

L.O. Kimberly Elementary

Hope in Action, Belief in Action, Success in ACTION



KIMBERLY
PANTHIERS

Instructional Handbook

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Kimberly Expectations for High Student Performance

The faculty and staff of Kimberly Elementary are committed to using effective instructional practices in every classroom in order for our students to be successful and achieve at the highest level. ***To meet this goal:***

We will adhere to the following Non-Negotiable Instructional Expectations:

- Meet at least twice a week as a TEAM in PLC Meetings
- Use of Backward Design Model in Assessment Building and Unit/Lesson Planning
- Develop/Utilize Common Assessments
 - Quizzes
 - Tests
 - Benchmarks
- Assessments are Teacher-Generated and based on GSE
- RTI/Tier II Meetings will be held at least 2x's a month

We will teach the Georgia Standards of Excellence with fidelity by:

- Designing challenging lessons aligned to Georgia Standards of Excellence
- Identifying key concepts in the language of the standards
- Using essential questions to connect instruction to the standard
- Asking students to explain the standards in their own words

We will use a collaborative, team-based improvement process to monitor student progress by:

- Developing formative assessments that are explicitly aligned to standards
- Collecting, charting, and analyzing student work on a regular basis
- Identifying students who are not meeting standards, meeting standards, or exceeding standards
- Using common and benchmark assessments to assess student progress
- Adjusting instruction based on assessment results
- Using a variety of instructional strategies to address student needs

All teaching and learning activities will reflect a shared understanding of what students should know, be able to do, and understand and will be built around a common learning focused/best practices/standards based framework for instruction that consists of:

- **Standards-Based Objectives:** A common understanding of what students are expected to know, understand, be able to do
- **Academic Vocabulary:** Emphasis on Tier II and Tier III vocabulary words so students have a deep understanding of what they are expected to learn and an ability to access the content through meaningful dialog.
- **Activating strategies:** Opening is focused on the standard, element(s), and essential question
- **Teaching a mini-lesson:** Modeling while referencing standards and key vocabulary
 - ✓ Using exemplars (examples of student work that meet or exceed the standard)
 - ✓ Engaging students using performance tasks during the work period
 - ✓ Using higher-order thinking questions to probe student understanding
- **Summarizing:** Various strategies to assess student understanding throughout lesson and during closing

Our classroom environment will be built on:

- Strong student-teacher relationships based on the school district's core values
- The social-emotional needs of our students
- Established rituals and routines
- Displayed Standards Based Objectives and Academic Vocabulary
- Evidence of the common framework for instruction
- Evidence of student work that reflects the Standards

Our communication with parents will be:

- Frequent, clear, and consistent (20 Contacts per Month)
- Focused on building a partnership with parents for improving student performance

Standards Based Classroom Requirements

Standards Based Objectives (Posted)

Objectives should be posted for each subject in an area that easily visible to students. They should be written in the format SWBAT...IOT. The prerequisite skill or knowledge (SWBAT) that the students must have or know prior to being able to demonstrate mastery (IOT).

Example of Standards Based Objectives:

- SWBAT identify the components of setting and plot IOT analyze details that contribute to meaning.
- SWBAT identify the parts of a cell IOT classify cells as animal or plant
- SWBAT analyze word choice IOT identify and explain the author's augment.

Area Easily Identifiable for Small Group Instruction

Leveled Book Area (Classroom Library) with Check-Out System

Student Work Posted w/ commentary and rubric

**PBIS Board

**Data Board

Full implementation of a standards based classroom is expected in all classrooms.

- **The RTI process includes a pervasive understanding AND implementation of standards based instruction in ALL areas of the school in order for additional interventions to be successful.**
- **GSE is fully implemented in the following content areas:**
 - Reading
 - English Language Arts
 - Science
 - Social Studies
 - Math
 - Physical /Health Education
 - Fine Arts
 - Foreign Languages
 - Common Core for Students with Significant Cognitive Disabilities
- All Teachers are expected to use Resources at www.georgiastandards.org

Action Steps for Teachers

Adhere to the Kimberly Expectations for High Student Performance

- Teach standards with fidelity
- Use collaborative, team-based improvement process to monitor student progress
- All teaching and learning activities will be built around a common learning focused/best practices/standards based framework for instruction
- All lessons should incorporate the following:
 - Standards Based Objectives (SWBAT...IOT)
 - Academic Vocabulary
 - Gradual Release of Responsibility
 - Small Group Instruction
 - Frequent Formative Assessments
- Classroom environment must be built on strong teacher/student relationships
- Communication with parents will be frequent, clear, and consistent

Post Standards Based Objectives

- Objectives must be utilized/referenced during instruction
- Teachers and students will be expected to engage in dialogue containing the language of the standard/objective

Provide Continuous Ongoing Assessment

- Daily/weekly formative assessment
- Documentation for the RTI Process & differentiated instruction/assignments
- Common assessments & System benchmark assessments

Utilize Continuous On-going Assessment

- Track individual student progress continuously
- Engage in in-depth data analysis
 - For instructional purposes
 - For individual student instructional needs

Implement Differentiated Instruction and Assignments

- Based on frequent assessment of student progress

Implement Best Practices and Data Driven Interventions

- Identify students in subgroup performing as low/high achievers
- Interventions that address the unique needs of all learners
- Reading Across the Curriculum
- Writing Across the Curriculum
- Use of Common Assessments

Incorporate Flexible Grouping

- Address student learning strengths and weaknesses
- Support acceleration

Emphasize Content Vocabulary in Context

Engage Students in Performance Tasks on a Regular Basis

Incorporate Higher Order Thinking Skills in all Lessons on a Regular Basis

Use Teacher Commentary

- Teacher commentary can be either verbal or written
- Both forms should be utilized to improve student achievement

Guidelines for Teacher Commentary

- All teacher comments should be directly related to the objective/standard
 1. Begin with a specific positive comment
 2. Identify one specific area for improvement
 3. Provide specific suggestions on how to improve

Incorporate Instructional Technology

- Technology is used to reinforce higher order reasoning and differentiation
- Technology is integrated into curriculum design, development, implementation, and evaluation
- Emphasize student use of technology within their ongoing learning process

Standards Based Classrooms Checklist

✓	Characteristics	Comments
	School expectations posted and understood by students	
	Behavior management system in place	
	Materials organized ahead of time in convenient location for students	
	Classroom is organized for collaborative work	
	Formative & summative data is used to drive instruction	
	Units and lessons are collaboratively planned with same content/grade teachers	
	Units and lessons are clearly aligned to state and APS curriculum	
	Mini-lessons focus on standards/elements	
	Rigor is pervasive; higher order thinking skills are utilized	
	Students engaged in the inquiry process	
	All work is connected to standards/elements	
	Students are engaged in authentic tasks (fewer worksheets, more graphic organizers & hands-on tasks)	
	Objectives are posted	
	Teachers and students speak the language of the Standards/Objectives	
	Academic Vocabulary (Tier II / Tier III) taught	
	Word Wall/Vocabulary Display posted and used Effectively	
	Pre-assessment occurs to establish flexible groups	
	Teachers collaborate to design common assessments aligned to GSE standards	
	Common assessments are used	
	Continuous on-going assessment is evident	
	Rubrics are utilized for evaluation	
	Differentiation is prevalent. Groups have different assignments which are matched to their ability and/or learning styles	
	Feedback is timely, specific, and provided through the learning process	
	Evidence of student work posted with teacher commentary explaining how the work meets the standard	
	Research based strategies (best practices) are utilized	

Standards Based Classroom Look Fors and Ask Fors

	LOOK FORS	ASK FORS
Classroom Procedures and Structures	Classroom rules posted	<i>Teachers/Students:</i> How were the classroom rules developed? What is the system for behavior management? What are the consequences for not behaving appropriately?
	Classroom organized for flexibility in instruction	
	Menu of choices for students	<i>Teachers:</i> How have you utilized individual and class data in planning and delivering instruction? How are students grouped? Are the groups flexible? How often do you assess and reassign students to groups?
	Materials/Resources/Manipulatives available and utilized by students	
	Students utilize instructional aids and supports	
	Instructional and current bulletin boards utilized by teachers and students	<i>Students:</i> What happens when you don't know the answer? What happens when you know the answer?
	Risk free classroom culture that celebrates collective and individual mastery of the standard	
Standards	Students engaged in the learning process	<i>Students:</i> What are you learning about today? How does the lesson relate to the standard? Where are you in learning / mastering the standard?
	Standards posted	
	Standard(s) relevant to lesson	
	Teachers/Students use the language of the standard	

LESSON STRUCTURE OR FRAMEWORK

TEACHERS ENGAGED IN COLLABORATIVE PLANNING

Unit planning includes pre-test, plan, differentiate, assess and reteach

Units begin with what students should know and be able to do

Unit plans include culminating/ performance activities

Lessons include activating, instructional and summarizing components

Content vocabulary visible and taught in context

Content vocabulary a part of classroom dialogue

Graphic organizers used for/with/by students

Prevalence of higher order questioning

Students engaged authentic and/or real life activities demonstrating what they know and are able to do

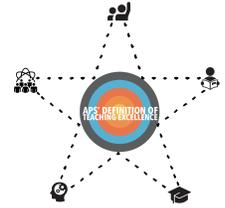
Students involved in collaborative activities that include discussion of the learning

Teachers: How were the units developed?

Teachers: How do you preview content vocabulary?

Student Work	Student work posted with commentary	<i>Students:</i> How is your work related to the standard (or to what you are learning)?
	Commentary includes strengths, areas of weakness and next steps toward mastering the standard	
	Student work exemplifies the standard	
Differentiation	Prevalence of differentiation of instruction	<i>Teachers:</i> How are differentiated assignments planned? What is used to determine differentiation needs and assignments?
	Differentiated instruction includes tiered assignments / flexible grouping / previewing / acceleration	
Assessment	Rubrics based on standards and instruction	<i>Teachers/Students:</i> How were the rubrics developed? How are the rubrics used? <i>Teachers:</i> How are rubrics used to impact instruction? How is formative assessment used to impact instruction?
	Formative assessments used throughout the lesson	
	Student progress determined through formative assessments	
	Instructional feedback guiding student learning toward proficiency of the standard.	<i>Students:</i> How is your work evaluated? How do you work with other students to improve? <i>Teachers:</i> What do you use to design and redesign instruction? <i>Students:</i> How do you know when you have mastered a standard?
	Peer feedback to gain proficiency of the standard	
	Self-assessment to gain proficiency of the standard	
	Students revising their work according to commentary and feedback until mastery of the standard has been demonstrated	

APS' Definition of Teaching Excellence 18-19



What are APS' Definition of Teaching Excellence and why are we revising them for the 2018-19 school year?

Definition of Teaching Excellence (DTE) was created to articulate APS' collective and aspirational vision for excellent teaching and give us shared language to collaboratively work towards achieving this vision. As our vision for excellent teaching evolves, based on observed excellence in APS classrooms and classrooms across the nation, we will ensure our Definition of Excellence evolves with it.

How will DTE be used in the 2018-19 school year?

- Teacher Hiring, Coaching, Development (non-evaluative) and Recognitions
- New Teacher Orientation and Induction
- Professional Learning Community Development

How should DTE be used?

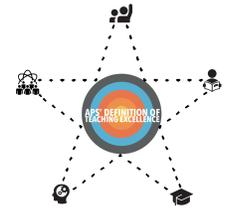
Teachers, leaders, and instructional coaches should use DTE as one tool to develop Professional Growth Plans, regular cycles of helpful feedback and to drive self-reflection. Coaches and leaders are encouraged to observe classrooms using DTE, identify “Core Teacher Behaviors” that are areas of strengths and growth, and then identify an aligned “Core Teacher Skill” to focus on for F.A.S.T. feedback. In addition, leaders are encouraged to use DTE as a foundation for their teacher-hiring processes, the development of Professional Learning Plans, ongoing teacher professional development, and teacher recognitions. Additionally, DTE can be used to inform on-boarding of new teachers.

How was DTE created?

This spring, a diverse team of APS teachers, leaders, and district staff met to review and revise DTE to further clarify and expand APS' vision of excellent teaching and leadership. In addition to drawing from the expertise of this diverse team, DTE revisions were based on the ground-breaking and inspirational work of the following thought-leaders:

- APS' Instructional Practices
- Student Achievement Partners
- Teach Like A Champion
- Get Better Faster
- Robert Marzano
- Charlotte Danielson
- CASEL (SEL)
- The National Equity Project
- Jon Saphier (The Skillful Teacher)
- Zaretta Hammond
- Martin Seligman and Chris Peterson
- Georgia DOE (TKES)

APS' Definition of Teaching Excellence 18-19



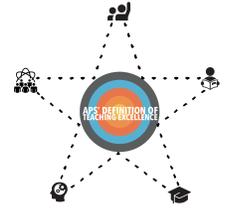
1. Social Emotional Learning

Are students developing strengths across the five core Social-Emotional competencies and learning how to navigate the world more effectively?

OBSERVABLE STUDENT BEHAVIORS	CORE TEACHER BEHAVIORS
<ul style="list-style-type: none"> • Students use and apply the core social-emotional competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making) throughout the lesson in order to achieve classroom objectives (E.g., cooperating during group work, actively listening to peers during classroom discussions, persevering during independent practice, etc.) • Students are able to identify, label, and recognize their own emotions and triggers; they are then able to identify those emotions in others and analyze how those feelings affect the classroom environment • Students establish and pursue personal and academic goals through a display of grit, determination or perseverance • Students are able to identify social cues (verbal, physical) and appreciate diversity by recognizing similarities and differences in individuals and groups • Students communicate effectively in written, oral, and nonverbal formats • Students are self-reflective and self-evaluative; they use these skills to reflect on how their current choices affect the future 	<p>Models SEL Competencies: Explicitly models the five core SEL competencies for students via individual and whole-class interactions with students (E.g., transparently reflects on personal SEL strengths and areas for growth, models the use of SEL language and strategies, demonstrates emotional intelligence, regulates emotions, uses systems for problem solving and resolving conflict, welcomes feedback from students, etc.)</p> <p>Builds SEL Skills: Promotes student growth in SEL competencies by providing learning experiences (E.g., direct instruction on strategies for building SEL competencies, reflecting with students on SEL strengths and areas for growth, etc.) that directly build skill in the core social-emotional competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making)</p> <p>Capitalizes On Teachable Moments: Identifies and takes advantage of teachable moments with students to build and reinforce SEL skills (E.g., reminding students to use SEL skills to persevere through challenging academic work, modeling a growth mindset in response to school/current events, etc.)</p>

***Note:** APS believes Social Emotional Learning (SEL) is embedded in all aspects of an excellent teacher's instruction and should be evident across all domains of APS' Definitions of Teaching Excellence. This SEL-specific domain has been created to highlight specific, high-impact SEL practices.

APS' Definition of Teaching Excellence 18-19



Core Teacher Skills

Models SEL competencies

- A. Self-Awareness - has the ability to accurately self-assess and understands how their emotions affects others and their job performance
- B. Self- Management - is optimistic, controls emotions, remains calm when angry, and pushes past moments of distress by using sound judgment
- C. Social Awareness - understands their own personal biases and the diverse needs of students; is culturally aware and understands the community in which they serve
- D. Relationship Skills - knows students by name, avoids shaming comments, and shows concern for the personal and academic well-being of students
- E. Responsible Decision Making - approaches situations with a systematic process that takes into consideration short and long term consequences

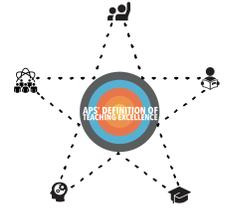
Builds SEL Skills

- A. SEL Skill Building - uses SEL curriculum or other resources to teach explicit SEL competencies; gives students consistent feedback to help them grow and develop towards mastery
- B. Tracking SEL Growth - uses a variety of data points to track student progress towards mastery of SEL competencies and evaluates if SEL Skill Building is resulting in increased mastery
- C. Social and Emotional Cues - practices effective communication by using the appropriate body language, eye contact, speech, and tone and teaches students to do the same through role play and discussion
- D. Warmth and Support - expresses concern and check-ins to help students develop a work system that meets their individual needs
- E. Storytelling - uses storytelling to build relationships with and between students and to foster empathy and understanding of individual differences and similarities
- F. Growth Mindset - helps students goal set; follows up with students to develop a plan of action to accomplish the goal and reflects on the outcomes to set new goals or prioritize the action plan

Capitalizes On Teachable Moments

- A. Awareness - Is aware of student behavior and adjusts instruction accordingly, providing specific, concrete, sequential and observable directions for SEL skill building, behavior and academics
- B. Precise Praise - Reinforces positive behavioral, academic and social behaviors through delivering specific, real-time and genuine feedback to students and narrating positive behavior

APS' Definition of Teaching Excellence 18-19

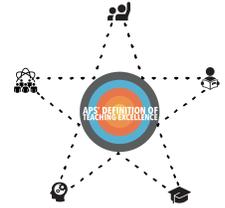


2. CULTURE OF LEARNING

Are all students deeply and joyfully engaged in the learning process throughout the lesson?

