

Primary Instructional Framework- **DRAFT**

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 (20 minutes)				
10 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				
30 min.	Word Work: Foundational Skills Mini Lesson	Live <ul style="list-style-type: none">Heggerty Warm upTeach and model mini lesson		15 min.
		Independent Practice <ul style="list-style-type: none">Student practice (write, sort, build, move) Students apply to text (SmartyAnts, decodable readers, IRLA text, Song & Rhyme chart, poems, etc.)		15 min.
		Live: Come back together to answer questions and wrap up		5 min.
35 min.	Ready to Read: Comprehension Lesson Gradual Release→teacher does, students practice with teacher support, students do with other students, students do independently, teacher monitors	Live <ul style="list-style-type: none">Launch/Activator to hook (2 minutes) (poem, video clip, quick write, image, additional text)Teacher models (teaches new or deepens concept) with Complex text while students listen/read for purposeStudents annotate text for purposeTeacher poses questions while students practice close reading of text to find evidence to support thinking to answer text dependent/specific questionsStudents record thinking in writing or share orallyEvidence-Based Discussions/writing in response to reading		
	Guided Reading/ Application Opportunities Individual, pairs, and small group work time ** Breakout rooms can be assigned during this time.	Live Guided Reading/Small groups <ul style="list-style-type: none">ReteachPreview Vocabulary or ConceptBuild background knowledge Tier 2 Interventions	Independent Differentiated Practice: <ul style="list-style-type: none">Phonics and word work practice (write, sort, build, move)Writing/Writing in response to readingContent research/learning to build knowledgeReading: buddy reading, listening, audio text	15 min.
	Live Come back together to answer questions and wrap up		5 min.	
30 min.	Writing Workshop	Live lesson w/teacher modeling <ul style="list-style-type: none">Mini lesson: teacher models writing through shared and interactive writing opportunitiesDiscussion with peers: before writing and/or during the writing process		15 min.
		Independent practice	Live Individual or small group student conferencing	15 min.
		Live Come back together to answer questions and wrap up and share out		10 min.

20 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 students.	
10 min.	Content Development	Live Image rich mini lesson on content for the day. This can be knowledge building through text discussions, exploring with a model investigation/experiment or word work as students make meaning of science terms from text	
10 Min	Processing & Practice	Independent Student’s opportunity to process/practice/apply learning within their student notebook	
5 Min	Connections & Close	Live Share student notebooks to model processing and formatively assess student understanding	
Social Studies			
5 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.	
20 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 information from one or two sources with guidance and support from adults and/or peers. Evaluate a source by distinguishing between fact and opinion.	
5 min.	Communicating Conclusions and Taking Informed Action	Live Teacher & Student debrief about the lesson and topics discussed in lesson. Allow students to ask and answer questions about arguments and explanations. Weekly – current events connection – allow students to be problem solvers. Identify problems that may be happening at the class or school level. Use listening, consensus- building, and voting procedures to decide on and take action in their classroom and school.	

Total: 4 hours 15 minutes

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.

Teacher planning will still have planning time during specials.