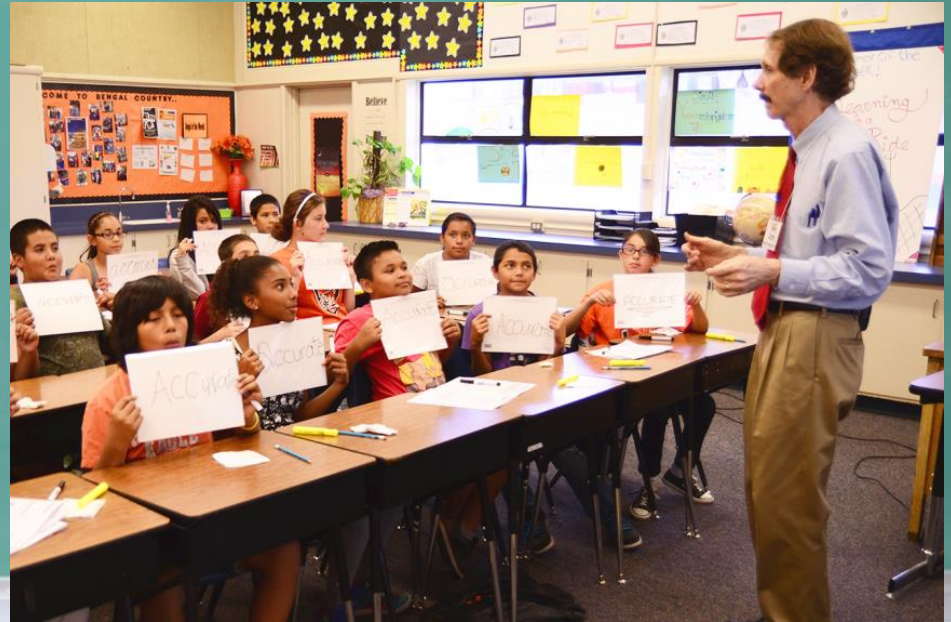


# 4 STEPS TO COMMON CORE SUCCESS



What is your school vision, mission, or purpose?

**DataWORKS**  
Educational Research

## Common Core Success at the LESSON level.

All students  
successfully taught  
grade-level work  
every day!



### 1. **G**reat **I**nitial **F**irst Teaching

- **Well-Designed, Well-Delivered Lessons** where students learn **more** the first time they are taught.

### 2. **M**odeling of higher-order thinking by teachers.

### 3. School reform at the lesson level.

*These are foundational for preparing students to think at the level required by Common Core assessments.*

#### CFU

What aha did you have on this page?

What does *Great Initial First Teaching* mean to you?

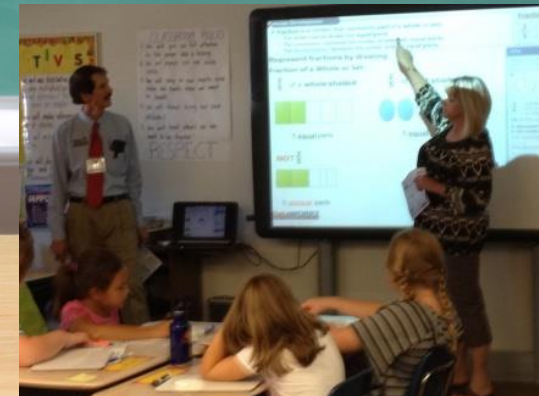
# 4 STEPS TO COMMON CORE SUCCESS

1. Creating Engaged Students
2. Providing Instruction that Matches the Common Core Assessments
3. Focusing on Literacy in All Lessons
4. Developing Instructional Leadership for Success



## Criterion-Referenced Coaching

1. Coaches have crystal clear understanding of strategies
2. Coaches support implementation of strategies



Student engagement is **created** when the teacher asks the students to do something.

## DataWORKS Student ENGAGEMENT NORMS

- **Track With Me**
- **Read With Me**
- **Repeat With Me**
- **Gesture With Me**
- **Pair-Share**  
A → B, B → A
- **Attention Signal**  
Eyes Front, Back Straight
- **Whiteboards**  
Chin-it
- **Complete Sentences**  
Public Voice, Academic Vocabulary

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Educational Research  
www.dataworks-ed.com

All Students Successfully Taught at the Rigor of Common Core Standards

Check

that all students are learning

Promote

rehearsal of the new language

*Shift 6 Academic Vocabulary*    *SMP6 Attend to precision*

Processes

new information to understand

*SMP3 Construct arguments and critique the reasoning of others*

Refocuses

students during the lesson

Helps

students read new words

*Shift 3 Staircase of Complexity*    *SMP6 Attend to precision*

Supports

students with pronunciation

Stores

information in multiple ways

CFU

(whiteboards) What are your insights about implementation?

## Inquiry vs Direct Instruction

# Putting Students on the Path to Learning

The Case for Fully Guided Instruction

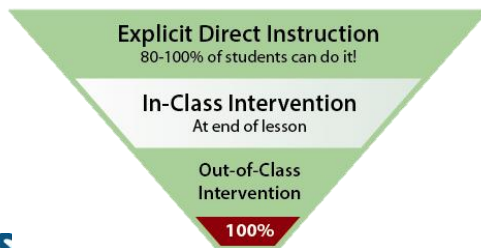
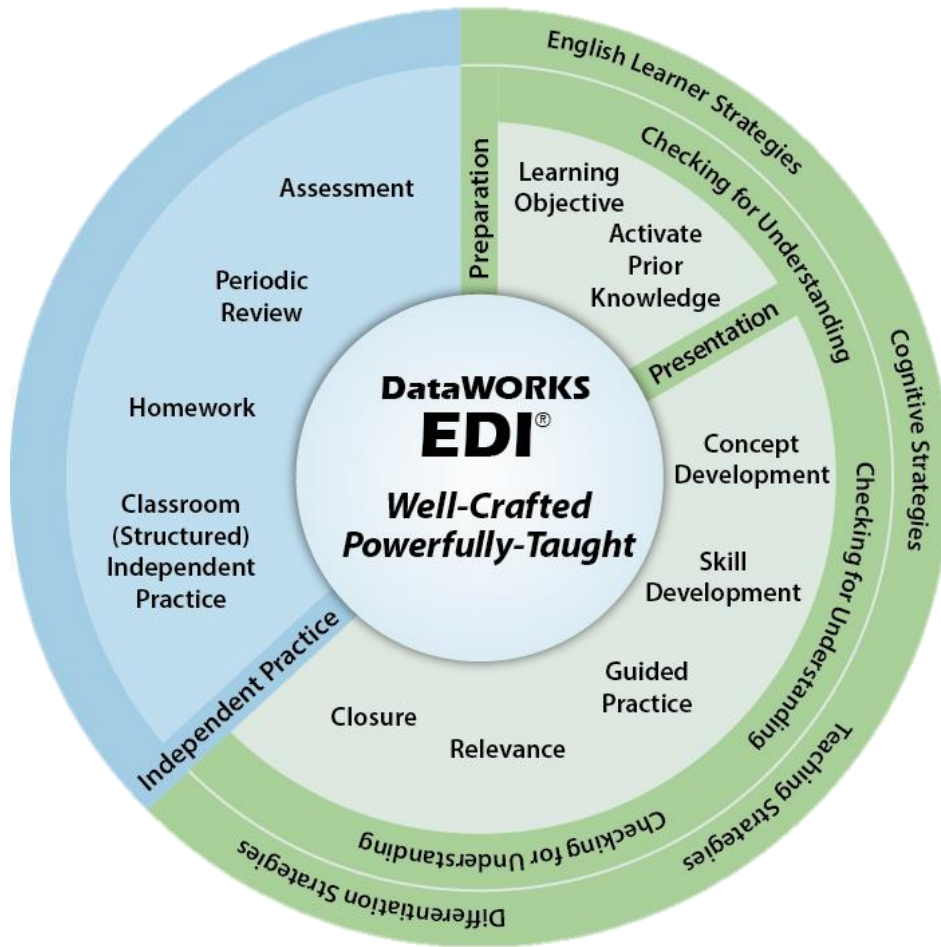


BY RICHARD E. CLARK,  
PAUL A. KIRSCHNER, AND JOHN SWELLER

Disputes about the impact of instruction during teaching have been ongoing for half a century.<sup>1</sup> On one side of this are those who believe that all people—novices and experts alike—learn best when provided with instruction in unguided or partly guided segments. This is called discovery learning, or inquiry-based learning, as instruction in which learners, rather than teachers, with all essential information and asked to practice using it, must discover or construct some or all of the essential information for themselves.<sup>2</sup> On the other side are those who believe that ideal learning environments for experts and novices differ: while

Decades of research clearly demonstrate that *for novices* (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. So, when teaching new content and skills to novices, teachers are more effective when they provide explicit guidance accompanied by practice and feedback, not when they require students to discover many aspects of what they must learn. As we will discuss, this does not mean direct, expository instruction all day every day. Small group and independent problems and projects can be effective – not as vehicles for making discoveries, but as a means of *practicing* recently learned content and skills.

Before we describe this research, let's clarify some terms. Teachers providing explicit instructional guidance *fully explain* the concepts and skills that students are required to learn. Guidance can be provided through a variety of media, such as lectures,



Myth

## De-myth-ifying Common Core

### Fact

**The standards establish what students need to learn, but they do not dictate how teachers should teach.**

<http://www.corestandards.org/resources/frequently-asked-questions>

### Myth #1

**Common Core MANDATES that teachers use inquiry or discovery to teach.**

# De-myth-ifying Common Core

## Fact

**While learning new content, students should always be collaborating through Pair-Shares.**

**When practicing previously learned content, students can work on group projects.**

**Ultimately, the assessment is individual accountability.**

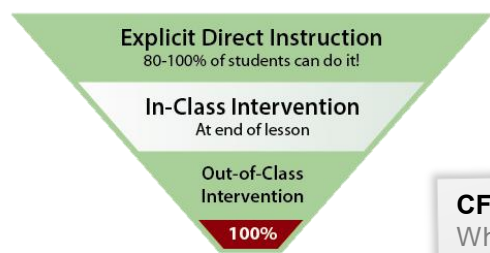
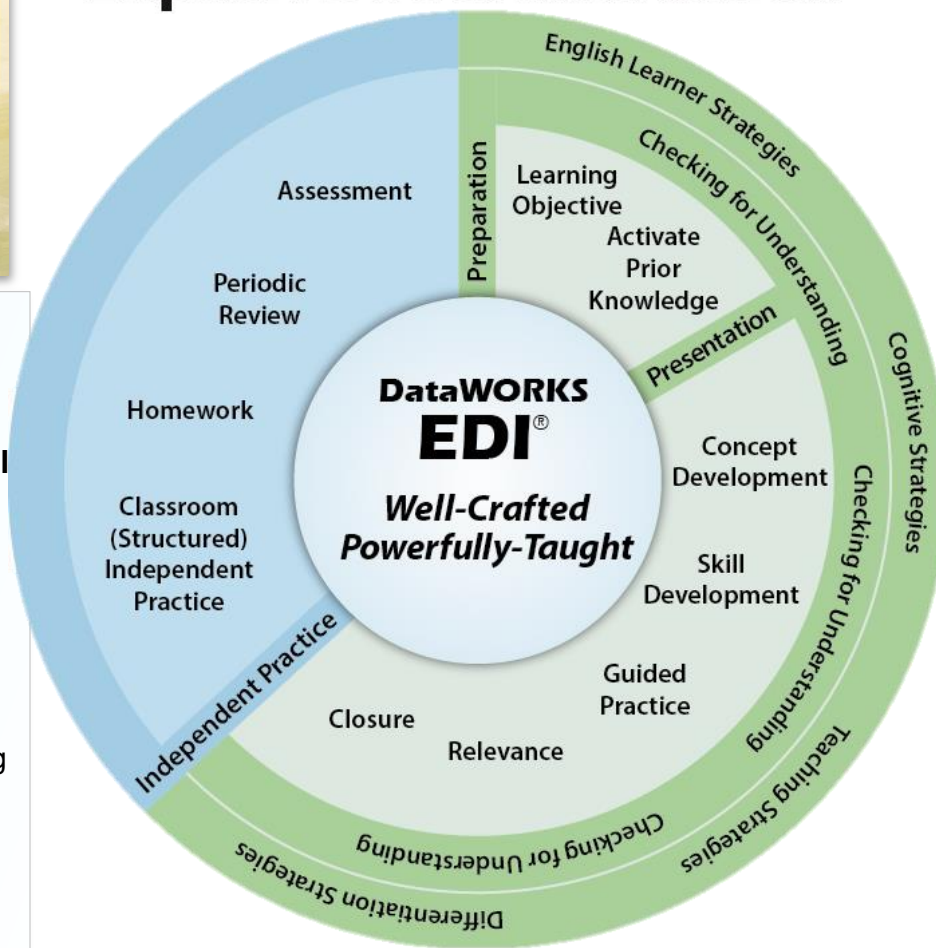
## Myth #2

