



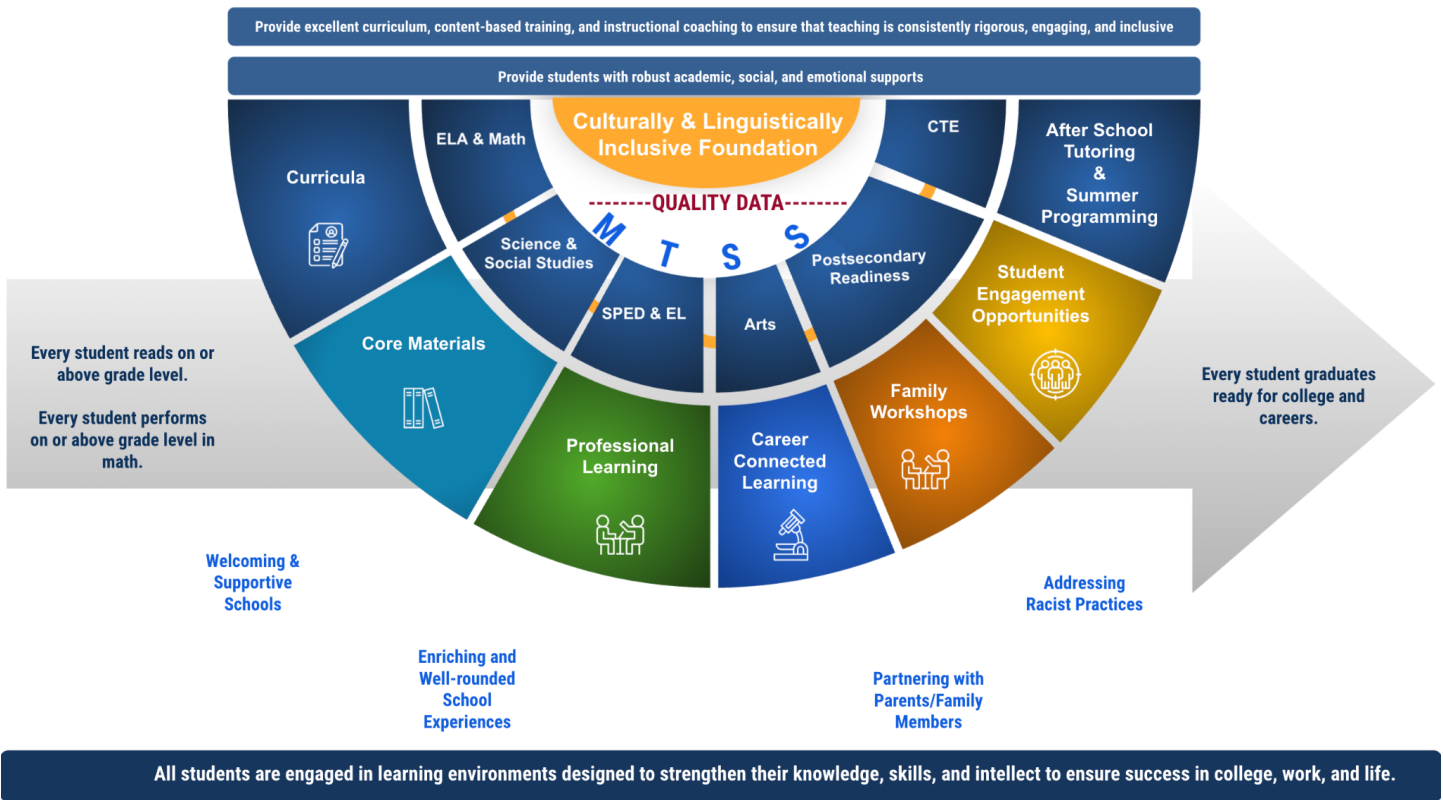
# the **ACADEMIC FRAMEWORK**

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The Academic Framework is an all-inclusive resource that contains content-specific academic expectations and essential practices to support educators in making instructional decisions.



# Academic Framework



**Click the screen to watch Dr. Malika Savoy-Brooks explain the work of the Office of Academic Supports and its alignment to District priorities and the Board of Education’s Goals & Guardrails.**

