## 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
**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 understanding
  - Identifies revisions for future instruction
  - Explicitly clarifies misconceptions
  - Restates standard
- Students:
  - Provide examples of strategy implementation
  - Share passages of interest
  - Lead book talks
  - Reflect on strategies, skills, and independent reading using language of the standards
  - 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

**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

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## 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

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## 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

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

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## 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

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## 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

**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

Celebrates 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
**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
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
## 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
# 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