**Common Core REQUIRES that students be placed in groups so they can collaborate at all times.**



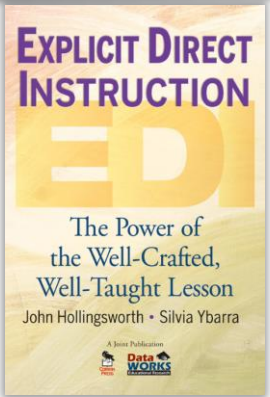
Myth

## Explicit Direct Instruction®



### Criterion-Referenced Coaching

1. Coaches have crystal clear understanding of strategies
2. Coaches support implementation of strategies



### Common Reasons Students are not Successful

- 1 Independent practice **does not match** Learning Objective.
- 2 EDI steps are **bypassed** (going to Independent Practice too soon).
- 3 Checking for Understanding or re-teaching is **not done**.
- 4 All **variations** are **not taught**.

**CFU** (whiteboards) Review EDI lesson components with your partner. Which of the four reasons have you seen in your school? Explain.



# 1 EDI LESSON DESIGN COMPONENTS

(content related)

## STUDENT PREPARATION

### Learning Objective

CFU

- Tell students what they are going to learn.
- Include the *skill (verb)*, *concept (noun)*, and *context* when present
- Must match Independent Practice

### Activate Prior Knowledge

CFU

- Activate or provide, not assess, prior knowledge of the concept or skill.
- Universal Experience: activate information students already know
- Sub-skills: review a pertinent sub-skill—**you do one first**

## CONTENT PRESENTATION

### Concept Development

CFU

- Teach the concept, rule, or content – **written bulletproof definition**
- Present examples and non-examples pointing to attributes from definition

### Skill Development

CFU of thinking (Teacher)

- Teach the students the skill
- Develop and apply steps—**you do one first**, modeling the steps

### Guided Practice

CFU of thinking (Student)

- Guide the students with matched problems
- Do a highly structured step-by-step practice; check each step
- Teach all variations in the Independent Practice

Rule of Two

### Relevance

CFU

- Teach the relevance
- Provide personal, academic, real-life examples

### Closure

FINAL CFU

- Students **prove** that they are ready to successfully complete Independent Practice
- What is the *concept*? How to do the *skill*? *Importance*?

## INDEPENDENT PRACTICE

### Independent Practice (classroom):

- Students practice what they have just been taught
- Teacher works with students who are not successful

### Homework (outside of the classroom):

- 10 minutes per grade level (i.e., 4th grade 40 minutes total for all subjects)

### Periodic Review: Access Common Core

- Distributed Practice (1, 2, 6, 15 days apart)
- Enhanced Selected Response, Constructed Response, Extended

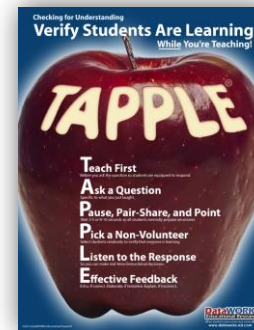
### Assessments

# EDI LESSON DELIVERY STRATEGIES

(teaching related)

## CHECK FOR UNDERSTANDING (CFU)

- verify student learning
- Teach first
- Ask a specific question
- Higher-Order Questions**
  - Rephrase, Apply, Justify
- Pause, Pair-Share, and Point
- Pick a non-volunteer
- Listen to the response
- Effective feedback
  - Echo, Elaborate, Explain



**DIFFERENTIATING STRATEGIES** – adjust sub-skills and time for diverse learners

**CONTENT AREA LITERACY**– help students access content information from text

**COGNITIVE STRATEGIES** – help students remember and retrieve information

- 3**
- Rehearsal - use exact words
  - Elaboration - use with different words or representation
  - Organization - show relationships (graphic organizers)

**TEACHING STRATEGIES** – present new information

- Explain-tell in 2<sup>nd</sup> or 3<sup>rd</sup> person
- Model-think aloud in 1<sup>st</sup> person, stating own strategies
- Demonstrate-use a physical object

## ENGLISH LEARNER STRATEGIES

<b>2</b>	<b>Content Access Strategies</b> to make English easier to understand	<b>Language Strategies</b> to promote English language acquisition
	Comprehensible Delivery Context Clues Accessible Text	Vocabulary Development Language Objective <i>Listen</i> <i>Speak</i> <i>Read</i> <i>Write</i>

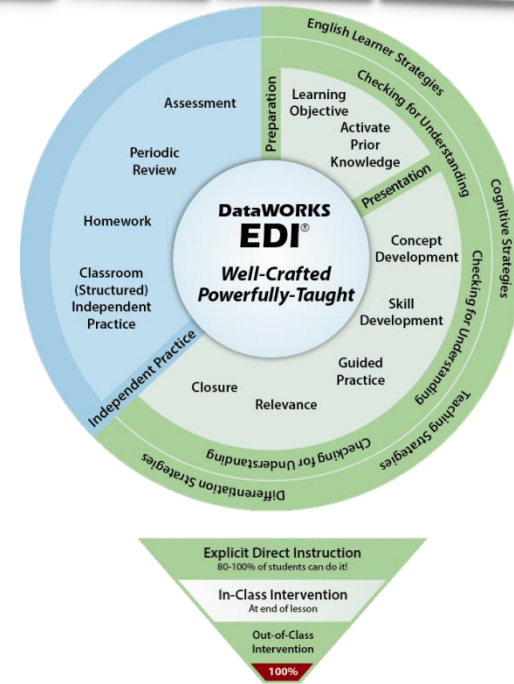
## STUDENT SUPPORT

Identify students for grade-level or sub-skill support

CFU (whiteboards) Review the lesson components with your partner.  
What are you seeing in the classroom for lesson design components?  
How would you coach for lesson components?

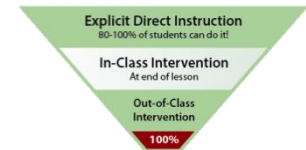
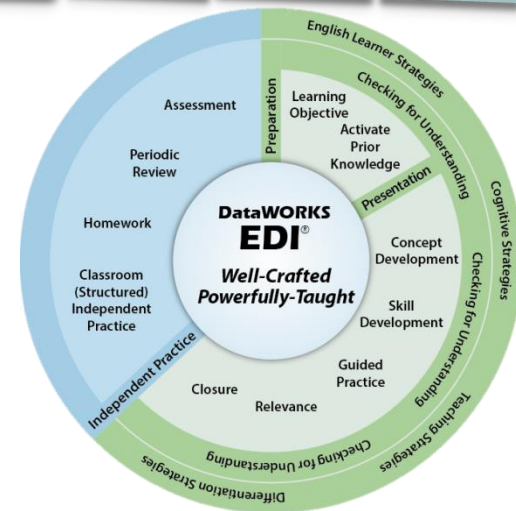
RSE-TASC Walk-Through Tool Explicit Instruction, page 2

Explicit Instruction Teaching Functions	Y	N	NA
<b>1. Access to Curriculum</b>			
a. Student with disabilities are working on content aligned with the content of the work of their grade level peers. <b>STANDARDS-BASED LESSONS</b>			
<b>2. Review &amp; Introduction of the Lesson</b> <b>PERIODIC REVIEW AND/OR ACTIVATE PRIOR KNOWLEDGE</b>			
a. Teacher and/or student with disabilities explicitly reference content of previous lesson.			
b. Teacher and/or student with disabilities explicitly reference previously taught strategies.			
c. The objective of the lesson is visible and stated. <b>LEARNING OBJECTIVE</b>			
d. The objective is specific to that lesson. <b>OBJECTIVE MATCHES INDEPENDENT PRACTICE</b>			
e. Teacher engages students in an activity to activate students' prior knowledge of the lesson skill/content. <b>ACTIVATE PRIOR KNOWLEDGE</b>			
f. Teacher provides purpose for content being taught, including "what and why". <b>RELEVANCE</b>			
g. Teacher provides purpose for strategies being taught, including "what, why, how and when".			
h. Teacher provides purpose for the skill being taught, including "what, why and when".			
i. The teacher checks that students with disabilities understand objective accurately.			
<b>3. Active Teaching – I Do</b>			
a. Teacher teaches 3 to 10 vocabulary terms, or references previously taught terms, that are critical to understanding lesson content by: <b>VOCABULARY DEVELOPMENT IN EVERY LESSON</b>			
i. Introducing the word by telling the students the pronunciation of the word and/or guiding them in decoding the word <b>LANGUAGE OBJECTIVES: LISTENING, SPEAKING, READING, WRITING</b>			
ii. Introducing the meaning of the word; e.g., provide a student-friendly definition; guide students in analyzing the meaningful parts of the word such as roots/prefixes/suffixes; have students determine critical attributes embedded in a glossary definition. <b>CONCEPT DEVELOPMENT</b>			
iii. Illustrating with examples; i.e., illustrate concepts with a number of concrete, visual, or verbal examples.			
b. Teacher checks that students with disabilities understand new vocabulary by actively involving students with the word; e.g., asking students to distinguish between examples/non-examples, generate their own examples, ask questions that require deep processing of the word's meaning beyond simply mimicking the definition. <b>CHECKING FOR UNDERSTANDING OF CONCEPTS</b>			
c. Teacher uses verbal explanation and visual prompts to explain new content or strategy.			
d. Teacher models application of new content, strategy or skill by making thinking visible through use of a think aloud or similar strategy. <b>SKILL DEVELOPMENT</b>			
e. Teacher models steps of strategy in sequential order without skipping steps.			
f. Teacher presents the content in chunks/segments. <b>GUIDED PRACTICE</b>			
<b>4. Guided Practice – We Do</b>			
a. Teacher leads student with disabilities through step-by-step practice.			
b. Staff provides high levels of prompting by telling students who have not mastered the skill/strategies all of the steps and/or what needs to be done. <b>TAPPLE – EFFECTIVE FEEDBACK</b>			
c. Staff fades prompting by asking students who have partially mastered the skill/strategy to state the steps, immediately correcting any errors. <b>SLOW RELEASE</b>			
d. Staff provides only reminders to students who have mastered the skill/strategy.			
e. Teacher conducts a short formative assessment of students' with disabilities level of understanding prior to moving on to independent work; e.g. response cards thumbs-up, quiz. <b>CLOSURE</b>			



<b>5. Independent Practice – You All Do/You Do</b>		<b>INDEPENDENT PRACTICE (after Closure)</b>		
a.	Student independent work relates to stated objective.			
b.	Teacher moves through classroom and checks in with every student with disabilities.			
c.	Students with disabilities are able to accurately complete independent work without prompts.			
<b>6. Lesson Closure</b>		<b>CLOSURE</b>		
a.	The objective of the work is restated by teacher either verbally or visually.			
b.	Teacher conducts a short formative assessment of students' with disabilities level of understanding; e.g. exit cards, collects independent work, self-check or peer check of work.			
c.	Teacher explicitly connects prior and upcoming lessons.			