OBSERVABLE STUDENT BEHAVIORS	CORE TEACHER BEHAVIORS
<ul style="list-style-type: none"> ● Students feel known, valued and part of a safe learning community to fully contribute their ideas, perspectives and questions ● Students work with genuine curiosity, joy and a love for learning - as demonstrated by a willingness to take on challenges, risk failure, and embrace confusion ● Students take ownership over classroom systems and routines and execute routines with little to no prompting from teacher ● Students are able to easily access materials, resources and work effectively independently and with peers ● Students find lesson highly engaging and relevant to their day-to-day lives, interests and unique cultural backgrounds ● Students develop a critical consciousness through which they are equipped to acknowledge and challenge the status quo 	<p>Authentic Relationships: Develops authentic and individualized relationships with and between students to create a safe, joyful, and engaging learning environment</p>
	<p>Systems and Routines: Designs, plans for, and executes efficient classroom routines and systems (E.g., transitioning to small groups, passing and collecting materials, establishing process for asking and getting help, managing classroom devices, etc.) with students to maximize instructional time</p>
	<p>Behavioral Expectations: Develops and executes behavioral and academic expectations with students and effectively responds to positive, negative, or off-task behavior</p>
	<p>Physical Space: Classroom environment (E.g. seating, displays of student work, resources, cleanliness, organization, etc.) supports student learning and growth while reflecting the cultural diversity of students</p>
<p>Culturally Responsive Teaching and Learning: Students' unique cultural backgrounds, knowledge and experiences are valued and utilized in designing the lesson; teacher plans multiple connections to issues of diversity, equity, social-consciousness and inclusion</p>	

APS' Definition of Teaching Excellence 18-19



Core Teacher Skills

Authentic relationships

- A. Student Relationships - builds authentic, trusting relationships with students and uses that bond to help students rise to higher expectations
- B. Knowledge of Students - intentionally and authentically seeks to know and honor students unique backgrounds, culture, interests, social/emotional strengths and academic strengths
- C. Student Well-Being - develops an active interest in students' well-being and demonstrates that interest through his/her engagement with students
- D. Biases - Reflects to identify personal biases, assumptions, and patterns of inequity inherent in instructional approach and actively seeks to overcome them

Systems & routines

- A. Routines and Procedures – designs, practices, and invests students in efficient behavioral and academic routines and systems, leading to high student engagement
- B. Plan and Rehearsal - plans and practices critical routines & procedures moment by moment; scripts and rehearses roll out of all critical routines and systems in the classroom
- C. Start and End Strong - establishes efficient techniques for starting and ending lessons
- D. Investment - provides students with opportunities to make choices and to influence the classroom culture, ensuring kids can explain the why behind every action
- E. Threshold - establishes rapport, sets the tone, and reinforces the first steps in a routine that makes excellence habitual when students cross the threshold into the classroom
- F. Classroom Agreements (systems & routines) - develops high behavioral expectations and agreements for classroom routines and management with students and enforces them consistently
- G. Model - models SEL behaviors of respect, caring, self-control, and fair decision-making

Behavioral expectations

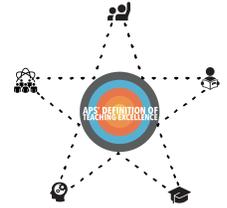
- A. Classroom Agreements (behavioral expectations) - develops agreements with students for how to treat each other respectfully and engage with one another productively
- B. What To Do - is clear about "what to do" by giving specific, concrete, sequential and observable directions
- C. Precise Praise - reinforces positive behavioral, academic, and social behaviors through delivering specific, real-time and genuine feedback to students and narrating positive behavior
- D. Effective Teacher Voice - exudes confidence and poise in all verbal interactions with students through respectful use of language, engagement, positive tone, and register
- E. Awareness - is aware of his/her presence in the room (self) and aware of how students are interacting with him/her and each other
- F. Off-Task - addresses all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum
- G. Logical Consequences - issues logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior

Physical space

- A. Classroom Organization - organizes classroom; seating is arranged strategically to align with the purpose of the instructional activity

Culturally responsive teaching and learning

- A. Multiple Perspectives - incorporates multiple perspectives and multicultural examples into curricular materials, visual aids, and instructional approaches
- B. Multiple Methods - varies instructional methods (grouping, writing, independent work, etc.) based on knowledge of students' learning styles

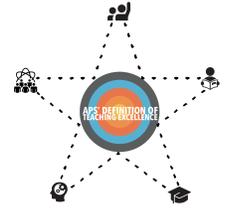


3. ESSENTIAL CONTENT

Are all students being challenged with rigorous and relevant content aligned to the appropriate standards and lesson objective?

OBSERVABLE STUDENT BEHAVIORS	CORE TEACHER BEHAVIORS
<ul style="list-style-type: none"> • Students are engaged in mastering standards-based, culturally relevant and grade-appropriate content (E.g., lesson objectives, texts, instructional tasks, questions, etc.) • Students use instructional materials (E.g., texts, questions, problems, exercises and assessments, etc.) that are appropriately demanding and require students to use evidence to demonstrate understanding and support their ideas • Students can fully and readily answer the questions: What are you learning? How does it help you in this class? How is it connected to other areas of study and your daily life? • Students have sufficient time for independent practice, exploration, and learning with peers 	<p>Daily Lesson Planning: Designs daily lesson plans that reflect all components of quality plans (aligned to performance-based objectives; uses specific, measurable, attainable, relevant, timely (SMART) lesson objectives; incorporates standards-aligned content and activities; uses appropriate instructional practices and selects appropriately rigorous instructional materials; employs gradual release; utilizes aligned criteria for success; uses differentiated support for students based on process, product, environment, and content)</p>
	<p>Rigorous Instructional Materials/Resources: Selects instructional materials (E.g., texts, tasks, questions, prompts, and exercises, etc.) that are appropriately demanding, culturally relevant, and require students to use evidence to demonstrate understanding and support for their ideas. Materials are appropriately differentiated (based on process, product, environment, and content) to meet students unique academic needs and strengths</p>
	<p>Lesson Execution: Delivers lesson in a well-organized, clear and accessible manner, incorporating gradual release; uses relevant data to adjust course and re-teach as needed; lesson framing reflects all components of a well-framed lesson (communicating objective and purpose, connecting lesson to big ideas in the unit and prior learning, etc.)</p>
	<p>Pacing: Maintains an intentional pace that supports student mastery of the standards, maximizing instructional time and engagement</p>

APS' Definition of Teaching Excellence 18-19



Core Teacher Skills

Daily lesson planning

- A. Performance-Based Objective - creates a standards-based objective (accessible to students, teacher, and observers) linked to the content and aligned to a higher order thinking skill (APS Instructional Practice #1)
- B. Lesson Progression - designs a logical and aligned sequence of lesson plans within a unit to achieve unit objectives
- C. Academic Language - designs curriculum-driven opportunities to determine the meaning of general and domain specific words, phrases and symbols (APS Instructional Practice #2)
- D. Gradual Release of Responsibility - designs lessons to gradually release responsibility to students, from teacher dependence to student independence (APS Instructional Practice #3)
- E. Lesson Internalization - invests the time to internalize the big ideas, objectives, criteria for success, and sequence of lesson to deliver lessons clearly and accurately
- F. Criteria for Success - identifies and communicates clear criteria for success for the mastery objective so that students understand it and can clearly explain it
- G. Stretch It - scripts "stretch" questions into lesson plan to challenge students
- H. Content Knowledge - prepares by deeply studying and having an understanding of the standards, curriculum, materials, and tasks
- I. Differentiation - develops and provides accommodations and modifications as needed to ensure all students are able to attain learning goals
- J. Alignment - aligns all aspects of the lesson and ensures the assessments give accurate information on the number of students mastering the objective(s)

Rigorous instructional materials/resources

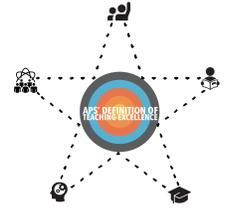
- A. Discipline-Specific Resources - develops curriculum-driven opportunities to integrate resources (balanced literary and informational texts, manipulatives, primary sources, and models, etc.) (APS Instructional Practice #4)
- B. Demanding Materials - develops and/or uses appropriately demanding instructional materials such as texts, questions, problems, exercises, and assessments
- C. Scaffolding - provides support and scaffolding necessary for students to complete instructional tasks that require higher-order thinking skills

Lesson execution

- A. Setting the Stage - develops and clearly communicates a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- B. Clarity and Coherence - delivers lesson content clearly, accurately, and with coherence
- C. Model the Thinking - models the metacognitive thinking, not just the procedure
- D. Verbal and Visual Instruction - provides information verbally and orally
- E. Re-Teaching - recognizes the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding

Intentional pacing

- A. Time Allocation - allocates the appropriate instructional time to address the most important content for the grade or course
- B. Build in Time-Stamps - monitors lesson pacing (time-stamps) to ensure sufficient time for independent practice
- C. Countdown - uses countdowns to build urgency and minimize loss of instructional time

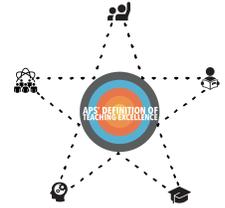


4. ACADEMIC OWNERSHIP

Are all students responsible for doing the thinking and learning in this classroom?

OBSERVABLE STUDENT BEHAVIORS	CORE TEACHER BEHAVIORS
<ul style="list-style-type: none"> • Students are responsible for the majority of thinking, speaking and doing in the classroom • Students spend the majority of class time thinking, reading, writing, discussing, analyzing, or problem solving as they complete standards-aligned tasks/prompts • Students regularly make connections to their lives, the world around them, and their individual goals and aspirations • Students respond with evidence (speaking, writing, drawing, etc.) and clear rationale to support their thinking and responses • Students regularly participate in well-facilitated academic conversations (whole group, small group, peer-to-peer) that deepen their learning, build on their peers' thinking and answers, critique each other's' thinking, and provide constructive feedback/responses to their classmates • Students consistently persevere in completing academic work (questions, prompts, tasks, etc.), even if the work is challenging 	<p>Insists on Students Doing the Heavy Lifting: Designs and executes the lesson so students do the majority of thinking, discussing and analyzing (E.g., via reading, writing, discussion, analysis, computation, or problem solving) and supports them in persevering through challenging academic work; the teacher rarely finishes any of the cognitive work that students could own</p> <p>Requires Evidence: Selects classroom resources (tasks, questions, prompts, tools, etc.) that are standards-aligned and require students to provide meaningful oral or written evidence to support their thinking</p> <p>Student-led Academic Conversations: Builds students' skill for participating in rigorous, student-led conversations to achieve conceptual understanding and mastery of the standards</p>

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Core Teacher Skills

Insists on students doing the heavy lifting

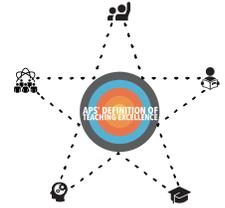
- A. Gradual Release of Responsibility - designs lessons to gradually release responsibility to students, from teacher dependence to student independence (APS Instructional Practice #3)
- B. Write First, Talk Second - provides students with opportunities to write before engaging in academic conversations
- C. Questioning (critical thinking) - engages students in deep critical thinking through effective, varied questioning, driving students towards greater engagement and conceptual understanding
- D. Questioning (DOK/Bloom's) - varies questioning strategies across depth of knowledge levels and Bloom's Taxonomy
- E. Lesson Pitch - challenges students and tests the intellectual ceiling; teacher embraces struggle, knowing it is good for students
- F. Ratio - pushes more and more of the cognitive work out to students as soon as they are ready; cognitive work must be on-task, focused, and productive
- G. Defend Responses - promotes the persistence and grit of students to get correct, defended responses
- H. Right is Right - holds out for all the way right answers, setting a rigorous standard for correctness
- I. Non-examples - uses incorrect responses for students' analysis and evaluation

Requires evidence

- A. Cite Evidence - poses questions or provides lesson activities that require students to cite evidence to support their thinking; explicitly teaches how to cite evidence
- B. Reason with Evidence- creates opportunities for students to critique and make an argument based on evidence
- C. Probe - probes answers to questions, prompting students to habitually display persistence in providing evidence to support answers
- D. Questioning (evidence) - posing questions or providing lesson activities that require students to cite evidence to support their thinking

Facilitates student-led academic conversations

- A. Academic Conversations - facilitates rigorous, student-led discussions utilizing discipline-specific language that methodically move class towards meeting lesson objective and cementing student understanding; Discussion is authentic and students use habits of discussion to respond to each other's points and concisely and eloquently state their thinking on the topic
- B. Habits of Discussion (students prompt) - teaches students to prompt other students to push discussion to a deeper level
- C. Habits of Discussion (build) - teaches students how to respond to and build off of other students' responses
- D. Habits of Discussion (disagree respectfully) - teaches students how to disagree respectfully with other students
- E. Habits of Discussion (stay neutral) - stays neutral during discussion, asking open-ended questions ("What do you think?" rather than "Why?") to stimulate divergent thinking

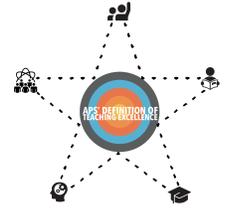


5. DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning and can apply what they have learned?

OBSERVABLE STUDENT BEHAVIORS	CORE TEACHER BEHAVIORS
<ul style="list-style-type: none"> Students utilize multiple standards-aligned assessment opportunities to demonstrate learning and reflect on their progress towards their learning goals; uses feedback and data to correct misconceptions and accelerate their own learning Students' responses, work products, and interactions demonstrate mastery and conceptual understanding of the lesson objective and their ability to apply learning through multiple methods Students are challenged to regularly apply learning by solving real-world problems/tasks through multiple standards-aligned assessment opportunities Students engage in self- and peer-assessment, and use the feedback to accelerate their learning 	<p>Actionable Assessments During the Lesson: Uses a variety of standards-aligned assessments (E.g., questions, informal conversations, turn and talk, prompts/tasks, etc.) and aggressive monitoring strategies (E.g., coded note-taking, checklists, commentary, etc.) throughout the lesson to assess students' progress toward conceptual understanding of learning objectives; uses assessment data to scaffold learning opportunities as needed (reteach, accelerate)</p>
	<p>Actionable Assessments at the End of the Lesson: Develops and uses end-of-lesson, standards-aligned assessments (questions, problems, prompts/tasks, journals, exit tickets, etc.) that yield data allowing the teacher to assess students' progress toward mastering learning goals and pinpoint where understanding is strong and where it breaks down for individual students or across groups of students; scaffolds learning opportunities as needed (reteach, accelerate)</p>
	<p>Multiple Opportunities to Demonstrate Learning: Creates a variety of opportunities for students to self-assess, peer assess, and receive timely feedback to demonstrate conceptual understanding of lesson objectives and standards as well as progress towards their learning goals</p>

APS' Definition of Teaching Excellence 18-19



Core Teacher Skills

Actionable assessments during the lesson

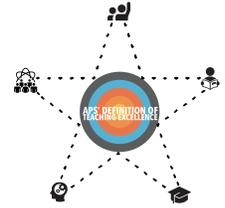
- A. Checks for Understanding with Validation – gets a methodical and accurate “pulse” on student understanding throughout key points in the lesson (e.g., during direct instruction, before independent practice, at a transition, and at the end of a lesson) and adapts the lesson accordingly
- B. Monitoring (plan) - plans a monitoring pathway to check student work during small group and independent practice; uses information gathered to give students precise feedback, re-teach, etc.
- C. Monitoring (use) - uses information gathered to give students precise feedback, re-teach, name and correct common errors
- D. Highlight Misconceptions - identifies student work that exemplifies misconceptions and leads discussion with students around that work
- E. Plans Questions - plans standards-aligned questions and problems (reflecting Hess's Matrix) that drive critical thinking and proactively get to student misconceptions
- F. Questioning - poses standards-aligned questions and problems that prompt students to share their developing thinking about the content of the lesson
- G. Self and Peer Assessment - uses information to build conceptual understanding of the objectives and standards
- H. Diagnostic - uses diagnostic tools to identify students strengths and opportunities for growth

Actionable assessments at the end of the lesson

- A. End-of-Lesson Assessments (questions, problems, prompts/tasks, journals, exit tickets, etc.) - accurately assesses conceptual understanding of the daily objectives and informs misconceptions for the next day's instruction (reteach, spiral review, acceleration, etc.)
- B. Data Analysis - analyzes data, makes warranted changes to the next day's lesson, and uses data to provide student feedback

Multiple opportunities to demonstrate learning

- A. Systems for Daily and Weekly Achievement (diagnostic, formative, summative) - collects data via informal and formal assessments to determine conceptual understanding and drive standards-based instruction
- B. Differentiated Support - differentiates instruction as needed in response to student learning needs, including enrichment, acceleration, and extra support



6. BELIEFS & VALUES

CORE TEACHER BEHAVIORS

Modeling APS' Core Values: Consistently lives up to and models APS' core values of “Put Students First”, “Commit to Teamwork”, “Focus on Communication”, “Demonstrate Respect for Others”, “Be Accountable”, “Act with Integrity” and “Embrace and Drive Change”

High Expectations: Maintains the highest expectations for all students based on an unwavering belief in their potential

Self-Awareness and Continuous Learning: Consistently recognizes his/her strengths and areas for growth and how s/he is perceived by others; proactively seeks feedback, self-reflects, and adapts own teaching practice and behavior; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities; builds a school culture that fosters a growth mindset

Responsiveness and Follow Through: Consistently completes all responsibilities (E.g., grading, surveys, unit/lesson plans, assessments, parent meeting preparation, etc.) in a timely and high-quality manner; effectively interacts with stakeholders (students, parents, school/regional staff) in a professional and proactive manner that builds positive rapport and trust

Professional Expectations: Consistently models the professional expectations established by the school and APS (E.g., minimal/no unexcused absences, adhering to professional dress code, preparing for substitutes in a timeline manner, being punctual and engaged during meetings, etc.); models and strictly adheres to APS' ethics policies

Renews to Get Stronger: Establishes a healthy work-life balance and sets appropriate boundaries; consistently sustains self through skillfully using personal well-being strategies (E.g., identifying life lines, leveraging strengths, etc.)

Evaluation for Growth - Instructional Leadership Prompts for Reading/English

APS Shifts	Instructional Practice	LKES	TKES	Instructional Leadership Prompts
NA	Practice 1: An instructional objective (accessible to students, teachers and observers) linked to the content and a higher-order thinking skill.	1,2,6	1,2, 3,8	<ol style="list-style-type: none"> 1. What did you consider when developing the instructional objective? 2. How is the instructional objective aligned to the full intention of a Georgia Standard of Excellence, Hess' Cognitive Rigor Matrix/Higher-order thinking skill, and/or a literacy standard? 3. How will you collaborate with a colleague(s) to develop your understanding of the full intention of the standards and compose objectives? 4. What steps have you taken to ensure that each student understands the objective and is aware of his/her performance relative to the objective? What evidence do you have?
Academic Language	Practice 2: Curriculum-driven opportunities to determine the meaning general and domain specific words and phrases (before reading and during reading).	1,6	1,2, 3,4	<ol style="list-style-type: none"> 1. What instructional strategies (before, during, and after reading) are you considering to promote vocabulary acquisition and use? 2. What additional vocabulary strategies might you use to support the struggling learners (i.e., ELL, SWD, Students Emerging or Developing in ELA)? 3. What did you consider when selecting the content specific vocabulary for this lesson? 4. What strategies might you use to build students' academic language?
NA	Practice 3: Lessons characterized by gradual release of responsibility (from teacher dependence to student independence).	1,3,6	1,3,4, 5,6	<ol style="list-style-type: none"> 1. How will you structure your lessons to reflect the gradual release model (I do, We do, You do in Pairs, You do Alone)? 2. How have you planned to use formative assessments in your lesson (during and after), including essential questions aligned with each objective/standard? 3. How might you provide feedback to students throughout this lesson? 4. What strategies will you use to help students who struggle to demonstrate mastery (i.e., ELL, SWD, Students Emerging or Developing in ELA)? 5. What strategies will you use to extend the learning for students who have demonstrated mastery? 6. What do you consider when establishing flexible groups?
Balancing Informational & Literary Texts	Practice 4: Curriculum-driven reading opportunities characterized by a balance of informational (on a variety of topics, perspectives, and eras) from historical, scientific, and technical texts and/or literary texts (from a variety of authors, themes, genres, and traditions).	1,6	1,2, 3,4	<ol style="list-style-type: none"> 1. What resources do you consider when selecting texts? 2. When using informational text, how will you include a balance of texts that represent a diversity of eras, perspectives, and topics from historical, scientific, and technical texts? 3. When using literary text, how will you include a balance of authors, themes, genres, and traditions? 4. How does the selected text support the objectives of the lesson? 5. How will you ensure that students are exposed to grade level text (with and without support)?