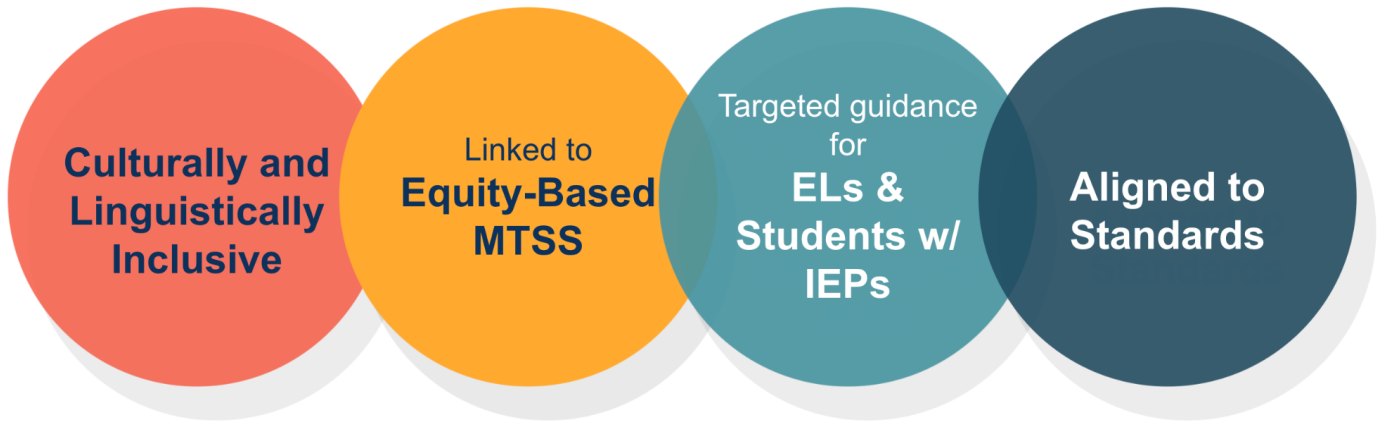
The Office of Academic Supports is committed to ensuring that every student in every classroom is engaged in learning environments designed to strengthen their knowledge, skills, and intellect to ensure success in college, work, and career. The goal of the Academic Framework is to make sure that all students have access to engaging, high-quality, grade-level instruction and that academic supports are not only grounded in research but are culturally and linguistically inclusive as well. The elements of the Academic Framework reinforce the District’s core values and commitment to equitable practices. The framework has been developed in alignment with the Board of Education’s Goals & Guardrails and five-year strategic plan.

The Academic Framework is an all-inclusive resource that contains content-specific academic expectations and essential practices to support educators in making instructional decisions. It is intended to be utilized during lesson planning, reflecting on the implementation of lesson plans, district-wide professional development, instructional walkthroughs, network professional development, school-based professional development, and common planning time. This will be a living document that gets updated at different points in the school year. Please check the bottom left corner of any page to see the date when it was last updated. Significant revisions will be accompanied by communication with stakeholders to notify them of changes.



### The Four Elements of the Framework

The framework is an all-inclusive resource that contains content-specific academic expectations and essential practices to support educators in making instructional decisions. The academic framework actualizes our commitment to cultural and linguistic inclusivity, standards alignment, equity-based MTSS, and serving English Learners & students with IEPs.



	<b>Culturally &amp; Linguistically Inclusive</b>	Children of color have been historically and traditionally marginalized with regard to learning expectations, classroom resources, school policies, and instructional practices. Without an intentional and committed focus on dismantling racist systems and providing equitable learning experiences, the results we seek for all our children can never be fully achieved. This awareness has generated purposeful urgency around promoting equitable culturally and linguistically inclusive practices that help all children thrive. The Academic Framework is grounded in the guiding principles outlined in the Culturally and Linguistically Inclusive Foundation (CLIF).
	<b>MTSS</b>	SDP will implement a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The foundation of the model is tier 1 instruction, which consists of the District's curriculum units, core resources, and supplemental resources. The Academic Framework provides a menu of options for determining tier 2 and tier 3 supports for students.
	<b>ELs &amp; Students with IEPs</b>	<b>All</b> teachers (including, but not limited, to grade level, content area, specialists, ESL, special education, etc.) are responsible for incorporating language instruction as well as scaffolding and accommodations to allow ELs and students with IEPs to access the standards to which the course is aligned.
	<b>Standards Aligned</b>	The Academic Framework is designed to engage students to apply key learning concepts to reach a deeper understanding of content and promote the facilitation of standards-aligned instruction to ensure students demonstrate mastery of grade-level outcomes.



### What is Included in this Academic Framework?

- Linked table of contents
- Quick links to easily access teacher-facing instructional resources
- Expectations for the instructional block for math and ELA
- Access to the curriculum units for math and ELA
- A menu of options for determining tier 2 and tier 3 supports for students
- Essential practices for making learning accessible to all students - particularly students with IEPs and English learners
- Guidance for developing instructional routines and a classroom environment that supports a culture of learning in a safe and welcoming space
- Explicit connections between assessments & implementation of the instructional expectations
- Clear descriptions of what successful implementation of instructional expectations looks like (e.g. Look-Fors)



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## Quick Links

Use the [quick links](#) to quickly access instructional guides, curriculum, look fors, etc.

