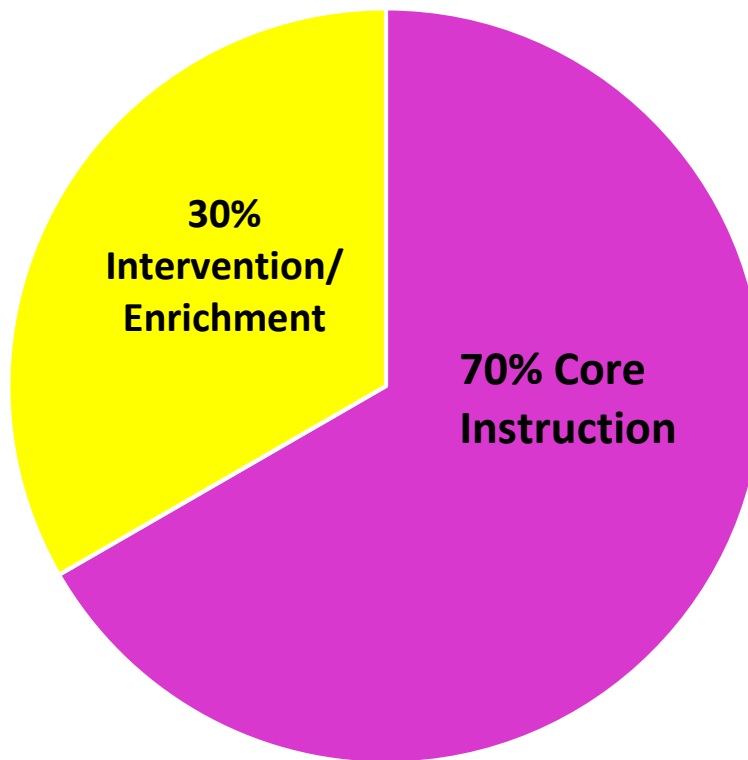# Reading Intervention Expectation Rubric – Intervention

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.

	Highly Effective	Approaching	Ineffective
Intervention Teacher Station	Teacher: • **Confers** daily with 3-4 students individually on reading progress. • **Provides** step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes all** student participating in oral reading. • **Interacts** with all students to teach, prompt, or reinforce effective reading behavior. • **Provides** constant feedback to all students to clarify misconceptions. • **Consistently engages** students with text-based discussion around focus skill/strategy. • **Consistently progress monitors** students.	Teacher: • **Inconsistently** confers with students on reading progress. • **Provides** some step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes some** oral reading. • **Interacts** with some students to teach, prompt, or reinforce effective reading behavior. • **Provides** some feedback to students to clarify misconceptions. • **Inconsistently engages** students with text-based discussion around focus skill/strategy. • **Inconsistently progress monitors** students.	Teacher: • Does not confer with students on reading progress**.** • **Does not provide** step-by-step demonstrations and modeling of literacy or how it connects to text. • **Does not observe** oral reading. • **Does not interact** with students to teach, prompt, or reinforce effective reading behavior. • **Does not provide** feedback to students to clarify misconceptions. • **Does not engage** students with text-based discussion around focus skill/strategy. • **Does not progress monitor.**
	Students: • **Practice** focus skill/strategy by reading and writing. • Consistently apply the focused literacy skill in reading a text. • **Consistently monitor progress** and verbalize misconceptions around focus skill/strategy.	Students: • **Listen and** observe focus skill/strategy but have minimal practice time. • Inconsistently apply the focused literacy skill in reading a text. • **Inconsistently monitor progress** and sometimes verbalize misconceptions around focus skill/strategy.	Students: • Sit passively or put head down while teacher talks at them. • **Do not apply** the focused literacy skill in reading a text. • **Do not monitor progress** and do not verbalize misconceptions around focus skill/strategy.

Literacy Block Composition

4ᵗʰ- 5ᵗʰ Grade

The literacy block should be composed as follows: approximately 90 minutes for core instruction in Reading and Writing and an *additional* 25 minutes for intervention/enrichment if needed.   It takes time reading, interacting and discussing books to become literate.

This chart is the *minimum* suggestion. Instructional minutes should be protected during the Reading Instructional Block. Students need to receive instruction in each area in order to make adequate progress. Students will need the additional intervention time if they are below grade level in reading.	
Total Minutes: 115	
Daily Reading and Writing Instruction: 90 minutes	Daily Reading Intervention/Enrichment: 25 minutes (led by core teacher or EIP teacher) *Notated on the RCSS Standards-Based Instructional Minutes Expectations document as Personalized Learning*

ELA Balanced Literacy Block – Core Instruction
90 Minutes 4th – 5th Grade

This evidence-based balanced literacy English Language Arts Block is for grades 4-5. The core instruction includes reading and writing strategies, guided reading, independent reading, word work, and writing. Each of these components contribute to our goal of nurturing students that can read, write, speak and listen effectively.

5-10

Word Study Routine
List of vocabulary found in RCK12 Word Study Pacing Guide

Students transition quickly to classroom. Students interact with new words. Read aloud or word sort can be used.

10-20

Whole Group
Activating Strategy

Short, explicit mini- lesson on literary/informational reading standard and the aligned writing task. Read alouds can be an effective delivery model.
OR
Explicit mini-lesson on writing strategy for the writing process.

Personalized Learning

Teacher Group

40-50

Independent Groups

Teacher leads a small group to reinforce the mini-lesson, provide modeling and support for reading, writing and word study. Confers with students on reading progress daily. Classroom library and personalized learning is consistently utilized.

5-10

DAILY Closing Routine
List of closing routines found in RCK12 Teacher Toolbox

Closing routines include a summary of learning (i.e. class discussion, sharing of work, assessment).

English Language Arts Expectation Rubric – Core Instruction 4th-5th Grade

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the core instruction component of the Language Arts block.

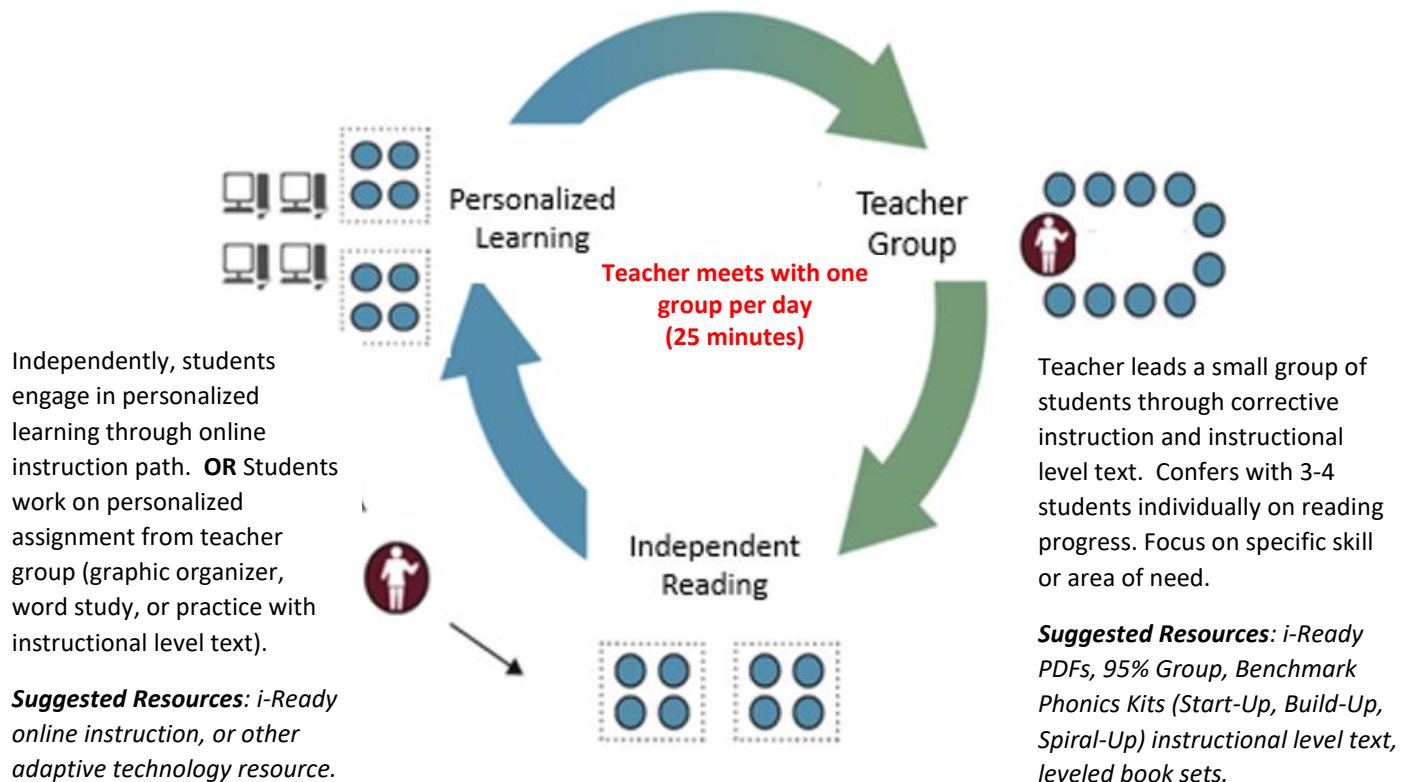|	Highly Effective	Approaching	Ineffective
Word Study Routine	Teacher: • **Prepares and has posted** approximately 2-3 new Tier 2 vocabulary words or phonics rule for students to interact with upon entering the room. • Explains word parts and how it helps in decoding. • Reviews the words and student friendly definitions and image. Students: • **Begin promptly** interacting with new words and activity. Confer with neighbor. • **Use** words in context (related to text) and make meaning of the new words.	Teacher: • **Prepares and has posted** 1 new Tier 2 vocabulary word or phonics rule for students to interact with upon entering the room. • May or may not explain word parts and how it helps in decoding. • Provides a definition from the dictionary. Students: • **Begin promptly** interacting with new words and activity. Confer with neighbor. • Records definition of new word.	Teacher: • **Calls roll** or has nothing prepared for students when entering the classroom for 5-10 minutes. • **Writes** three words on the board. Students: • **Hanging out**, or wasting time. • **Looking** up words in dictionary.
Whole Group	Teacher: • **Models** explicit reading and writing strategies and application in text worthy of students' attention. • Facilitates discussions around mentor text by asking all levels of questions DOK 1-4, and **sets purpose and expectations** for reading and writing tasks. • Uses gradual release of responsibility and Think Alouds for reading and writing instruction.	Teacher: • **Models** mini- lesson of a **comprehension strategy** and text may not be present. • Reads and **references** text by asking some DOK 1-2 questions. • Inconsistently uses gradual release of responsibility and Think Alouds for reading and writing instruction.	Teacher: • Does not model the comprehension strategy and no text is present. • **Assigns questions** to students without a discussion of text meaning or interpretation. Asks DOK level 1 questions only. • Does not use gradual release of responsibility or Think Alouds.
	Students: • **Hold text** (book, article, passage) in their hands or access text electronically. • **Practice reading strategy** and interact with text closely and mindfully by discussing, citing, analyzing, annotating, summarizing and displaying knowledge gained from interaction with text and others. • **Practice** writing strategy; writing process and **type essays.** • Free write to all genres and write in response to text.	Students: • Can **access** projected text. • **Refer** to text for some questions and answer questions when asked directly by teacher. • Writes draft only without writing process and **rarely types essays.** • Fill in the blanks on writing worksheets.	Students: • **Do not** have text present. • Answer questions not based on text but only on background knowledge. • Write one to two sentences for writing assignments. • Copy words from PowerPoint or correcting sentences for grammatical or spelling errors.