Explicit Instruction Elements		<b>CHECKING FOR UNDERSTANDING</b>	Y	N	NA
<b>1. Student Engagement</b>		<b>CHECKING FOR UNDERSTANDING</b>			
a.	Teacher's ensures multiple opportunities for students with disabilities to respond, e.g.:				
i.	Oral responses: (e.g., choral response; think-pair-share; partner response)				
ii.	Unison responses: (e.g., choral response; white-boards; response cards)				
iii.	Team responses: (e.g., numbered heads together; jigsaw)				
iv.	Written responses: (e.g., response cards, <b>white boards</b> , think-jot-share; pair and write)				
v.	Action responses: (e.g., touching/pointing; gestures; acting out; hand signals; facial expressions)				
b.	Students with disabilities engage in structured activities designed to allow for processing; e.g., I-time, think-pair-share, numbered heads, elbow partners, think-jot.	<b>TAPPLE – PAUSE, PAIR-SHARE</b>			
c.	Teacher explicitly teaches strategies for responding to higher-order questions; e.g., problem-solving, generalization, evaluative, inferential, application.				
d.	Students with disabilities work in groups of varying sizes; e.g., individual, pairs, small group, whole group.				
e.	Staff and students are making explicit connections between lesson and post-secondary opportunities and to students' interests or goals.	<b>RELEVANCE</b>			
<b>2. Explicit Corrective Feedback</b>		<b>TAPPLE – EFFECTIVE FEEDBACK</b>			
a.	Teacher gives timely feedback to students with disabilities.				
b.	Teacher gives specific feedback to students with disabilities.				
c.	When students with disabilities give incorrect answers, teacher gives immediate feedback using a correction procedure that concludes with the student giving the correct answer.				
d.	Teacher gives affirmative feedback to students with disabilities when they respond to a question correctly by restating the correct response for the class.				
<b>3. Instructional Match</b>		<b>CHECKING FOR UNDERSTANDING</b>			
a.	Students with disabilities demonstrate understanding of directions by accurately restating directions and/or completing directions as given by teacher.				
b.	Students with disabilities correctly answer questions regarding content/strategy.				
c.	Students with disabilities are responding to high-order questions; e.g., problem-solving, generalization, evaluative, inferential, application.				
d.	Students with disabilities are monitoring and self-correcting work.				
e.	Staff are collecting data on student performance during the observation; e.g., hatch marks, test scores, time on task, # of students responding to questions.				
<b>4. Pacing</b>		<b>TAPPLE – PAUSE, PAIR-SHARE</b>			
a.	Teacher maintains a steady brisk pace.				
b.	The teacher uses 3 to 5 seconds of wait time to enable student with disabilities to process responses to questions/directions.				
c.	Teacher pauses to enable students with disabilities to respond and ask questions.				



## Explicit Direct Instruction® Lesson Design & Delivery Monitoring

School Name \_\_\_\_\_ Date \_\_\_\_\_

**Observers**  
 DW & School  School  
 DataWORKS  District

Time observed in each classroom	1	2	3		4		5	6	7	8	9
	Learning Objective (1)	Activate Prior Knowledge (1)	Concept Development (4)		Skill Development (Teacher) (2)		Guided Practice (student) (2)	Relevance (1)	Closure (1)	Independent Practice	Technology Use
			Explain	Demonstrate	Model						
1	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	T 1 S T 6 S T 2 S T 7 S
2	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	T 3 S T 8 S T 4 S T 9 S
3	9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10	T 5 S T 10 S

Time observed in each classroom	Other	11 Checking for Understanding - TAPPLE						12 Cognitive Strategies (to remember)			
		Non-volunteers	Whiteboards	Higher Order Questions	Text-based Answers	Pair-Share	Sentence Frames/ Complete Sentences	Effective Feedback	Rehearsal	Elaboration	Organization
4		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5		5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8
6		9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10

Time observed in each classroom	Differentiation	15 English Learner Strategies								23 Access Common Core	
		16 Content Access Strategies (to make English easier to understand)			19 Language Strategies (to promote language acquisition)						
		20 Comprehensible Delivery	17 Context Clues	18 Additional Materials	19 Academic Vocabulary	20 Language Objective					
					20 Listening	21 Speaking	22 Reading	23 Writing			
8		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9		5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8
10		9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10	9 10

4 5 S=Skill A=Application 22 L=Literature I=Informational 23 S=Sources

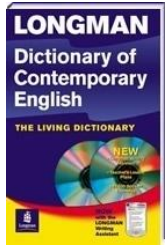
**Legend** High Fidelity ● or ● Low Fidelity ● or + Not Observed 1 Targeted Closure Expected Frequency (x)



# Common Core Shifts in ELA / Literacy

<p><i>Shift 1</i> K-5, <b>Balancing Informational &amp; Literary Texts</b></p>	<ul style="list-style-type: none"> <li>Students read a <b>balance</b> of informational and literary texts.</li> <li>In Elementary classrooms, the students access the world – science, social studies, the arts and literature – <b>through text</b>.</li> <li>At least <b>50%</b> of what students read is informational text.</li> </ul>
<p><i>Shift 2</i> <b>Shared responsibility for students' literacy development.</b> The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.</p>	
<p>6-12, <b>Building Knowledge in the Disciplines</b></p>	<ul style="list-style-type: none"> <li><b>Content area teachers</b> outside of the ELA classroom <b>emphasize literacy</b> in their instruction.</li> <li>Students learn through domain-specific <b>texts</b> in science and social studies classrooms.</li> </ul> <p>Students read informational text: 6<sup>th</sup> – 8<sup>th</sup> 55%    9<sup>th</sup> – 12<sup>th</sup> 70%.</p>
<p><i>Shift 3</i> <b>Staircase of Complexity</b></p>	<ul style="list-style-type: none"> <li>To prepare students for college and career, each grade level requires a “step” of growth on the “staircase”.</li> <li><b>Students read the text around which instruction is centered.</b></li> <li>Teachers <b>create more time</b> and space in the curriculum for close and careful reading.</li> <li>Teachers provide <b>scaffolding</b> and support so students reading below grade level can succeed.</li> </ul>
<p><i>Shift 4</i> <b>Text-based Answers</b></p>	<ul style="list-style-type: none"> <li>Students have rich and rigorous conversations which are dependent on a common <b>text</b>. <span style="color: red;">(pair-share)</span></li> <li>Teachers provide classroom experiences connected to the <b>text</b> on the page.</li> <li>Teachers focus students on developing habits for making <b>evidentiary arguments</b> both in conversation, as well as in writing, to assess comprehension of a text.</li> </ul>
<p><i>Shift 5</i> <b>Writing from Sources</b></p>	<ul style="list-style-type: none"> <li><b>Writing</b> emphasizes use of <b>evidence</b> to inform or make an argument <b>rather than</b> the personal narrative and other forms of decontextualized prompts.</li> <li>Students are <b>taught skills in writing arguments</b> that respond to the ideas, events, facts, and arguments presented in the <b>texts</b> they read.</li> </ul>
<p><i>Shift 6</i> <b>Academic Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Students constantly <b>build the vocabulary</b> they need to access grade-level complex texts. This is done by focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”).</li> <li>Teachers constantly <b>build students’ ability</b> to access more complex texts across the content areas.</li> </ul>

## Vocabulary Development



### Types of Vocabulary Words

**Academic Vocabulary:** Vocabulary that is used across all disciplines. *(Often not taught in Textbooks.)*

**Content Vocabulary:** Vocabulary that is content specific. *(Taught during Concept Development in EDI Lessons)*

**Support Vocabulary:** Vocabulary that is found in specific textbooks or worksheets that might be challenging for EL students. *(Often over-emphasized in Textbooks.)*

<b>DataWORKS</b>		<p><b>Academic Vocabulary</b> (used across all disciplines)</p> <p><i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p> <p style="text-align: center;"><b>2-7 new words in every lesson</b></p>	<p><b>Content Vocabulary</b> (content specific)</p> <p><i>main idea, thesis statement, figurative language.</i></p> <p><i>denominator, linear equation, addition, ratios, perimeter</i></p> <p><i>Civil War, separation of powers, legislative branch.</i></p> <p><i>mitosis, cell wall, photosynthesis, Solar System</i></p>	<p><b>Support Vocabulary</b> (students need definitions to support reading, but students don't need to learn the word)</p> <p><i>halibut, hammock, port, starboard</i></p>
	<b>Common Core</b>	<p><b>Common Core Tier One words</b> (everyday speech)</p> <p>Beginning ELD</p>	<p><b>Common Core Tier Two words</b> (general academic words)</p> <p>Informational text <i>relative, vary, formulate, specificity, accumulate</i></p> <p>Technical text <i>calibrate, itemize, periphery</i></p> <p>Literary text <i>misfortune, dignified, faltered, unabashedly</i></p>	<p><b>Common Core Tier Three words</b> (domain-specific words)</p> <p><i>lava, legislature, circumference, aorta</i></p>

### Reading Literature – Craft and Structure

**6.RL.5** Analyze how a particular **sentence**, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the **theme, setting**, or plot.

#### 6th Grade PARCC Sample Item #2

### Sample Item 2: Questions and Standards

**Part A Question:** What is the purpose of this sentence in paragraph 1: “No roads cross it; ponds and lakes freckle its immensity”?

- It illustrates the theme that human beings should keep the natural world pure and unpolluted.
- It shows how beautiful the setting seems to Miyax.
- It helps develop the theme that nature connects all living things together.
- It emphasizes how the setting of the story creates great challenges for Miyax.

**Part B Question:** Which other sentence from the story serves a similar purpose?

- “Quietly she put down her cooking pot and crept to the top of a dome-shaped frost heave, one of the many earth buckles that rise and fall in the crackling cold of the Arctic winter.”
- “They were wagging their tails as they awoke and saw each other.”
- “Winds scream across it, and the view in every direction is exactly the same.”
- “Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”

#### Analysis

Question is on “**author’s intent.**”

Matches standard: setting. Required evidence

These could be at the sentence, paragraph, chapter, or section level.

Vocabulary. **Content:** *theme, setting*

**Academic:** *purpose, immensity, unpolluted, illustrates, develop, emphasizes*

**Support:** *frost heave, earth buckles*

**Exercise:** Analyze the question. Compare the question to the Common Core standard shown. What are the vocabulary needs? Content? Academic? Support Vocabulary?