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## Quick Links to Teacher-Facing Instructional Resources

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## Culturally and Linguistically Foundation

*Eliminating the predictability of success and failure that currently correlates with any social or cultural factor, through ongoing analysis of disproportionality data--with a laser focus on student achievement*

With a shared commitment to dismantling racist systems and providing equitable learning experiences, the School District of Philadelphia in partnership with students, educators, families, and community members, developed the Culturally and Linguistically Inclusive Foundation (CLIF). The CLIF serves as a guide for students, families, school-based and district-level staff, community members, and partners for creating learning environments that:

- affirm racial, linguistic, and cultural identities
- develop stakeholders abilities to connect across lines of differences
- Elevate historically marginalized voices
- empower stakeholders as agents of social change
- prepare all students for rigor and independent learning

The CLIF features four strategic areas of focus around **curriculum & instructional resources, professional learning, grading & progress monitoring, and teaching & learning**. The following principles are aligned with each of these areas of focus:

### Principle 1

Culturally and linguistically inclusive curriculum and instructional resources seek out, builds, and leverages knowledge of the cultures and identities of the communities that we serve in order to make relevant meaningful connections and learning experiences.

### Principle 2

Culturally and linguistically inclusive professional learning maintains sensitivity to and awareness of diverse experiences and an openness to learning about the perspectives of others.

### Principle 3

Culturally and linguistically inclusive progress monitoring and grading utilizes student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.

### Principle 4

Culturally and linguistically inclusive teaching and learning requires us to carefully reflect on our own attitudes, behaviors, and implicit biases to be sure that we are not imposing a double standard; understand cultural nuances in order to create an inclusive and safe environment for all students.

These principles promote culturally and linguistically responsive education in order to meet the diverse needs of all students, families, and communities we serve.



**Culturally & Linguistically Inclusive Foundation**





### Equity-based Multi-Tiered System of Supports (MTSS)

*Pennsylvania's MTSS is a standards-aligned, comprehensive school improvement FRAMEWORK for enhancing academic, behavioral and social-emotional outcomes for ALL students.*

MTSS ensures equity in opportunity for students—including Black/African American and Latinx students, students with disabilities, and English Language Learners—who have been marginalized and negatively impacted by existing systems.

Equity-based MTSS ensures that:

- All schools offer high-quality programming that equitably meets the needs of every student
- All students have equitable access to resources and opportunities
- The school environment supports all students by recognizing the strengths and needs of individual students and ensuring those strengths and needs are addressed
- Families are acknowledged as part of the school community and have a sense of belonging in the school

Our focus is on leveraging tiered instruction in order to support every student with their growth in ELA and Math. The core of MTSS involves tiers, called Tier 1, Tier 2, and Tier 3. Each tier is designed to provide students support for their academic, social-emotional/behavioral, attendance and health and wellness needs through increased duration and intensity. With regard to academics, we recognize that when examining root causes there is a need to examine the underlying causes behind the performance challenges that a student may present in the classroom.

For instance:

- Is the root cause related to an **academic issue**? e.g., Inability to recall math facts for solving math problems
- Is the root cause related to a **social-emotional learning/behavioral issue**? e.g., Student experiencing child abuse/neglect
- Is the root cause related to an **attendance issue**? e.g., Lack of student or parent motivation for child to attend school/class on time every day
- Is the root cause related to a **health and wellness issue**? Lack of basic needs such as access to water

As a result, equity-based MTSS considers the social-emotional/behavioral, attendance and health and wellness in alignment with academics when implementing tiered instruction. Descriptors have been identified to indicate the interdependent relationship of academics, social-emotional/behavioral, attendance and health and wellness for each tier in the MTSS framework. Access the link below for detailed information on each tier.



[Equity-Based MTSS Tiers of Support for Academics](#)



## Supporting Students with Special Needs

The Special Education Instructional Guide is anchored in the High-Leverage Practices in Special Education. In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children has developed and published a set of High Leverage Practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice and the School District of Philadelphia added a fifth component as noted below:

1. Instruction
2. Social/emotional/behavioral
3. Assessment
4. Collaboration
5. Compliance

The purpose of this guide is to enhance the delivery of service to students with disabilities and provide all educators, principals, assistant superintendents with the technical, logistical, and instructional expectations for special education programming.

While high leverage practices have also been embedded in the ELA and math instructional guides to support students with disabilities, teachers should use this guide in conjunction with ELA, Math, and ELD instructional guides to provide special education programming to students with disabilities.

The SPED instructional guide is organized by each support type and each section includes five domains of High Leverage Practices: Collaboration, Assessment, Instruction, Social/Emotional/Behavioral, and Compliance. Each section starts with transition as we believe that all decisions regarding programming for students with disabilities should start with a focus on transition. Each section provides guidance for teachers, the role of special education assistants (if applicable) and guidance for school leaders. Each section also includes considerations for digital learning to support teachers during digital/hybrid instruction.