	Highly Effective	Approaching	Ineffective
Teacher Group	Teacher: • **Meets daily with multiple small groups**, and regroups students on systematic observation and assessment data. • Confers with 1-2 students daily on reading progress. • Builds **background knowledge** to provide access to text and highlight unfamiliar concepts. • Models and **expects students to read and write** at their instructional level. Keeps track of student progress. • **Provides opportunities** for students to apply and practice modeled strategies and **gives feedback**. • Engages students with **text-based discussion** to guide from basic recall to DOK 4 connections; make inferences, evaluations and interpretations by using text evidence**.**	Teacher: • Meets with **at least one** small group. Grouping of students may or may not be based on data. • Inconsistently confers with students on reading progress. • Is not intentional about building background knowledge, but answers student questions. • Models and **expects students to read and write** at the same level. • Models how to answer the reading questions with minimal feedback. • Asks **basic recall questions** and/or has students summarize text only.	Teacher: • **Inconsistently, rarely or never** meets with students in a small group. • Does not confer with students. • Does not build background knowledge. • Does not model or expect students to read or write. • Asks students to read or write without modeling or opportunity to discuss meaning or interpretation. • **Asks** basic recall questions only.
	Students: • **Read and annotate** instructional level text. • Practice and apply reading and writing strategies. • **Engage** in peer-to-peer, teacher-to-student, and student-to-teacher discussion that makes inferences, generalizations and interpretations of text. • Write short constructed responses or essays to demonstrate understanding of text.	Students: • **Read** a text. • May engage in some reading strategies. • **Respond** to teacher prompts, cues and only basic recall questions. • Write minimal responses or essays.	Students: • **No text** present; words are read in isolation. • Engage in **ineffective reading** activities. • Answers questions **without referring to the text.** • Do not write.
Independent Groups	Students: • Read independently and annotate text or make notes of evidence to include in writing. Utilize vocabulary strategies to define unknown words. • Partner read book/article and discuss the meaning and interpretation of text following the teacher provided task or discussion protocol. • Work on daily writing in writing process (types essays). • Utilize technology to conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic or personalized learning. • Word work on grade level word analysis skills.	Students: • Read independently. • Partner read book/article and discuss the basic meaning of text. • Work on daily writing but mostly just drafting and editing. Rarely or never publishes or types essays. • Utilize technology for basic recall activities. • May or may not engage in word work activities.	Students: • Read when prompted by teacher. • Do not engage in peer-to-peer conversations related to the text or task. • Writing only consists of filling in worksheet with a sentence or two. • Students do not use technology. • Word work activities consist only of writing spelling words/spelling sentences.
Closing Routine	Teacher: • Facilitates a summary of the learning with a sharing of student work and class discussion to reinforce purpose.	Teacher: • Guides a summary of the learning with a sharing of student work and class discussion but does not reinforce purpose.	Teacher: • May or may not summarize the lesson without student input.
	Students: • Participate in the summary of the lesson, ask and answer questions.	Students: • Listen to the summary of the lesson, and answer questions if asked.	Students: • Do not participate in the summary of the lesson • Put books and items away.

ELA Intervention in the Literacy Block
25 minutes – Tier 2 and 3

During intervention time, students have **explicit, direct instruction** in a small group setting. They are given time and opportunity to learn and practice skills and strategies to build literacy with peers. Careful selection or student selection of highly motivating text is used to increase engagement and motivation.

Teacher meets with one group per day (25 minutes)

Independently, students engage in personalized learning through online instruction path. **OR** Students work on personalized assignment from teacher group (graphic organizer, word study, or practice with instructional level text).

Suggested Resources*: i-Ready online instruction, or other adaptive technology resource.*

Teacher leads a small group of students through corrective instruction and instructional level text. Confers with 3-4 students individually on reading progress. Focus on specific skill or area of need.

Suggested Resources*: i-Ready PDFs, 95% Group, Benchmark Phonics Kits (Start-Up, Build-Up, Spiral-Up) instructional level text, leveled book sets.*

Students are reading independent level books; responding to text in writing or in group discussions (partner or book club), are responding to the text in some authentic way (creating book review or comprehension activity).

Suggested Resources: *Classroom Library, Media Center, myON, reading logs, teacher provided prompts.*

[Evidence-based reference](#)

Reading Intervention Expectation Rubric – Intervention

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.

|	Highly Effective	Approaching	Ineffective
Learning Environment	• Small groups are present (personalized online learning station, independent station, and teacher station). • Current data is available to support grouping structures. • Students are aware of personal achievement level, set and monitor individual goals. • Exemplars are continually available for students to reference. • Directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted and referenced. • All students engage in discussions about text; student to student, student to teacher.	• Some small groups are present (personalized online learning station, independent station or teacher station). • Out of date data is available to support grouping structures. • Students are aware of personal achievement level but do NOT set and monitor individual goals. • Exemplars are available, for students to reference, however they are not aligned. • Some directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted but not referenced. • Some students engage in discussions about text, but mostly teacher to student.	• No small groups are present • Data is not available to support grouping structures. • Students are unaware of personal achievement levels. • Exemplars are not available for students to reference. • No directions and tasks are available for students to reference during their independent practice time. • No rotation schedule is posted. • No students engage in discussions about text.
Independent Reading And Personalized Learning Stations	• **Actively engaged** in independent reading or personalized online learning. • **Reading** books and **responding** to text in writing. • **Passing** online lessons with $\geq$80% accuracy.	• **Some students are engaged** in independent reading or personalized online learning. • **Reading** books and rarely **responding** to text in any way. • **Passing** online lessons with 50-79% accuracy.	• **Not engaged** in independent reading or personalized learning. • Students are not reading books but rather walking around, playing/distracting others. • **Passing** online lessons with less than 50% accuracy.

Reading Intervention Expectation Rubric – Intervention

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.