A **multiple-meaning word** is a word with more than one meaning.

- To determine which meaning is used, look at the nearby words, or **context clues**.

Determine<sub>3</sub> the meaning of a multiple-meaning word.

1 Read the sentence and identify<sub>2</sub> the **multiple-meaning word**.

2 Read the meanings in the dictionary.

3 Identify context clues (underline) to determine the meaning. (Write the letter)

“The meaning of \_\_\_ is \_\_\_ because of the context clue(s) \_\_\_\_\_.”

CFU

- 3 How did I/you identify context clues?

Vocabulary

2 find

3 figure out

What is the meaning of the bold word?

- Dogs, gorillas, and seals **bark**. A
- Girl scouts learned how to use **bark** to start a fire. B
- Some insects live under **bark** to stay safe. B
- A **bat** will hunt for food at night. D
- Coach told me to grab a **bat** at the game. C
- The **bat** sat in the tree to rest its wings. D

Have students read in every lesson.

**A bark** (*v.*) – to make a loud short sound, usually made by animals.

**B bark** (*n.*) – a hard outside cover of a tree.



**C bat** (*n.*) – a stick used for hitting balls in baseball.

**D bat** (*n.*) – a flying animal that eats insects.





arrogant, controlling, cynical, gloomy, insignificant, possessive, stubborn, prideful, appreciative, self-destructive, etc.

CFU

- 3 How did I/you identify words or phrases that implied character traits?
- 4 How did I/you determine the character traits?

**Character traits** describe the personality of a character in literature.

**Dramatic monologue** is a long *speech* by one character who is speaking to a silent character or audience.

**Determine character traits by using dramatic monologue.**

- 1 Carefully read the dramatic monologue. (on following page)
- 2 Read the character’s words and the meaning of the character’s words.
- 3 Identify<sup>4</sup> the words or phrases that imply a character trait. (underline)

Hint: What are the character’s feelings and thoughts?

- 4 Determine the character trait by using dramatic monologue. (write)

Character’s Words	Meaning of Character’s Words	Character Trait
1. That’s my last Duchess painted on the wall, looking as if she were alive. I call that piece a wonder, now... Since none puts by the curtain I have drawn for you, but I.	The Duke explains that his Duchess looks like she is alive and that <u>no one looks at the painting of her unless the Duke shows it to them.</u>	<b>The Duke is possessive.</b>
2. She thanked men – good, but thanked somehow, ... as if she ranked my gift of a nine-hundred-years-old name with anybody’s gift. Who’d stoop to blame this sort of trifling?	The Duchess treated everyone the same, and the Duke felt that he should be <u>more important because of his family name.</u>	<b>The Duke is arrogant.</b>
3. She smiled, no doubt, whene’er I passed her; but who passed without much the same smile? This grew: I gave commands; then all smiles stopped together.	The Duchess gave the same smile to others. The <u>Duke ended all her smiling (even at him). This may imply that the Duke had her killed.</u>	<b>The Duke is controlling.</b>
4. Notice Neptune, though, Taming a sea-horse, thought a rarity. Which Claus of Innsbruck cast in bronze for me.	The Duke is <u>proud</u> of his possessions. The Duke wants <u>everyone to know that he has something rare</u> that was made just for him.	<b>The Duke is prideful.</b>

Vocabulary

<sup>4</sup> find

# Example Character Traits

**Character traits** describe the personality of a character in literature.

(negative traits)

- **arrogant** – behaving in an unpleasant way because you think you are more important than other people
- **controlling** – force someone to do what you want
- **cynical** – unwilling to believe that people are good
- **gloomy** – believing things will not improve
- **stubborn** – refusing to move or change one’s opinion
- **possessive** – unwilling to share with others
- **insignificant** – of no importance or value
- **self-destructive** – tending to harm or hurt oneself
- **unemotional** – not showing your feelings
- **mean** – unkind

(positive traits)

- **caring** – to show interest or concern
- **appreciative** – feeling of gratitude
- **prideful** – full of pride
- **honest** – always tell the truth

# Common Core ELA Testing Shifts

## Types of ELA questions

1. Inferred main idea/theme/lesson learned, conclusions  
*No word searches for answers*
2. Supporting details/evidence
3. Author's intent  
*What is the purpose of the sentence?*
4. Vocabulary in context
5. Other

## Writing Assessments

- Writing is presented as scenarios
- Writing is an assessment of reading comprehension
- Writing is scaffolded

*Pre-questions require the students to read and analyze the ideas in the text before writing.  
Directions provide hints of what to include (introduction, conclusions, transition words)*

By Andrea Zimmerman

- 1 When she was twenty-six, Eliza bought tickets to faraway Alaska. Few tourists had ever been there. Eliza wrote reports for the newspapers back home. She loved sharing the fascinating things she saw, such as huge glaciers, spouting whales, and the native people. Eliza even wrote a book—the first guidebook about Alaska.
- 2 When Eliza went back to Washington, it wasn't long before she started thinking about traveling again. She decided to visit her older brother, who was working in Japan. Eliza sailed across the ocean.
- 3 In Japan, she rode on trains, carriages, and bumpy rickshaws. She climbed mountains, ate strange foods, and visited ancient temples. Everything was so different! She studied Japanese art and learned to speak Japanese. She fell in love with Japan and its people.
- 4 Eliza especially loved Japanese gardens. Eliza's favorite plants, by far, were the Japanese cherry trees. Eliza called them "the most beautiful thing in the world." Thousands of the trees were planted in parks and along the riverbanks. When they bloomed, the trees became clouds of pink blossoms. As the petals drifted down, it was like pink snowfall. The Japanese people loved the cherry trees as their national symbol. Crowds gathered for picnics under the trees. People wrote poems and painted pictures to honor those *sakura*.
- 5 When Eliza came back home, she wrote a book about Japan. She wanted to share her love of Japan with other Americans. She wanted the nations of Japan and America to be friends.
- 6 Even though she was always thinking about her next journey, Eliza loved coming home to Washington, D.C. She was proud of America's growing capital and wanted it to look as beautiful as any city in the world.
- 7 She thought about the muddy land from a recent construction project in the swampy area around the riverbank. Eliza had a wonderful idea. She remembered the beautiful cherry trees in Japan. She thought, "That's what Washington needs!"
- 8 Eliza told the man in charge of the Washington parks about the wonderful cherry trees. She showed him photographs that she had taken. She told him about her plan to plant hundreds of cherry trees down by the water. He said no. He believed that they didn't need any different kind of tree in Washington.
- 9 But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a new parks man was hired, she told him about her good idea. He, too, said no.
- 10 Eliza kept traveling. She also met with friends who loved to travel. Some of these friends had started the National Geographic Society. The society was for people who wanted to learn more about the world.
- 11 Eliza was the first woman to have an important job there, and she helped the society grow. She wrote many articles and books. Eliza made more trips to Japan, Alaska, and Europe, and she explored India, China, Russia, and Java, an island of Indonesia.
- 12 Eliza also became a photographer. Not many women did that, either. She took pictures for the Smithsonian Institution and recorded people and places that Americans had never seen.
- 13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.
- 14 In 1909, William Howard Taft had just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.
- 15 But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.
- 16 Everyone was happily waiting for the trees to arrive. Eliza imagined the beautiful pink clouds of blossoms that would soon be blooming in Washington.
- 17 In January of 1910, two thousand cherry trees arrived. They were given as a gift from Japan's capital city, Tokyo. But there was a problem. The trees had diseases and bugs. The inspectors were afraid they would make American trees sick. The president agreed. He signed an order for all the cherry trees to be burned to ashes.
- 18 Eliza was so disappointed. She was also afraid that the Japanese people would be offended. But the mayor of Tokyo said they understood. He even joked about George Washington chopping down a cherry tree.
- 19 New trees were carefully grown in Japan. In March of 1912, three thousand new trees arrived. They were inspected and declared healthy!
- 20 On March 27, 1912, there was a small ceremony at the planting of the first two cherry trees. Eliza watched as her longtime dream was finally coming true.
- 21 Over the years, the trees grew, and every spring, they bloomed. People began gathering to enjoy them and to celebrate their beauty, just like in Japan. Eliza was happy to see how they helped turn Washington, D.C., into one of the most beautiful cities in the world.

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Lengthy  
description  
of the cherry  
trees in  
Japan.

## Close and Careful Reading

- Read for ideas, not facts.
- Model identifying ideas.
- Model separating ideas from facts.

## Teach ideas in text, not the facts

Exercise: Analyze this page for ideas and facts.

Circle ideas. Underline facts.

Lengthy  
description  
of shipping  
the trees.

- 11 Eliza was the first woman to have an important job there, and she helped the society grow. She wrote many articles and books. Eliza made more trips to Japan, Alaska, and Europe, and she explored India, China, Russia, and Java, an island of Indonesia.
- 12 Eliza also became a photographer. Not many women did that, either. She took pictures for the Smithsonian Institution and recorded people and places that Americans had never seen.
- 13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.
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# 2. PROVIDING EFFECTIVE INSTRUCTION that matches Common Core Assessments

Standards

Videos

Activities

Brain Research

Lessons

EDI Table

CCLO

## Before

## After

### Questions

- Questions often addressed recall of facts from text

- Questions focus on ideas in text  
*Conclusions, inferences, theme, central idea, character traits*
- Questions ask for supporting evidence
- Questions can use synonyms


Practice

Name Malah 9/17

Comprehension: Main Idea and Details

Read the passage. Then circle the word or group of words that completes each sentence. Write the answers on the lines.

Jack likes baseball. He plays every day after school. He also plays on weekends. Jack likes first base best. He plays first base for the town team. He reads books about baseball. In the summer he plays ball at sports camp. Jack wants to be a baseball player when he grows up.



- The story is all about Jack.
  - Jack
  - how to play baseball
  - sports camp
- After school, Jack Plays baseball.
  - watches TV
  - goes to camp
  - plays baseball
- Jack likes playing first base best.
  - reading about baseball
  - playing first base
  - playing second base
- When he grows up, Jack wants to be a baseball player.
  - baseball player
  - baseball coach
  - sports writer

237#804

### Sample Item 1: Questions

Part A Question: The article includes these details about Eliza's life: **Details given**

- She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been there. (paragraph 1)
- She wrote the first guidebook about Alaska. (paragraph 1)
- She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)

**Students provide conclusion**

What do these details help show about Eliza?

- They show that she shared the benefits of her experiences with others.
- They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments.
- They show that her earlier travels were more exciting than the work she did later in her life.
- They show that she had a careful plan for everything she did in her life.

## Common Core Writing

### Students write in response to what they have read.

A complete research simulation task for 3<sup>rd</sup> Grade will include seven items, with four Evidenced-Based Selected Response (EBSR) items, two Technology-Enhanced Constructed Response (TECR) items, and one Prose Constructed Response (PCR) item. Students will read a purpose setting statement for the task and then read the first passage. After answering EBSR and TECR items, the students will read the second passage. The students will answer additional EBSR and TECR items and then respond to the PCR item.

#### After

3<sup>rd</sup> Grade PARCC Writing

**Sample Item 3: Questions and Standards**

**Question:**  
 You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

- In your article, be sure to describe in detail why some solutions they tried worked and others did not work.
- Tell how the challenges each one faced were the same and how they were different.