Evaluation for Growth - Instructional Leadership Prompts for Reading/English

APS Shifts	Instructional Practice	LKES	TKES	Instructional Leadership Prompts
Knowledge in the Disciplines	Practice 5: Curriculum-driven reading opportunities characterized by discipline-specific approaches to text. Students should regularly be taught, assessed, and re-taught (if necessary) the discipline-specific lens through which members of specific disciplines read, analyze, and make use of text.	1,3,6	1,2,3,4	<ol style="list-style-type: none"> 1. For historical text, how are you planning to ensure that students read this text, with a focus on the connection between individuals, events, and ideas? 2. For scientific text, how are you planning to ensure that students read this text with a focus on the connection between ideas, concepts and/or procedures? 3. For technical text, how are you planning to ensure that students read this text with a focus on the connection between technical procedures and/or steps? 4. How might you assess student ability to apply a discipline-specific lens to approach (read, analyze, or make use of) a particular text?
Staircase of Complexity	Practice 6: Curriculum-driven, reading opportunities characterized by careful, sustained interpretation of a variety of texts with an emphasis on: the quantitative and qualitative measures, and reader & task.	1,6	1,2,3,4,5,6	<ol style="list-style-type: none"> 1. What strategies might you use to ensure that the text is quantitatively appropriate (on a reading level that is appropriate for your students)? 2. What strategies might you use to ensure that the text is qualitatively appropriate (contains only figurative language/hidden meaning appropriate to grade level understanding)? 3. What strategies might you use to ensure that the text is appropriate for the reader and task (the extent to which the text reflects the demands of the standard and extent to which the essential questions aligned to each standard will be addressed/included in formative assessments)?
Text-Based Answers	Practice 7: Curriculum-driven opportunities for students to engage in rich and rigorous evidence-based conversations about text.	1,2,6	1,2,3,4,8	<ol style="list-style-type: none"> 1. How will you use the teacher model (I do) to demonstrate an exemplar evidence-based conversation about the text? 2. How will you use guided practice (We do) to engage students in an evidence-based conversation about the text? 3. How will you use cooperative practice (You do in pairs) to engage students in an evidence-based conversation about the text? 4. How will you use independent practice (You do alone) to engage students in an evidence-based conversation about the text?
Writing from Sources	Practice 8: Writing opportunities for students to extract and integrate evidence from multiple sources to (a) inform and (b) make an argument.	1,6	1,2,3,4,8	<ol style="list-style-type: none"> 1. What is your plan to ensure that students have deep conceptual understanding of citations and their purpose? 2. What is your plan to ensure that students are knowledgeable of the 6 text structures used by authors to compose informational text (text written to inform)? 3. What is your plan to ensure that students are aware of the elements of an opinion? [K-5] 4. What is your plan to ensure that students are aware of the components of an argument and counter-argument (i.e., claims, points, reasons, relevance and validity of evidence)? [6-12] 5. What is your plan to ensure that students will be exposed to multiple sources in order to write to inform or argue? 6. What is your plan to ensure that students have access to an anchor response and engage in the writing process?

Evaluation for Growth - Instructional Leadership Prompts for Mathematics

APS Shifts	Instructional Practice	LKES	TKES	Instructional Leadership Prompts
NA	Practice 1: An instructional objective (accessible to students, teachers and observers) linked to the content, a higher-order thinking skill, and a worthwhile mathematical task.	1,2, 6	1,2, 3,8	<ol style="list-style-type: none"> 1. What did you consider when developing the instructional objective? 2. How is the instructional objective aligned to the full intention of a Georgia Standard of Excellence and Hess' Cognitive Rigor Matrix/Higher-order thinking? 3. How will you collaborate with a colleague(s) to develop your understanding of the full intention of the standards and compose objectives? 4. What steps will you ensure that each student understands the objective and is aware of his/her performance relative to the objective? What evidence do you have?
Academic Language	Practice 2: Curriculum-driven opportunities to determine the meaning general and domain specific words and symbols.	1,6	1,2, 3,4	<ol style="list-style-type: none"> 1. What instructional strategies (before, during, and after instruction) are you considering to promote vocabulary acquisition and use? 2. What vocabulary strategies might you use to support the struggling learners (ELL, SWD, Students Emerging or Developing in Mathematics)? 3. What did you consider when selecting the content specific vocabulary for this lesson? 4. What strategies might you use to build students' academic language?
NA	Practice 3: Lessons characterized by knowledge of student ability and the gradual release of responsibility (from teacher dependence to student independence) toward mastery.	1,3, 6	1,3, 4,5, 6	<ol style="list-style-type: none"> 1. How will you structure your lessons to reflect the gradual release model (I do, We do, You do in Pairs, You do Alone)? 2. How have you planned to use formative assessments in your lesson, including essential questions aligned with each objective/standard? 3. How might you provide feedback to students throughout this lesson? 4. What strategies will you use to help students who struggle to demonstrate mastery (ELL, SWD, Students Emerging or Developing in Mathematics)? 5. What do you consider when establishing flexible groups?
Deep Understanding	Practice 4: Curriculum-driven opportunities to integrate the use of manipulatives to bridge the gap between the concrete and the abstract.	1,3, 6	1,2, 3,8	<ol style="list-style-type: none"> 1. How might manipulatives help students to build a bridge from the concrete, to the pictorial, to the abstract in this unit/lesson? 2. How have you planned to use manipulatives during this lesson/unit? 3. What did you consider when selecting manipulatives for this lesson/unit? 4. What evidence of understanding do you expect to observe from students as they use the manipulative throughout the lesson?

Evaluation for Growth - Instructional Leadership Prompts for Mathematics

APS Shifts	Instructional Practice	LKES	TKES	Instructional Leadership Prompts
Coherence	Practice 5: Curriculum-driven opportunities for students to connect new concepts as a logical extension of previously taught/mastered concepts (within a lesson and across lessons/within a unit and across units).	1,3, 6	1,2, 3, 4	<ol style="list-style-type: none"> 1. How might you determine the order of what you teach in this lesson/unit? 2. How might you link previously taught concepts with the concepts you will teach in this lesson/unit? 3. What are the requisite skills students must know in order to understand this lesson/unit? 4. What activities are you considering to link students' prior learning to new learning?
Procedural Fluency	Practice 6: Curriculum-connected opportunities to develop procedural fluency.	1, 3, 6	1, 2, 3, 4, 8	<ol style="list-style-type: none"> 1. What skills do students need to have, with automaticity, in order to solve problems associated with the concepts of this lesson/unit? 2. What activities have you considered incorporating into practice and homework to support the development of automaticity relative to the concepts under study in this lesson/unit? 3. How do you plan to assess the development of automaticity for struggling learners (ELL, SWD, Students Emerging or Developing in Mathematics).
Standards for Mathematical Practice	Practice 7: Curriculum-driven opportunities for students to use of the language and demonstrate the behaviors of proficient mathematicians (8 Standards for Mathematical Practice) throughout the gradual release process.	1, 3, 6	1, 2, 3, 4, 8	<ol style="list-style-type: none"> 1. What strategies are you planning to use to build perseverance? 2. What strategies will students use to make sense of worthwhile mathematical tasks? 3. How will you take advantage of opportunities to construct a viable argument and to critique the reasoning of others? 4. What tools are you planning to use to create opportunities for students to model their understanding of mathematics? 5. How are you planning to equip students with the skills to assess the accuracy of their responses?

Evaluation for Growth - Instructional Leadership Prompts for Science

APS Shifts	Instructional Practice	Instructional Leadership Prompts
N/A	<p>Practice 1: An instructional objective (accessible to students, teachers and observers) linked to the content, a higher-order thinking skill, and scientific investigations.</p>	<ol style="list-style-type: none"> 1. What did you consider when developing the instructional objective? 2. How is the instructional objective aligned to the full intention of a Georgia Standard of Excellence and Hess' Cognitive Rigor Matrix/Higher-order thinking? 3. How will you collaborate with a colleague(s) to develop your understanding of the full intention of the standards and compose objectives? 4. What steps will you ensure that each student understands the objective and is aware of his/her performance relative to the objective? What evidence do you have?
Academic Language	<p>Practice 2: Curriculum-driven opportunities to determine the meaning general and domain specific words and symbols.</p>	<ol style="list-style-type: none"> 1. What instructional strategies (before, during, and after instruction) are you considering to promote vocabulary acquisition and use? 2. What vocabulary strategies might you use to support the struggling learners (ELL, SWD, Students Emerging or Developing in Mathematics)? 3. What did you consider when selecting the content-specific vocabulary for this lesson? 4. What strategies might you use to build students' academic language?
5E Model for Instruction	<p>Practice 3: Lessons characterized by knowledge of student ability, and the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate), with the Gradual Release of Responsibility (from teacher dependence to student independence) to move students toward mastery.</p>	<ol style="list-style-type: none"> 1. How will you structure your lessons to reflect the integration of the 5E Model (Engage, Explore, Explain, Elaborate, and Explain) with the Gradual Release Model (I do, We do, You do in Pairs, You do Alone)? 2. How have you planned to use formative assessments in your lesson, including essential questions aligned with each objective/standard? 3. How might you provide feedback to students throughout this lesson using components of the 5E Model? 4. What strategies will you use to help students who struggle to demonstrate mastery (ELL, SWD, Students Emerging or Developing in Science)? 5. What do you consider when establishing flexible groups?
Models	<p>Practice 4: Curriculum-driven opportunities to integrate the development and use of models to gather, reason, and communicate information.</p>	<ol style="list-style-type: none"> 1. How might models help students to gather information, reason, and communicate their findings? 2. How have you planned to use models during this lesson/unit? 3. What did you consider when selecting models for this lesson/unit? 4. What evidence of understanding do you expect to observe from students as they develop and use the models throughout the lesson? 5. How will you use models as formative assessments to determine if students are understanding content?

Evaluation for Growth - Instructional Leadership Prompts for Science

APS Shifts	Instructional Practice	Instructional Leadership Prompts
Argumentation (C.E.R.)	<p>Practice 5: Curriculum-driven opportunities for students to engage in argumentation using a claim supported by evidence and connected with reasoning.</p> <p>*K-2: Focus on claims and evidence only.</p>	<ol style="list-style-type: none"> 1. How might you determine the order of what you teach in this lesson/unit? 2. How might you link claims to evidence using argumentation? 3. What are the requisite skills students must know in order to understand this lesson/unit? 4. How will you take advantage of opportunities to construct a viable argument and to critique the reasoning of others? 5. What activities are you considering to link students' evidence to their reasoning?
Crosscutting Concepts	<p>Practice 6: Curriculum-connected opportunities using the seven crosscutting concepts (Patterns, Cause & Effect, Scale, Proportion, & Quantity, Systems & System Models, Energy & Matter, Structure & Function, and Stability & Change).</p>	<ol style="list-style-type: none"> 1. What connections can be made between units, using one or more crosscutting concepts? 2. What activities have you considered incorporating for students to make connections between content in different units? 3. How do you plan to assess students to ensure that they are constructing scientific knowledge that is connected to prior knowledge using the crosscutting concepts? 4. How will students demonstrate the enduring understanding of the crosscutting concepts?
Science & Engineering Practices	<p>Practice 7: Curriculum-driven opportunities for students to use the language and demonstrate the behaviors of proficient scientists (8 Science and Engineering Practices) throughout the Gradual Release Process.</p>	<ol style="list-style-type: none"> 1. What strategies are you planning to use to ensure that students are using the science and engineering practices to “do” science? 2. How are you planning to facilitate students' performances using the science and engineering practices? 3. What strategies are you planning to use to create opportunities for students to demonstrate their understanding of content in connection with the science and engineering practices? 4. How are you planning to equip students with the necessary practices to plan and carry out their own investigations?
Literacy in Science	<p>Practice 8: Curriculum-driven opportunities for students to obtain, evaluate, and communicate information from multiple scientific texts and compare this information to scientific experiences.</p>	<ol style="list-style-type: none"> 1. How might you use scientific text (words, pictures, graphs, maps, charts, tables, equations) for students to make connections between the text, crosscutting concepts, and science and engineering practices? 2. What strategies will you use to ensure that students are reading scientific text with attention to interpreting; analyzing; synthesizing; evaluating; forming, refuting, and/or confirming claims? 3. How will students cite specific textual evidence to support analysis of scientific and technical texts? 4. How will students communicate their findings in multiple formats (orally, graphically, textually, and mathematically)?

Evaluation for Growth - Instructional Leadership Prompts for Social Studies

APS Shifts	Instructional Practice	Instructional Leadership Prompts
NA	Practice 1: An instructional objective (accessible to students, teachers and observers) linked to the content and aligned to the cognitive rigor of the standard.	<ol style="list-style-type: none"> 1. What did you consider when developing the instructional objective? 2. How is the instructional objective aligned to the full intention of the Georgia Standard of Excellence, Hess' Cognitive Rigor Matrix/Higher-order thinking skill, and/or a literacy standard? 3. How will you collaborate with a colleague(s) to develop your understanding of the full intention of the standards and compose objectives? 4. What steps have you taken to ensure that each student understands the objective and is aware of his/her performance relative to the objective? What evidence do you have?
Academic Language	Practice 2: Curriculum-driven opportunities to determine the general meaning of domain specific words and phrases (may occur before, during, and after content acquisition).	<ol style="list-style-type: none"> 1. What instructional strategies (before, during, and after reading) are you considering to promote vocabulary acquisition and use? 2. What additional vocabulary strategies might you use to support the struggling learners (i.e., ELL, SWD, Students Emerging or Developing in Social Studies)? 3. What did you consider when selecting the content specific vocabulary for this lesson? 4. What strategies might you use to build students' academic language?
Gradual Release	Practice 3: Lessons characterized by a gradual release of responsibility (from teacher dependence to student independence).	<ol style="list-style-type: none"> 1. How will you structure your lessons to reflect a gradual release of responsibility to cultivate a student-centered environment in which students are authentically engaged with the content? *Note: this process is not linear in Social Studies classrooms. 2. How have you planned to use formative assessments in your lesson (during and after), that focus on student engagement with the content? 3. How might you provide feedback to students throughout this lesson, to calibrate their understanding of discrete facts? 4. What strategies will you use to help students who struggle to demonstrate mastery (i.e., ELL, SWD, Students Emerging or Developing in Social Studies)? 5. What strategies will you use to further engage students who have demonstrated mastery?
Literacy Integration	Practice 4: Curriculum-driven reading, writing and speaking opportunities characterized by the evaluation of informational and/or literary texts (to include the primary sources when appropriate).	<ol style="list-style-type: none"> 1. How does the selected text support the objectives of the lesson? 2. How will you ensure that students are exposed to content specific text (with and without support)? 3. How will you ensure that students are exposed to primary and secondary sources and can evaluate the credibility of each in the context of the guiding questions? 4. How will you include a balance of texts that represent a diversity of perspectives? 5. How will you provide opportunities for students to extract and integrate evidence from multiple sources to (a) inform and (b) make an argument? 6. How will students investigate sources and discern credibility (when appropriate) to support content-specific claims or arguments?

Evaluation for Growth - Instructional Leadership Prompts for Social Studies

APS Shifts	Instructional Practice	Instructional Leadership Prompts
Domain-Specific Literacy & Critical Thinking	<p>Practice 5: Curriculum-driven reading and writing opportunities characterized domain-specific approaches to text. Students should regularly be taught, assessed, and re-taught (if necessary) the domain-specific lens through which members of specific disciplines read, analyze, and make use of information.</p>	<ol style="list-style-type: none"> 1. For historical text, how are you planning to ensure that students read this text, with a focus on the connection between individuals, events, and ideas? 2. For economics-centered text, how are you planning to ensure that students read this text with a focus on the reasoning process that considers cost as well as benefits in decision making? 3. For geography-centered text, how are you planning to ensure that students read this text with a focus on geographic reasoning and environmental perspectives? 4. For civics-centered text, how are you planning to ensure that students read this text with a focus on how citizens engage in communities and participate individually and collaboratively with their political, social and economic structures? 5. How might you support the development of critical thinking, problem solving and collaborative skills to ensure students are authentically engaged with the domain-specific information?
Information Processing Skills	<p>Practice 6: Curriculum-driven opportunities for students to develop information processing skills to use domain specific tools to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions.</p>	<ol style="list-style-type: none"> 1. How will you support the appropriate level of student mastery of information processing skills aligned to the content expectations? 2. How will you ensure that students apply literacy skills in terms of charts, graphs, tables, maps or globes to master Social Studies content? 3. How will you ensure that students develop familiarity and mastery of technology and software to determine changes, identify trends and generalize about human activities? 4. How will you ensure that students develop domain-specific research skills and databases to support claims and or explain content-specific events?
Inquiry-Focused Content Development	<p>Practice 7: Curriculum-driven opportunities based on inquiry-based content development where students either respond to or develop questions to propel learning forward and inform action.</p>	<ol style="list-style-type: none"> 1. How will you ensure a focus on instructional objectives through guiding questions that builds coherence among enduring themes / understandings and supports a student-based environment? 2. How will you utilize supporting questions, based on the specificity of the content, to undergird the enduring themes / understandings of the content expectations? 3. How will students be engaged in utilizing or developing questions to investigate claims, solve problems and think critically about the content? 4. How will you frame the classroom environment to respond to compelling questions when appropriate? 5. How will you use questioning techniques to formatively assess students' understanding of the content? 6. How will you facilitate informed student action to respond to content-specific questions or claims?

Kimberly Elementary Instructional Delivery Models

Components of Balanced Literacy

Read Aloud (Focus Lesson): Teacher reads a selection aloud to students engaging in a series of activities, including: Think-aloud Activities (i.e. pre-viewing, predicting, questioning, story analysis, feature analysis, and responding).

Shared Reading (Guided Instruction/Collaboration): Teacher and students read text together promoting discussion, problem-solving and critical thinking. It is an interactive experience in which an enlarged text is used for all students to see. The use of big books, charts and projected texts is a common practice for shared reading (**All Students Have Access to the Text**). At the primary level, texts are usually read multiple times over a period of days or weeks. Intermediate and upper grades often divide a longer selection over a period of days.

Guided Reading: Teacher works with small groups of children who have similar reading needs. The teacher selects and introduces new books carefully chosen to match the instructional levels of students and supports whole text reading. Readers are carefully prepared when being introduced to a new text, and various strategies are explicitly taught (Before, During & After Reading). K-2 Students should have differentiated phonics & sight word training (i.e. IDI, Jan Richardson, FUNdations, Orton-Gillingham). Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.

- **(Occurs During Reading Portion of Guided Reading):** Teacher meets with an individual student, engaging in a dialogue about the student's reading. In the conference the teacher may listen to the student read, noting the reader's strengths, providing explicit instruction in terms of reading strategies, and setting reading goals. Conferences allow the teacher to identify instructional needs to be addressed in focus lessons and to evaluate a student's progress in reading.