	Highly Effective	Approaching	Ineffective
Intervention Teacher Group	Teacher: • **Confers** daily with 3-4 students individually on reading progress. • **Provides** step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes all** student participating in oral reading. • **Interacts** with all students to teach, prompt, or reinforce effective reading behavior. • **Provides** constant feedback to all students to clarify misconceptions. • **Consistently engages** students with text-based discussion around focus skill/strategy. • **Consistently progress monitors** students.	Teacher: • **Inconsistently** confers with students on reading progress. • **Provides** some step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes some** oral reading. • **Interacts** with some students to teach, prompt, or reinforce effective reading behavior. • **Provides** some feedback to students to clarify misconceptions. • **Inconsistently engages** students with text-based discussion around focus skill/strategy. • **Inconsistently progress monitors** students.	Teacher: • Does not confer with students on reading progress. • **Does not provide** step-by-step demonstrations and modeling of literacy or how it connects to text. • **Does not observe** oral reading. • **Does not interact** with students to teach, prompt, or reinforce effective reading behavior. • **Does not provide** feedback to students to clarify misconceptions. • **Does not engage** students with text-based discussion around focus skill/strategy. • **Does not progress monitor.**
	Students: • **Practice** focus skill/strategy by reading and writing. • Consistently apply the focused literacy skill in reading a text. • **Consistently monitor progress** and verbalize misconceptions around focus skill/strategy.	Students: • **Listen and** observe focus skill/strategy but have minimal practice time. • Inconsistently apply the focused literacy skill in reading a text. • **Inconsistently monitor progress** and sometimes verbalize misconceptions around focus skill/strategy.	Students: • Sit passively or put head down while teacher talks at them. • **Do not apply** the focused literacy skill in reading a text. • **Do not monitor progress** and do not verbalize misconceptions around focus skill/strategy.

Mathematics Block Composition – Kindergarten – 3rd Grade

The mathematics block should be composed as follows: 70 minutes for core (grade level) mathematics instruction and 30 minutes for intervention/enrichment if needed. The mathematics block is structured to provide *approximately* 70% core instruction (grade level) and *approximately* 30% intervention/enrichment (below/above grade level) to all students.

Intervention or Enrichment 30%

Core Instruction 70%
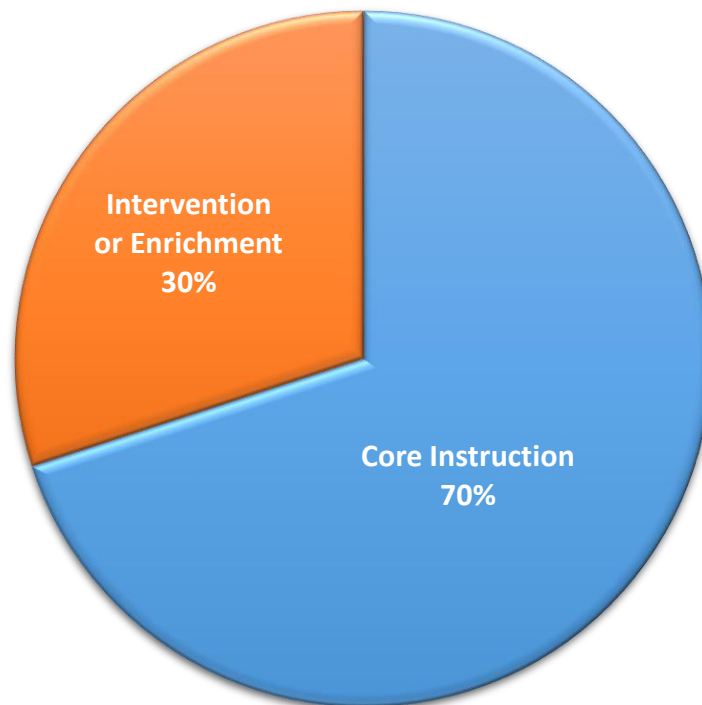
Instructional Minutes

This chart is the *minimum* suggestion.
Instructional minutes may be increased based on your students' instructional needs. Instructional minutes should be protected during the Mathematics Instructional Block. Students will need intervention time if they are below grade level in mathematics.

Total Minutes: 100

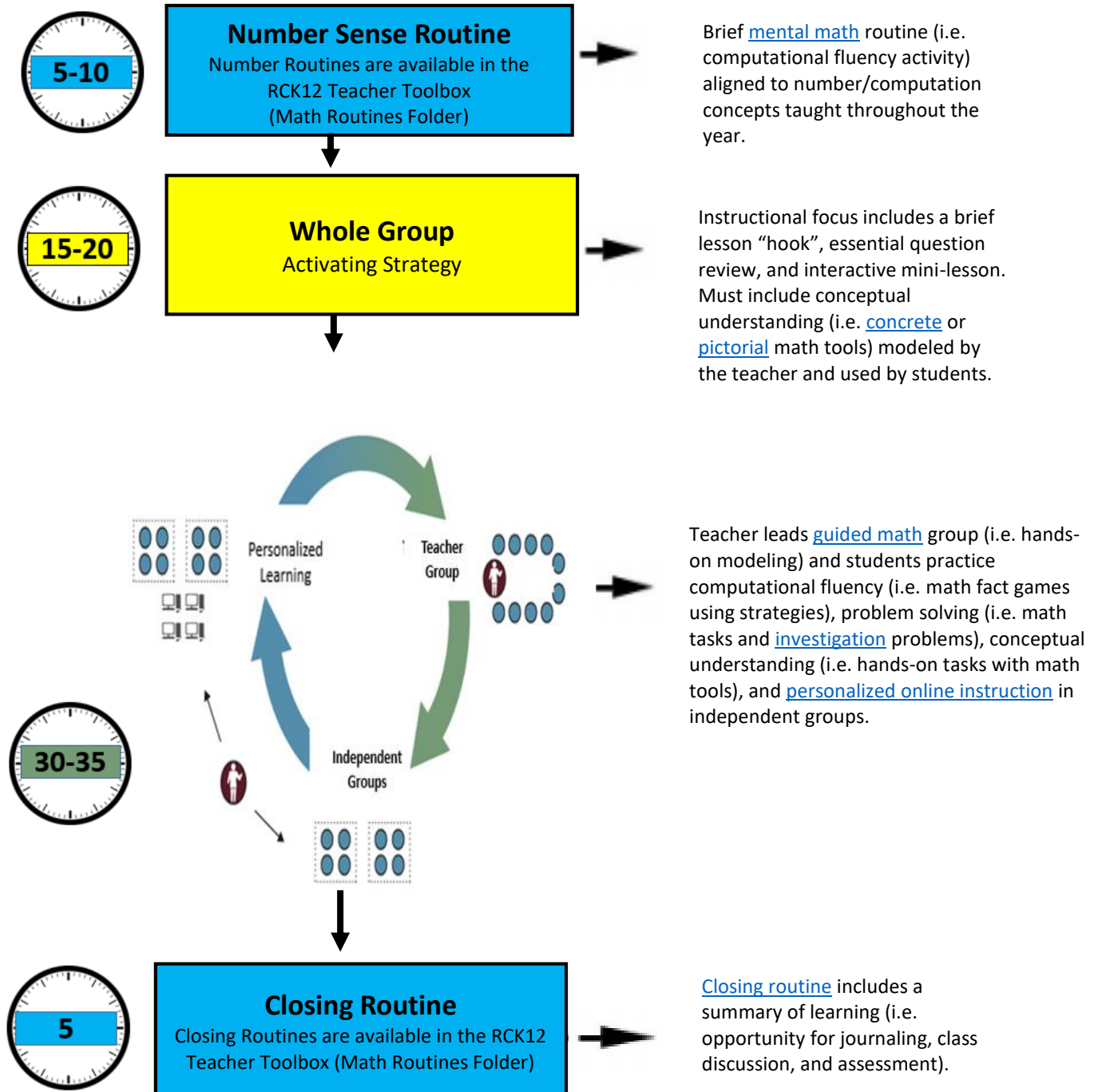| DAILY Core Instruction	DAILY Intervention/Enrichment
70 minutes	30 minutes (led by core teacher or EIP teacher)

Evidence-Based Bibliography

Mathematics Block Expectations – Core Instruction
100 Minutes: Kindergarten – 3rd Grade

The research-based Mathematics Workshop Model outlines the structure of the core instructional (grade-level) components of the mathematics block. The instructional activities must align to Balanced Numeracy instructional expectations. Balanced Numeracy includes Conceptual Understanding, Computational Fluency, and Problem Solving. The tasks and/or activities for each day should be selected intentionally to support student needs and the goals of the lesson.

5-10

Number Sense Routine
Number Routines are available in the RCK12 Teacher Toolbox (Math Routines Folder)

Brief mental math routine (i.e. computational fluency activity) aligned to number/computation concepts taught throughout the year.

15-20

Whole Group
Activating Strategy

Instructional focus includes a brief lesson "hook", essential question review, and interactive mini-lesson. Must include conceptual understanding (i.e. concrete or pictorial math tools) modeled by the teacher and used by students.

30-35

Personalized Learning

Teacher Group

Independent Groups

Teacher leads guided math group (i.e. hands-on modeling) and students practice computational fluency (i.e. math fact games using strategies), problem solving (i.e. math tasks and investigation problems), conceptual understanding (i.e. hands-on tasks with math tools), and personalized online instruction in independent groups.

5

Closing Routine
Closing Routines are available in the RCK12 Teacher Toolbox (Math Routines Folder)

Closing routine includes a summary of learning (i.e. opportunity for journaling, class discussion, and assessment).

Mathematics Block Expectation Rubric – Core Instruction (Kindergarten – 3rd Grade)

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.

