



### OPENING

<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Introduces standard(s), learning target(s) and success criteria</li> <li>Engages students/accesses prior knowledge and makes connections</li> <li>Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding</li> <li>Models problem-solving and comprehension strategies</li> <li>Asks challenging questions</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Accesses prior knowledge</li> <li>Engages in note-taking strategies</li> <li>Participates in classroom discussions; investigates and analyzes thinking</li> <li>Asks thought-provoking and clarifying questions using language of the standards</li> </ul>
--	--

### PERVASIVE LESSON PRACTICES

*Teacher will embed pervasive practices throughout lesson based on instructional focus*

**Literacy Across the Content:**

- Disciplinary literacy
- Content literacy
- Close reading
- Disciplinary research/reading to learn

**Writing Across the Content**

- Content writing
- Writing process
- Writing to learn

**Vocabulary Development:**

- Academic vocabulary
- Content vocabulary
- Discipline vocabulary
- Engages in classroom talk reflective of discipline-specific habits of thinking

**Formative Assessment:**

- Formal assessments
- Informal assessments
- Standards-based feedback

**Classroom Culture:**

- Models practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

### TRANSITION TO WORK SESSION

<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Provides guided student practice</li> <li>Engages students in discipline-specific discussion</li> <li>Introduces organizing tools</li> <li>Reviews learning targets, success criteria and expectations for work</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Engages in guided practice</li> <li>Participates in discussion</li> <li>Prepares organizing tools</li> <li>Asks clarifying questions</li> </ul>
--	---

### WORK SESSION

<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Facilitates independent and small group work; scaffolds learning task</li> <li>Purposefully assigns collaborative groups and differentiates tasks</li> <li>Monitors, assesses and documents student progress and provides standards-based feedback</li> <li>Provides small group instruction</li> <li>Allows students to engage in productive struggle, make mistakes, and engage in error analysis</li> <li>Conferences formally and informally with students</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Engages in independent or collaborative learning</li> <li>Demonstrates proficiency on skills and concepts related to content standards</li> <li>Completes conceptually rich performance tasks, research or guided practice</li> <li>Conferences with teacher and receives standards-based feedback</li> </ul>
---	---

### CLOSING

<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Formally or informally assesses student understanding</li> <li>Provides data-driven, standards-based targeted feedback to students</li> <li>Explicitly clarifies misconceptions in student understanding</li> <li>Summarizes and celebrates progress toward learning target and mastery of standard(s)</li> <li>Identifies next steps for instruction based on data analysis</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Shares, assesses, and justifies work using language of the standards</li> <li>Provides peer feedback and asks clarifying questions using language of the standards</li> <li>Reflects and summarizes progress toward mastery of learning target/standard based on success criteria</li> </ul>
---	--