#### Learning Objective:

- Write a short paragraph using at least four sentences
- Use the writing process to produce a finished product. (pre-writing activities as a whole class, writing a model paragraph on the subject, students write their own paragraph, teacher edit and conference with student, student produces and illustrates final copy.)

3<sup>rd</sup>

#### Before

I have a dream that gangs and guns would stop and wouldn't be invented. I wish the gangs would believe in Jesus and go to church. I don't want them to fight. I also hope they will stop picking on other kids. I think this could happen by making a speech and telling my thoughts.

6

#### Reading Informational Text – Integration of Knowledge and ideas

**3.RI.9 Compare and contrast the most important points and key details presented in two texts** on the same topic.

#### Writing – Text Types and Purposes

**3.W.2 Write informative/explanatory texts** to examine a topic and convey ideas and information clearly.



Standard	Learning Objective	Teaching Tips
<b>7.RL.4 Determine the meaning of words and phrases as they are used in a text</b> , including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<p><b>4.1</b> Determine the <b>figurative meaning</b> of words and phrases.</p> <p><b>4.2</b> Determine the <b>connotative meaning</b> of words and phrases.</p> <p><b>4.3</b> Analyze the impact of <b>repetitions of sounds</b>.</p>	Repetitions of sounds were <i>described</i> by students in 2 <sup>nd</sup> grade. However, here students are expected to <i>analyze</i> the <i>impact</i> . <i>Figurative</i> and <i>connotative meanings</i> are addressed in 6 <sup>th</sup> – 8 <sup>th</sup> grades RL.4. Use context clues to determine the meaning of words and phrases.

Lesson  
28

## Similes and Metaphors

Teaching

7<sup>th</sup>

You can paint strong word pictures by comparing two things that share some qualities. A **simile** is a comparison of two things that have some quality in common. A simile contains a word such as *like*, *as*, *resembles*, or *than*. A **metaphor** is a comparison of two things that does not use *like*, *as*, *resembles*, or *than*. Instead, it states that one thing actually is something else.

When my brother makes dinner, the kitchen looks **like** a battleground. (*simile*)

The sink, filled with dirty dishes, is as crowded and messy **as** a junkyard. (*simile*)

The countertops are a nightmare of stains, spills, and potato peelings. (*metaphor*)

Comparison	Characteristics	Things Compared
Simile	With <i>like</i> , <i>as</i> , <i>resembles</i> , or <i>than</i>	kitchen / battleground; sink / junkyard
Metaphor	Without <i>like</i> , <i>as</i> , <i>resembles</i> , or <i>than</i>	countertops / nightmare

### A. Identifying Similes and Metaphors

Underline the two items being compared in each sentence. Then write **S** if the comparison is a simile and **M** if it is a metaphor.

- S 1. The rain felt like small kisses on Rosemary's face.
- M 2. The moon was a ball of green cheese.
- M 3. My cousin's baby is a perpetual motion machine.
- S 4. When Evan blushes, his round face resembles a stop sign.
- S 5. The news was more shocking than a thousand volts of electricity.
- S 6. "An increase in my allowance is as necessary as carrying water in the desert," Sarah argued.
- M 7. When he slam-dunks a basketball, Rich is a pouncing leopard.
- S 8. The fabric was darker than a moonless night.
- S 9. The audience watching the movie was like a zooful of noisy animals.
- M 10. An ocean of clothes tumbled out of the closet when I opened it.

### Common Core "Shifts" in ELA / Literacy

Shift	Inform	Literacy	Unknown
Shift 1 K-5, Balancing Informational & Literary Texts	Inform	Literacy	Unknown
Shift 2 6-12, Building Knowledge in the Disciplines	Yes	No	Unknown
Shift 3 Staircase of Complexity	Simple	Complex	Unknown
Shift 4 Text-based Answers	Yes	No	Unknown
Shift 5 Writing from Sources	Yes	No	Unknown
Shift 6 Academic Vocabulary	Content	Academic	Support

### Feedback to teachers:

# I. Enhance current awareness to develop deep knowledge of standards for staff

Standard	Learning Objective	Teaching Tips
<b>11-12.W.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	<b>5.1 Plan writing.</b> <b>5.2 Revise writing.</b> <b>5.3 Edit writing.</b> <b>5.4 Rewrite written text.</b>	Refer to CCSS Appendix A (p.42) where the terms <i>revising</i> , <i>rewriting</i> , and <i>editing</i> are defined. Editing means small-scale surface changes to text, while revising means large-scale content changes to text.

## Revising and Editing

DIRECTIONS Read this passage, and answer the questions that follow.

11th

(1) It was crowded at Briscoe park. (2) Parkgoers enjoyed a variety of activities. (3) People were racing models. (4) People were playing chess. (5) People were jogging. (6) A group was playing bocce, a game brought over from Italy many years ago. (7) Grace brings her collie, Jake, to the park. (8) She throws sticks for him to fetch. (9) The dog ran circles around Grace. (10) Jake ran over to the bocce game. (11) He grabbed the ball in his mouth. (12) He takes off as Grace and the bocce players run after him.

- What change, if any, should be made in sentence 1?
  - Change *crowded* to a crowd
  - Change *park* to Park
  - Change *was* to were
  - Make no change
- What is the best way to rewrite sentences 3–5, using a compound predicate?
  - People were racing models. They were playing chess. People jogged.
  - People were racing models. People were playing chess. Some were jogging.
  - People were racing models, playing chess, and jogging.
  - People were racing models; people were playing chess; people were jogging.
- What change, if any, should be made to
- What is the best way to change sentences 7 and 8 to the past tense?
  - Change *brings* to brought and change *throws* to threw.
  - Change *brings* to was bringing and *throws* to was throwing.
  - Change *brings* to had brought and *throws* to had thrown.
  - Sentence 7 is already in the past tense.
- What is the best way to rewrite sentences 10 and 11, using a compound predicate?
  - Jake ran over to the bocce game. Jake grabbed the ball in his mouth.
  - Jake ran over to the bocce game and grabbed the ball in his mouth.
  - Jake ran over to the bocce game, and grabbing the ball in his mouth.

Common Core “Shifts” in ELA / Literacy			
Shift 1 K-5, Balancing Informational & Literary Texts	Inform	Literacy	Unknown
Shift 2 6-12, Building Knowledge in the Disciplines	Yes	No	Unknown
Shift 3 Staircase of Complexity	Simple	Complex	Unknown
Shift 4 Text-based Answers	Yes	No	Unknown
Shift 5 Writing from Sources	Yes	No	Unknown
Shift 6 Academic Vocabulary	Content	Academic	Support

**Feedback to teachers:**

## Focus on Literacy in all lessons every day.

### Common Core Shifts in ELA / Literacy

<p><i>Shift 1</i> K-5, <b>Balancing Informational &amp; Literary Texts</b></p>	<ul style="list-style-type: none"> <li>In Elementary classrooms, the students access the world – science, social studies, the arts and literature – <b>through text</b>.</li> </ul>
<p><i>Shift 2</i> 6-12, <b>Building Knowledge in the Disciplines</b></p>	<p><b>Shared responsibility for students' literacy development.</b> The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.</p> <ul style="list-style-type: none"> <li><b>Content area teachers</b> outside of the ELA classroom <b>emphasize literacy</b> in their instruction.</li> </ul>
<p><i>Shift 3</i> <b>Staircase of Complexity</b></p>	<ul style="list-style-type: none"> <li>Teachers <b>create more time</b> and space in the curriculum for close and careful reading.</li> <li>Teachers provide <b>scaffolding</b> and support so students reading below grade level can succeed.</li> </ul>
<p><i>Shift 4</i> <b>Text-based Answers</b></p>	<ul style="list-style-type: none"> <li>Teachers focus students on developing habits for making <b>evidentiary arguments</b> both in conversation, as well as in writing, to assess comprehension of a text.</li> </ul>
<p><i>Shift 5</i> <b>Writing from Sources</b></p>	<ul style="list-style-type: none"> <li>Students are <b>taught skills in writing arguments</b> that respond to the ideas, events, facts, and arguments presented in the <b>texts</b> they read.</li> </ul>
<p><i>Shift 6</i> <b>Academic Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Students constantly <b>build the vocabulary</b> they need to access grade-level complex texts. Teachers constantly <b>build students' ability</b> to access more complex texts across the content areas.</li> </ul>

Based on <http://engageny.org>

Student read text in all lessons in all content areas every day

*ELA, math, science, social science*

*Objectives, definitions, examples, questions, passages*

Tracked reading

Pre-pronounce words

Define words

**Democracy** is a system of government where citizens have a role in running the country.

The **principles of democracy** are the **basic ideas** that must exist in a country in order for it to be a **democracy**.

Historical documents are important texts in history.

- *Some of these documents can be used to trace the development of the principles of democracy.*

Principles of Democracy	Historical Document
Rule of law – The king does not have absolute power.	<b>The Magna Carta (1215)</b> “No freeman is to be taken or imprisoned ... nor will we [the king] go against such a man... <b>save by the lawful judgment</b> of his peers or by the <b>law of the land.</b> ”
Participation in government – Citizens vote for laws and representatives.	<b>The Declaration of the Rights of Man and of the Citizen (1789)</b> Law is the expression of the general will. <b>Every citizen has a right to participate</b> personally, or through his representative, in its foundation.
Civil rights – Rights belonging to a citizen such as freedom of speech, religion, right to bear arms, equality, etc.	<b>The First Amendment in the Bill of Rights (1791)</b> “Congress <b>shall make no law</b> respecting an establishment of <b>religion</b> , or prohibiting the free exercise thereof; or abridging the <b>freedom of speech</b> , or of the <b>press</b> ; or the right of the people peaceably to <b>assemble...</b> ” –

**CFU**

Describe the difference between the Rule of law and Participation in government.

In some countries, you can be put in jail if you speak out against the government. Which principle of democracy does this violate? Why?

A Participation in government

B Civil rights

In your own word, what are the principles of democracy? *“The principles of democracy are \_\_\_\_\_.”*

The **principles of democracy** are the **basic ideas** that must exist in a country in order for it to be a **democracy**.

Trace the principles of democracy in historical documents.

- Step #1: Read the graphic organizer to determine what information is needed.  
 Step #2: Read the text carefully.  
     a. Identify why the documents were created. (Underline)  
     b. Identify the principles of democracy from the documents. (Double Underline)  
 Step #3: Complete the graphic organizer by listing the information in the appropriate row.

**CFU**  
 (#2a) How did I/you identify why the document was created?  
 (#2b) How did I/you identify the principles of democracy?  
 (#3) How did I/you know where to list the information?

Document	Why document was created	Principles of Democracy		
		Rule of Law	Participation in Government	Civil Rights
The Magna Carta (1215)	King John unpopular with barons barons rebelled barons promised to uphold liberty of church and kingdom	no free man could be punished except by law stop king from having complete control		

1. The Magna Carta was written because King John of England had several unsuccessful wars, levied<sup>2</sup> high taxes, and had conflict with the Pope. 2. As a result, King John was very unpopular with his barons<sup>3</sup>. 3. Open rebellion against a king was nothing new; the rebels would usually rally around a replacement to claim the throne. 4. However, in 1215, barons rebelled without a replacement. 5. Instead, the barons publicly based their rebellion upon the horrible job they felt the king was doing. 6. In January 1215, the barons took an oath to uphold the liberty of the church and the kingdom. 7. In negotiations in January and June 1215, the charter<sup>4</sup> was produced, which required King John to proclaim certain liberties, such as no free man could be punished except through the law of the land. 8. The Magna Carta primarily addressed the rights of the barons, with "freemen" only mentioned once. 9. The primary goal of the document was to take absolute power from the king and restore to the barons the rights they felt they deserved. 10. A final clause in the document, one pertaining to majority rule, would severely limit the power of the king. 11. It was not until the 17<sup>th</sup> century that the Magna Carta would be interpreted by Sir Edward Coke and become a significant legal document. 12. Nevertheless, it was the first time in history that a king's power was legally limited by a document.