**SPECIAL EDUCATION  
INSTRUCTIONAL Guide**  
Grades K- 12

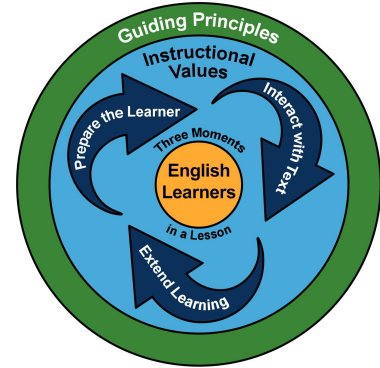


**K-12 Special Education Instructional Guide**



## Supporting English Learners

The English Language Development (ELD) instructional guide is designed to support language acquisition in all academic disciplines and guide all teachers of English learners (ELs) in implementing high-leverage practices that facilitate both language acquisition and content learning. The ELD guide is aligned with other content area instructional guides (e.g. Math, ELA, etc.) to ensure that all teachers are consistently and effectively incorporating language instruction as well as scaffolding instruction for English learners in their classroom.



The guiding principles in the ELD guide reflect SDP’s overarching philosophy of equity, access, and inclusion for educating English Learners. The Three-Moments lesson framework embodies the process and the structure for amplifying and scaffolding high-challenge instruction. The Instructional Values outline high-impact and asset-based practices that have been proven to optimize student learning.



English Language Development Instructional Guide

**ENGLISH LANGUAGE DEVELOPMENT**  
INSTRUCTION & LEARNING  
GRADES K-12

THE SCHOOL DISTRICT OF PHILADELPHIA  
OFFICE OF ACADEMIC SUPPORTS



SY 2021-22

Office of Academic Supports  
Dr. Malika Savoy-Brooks, Chief

Office of Multilingual Curriculum & Programs  
Dr. Mulcaeli Batista, Executive Director



## Mathematics

### Tier 1 Planning & Delivering Math Instruction

The mathematics classroom should be a space that centers students and fosters curiosity and joy. We are moving away from the Gradual Release Model (“I Do, We Do, You Do”) as the standard form of instruction and moving towards a model that leverages student thinking and assets. It is critical for students to engage in sense making, discuss their ideas with their peers, and make connections before engaging in guided instruction. Therefore, Mathematics instruction must be re-organized from teaching how to solve mathematics problems, to teaching math through problem solving. Leadership at the District, Network, and school level will work together to support teachers as they make the following key shifts reflected in our **Mathematics Instructional Guide to support effective Tier I instruction:**

- Learning is student-centered
- Math makes sense because students explore, ask questions, and make connections
  - Students explore
  - Teacher guides student discussion
  - Tier I, whole group explanation of skill/concept(s)
- Teachers strategically share information to support students in solving problems and understanding concepts
- “Just in time” scaffolding to support students if/when needed
- Accelerating learning by integrating prerequisite standards in the context of grade-level standards
- The focus of assessment is on learning about students’ understandings and strategies, in order to inform instruction
- Productive struggle requires ensuring students understand the task and expectations
- Meaningful problems for productive struggle and all aspects of rigor



### K- 12 Math Instructional Guide



### Mathematics Instructional Guide Grades K-12

*We believe the best kind of teaching takes both care and skill in equal measure.*



### Cultural & Linguistic Inclusivity in Instruction

We believe it is essential to consistently consider the extent to which teaching practices reflect the ethnicity, race, gender identity, cultural identity, developmental age, and abilities of ALL our students in order to build the individual learning capacity of each student. Our foundational core beliefs around equitable teaching practices are as follows:

- Equitable teaching is a mindset shift to engage in deliberate, rigorous teaching practices that create the conditions where intellectual engagement is non-negotiable for students.
- Equitable teaching builds the individual learning capacity in ALL students.
- Equitable teaching practices are predicated on viewing our students' identities and experiences as assets.
- Equitable teaching practices require us to seek out, build, and leverage knowledge of the culture(s) and identities of students, families, and communities served in order to make relevant, meaningful connections and learning experiences.
- Equitable teaching requires a sensitivity to and awareness of diverse experiences and an openness to learning about the perspectives of others.
- Equitable teaching is a relational exchange between students and teachers that results in a learning environment that supports intellectual risks and productive struggle.
- Equitable teaching requires us to acknowledge the facts of our prior knowledge, beliefs, experiences, and assumptions in order to remain committed to this being an ongoing learning process that's always evolving.

Culturally and linguistically inclusive teaching and learning requires us to carefully reflect on our own attitudes, behaviors, and implicit biases to be sure that we are not imposing a double standard; understand cultural nuances in order to create an inclusive and safe environment for all students. It is imperative for all educators to understand cultural nuances in order to create an inclusive and safe environment for all students.

