







**Instructional Content and Skill Focus: *What am I teaching?***

<p><b>Learning Outcomes – I Can Statement</b> <i>What are we learning?</i></p>	
<p><b>Resource Title</b></p>	
<p><b>Standard</b></p>	
<p><b>Success Metrics</b> <i>What should they be able to do with this knowledge?</i></p>	
<p><b>Assess</b> <i>How will I know they've learned it?</i></p>	

## Instructional Process: *How will I teach this?*

Flexible, not a linear process. All components do not need to be taught in one lesson.

Process	Teachers	Students
 <p style="text-align: center;"><b>Activating our Thinking Anticipatory Set</b></p> <p><i>Students need a purpose for learning to connect to prior knowledge and build new knowledge.</i></p>		
<p><i>The goal of the Gradual Release of Responsibility Framework is to provide appropriate instruction, moving students towards independence. Teacher monitors and adjusts throughout the lesson.</i></p>		
 <p style="text-align: center;"><b>Direct Instruction -- ME "I do it":</b></p> <p><i>Model expectations/behaviors— Teacher thinks aloud</i></p>		
 <p style="text-align: center;"><b>Guided Instruction – WE "We do it":</b></p> <p><i>Work for engagement— Teacher thinks aloud with student participation.</i></p>		
 <p style="text-align: center;"><b>Collaborative – TWO "You do it together":</b></p> <p><i>Students work with others to practice and are actively engaged in their learning.</i></p>		
 <p style="text-align: center;"><b>Independent Practice – YOU "You do it alone":</b></p> <p><i>Students demonstrate their own understanding.</i></p>		
<p><i>Teacher facilitates a lesson wrap-up to ensure student metacognition and cement student learning.</i></p>		
 <p style="text-align: center;"><b>Lesson Wrap-Up Ensuring Student Success</b></p>		