	Highly Effective	Approaching	Ineffective
Number Sense Routine (i.e. Number Talks, Calendar Math, etc…)	Teacher: • **Facilitates** a whole group mental math activity where students find an answer to a math problem "in their heads". • **Facilitates** by asking students a combination of **low-, mid- and high-level** questions, recording responses, and encouraging students to make meaning of the mathematics through discussion.	Teacher: • **Instructs** a whole group mental math activity where students are **guided** to an answer of a math problem. • **Guides** student thinking to answer questions and records guided responses on the board (teacher is doing most of the thinking).	Teacher: • **Does not** include a number sense routine at the beginning of the math block. • Encourages students to complete unfinished homework problems or other tasks during the number sense routine time.
	Students: • Share **aloud** the **strategies** they used to find the answer. • Practice **explaining their thinking** and asking each other questions.	Students: • Share aloud the strategies they used to find the answer **with teacher prompting**. • Practice explaining their thinking and asking each other questions **with prompting from the teacher**.	Students: • Complete abstract worksheet exercises (i.e. Daily 5 abstract practice exercises). • Completes homework.
Whole Group	Teacher: • Uses **strategies** to activate prior knowledge and draws on **student experience** to engage students. • **Models** the grade-level math standard with concrete or pictorial math tools and **connects to prior learning**. • Talk focuses on **low-, mid- and high-levels** of mathematical thinking and questioning (i.e. DOK 1-4).	Teacher: • **Attempts** to activate students' prior knowledge but fails to go far enough to engage students. • Models the grade-level math standard with concrete or pictorial math tools but **does not** connect to prior learning. • Talk focuses on **low-levels** of mathematical thinking and questioning **only** (i.e. DOK 1 only).	Teacher: • **Does not** attempt to activate students' prior knowledge or acknowledge students' experiences in instruction. • **Does not** include any modeling with math tools. • Does not use math talk or questioning.
	Students: • Use math tools to develop conceptual understanding of the lesson and **communicates** mathematically how and why to use the tool. • Engage in **multi-step** tasks that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Exhibit **strong** perseverance in problem solving by *looking for multiple entry points*/solution paths. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.	Students: • Use math tools to develop conceptual understanding of the lesson but **cannot communicate** mathematically how and why to use the tool. • Engage in **one-step** tasks that require a **low-level** cognitive demand, problem solving and reasoning (DOK 1 only). • Exhibit **some** perseverance in problem solving by *looking for one entry point/solution path.* • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-level cognitive** demand (DOK 1 only).	Students: • **Do not** use math tools. • Engage in **naked number exercises** without conceptual understanding. • **Do not** persevere in problem solving (i.e. s*tudents could not figure out how to get started on a problem, or when confronted with an obstacle they stopped working).* • **Does not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussion.

Mathematics Block Expectation Rubric – Core Instruction (Kindergarten – 3rd Grade)

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.
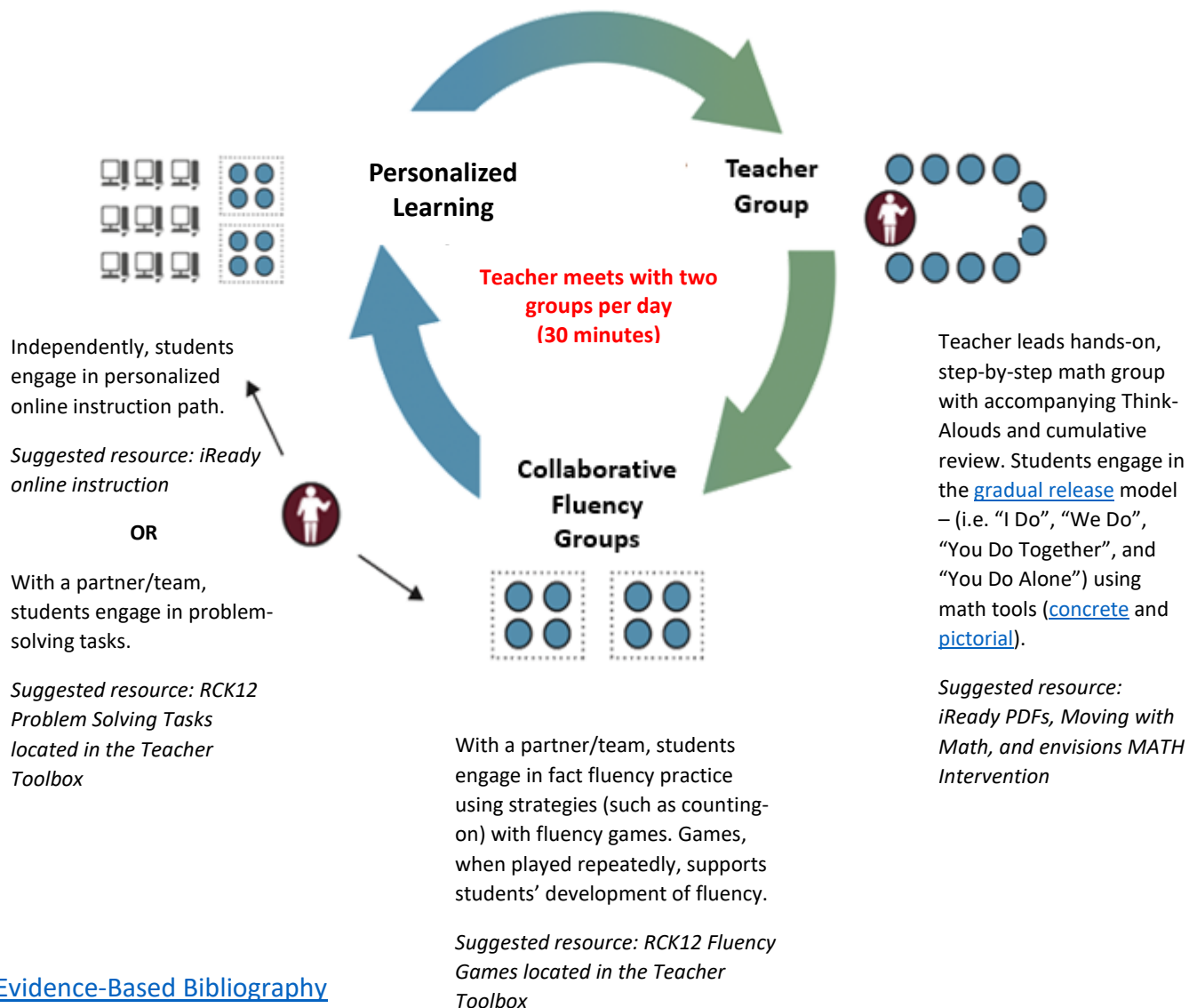
	Highly Effective	Approaching	Ineffective
Teacher Group	Teacher: • Meets daily with **multiple** small groups of students and regroups students based on data. • **Continuously** uses concrete or pictorial math tools. • Instructs using **models** of grade-level specific problems with teacher **think-alouds**. • Asks **low-,mid- and high-level questions (DOK 1-4)** to have students talk about the mathematics, **leading** to deepen their understanding .	Teacher: • Meets daily with **one** small group of students and does not regroup students based on data. • **Sometimes** use concrete or pictorial math tools. • Instructs using **models** of grade-level specific problems but students are confused with the model. • Asks **low-questions** (**DOK 1 only**) to have students talk about the mathematics, but it **does not lead to discussion** to deepen their understanding.	Teacher: • **Does not** meet with a small group**.** • **Does not** use concrete or pictorial math tools. • **Does not** include models of grade-level specific problems or teacher think-alouds. • **Does not asks questions.**
	Students (in teacher group): • Engage in **multi-step** tasks that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Use concrete or pictorial math tools to make math connections among multiple representations. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.	Students (in teacher group): • Engage in **one-step** tasks that require a **low-level** cognitive demand, problem solving and reasoning (DOK 1 only). • Use concrete or pictorial math tools but does not make math connections among multiple representations. • Engage in **low-level peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions (DOK 1 only).	Students (in teacher group): • Engage in **naked number exercises** without conceptual understanding. • **Do not** use concrete or pictorial math tools. • **Do not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions.
Independent Groups	Students (independently or in small groups): • Engage in hands-on, fluency, exploration, or investigation tasks that require **mid- and high-level** cognitive demands, problem solving and reasoning. • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a and **mid- and high-level cognitive** demand.	Students (independently or in small groups): • Engage in hands-on, fluency, exploration, or investigation tasks that require **low- level** cognitive demands, problem solving and reasoning (DOK 1 only). • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a **mid-level cognitive** demand.	Students (independently or in small groups): • Engage in **naked number exercises without** hands-on experiences, exploration, and investigation. • **Do not** engage in **peer-to-peer** discussions related to the mathematics.
Closing Routine	Teacher: • **Facilitates** the lesson summary with references to student work and reinforces the purpose of the lesson.	Teacher: • **Guides** the lesson summary with references to student work but fails to reinforce the purpose of the lesson.	Teacher: • **Summarizes** the lesson without student input or does not summarize the lesson.
	Students: • Participate in the lesson summary, **ask and answer** questions.	Students: • **Listen** to the lesson summary; **answer** questions if asked.	Students: • Do not participate in the lesson summary.