For teachers of a diverse student population in diverse communities, it is especially important to use a broad repertoire of strategies. Cultural tendencies impact the way children participate in education. To engage students effectively in the learning process, teachers must know their students and their academic abilities individually, rather than relying on racial or ethnic stereotypes (e.g. socio-economic status, gender identity, social preferences) or prior experience with other students of similar backgrounds. Teachers must be aware that how they see students' behavior is through the lens of their own culture. These equitable teaching practices will help to ensure inclusivity for all students. The curriculum units were designed with this in mind and reflect the Culturally and Linguistically Inclusive Foundation (CLIF). As we develop professional learning content, identify engagement strategies, refine grading practices, and adopt core instructional resources, we are continuously focused on the elements of the CLIF.



### Instructional Accelerators

The five instructional accelerators are content-agnostic and reflect explicit teacher moves to develop the practices described. While these are not comprehensive of all teacher moves in a classroom, they reflect what we believe should be prioritized. The instructional accelerators are:

1. Develop Learning Partnerships with students in order to create conditions for rigorous grade-level instruction.
2. Teachers engage in thoughtful unit and lesson planning.
3. Establish Classroom Norms and Routines.
4. Plan opportunities for Intentional Collaboration with and between students.
5. Information Processing and the mechanics of learning.



### Instructional Accelerators

### Universal Screener and Progress Monitoring

#### Universal Screeners

Universal screeners will be administered to all K-12 students four times a year in alignment with the District's Assessment Calendar. All universal screening will be administered through the Renaissance Star platform. Screening requirements vary based on grade-span. All students in grades K-12 will be administered a computer adaptive screener. Students in grades K-2 will take the Star Early Literacy assessment, which is a 27 item, multiple choice assessment that, in addition to being an Early Literacy screener, also tests students on the following Math domains: Numeracy Skills.

Students in grades 3-12 will be administered the Star Math assessment, which contains 34 multiple choice items. Star Math assesses students on the following domains: Numbers and Operations; Algebra; Geometry & Measurement; and Data Analysis, Statistics, & Probability. Additionally, students in grades K-5 will be administered curriculum based measures (CBMs) as part of the universal screening process. Math CBMs include:

- Numeral Recognition
- Quantity Comparison
- Addition to 10
- Addition to 20
- Subtraction to 10
- Mixed Addition and Subtraction
- Multiplication to 100

#### Progress Monitoring

Progress monitoring will also be administered through the Renaissance Star platform using both the computer adaptive tests and the CBMs. Progress monitoring will take place in between the four universal screening windows. Students who score at Tier 3 on the Star computer adaptive assessments are expected to be progress monitored on a regular basis, although teachers are also welcome to progress monitor Tier 1 and Tier 2 students as well. Tier 3 students in grades 6-12 will be progress monitored using a shortened version of the computer adaptive universal screening assessment (25 items). Students must have a growth goal set in the Star platform in order to have access to the progress monitoring version of the screener. Tier 3 students in grades K-3 may be progress monitored using either the computer adaptive tests or the CBMs depending on each student's performance profile.



### Quarterly Academic Foci

#### → Quarter 1 Academic Foci

For Math District Wide Professional Development sessions we will focus on aligning the curriculum resources provided with the instructional execution of the Opening Routine. Teachers will learn effective practices for **launching and executing** an Opening Routine in grades K-12. Teachers will be able to connect their new learning from their professional development to the look for behaviors in order to meet the expected outcomes.

#### → Quarter 2 Academic Foci

The Academic Foci will continue to be grounded in the instructional execution of the Opening Routine. The focus will be on the Art of Questioning to ensure that teachers are providing all students with an equitable opportunity to participate in the whole class and small group discussions. Quarter 2 will provide teachers with learning practices to **increase student discourse** for every learner. By the end of Quarter 2, teachers will be able to articulate and plan for exemplar instructional practices to effectively execute an Opening Routine.



### Math Look Fors

The math Look Fors provides a list of observable actions which are aligned to professional development that school leaders can use to support teachers and make instructional decisions. The Look Fors documents can be used to provide informal feedback, identify trends and provide feedback on professional development cycles. Leaders can use the Look Fors documents to collect anecdotal evidence to support teachers and provide instructional guidance of district initiatives.



[K -12 Math Look Fors](#)

### Introduction to the Math Curriculum

The Inclusive Mathematics Curriculum, 4-12 is designed to provide specificity on what should be taught and how teachers should deliver instruction. The curriculum resources and practices provide alignment between the research based teacher practices and the Common Core State Standards for math instruction. Exemplar models are provided to show alignment with the content based and the instructional pedagogy. The scope and sequence for instruction provides daily guidance on precise learning targets with meaningful and relevant lessons and activities. The curriculum focuses on institutionalizing better practices for instructional execution and the supported engaging learning activities to increase student achievement. The math curriculum is easily accessible on the curriculum digital site where it is conveniently organized by grade level. The Quarters-at-a-Glance can also be found on our math curriculum site. Use the links below to learn more and to access the digital site.