<sup>2</sup> charged      <sup>3</sup> powerful nobles      <sup>4</sup> a written legal document

**Natural selection** is a process where individuals within a species that are better adapted to survive and reproduce in their environment produce the most offspring.

<b>Variation</b>	Within a population, organisms of the same species show individual variation in appearance and behavior, such as body size, hair color, facial markings, etc.
<b>High rate of population growth</b>	Within a population, many species produce more offspring each year than the environment can support, leading to a struggle for resources. Each generation experiences many deaths.
<b>Differential survival and reproduction</b>	Individuals possessing traits that help them survive will contribute more offspring to the next generation.
<b>Inheritance</b>	Some traits are consistently passed on from parent to offspring.

**Describe how Darwin's theory of natural selection is one of the mechanisms for evolution.**

- 1 Read the scenario carefully.
  - a Identify information how the environment changed and which variation survived. (underline)
- 2 Describe the change in terms of natural selection.

**Science – Literacy approach.**  
**Analyze text-based scenarios.**

**CFU**

- 1a How did I/you identify the information that was needed?
- 2 How did I/you describe the adaptation in terms of natural selection?

1. **English peppered moths**- Peppered moths are a common insect living in England and other parts of Europe. The trees that peppered moths live in have light-colored bark. While the typical peppered moth is light, some have dark bodies. In the past, these darker moths were very rare. But that changed around 150 years ago when the darker moths became more common. During that time, England was experiencing what is known as the Industrial Revolution. Factories were being built, and they ran by burning coal for fuel. The result was a dark smoke that covered the countryside. Trees that used to be light were now dark.



**The dark-colored moths variation survived because, when the trees became dark, the white moths were eaten more often. The black moths were not eaten as often and were able to survive to reproduce.**

2. **English peppered moths**- In the last 50 years, England has significantly reduced its pollution. As a result, the bark of the trees the moths live in has become lighter again and the population of dark moths is dropping as the forests become cleaner. The lighter bark makes it easier for the peppered moths to hide and their population increases as a result.

**The change in the environment helps the peppered moths survive by being able to hide on the light-colored tree bark. The dark moths can no longer hide very well on the light-colored tree bark and are eaten.**

Videos can be used to teach concepts, then students read.

### Common Core Changes

	Before	After
<b>1. Text-based Lessons</b>	<ul style="list-style-type: none"> <li>Lessons often presented orally</li> </ul>	<ul style="list-style-type: none"> <li>All lessons should be text-based</li> <li>Content and readings</li> </ul>
<b>2. Writing</b>	<ul style="list-style-type: none"> <li>Students wrote narratives</li> <li>Knowledge tell</li> </ul>	<ul style="list-style-type: none"> <li>Students write in response to what they read.</li> <li>Students write argumentative and informative essays in response to what they read.</li> </ul>
<b>3. Vocabulary</b>	<ul style="list-style-type: none"> <li>Academic vocabulary not taught</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of lesson-embedded vocabulary</li> <li>2-7 words in every lesson.</li> <li>Focus on Academic (Tier Two) Vocabulary <i>Distinguish, corresponds, determine, separate</i></li> </ul>
<b>4. Questions</b>	<ul style="list-style-type: none"> <li>Questions often addressed recall of facts from text</li> </ul>	<ul style="list-style-type: none"> <li>Questions focus on ideas in text <i>Conclusions, inferences, theme, central idea, character traits</i></li> <li>Questions often use synonyms</li> </ul>
<b>5. Literacy</b>	<ul style="list-style-type: none"> <li>Literacy (state of being able to read and write) not a focus in all lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Students read in every lesson</li> <li>Literacy in lessons <i>Graphic organizers, text structure, arguments, textual evidence, written answers</i></li> <li>Students analyze informational text in history, science, and technical subjects.</li> </ul>
<b>Competition</b>	<ul style="list-style-type: none"> <li>US was an isolated market</li> </ul>	<ul style="list-style-type: none"> <li>US competes worldwide as producers and consumers</li> </ul>

## How to Check for Understanding

### Teach first

before you ask the question (equal opportunity)

### Ask a specific question

about what you just taught (no opinions)

### Pause, Pair-Share, and Point

Wait 3-5 seconds or up to 8-10 seconds (complete sentences)

### Pick a Non-Volunteer

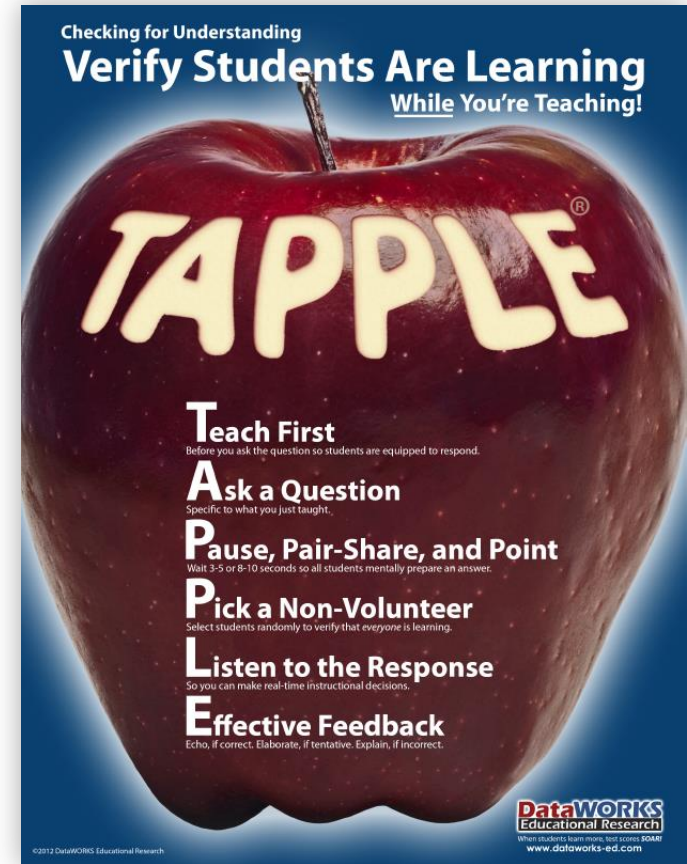
to measure if everyone is learning

### Listen to the Response

to make a decision

### Effective Feedback

Echo if correct, Elaborate if tentative, or Explain if incorrect



## MS Math

**CFU:** Discuss how Checking for Understanding is being done in the classroom and how you can support its optimization.



# EDI Higher-Order Questions

(cannot be answered by recalling facts or simple repetition or reading an answer)

EDI Lesson Component	Question Type	Examples
<b>Learning Objective</b>	Reading and Pronunciation	<ul style="list-style-type: none"> <li>What are we going to learn today? or</li> <li>What are we going to _____ today? or</li> <li>What is today's Learning Objective?</li> </ul>
<b>Concept Development</b> Teach the Concept, or rule – <b>written bulletproof definition</b> . Present examples and non-examples <b>pointing to attributes</b> from the definition.	Higher-order concept definition and example questions	<ul style="list-style-type: none"> <li><b>In your own words</b>, what is _____?</li> <li>Which is an <b>example</b> of ____? How do you know?</li> <li>Why is _____ an <b>example</b> of _____?</li> <li>Why is _____ not an <b>example</b> of _____?</li> <li>What is the difference between the <b>example</b> and the <b>non-example</b>?</li> <li>Give me an <b>example</b> of _____. Why is that an <b>example</b>?</li> <li>Draw an <b>example</b> of _____. Why is that an <b>example</b>?</li> <li>Which (picture/poster) shows an <b>example</b> of _____. Why?</li> </ul>
<b>Skill Development</b> Teach the students how to do the Skill Develop and apply steps – <b>you do one first</b> , modeling the steps	Higher-order thinking-process questions (done after modeling the step)	<ul style="list-style-type: none"> <li><b>How did I</b> (teacher) _____? (finish this frame using the content and academic vocabulary from the step completed.)</li> </ul>
	Higher-order closing interpretation of results.	<ul style="list-style-type: none"> <li>How did I interpret the answer?</li> <li>How did I know what the answer means?</li> </ul>
<b>Guided Practice</b> Students work problems <b>step-by-step</b> Check each step Teach all variations in the Independent Practice	Higher-order thinking-process questions (done after students complete the step*)	<ul style="list-style-type: none"> <li>How did <b>you</b> (student) _____? (finish this frame using the content and academic vocabulary from the step completed.)                      *Ask only if the step is a new process or a difficult process for students.</li> </ul>
	Higher-order closing interpretation of results.	<ul style="list-style-type: none"> <li>What is the meaning of the answer, result, analysis, etc... ? (if applicable)</li> </ul>
<b>Relevance</b> Teach why the lesson is relevant	Higher-order divergent, evaluation questions	<ul style="list-style-type: none"> <li>Does anyone have any other reason why this is relevant?</li> <li>Which reason is most relevant to you? Why?</li> </ul>
<b>Closure</b> No more teaching Final CFU to verify if students are ready for Independent Practice	Higher-order divergent question	<ul style="list-style-type: none"> <li>General questions: What did you learn today about _____?</li> <li>Concept questions.</li> <li>Skill questions.</li> </ul>

# Individual Whiteboards: Check everyone at once

- Use when the answer is **short**
- Incorporates a **kinesthetic** activity
- Improves classroom management and engagement
- **All students answer** the question and teachers **see all answers** at once.
- Facilitates **error analysis**
- Call on individual students to **justify**, or **interpret** their answers



## How to use Whiteboards

- 1 Ask a question.
- 2 Have students **write** their answers on their whiteboards and then **Pair-Share**.
- 3 Signal students to **hold** up their boards at the same time.
- 4 Call on students to **read and justify** their answers to the class.
- 5 **Conceptual errors:**
  - Call on **correct answers first**. Ask students to justify their answers.
  - Call on **incorrect answers**. Ask students to justify their answers.
  - Provide **corrective feedback** as needed.
- 6 **Subskill Errors:** Correct them directly. Don't reteach the class.



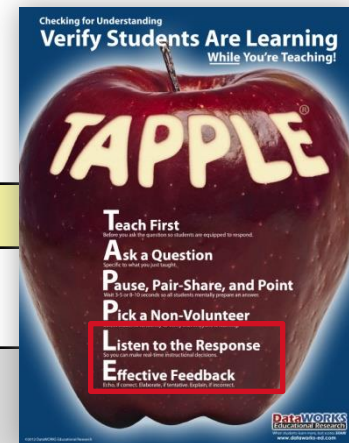
- ### Whiteboard Norms
- Boards up. Chin-it
  - Boards down.
  - Caps on. Caps off.
  - Park your board.

*Go for 100% correct answers.*

1. Re-teach when necessary. (80%)
2. Then provide corrective feedback.

# How to Provide Effective Feedback

- Teach whole class to 80% success.  
*Distinguish between whole-class errors and individual student errors*
- Ask questions to entire class. Differentiate response for individual students.

