

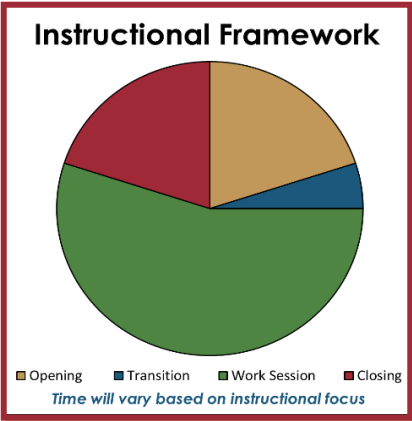


Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

ENGLISH LANGUAGE ARTS STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS



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 and makes connection with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the 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 session

Student:

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

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
- Content writing
- Writing process
- Writing to learn
- Collaborative conversations
- Oral and visual presentations
- Digital media literacy
- Academic vocabulary
- Disciplinary vocabulary

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
- Present diverse texts
- Engages in classroom talk reflective of discipline-specific habits of thinking

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 ongoing, 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
- Maintains classroom environment conducive to productivity and engagement

Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards
- Completes conceptually rich performance tasks, research and guided practice
- Conferences with teacher and receives standards-based feedback
- Engages in goal-setting, problem solving, and self-assessment of progress toward goals

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