**Watch this helpful screencast to preview the math curriculum!**

[Inclusive Mathematics Curriculum Screencast Overview](#)



[Inclusive Mathematics Curriculum Link](#)





## English Language Arts (ELA)

### Tier 1 Planning & Delivering ELA Instruction

Powerful classroom instruction is designed using a research-proven, evidence-based curriculum that includes quality materials and best practices that align with the needs of diverse learners. Placing these materials in the hands of teachers is just the first step. Teacher knowledge and differentiation rounds out the instruction. During English Language Arts instruction, students engage with culturally relevant, rich, complex grade-level texts and materials. Tasks and assessments are aligned to the standards with strategies built-in to scaffold and support our English Language Learners as well as our most striving learners. Formative assessments are used to make data-driven decisions. Information is organized using themes and subtopics. By reading across texts in multiple genres teachers are building on students' background knowledge and providing multiple exposures to content and vocabulary. The development of reading, writing, speaking, and listening skills are rooted in evidence-based responses and discourse.

In Tier 1 instruction, the literacy block is designed to be fluid and responsive to the needs of the students. Students engage with grade-level text. Teachers provide a model and allow for students to have repeated practice as a way to develop fluency in literacy skills (accuracy and automaticity). This model includes a demonstration of cognitive and metacognitive skills. Practice is scaffolded and conducted using a variety of modalities. In primary grades, foundational skill instruction is explicit, direct and systematic, and aligned to the Science of Reading. Teachers provide students ongoing feedback to reinforce appropriate practices and make adjustments or corrections as needed.

The professional development plan includes the current research to improve teacher knowledge of best practices. On-going support for teachers includes coaching cycles in conjunction with informal observations using “Look Fors” rubrics.



[PreK- 12 ELA Instructional Guide](#)



**English Language Arts:  
Instructional  
Expectations Guide  
Grades PreK - 12**



### Cultural & Linguistic Inclusivity in ELA Instruction

We believe it is essential to consistently consider the extent to which teaching practices reflect the ethnicity, race, gender identity, cultural identity, developmental age, and abilities of ALL our students in order to build the individual learning capacity of each student. Our foundational core beliefs around equitable teaching practices are as follows:

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- Equitable teaching is a relational exchange between students and teachers that results in a learning environment that supports intellectual risks and productive struggle.
- Equitable teaching requires us to acknowledge the facts of our prior knowledge, beliefs, experiences, and assumptions in order to remain committed to this being an ongoing learning process that's always evolving.

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For teachers of a diverse student population in diverse communities, it is especially important to use a broad repertoire of strategies. Cultural tendencies impact the way children participate in education. To engage students effectively in the learning process, teachers must know their students and their academic abilities individually, rather than relying on racial or ethnic stereotypes or prior experience with other students of similar backgrounds. Teachers must be aware that how they see students' behavior is through the lens of their own culture. These equitable teaching practices will help to ensure inclusivity for all students. The curriculum units were designed with this in mind and reflect Culturally and Linguistically Inclusive Foundation (CLIF).



### ELA Instructional Accelerators

The five instructional accelerators are content-agnostic and reflect explicit teacher moves to develop the practices described. While these are not comprehensive of all teacher moves in a classroom, they reflect what we believe should be prioritized. The instructional accelerators are:

1. Develop Learning Partnerships with students in order to create conditions for rigorous grade-level instruction.
2. Teachers engage in thoughtful unit and lesson planning.
3. Establish Classroom Norms and Routines.
4. Plan opportunities for Intentional Collaboration with and between students.
5. Information Processing and the mechanics of learning.

### Universal Screener & Progress Monitoring

#### Universal Screener

Universal screeners will be administered to all K-12 students four times a year in alignment with the District's Assessment Calendar. All universal screening will be administered through the Renaissance Star platform. Screening requirements vary based on grade-span. All students in grades K-12 will be administered a computer adaptive screener. Students in grades K-2 will take the Star Early Literacy assessment, which is a 27 item, multiple choice assessment that tests students on the following Early Literacy domains: Foundational Reading and Language & Vocabulary.

Students in grades 3-12 will be administered the Star Reading assessment, which contains 34 multiple choice items. Star Reading assesses students on the following domains: Vocabulary; Comprehension; Analyzing Literary Texts; Author's Craft; and Analyzing Argument & Evaluating Text.