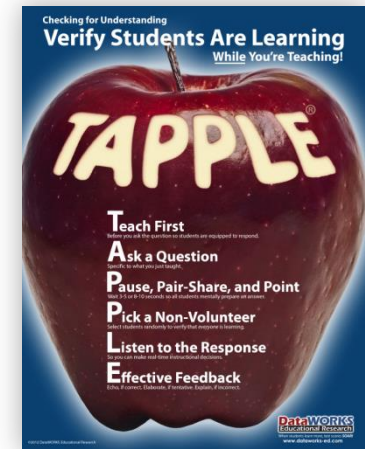


	Student Response	Teacher Response
1	<b>Incorrect, but Careless</b>	<ul style="list-style-type: none"> <li>• Ask students to explain their thinking.</li> <li>• Correct the answer and move on.</li> </ul>
2	<p><b>Incorrect, Due to Lack of Knowledge of the Facts or the Process.</b></p> <ul style="list-style-type: none"> <li>• Differentiated Response.</li> <li>• Distinguish between whole-class errors and individual student errors.</li> </ul>	<p>Students are <b>never</b> allowed not to know the answer.</p> <p><u>Individual students:</u></p> <ol style="list-style-type: none"> <li>1. Provide the students with <b>prompts or hints</b>. (30 seconds or less).</li> <li>2. Tell student, “Listen carefully to the next student. <b><i>I will come back to you.</i></b>”                             <ul style="list-style-type: none"> <li>• Call on second student. If second student provides the correct answer, go back and re-ask the first student.</li> </ul> </li> <li>3. <b>De-escalate</b> the question for specific students. Rephrase as <b>multiple-choice</b>.</li> <li>4. Have students <b>read the answer</b>. Tell them the answer.</li> </ol> <p><u>Whole class:</u></p> <ol style="list-style-type: none"> <li>5. If 2 students in a row cannot answer correctly, <b>re-teach</b>, then go back and call on the same 2 students.</li> <li>6. If less than 80% of whiteboards are correct, then <b>re-teach</b>.</li> </ol>
3	<b>Correct, but Hesitant</b>	<p>Generally occurs in the early stages of learning.</p> <ul style="list-style-type: none"> <li>• Echo or elaborate student’s answer.</li> <li>• Call on additional students.</li> </ul>
4	<b>Correct, Quick, and Firm</b>	<p>Generally occurs in the later stages of initial learning or during review.</p> <ul style="list-style-type: none"> <li>• Echo student response and move forward.</li> </ul>
5	<b>All students successful</b>	Fake the stick. Integrate a low-performing student as the 2nd or 3rd student.

Reflect on the Six Components of TAPPLE.

Be ready to report out.

## Checking for Understanding (CFU) – My Own Practices



Checking for Understanding	What we are seeing	How to change
<b>T</b> each First		
<b>A</b> sk a Question (higher-order question)		
<b>P</b> ause, Pair-Share, and Point		
<b>P</b> ick a Non-Volunteer		
<b>L</b> isten to the Response		
<b>E</b> ffective Feedback		

EDI provides equal opportunity to all students by teaching the same grade-level content through differentiation.

**Differentiation** is adjusting lessons to teach the same grade-level Common Core standards to diverse learners.

Differentiate at the difficulty level not at the complexity level. *Sales tax: 5% of \$6, rather than 7.25% of \$9.98.*

**Difficulty** describes the *effort* involved. **Complexity** describes the *thinking* involved.

## 1. Differentiate EDI Lesson **Design** Components (GIFT)

**Reduce the sub-skill difficulty of the lesson but maintain its complexity**

1. Use easier-to-read passages that maintain complexity of ideas.

*Inferential main ideas and themes, flashbacks and foreshadowing, multiple points of view*

2. Simplify arithmetic. *Sales tax: Calculate 5% of \$6, rather than 7.25% of \$9.98.*

**Bypass sub-skill difficulty for students**

1. Provide calculators for students. Use math fact tables. [ES Uses Chart](#)

(Then provide math facts clinics.)

2. Create a word bank for students who need additional assistance with vocabulary.

*pessimistic, optimistic, possessive, demanding*

**Reinforce sub-skills during lesson.**

1. Review pertinent sub-skills during Activate Prior Knowledge. [ES APK](#) [MS APK](#)

2. Teach content first, and then have students read the textbook. [MS Content](#) [Skill](#)

3. Define new vocabulary words for students in the context of the lesson. [ES](#) [MS](#)

## 2. Differentiate During **Delivery** of an EDI Lesson (GIFT)

**Use multiple research-based Instructional Strategies.**

1. **Cognitive Strategies:** Rehearsal, Elaboration, Organization.

2. **Teaching Strategies:** Explain, *Model, Demonstrate*. [ES](#) [MS Dem](#)

3. **EL Strategies:** Content Access Strategies and Language Acquisition Strategies.

4. **Pair** students **strategically**.

5. Provide **sentence frames** for students to answer using the academic language.

6. **Pre-read** and **pre-pronounce** new words. [ES Pronounce](#) [MS](#)

**Adjust the length of instructional time based on Checking for Understanding**

1. **Reduce** the instructional time when students are learning quickly.

*Don't check every step. Have students do 2-3 steps without checking*

2. **Expand** instructional time when students are having difficulty.

**Present CFU questions at the highest level. Differentiate at the response level.**

1. **Pair-Share:** Elaborate or de-escalate for individual students. [ES](#) [MS](#)

2. Allow students to ask clarifying questions throughout the lesson. [ES](#)

## 3. Differentiate for **advanced** students

**Embed advanced activities for students**

1. Give high-performing students more complex math problems.

2. Use more complex reading passages.

3. Have students create their own examples.

*Write and solve their own problems.*

*Provide their own reasons for lesson Relevance.* [MS Vol](#)

*Create their own cognitive strategy to remember information.* [ES](#) [MS](#)

**Expand Checking for Understanding for advanced students**

[MS](#)

1. After calling on random non-volunteers, call on volunteers to expand on answers.

2. Expand on justification and interpretation of answers.

3. Allow volunteers to ask clarifying questions during the lesson.

4. Have students teach their partners, pointing to the problem or text.

**Provide advanced activities after teaching**

1. Assign advanced problems from textbook for Independent Practice.

2. Assign more challenging reading passages for advanced students during Independent Practice.

3. Provide additional time for enrichment activities related to the lesson.

## 4. Differentiate **after** the EDI Lesson is Completed

**Intervention (support for grade-level content)**

1. Use easy-to-calculate numbers for Independent Practice.

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3. Incorporate re-teach, intervention, or EL materials.

4. In-class intervention at end of lesson. [ES In-class intervention](#) [MS In-class Intervention](#)

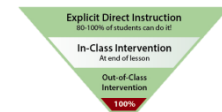
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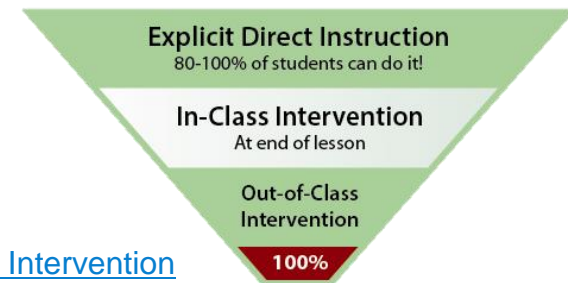
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# 4 STEPS TO COMMON CORE SUCCESS

## Instructional Leaders

- ***Maintain a relentless focus on improving how students are TAUGHT.***
- ***Focus on the instructional program.***  
*(Plant managers focus on the facilities.)*
- ***Close the implementation gap.***

### **Breakthrough schools have high-profile instructional leaders who:**

- *Articulate a coherent instructional vision.*
- *Clarify that implementation is an expectation not a choice.*
- *Observe instruction.*

*Can you classify what you see?*

*Can you give criterion-referenced feedback?*

- *Participate in trainings.*
- *Ensure consistent implementation across all classrooms.*
- *Advocate for students and support teachers.*

*DataWORKS' Instructional Leadership*

**Implementation** requires practicing new strategies to **automaticity**.

*Instructional Leaders close the **implementation gap**.*

**Learners who will transfer a NEW skill** into their practice as a result of **learning**:

- 5% Theory
- 10% Theory & Seeing a Demonstration
- 20% Demonstration & Practice
- 25% Theory, Demonstration, Practice & Corrective Feedback
- 90%** Theory, Demonstration, Practice, Feedback & **In-Situation Coaching**

### When is coaching useful?

1. Effective coaching focuses on changing performance
2. Creation of a learning and performance agenda
3. Feedback that is specific, accurate, and timely

(Joyce & Showers 1987)

Education Research

- Working Memory is **5-9 items** at once
- The human brain is designed to **automate repetitive practices** so you don't need to think about them, or so you can think about something else.

Automaticity must be developed for new practices.



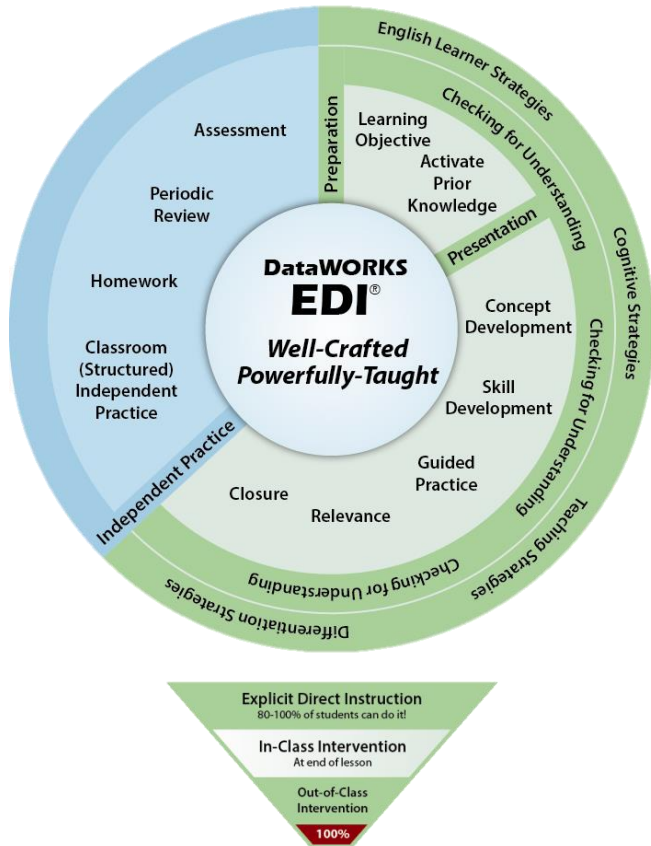
**Coaching must make the teacher a better teacher. Don't nit pick.**

Accelerated Reform Model

CFU

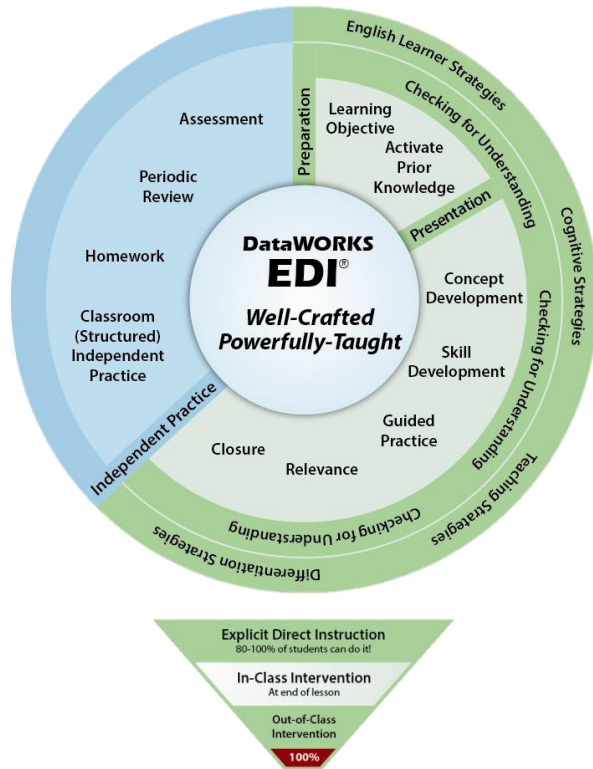
(Pair-Share) How will you develop automaticity?  
How will you implement? How will you coach?