Mathematics Block Expectations – Intervention
30 minutes: Kindergarten – 3rd Grade

Tier 2 and Tier 3

The research-based Mathematics Workshop Model outlines the structure of the intervention (below grade-level) component of the mathematics block. Students are grouped based on diagnostic and progress monitoring data. Intervention is provided to students to reduce *unfinished learning* (i.e. gap in learning). Daily, the teacher provides hands-on, step-by-step instruction to **at least** two different groups of students during the intervention component of the mathematics block. However, **all** students will visit the teacher-led group at least once weekly to receive step-by-step instruction for their *unfinished learning*.

Personalized Learning

Teacher meets with two groups per day (30 minutes)

Teacher Group

Collaborative Fluency Groups

Independently, students engage in personalized online instruction path.

Suggested resource: iReady online instruction

OR

With a partner/team, students engage in problem-solving tasks.

Suggested resource: RCK12 Problem Solving Tasks located in the Teacher Toolbox

With a partner/team, students engage in fact fluency practice using strategies (such as counting-on) with fluency games. Games, when played repeatedly, supports students' development of fluency.

Suggested resource: RCK12 Fluency Games located in the Teacher Toolbox

Teacher leads hands-on, step-by-step math group with accompanying Think-Alouds and cumulative review. Students engage in the gradual release model – (i.e. "I Do", "We Do", "You Do Together", and "You Do Alone") using math tools (concrete and pictorial).

Suggested resource: iReady PDFs, Moving with Math, and envisions MATH Intervention

Evidence-Based Bibliography

Mathematics Block Expectation Rubric – Intervention (Kindergarten – 3rd Grade)

The math rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the mathematics block.

	Highly Effective	Approaching	Ineffective
Learning Environment	- Small groups are present (personalized online learning, fluency, and problem solving) **and** teacher group. **Sufficient** data is available to support grouping structures (ex. iReady Instructional Grouping Profile and Progress Monitoring Checks). - Students are **aware** of personal achievement level, **set and monitor** individual goals (student data notebook). **Several** worked examples are available for students to reference (ex. Anchor charts). **Clear** directions, tasks, and math tools are available for students to reference during their independent practice time. - Rotation schedule is posted and referenced.	- Some small groups are present (personalized online learning, fluency, and problem solving) **or** teacher group. **Limited** data is available to support grouping structures (ex. iReady Instructional Grouping Profile). - Students are **aware** of personal achievement level but **do not** set and monitor individual goals. - A **few** worked examples are available, for students to reference, however they are not aligned (ex. Anchor charts). **Unclear** directions, tasks, and math tools are available for students to reference during their independent practice time. - Rotation schedule is posted but not referenced.	**No** small groups are present. - Data is **not** available to support grouping structures. - Students are **unaware** of personal achievement levels. **No** worked examples are available for students to reference (ex. Anchor Charts). **No** directions and tasks are available for students to reference during their independent practice time. **No** rotation schedule is posted.
Collaborative Fluency Groups/ Personalized Learning	**Most students work** collaboratively in data-based groups at the **appropriate** instructional level (i.e. 4th grade students may work on 3rd grade unfinished learning). **Most students actively engage** in one of the following groups at the **appropriate** instructional level (fluency, problem solving, or online learning). **Most students use** pictorial or concrete math tools to understand math concepts. **All** students engage in math talk (ex. peer-to-peer). **Passing** online lessons with ≥80% accuracy.	**Some students work** collaboratively in data-based groups at the **appropriate** instructional level (i.e. 4th grade students may work on 3rd grade unfinished learning). **Some students engage** in one of the following groups at the **appropriate** instructional level (fluency, problem solving, or online learning). **Some students use** pictorial or concrete math tools to understand math concepts. **Some** students engage in math text talk (ex. peer-to-peer **Passing** online lessons with 50-79% accuracy.	- Students **do not** work collaboratively in data-based groups **or** students are assigned work at an **inappropriate** instructional level (i.e. students are unable to complete the activity). - Students **do not engage** in one of the following groups (fluency, problem solving, or online learning). - Students **do not use** pictorial or concrete math tools (i.e. base ten blocks, cubes, counters) to understand math concepts. **No** students engage in math talk (ex. peer-to-peer). **Passing** online lessons with less than 50% accuracy.

Mathematics Block Expectation Rubric – Intervention – Kindergarten – 3rd Grade
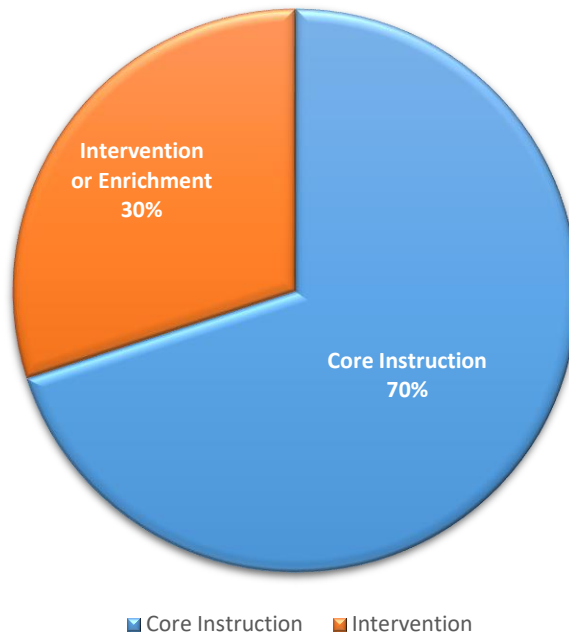
The math rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the mathematics block.

	Highly Effective	Approaching	Ineffective
Teacher Group	Teacher: • Provides **detailed** step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) with accompanying Think-Alouds. • Provides **explicit practice** (i.e. "I Do", "We Do", "You Do Together", and "You Do Alone"). • Provides **continuous** feedback to **all** students to clarify misconceptions. • Asks **multiple** students to explain their mathematical thinking, reasoning, and approaches. • Provides **cumulative review** to solidify students understanding of previously reviewed math topics. • Monitors student progress for **all** students (ex. anecdotal notes, checklist) of student performance. • Asks a combination of **low-,mid- and high-level questions (DOK 1-4)** to have students talk about the mathematics, **leading** to deepen their understanding .	Teacher: • Provides **some** step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) without accompanying Think-Alouds. • Provides **some** practice but does not allow students to practice together and independently (i.e. "I Do" and "We Do only). • Provides feedback to **most** students to clarify misconceptions. • Asks **at least one** student to explain their mathematical thinking, reasoning, and approaches. • Provides **review** of current math topics only. • Monitors student progress for **some** students (ex. anecdotal notes, checklist) of student performance. • Asks **low-questions** (**DOK 1 only**) to have students talk about the mathematics, but it **does not lead to discussion** to deepen their understanding.	Teacher: • **Does not** provide step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) or accompanying Think-Alouds. • **Does not** provide practice. • **Does not** provide feedback to students to clarify misconceptions. • **Does not** ask students to explain their mathematical thinking, reasoning, or approaches. • **Does not** provide review to further students understanding of concepts. • **Does not** monitor student progress (ex. anecdotal notes, checklist) of student performance. • **Does not asks questions.**
	Students: • **Practice** modeling focus skill/strategy with math tools (concrete and pictorial). • **All** students engage in math talk (ex. peer-to-peer, student-to-teacher). • **Monitor progress** and verbalize misconceptions around focus skill/strategy (i.e. goal setting sheets). • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-, mid- and high-level cognitive** demand.	Students: • **Listen and observe the teacher** modeling focus skill/strategy with math tools (concrete and pictorial). • **Some** students engage in math text talk (ex. peer-to-peer, student-to-teacher). • **Inconsistently** monitor progress and verbalize misconceptions around focus skill/strategy. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-level cognitive** demand (DOK 1 only).	Students: • **Do not** observe or practice modeling focus skill/strategy with math tools (concrete and pictorial). • **No** students engage in math talk (ex. peer-to-peer, student-to-teacher). • **Do not** monitor progress and verbalize misconceptions around focus skill/strategy. • **Does not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussion.