Literacy Stations:

- **Independent Reading:** Students self-select and independently read appropriate books based on reading level and interest. During this time, students practice reading strategies that were explicitly taught during read aloud, shared reading and guided reading.
- **Word Study:** Students master the recognition, spelling, and meaning of words through a hands-on, inquiry based approach. They examine words to reveal consistencies within our written language system. It incorporates phonics, vocabulary and spelling instruction.

Modeled Writing: The teacher provides full support, modeling and demonstrating the process of writing using a think-aloud approach.

Shared/Interactive Writing: The teacher and class compose together to create a variety of written text using a "shared pen" technique. The group agrees on what to write through discussion and negotiation. Together the teacher and students navigate through the writing process. Teacher and students work together to compose various forms of writing. Students provide the ideas and the teacher supports the process as a scribe

Guided Writing: Teacher works with small groups of children (or individual students) who have similar writing needs. The teacher selects and introduces new techniques and strategies carefully chosen to match the instructional levels of students. Writers are carefully prepared when being introduced to an element of the writer's craft, and various strategies are explicitly taught. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often. This occurs while other students are writing independently.

Whole Group Modeled Lesson (Focus Lesson): Teacher: Sparks curiosity, engages students in discussion, asks questions, critiques reasoning of others (i.e. by asking why or why not?), establishes goals and purpose of lesson, thinks-aloud, models a growth mindset.
Student: actively listens

Shared Lesson (Guided Instruction & Collaboration):

- Teacher: Interactive instruction; works with students; checks, prompts, cues; provides additional modeling; meets with needs-based groups, creates flexible learning groups. These cooperative activities should be extensions of the work from the guided portion of the lesson so the students can continue practicing the skills.
- Student: Asks and responds to questions, works with teacher and classmates, completes process alongside others, shows their thinking in multiple ways, justifies their reasoning using words, takes notes/jots down ideas, asks for clarification, participates in discussion/anchor task

Guided Math: Students are grouped by standard or strategy needed. The teacher reinforces the teaching point or accelerates the learners in small groups.

Math Workstations: Occurs while the teacher conducts guided math groups

- Math By Myself, Math with a Partner, Math Technology, Math Writing-Problem Solving (suggested stations)

Summarizing Activity: The teacher provides closing activities to summarize today's lesson/stations

- **Writing Conferences (Occurs During Guided Writing):** Teacher meets with an individual student, engaging in a dialogue about the student's writing. In the conference, the teacher may listen to the students read the writing aloud, reinforce the writer's strengths, provide explicit instruction regarding some aspect of writing, and set writing goals. Conferences allow the teacher to identify instructional needs to be addressed in focus lessons and evaluate a student's progress in writing.
- **Independent Writing (Occurs During Guided Writing):** Students write independently a variety of genres. Writing topics are either directed by the teacher or often self-selected. During this time, students practice writing strategies and techniques that were explicitly taught during shared writing, interactive writing and guided writing.

Sharing/Reflection: Teacher and students come back together at the end of the reading and writing workshop to share their new thinking about the reading and writing process, reflect upon their own reading and writing and to explain how they have used the information learned from the read aloud, shared reading/writing, interactive writing, conferences and guided reading/writing.

Balanced Mathematics Framework

Balanced Mathematics consists of 5 Essential Components for any mathematics instructions K – 12:

- Computational Skills (Number Talks)
- Problem Solving
- Conceptual Understanding
- Mastery of Math Facts
- Common Formative Assessment

Number Talks: Number Talks are short (10mins) daily exercises aimed at building number sense. Number sense is the ability to play with numbers, meaning students can visualize problem solving, perform calculations quickly, and are flexible in their mathematical strategy. Students who have strong number sense solve problems in more than one way and check that their answers make sense. During a number talk, students are thinking, asking their peers questions, and explaining their own thinking all while the teacher records the thinking.

Problem Solving: The problem solving step of balanced math instructional framework provides students with a dual opportunity to 1) apply the mathematics they are learning and 2) communicate their mathematical thinking to others. At each level the framework provides a suggested instructional sequence to teach students how to mathematically solve an application problem and communicate both orally and in writing the process they used.

Conceptual Understanding: Developing students' conceptual understanding is at the heart of effective mathematical instruction aimed at deepening students' understanding of the unit and central math focus. (Teaching for Meaning; Network of Ideas; Logical Relationships; Making Connections; Transferring for Understanding)

Mastery of Math Facts: Mastery of math facts is necessary for students to be able to solve problems accurately and in an appropriate amount of time.

Common Formative Assessment: Assessment FOR learning; Includes instructionally embedded activities; Teacher developed; Yields rich diagnostic information; Occurs while material is being taught; Informs and focuses instructional decisions.

Lucy Calkins Units of Study (Writing)

The Breakdown

Mini-lesson	10 min.
Guided Writing (individual or small group)/ Independent Writing	15-30 min.
Sharing	5-10 min.

<https://vimeo.com/89014990> (Kindergarten)

<https://vimeo.com/85974883> (Fourth Grade)

4 Part- Mini-lesson (Modeled/Shared)

CONNECTION-connects what students have been learning to today's lesson & begins like "I was thinking about..."

TEACHING-demonstration (I do), guided practice (we do: coach them along), explanation with example (informative and memorable with directions & pictures), or inquiry ("Can you figure out why...": comparing & contrasting effective & ineffective samples)

ACTIVE ENGAGEMENT-allow students to try a quick example as you prompt them

LINK-used to launch the students to write today (you may mention something from an anchor chart used earlier in the mini-lesson)

Independent Writing while teacher supports (Independent/Guided)

Teacher conferences one-on-one with individual students while collecting anecdotal notes

Teacher meets with a small group of students with similar needs to conduct a more focused mini-lesson

Sharing

Teacher shares something that she/he noticed while supporting students during independent writing

1-3 students share something written related to the teaching point of the day

1. Create an anchor chart that students can use to self-assess in the area of writing.
2. Collect a baseline writing sample from each student.
3. Assess the students' writing using a writing rubric.
4. Collect anecdotal notes about students' strengths/weaknesses daily (at least 3 students per day).

This school year we will focus on the delivery of effective mini-lessons using the Lucy Calkins UOS writing program. We will use the district pacing guide to determine the order in which we arrange our units. Unit numbers and lesson numbers should be noted on your lesson plan.

K-1 Guided Reading Observation/Feedback

Guided Reading Time Frame Daily: 60 Minutes

Small Group Format Daily: Small, Flexible, Similar Instructional Needs 15-20 Minutes

Teacher Name: _____ **Date:** _____ **Time:** _____

Observer: _____ **Grade:** _____

Students / Teachers Engaged in Balanced Literacy Components:

- Modeled Shared Guided & Independent Reading

Variety of Text being used:

- Literary Informational Digital/Visual

Before Reading Strategies:

- Building Background: Activate Prior Knowledge
 Introduce Text: Vocabulary (Plant Language), Notice Text Features, Picture Walk
 Highlight Concepts: States Teaching Point (Standard, Essential Question, Skill)
 Teacher Questioning: Pose Question about Text to Students, Engage Discussion about story

During Reading Strategies:

- Students Read – NO whole group teacher direct instruction
 Students read books silently or softly to themselves
 Students request teacher assistance if they come to a problem with text
 Teacher “listens in” one-on-one as students whisper read, confers with reader about text
 Teacher taking anecdotal notes as individual student(s) read
 Teacher prompts each student for monitoring, decoding, fluency, or comprehension
 Teacher confirms successes and identifies next steps for students reading independently

After Reading Strategies:

- Teacher talks about text with students – questions for understanding
 Teacher invites personal experience about the text to help make meaning
 Teacher returns to text for one or two teaching opportunities (standard, eq, skill)
 Teacher returns to text to find evidence and to assess student understanding
 Teacher identifies some next steps for student readers: accuracy, fluency, comprehension
 Students given an opportunity to revisit the text to use evidence, to problem solve
 Students show demonstration of standard or skill using text example

K-2nd Phonics Strategies:

- Teacher quick word study practice (5 minutes) – different based on assessment results
 Kindergarten Developmental Phonics Components: ID Lower and Upper Case Letters, Letter Sounds, Short and Long Vowel Sounds, CVC Sound Blending (dad, cat), Consonant Digraphs (ch, sh, th), VCCV Syllabication (sunset, velvet), first 75 Sight Word Goal
 First Grade Developmental Phonics Components: Initial Blends (bl, dr), Final Blends (nd, st, nt), Magic-e/CVC-e (kite, note), Open/Closed Syllables (open, bingo, pilot), 175 Sight Word Goal
 Second Grade Developmental Phonics Components: Diphthongs (ou, ow, igh), Consonant Endings (le, ble, gle, tle, dle, gle, kle, ple, zle), 255 Sight Word Goal

Effective Best Practices of Readers Workshop:

- Focuses on Standards, Comprehension Strategies, Vocabulary Techniques, and/or Decoding Strategies
- Students actively reading texts independently, with a partner, or in a small group
- Students respond to the text through verbal and written formats (cite evidence)
- Teacher implements Think Aloud strategy to model comprehension strategies
- Teacher asks students text dependent questions to assess students' understanding of the text and standards
- Teacher incorporates use some grammar concepts with Mentor Text: Capital Letters, Punctuation, Sight Words Recognition within text being read, Clapping Syllables, Rhyming Words, Picture Sorts, Sequencing

Classroom Environment:

- Guided Reading Materials Organized
- Different Leveled Text for each Reading Group
- Students Working Independently (no teacher interruptions from other students)
- Literacy Stations – Variety of Work Stations, Different Activities in the Same Stations
- Flexible Grouping – Student Groups Posted (vis-à-vis), Groups determined by Data

Anecdotal Notes Conferencing Strategies:

- Teacher assesses Fluency and Accuracy while student reads aloud
- Teacher assesses Comprehension as student retells the text
- Teacher assesses student understanding of standards through discussion, citing evidence
- Teacher provides Feedback to student on the following: Fluency, Accuracy, Comprehension, and/or Standards
- Teacher makes written observation/records on Conference Forms to monitor and document student progress

TKES Standards Demonstrated:

Planning Domain

- Instructional Strategies
- Differentiated Instruction

Instructional Delivery Domain

- Instructional Strategies
- Differentiated Instruction

Assessment Of and For Learning Domain

- Assessment Strategies
- Assessment Uses

Learning Environment Domain

- Positive Learning Environment
- Academically Challenging Envir.

Comments: _____

Instructional Adjustments to Maximize Student Learning:

2-3 Guided Reading Observation/Feedback

Guided Reading Time Frame Daily: 60 Minutes

Small Group Format Daily: Small, Flexible, Similar Instructional Needs 15-20 Minutes

Teacher Name: _____ **Date:** _____ **Time:** _____

Observer: _____ **Grade:** _____

Students / Teachers Engaged in Balanced Literacy Components:

- Modeled Shared Guided & Independent Reading

Variety of Text being used:

- Literary Informational Digital/Visual

Before Reading Strategies:

- Building Background: Activate Prior Knowledge
 Introduce Text: Vocabulary (Plant Language), Notice Text Features, Picture Walk
 Highlight Concepts: States Teaching Point (Standard, Essential Question, Skill)
 Teacher Questioning: Pose Question about Text to Students, Engage Discussion about story

During Reading Strategies:

- Students Read – NO whole group teacher direct instruction
 Students read books silently or softly to themselves
 Students request teacher assistance if they come to a problem with text
 Teacher “listens in” one-on-one as students whisper read, confers with reader about text
 Teacher taking anecdotal notes as individual student(s) read
 Teacher prompts each student for monitoring, decoding, fluency, or comprehension
 Teacher confirms successes and identifies next steps for students reading independently

After Reading Strategies:

- Teacher talks about text with students – questions for understanding
 Teacher invites personal experience about the text to help make meaning
 Teacher returns to text for one or two teaching opportunities (standard, eq, skill)
 Teacher returns to text to find evidence and to assess student understanding
 Teacher identifies some next steps for student readers: accuracy, fluency, comprehension
 Students given an opportunity to revisit the text to use evidence, to problem solve
 Students show demonstration of standard or skill using text example

1st-3rd Grade Developmental Phonics Strategies:

- Teacher quick word study practice (5 minutes) – different based on assessment results
 First Grade Developmental Phonics Components: Initial Blends (bl, dr), Final Blends (nd, st, nt), Magic-e/CVC-e (kite, note), Open/Closed Syllables (open, bingo, pilot), 175 Sight Word Goal
 Second Grade Developmental Phonics Components: Diphthongs (ou, ow, igh), Consonant Endings (le, ble, gle, tle, dle, gle, kle, ple, zle), 255 Sight Word Goal
 Third Grade Developmental Phonics Components: Vowel Digraphs and Diphthongs (ea, oo, ee, ai, ia, ay, ow, oi, oy, au, aw, oe,ow, ew, eu, eight, ei, ie, ue, sion, iton), 3 Syllable Words (fantastic, adjustment, microphone), 375 Sight Word Goal

Effective Best Practices of Readers Workshop:

- Focuses on Standards, Comprehension Strategies, Vocabulary Techniques, and/or Decoding Strategies
- Students actively reading texts independently, with a partner, or in a small group
- Students respond to the text through verbal and written formats (cite evidence)
- Teacher implements Think Aloud strategy to model comprehension strategies
- Teacher asks students text dependent questions to assess students' understanding of the text and standards
- Teacher incorporates use some grammar concepts with Mentor Text: Capital Letters, Punctuation, Sight Words Recognition within text being read, Clapping Syllables, Rhyming Words, Picture Sorts, Sequencing

Classroom Environment:

- Guided Reading Materials Organized
- Different Leveled Text for each Reading Group
- Students Working Independently (no teacher interruptions from other students)
- Literacy Stations – Variety of Work Stations, Different Activities in the Same Stations
- Flexible Grouping – Student Groups Posted (vis-à-vis), Groups determined by Data

Anecdotal Notes Conferencing Strategies:

- Teacher assesses Fluency and Accuracy while student reads aloud
- Teacher assesses Comprehension as student retells the text
- Teacher assesses student understanding of standards through discussion, citing evidence
- Teacher provides Feedback to student on the following: Fluency, Accuracy, Comprehension, and/or Standards
- Teacher makes written observation/records on Conference Forms to monitor and document student progress

TKES Standards Demonstrated:

Planning Domain

- Instructional Strategies
- Differentiated Instruction

Instructional Delivery Domain

- Instructional Strategies
- Differentiated Instruction

Assessment Of and For Learning Domain

- Assessment Strategies
- Assessment Uses

Learning Environment Domain

- Positive Learning Environment
- Academically Challenging Envir.

Comments: _____

Instructional Adjustments to Maximize Student Learning:

4-5 Guided Reading Observation/Feedback

Guided Reading Time Frame Daily: 60 Minutes

Small Group Format Daily: Small, Flexible, Similar Instructional Need 20 Minutes

Teacher Name: _____ **Date:** _____ **Time:** _____

Observer: _____ **Grade:** _____

Students / Teachers Engaged in Balanced Literacy Components:

Modeled Shared Guided & Independent Reading

Variety of Text being used:

Literary Informational Digital/Visual

Before Reading Strategies:

- Building Background: Activate Prior Knowledge
- Introduce Text: Vocabulary (Plant Language), Notice Text Features, Picture Walk
- Highlight Concepts: States Teaching Point (Standard, Essential Question, Skill)
- Teacher Questioning: Pose Question about Text to Students, Engage Discussion about story

During Reading Strategies:

- Students Read – NO whole group teacher direct instruction
- Students read books silently or softly to themselves
- Students request teacher assistance if they come to a problem with text
- Teacher “listens in” one-on-one as students whisper read, confers with reader about text
- Teacher taking anecdotal notes as individual student(s) read
- Teacher prompts each student for monitoring, decoding, fluency, or comprehension
- Teacher confirms successes and identifies next steps for students reading independently

After Reading Strategies:

- Teacher talks about text with students – questions for understanding
- Teacher invites personal experience about the text to help make meaning
- Teacher returns to text for one or two teaching opportunities (standard, eq, skill)
- Teacher returns to text to find evidence and to assess student understanding
- Teacher identifies some next steps for student readers: accuracy, fluency, comprehension
- Students given an opportunity to revisit the text to use evidence, to problem solve
- Students show demonstration of standard or skill using text example

1st-3rd Grade Developmental Phonics Strategies:

- Teacher quick word study practice (5 minutes) – different based on assessment results
- First Grade Developmental Phonics Components:** Initial Blends (bl, dr), Final Blends (nd, st, nt), Magic-e/CVC-e (kite, note), Open/Closed Syllables (open, bingo, pilot), 175 Sight Word Goal
- Second Grade Developmental Phonics Components:** Diphthongs (ou, ow, igh), Consonant Endings (le, ble, gle, tle, dle, gle, kle, ple, zle), 255 Sight Word Goal
- Third Grade Developmental Phonics Components:** Vowel Digraphs and Diphthongs (ea, oo, ee, ai, ia, ay, ow, oi, oy, au, aw, oe, ow, ew, eu, eight, ei, ie, ue, sion, iton), 3 Syllable Words (fantastic, adjustment, microphone), 375 Sight Word Goal

Effective Best Practices of Readers Workshop:

- Teacher focuses on Standards, Comprehension Strategies, Vocabulary Techniques, Decoding Strategies, Fluency, and/or Accuracy
- Teacher implements Think Aloud strategy to MODEL comprehension strategies
- Teacher asks students text dependent questions to assess students' understanding of the text and standards mastery
- Teacher incorporates use some grammar concepts with Mentor Text: Capital Letters, Punctuation, Sight Words Recognition within text being read, Clapping Syllables, Rhyming Words, Picture Sorts, Sequencing
- Students actively reading texts independently, with a partner, or in a small group
- Students respond to the text through verbal and written formats (cite evidence)
- Students in and/or conducting student-lead Literature Circle Learning Activity/Task
- Students Responding to Text – Citing Evidence, Text Dependent Activity, Response to Text
- Students engaged in PBA, Project-based Work, Interacting with Text through Shared Inquiry

Classroom Environment:

- Guided Reading Materials Organized
- Different Leveled Text for each Reading Group
- Students Working Independently (no teacher interruptions from other students)
- Literacy Stations – Variety of Work Stations, Different Activities in the Same Stations
- Flexible Grouping – Student Groups Posted (vis-à-vis), Groups determined by Data

Anecdotal Notes Conferencing Strategies:

- Teacher assesses Fluency and Accuracy while student reads aloud
- Teacher assesses Comprehension as student retells the text
- Teacher assesses student understanding of standards through discussion, citing evidence
- Teacher provides Feedback to student on the following: Fluency, Accuracy, Comprehension, and/or Standards
- Teacher makes written observation/records on Conference Forms to monitor and document student progress

TKES Standards Demonstrated:

Planning Domain

- Instructional Strategies
- Differentiated Instruction

Instructional Delivery Domain

- Instructional Strategies
- Differentiated Instruction

Assessment Of and For Learning Domain

- Assessment Strategies
- Assessment Uses

Learning Environment Domain

- Positive Learning Environment
- Academically Challenging Envir.

