



Instructional Framework

CTAE

OPENING	CLOSING/SUMMARIZER
<p>Connection/warm up -- Activating strategy to activate schema</p> <ul style="list-style-type: none">-Essential questions-Hook activity <p>Teaching Point -- Explicit teaching of:</p> <ul style="list-style-type: none">-Standards and elements-Essential questions-Safety Guidelines <p>Teaching Point -- Modeling:</p> <ul style="list-style-type: none">-Demonstration of skills-Vocabulary in Context <p>Active Engagement -- Guided practice</p> <p>Link -- Sets performance goals and expectations for the work session differentiating instruction to meet the needs of the student when appropriate.</p>	<p>Teacher:</p> <ul style="list-style-type: none">-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 <p>Students:</p> <ul style="list-style-type: none">-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 <p>Celebrate progress towards meeting standards</p>
APPLICATION/WORK SESSION	
<p>Teacher:</p> <ul style="list-style-type: none">✓ Facilitates independent, team, or lab group work✓ Monitors and documents student progress<ul style="list-style-type: none">-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	<p>Students:</p> <ul style="list-style-type: none">✓ 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✓ Conference 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

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Instructional Framework

ELA-Reading

<p>OPENING</p> <p>Connection -- Activating strategy to activate schema</p> <ul style="list-style-type: none"> •Essential questions <p>Teaching Point -- Explicit teaching of:</p> <ul style="list-style-type: none"> •Standards and elements •Practices and procedures •Reading strategies •Vocabulary in context •Decoding strategies (ex. Multiple syllable words) <p>Teaching Point -- Modeling:</p> <ul style="list-style-type: none"> •Skills and strategies •Practices and procedures •Book discussions •Read Aloud/Think Aloud <p>Active Engagement -- Guided practice</p> <p>Link -- Sets performance goals and expectations for the work session</p>	<p>CLOSING/SUMMARIZER</p> <p>Teacher:</p> <ul style="list-style-type: none"> •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 <p>Students:</p> <ul style="list-style-type: none"> •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
<p>APPLICATION/WORK SESSION</p>	
<p>Teacher:</p> <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> •Informal conferences •Formal conferences ✓ Provides small group instruction (guided reading/strategy groups) ✓ Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy 	<p>Students:</p> <ul style="list-style-type: none"> ✓ Engage in independent reading matched to text level in a variety of genres ✓ Respond to reading ✓ Engage in silent guided reading ✓ Engage in partner reading ✓ Participate in literature circles and book discussion groups ✓ Study an author's works ✓ Conference with the teacher or peers ✓ Demonstrate listening/speaking/viewing standards
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Instructional Framework

ELA-Writing

OPENING

Connection -- Activating strategy to activate schema

- Essential question

Teaching Point -- Explicit teaching and modeling of:

- Standards and elements
- 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

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:

- 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

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ELA WRITING



Instructional Framework

Fine Arts

OPENING

- Connection -- Activating strategy to activate schema
- Essential questions
- Teaching Point -- Explicit teaching of:
- Standards and elements
 - Practices and procedures
 - Reading strategies
 - 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

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, critiques, formal observations, etc.
- √ 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

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FINE ARTS



Instructional Framework

Foreign Language

OPENING

- Connection -- Activating strategy to activate schema
 - Essential questions
- Teaching Point -- Explicit teaching of:
 - Standards and elements
 - 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 silent guided reading
- √ Engage in partner reading
- √ Conference with the teacher or peers
- √ Demonstrate listening/speaking/viewing standards

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FOREIGN LANGUAGES



Instructional Framework

Health/PE

OPENING

Connection -- Activating strategy to activate schema

- Essential questions

Teaching Point -- Explicit teaching of:

- Standards and elements
- Essential questions
- 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

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
- 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 (skill improvement records, informal observations, etc.)
- ✓ 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

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HEALTH/PE



Instructional Framework

Mathematics

OPENING	CLOSING/SUMMARIZER
<p>Connection/Warm-Up -- Activating strategy to activate schema</p> <p>Mini-Lesson -- Explicit instruction aligned to the standards and/or elements that include a balance of:</p> <ul style="list-style-type: none">-Skills-Conceptual understanding-Problem solving <p>Modeling:</p> <ul style="list-style-type: none">-Practices and procedures-A variety of problem-solving strategies-Mathematical vocabulary development in context <p>Sets performance goals and expectations for the work session</p>	<p>Teacher:</p> <ul style="list-style-type: none">-Selects students to share solutions-Explicitly clarifies misconceptions-Informally assesses student understanding-Identifies future problems for adjustments in lessons and interventions-Restates standard <p>Students:</p> <ul style="list-style-type: none">-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
APPLICATION/WORK SESSION	
<p>Teacher:</p> <ul style="list-style-type: none">√ Facilitates independent and small group work:<ul style="list-style-type: none">-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:<ul style="list-style-type: none">-Informal conferences – daily-Formal conferences – approximately two students per day√ Provides small group instruction	<p>Students:</p> <ul style="list-style-type: none">√ Struggle to apply skills and concepts to solve problems and gain insight from mistakes:<ul style="list-style-type: none">-Independent work-Small group work√ Participate in guided practice√ Engage in performance tasks√ Conference with teacher and/or peers√ Demonstrate process standards:<ul style="list-style-type: none">-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

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MATHEMATICS



Instructional Framework

Science

OPENING

- Warm-Up -- Activating strategy to activate schema
- Mini-lab that leads to inquiry
 - Demonstration
 - Hook activity
 - Essential questions
- Mini-Lesson -- Explicit instruction aligned to:
- Content and characteristics standards and elements
 - Procedures for inquiry, investigations, observations, and research
 - Safety guidelines
 - Vocabulary in context
- Modeling:
- Practices and procedures
 - Safety guidelines
 - Integration of the content and characteristics standards
- Students and teachers pose questions
- Sets performance goals and expectations for the work session

CLOSING/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 standard
- 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
- Celebrate progress towards meeting 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

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SCIENCE



Instructional Framework

Social Studies

OPENING

Warm-Up -- Activating strategy to activate schema
•Essential questions

Mini-Lesson -- Explicit teaching and instruction aligned to:

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

Modeling:

- 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

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

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

Celebrate progress towards meeting 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

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SOCIAL STUDIES