Mathematics Block Composition

4th – 5th Grade

The mathematics block should be composed as follows: 90 minutes for core (grade level) mathematics instruction an *additional* 25 minutes for intervention/enrichment if needed. The mathematics block is structured to provide *approximately* 70% core instruction (grade level) and *approximately* 30% intervention/enrichment (below/above grade level) to all students.
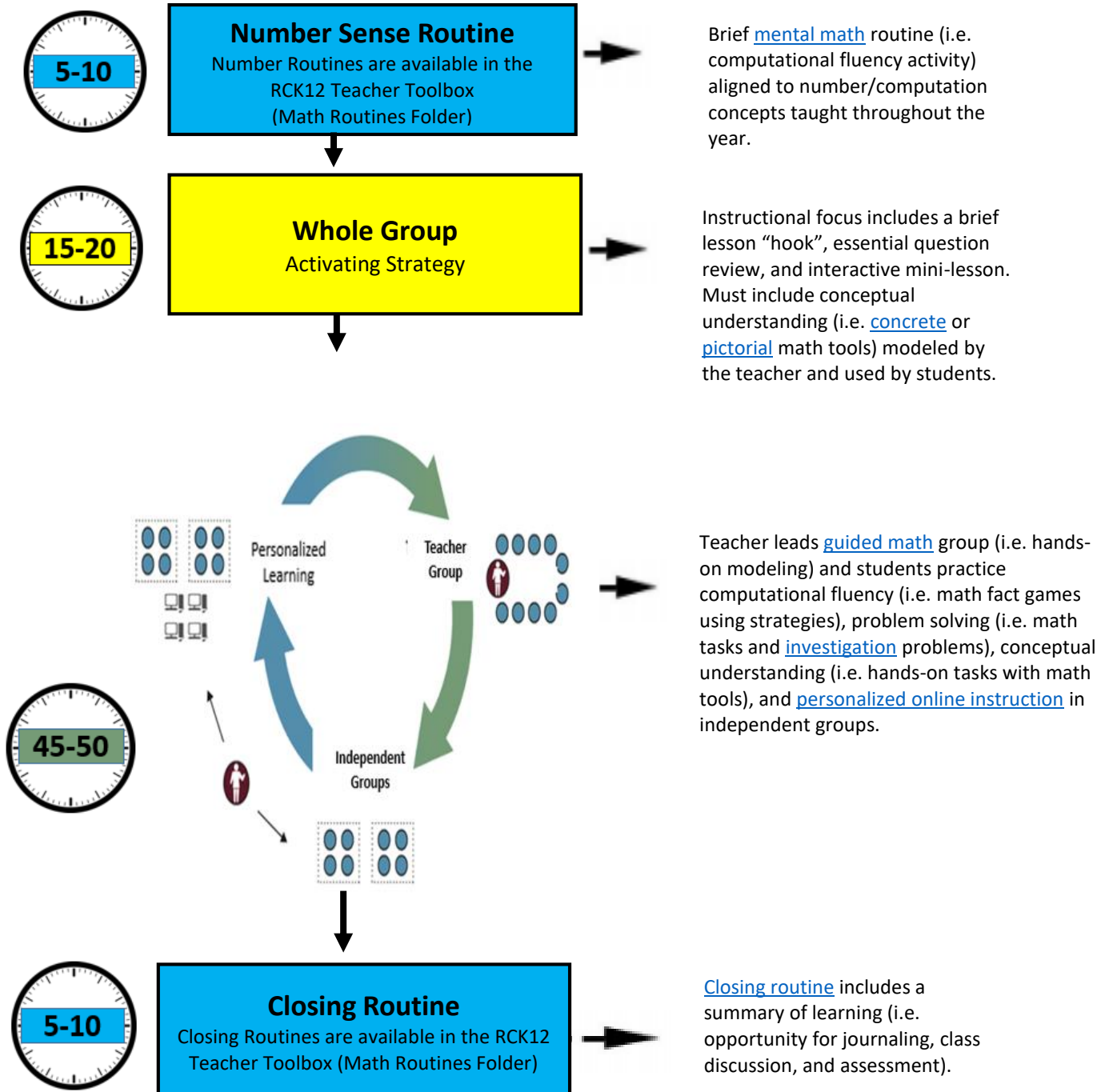

Intervention or Enrichment 30%

Core Instruction 70%

■ Core Instruction   ■ Intervention

Instructional Minutes

This chart is the ***minimum*** suggestion.
Instructional minutes may be increased based on your students' instructional needs. Instructional minutes should be protected during the Mathematics Instructional Block. Students will need intervention time if they are below grade level in mathematics.

Total Minutes: 115	
DAILY Core Instruction	**DAILY Intervention/Enrichment**
90 minutes	25 minutes (led by core teacher or EIP teacher) *Notated on the RCSS Standards-Based Instructional Minutes Expectations document as Personalized Learning*

Evidence-Based Bibliography

Mathematics Block Expectations – Core Instruction
90 Minutes: 4th – 5th Grade

The research-based Mathematics Workshop Model outlines the structure of the core instructional (grade-level) components of the mathematics block. The instructional activities must align to Balanced Numeracy instructional expectations. Balanced Numeracy includes Conceptual Understanding, Computational Fluency, and Problem Solving. The tasks and/or activities for each day should be selected intentionally to support student needs and the goals of the lesson.

5-10

Number Sense Routine
Number Routines are available in the RCK12 Teacher Toolbox (Math Routines Folder)

Brief mental math routine (i.e. computational fluency activity) aligned to number/computation concepts taught throughout the year.

15-20

Whole Group
Activating Strategy

Instructional focus includes a brief lesson "hook", essential question review, and interactive mini-lesson. Must include conceptual understanding (i.e. concrete or pictorial math tools) modeled by the teacher and used by students.

Personalized Learning

Teacher Group

Independent Groups

45-50

Teacher leads guided math group (i.e. hands-on modeling) and students practice computational fluency (i.e. math fact games using strategies), problem solving (i.e. math tasks and investigation problems), conceptual understanding (i.e. hands-on tasks with math tools), and personalized online instruction in independent groups.

5-10

Closing Routine
Closing Routines are available in the RCK12 Teacher Toolbox (Math Routines Folder)

Closing routine includes a summary of learning (i.e. opportunity for journaling, class discussion, and assessment).

Mathematics Block Expectation Rubric – Core Instruction – 4th and 5th Grade

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.

	Highly Effective	Approaching	Ineffective
Number Sense Routine (i.e. Number Talks, Calendar Math, etc…)	Teacher: • **Facilitates** a whole group mental math activity where students find an answer to a math problem "in their heads". • **Facilitates** by asking students a combination of **low-, mid- and high-level** questions, recording responses, and encouraging students to make meaning of the mathematics through discussion.	Teacher: • **Instructs** a whole group mental math activity where students are **guided** to an answer of a math problem. • **Guides** student thinking to answer questions and records guided responses on the board (teacher is doing most of the thinking).	Teacher: • **Does not** include a number sense routine at the beginning of the math block. • Encourages students to complete unfinished homework problems or other tasks during the number sense routine time.
	Students: • Share **aloud** the **strategies** they used to find the answer. • Practice **explaining their thinking** and asking each other questions.	Students: • Share aloud the strategies they used to find the answer **with teacher prompting**. • Practice explaining their thinking and asking each other questions **with prompting from the teacher**.	Students: • Complete abstract worksheet exercises (i.e. Daily 5 abstract practice exercises). • Completes homework.
Whole Group	Teacher: • Uses **strategies** to activate prior knowledge and draws on **student experience** to engage students. • **Models** the grade-level math standard with concrete or pictorial math tools and **connects to prior learning**. • Talk focuses on **low-, mid- and high-levels** of mathematical thinking and questioning (i.e. DOK 1-4).	Teacher: • **Attempts** to activate students' prior knowledge but fails to go far enough to engage students. • Models the grade-level math standard with concrete or pictorial math tools but **does not** connect to prior learning. • Talk focuses on **low-levels** of mathematical thinking and questioning **only** (i.e. DOK 1 only).	Teacher: • **Does not** attempt to activate students' prior knowledge or acknowledge students' experiences in instruction. • **Does not** include any modeling with math tools. • Does not use math talk or questioning.
	Students: • Use math tools to develop conceptual understanding of the lesson and **communicates** mathematically how and why to use the tool. • Engage in **multi-step** tasks that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Exhibit **strong** perseverance in problem solving by *looking for multiple entry points/solution paths.* • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.	Students: • Use math tools to develop conceptual understanding of the lesson but **cannot communicate** mathematically how and why to use the tool. • Engage in **one-step** tasks that require a **low-level** cognitive demand, problem solving and reasoning (DOK 1 only). • Exhibit **some** perseverance in problem solving by *looking for one entry point/solution path.* • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-level cognitive** demand (DOK 1 only).	Students: • **Do not** use math tools. • Engage in **naked number exercises** without conceptual understanding. • **Do not** persevere in problem solving (i.e. s*tudents could not figure out how to get started on a problem, or when confronted with an obstacle they stopped working).* • **Does not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussion.