Comments: _____

Instructional Adjustments to Maximize Student Learning:

K-5 Guided Math/ Math Workshop Look-For Document

(Before)Teaching Guided Math

Small groups created by gathering data. Possible evidence:

- Grouping chart posted
- Student/mastery levels data posted
- Rotation chart posted
- Assessments used (pre, post, unit, informal, formative, summative, etc.)
- Student surveys
- Mini-interviews
- Teacher checklist based on pre-requisite skills
- Data used to form differentiated groups (based on student need)
- Other (please specify) _____

Classroom Environment

- Layout is arranged in a collaborative format (groups of 3 or more students)
- Teacher lead small group instruction area
- Math Word Wall posted and in use
- Math Centers visibly defined
- Math Materials visible labeled
- Anchor/ Teaching charts – SMP's, etc.
- Math Journals/Portfolios visible
- Manipulatives available for use
- Math work station schedule posted
- Other (please specify) _____

Mini- Lesson/Explicit Teacher Instruction

- Teacher models strategy to address skill/standard being addressed
- Standard-based objective (SWBAT...IOT) posted
- Teacher creates anchor chart during explicit instruction to display
- Teacher introduces mathematical/academic vocabulary during instruction
- Teacher and students are interacting during higher order questioning
- Teacher scaffolding
- Teacher explains math work station activities
- Other (please specify) _____

Guided Math –Teacher Station (During)

- Activating, Cognitive Strategies in use
- Teacher conferencing w/students

K-5 Guided Math/ Math Workshop Look-For Document

- Anecdotal notes
- Conceptual modeling (Concrete, pictorial to abstract)
- Guided practice
- Teaching tools available or in use (dry erase boards, work mats, manipulatives, math text)
- Other (please specify) _____

Math Work Stations (During)

- Technology center- standard based practice using internet capable equipment
- Smart/Promethean Board Center- use for small group practice
- Problem Solving station - Project based learning, real world applications
- Assessment Station - standard mastery checklists, Test item review: error analysis, DOK level, common misconceptions, etc.
- Writing/Literacy Station– Leveled math readers, graphic organizers, constructive response
- Fluency Center (automaticity)– focused, skills based fluency practice
- Manipulatives Used – discovery, hands on applications, remediation
- Other (please specific) _____

Share (After)-Student Communication

- Students communicate about math concepts using appropriate vocabulary and SMP
- Teacher leads summary of learning objectives
- Ticket out the door/Math journal check/summarization strategies used
- Teacher provides direction for follow-up station work
- Discuss and or preview differentiated homework
- Preview upcoming objectives and standards
- Other (please specify) _____

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RELA INSTRUCTIONAL FRAMEWORK

SY:17-18

Framework Component	What Happens?	Grouping/Time/Frequency	Resources/Strategies	Instructional Practice Alignment
Phonics (K-3) On Grade Level	Grade Level Phonics Instruction	Grouping: Whole Time: 7-20 min. Frequency: Daily	<ul style="list-style-type: none"> • Scope and Sequence • FUNdations • Online Resources • Journey's (if applicable) 	
Phonics (K-3) Differentiated	Targeted Phonics Instruction	Grouping: Small Group / Individual Time: 3- 5 Min Frequency: Daily	<ul style="list-style-type: none"> • Orton-Gillingham • IDI 	
Sight Word Instruction Differentiated	Explicit Teaching of Sight Words	Grouping: Small Group / Individual Time: 3- 5 Min Frequency: Daily	<ul style="list-style-type: none"> • Jan Richardson 	
Vocabulary	Explicit Teaching of Standards- based and Tiered Words	Grouping: Whole Time: Embedded in All Content Frequency: Daily	<ul style="list-style-type: none"> • Semantic maps • Guess the covered word • Word Detective • Concept Cube 	IP#2- Academic and Domain Specific Words
Mini Lesson (Modeled/Shared) "I Do and "We Do"	Type of Text: Grade level text Modeled Reading <ul style="list-style-type: none"> • high teacher support 	Grouping: Whole Time: 10-15 min. Frequency: Daily	<ul style="list-style-type: none"> • Close reading • Read Aloud (teacher think aloud-modeled) • Explicit vocabulary instruction (general, academic, and domain specific) 	IP #2-Vocabulary Instruction IP #3- Gradual Release

	<ul style="list-style-type: none"> the teacher has access to the text <p>Shared Reading</p> <ul style="list-style-type: none"> moderate teacher support; all students have access to the text 		<ul style="list-style-type: none"> Projected text (shared) District Units of Study 	<p>IP#4- Balance of Literary/Informational Text</p> <p>IP#6- Complex Text</p> <p>IP# 7- Evidence Based Conversations</p>
<p>Guided Reading</p> <p>“We Do”</p>	<p>Type of Text: Differentiated, Instructional Level Text</p> <p>Students are grouped by reading level or strategy needed.</p> <p>The teacher states the teaching point (standard, EQ, skill).</p> <p>The teacher guides before (3-5 min.), during (8-10 min.), and after (3-5 min.) reading strategies.</p> <p>The bulk of the time is allotted for students to whisper read or read silently (during reading) while TT listens-in and supports students 1-on-1.</p>	<p>Grouping: Small (3-6 students)</p> <p>Time: 15-22 min. (3 groups a day)</p> <p>Frequency: Daily</p>	<ul style="list-style-type: none"> Jan Richardson website: http://www.janrichardsonguidedreading.com/home Next Steps in Guided Reading The Continuum of Literacy Learning District Units of Study <p><i>Before/After Reading Strategies</i></p> <ul style="list-style-type: none"> Targeted phonics instruction Targeted sight word instruction Building background knowledge/activate prior knowledge Vocabulary Strategies Pose questions/question for understanding Engage discussion 	<p>IP# 3- Gradual Release</p> <p>IP#4- Balance of Literary/Informational Text</p> <p>IP#5- Reading through discipline-specific lens</p> <p>IP#7- Evidence Based Conversations</p>

	<p><i>Kindergarten teachers may use Pre A strategies with learners that require these strategies.</i></p> <p>The teacher identifies some next steps for the learners.</p>		<ul style="list-style-type: none"> • Invite personal experience • Returns to text for teaching point/text evidence/problem solving • Student demonstration 	
<p>Literacy Workstations</p> <p>“You Do”</p>	<p>Students work at stations which are designed to:</p> <p>Reinforce what students have already learned</p> <p>Prepare them for upcoming lessons</p> <p>Extend what they know by applying it to new situations</p> <p>Integrate their abilities by applying many different skills to a single task.</p>	<p>Grouping: Small (3-6 students)</p> <p>Time: 15-22 min. (3 groups a day)</p> <p>Frequency: Daily</p>	<ul style="list-style-type: none"> • Debbie Diller-Literacy Work Stations • Debbie Diller-Practice with Purpose <p><i>Occur while the teacher conducts guided reading groups</i></p> <p>Sample stations could include but not limited to:</p> <ul style="list-style-type: none"> • Independent Reading-building reading stamina • Reading with a Partner • Working with Words • Working on Writing-reading response writing • Listening to Reading-listening station/computer 	<p>IP# 3- Gradual Release</p> <p>IP#7- Evidence Based Conversations</p> <p>IP#8- Writing from multiple sources</p>
<p>Writing mini-lesson (Modeled/Shared)</p> <p>“I Do” and “We Do”</p>	<p>Modeled Writing</p> <ul style="list-style-type: none"> • high teacher support; the teacher scribes <p>Shared Writing</p>	<p>Grouping: Whole</p> <p>Time: 10-15 min.</p> <p>Frequency: Daily</p>	<ul style="list-style-type: none"> • Lucy Calkins-Units of Study • 6-Traits • District Units of Study 	<p>IP#3- Gradual Release</p>

	<ul style="list-style-type: none"> • moderate teacher support; the teacher “shares the pen” with the student 			IP#8- Writing from multiple sources
Guided Writing/Independent Writing “We Do” and “You Do”	Students: <ul style="list-style-type: none"> • Independent Writing practice Teacher: <ul style="list-style-type: none"> • Facilitates 1-on-1 conference (about 3-5 students daily) • Pulls a small group for a guided writing mini-lesson that is specific to their needs. 	Grouping: Whole Time: 20-30 min. Frequency: Daily	<ul style="list-style-type: none"> • Guided and Independent writing occur at the same time 	IP#3- Gradual Release IP#7- Evidence Based Conversations IP#8- Writing from multiple sources
Sharing	Teacher: <ul style="list-style-type: none"> • shares something they observed while conferencing that reinforces the teaching point • allows 1 student to share something they wrote that reinforces the teaching point. 	Grouping: Whole Time: 3-5 min. Frequency: Daily		

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MATH INSTRUCTIONAL FRAMEWORK

SY:17-18

Framework Component	What Happens?	Grouping/Time/Frequency	Resources/Strategies	Instructional Practice Alignment
Number Talks	Number Talks provides a structured, scaffolded approach to teaching strategies that help students build whole number numeracy using mental math.	Grouping: Whole Time: 10min. Frequency: Daily	<ul style="list-style-type: none">• Number Talks by Sherry Parrish• Units of Study	IP#5 -Standards of Mathematical Practice 1, 3, 6, 7
Mini-lesson Introduction of Focus Lesson (Modeled/Shared)	The teacher activates learning. The teacher models or shares the task with the students.	Grouping: Whole Time: 10-15 min. Frequency: Daily	<ul style="list-style-type: none">• Units of Study• Envisions	IP#1 – Communicating Performance based objective IP#2- Academic and Domain Specific Words IP#3-Stage 1 of Gradual release
Guided Practice / Collaboration	The teacher facilitates an activity while students work collaboratively in groups.	Grouping: Collaborative groups Time: 20 - 35 min. Frequency: Daily	<ul style="list-style-type: none">• Units of Study• Envisions	IP#1-Communicating Performance based objective

				<p>IP#2 Academic and Domain Specific Words</p> <p>IP#3 Gradual Release</p> <p>IP#4 Use of manipulatives</p>
Guided Math	Students are grouped by standard or strategy needed. The teacher reinforces the teaching point or accelerates the learners in small groups.	Grouping: Small (3-6 students) Time: 15-22min. (3-4 groups) Frequency: Daily	<ul style="list-style-type: none"> • Units of Study • Envisions 	<p>IP# 3- Gradual Release</p> <p>IP#4- Use of Manipulative</p>
Math Workstations (Collaborative Practice/ "I Do")	Occurs while the teacher conducts guided math groups Sample stations could include but not limited to: <ul style="list-style-type: none"> • Math by Myself • Math with a partner • Math Technology • Math Writing – Problem Solving 	Grouping: Small (3-6 students) Time: 15-22 min. (3 groups a day) Frequency: Daily	<ul style="list-style-type: none"> • Units of Study • Debbie Diller-Math Work Stations • Envisions 	<p>IP#2 Academic Language</p> <p>IP# 3- Gradual Release</p> <p>IP#4- Using Manipulatives</p> <p>IP#5 – Standards of Mathematical Practice</p>
Summarizing Activity	The teacher provides closing activities to summarize today's lesson/stations	Grouping: Whole Time: 5-10 min. Frequency: Daily	<p>Units of Study</p> <p>Envisions</p> <p>Examples:</p> <ul style="list-style-type: none"> • 3-2-1 • Exit Ticket 	<p>IP#1 Performance based objectives</p> <p>IP#2 Academic Language</p>

			<ul style="list-style-type: none">• The important thing• Answer the essential question• Journal Prompt	IP#3- Gradual Release
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** Standards of Mathematical Practice 1 – 8 should be embedded throughout your lesson as appropriate.*

Teacher: _____

K-2 Lesson Plan Template

Date: _____

Math Performance-Based Obj:		SWBAT...IOT...				
		Monday	Tuesday	Wednesday	Thursday	Friday
Number Talks:		286 + 45	367 + 58	490 + 98	597 + 99	695 + 79
Mini-lesson Vocabulary: tens, hundreds, bar graph, analyze, title, labels		Focus: Place Value rounding to 10 & 100	Focus: Place Value rounding to 10 & 100	Focus: Place Value rounding to 10 & 100	Focus: Modeled a bar graph	Focus: Class created bar graph
Math Stations:		Math by Myself- comparing numbers Math Technology- IXL Math Writing (Problem Solving)- create a table Math Fluency- multiplication flashcards Math with a Partner- multiplication war with playing cards				
Guided Math Groups:	Proficient	Created & answered questions for a bar graph				
	Developing	Analyzed a bar graph				
	Beginning	Use a number line to round to the nearest 10 & 100				
Closing:		Ticket out the Door	3-2-1	I thought you taught...	Answer an EQ	3-2-1
Performance-Based Obj:		SWBAT...IOT...				
Science Vocabulary: Phases, moon, sun, sundial		In Science journal, TSW draw a compass rose and illustrate where the sun is located at a given time	Students will construct a sundial	Students will construct a chart forecasting sunrise and sunset	Students will demonstrate the phases of a moon using a flashlight, small ball, and a globe.	The phases of the moon will be illustrated and labeled in Science Journals.
Performance-Based Obj:		SWBAT...IOT...				
Social Studies Vocabulary: Creek, Cherokee, regions, compare, contrast, Oglethorpe		Students will create a daily schedule of what a typical day in a Creek or Cherokee child's life would have been like.	Students will break into groups and create articles for a class newspaper. In the articles, the students will discuss relevant topics relating to what they have learned about the Creek and Cherokee in Georgia.	After reading trade books, text books, or other sources about the life of Sequoyah, students can create a Bio-Cube about him and his significance.	The students will discuss how the Creek and Cherokee got their resources that were not available in the regions where they lived.	Students will complete the attached Venn diagram comparing /contrasting Creek and Cherokee life during

					Oglethorpe's time with their own lives.
RELA Performance-Based Obj:	Lesson Progression: 5 SWBAT...IOT...				
	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics (Whole Group):	Long a	Long e	Long i	Long o	Long u
Vocabulary	morphology, prefixes, affixes, suffixes, root word, phonemes				
Mini-lesson:	Describe how characters in a story respond to major events and challenges	Describe how characters in a story respond to major events and challenges	Describe how characters in a story respond to major events and challenges	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
Literacy Stations (Daily):	Read to Self - build reading stamina, complete a book review Buddy Reading -reading response Listen to Reading (Technology)-ABCYA Word Work -short /o/ word sort, long vowel word sort Writing -Letter writing (greeting, date, body, & closing)				
Guided Reading Groups:	Group 1	Level: G BR – Making Predictions Vowel Teams DR – Listening-In / Anecdotal Notes AR - Sight Words			
	Group 2	Level: J BR - Making Predictions Sight Words DR – Listening-In / Anecdotal Notes AR - Multi-syllabic words / Vocabulary			

	Group 3	Level: L <u>BR</u> - Word analysis strategies Sight Words <u>DR</u> – Listening-In / Anecdotal Notes <u>AR</u> - Fluency Vocabulary				
Performance-Based Obj:	Unit: 2 Informational Writing SWBAT...IOT...					
Writing Mini-lesson Vocabulary: facts	Lesson 1 Developing a strong topic sentence	Lesson 1 Developing a strong topic sentence	Lesson 2 Organizing Your Thinking	Lesson 2 Organizing Your Thinking	Lesson 3 Balancing Facts & Ideas	

Teacher: _____

3-5 Lesson Plan Template

Date: _____

Performance-Based Obj:		SWBAT...IOT...					
		Monday	Tuesday	Wednesday	Thursday	Friday	
Number Talks:		286 + 45	367 + 98	457 + 87	786 + 45	546 + 76	
Math-Skill of the Week		Write Powers of Ten Using Exponents (SCA)	Write Powers of Ten Using Exponents	Write Powers of Ten Using Exponents	Write Powers of Ten Using Exponents	Write Powers of Ten Using Exponents	
Mini-lesson Vocabulary: tens, hundreds, bar graph, analyze, title, labels		Focus: Place Value rounding to 10 & 100	Focus: Place Value rounding to 10 & 100	Focus: Place Value rounding to 10 & 100	Focus: Modeled a bar graph	Focus: Class created bar graph	
Math Stations (Daily):		Math by Myself- comparing numbers Math Technology- IXL Math Writing (Problem Solving)- create a table Math Fluency- multiplication flashcards Math with a Partner- multiplication war with playing cards					
Guided Math Groups (Daily):	Proficient	Created & answered questions for a bar graph					
	Developing	Analyzed a bar graph					
	Beginning	Use a number line to round to the nearest 10 & 100					
Closing:		Ticket out the Door	3-2-1	I thought you taught...	Answer an EQ	3-2-1	
Performance-Based Obj:		SWBAT...IOT...					
Science Vocabulary: Phases, moon, sun, sundial		In Science journal, TSW draw a compass rose and illustrate where the sun is located at a given time	Students will construct a sundial	Students will construct a chart forecasting sunrise and sunset	Students will demonstrate the phases of a moon using a flashlight, small ball, and a globe.	The phases of the moon will be illustrated and labeled in Science Journals.	
Performance-Based Obj:		SWBAT...IOT...					
Social Studies Vocabulary: Creek, Cherokee, regions, compare, contrast, Oglethorpe		Students will create a daily schedule of what a typical day in a Creek or Cherokee child's life would have been like.	Students will break into groups and create articles for a class newspaper. In the articles, the students will discuss relevant topics relating to what they have	After reading trade books, text books, or other sources about the life of Sequoyah, students can create a	The students will discuss how the Creek and Cherokee got their resources that were not	Students will complete the attached Venn diagram comparing /contrasting Creek and Cherokee life during	

		learned about the Creek and Cherokee in Georgia.	Bio-Cube about him and his significance.	available in the regions where they lived.	Oglethorpe's time with their own lives.
RELA-Skill of the Week	Affixes & Roots (SCA)	Prefixes, Suffixes & Roots	Prefixes, Suffixes & Roots	Prefixes, Suffixes & Roots	Prefixes, Suffixes & Roots
Performance-Based Obj:	SWBAT...IOT...				
	Monday	Tuesday	Wednesday	Thursday	Friday
Mini-lesson Vocabulary: Characters, events, challenges, technical procedures, scientific ideas	Describe how characters in a story respond to major events and challenges	Describe how characters in a story respond to major events and challenges	Describe how characters in a story respond to major events and challenges	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
Whole Group-Monday	Lesson Progression: 5 Vocabulary: morphology, prefixes, affixes, suffixes, root word, phonemes,				
Literacy Stations (Daily):	Read to Self- build reading stamina, complete a book review Buddy Reading- reading response Listen to Reading (Technology)-ABCYA Word Work- short /o/ word sort, long vowel word sort Writing- Letter writing (greeting, date, body, & closing)				
Guided Reading Groups:	Group 1	Level: G <u>BR</u> – Making Predictions Vowel Teams <u>DR</u> – Listening-In / Anecdotal Notes <u>AR</u> - Sight Words			
	Group 2	Level: J <u>BR</u> - Making Predictions Sight Words <u>DR</u> – Listening-In / Anecdotal Notes <u>AR</u> - Multi-syllabic words / Vocabulary			

