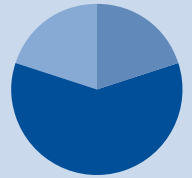




CTAE



Instructional Framework

OPENING

Connection/warm up -- Activating strategy to activate schema

- Essential questions
- Hook activity

Teaching Point -- Explicit teaching of:

- Standards and elements
- Essential questions
- Safety Guidelines

Teaching Point -- Modeling:

- Demonstration of skills
- Vocabulary in Context

Active Engagement -- Guided practice

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

CLOSING/SUMMARIZER

Teacher:

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

Students:

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

Celebrate progress towards meeting standards

APPLICATION/WORK SESSION

Teacher:

- √ Facilitates independent, team, or lab group work
- √ Monitors and documents student progress
 - Assesses student understanding of the standards
 - Provides timely and specific feedback
 - Provides guidance
 - Observes, questions or confers with specific students
 - Asks questions that will utilize higher-order thinking skills
- √ Monitors use of equipment and adherence to safety guidelines
- √ Provide small group instruction and adjust instruction when necessary

Students:

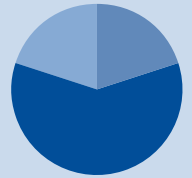
- √ Work independently, in teams, and/or lab groups to apply learning from opening
- √ Engage in skill development
- √ Engage in conversations with the teacher and peers using the language of the standards
- √ Conference with teacher and/or peers
- √ Demonstrate relevancy of academic standards and CTAE standards
- √ Connect CTAE skills to the world of work (foundation skills) and/or CTSO
- √ Create projects that demonstrate mastery of the standard

■ OPENING ■ CLOSING ■ APPLICATION

CTAE



ELA READING Instructional Framework



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
- Decoding strategies (ex. Multiple syllable words)

Teaching Point -- Modeling:

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

Active Engagement -- Guided practice

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 understandin
- Identifies revisions for future instruction
- Explicitly clarifies misconceptions
- Restates standard

Students:

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

APPLICATION/WORK SESSION

Teacher:

- √ Facilitates components of comprehensive literacy
- √ Monitors and documents student progress through diagnostic assessments
- √ (e.g. running records, informal reading assessments, informal observations, etc.)
- √ Conferences with students:
 - Informal conferences
 - Formal conferences
- √ Provides small group instruction (guided reading/strategy groups)
- √ Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy

Students:

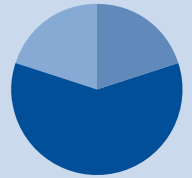
- √ Engage in independent reading matched to text level in a variety of genres
- √ Respond to reading
- √ Engage in silent guided reading
- √ Engage in partner reading
- √ Participate in literature circles and book discussion groups
- √ Study an author's works
- √ Conference with the teacher or peers
- √ Demonstrate listening/speaking/viewing standards

■ OPENING ■ CLOSING ■ APPLICATION

ELA READING



ELA WRITING Instructional Framework



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:

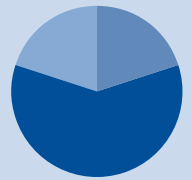
- √ Engage in writing process
- √ Engage in genre study
- √ Independently write on self-selected topics
- √ Research
- √ Engage in peer response groups
- √ Conference with the teacher or peers
- √ Demonstrate listening/speaking/viewing standards

■ OPENING ■ CLOSING ■ APPLICATION

ELA WRITING



FINE ARTS Instructional Framework



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:

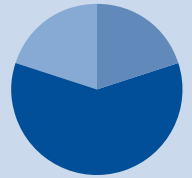
- √ Engage in exploration/skills development
- √ Respond to inquiry
- √ Engage in independent skill development
- √ Engage in peer response groups
- √ Conference with the teacher or peers
- √ Demonstrate listening/speaking/viewing standards

■ OPENING ■ CLOSING ■ APPLICATION

FINE ARTS



FOREIGN LANGUAGES Instructional Framework



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:

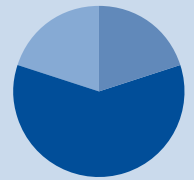
- √ Engage in independent reading
- √ Respond to reading
- √ Engage in silent guided reading
- √ Engage in partner reading
- √ Conference with the teacher or peers
- √ Demonstrate listening/speaking/viewing standards

■ OPENING ■ CLOSING ■ APPLICATION

FOREIGN LANGUAGES



HEALTH/PE Instructional Framework



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

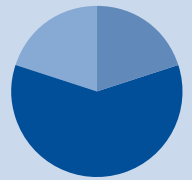
■ OPENING ■ CLOSING ■ APPLICATION

HEALTH/PE



MATHEMATICS

Instructional Framework



OPENING

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

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

- Skills
- Conceptual understanding
- Problem solving

Modeling:

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

Sets performance goals and expectations for the work session

CLOSING/SUMMARIZER

Teacher:

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

Students:

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

APPLICATION/WORK SESSION

Teacher:

- √ Facilitates independent and small group work:
 - Listens carefully to students
 - Allows students to struggle and make mistakes
 - Assesses student understanding of the standards
 - Provides appropriate hints and asks questions
 - Provides feedback and guidance
- √ Monitors and documents student progress
- √ Conferences with students:
 - Informal conferences – daily
 - Formal conferences – approximately two students per day
- √ Provides small group instruction

Students:

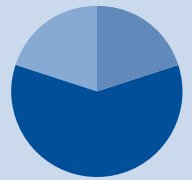
- √ Struggle to apply skills and concepts to solve problems and gain insight from mistakes:
 - Independent work
 - Small group work
- √ Participate in guided practice
- √ Engage in performance tasks
- √ Conference with teacher and/or peers
- √ Demonstrate process standards:
 - Solve problems (Using appropriate technology)
 - Reason and evaluate mathematical thinking
 - Communicate mathematically
 - Make connections among mathematical ideas and to other disciplines
 - Represent mathematics in multiple ways
- √ Appropriately use manipulatives to solve problems
- √ Engage in content area reading and writing to learn

■ OPENING ■ CLOSING ■ APPLICATION

MATHEMATICS



SCIENCE Instructional Framework



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

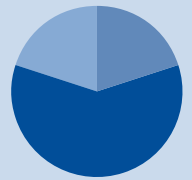
■ OPENING ■ CLOSING ■ APPLICATION

SCIENCE



SOCIAL STUDIES

Instructional Framework



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

■ OPENING ■ CLOSING ■ APPLICATION

SOCIAL STUDIES