Mathematics Block Expectation Rubric – Core Instruction – 4ᵗʰ and 5ᵗʰ Grade

The math rubric below is used as a fidelity check to monitor specific *success criteria* of the core instruction component of the mathematics block.
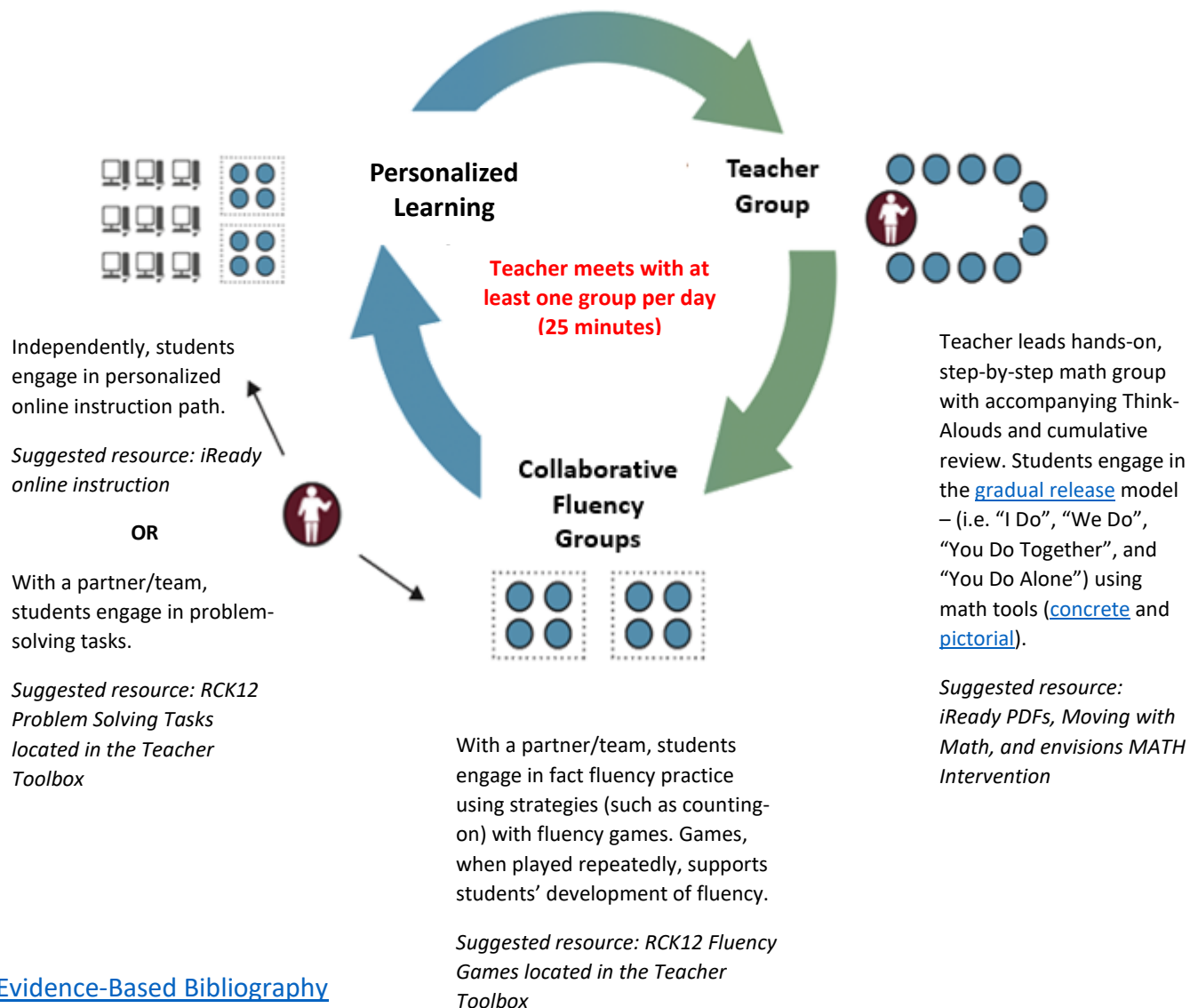
	Highly Effective	Approaching	Ineffective
Teacher Group	Teacher: • Meets daily with **multiple** small groups of students and regroups students based on data. • **Continuously** uses concrete or pictorial math tools. • Instructs using **models** of grade-level specific problems with teacher **think-alouds**. • Asks **low-, mid- and high-level questions (DOK 1-4)** to have students talk about the mathematics, **leading** to deepen their understanding .	Teacher: • Meets daily with **one** small group of students and does not regroup students based on data. • **Sometimes** use concrete or pictorial math tools. • Instructs using **models** of grade-level specific problems but students are confused with the model. • Asks **low-questions** (**DOK 1 only**) to have students talk about the mathematics, but it **does not lead to discussion** to deepen their understanding.	Teacher: • **Does not** meet with a small group**.** • **Does not** use concrete or pictorial math tools. • **Does not** include models of grade-level specific problems or teacher think-alouds. • **Does not asks questions.**
	Students (in teacher group): • Engage in **multi-step** tasks that require **low-, mid- and high-level** cognitive demands, problem solving and reasoning (i.e. DOK 1-4) • Use concrete or pictorial math tools to make math connections among multiple representations. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions.	Students (in teacher group): • Engage in **one-step** tasks that require a **low-level** cognitive demand, problem solving and reasoning (DOK 1 only). • Use concrete or pictorial math tools but does not make math connections among multiple representations. • Engage in **low-level peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions (DOK 1 only).	Students (in teacher group): • Engage in **naked number exercises** without conceptual understanding. • **Do not** use concrete or pictorial math tools. • **Do not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions.
Independent Groups	Students (independently or in small groups): • Engage in hands-on, fluency, exploration, or investigation tasks that require **mid- and high-level** cognitive demands, problem solving and reasoning. • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a and **mid- and high-level cognitive** demand.	Students (independently or in small groups): • Engage in hands-on, fluency, exploration, or investigation tasks that require **low- level** cognitive demands, problem solving and reasoning (DOK 1 only). • Engage in **peer-to-peer** discussions that communicate mathematics ideas, strategies and solutions at a **mid-level cognitive** demand.	Students (independently or in small groups): • Engage in **naked number exercises without** hands-on experiences, exploration, and investigation. • **Do not** engage in **peer-to-peer** discussions related to the mathematics.
Closing Routine	Teacher: • **Facilitates** the lesson summary with references to student work and reinforces the purpose of the lesson.	Teacher: • **Guides** the lesson summary with references to student work but fails to reinforce the purpose of the lesson.	Teacher: • **Summarizes** the lesson without student input or does not summarize the lesson.
	Students: • Participate in the lesson summary, **ask and answer** questions.	Students: • **Listen** to the lesson summary; **answer** questions if asked.	Students: • Do not participate in the lesson summary.

Mathematics Block Expectations – Intervention
25 minutes: 4th – 5th Grade

Tier 2 and Tier 3

The research-based Mathematics Workshop Model outlines the structure of the intervention (below grade-level) component of the mathematics block. Students are grouped based on diagnostic and progress monitoring data. Intervention is provided to students to reduce *unfinished learning* (i.e. gap in learning). Daily, the teacher provides hands-on, step-by-step instruction to **at least** one different groups of students during the intervention component of the mathematics block. However, **all** students will visit the teacher-led group at least once weekly to receive step-by-step instruction for their *unfinished learning*.

Personalized Learning

Teacher meets with at least one group per day (25 minutes)

Teacher Group

Collaborative Fluency Groups

Independently, students engage in personalized online instruction path.

Suggested resource: iReady online instruction

OR

With a partner/team, students engage in problem-solving tasks.

Suggested resource: RCK12 Problem Solving Tasks located in the Teacher Toolbox

With a partner/team, students engage in fact fluency practice using strategies (such as counting-on) with fluency games. Games, when played repeatedly, supports students' development of fluency.

Suggested resource: RCK12 Fluency Games located in the Teacher Toolbox

Teacher leads hands-on, step-by-step math group with accompanying Think-Alouds and cumulative review. Students engage in the gradual release model – (i.e. "I Do", "We Do", "You Do Together", and "You Do Alone") using math tools (concrete and pictorial).

Suggested resource: iReady PDFs, Moving with Math, and envisions MATH Intervention

Evidence-Based Bibliography

Mathematics Block Expectation Rubric – Intervention – 4ᵗʰ and 5ᵗʰ Grade

The math rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the mathematics block.

	Highly Effective	Approaching	Ineffective
Learning Environment	• Small groups are present (personalized online learning, fluency, and problem solving) **and** teacher group. • **Sufficient** data is available to support grouping structures (ex. iReady Instructional Grouping Profile and Progress Monitoring Checks). • Students are **aware** of personal achievement level, **set and monitor** individual goals (student data notebook). • **Several** worked examples are available for students to reference (ex. Anchor charts). • **Clear** directions, tasks, and math tools are available for students to reference during their independent practice time. • Rotation schedule is posted and referenced.	• Some small groups are present (personalized online learning, fluency, and problem solving) **or** teacher group. • **Limited** data is available to support grouping structures (ex. iReady Instructional Grouping Profile). • Students are **aware** of personal achievement level but **do not** set and monitor individual goals. • A **few** worked examples are available, for students to reference, however they are not aligned (ex. Anchor charts). • **Unclear** directions, tasks, and math tools are available for students to reference during their independent practice time. • Rotation schedule is posted but not referenced.	• **No** small groups are present. • Data is **not** available to support grouping structures. • Students are **unaware** of personal achievement levels. • **No** worked examples are available for students to reference (ex. Anchor Charts). • **No** directions and tasks are available for students to reference during their independent practice time. • **No** rotation schedule is posted.
Collaborative Fluency Groups/ Personalized Learning	• **Most students work** collaboratively in data-based groups at the **appropriate** instructional level (i.e. 4ᵗʰ grade students may work on 3ʳᵈ grade unfinished learning). • **Most students actively engage** in one of the following groups at the **appropriate** instructional level (fluency, problem solving, or online learning). • **Most students use** pictorial or concrete math tools to understand math concepts. • **All** students engage in math talk (ex. peer-to-peer). • **Passing** online lessons with ≥80% accuracy.	• **Some students work** collaboratively in data-based groups at the **appropriate** instructional level (i.e. 4ᵗʰ grade students may work on 3ʳᵈ grade unfinished learning). • **Some students engage** in one of the following groups at the **appropriate** instructional level (fluency, problem solving, or online learning). • **Some students use** pictorial or concrete math tools to understand math concepts. • **Some** students engage in math text talk (ex. peer-to-peer • **Passing** online lessons with 50-79% accuracy.	• Students **do not** work collaboratively in data-based groups **or** students are assigned work at an **inappropriate** instructional level (i.e. students are unable to complete the activity). • Students **do not engage** in one of the following groups (fluency, problem solving, or online learning). • Students **do not use** pictorial or concrete math tools (i.e. base ten blocks, cubes, counters) to understand math concepts. • **No** students engage in math talk (ex. peer-to-peer). • **Passing** online lessons with less than 50% accuracy.