	Group 3	Level: L <u>BR</u> - Word analysis strategies Sight Words <u>DR</u> – Listening-In / Anecdotal Notes <u>AR</u> - Fluency Vocabulary				
Performance-Based Obj:	Unit: 2 Informational Writing SWBAT...IOT...					
Writing Mini-lesson Vocabulary: facts, topic sentence	Lesson 1 Developing a strong topic sentence	Lesson 1 Developing a strong topic sentence	Lesson 2 Organizing Your Thinking	Lesson 2 Organizing Your Thinking	Lesson 3 Balancing Facts & Ideas	

Ms. Dawson's Schedule (K)

7:30-8:00 Arrival/Breakfast/SEL

8:00-10:30 RELA

8:00-8:20 Phonics Instruction (whole group)

8:20-8:40 Focus Mini-lesson

8:40-9:00 Guided Reading/Literacy Stations

8:40-8:55 Group 1

9:05-9:45 Specials (1-P.E., 2-Art, 3-Media, 4-P.E., 5-Music)

9:50-10:05 Group 2

10:10-10:25 Group 3 or (Group 3 M-W-F & Group 4 T-TH)

10:30-11:00 Lunch

11:05-11:35 Writing

11:05-11:15 Writing-Modeled/Shared (mini-lesson)

11:15-11:30 Guided Writing/Independent Writing

11:30-11:35 Sharing

11:35-1:00 Math

11:35-11:45 Number Talks

11:45-12:00 Math Modeled/Shared (mini-lesson)

12:00-12:45 Guided Math/Math Stations

12:00-12:15 Group 1

12:15-12:30 Group 2

12:30-12:45 Group 3 or (Group 3 M-W-F & Group 4 T-TH)

12:45 - 1:00 Summarizing

1:00-1:40 Science/Social Studies

1:45-2:00 Recess

2:00-2:25 RTI-Targeted Instruction

2:25 Dismissal

Ms. Jackson's Schedule (5)

7:30-8:00 Arrival/Breakfast/SEL

8:00-10:00 RELA

8:00-8:20 Modeled/Shared Reading (mini-lesson)

8:20-9:20 Guided Reading/Literacy Stations

8:20-8:40 Group 1

8:40-9:00 Group 2

9:00-9:20 Group 3 or (Group 3 M-W-F & Group 4 T-TH)

9:20-10:00 Writing

9:20-9:35 Writing Mini-lesson

9:35-9:55 Guided Writing/Independent Writing

9:55-10:00 Sharing

10:00-11:30 Math

10:00-10:10 Number Talks

10:10-10:35 Math Mini-lesson

10:35-11:40 Guided Math/Math Stations

10:35-10:50 Group 1

10:50-11:05 Group 2

11:05-11:20 Group 3 or (Group 3 M-W-F & Group 4 T-TH)

11:20-11:30 Summarizing

11:30-12:00 Science/Social Studies

12:00-12:30 Lunch

12:30-1:20 Science/Social Studies (-continued)

1:20-1:35 Recess

1:35-2:20 Specials (1-P.E., 2-Art, 3-Media, 4-P.E., 5-Music)

2:25 Dismissal

KIMBERLY



Instructional Resources

Instructional Alignment Framework

Standards of Service

2018-2019

Red Text: 2017-18 Changes

Blue Text: 2018-19 Changes

The following information outlines the basic standards of service for each school level. These specific standards of service should be used when planning, scheduling and staffing the academic program to meet college and career ready course progression requirements in all APS schools. The basic standards of service should be in place within every school in the district as the **MINIMUM**, so each student will be provided with an educational program designed to meet their needs.

District	Elementary	Middle	High
A. Core Content Offerings <ul style="list-style-type: none"> • Math • Literacy-ELA • Science • Social Studies 	Core Content Offerings <ul style="list-style-type: none"> ▪ Math <ul style="list-style-type: none"> ▪ 375 minutes/weekly ▪ Standards-aligned ▪ Procedural Skill & Fluency and Rigor: Conceptual Understanding & Application ▪ Literacy-ELA <ul style="list-style-type: none"> ▪ 450 minutes/weekly ▪ Standards-aligned ▪ Balanced Literacy: Reading & Writing ▪ Phonics Instruction ▪ Orton-Gillingham Approach - (Title-I Schools) ▪ Science (K-2) <ul style="list-style-type: none"> ▪ 90 minutes/weekly ▪ Standards-aligned ▪ 3-D Framework: Core Ideas; Crosscutting Concepts; Science & Engineering Practices ▪ Science (3-5) <ul style="list-style-type: none"> ▪ 200 minutes/weekly ▪ Standards-aligned ▪ 3-D Framework: Core Ideas; Crosscutting Concepts; Science & Engineering Practices 	Core Content Offerings <ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> ▪ 250 minutes/weekly ▪ Standards-aligned ▪ Procedural Skill & Fluency and Rigor: Conceptual Understanding & Application • Literacy-ELA <ul style="list-style-type: none"> ▪ 250 minutes/weekly ▪ Standards-aligned ▪ Balanced Literacy • Science <ul style="list-style-type: none"> ▪ 250 minutes/weekly ▪ Standards-aligned ▪ 3-D Framework: Core Ideas; Crosscutting Concepts; Science & Engineering Practices • Social Studies <ul style="list-style-type: none"> ▪ 250 minutes/weekly ▪ Standards-aligned ▪ Inquiry-based ▪ Content; Enduring Themes; Information Processing Skills; Map & Globe Skills 	Core Content Offerings <ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> ▪ Standards-aligned ▪ Rigor: Conceptual Understanding & Application • Literacy-ELA <ul style="list-style-type: none"> ▪ Standards-aligned ▪ Balanced Literacy • Science <ul style="list-style-type: none"> ▪ Standards-aligned ▪ 3-D Framework: Core Ideas; Crosscutting Concepts; Science & Engineering Practices • Social Studies <ul style="list-style-type: none"> ▪ Standards-aligned ▪ Inquiry-based ▪ Content; Enduring Themes; Information Processing Skills; Map & Globe Skills

Instructional Alignment Framework Standards of Service 2018-2019

Red Text: 2017-18 Changes

Blue Text: 2018-19 Changes

District	Elementary	Middle	High
	<ul style="list-style-type: none"> ▪ Social Studies (K-2) <ul style="list-style-type: none"> ▪ 90 minutes/weekly ▪ Standards-aligned ▪ Inquiry-based ▪ Content; Enduring Themes; Information Processing Skills; Map & Globe Skills ▪ Social Studies (3-5) <ul style="list-style-type: none"> ▪ 200 minutes/weekly ▪ Standards-aligned ▪ Inquiry-based ▪ Content; Enduring Themes; Information Processing Skills; Map & Globe Skills 		
<p>B. Extended Core Offerings</p> <ul style="list-style-type: none"> • World Languages • Fine/Visual Arts • Physical Education • Health <p style="color: blue;">Note: Extended Core Offerings are required.</p> <p style="color: red;">Flexibility is granted in the following areas: grade levels, course offerings, and instructional minutes. Decisions made must be in alignment with the cluster plan, signature program requirements, high school programming, and discussed with your respective Associate Superintendents.</p> <p style="color: red;">To achieve our goal of developing the whole child, it is vital that our students have access to the learning experiences found in the arts, world languages, physical education, and health.</p>	<p>Extended Core Offerings</p> <ul style="list-style-type: none"> • World Languages <ul style="list-style-type: none"> ○ Recommended Practices, not Requirements <ul style="list-style-type: none"> ▪ Exposure: one or two 30-min segments/week ▪ Proficiency: minimum of 135 min/week ▪ IB-PYP: minimum of 90 min/week; starting in Gr. 2 ▪ Biliteracy: Dual Immersion program: Instructional day is 50% English and 50% Target Language (required for Dual Immersion program schools) 	<p>Extended Core Offerings</p> <ul style="list-style-type: none"> • World Languages <ul style="list-style-type: none"> ○ Recommended Practices, not Requirements <ul style="list-style-type: none"> ▪ Each middle school should have a minimum of two language offerings aligned to feeder high school program ▪ Each middle school should provide the opportunity for students to take world language with the year-long proficiency-based model ▪ Exposure: 9-week connections rotation (Connections language may only be taken once in middle, i.e., a student who takes Connections Spanish in 6th grade 	<p>Extended Core Offerings</p> <ul style="list-style-type: none"> • World Languages <ul style="list-style-type: none"> ▪ Each high school should have two language offerings that are aligned to middle school program ▪ Completion of Level-I and Level-II in the same language required under current APS Board Policy ▪ All schools should provide opportunities for Levels-III, IV, AP and/or IB ▪ Biliteracy: Dual Immersion students ready for AP in Gr. 9 and a continuation of content courses in target language; IB and/or dual enrollment language option in 11th and 12th (to begin in 2023)

Instructional Alignment Framework

Standards of Service

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District	Elementary	Middle	High
<p>Note: Extended Core Offerings are required. Flexibility is granted in the following areas: grade levels, course offerings, and instructional minutes. Decisions made must be in alignment with the cluster plan, signature program requirements, high school programming, and discussed with your respective Associate Superintendents.</p> <p>To achieve our goal of developing the whole child, it is vital that our students have access to the learning experiences found in the arts, world languages, physical education, and health.</p>	<ul style="list-style-type: none"> • Fine/Visual Arts <ul style="list-style-type: none"> ○ Recommended Practices, not Requirements <ul style="list-style-type: none"> ▪ Visual Arts 45 minutes/week ▪ General Music 45 minutes/week ▪ Performing Arts Extensions <ul style="list-style-type: none"> • Band 45 minutes, twice/week • Orchestra 45 minutes, twice/week • Dance 45 minutes per week • Theatre 45 minutes per week • Physical Education (PE) <ul style="list-style-type: none"> ○ Recommended Practices, not Requirements <ul style="list-style-type: none"> ▪ 90 contact minutes (Two 45 - minute periods/week; Gr. K-5) ▪ Certified PE teacher • Health <ul style="list-style-type: none"> ○ Requirement <ul style="list-style-type: none"> ▪ Alcohol & drug-use education – annual basis @ each grade level ○ Recommended Practice, not Requirement <ul style="list-style-type: none"> ▪ 45 minutes/week 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> may not take Connections Spanish in 7th or in 8th) ▪ Proficiency: year-long Level-I course 150 hr/year required for HS 1.0 course credit over one year; (HS credit option over two years: level 1a and level 2b; 75 hr/year required for HS .5 course credit) • Fine/Visual Arts <ul style="list-style-type: none"> ○ Recommended Practices, not Requirements <ul style="list-style-type: none"> ▪ Visual Art: 9-week connections rotation ▪ Visual Art: 45 minutes per day/year-long for HS Credit ▪ Choir: 45 minutes per day/year-long ▪ Band: 45 minutes per day/year-long ▪ Performing Arts Extensions <ul style="list-style-type: none"> • General Music: 9-week connections rotation • Orchestra: 45 minutes per day – year-long • Dance: 9-week connections rotation • Theatre: 9-week connections rotation 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Seal of Biliteracy: students who score 4.0 or higher on AP exam or 5 or higher on IB exam may qualify for this special diploma seal • Fine/Visual Arts <ul style="list-style-type: none"> ▪ Visual Arts ▪ General Music ▪ Band ▪ Choir ▪ Performing Arts: Dance & Theatre (required for STEAM, IB and Fine Arts clusters) ▪ Orchestra ▪ Two visual arts teachers (required for STEAM, IB and Fine Arts clusters) ▪ Fine Arts Diploma Seal: completion of the Fine & Performing Arts Pathway, along with community service, and a capstone presentation • Physical Education <ul style="list-style-type: none"> ▪ Graduation requirements (1 semester of Personal Fitness course # 36.0510000 and one semester of a PE elective)

Instructional Alignment Framework

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District	Elementary	Middle	High
<p>Note: Extended Core Offerings are required. Flexibility is granted in the following areas: grade levels, course offerings, and instructional minutes. Decisions made must be in alignment with the cluster plan, signature program requirements, high school programming, and discussed with your respective Associate Superintendents.</p> <p>To achieve our goal of developing the whole child, it is vital that our students have access to the learning experiences found in the arts, world languages, physical education, and health.</p>		<ul style="list-style-type: none"> • Physical Education <ul style="list-style-type: none"> ○ Recommended Practices, not Requirements <ul style="list-style-type: none"> ▪ 9-week connections rotation ▪ Certified PE teacher • Health <ul style="list-style-type: none"> ○ Requirement <ul style="list-style-type: none"> ▪ Alcohol & drug-use education – annual basis @ each grade level ○ Recommended Practices, not Requirements <ul style="list-style-type: none"> ▪ 9-week connections rotation ▪ Certified Health teacher 	<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> ▪ Graduation requirements (One semester of Health course #17.0110000) ▪ Cardiopulmonary resuscitation and automated external defibrillation instruction ▪ Alcohol & Drug Awareness Program (ADAP) • CTAE <ul style="list-style-type: none"> ▪ Graduation requirements • JROTC, if appropriate
<p>C. Content-Aligned Curriculum Mapping (Scope & Sequence with Pacing Guides)</p> <ul style="list-style-type: none"> • Performance-based objectives • Instructional practices • Embedded assessments • Instructional resources • Differentiated learning supports (SpEd, ESOL, struggling learners, etc.) 	<p>Content-Aligned Curriculum Mapping (Scope & Sequence with Pacing Guides)</p> <ul style="list-style-type: none"> • Performance-based objectives • Instructional practices • Embedded assessments • Instructional resources • Differentiated learning supports (SpEd, ESOL, struggling learners, etc.) 	<p>Content-Aligned Curriculum Mapping (Scope & Sequence with Pacing Guides)</p> <ul style="list-style-type: none"> • Performance-based objectives • Instructional practices • Embedded assessments • Instructional resources • Differentiated learning supports (SpEd, ESOL, struggling learners, etc.) 	<p>Courses of Study (Scope & Sequence with Pacing Guides)</p> <ul style="list-style-type: none"> • Performance-based objectives • Instructional practices • Embedded assessments • Instructional resources • Differentiated learning supports (SpEd, ESOL, struggling learners, etc.)
<p>D. Literacy Integration Across All Content Areas (PreK-12)</p> <ul style="list-style-type: none"> • District-approved menu of aligned resources 	<p>Literacy Integration Across All Content Areas</p> <ul style="list-style-type: none"> • District-approved menu of aligned resources 	<p>Literacy Integration Across All Content Areas</p> <ul style="list-style-type: none"> • District-approved menu of aligned resources 	<p>Literacy Integration Across All Content Areas</p> <ul style="list-style-type: none"> • District-approved menu of aligned resources

Instructional Alignment Framework

Standards of Service

2018-2019

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District	Elementary	Middle	High
E. Instructional Materials Resources <ul style="list-style-type: none"> Instructional materials aligned to the standards District-approved menu of aligned resources 	Instructional Materials Resources <ul style="list-style-type: none"> Instructional materials aligned to the standards District-approved menu of aligned resources 	Instructional Materials Resources <ul style="list-style-type: none"> Instructional materials aligned to the standards District-approved menu of aligned resources 	Instructional Materials Resources <ul style="list-style-type: none"> Instructional materials aligned to the standards District-approved menu of aligned resources
F. College and Career Pathways (PreK-12) <ul style="list-style-type: none"> Academic program, including whole-grade, subject-based acceleration, and AP CTAE and Fine & Performing Arts pathway plan of study Work-based learning experiences Career guidance and counseling 	College and Career Pathways <ul style="list-style-type: none"> Academic program, including whole-grade, and subject-based acceleration College and career awareness 	College and Career Pathways (PreK-12) <ul style="list-style-type: none"> Academic program, including whole-grade, and subject-based acceleration College and career exploration Career guidance and counseling 	College and Career Pathways (PreK-12) <ul style="list-style-type: none"> Academic program, including AP CTAE and Fine & Performing Arts pathway plan of study Work-based learning experiences Career guidance and counseling
G. Balanced Assessment System <ul style="list-style-type: none"> Classroom assessments Common assessments District benchmark assessments Summative assessments Data inquiry methodology 	Balanced Assessment System <ul style="list-style-type: none"> Classroom assessments Common assessments District benchmark assessments – bundling flexibility Summative assessments Data inquiry methodology 	Balanced Assessment System <ul style="list-style-type: none"> Classroom assessments Common assessments District benchmark assessments – bundling flexibility Summative assessments Data inquiry methodology 	Balanced Assessment System <ul style="list-style-type: none"> Classroom assessments Common assessments District benchmark assessments – bundling flexibility Summative assessments Data inquiry methodology
H. Early Learning – PreK Instructional Domains <ul style="list-style-type: none"> Physical Development & Motor Skills Social & Emotional Development Approaches to Play & Learning Communication, Language & Literacy Cognitive Development & General Knowledge Literacy and numeracy PreK-3 alignment SEL alignment 	Early Learning (if applicable) <ul style="list-style-type: none"> Instructional Day – 6.5 hours Physical Development & Motor Skills <ul style="list-style-type: none"> Music & Movement Outdoor Play Maximum of 30 min. recess Social & Emotional Development <ul style="list-style-type: none"> Opening Circle (Second Step) Closing Circle Approaches to Play & Learning 		

Instructional Alignment Framework Standards of Service 2018-2019

Red Text: 2017-18 Changes

Blue Text: 2018-19 Changes

District	Elementary	Middle	High
	<ul style="list-style-type: none"> ○ Center Time – 60 minutes, uninterrupted ● Communication, Language & Literacy <ul style="list-style-type: none"> ○ Large group literacy ○ Story Time ○ Phonological Awareness ○ Alphabet Knowledge ○ Concepts of Print ○ Writing ● Cognitive Development & General Knowledge <ul style="list-style-type: none"> ○ Math Circle ○ Science & Social Studies Circle ○ Small group instruction ● Naptime - 60 min/daily <p><i>*Please note that components of the Pre-K schedule may cover multiple instructional domains.</i></p> <ul style="list-style-type: none"> ● Required Assessments <ul style="list-style-type: none"> ○ Work Sampling Online ○ STAR ○ PALS ● Alignment & Transition <ul style="list-style-type: none"> ○ PK-3 literacy alignment ○ PK-3 numeracy alignment ○ SEL alignment ○ Plan for effective school transition for rising K students 		

