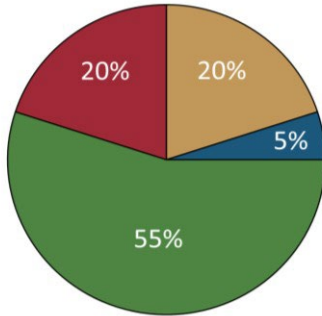




Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

## STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

### Instructional Framework



■ Opening ■ Transition ■ Work Session ■ Closing  
Time will vary based on instructional focus

### 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

### OPENING

#### Teacher:

- Introduces standard(s), learning target(s) and success criteria
- Engages students/accesses prior knowledge and makes connections
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Models problem-solving and comprehension strategies
- Asks challenging questions

#### Student:

- Accesses prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using language of the standards

### TRANSITION TO WORK SESSION

#### Teacher:

- Provides guided student practice
- Engages students in discipline-specific discussion
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work

#### Student:

- Engages in guided practice
- Participates in discussion
- Prepares organizing tools
- Asks clarifying questions

### WORK SESSION

#### Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides standards-based feedback
- Provides small group instruction
- Allows students to engage in productive struggle, make mistakes, and engage in error analysis
- Conferences formally and informally with students

#### Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards
- Completes conceptually rich performance tasks, research or guided practice
- Conferences with teacher and receives standards-based feedback

### CLOSING

#### Teacher:

- Formally or informally assesses student understanding
- Provides data-driven, standards-based targeted feedback to students
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

#### Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria