Barnwell 45 School District
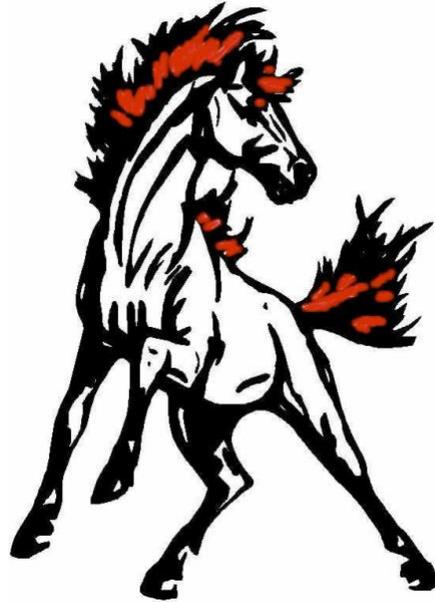
District Frameworks:
Curriculum and Instruction

2017-2018

Barnwell 45 Curriculum and Instruction Frameworks
Table of Contents

Barnwell 45 Instructional Frameworks

The set of instructional frameworks also include one that outlines the seven step process to teaching and learning [http://www.dekalb.k12.ga.us/teaching-and-learning/seven-steps-for-teaching-and-learning], which are as follows:

1. Diagnosing the needs of students
2. Creating and maintaining classroom profiles
3. Planning engaging lessons
4. Teaching the standards using standards-based instruction
5. Utilizing formative assessments
6. Re-teaching and providing additional support
7. Administering summative assessments to validate student learning

What is a Balanced Literacy approach?

Balanced Literacy is not a program or a curriculum. It is an approach to teaching English Language Arts. It incorporates all of the best practices for ELA instruction.

It is a comprehensive program of language arts acquisition. It contains all of the components necessary for students to master written and oral communication.

- Teacher-Directed Reading
- Self-Selected Reading
- Read-Aloud
- Small Group Instruction
- Teacher-Directed Writing
- Journals
- Word Development

Balanced Literacy incorporates all best practices in reading exemplifying that students need to use numerous devices in order to become proficient readers. It provides and improves skills of reading, writing, thinking, speaking, and listening for all students.

What we know: Students must be proficient as readers, writers, and speakers to be successful, contributing adults and lifelong learners.

Barnwell 45 Balanced Literacy Instructional Framework: Reading Components

COMPONENT	READING ALOUD	TEACHER-DIRECTED READING (Shared Reading)	SMALL GROUP INSTRUCTION (Guided Reading)	SELF-SELECTED READING (Independent Reading)
GRADE LEVEL	**K-12**	**K-12**	**K-12**	**K-12**
DESCRIPTION	Teacher reads a variety of texts aloud to students modeling strategies efficient readers use and what fluent, expressive reading sounds like.	Teacher directs the reading of a text (e.g., basal selections, trade books, big books, poems, song lyrics, plays) while students follow along, read in pairs, have shared reading, read in groups, read independently, or use multiple methods of reading. Lessons are organized as pre-reading, during reading, and post-reading.	Teacher supports students in their reading development by choosing texts and planning appropriate instruction based on the students' needs and interests. During this process, students practice applying strategies to increasingly challenging reading material while the teacher creates an environment that allows for a gradual release of responsibility.	Students select and read text on their own. During that time, teacher conferences one on one with students and provides one-on-one intervention and text talk to determine individual reading, fluency, and comprehension needs.
PURPOSE	• Develops an appreciation for all types of text • Instills a love of reading • Provides an adult model of fluent reading • Promotes language and vocabulary development • Provides all students access to the same text • Provides a springboard for writing, communication and research • Provides exposure to a variety of topics and genres • Allows teachers to use a "think aloud" approach	• Develops concepts about print and familiarizes students with features of text • Allows teachers to use a "think aloud" approach to demonstrate and model the use of reading comprehension strategies (e.g., decoding, predicting, questioning) • Provides opportunities for introducing and reinforcing reading strategies in context • Develops an awareness and appreciation for a variety of genres	• Provides opportunities for teachers to observe and document reading behaviors as students independently read and process new texts • Provides opportunities for teachers to use assessment information to make appropriate instructional decisions • Provides opportunities for students to apply reading strategies to instructionally-appropriate text	• Provides opportunities for students to apply reading strategies in an independent context • Provides opportunities for independent book selection • Promotes reading fluency and comprehension • Encourages reading for pleasure and information • Provides a framework for one-on-one intervention with teacher
STRUCTURE	Whole class	Whole class	Small group	Individual

Barnwell 45 Balanced Literacy Instructional Framework: Reading Foundational Skills Components

COMPONENT	SPELLING	SPECIFIC IN-DEPTH PHONEMIC INSTRUCTION	WORD DEVELOPMENT	
GRADE LEVEL	**K-5**	**K-3**	**K-12**	
DESCRIPTION	Teacher provides weekly words based on high-frequency words appropriate for given grade level. Teacher introduces the words and students practice the words throughout the week, ending with an assessment of mastery. Words are introduced, brief review of words is provided daily throughout the week, and ends with assessment.	Teacher provides explicit, direct instruction of phonetic skills, as based on the South Carolina College- and Career-Ready Standards for English Language Arts and Barnwell 45 Phonics Handbook.	Teacher supports students in their reading development by choosing texts and planning appropriate instruction based on the students' needs and interests. During this process, students practice applying strategies to increasingly challenging reading material while the teacher creates an environment that allows for a gradual release of responsibility.	
PURPOSE	• Allows mastery of high-frequency words based on grade appropriateness • Develops mastery of high-frequency words to then positively impact word development and writing	• Provides specific instruction on skills outlined in South Carolina College- an d Career- Ready Standards and Barnwell 45 Phonics Handbook • Included as a part of Word Development on a daily basis in primary school	• Provides opportunities for learning of and application of specific word development skills, including synonym, antonyms, analogies, multiple meaning words • Incorporated word activities, including Make a Word, Guess the Covered Word, Word Wall Riddles, Word Sorts, etc. • Provides teaching of grade-specific word families • Includes, for grade 5 and higher, acquisition of Greek and Latin roots and application of knowledge	
STRUCTURE	Whole class (Individualized if differentiated spelling is applied)	Whole class or small group	Whole class	

Barnwell 45 Balanced Literacy Instructional Framework: Writing Components

COMPONENT	INTERACTIVE and SHARED WRITING	JOURNAL WRITING	TEACHER-DIRECTED WRITING (Guided Writing)	INDEPENDENT WRITING
GRADE LEVEL	**K-2**	**K-12**	**K-12**	**K-12**
DESCRIPTION	Teacher and students collaboratively develop text while "sharing the pen" to write it. Teacher and students work together to compose texts with the teacher serving as a scribe.	Students write independently, sharing and expressing their thoughts.	Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of students.	Students compose and write their own texts.
PURPOSE	• Provides students with opportunities to learn about and participate in the process of writing • Teaches concepts of print and allows application of letter-sound knowledge and spelling patterns in context • Provides opportunities for students to read and write high-frequency words • Helps students understand that reading and writing are reciprocal processes • Provides texts that children can revisit and read independently • Teaches and models writing and conventions of print • Provides opportunities for students to contribute ideas • Models a variety of text types and genres • Provides written language references for the classroom Done primarily in Kindergarten and 1st grade (as needed in 2nd grade)	• Serves as evidence of weaknesses and strengths in student writing, in turn guiding explicit instruction during Teacher-Directed Writing • Provides a nonthreatening way for students to write (not graded and writing critiques are not shared in journal writing) • Provides a means of communication between the teacher and student	• Allows teachers to teach the writing process and to model writing strategies, specific teaching grade level specific features of writing compositions, written expression, and mechanics/usage • Provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics • Provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions • Provides opportunities for students to discuss and share what they have written • Provides students opportunities to utilize technology when appropriate	• Provides opportunities to apply the writing process on self-selected or assigned topics • Provides opportunities to write in different genres for different purposes and audiences • Provides opportunities for students to produce writing in different forms (e.g., expository, descriptive, narrative, persuasive) • Provides opportunities for students to discuss and share what they have written • Provides opportunities for students to utilize technology when appropriate • Utilized in cross-curricular activities and assignments
STRUCTURE	Whole class or small group	Individual	Whole class, individual or small group	Individual

Barnwell 45 Vertical Alignment Writing Framework

Grade Span	Expectations with Formal Process Writing	Resources Provided
Grade K-1	- Variety of shared and interactive writing opportunities to develop student writing abilities - By end of 1st grade, minimum of 1 well-developed 5 sentence paragraph - Emphasis placed on content and development - Use of K and 1st grade BPS Writing Rubrics (based on content and development, organization, voice, and conventions)	**Standards and Support Documents** -provided to every teacher prior to start of 2012-2013 school year -linked online for easy access **Writing-Specific Professional Development** -CCSS Writing PD took place during the 2012-2013 school year -CCSS writing professional development sessions will be addressed in the 2013-2014 district professional development calendar -Additional PD opportunities will be added to the schools' specific professional development calendars, based on need **District-Wide Consistency with Writing Expectations** -graphic organizer -rubrics -vertical alignment framework **LiveBinder Resources** -created and provided by Director of Curriculum, grouped based on grade bands and schools **6+1 Traits** -Trait Crates will be utilized at BPS and BES as a writing program and writing resource kits for teachers to utilize during instruction **Availability of Curriculum Library** -numerous curricular resources are available through the Director of Curriculum's office **Additional Resources** -shared by Director of Curriculum and School-level Administration **Barnwell 45 English Language Arts Curriculum Framework**
Grade 2	- Minimum of 1 well-developed 8 sentence paragraph - Use of 2nd grade BPS Writing Rubric	
Grade 3	- Minimum of 3 paragraphs - Use of Barnwell 45 Writing Rubric - Use of SC Ready Writing Rubric	
Grade 4-8	- Minimum of 5 paragraphs - Use of Barnwell 45 Writing Rubric - Use of SC Ready Writing Rubric - Implementation of GBMS Writer Handbook with grades 7-8	
Grade 9-12	- Extension of writing from middle school - Minimum # of paragraphs set by ELA department, with no less than 5 paragraphs in formal writing - Use ACT Writing Rubric - Use of EOCEP Writing Rubric	

5-Step Formal Writing Process

- Brainstorm, Plan, Graphic Organizer
  - First Draft
  - Editing and Revising
  - Final Draft
  - Final Copy, Publish, Share

Barnwell 45 Balanced Literacy Instructional Framework: Vocabulary Components

Grade	K-12
DESCRIPTION	The teacher involves students in a variety of interactive vocabulary development activities (e.g., word building, vocabulary mapping, application of affixes and concept attainment).
PURPOSE	• Provides hands-on opportunities for students to manipulate words and letters and extend learning across the curriculum • Reinforces language skills and content concepts in meaningful contexts • Expands vocabulary knowledge to support reading and writing development • Helps students to recognize likenesses and differences in words to advance reading and writing development • Supports student recognition of important high-frequency words that are used extensively in reading and writing • Develops knowledge of a variety of strategies for solving words • Increases knowledge and application of academic vocabulary and cross-disciplinary specific vocabulary
FREQUENCY	Daily (in all subject areas)
STRUCTURE	Whole or small groups (teacher-directed or independent)

South Carolina College- and Career- Ready Standards for English Language Arts

K-12 Implementation 2015-2016

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

In grades K–5, the term "opinion" is used to refer to this developing form of argument.

Informational/Explanatory

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Informational/explanatory writing addresses matters such as…

- Types, Example: What are the different types of poetry?
- Components, Example: What are the parts of a motor?
- Size, Function, or Behavior, Example: How big is the United States? What is an X-ray used for? How do penguins find food?
- How things work, Example: How does the legislative branch of government function?
- Why things happen, Example: Why do some authors blend genres?

To produce this kind of writing…

- students draw from what they already know and from primary and secondary sources
- students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing

Variety of Techniques to Convey Information:

- Naming
- Defining
- Describing
- Differentiating different types or parts
- Comparing or contrasting ideas or concepts
- Citing an anecdote or a scenario to illustrate a point

Through the grades, students expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Narrative

Narratives convey experience, either real or imaginary, and uses time as its deep structure

Narratives can be used for many purposes, such as…
- to inform
- to instruct
- to persuade
- to entertain

Examples of Narrative:
- Creative fictional stories
- Memoirs
- Anecdotes
- Autobiographies
- Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures

Over time, they learn to…
- provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions)
- to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives
- to manipulate pace to highlight the significance of events and create tension and suspense

Examples of Narrative Writing in Other Content Areas
History/Social Studies
- write narrative accounts about individuals
- construct event models of what happened, selecting from their sources only the most relevant information
Science:
- narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results

Barnwell 45 Balanced Math Instructional Framework

COMPONENT	Mental Math	Spiral Review	Problem Solving	Teacher-Directed Instruction
GRADE LEVEL	**K-12**	**K-12**	**K-12**	**K-12**
DESCRIPTION	The teacher provides the students with regular experiences with calculations to perform mentally. This component allows children to use a method which they understand (unlike with written computation) and are encouraged to think actively about relationships involving the particular numbers they are dealing with.	The teacher provides the students with continuous review and application of skills learned throughout the year.	The teacher provides a problem solving time that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to think critically and analytically to find a solution as students apply the mathematical skills and reasoning they have learned in teacher-directed instruction.	The teacher provides a teacher – directed time and follows a definite structure with specific steps to guide students toward mastery of the learning outcomes.
PURPOSE	- Facilitate a time where students are able to develop their number sense mentally - Provide examples of several different mathematical concepts	- Promote mastery of skills by providing daily math practice in all main areas of mathematical concepts for given grade level - Provide 4-5 questions every day that will allow students to cycle back to previous concepts learned, thus allowing for reinforcement of previous instructional units	- Provide students with problems that allow for multiple strategies or "ways to solve" - Provide students the opportunities to explore math concepts using their mathematical practices and mathematical processes ☐ Problem solving ☐ Communication ☐ Reasoning ☐ Representation ☐ Connections - Utilize the Common Core State Standards for Mathematical Practice - Provide real-world application of mathematical concepts - Provide opportunities for collaboration and mathematical reasoning among peers - Allow students to discuss different ways to solve the same problem. The reflection/discussion at the end is a crucial part of the problem solving component	- Identify the standard(s) to be addressed - Establish relevance of mathematical concept to the real world - Introduce new skills and concepts, as well as provide direct instruction on the concept being covered - Actively engage students in the learning process through varied instructional practices - Model and demonstrate mathematical concepts - Scaffold instruction to help students develop skills - Continually monitor and assess student performance and understanding by ☐ Using manipulatives ☐ Answering questions ☐ Discussing ☐ Working in groups - Provide reflection and assessment, thus allowing teachers to assess student learning and identify next instructional moves
STRUCTURE	Whole class	Whole class, Small group, or Individually	Whole class, Small group, or Individually	Whole class

Barnwell 45 Balanced Math Instructional Framework: Vocabulary Components

Grade	K-12
DESCRIPTION	The teacher involves students in a variety of interactive vocabulary development activities (e.g., vocabulary mapping, math word walls, concept maps or booklets, etc.).
PURPOSE	• Reinforces mathematical skills and content concepts in meaningful contexts • Expands vocabulary knowledge to support reading and writing development • Helps students to recognize likenesses and differences in mathematical concepts • Supports student recognition of important content-specific high-frequency words • Develops knowledge of a variety of strategies for solving word problems • Increases knowledge and application of academic vocabulary and cross-disciplinary specific vocabulary
FREQUENCY	Daily (in all subject areas)
STRUCTURE	Whole or small groups (teacher-directed or independent)

Barnwell 45 Balanced Math Instructional Framework: Small Group Components

Grade	K-12
DESCRIPTION	Teacher supports students in their mathematical development by planning appropriate instruction based on the students' needs and interests. During this process, students practice applying strategies to increasingly challenging mathematical problems and applications of skills while the teacher creates an environment that allows for a gradual release of responsibility.
PURPOSE	• Provides opportunities for teachers to observe and document mathematical reasoning as students work on mathematical concepts • Provides opportunities for teachers to use assessment information to make appropriate instructional decisions • Provides opportunities for students to apply problem solving strategies to instructionally-appropriate problems
FREQUENCY	Dependent upon grade-level and school-level expectations
STRUCTURE	Small group

South Carolina College- and Career- Ready Mathematical Process Standards

1. *Make sense of problems and persevere in solving them.*
2. *Reason both contextually and abstractly.*
3. *Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.*
4. *Connect mathematical ideas and real-world situations through modeling.*
5. *Use a variety of mathematical tools effectively and strategically.*
6. *Communicate mathematically and approach mathematical situations with precision.*
7. *Identify and utilize structure and patterns.*

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills.

-South Carolina College- and Career- Ready Mathematical Process Standards, page 7

Barnwell 45 Science Instructional Framework

Learning Phase	Student's Role	Teacher's Role	Activities	Instructional Format
Engage The teacher captures the students' attention, stimulates their thinking and helps them access prior knowledge and lay the foundation for current learning.	• Introduced to the concept • Make connections to prior knowledge and what is being studied • Clarify thinking • Mentally engage in new learning experience	• Ask questions of students and engage them in guided inquiry lessons • Make connections between past and present learning experiences • Set a level of anticipation	• KWL charts • Demonstration • Read aloud • Thinking map • Brainstorming	Whole Group or Small Group
Explore Students are given time to think, plan and investigate science phenomena.	• Explore or experiment • Engage in observations, use of science tools and manipulatives or materials, collect data, and record data	• Set up the investigation and guide students in inquiry • Ask probing questions to clarify understanding	• Investigation • Read authentic sources • Solve a problem • Construct a model	Whole Group, Small Group, or Individual
Explain Students are now involved in an analysis of their exploration and collected data. Their understanding is clarified and modified because of reflective activities.	• Verbalize understandings from the "explore" phase • Look for patterns in data • Describe what was observed	• Ask probing questions that encourage students to look for patterns or irregularities in their data • Introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors	• Student analysis and explanation • Support ideas with evidence • Structured questioning • Read and discussing • Teacher explanation • Thinking skills	Whole Group or Small Group
Extend Students are given the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation.	• Expand their learning • Practice skills and behavior • Make connections or applications to related concepts in the world	• Provide learning opportunities for students to apply their knowledge and to gain deeper understanding	• Problem solving • Decision making • Experimental inquiry • Reading articles to extend learning • Writing about concept • Designing other experiments • Exploring related topics online	Whole Group or Small Group or Individual
Evaluate The teacher wraps-up and provides closure of the day's instruction. Explanation can be formal or informal.	• Answer questions • Pose questions • Illustrate their knowledge (understandings) and skill (abilities)	• Diagnose student understanding through an ongoing process	• Portfolio • Performance assessment or test • Product • Journal entry *Note: Assessment can be both formative (ongoing and dynamic) and summative (end of the lesson final test or product)*	Whole Group or Small Group or Individual

Barnwell 45 fully implemented the South Carolina Academic Standards and Performance Indicators for Science 2014 during the 2016-2017 school year

The 5 E's Instructional Approach

The 5 E's is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

This Barnwell 45 Instructional Framework was adapted from work done under the leadership of Roger Bybee at Biological Science Curriculum Study (BSCS).

Barnwell 45 Science Instructional Framework: Vocabulary Components

Grade	K-12
DESCRIPTION	The teacher involves students in a variety of interactive vocabulary development activities (e.g., vocabulary mapping, word walls, concept maps or booklets, etc.).
PURPOSE	• Reinforces scientific skills and content concepts in meaningful contexts • Expands vocabulary knowledge to support reading and writing development • Helps students to recognize likenesses and differences in scientific concepts • Supports student recognition of important content-specific high-frequency words • Develops knowledge of a variety of strategies for solving problems • Increases knowledge and application of academic vocabulary and cross-disciplinary specific vocabulary
FREQUENCY	Daily (in all subject areas)
STRUCTURE	Whole or small groups (teacher-directed or independent)