Additionally, students in grades K-5 will be administered curriculum based measures (CBMs) as part of the universal screening process. Reading CBMs include:

- Letter Naming
- Letter Sounds
- Phoneme Segmentation
- Receptive Nonsense Words
- Expressive Nonsense Words
- Passage Oral Reading

#### Progress Monitoring

Progress monitoring will also be administered through the Renaissance Star platform using both the computer adaptive tests and the CBMs. Progress monitoring will take place in between the four universal screening windows. Students who score at Tier 3 on the Star computer adaptive assessments are expected to be progress monitored on a regular basis, although teachers are also welcome to progress monitor Tier 1 and Tier 2 students as well. Tier 3 students in grades 6-12 will be progress monitored using a shortened version of the computer adaptive universal screening assessment (25 items). Students must have a growth goal set in the Star platform in order to have access to the progress monitoring version of the screener. Tier 3 students in grades K-5 may be progress monitored using either the computer adaptive tests or the CBMs depending on each student's performance profile.



### ELA Quarterly Academic Foci

#### → What we are Focusing on in Quarter 1 and Why

In Prek-3, the focus is Foundational skills. Research and District data indicate a need to strengthen tier 1 instruction of Foundational skills and support teacher implementation of practices aligned to the Science of Reading.

#### Grades Pre-K-3:

- Foundational Skills instruction is explicit, direct, and systematic
- The teacher carefully monitors students' responses and provides corrective feedback
- The teacher provides students with opportunities to actively participate in the content of the lesson
- The teacher provides data-driven, scaffolded supports
- Teacher maximizes the application of foundational skills within instruction and use of core resources to make meaning from reading and listening (when applicable)

#### Grades 4-8:

The focus is the intellectual preparation process. The intent is to provide teachers with the support they need to design and implement the literacy block with the English Language Arts instructional expectations guidelines. Leaders are provided with actionable items that teachers will be engaging with in order to plan effective literacy instruction.

#### Grades 4-12:

- Material and activities are grade-appropriate and culturally relevant to students
- Background knowledge, skills, and/or experiences students may have related to the text are identified. Outcomes are connected to previous and future learning.
- Standards are identified based on what resonates most in the text. Standards are unwrapped to teachable concepts and specific skills and lesson objectives are aligned to standards.
- Student engagement with the text through teachable moments is planned and learning activities are aligned to instructional outcomes.
- Supplemental materials are identified and utilized to provide a deeper dive into content and skills under study within a text.
- Outcomes represent high expectations for student learning and incorporate higher-level thinking.

#### → What we are Focusing on in Quarter 2 and Why

In **grades K-3**, while still building on Foundational Skills, we will shift our look for focus to Shared Reading and the use of grade-level, complex texts. Through a gradual release, students will engage in high leverage tasks such as making inferences, comparing and contrasting, and analysis utilizing discourse and oral rehearsal. Additionally, students will be given the opportunity to respond to texts both orally and in writing.

In **grades 4-12**, the Look Fors documents will include observable action items on the intellectual preparation process with a focus on writing and foundational skills. Schools will work on the design of the lesson in quarter 1. In quarter 2, the emphasis will be specifically on the implementation of practices that support writing both formal and informal. Additionally, schools will identify the practices that are in place to support students in higher grades that require support with foundational skills.



### ELA Look Fors

The ELA Look Fors provides a list of observable actions which are aligned to professional development that school leaders can use to support teachers and make instructional decisions. The Look Fors documents can be used to provide informal feedback, identify trends and provide feedback on professional development cycles. Leaders can use the Look Fors documents to collect anecdotal evidence to support teachers and provide instructional guidance of district initiatives.



[Pre K-3 Look Fors](#)



[Grades 4 - 12 Look Fors](#)

### Introduction to the ELA Curriculum

The development of the English Language Arts curriculum is an ongoing process. This process promotes culturally and linguistically inclusiveness and provides teachers and leaders with resources and strategies to foster curiosity, critical thinking, and discourse around meaningful and relevant grade-level content while recognizing the brilliance and experiences all of our students bring to the classroom.

Literacy instruction focuses on the holistic development of reading, writing, speaking, and listening skills. Development begins with identifying rich, complex texts in conjunction with priority and supporting standards. Once standards have been identified, they are mapped out to assure the instruction of all standards. For K-3, the curriculum units are designed with the priority standards mapping. In grades 4-12, the core resources are aligned to standards mapping. Performance Tasks (K-3) and Short Cycle Assessments are developed that align with the standards and content. Teachers will use the units and the quarters at a glance to plan their literacy blocks to include the five pillars of reading as identified by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Lessons and units are designed to include the instructional focus areas: fluency, vocabulary, grammar (syntax), content knowledge, comprehension, analysis, phonological awareness, phonics, writing, speaking, and listening. The instructional focus areas can be taught via a variety of teaching methods: direct instruction and practice of foundational skills, discourse, read aloud, shared reading, small group instruction, independent reading, modeled writing, shared writing, small group instruction, independent writing, student conferencing. The ELA curriculum is easily accessible on the curriculum digital site where it is conveniently organized by grade level. The Quarters-at-a-Glance can also be found on our ELA curriculum digital site. Use the links below to learn more and to access the digital site.