Mathematics Block Expectation Rubric – Intervention – 4th and 5th Grade

The math rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the mathematics block.

	Highly Effective	**Approaching**	**Ineffective**
Teacher Group	Teacher: • Provides **detailed** step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) with accompanying Think-Alouds. • Provides **explicit practice** (i.e. "I Do", "We Do", "You Do Together", and "You Do Alone"). • Provides **continuous** feedback to **all** students to clarify misconceptions. • Asks **multiple** students to explain their mathematical thinking, reasoning, and approaches. • Provides **cumulative review** to solidify students understanding of previously reviewed math topics. • Monitors student progress for **all** students (ex. anecdotal notes, checklist) of student performance. • Asks a combination of **low-,mid- and high-level questions (DOK 1-4)** to have students talk about the mathematics, **leading** to deepen their understanding.	Teacher: • Provides **some** step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) without accompanying Think-Alouds. • Provide**s some** practice but does not allow students to practice together and independently (i.e. "I Do" and "We Do only). • Provides feedback to **most** students to clarify misconceptions. • Asks **at least one** student to explain their mathematical thinking, reasoning, and approaches. • Provides **review** of current math topics only. • Monitors student progress for **some** students (ex. anecdotal notes, checklist) of student performance. • Asks **low-questions** (**DOK 1 only)** to have students talk about the mathematics, but it **does not lead to discussion** to deepen their understanding.	Teacher: • **Does not** provide step-by-step demonstrations and modeling of math concepts with math tools (pictorial and concrete) or accompanying Think-Alouds. • **Does not** provide practice. • **Does not** provide feedback to students to clarify misconceptions. • **Does not** ask students to explain their mathematical thinking, reasoning, or approaches. • **Does not** provide review to further students understanding of concepts. • **Does not** monitor student progress (ex. anecdotal notes, checklist) of student performance. • **Does not asks questions.**
	Students: • **Practice** modeling focus skill/strategy with math tools (concrete and pictorial). • **All** students engage in math talk (ex. peer-to-peer, student-to-teacher). • **Monitor progress** and verbalize misconceptions around focus skill/strategy (i.e. goal setting sheets). • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-, mid- and high-level cognitive** demand.	Students: • **Listen and observe the teacher** modeling focus skill/strategy with math tools (concrete and pictorial). • **Some** students engage in math text talk (ex. peer-to-peer, student-to-teacher). • **Inconsistently** monitor progress and verbalize misconceptions around focus skill/strategy. • Engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussions that communicate mathematics ideas, strategies and solutions at a **low-level cognitive** demand (DOK 1 only).	Students: • **Do not** observe or practice modeling focus skill/strategy with math tools (concrete and pictorial). • **No** students engage in math talk (ex. peer-to-peer, student-to-teacher). • **Do not** monitor progress and verbalize misconceptions around focus skill/strategy. • **Does not** engage in **peer-to-peer, teacher-to-student, and student-to-teacher** discussion.

Glossary

Anchor charts - a tool that is used to support instruction (i.e. "anchor" the learning for students). As you teach a lesson, you create a chart, together with your students, that captures the most important content and relevant strategies.

Anecdotal notes – used to record specific observations of individual student behaviors, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction.

Balanced Numeracy – provides opportunities for students to uncover (the why), construct (the how), and apply (the when) mathematical understandings.

Checklist- A list of items required, things to be done, or points to be considered, used as a reminder.

Cognitive Demand – depth of understanding required to answer, discuss, or explain an assessment-related item or a task.

Comprehension Strategies- Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

Concrete Math Tools – Concrete is the "doing" stage. Students manipulative tangible objects to solve math problems. Examples of concrete math tools are base ten blocks, snap cubes, color counters, etc.

Goal setting – Students are aware of personal achievement levels and are able to set and monitor goals.

Gradual Release Model – The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey).

Guided Math – Guided Math is a structure for teaching whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty, within the context of a small group. It is premised on the idea that working with children in small groups, provides powerful possibilities for reaching all children where they enter and taking them to the next level. In Guided Math groups, students engage in standards-based, rigorous, engaging meaning making learning opportunities where the teacher focuses on a particular concept, strategy or skill. Teachers facilitate this learning through hands-on, scaffolded conversations and intensive questioning.

Guided Reading- Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. The text is easy enough for students to read with your skillful support; it offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. You choose selections that help students expand their strategies.

Instructional Grouping Profile – The Instructional Grouping Profile outlines instructional priorities to support teachers in interpreting the data from the Diagnostic and targeting instruction where students need it most. Students are grouped in 5 profiles in i-Ready based on these instructional priorities.

Intervention – Math Intervention is an extension of the regular grade level course that provides students who need additional focused instruction and support at the needed level of intensity.

Investigation – a situation originating in mathematics or the real world which lends itself to inquiry.

Lesson Closure – what the instructor does to facilitate wrap-up at the end of the lesson - it is a quick review, to remind students what it was that they have learned (or should have learned) and allows you to see where the students are to assist you in planning for the next lesson.

Mental Math – Mental math refers to the practice of doing calculations in your head. It is often used as a way to calculate an estimate quickly through the use of math facts that have been committed to memory, such as multiplication, division, or doubles facts. Students who practice mental math make calculations in their minds without the guidance of pencil and paperwork, calculators, or other aids.

Mentor texts- Mentor texts or anchor texts are any text that can be used as an example of good writing for writers. Writers use a mentor text to inform their own writing.

Misconceptions – a mistaken idea or view resulting from a misunderstanding of a mathematical concept. A mathematical misconception is a misunderstanding that students get when they hear incorrect math, form defective thinking, or are taught shortcuts that remove math concept development.

Multiple entry points – Students identify multiple ways to solve a problem to determine the most efficient strategy.

Multiple representations – Multiple representations are ways to symbolize, to describe and to refer to the same mathematical concepts with different representations (i.e. table, graphs, drawings, equations, and word problem).

Number Sense – Number sense is an emerging construct that refers to a child's fluidity and flexibility with numbers and what numbers mean as well as an ability to perform mental mathematics and to look at the world and make comparisons.

Personalized Learning – Tailoring learning for each student's strengths, needs and interests.

Pictorial Math Tools – Pictorial is the "seeing" stage. Here, visual representations of concrete objects are used to model problems. This stage encourages children to make a mental connection between the physical manipulative and the abstract pictures, diagrams or models that represent the objects from the problem. Building or drawing a model makes it easier for children to grasp difficult abstract concepts (for example, fractions). Simply put, it helps students visualize abstract problems and make them more accessible.

Phonemic Awareness- Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words.

Phonics- Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words.

Progress Monitoring – Progress Monitoring refers to the process of frequently gathering student achievement data, analyzing the data in a timely, repeatable manner, and making sound instructional/intervention decisions based on the data.

Rotation schedule – The Station Rotation model allows students to rotate through stations on a fixed schedule, where there is at least one teacher station. The number of stations a student may complete in a given day is determined by the amount of time allotted for mathematics.

Round Robin Reading- Assigning each child a part to read of a text in a predictable order. Students reading one at a time and "following along" as another student reads.

Rubric- A rubric is a scoring guide used to evaluate performance, a product, or a project.

Small group instruction – Small group instruction provides students with a reduced student-teacher ratio, typically in groups of two to four students. It gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned.

Strategies – sensible reasons, blueprint, or process for manipulating numbers without using a standard algorithm.

Tier 2 Vocabulary- Tier 2 words are high-frequency words used by mature content users over a variety of content domains. More simply, they are words that are frequent enough that most native speakers would know what they mean, but usually require explicit instruction (having to look them up in a dictionary, or apply context inferencing, etc.) They lack redundancy in the language, but are not so specialized as to be jargon or unique to specific contexts. They are often spelled in ways that don't phonetically follow the simple rules of English grammar and may be challenging for emerging vocabulary learners who know how to say the word, but have difficult trying to read them due to irregular or alternative phonetic grammar rules. Tier 2 words are words such as obvious, complex, reasoned, national, or informed.

Think Aloud-Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

Unfinished Learning - Unfinished learning refers to any prerequisite knowledge or skills that students need for future work that they don't have *yet* (achieve the core).