Explicit Instruction Plan with Embedded Specially Designed Instruction



SE Teacher:	Class:
GE Teacher (if applicable):	Date:
Common Core Learning Standard:	
Verb:	Content:
Necessary pre-requisite skills: Can ALL students perform pre-requisite skills (based on formative assessment data from last lesson – giving a starting point for instruction):	
Desired Outcome of Lesson:	
Special Considerations (Accommodations, Modifications, Assistive Technology, Specialized Equipment, Strategy Instruction, etc.). Consider barriers including materials, environment, instruction, content, how learning is measured: 1) Student A 2) Student B 3) Student C 4) Student D	

	Explicit Core Instruction <u>Grade , Module : Unit , Lesson</u>	EDI notes
<b>Direct Explanation</b> – state lesson objective, desired outcome, how the skills/knowledge will be assessed, review/re-teach new vocabulary, connect to previous learning	<u>Opening:</u> <u>Objective(s):</u> <u>Assessment:</u> <u>Vocabulary:</u> <u>Connection to previous learning:</u>	<b>LEARNING OBJECTIVE</b> based on a Common Core Standard. Posted for students to see and read.  <b>ACTIVATE PRIOR KNOWLEDGE</b> Universal Experience or Sub skill Review.  <b>CONCEPT DEVELOPMENT.</b> Written Concept definitions with examples that show what the definition means.
<b>Modeling</b> – the “I Do” approach: demonstrate how to achieve the lesson objective and provide an exemplar, model and/or rubric where appropriate	<u>Description of “I Do”:</u> <u>Exemplar, Model, or Rubric:</u>	<b>SKILL DEVELOPMENT.</b> Teacher models solving problems using steps. CFU process questions. <i>How did I...?</i>
<b>Guided Practice</b> – the “We Do” approach: provide adequate time to practice the skill/content, provide appropriate materials, time for discuss and teacher observation of the task(s) with corrective feedback embedded	<u>Time for practice of skill/content and teacher observation:</u>  <u>Materials:</u>  <u>Time for discussion:</u>	<b>GUIDED PRACTICE.</b> Students work problems step by step. Teacher checks each step, usually with whiteboards. CFU process questions. <i>How did you...?</i>  <b>Rule of Two.</b> Teacher and students alternate working similar problem types as Skill Development and Guided Practice.



<p><b>Application</b> – the “You Do” approach: check for student understanding with multiple opportunities/tasks/materials and provide opportunities for independent work with corrective feedback embedded</p>	<p><u>Opportunities/Tasks/Materials provided for independent work:</u></p>	<p><b>Application</b> questions are integrated into Skill Development and Guided Practice or done as Independent Practice if they match what was already taught. Application question can be taught in follow-up lessons after students have learned a new Concept or Skill.</p>
<p><b>Lesson Closure</b> – revisit objective, formative assessment, connection to upcoming lesson(s)</p>		<p><b>RELEVANCE.</b> Teacher teaches students why the lesson is important to learn. Personal, academic, and real life reasons can be used.</p> <p><b>CLOSURE.</b> Teacher has students work sample problem to prove they have learned <i>before</i> they are asked to work independently. Students can be asked to summarize what they learned.</p> <p><b>INDEPENDENT PRACTICE.</b> Students practice what they were just taught. Problems must match the lesson.</p> <p><b>PERIODIC REVIEW.</b> Student practice over time what they have been taught. Generally, the teacher needs to work a review problem first to remind students how to do it.</p>
<p>Double Planning</p>	<p><u>Teacher A:</u></p>	<p><u>Teacher B:</u></p>

# Lesson Delivery Strategies

## Cognitive Strategies

(to help students remember)

### Rehearsal

- Simple repetition
- Cumulative repetition
- Copy material
- Verbatim note taking
- Underline, highlight

### Memory Aids

- Mnemonics
- Imagery
- Paraphrase
- Predict
- Summarize
- Note making
- Metaphors, similes
- Ask/answer questions

### Organization

- Cluster
- Outline
- Graphic Organizer

## Content Access Strategies

(to make English easier to understand)

### Comprehensible Delivery

#### Speak Slowly with Clear Enunciation

1. Speak slowly
2. Use formal register when speaking
3. Insert pauses between your words
4. Extend vowels and Stress consonants
5. Emphasize each syllable

#### Make Sentences Easier to Understand

1. Break long sentences into several shorter sentences.
2. Shorten sentences by removing redundant information.
3. Simplify sentences by rearranging and removing some of the dependent clauses.

#### Control Your Vocabulary

1. Delete or replace unnecessary words

#### Connect to Cognates

#### Define Idioms

#### Replace Pronouns with Nouns

1. Clarify pronoun reference

### Context Clues

#### Contextualized definition

#### Facial expressions

#### Gestures

#### Visuals (text with images)

#### Realia

#### Analogies, similes, and metaphors

#### Graphic organizers

### Supplementary Materials and Adaptations of Existing Materials

#### Select Text that is Easier to Read

#### Simplified Text

1. Reduce quantity of difficult words
2. Reduce sentence length
3. Simplify sentences

#### Elaborated Text

1. Make implicit information explicit
2. Use clear text structure
3. Add context clues

## Language Strategies

(to promote English language acquisition)

### Vocabulary Development

1. Provide a contextualized definition and move on
2. Attach a new label to a concept students already know
3. Develop both the concept and the label.
4. Multiple-meaning words - provide new meaning
5. Provide multiple synonyms
6. Use definitions
7. Internal context clues - use word parts to understand the word.
8. Homophone – clarify that the word sounds the same but that they have different meanings

### Listening and Speaking Strategies (and Reading)

1. Pronounce the word clearly. Students imitate and repeat. CFU.
2. Physical Pronunciation Strategy. Model mouth and tongue movement. Students practice. CFU.
3. Connect sounds in a new word to the same sounds in known words.
4. Minimal Pairs Strategy
5. Backwards Syllabication
6. Inflectional Endings

Videos Lessons

## How to Deliver

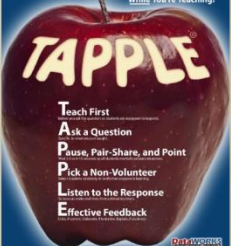
an EXPLICIT DIRECT INSTRUCTION® (EDI) Lesson  
for COMMON CORE

**DATAWORKS Strategy**  
**ENGAGEMENT NORMS**

- **Whiteboards**  
Chin-it
- **Complete Sentences**  
Public Voice
- **Pair-Share**  
A → B, B → A
- **Attention Signal**  
Eyes Front, Back Straight
- **Track With Me**
- **Read With Me**
- **Repeat With Me**
- **Gesture With Me**

DATAWORKS Educational Research

Checking for Understanding  
**Verify Students Are Learning**  
While You're Teaching!



Teach First  
**A**sk a Question  
**P**ause, Pair-Share, and Point  
**P**ick a Non-Volunteer  
**L**isten to the Response  
**E**ffective Feedback

**What is Not Covered by the Common Core Standards**  
"The Standards define what all students are expected to know and be able to do, not how teachers should teach."  
<http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration>

**Standards for Mathematical Practice (SMPs)**

SMP1	Make sense of Problems
SMP2	Reason abstractly and quantitatively
SMP3	Construct arguments and critique the reasoning of others
SMP4	Model with Math
SMP5	Use appropriate tools
SMP6	Attend to precision
SMP7	Make use of structure
SMP8	Look for regularity in repeated reasoning

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### Explicit Instruction Plan with Embedded Specially Designed Instruction

SE Teacher:	Class:	
GE Teacher (if applicable):	Date:	
Common Core Learning Standard:		
Verb:	Content:	
Necessary pre-requisite skills: Can ALL students perform pre-requisite skills (based on formative assessment data from last lesson – giving a starting point for instruction):		
Desired Outcome of Lesson:		
Special Considerations (Accommodations, Modifications, Assistive Technology, Specialized Equipment, Strategy Instruction, etc.). Consider barriers including materials, environment, instruction, content, how learning is measured: 1) Student A 2) Student B 3) Student C 4) Student D		
	Explicit Core Instruction Grade, Module : Unit , Lesson	EDI Connection
Direct Explanation – state lesson objective, desired outcome, how the skills/knowledge will be assessed, review/re-teach new vocabulary, connect to previous learning	<u>Opening:</u> <u>Objective(s):</u> <u>Assessment:</u> <u>Vocabulary:</u> <u>Connection to previous learning:</u>	<u>LEARNING OBJECTIVE</u> based on a Common Core Standard. Posted for students to see and read.  <u>ACTIVATE PRIOR KNOWLEDGE</u> Universal Experience or Sub skill Review.  <u>CONCEPT DEVELOPMENT.</u> Written Concept definitions with examples that show what the definition means.
Modeling – the “I Do” approach: demonstrate how to achieve the lesson objective and provide an exemplar, model and/or rubric where appropriate	<u>Description of “I Do”:</u> <u>Exemplar, Model, or Rubric:</u>	<u>SKILL DEVELOPMENT.</u> Teacher models solving problems using steps. CFU process questions. <i>How did I ...?</i>
Guided Practice – the “We Do” approach: provide adequate time to practice the skill/content, provide appropriate materials, time for discussion and teacher observation of the task(s) with corrective feedback embedded	<u>Time for practice of skill/content and teacher observation:</u> <u>Materials:</u> <u>Time for discussion:</u>	<u>GUIDED PRACTICE.</u> Students work problems step by step. Teacher checks each step, usually with whiteboards. CFU process questions. <i>How did you...?</i>  <u>Rule of Two.</u> Teacher and students alternate working similar problem types as Skill Development and Guided Practice.

<b>Application</b> – the “You Do” approach: check for student understanding with multiple opportunities/tasks/materials and provide opportunities for independent work with corrective feedback embedded	<u>Opportunities/Tasks/Materials provided for independent work:</u>	<b>Application questions</b> are integrated into Skill Development and Guided Practice or done as Independent Practice if they match what was already taught. Application question can be taught in follow-up lessons after students have learned a new Concept or Skill.
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Double Planning	Teacher A:	Teacher B:

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Name (optional) \_\_\_\_\_ Date \_\_\_\_\_

Check:  Teacher  School Administrator  District Administrator  Academic Coach  Other  
\_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

*Three things I learned that can be implemented in the classroom:*

1.

2.

3.

Information Request:





