Intermediate Instructional Framework - <mark>DRAFT</mark>

For the purpose of this framework, Live and Independent are defined below.
- Live – Opportunities for teachers and students are interacting face to face on Zoom. Can be whole class, small group, one on one.
- Independent – Opportunities for students to work online or offline to deepen knowledge, practice and apply skills.

Morning Meeting (15 minutes)			
5 min.	**Live** Interactive Read Aloud Teacher models reading for students, with engaging above level text Students listen for purpose (consider big books, picture books, chapter books, and variety of genres and topics)		
10 min.	**Live** Morning Meeting incorporate SEL, attendance, etc.		
English Language Arts			
10 min.	**Word Wisdom:** Foundational Skills Mini Lesson	**Live** Teach and model skill, strategy or phonics rule, (Instructional Routine) o Morphology and Language /Syntax Students apply to text (decodable readers, IRLA text, Sleuth, Text Collection, etc.) Students bring back to share out/teacher clears up misconceptions ** with the limited amount of time, it is recommended that this is live	
40 min.	**Reading Corner:** Comprehension Mini Lesson	**Live** - Activator→hook (2 minutes) (poem, video clip, quick write, image, additional text) - Teacher sets purpose for reading **Teacher models** (new or deepening concept) with Complex text→Students read for purpose - Academic vocabulary is developed through volume of reading on a topic - Teacher poses questions→students **practice** close reading of text to find evidence to support thinking to answer text dependent/specific questions - Students annotate text for purpose and record thinking in writing or orally - Evidence-Based Discussions/writing in response to reading (accountable talk, revise thinking)	20 min.
	Guided Reading/ Application Opportunities Individual, pairs, and small group **Organized breakout rooms can be used during this time	**Live** Guided Reading/Small groups - Reteach - Preview Vocabulary or Concept - Build background knowledge Tier 2 Interventions	**Independent:** - Vocabulary and word work practice - Fluency practice - Annotating text for purpose - Content Research task/learning to build knowledge - Writing in Response to reading w/ text evidence	15 min.
		Live: Come back together to answer questions and wrap up	5 min.
		Live lesson w/teacher modeling	15 min.

40 min.	Writer's Workshop (Writing Process)	**Independent** practice and application	**Live** Individual or small group student conferencing	20 min.
		Live: Come back together to answer questions and wrap up and share out		5 min.
30 min.	**Independent** Reading and **Live** Student Conferencing (a Zoom schedule will need to be created to meet with all students)			

Math

5 min.	Fluency	**Live** Fluency Routine	
10 min.	Application	**Live** Suggest the use of break out rooms so that students can discuss their strategies. Come back together to discuss a few	
35 min.	Concept Development	**Live** Lesson or Recorded Lesson	25 min.
		Independent Problem Set – identify must do problems	10 min.
10 min.	Student Debrief	**Live** Student Debrief	7 min.
		Independent Exit Ticket	3 min.

Science

5 min.	Lesson Launch	**Live** Connect to previous days notebook work, navigate to today's lesson materials and Introduce topic of lesson. Focus on **Engaging** student with connections to Studio Board
10 min.	Content Development	**Live** Image rich mini lesson on content for the day using Studio Board. This can be **exploring** with a model investigation/experiment, knowledge building through text discussions (**Explain**), word work as students make meaning of science terms from text or student-centered discussion applying their learning (**Elaborate**)
20 min.	Processing & Practice	**Independent** Student's opportunity to process/practice/apply learning within their student notebook depending on stage of 5E
5 min.	Connections & Close	**Live** Share student notebooks to model processing and formatively assess student understanding

Social Studies

10 min.	Activating Inquiry	**Live** Connect the overarching question "the big why" of the lesson. **Engage** students in essential questions to help guide inquiry about topic and allow for independent research.
15 min.	Evaluating Sources & Using Evidence	**Live** **Teacher models** (new or deepening concept) with text/ live lesson materials/ DBQ texts Allow time to build content vocabulary through volume of reading on a topic. Teacher poses questions students **practice** close reading of text to find evidence to support thinking to answer text dependent/specific questions Students annotate text for purpose and record thinking in writing or orally. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. Evidence-Based Discussions/writing in response to reading (accountable talk, revise thinking) Develop claims using evidence from multiple sources to answer essential questions.
10 min.	Communicating Conclusions and Taking Informed Action	**Live** Teacher & Student debrief about the lesson and topics discussed in lesson. Allow students to construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

		Weekly – current events connection - Identify a range of local problems and some ways in which people are trying to address these problems. Use listening, consensus- building, and voting procedures to decide on and take action in their classroom and school.

Total: 4.5 hours

Please work to ensure 30 minutes of lunch, the recommend recess time (identified by your school), and the required specials time (identified by your school) in your daily schedule. Teachers will still have planning time during specials.