Instructional Alignment Framework

Standards of Service

2018-2019

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District	Elementary	Middle	High
	<p style="text-align: center;">(from APS PK and early learning providers)</p> <ul style="list-style-type: none"> • Head Start Sites, Only <ul style="list-style-type: none"> ○ Daily oral hygiene ○ Daily health checks ○ Monthly health and safety checks ○ Four total parent conferences ○ On-going wraparound services 		
<p>I. RtI/SST (EIP & REP)</p> <ul style="list-style-type: none"> • Problem-solving RtI methodology • SST process • District-approved menu of interventions • Common universal screener (PreK-5) • Common progress monitoring tools • EIP & REP selection GaDOE-aligned criteria 	<p>RtI/SST (EIP & REP)</p> <ul style="list-style-type: none"> • Problem-solving RtI methodology • SST process • District-approved menu of interventions • Common universal screener (PreK-5) • Common progress monitoring tools • EIP selection GaDOE-aligned criteria 	<p>RtI/SST (EIP & REP)</p> <ul style="list-style-type: none"> • Problem-solving RtI methodology • SST process • District-approved menu of interventions • Common progress monitoring tools • REP selection GaDOE-aligned criteria 	<p>RtI/SST (EIP & REP)</p> <ul style="list-style-type: none"> • Problem-solving RtI methodology • SST process • District-approved menu of interventions • Common progress monitoring tools • REP selection GaDOE-aligned criteria
<p>J. Graduation Requirements</p> <ul style="list-style-type: none"> • Core requirements • Course progression & descriptions 		<p>Graduation Requirements</p> <ul style="list-style-type: none"> • Graduation plan 	<p>Graduation Requirements</p> <ul style="list-style-type: none"> • Graduation plan • Core requirements • Course progression & descriptions
<p>K. Culturally Responsive Teaching and Learning (CRTL)</p> <ul style="list-style-type: none"> • District-approved menu of resources 	<p>Culturally Responsive Teaching and Learning (CRTL)</p> <ul style="list-style-type: none"> • District-approved menu of resources 	<p>Culturally Responsive Teaching and Learning (CRTL)</p> <ul style="list-style-type: none"> • District-approved menu of resources 	<p>Culturally Responsive Teaching and Learning (CRTL)</p> <ul style="list-style-type: none"> • District-approved menu of resources
<p>L. Special Education</p> <ul style="list-style-type: none"> • Compliance of federal, state, and LEA regulations • District-approved menu of SpEd resources 	<p>Special Education</p> <ul style="list-style-type: none"> • Compliance of federal, state, and LEA regulations • District-approved menu of SpEd resources 	<p>Special Education</p> <ul style="list-style-type: none"> • Compliance of federal, state, and LEA regulations • District-approved menu of SpEd resources 	<p>Special Education</p> <ul style="list-style-type: none"> • Compliance of federal, state, and LEA regulations • District-approved menu of SpEd resources

Instructional Alignment Framework

Standards of Service

2018-2019

Red Text: 2017-18 Changes

Blue Text: 2018-19 Changes

District	Elementary	Middle	High
M. Inclusive Practices <ul style="list-style-type: none"> Compliance of the IEP goals Master schedule reflects co-teaching sections in core subject areas Common planning for co-teaching partners Communication and classroom structures reflect the co-teaching partnership (letters to parents, report cards, parent conferences, etc.) 	Inclusive Practices <ul style="list-style-type: none"> Compliance of the IEP goals Common planning for co-teaching partners Communication and classroom structures reflect the co-teaching partnership (letters to parents, report cards, parent conferences, etc.) 	Inclusive Practices <ul style="list-style-type: none"> Compliance of the IEP goals Master Schedule reflects co-teaching sections in core subject areas Common planning for co-teaching partners Communication and classroom structures reflect the co-teaching partnership (letters to parents, report cards, parent conferences, etc.) 	Inclusive Practices <ul style="list-style-type: none"> Compliance of the IEP goals Master Schedule reflects co-teaching sections in core subject areas Common planning for co-teaching partners Communication and classroom structures reflect the co-teaching partnership (letters to parents, report cards, parent conferences, etc.)
N. Gifted & Talented <ul style="list-style-type: none"> State-approved delivery models District-approved menu of resources 	Gifted & Talented <ul style="list-style-type: none"> State-approved delivery models District-approved menu of resources 	Gifted & Talented <ul style="list-style-type: none"> State-approved delivery models District-approved menu of resources 	Gifted & Talented <ul style="list-style-type: none"> State-approved delivery models District-approved menu of resources
O. ESOL Support Services <ul style="list-style-type: none"> Compliance with state, federal, and LEA regulations State-approved delivery models District-approved menu of resources 	ESOL Support Services <ul style="list-style-type: none"> Compliance with state, federal, and LEA regulations State-approved delivery models District-approved menu of resources 	ESOL Support Services <ul style="list-style-type: none"> Compliance with state, federal, and LEA regulations State-approved delivery models District-approved menu of resources 	ESOL Support Services <ul style="list-style-type: none"> Compliance with state, federal, and LEA regulations State-approved delivery models District-approved menu of resources
P. SEL <ul style="list-style-type: none"> Explicit instruction District-approved menu of resources SEL team (must include, but not limited to administrator, counselor, & teacher) Monthly team meetings 	SEL <ul style="list-style-type: none"> <li style="color: red;">60 minutes/weekly <li style="color: blue;">Explicit instruction using District-approved resources SEL team (must include, but not limited to administrator, counselor, & teacher) Monthly team meetings 	SEL <ul style="list-style-type: none"> <li style="color: red;">60 minutes/weekly <li style="color: blue;">Explicit instruction using District-approved resources SEL team (must include, but not limited to administrator, counselor, & teacher) Monthly team meetings 	SEL <ul style="list-style-type: none"> <li style="color: red;">60 minutes/weekly <li style="color: blue;">Explicit instruction using District-approved resources SEL team (must include, but not limited to administrator, counselor, & teacher) Monthly team meetings

Instructional Alignment Framework

Standards of Service

2018-2019

Red Text: 2017-18 Changes

Blue Text: 2018-19 Changes

District	Elementary	Middle	High
Q. Professional Learning (PL) <ul style="list-style-type: none"> Targeted, sustained, & PL standards-aligned Data-driven & outcome-driven Collaborative & ongoing Job-embedded PL, coaching, & mentoring 	Professional Learning (PL) <ul style="list-style-type: none"> Aligned to district strategic plan Aligned to signature program Targeted, sustained, & PL standards-aligned Data-driven & outcome-driven Collaborative & ongoing Job-embedded PL, coaching, & mentoring 	Professional Learning (PL) <ul style="list-style-type: none"> Aligned to district strategic plan Aligned to signature program Targeted, sustained, & PL standards-aligned Data-driven & outcome-driven Collaborative & ongoing Job-embedded PL, coaching, & mentoring 	Professional Learning (PL) <ul style="list-style-type: none"> Aligned to district strategic plan Aligned to signature program Targeted, sustained, & PL standards-aligned Data-driven & outcome-driven Collaborative & ongoing Job-embedded PL, coaching, & mentoring
R. Signature Programs <ul style="list-style-type: none"> Compliance with authorizing organizations for signature programs (GaDOE, IBO, etc.) District-approved delivery models (concept, inquiry, project-based learning, etc.) District-approved menu of resources Thought partner for program implementation Professional learning PLC meetings for Program Specialists Business and community partnerships 	Signature Programs <ul style="list-style-type: none"> Compliance with authorizing organizations for signature programs (GaDOE, IBO, etc.) District-approved delivery models (concept, inquiry, project-based learning, etc.) District-approved menu of resources Targeted professional learning College and career exploration Career guidance and counseling Integration of 21st Century Learner Characteristics and Competencies (e.g. IB Learner Profile, P-21 4Cs and STEM student traits) 	Signature Programs <ul style="list-style-type: none"> Compliance with authorizing organizations for signature programs (GaDOE, IBO, etc.) District-approved delivery models (concept, inquiry, project-based learning, etc.) District-approved menu of resources Targeted professional learning College and career exploration Career guidance and counseling Integration of 21st Century Learner Characteristics and Competencies (e.g. IB Learner Profile, P-21 4Cs and STEM student traits) Academic program, including whole-grade, and subject-based acceleration 	Signature Programs <ul style="list-style-type: none"> Compliance with authorizing organizations for signature programs (GaDOE, IBO, etc.) District-approved delivery models (concept, inquiry, project-based learning, etc.) District-approved menu of resources Targeted professional learning College and career exploration Career guidance and counseling Integration of 21st Century Learner Characteristics and Competencies (e.g. IB Learner Profile, P-21 4Cs and STEM student traits) Academic program, including whole-grade, and subject-based acceleration Pathway completion (AP, IB or dual enrollment)

Ideas for Literacy Stations

Principles for Teaching with Literacy Work Stations

1. Focus on practice and purpose, not the stuff
2. Link to your teaching
3. Slow down to speed up
4. Balance process and product
5. Less is more. Don't put out too much at once

Look at each of your Literacy Work Stations and ask:

Does the literacy station activity address one of the "Big Five"?

- **Phonics**
- **Fluency**
- **Phonemic Awareness**
- **Vocabulary**
- **Comprehension**

Read to Self

- Use whisper phones
- Create individual bags of "good-fit" books for students with independent-level book (95-100% accuracy with excellent or satisfactory comprehension)
- Encourage student to stay with the same book(s) each day
- Talk to students about building reading stamina gradually and recording their progress
- Allow students to set reading goals
- Discuss the *Three Ways to Read a Book*: Read the pictures. Read the words. Retell the story.
- Select a Comfortable Spot
- Provide puppets

Ways to hold students accountable for the work:

- Encourage students to keep a reading log of books read
- Allow students to write book reviews
- Encourage students to record in a book journal (*Why did you choose that book? What's your favorite part so far? Have you had any questions as you read? What new words have you noticed? How will you choose the next book you read?*)
- Encourage students to record the number of minutes read on their stamina chart
- Use *Reading Response* questions/prompts:

Reader Response Questions

- What were your feelings after reading the opening chapter of this book?
- Did this book make you laugh? Cry? Cringe? Smile? Cheer? Explain.
- What connections are there between the book and your life? Explain.
- What is the most important word in the book? The most important passage? The most important event or feeling? Explain.
- Who should or shouldn't read this book? Why?
- What are the best parts of the book? Why? What are the worst parts? Why?
- Do you like the ending of the book? Why or why not? Do you think

- there is more to tell? What do you think might happen next?
- What came as a surprise in the book? Why?
 - What parts of the book seem most believable or unbelievable? Why?
 - What makes you wonder in this book? What confuses you?
 - In what ways are you like any of the characters? Explain.
 - Do any of the characters remind you of friends, family members, or classmates? Explain.
 - Which character would you like to be in this book? Why?
 - What would you and your favorite character talk about in your conversation? Begin the conversation.
 - Do you think the title fits the book? Why or why not?
 - What was the author saying about life and living through this book?
 - Has the book helped you in any way? Explain.
 - How have you changed after reading this book? Explain
 - What do you know now that you didn't know before?
 - What questions in this book would you like answered?
 - What do I think will happen next?
 - What are some words I don't know or questions I have?
 - What does the writer's purpose seem to be?
 - What does the writer's purpose seem to be?
 - What do I notice about characters, setting, and point of view?
 - My favorite character is.....because.....
 - I can relate to....
 - If I was the author, I'd change.....
 - Something that doesn't make sense about this story is...
 - What I think will happen next is.....
 - If I were....(character in story), I'd.....
 - I believe the author wanted the reader to.....
 - Something unrealistic or too coincidental in the story is.....
 - My favorite sentence so far is....because.....
 - The most important character is.....because...
 - Write a poem: **A.** From a character's viewpoint **B.** About the setting **C.** About a character **D.** About the theme of the book
 - How would the story be different if it was told: **A.** From a different **B.** From a narrator **C.** In a different time period
 - Write a eulogy (a speech honoring someone after death) for one of the characters.
 - Create a slogan for the book and explain why you chose this...
 - Writing a commercial script for this book.
 - If this book would become a movie, choose 5 main scenes and why you chose them.
 - This book is controversial because.....
 - This story helps me understand the problem of...better because.....
 - Create and explain a math formula that would summarize your plot.
 - If you could be related to a character, who would it be and why?
 - Turn a scene of narrative into a play script?
 - Write a feasible solution for a problem a character has that is different from anything suggested in the book?
 - In the sequel to this book, the following should happen.....
 - Choose a color for this book and explain why it fits the story.
 - Give 3 reasons why this book should be taught to a whole class.
 - Examine, in detail, one character's personality.
 - Choose a food that represents this book and explain why.
 - Create a theme song with lyrics for the book.
 - If this book could be compared to a car, what model would it be and why?
 - Write the body could be compared to a car, what model would it be and why?
 - Write the body of a letter to the author of your book.
 - Choose a character of the book, and decide what would be two

- appropriate birthday present for that character and explain why.
- Discuss a portion of the book that was too predictable.
- What type of reader would enjoy this book and why?
- This book has made me reconsider or think twice about.....because....
- Discuss a conflict in the book that is “timeless” and “universal”
- If I could step into the book, the first thing I would do is...
- I can’t understand why _____ doesn’t just ...
- I laughed aloud when...
- I felt like crying when...
- I was furious when...
- If the book were set 50 years in the future or the past, how would the conflict change?
- Which character would you choose as a friend, brother/sister, mother/father?
- I was surprised when.....
- This book reminds me of the fairy tale....because....
- If I were making this book into a movie, the part(s) I would cut out or change would be.....because.....
- Create a cluster showing the interrelationships of the characters.
- Discuss how...(character) shows his/her personality through the dialogue in the story.
- Discuss how.....(character) shows his/her personality by the actions he/she takes.
- Discuss how.....(character) shows his/her personality by what other characters say or do toward this character.
- Create an award for this book. Explain the award and why this book received it.

Work on Writing

- Tell students to underline words they don’t know how to spell and move on
- Have students set up a notebook
- Allow students to choose what to write about
- Persuasive writing-convincing a friend to read a favorite book or see a popular movie
- Friendly letters to classmates, pen pals, or relatives
- Recounting personal stories (narratives)
- Reporting on topics of interest
- Writing poetry or songs
- Procedural writing
- Respond to text
- Write news articles
- Write in a variety forms (lists, cards, letters, stories, etc.)
- Work on pieces from independent writing (balanced literacy)
- Use books from read aloud as models for writing
- Begin to use reference materials, such as word walls, help boards or dictionaries
- Use a computer for brainstorming, drafting and publishing
- Writing prompts (using a writing checklist)

Example of a writing checklist:

Composing:

- ✓ Write on the assigned topic.
- ✓ Present a clear main idea.
- ✓ Give enough details to support and elaborate your main idea.
- ✓ Present your ideas in a logical order.

Style/Audience Awareness:

- ✓ Write with your audience (the person or group identified by the topic) in mind.
- ✓ Use vocabulary (words) that expresses your meaning well.
- ✓ Use sentences that make your main idea interesting to your audience.

Sentence Formation:

- ✓ Write in complete sentences and use a variety of sentence patterns.

Usage:

- ✓ Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

Mechanics:

- ✓ Write using correct punctuation.
- ✓ Write using correct capitalization.
- ✓ Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- ✓ Write using correct spelling.

Remember to print or write neatly.

See the link below for writing checklist by grade level (Lucy Calkins)

<http://www.clover.k12.sc.us/cms/lib02/SC01001948/Centricity/Domain/739/Student%20Facing%20Checklists%20for%20Narrative%20Writing.pdf>

Read to Someone

- Sit EEKK (elbow to elbow & knee to knee)
- Encourage students to monitor the level of their voice
- Teach students how to check their partner for understanding when reading
- Teach students how to be a good coach to their partner
- Provide students with timers to monitor reading with fluency
- Encourage students to use *comprehension strategies*: monitoring comprehension, making connections, questioning, visualizing, inferring, determining importance, summarizing, & synthesizing
- Have students practice reading with expression
- Practice word-attack skills
- Reader's theater
- Read poetry
- Allow students to use **Big Books**

Students can do the following with Big Books...

- Pointing to words (one to one matching) at emergent levels
- Reading in phrases at early and transitional levels
- Using reading strategies modeled during shared reading
- Talking about favorite parts
- Writing personal connections or questions on sticky notes
- Matching or finding words in Big Book
- Acting out a Big Book

Listen to Reading

- CD player
- iPads
- Tumble books
- Computer Station
- Use response journals to hold students accountable
- Use discussion questions/graphic organizers
- Books on tape

Ideas from above (Read to Self) can be used to hold students accountable for this station

Word Work

- Work on spelling patterns
- Work with content area vocabulary words
- Incorporate sight words
- Work with word families
- Use root words to create words with prefixes & suffixes-have students discuss the new meaning
- Conduct word sorts
- Incorporate the use of white boards, magnetic letters, clay, letter stamps, technology, etc.
- Play vocabulary related games to learn new word meanings (Bingo, Taboo, Jeopardy)

Which graphic organizers/activities should I use to teach vocabulary?

<u>Frayer</u>	<u>Word Map</u>
<u>Meeting New Vocabulary</u>	<u>Guess the Meaning</u>
<u>Four-Fold Vocabulary</u>	<u>Word Analysis</u>
<u>Multiple Representations</u>	<u>Linear Arrays</u>

Vocabulary games:

<http://www.vocabulary.co.il/>

Vocabulary activities:

<http://www.education.com/activity/vocabulary/>

<http://learningtasks.weebly.com/vocabulary-strategies.html>

Teaching Sight Words

What's Missing?

- Write the word on the whiteboard or with the magnetic letters
- Have the students spell the word
- Erase or remove one letter
- Ask the student(s), "What's missing?"

Mix & Fix

- Model the correct spelling of the sight word
- Have students shake a bag of letter tiles (same letters from the modeled word)
- Students should use the tiles to form the sight word
- Have students put the tiles back in the bag, shake, and remake the word

Table Writing

- Have students use their finger to write the word on the table
- Encourage students to say each letter as they write

Whiteboards

- Have students write the word on the whiteboard while saying each letter out loud as they write
- Have students say the word after they record it

Reading High Frequency Words: **25 Words**

Description Children read 25 high frequency words.

- You Need**
- ▶ The list of 25 high frequency words
 - ▶ 25 High Frequency Words Assessment—Individual Record form
 - ▶ 25 High Frequency Words Assessment—Class Record form

Why Use It The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will give you information about children’s general knowledge of easy high frequency words as well as the particular words they know. The substitutions they make will also reveal something about their knowledge of letter/sound relationships and spelling patterns.

- How to Use It**
- ▶ Administer this assessment individually.
 - ▶ Ask the child to read down the columns of 25 high frequency words.
 - ▶ On the Individual Record form, mark the child’s correct responses as well as substitutions.
 - ▶ Record the results of the assessment on the child’s Individual Record.