Barnwell 45 Social Studies Instructional Framework

Learning Phase	Student's Role	Teacher's Role	Activities	Instructional Format
Engage The teacher captures the students' attention, stimulates their thinking and helps them access prior knowledge and lay the foundation for current learning.	• Introduced to the concept • Make connections to prior knowledge and what is being studied • Clarify thinking • Mentally engage in new learning	• Ask questions of students and engage them in guided inquiry lessons • Make connections between past and present learning experiences • Set a level of anticipation	• KWL charts • Demonstration • Read aloud • Thinking map • Brainstorming	Whole Group or Small Group
Teacher-Directed Delivery of Content The teacher delivers the content to the students through teacher-directed instruction.	• Ask questions or ask for further explanation, as needed	• Ask probing questions to check for understanding • Introduce formal terms, definitions, and explanations for concepts, time periods, or historical contexts • Delivery content • Facilitate small group work, when applicable	• Read authentic sources • Student analysis and explanation • Support ideas with evidence from learning • Structured questioning • Read and discussing • Teacher explanation • Direct teaching on content • Lecture and notes	Whole Group, Small Group, or Individual
Application of Skills/Concepts Students are given the opportunity to solidify their understanding of the concept and/or apply it to a real world situation.	• Expand their learning • Practice skills or knowledge of concepts • Make connections or applications to related concepts in the world	• Provide learning opportunities for students to apply their knowledge and to gain deeper understanding	• Thinking skills • Reading articles to extend learning • Writing about concept • Designing other experiments • Exploring related topics online	Whole Group or Small Group
Evaluate/Closure The teacher wraps-up and provides closure of the day's instruction. Explanation can be formal or informal.	• Answer questions • Pose questions • Illustrate their knowledge (understandings) and skill (abilities)	• Diagnose student understanding through an ongoing process • Close the lesson by synthesizing information and providing a fitting conclusion and context for the student learning that has taken place	• Portfolio • Performance assessment or test • Product • Journal entry *Note: Assessment can be both formative (ongoing and dynamic) and summative (end of the lesson final test or product)*	Whole Group or Small Group or Individual

Barnwell 45 Social Studies Instructional Framework: Vocabulary Components

Grade	**K-12**
DESCRIPTION	The teacher involves students in a variety of interactive vocabulary development activities (e.g., vocabulary mapping, word walls, concept maps or booklets, etc.).
PURPOSE	• Reinforces skills and content concepts in meaningful contexts • Expands vocabulary knowledge to support reading and writing development • Helps students to recognize likenesses and differences in different concepts and terms • Supports student recognition of important content-specific high-frequency words • Develops knowledge of a variety of strategies for solving problems • Increases knowledge and application of academic vocabulary and cross-disciplinary specific vocabulary
FREQUENCY	Daily (in all subject areas)
STRUCTURE	Whole or small groups (teacher-directed or independent)

Madeline Hunter's Instructional Theory into Practice (ITIP) Model for Direct Instruction

3 Categories of the ITIP lesson design:
➢ Content: Within the context of grade level, content standards, student ability/needs, and rationale for teaching, the teacher decides what content to teach.
➢ Learner Behaviors: Teachers must decide what students will do (a) to learn and (b) to demonstrate that they have learned.
➢ Teacher Behaviors: Teachers must decide which "research-based" teaching principles and strategies will most effectively promote learning for their students.

Seven Elements of the Direct Instruction Framework

1. (Learning Objective) Select an objective at an appropriate level of difficulty and complexity, as determined through a task analysis, diagnostic testing, and/or congruence with Bloom's cognitive taxonomy.

2. (Anticipatory Set) Motivate instruction by focusing the learning task, its importance, or the prior knowledge/experience of the learners.

3. State the lesson objective(s) to the students.

4. (Input) Identify and teach main concepts and skills, emphasizing clear explanations, frequent use of examples and/or diagrams, and invite active student participation.

5. Check for understanding by observing and interpreting student reactions (active interest, boredom) and by frequent formative evaluations with immediate feedback. Adjust instruction as needed and reteach if necessary.

6. Provide guided practice following instruction by having students answer questions, discuss with one another, demonstrate skills, or solve problems. Give immediate feedback and reteach if necessary.

7. Assign independent practice to solidify skills and knowledge when students have demonstrated understanding.