- What to Notice**
- ▶ Words the child can read correctly
 - ▶ Words the child can read almost correctly
 - ▶ Letter/sound relationships the child controls

Read the words:

no

so

go

is

on

it

can

in

do

me

up

an

you

am

the

and

we

my

he

like

to

at

see

a

I

25 High Frequency Words Assessment—**Individual Record**

Name _____ Grade _____ Date _____

Directions: Use the high frequency word list. Slide a card under each word and ask the child to read it. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

Word	✓	Substitution
no		
is		
can		
me		
you		
and		
he		
at		
a		
so		
on		
in		
up		
am		
we		
like		
see		
I		
go		
it		
do		
an		
the		
my		
to		
Total		

25 High Frequency Words Assessment—Class Record

Names of Children

	Names of Children													
no														
is														
can														
me														
you														
and														
he														
at														
a														
so														
on														
in														
up														
am														
we														
like														
see														
I														
go														
it														
do														
an														
the														
my														
to														
Total														

Reading High Frequency Words: **50 Words**

Description Children read lists of high frequency words.

- You Need**
- ▶ High Frequency Word List
 - ▶ 50 High Frequency Words Assessment—Individual Record
 - ▶ 50 High Frequency Words Assessment—Class Record

Why Use It The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will give you information about children’s knowledge of high frequency words as well as the particular words they know. If many children miss the same words, it will help you decide which high frequency words to include in lessons and to attend to in reading and writing.

- ▶ Administer this assessment individually to achieve an inventory of the high frequency words each child knows and the words that will be productive to focus on in teaching. You can administer the assessment in one sitting or have the student do a column of words at a time.
- ▶ Ask the child to read each word. Record the child’s correct responses with a check in the column, and record substitutions if the child misreads the word. If the child makes no response, say, “Try it.” If the child still does not respond, leave the box blank. (If a child has difficulty with one out of three words, stop the assessment.)

- What to Notice**
- ▶ Number of high frequency words read accurately
 - ▶ Specific known words
 - ▶ Words almost known

Read the words:

all	girl	not	she
are	got	now	sit
as	had	of	then
ball	has	or	they
be	her	out	this
boy	him	play	too
by	his	put	us
come	how	ran	was
day	if	read	went
did	jump	run	will
eat	look	sat	yes
for	man	saw	
get	mom	say	

50 High Frequency Words Assessment—**Individual Record**

Name _____ Grade _____ Date _____

Directions: Use the high frequency word list. Slide a card under each word and ask the child to read it. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

Word	✓	Substitution
all		
are		
as		
ball		
be		
boy		
by		
come		
day		
did		
eat		
for		
get		
girl		
got		
had		
has		
her		
him		
his		
how		
if		
jump		
look		
man		
Subtotal		

Word	✓	Substitution
mom		
not		
now		
of		
or		
out		
play		
put		
ran		
read		
run		
sat		
saw		
say		
she		
sit		
then		
they		
this		
too		
us		
was		
went		
will		
yes		
Subtotal		

Total number of known words: _____

50 High Frequency Words Assessment—**Class Record**

Name	Total number of known words
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
Notes	

Reading High Frequency Words: **100 Words**

Description Children read a list of high frequency words.

- You Need**
- ▶ 100 High Frequency Words, Lists 1, 2, 3, 4, and 5
 - ▶ 100 High Frequency Words Assessment—Individual Record form
 - ▶ 100 High Frequency Words Assessment—Class Record form

Why Use It The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will tell you the extent of the children’s knowledge of high frequency words as well as the particular words they know. Their substitutions will tell you what word parts they notice.

Children need to be able to read a large number of high frequency words. However, don’t build your phonics and word-solving program around memorizing words; using patterns and parts (for example, using phonograms, letter clusters, and affixes) are more powerful strategies.

- How to Use It**
- ▶ Administer this test individually.
 - ▶ Begin with the 45 easier high frequency words included on Lists 1, 2, and 3. Work with one list at a time. If you think they are very easy, use the 55 additional high frequency words on Lists 4 and 5. If these words are still too easy for your children, move to the next assessment.
 - ▶ Ask the child to read the list of words you’ve selected.
 - ▶ Children should be able to read the list quickly. Don’t spend too much time on any word; tell the child to skip it and go on. If children are missing or refusing to attempt a large number of words, suggest they look down the list to see if there are any they know or stop the assessment.
 - ▶ Record the child’s correct responses as well as substitutions on the Individual Record form.

- What to Notice**
- ▶ Number of high frequency words read accurately
 - ▶ Speed of word recognition
 - ▶ Partially correct attempts or parts of words known
 - ▶ Degree of difficulty of known words

100 High Frequency Words, page 1

Read the words:

List 1	List 2	List 3
than	have	over
about	there	ride
back	any	don't
after	into	said
I'm	just	that
been	little	one
big	make	with
came	before	five
away	two	their
your	four	what
who	mother	but
when	where	here
them	very	going
because	could	our
from	were	three

100 High Frequency Words, **page 2**

Read the words:

List 4		List 5	
want	take	books	sleep
able	dad	good	love
bad	hide	help	much
give	almost	city	stay
today	dog	write	name
week	anything	top	new
something	home	room	paper
bus	down	under	rain
year	become	fast	door
can't	end	hill	fun
tell	behind	know	sky
across	fish	use	both
world	why	let	time
cat	car	place	

100 High Frequency Words Assessment—Individual Record

Name _____ Grade _____ Date _____

Directions: Use the most appropriate high frequency word list. Ask the child to read each word. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

List 1	✓or write substitution
than	
about	
back	
after	
I'm	
been	
big	
came	
away	
your	
who	
when	
them	
because	
from	
Subtotal	

List 2	✓or write substitution
have	
there	
any	
into	
just	
little	
make	
before	
two	
four	
mother	
where	
very	
could	
were	
Subtotal	

List 3	✓or write substitution
over	
ride	
don't	
said	
that	
one	
with	
five	
their	
what	
but	
here	
going	
our	
three	
Subtotal	

Total number of known words: _____

100 High Frequency Words Assessment—**Individual Record** *continued*

List 4	✓or write substitution
want	
able	
bad	
give	
today	
week	
something	
bus	
year	
can't	
tell	
across	
world	
cat	
take	
dad	
hide	
almost	
dog	
anything	
home	
down	
become	
end	
behind	
fish	
why	
car	
Subtotal	

List 5	✓or write substitution
books	
good	
help	
city	
write	
top	
room	
under	
fast	
hill	
know	
use	
let	
place	
sleep	
love	
much	
stay	
name	
new	
paper	
rain	
door	
fun	
sky	
both	
time	
Subtotal	

Total number of known words: _____

100 High Frequency Words Assessment—**Class Record**

Name	Total number of known words
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	

Notes

Reading High Frequency Words: **200 Words**

Description Children read a list of high frequency words.

- You Need**
- ▶ 200 High Frequency Words, Lists 1, 2, 3, 4, and 5
 - ▶ 200 High Frequency Words Assessment—Individual Record form
 - ▶ 200 High Frequency Words Assessment—Class Record form

Why Use It The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will tell you the extent of the children’s knowledge of high frequency words as well as the particular words they know. Their substitutions will tell you what word parts they notice.

Children need to be able to read a large number of high frequency words. However, don’t build your phonics and word-solving program around memorizing words; using patterns and parts (for example, using phonograms, letter clusters, and affixes) are more powerful strategies.

- How to Use It**
- ▶ Administer this test individually.
 - ▶ Begin with the 80 easier high frequency words included on Lists 1, 2, and 3. Work with one list at a time. If you think they are very easy, use the 120 additional high frequency words on Lists 4 and 5.
 - ▶ Ask the child to read the list of words you’ve selected.
 - ▶ Children should be able to read the list quickly. Don’t spend too much time on any word; tell the child to skip it and go on. If children are missing or refusing to attempt a large number of words, suggest they look down the list to see if there are any they know or stop the assessment.
 - ▶ Record the child’s correct responses as well as substitutions on the Individual Record form.

- What to Notice**
- ▶ Number of high frequency words read accurately
 - ▶ Speed of word recognition
 - ▶ Partially correct attempts or parts of words known
 - ▶ Degree of difficulty of known words

200 High Frequency Words, **page 1**

Read the words:

List 1	List 2	List 3
sea	happy	house
wrote	catch	start
again	third	grew
carry	night	way
wait	goes	friend
each	last	story
feel	school	street
always	walk	above
first	ten	find
ask	change	between
food	outside	every
work	part	should
brother	live	father
through	party	watch
funny	game	children
gave	try	hid
things	pick	enough
close	right	dark
even	teach	great
grow	until	inside
gone	second	light
same	deep	seen
knew	view	during
begin	grade	worn
winter	snow	wrong
must	does	you're
stop	together	

200 High Frequency Words, **page 2**

Read the words:

List 4

several
never
getting
earth
group
baby
everything
high
wouldn't
probably
through
against
hour
fight
once
best
ready
free
show
build
draw
state
kind
circle
large
doing
family
clothes
hand
different

river
might
air
I'd
suddenly
easy
finally
everyone
hold
special
animal
lost
beautiful
need
job
sick
maybe
land
next
old
window
better
written
favorite
care
myself
since
picture
class
idea

List 5

follow
pretty
couldn't
happen
themselves
direction
nothing
life
someone
without
instead
either
lunch
important
less
own
think
round
scared
person
short
add
wanted
young
question
yourself
answer
money
simple
more
being
also
slowly
bring
hear
often
page
store
while
however
kids
check
listen
few
stuff
problem
such
cleans
teacher
dream
sister
plan
they're
possible
thought
really
understand
near
rest
soon

200 High Frequency Words Assessment—**Individual Record, page 1**

Name _____ Grade _____ Date _____

Directions: Use the most appropriate high frequency word list. Ask the child to read each word. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

List 1	✓ or write substitution
sea	
wrote	
again	
carry	
wait	
each	
feel	
always	
first	
ask	
food	
work	
brother	
through	
funny	
gave	
things	
close	
even	
grow	
gone	
same	
knew	
begin	
winter	
must	
stop	
Subtotal	

List 2	✓ or write substitution
happy	
catch	
third	
night	
goes	
last	
school	
walk	
ten	
change	
outside	
part	
live	
party	
game	
try	
pick	
right	
teach	
until	
second	
deep	
view	
grade	
snow	
does	
together	
Subtotal	

List 3	✓ or write substitution
house	
start	
grew	
way	
friend	
story	
street	
above	
find	
between	
every	
should	
father	
watch	
children	
hid	
enough	
dark	
great	
inside	
light	
seen	
during	
worn	
wrong	
you're	
Subtotal	

Total number of known words: _____

200 High Frequency Words Assessment—**Individual Record, page 2**

List 4	✓ or write substitution
several	
never	
getting	
earth	
group	
baby	
everything	
high	
wouldn't	
probably	
through	
against	
hour	
fight	
once	
best	
ready	
free	
show	
build	
draw	
state	
kind	
circle	
large	
doing	
family	
clothes	
hand	
different	
Subtotal	

List 4	✓ or write substitution
river	
might	
air	
I'd	
suddenly	
easy	
finally	
everyone	
hold	
special	
animal	
lost	
beautiful	
need	
job	
sick	
maybe	
land	
next	
old	
window	
better	
written	
favorite	
care	
myself	
since	
picture	
class	
idea	
Subtotal	

Total number of known words: _____

200 High Frequency Words Assessment—**Individual Record, page 3**

List 5	✓ or write substitution
follow	
pretty	
couldn't	
happen	
themselves	
direction	
nothing	
life	
someone	
without	
instead	
either	
lunch	
important	
less	
own	
think	
round	
scared	
person	
short	
add	
wanted	
young	
question	
yourself	
answer	
money	
simple	
more	
Subtotal	

List 5	✓ or write substitution
being	
also	
slowly	
bring	
hear	
often	
page	
store	
while	
however	
kids	
check	
listen	
few	
stuff	
problem	
such	
cleans	
teacher	
dream	
sister	
plan	
they're	
possible	
thought	
really	
understand	
near	
rest	
soon	
Subtotal	

Total number of known words: _____

200 High Frequency Words Assessment—**Class Record**

Name	Total number of known words
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	

Notes

Where-to-Start Word Test

Description Students read a leveled word list.

- You Need**
- ▶ Where-to-Start Chart to determine the level at which to start Benchmark assessment.
 - ▶ Where-to-Start Word List
 - ▶ Where-to-Start Word Test–Individual Record form

Why Use It If you do not have or are not confident about reading performance information about a student, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

- How to Use It**
- ▶ Ask the student to read the list for the level below his/her grade level. (e.g., third graders should begin with **List 2**, fourth graders with **List 3**, fifth graders with **List 4**, etc.)
 - ▶ *"I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."*
 - ▶ Place a card under the first word in the appropriate word list. Have the student move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say *"Read the next one."*
 - ▶ As the student reads, score and record word reading on a copy of the list:
 1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
 2. Record incorrect attempts in the space to the right of each word. If the word is not attempted, leave the space blank.
 3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bush* instead of *bushel*) or adds sounds to (*performs* instead of *perform*)
 4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
 5. Record the number of words read accurately at the bottom of each list.

If the child reads 19 to 20 words on a list correctly, then go to the next list. If a child reads less than 18 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where to Start Chart

Number Correct	List 2	List 3	List 4	List 5	List 6	List 7	List 8
0–5	E	I	M	P	R	T	U
6–10	F	J	M	P	R	T	V
11–15	G	K	N	Q	S	U	V
16–20	H	L	O	Q	S	U	V

Where-to-Start Word Test—Individual Record

Name _____ Date _____

List 2		List 3		List 4		List 5	
want		plate		silence		speechless	
friend		year		serious		slumber	
puppy		noise		nature		courage	
basket		under		station		region	
could		twisted		graceful		appearance	
dark		giant		heavy		gracious	
down		knives		against		honorable	
road		what		excuse		ambition	
plant		around		traffic		expression	
away		because		reward		protective	
morning		forest		plastic		cushion	
three		once		ocean		population	
cool		scramble		perform		needle	
drop		again		delicious		marriage	
grass		careful		pebble		obedient	
when		breakfast		understood		baggage	
first		batter		destiny		justice	
train		suddenly		future		lately	
queen		badge		anger		bushel	
scream		village		honey		lunar	
	/20		/20		/20		/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

List 6		List 7		List 8	
liquid		continuously		boutique	
reduction		environmental		meddle	
prosperity		exhausted		supplement	
accustom		pensive		whimsical	
medicine		society		grotesque	
nourishment		approximate		nonchalant	
combination		customary		contemptuous	
wreckage		reminiscence		antique	
rebellion		malicious		miniature	
responsible		intricate		simultaneous	
profitable		contemporary		exuberant	
patient		acknowledge		permissive	
tremendous		malignant		inducement	
patriotic		cubic		exhibition	
compliments		attentively		articulate	
spectacular		standardize		subtle	
abundant		architecture		granular	
hostility		industrious		succumb	
imaginary		counterfeit		poignant	
yearning		recession		rambunctious	
	/20		/20		/20

Word List 2

want

morning

friend

three

puppy

cool

basket

drop

could

grass

dark

when

down

first

road

train

plant

queen

away

scream

Word List 3

plate

forest

year

once

noise

scramble

under

again

twisted

careful

giant

breakfast

knives

batter

what

suddenly

around

badge

because

village

Word List 4

silence

plastic

serious

ocean

nature

perform

station

delicious

graceful

pebble

heavy

understood

against

destiny

excuse

future

traffic

anger

reward

honey

Word List 5

speechless

cushion

slumber

population

courage

needle

region

marriage

appearance

obedient

gracious

baggage

honorable

justice

ambition

lately

expression

bushel

protective

lunar

Word List 6

liquid

profitable

reduction

patient

prosperity

tremendous

accustom

patriotic

medicine

compliments

nourishment

spectacular

combination

abundant

wreckage

hostility

rebellion

imaginary

responsible

yearning

Word List 7

continuously

contemporary

environmental

acknowledge

exhausted

malignant

pensive

cubic

society

attentively

approximate

standardize

customary

architecture

reminiscence

industrious

malicious

counterfeit

intricate

recession

Word List 8

boutique

exuberant

meddle

permissive

supplement

inducement

whimsical

exhibition

grotesque

articulate

nonchalant

subtle

contemptuous

granular

antique

succumb

miniature

poignant

simultaneous

rambunctious

Where-to-Start Word Test

Description Students read a leveled word list.

- You Need**
- ▶ The Where-to-Start Word List
 - ▶ The Where-to-Start Chart to determine the level at which to start Benchmark Assessment
 - ▶ Where-to-Start Individual Record form

Why Use It If you do not have or are not confident about reading performance information about a child, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

- How to Use It**
- ▶ Ask the student to read the list for the level below his/her grade level (e.g., kindergarteners and first graders should begin with the **Beginning** list, second graders with the **Level 1** list, fourth graders with the **Level 3** list, etc.).
 - ▶ *"I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."*
 - ▶ Place a card under the first word in the appropriate word list. Have the child move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say *"Read the next one."*
 - ▶ As the student reads, score and record word reading on a copy of the list:
 1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
 2. Write incorrect responses next to each word. If word not attempted, leave the space blank.
 3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bed* instead of *beds*) or adds sounds to (*plays* instead of *play*)
 4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
 5. Record the number of words read accurately at the bottom of each list.

If the child reads 16 to 20 words on a list correctly, then go to the next level. If a child reads less than 16 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where-to-Start Chart

List Read					
Number Correct	Beginning	Level 1	Level 2	Level 3	Level 4
0–5	A	A	E	I	M
6–10	A	B	F	J	M
11–15	A	C	G	K	N
16–20	B	D	H	L	N

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Beginning		Level 1		Level 2	
me		jump		want	
I		here		friend	
can		little		puppy	
to		went		basket	
my		has		could	
we		girl		dark	
in		will		down	
like		have		road	
it		ball		plant	
up		make		away	
mom		play		morning	
the		was		three	
and		bike		cool	
he		with		drop	
look		they		grass	
is		this		when	
see		bed		first	
come		feet		train	
get		one		queen	
at		said		scream	
		/20		/20	/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 3		Level 4	
plate		silence	
year		serious	
noise		nature	
under		station	
twisted		graceful	
giant		heavy	
knives		against	
what		excuse	
around		traffic	
because		reward	
forest		plastic	
once		ocean	
scramble		perform	
again		delicious	
careful		pebble	
breakfast		understood	
batter		destiny	
suddenly		future	
badge		anger	
village		honey	
	/20		/20

Beginning Word List

me

mom

I

the

can

and

to

he

my

look

we

is

in

see

like

come

it

get

up

at

Level 1 Word List

jump

play

here

was

little

bike

went

with

has

they

girl

this

will

bed

have

feet

ball

one

make

said

Level 2 Word List

want

morning

friend

three

puppy

cool

basket

drop

could

grass

dark

when

down

first

road

train

plant

queen

away

scream

Level 3 Word List

plate

forest

year

once

noise

scramble

under

again

twisted

careful

giant

breakfast

knives

batter

what

suddenly

around

badge

because

village

Level 4 Word List

silence

plastic

serious

ocean

nature

perform

station

delicious

graceful

pebble

heavy

understood

against

destiny

excuse

future

traffic

anger

reward

honey