**Watch this helpful screencast to preview the ELA curriculum!**



[Inclusive ELA Curriculum Screencast Overview](#)



[K- 3 ELA Curriculum Units](#)



## Additional Guidance: Science, Social Studies, & World Language

### Social Studies Instructional Practices

Social studies classrooms should provide a high-quality education to students that create learning environments that foster the following:

- Active participants as individuals and collaborators
- Cross-cultural understandings and valuing diversity
- Empowering students through the process of learning and cycles of iteration
- Empowering students to use their voice and take action
- Compassion and empathy
- Accommodating the needs of all learners
- Engaging students in hands-on real-world inquiry and problem solving

Educators can foster the criteria for high-quality education learning environments in social studies through the instructional principles described in the following table. Multiple of the following instructional principles should be observed in social studies classrooms on a daily basis.

#### Asking Compelling Questions

##### Teachers are...

- Exposing students to open-ended and debatable questions
- Empowering students to pose compelling questions
- Empowering students to answer the compelling questions posed by their peers
- Facilitating discussions to debate answers to questions that empower students to use their voice, understand and speak with compassion and empathy, and value cultural, linguistic, and racial diversity
- Engage students in problem-based questions that empower them to plan inquiries, authentically problem solve real-world social ills
- Creating units of study and lesson that are driven by compelling questions that are discipline-specific and interdisciplinary
- Create instructional units that integrate using diverse sources to answer compelling questions

#### Gather and Analyze Evidence from Diverse Resources

##### Teachers are...

- Creating instructional units, lessons, authentic tasks that regularly require students to engage with a diverse range of resources (i.e. primary and secondary sources, photos, drawings, maps, charts, data, government documents, music, art, fiction, poetry, speeches, journal, audio and video recordings, artifacts, etc.)
- Creating units of study, lessons, authentic tasks that regularly require students to engage with a diverse range of sources with multiple perspectives from varying cultural, linguistic, and racial authors
- Ensuring multiple opportunities for students, as individuals and in collaborative groups, to utilize the habits of historians (i.e. multiple close reading, sourcing, contextualizing, questioning) when engaging with a diverse range of sources to gather and analyze information and evidence
- Developing students habits of mind (i.e. using metacognition, understanding empathy, listening and thinking flexibly, and thinking interdependently) through the regular engagement of collaborative discussions about the diverse perspectives found through the analysis of that diverse range of resources
- Empowering students to use the information and evidence gathered from that diverse range of



resources to debate and answer compelling questions and authentically solve problems.

### Create and Synthesize claims and evidences

**Teachers are creating units of study, lessons, and authentic tasks that provide opportunities for students to**

- Synthesize claims based on information, interpretations of, corroborations of, and evaluations of perspectives found in a diverse range of resources
- Justify claims as individual students and as collaborative groups with evidence gathered from diverse sources
- Debate claims and justifications with peers
- Synthesize evidence and claims to perform inquiries and authentically solve problems

### Produce Share and take informed action

**Teachers are creating units and lessons that include authentic tasks that empower students, individually or in collaborative groups to**

- Deepen and exhibit their understandings by creatively and innovatively producing answers to compelling questions and inquiries
- Communicate to share their perspectives and solutions to inquiries
- Authentically problem solve by taking action

### Engage in Collaborative Practices

**Teachers are consistently planning and organizing opportunities for students to collaborate with their peers and community members**

- Through discussions that deepen their understandings and develop their habits of mind
- To plan and execute inquiries
- To take informed actions that help find solutions to authentic problems
- To creatively and innovatively communicate learning and find solutions to problems

### Engage in cycles of iteration

**Teachers are regularly planning and structuring opportunities for**

- students to review and evaluate their work
- Teachers to provide meaningful feedback that is helpful to deepen students understanding of how to improve revisions
- peer-to-peer work review and evaluation that involves collaborative conversations, meaningful questioning, and feedback that helps with the understanding of how to improve revisions
- students to revise and reproduce



## Science Instructional Principles and Practices

Science Instruction <b>Looks LESS Like...</b>	Science Instruction <b>Looks MORE Like...</b>
<i>Learning is teacher-led</i>	<b>Learning is student-centered</b>
<i>"I do, we do, you do"</i>	<b>"You explore, I guide, we explain"</b>
<i>Direct instruction is used to "front-load" information, concepts, and vocabulary</i>	<b>Teachers strategically share information to supports students in developing explanations of phenomena</b>
<i>Stick to the pacing guide, no matter what!</i>	<b>Modify instruction based on student needs and responses</b>
<i>"Confirmation" labs--students follow teachers' instructions to confirm what the teacher has already told them</i>	<b>Authentic investigations, designed by students, guided by teachers</b>
<i>Laboratory investigations are disconnected from daily learning</i>	<b>Investigations and daily learning are intimately connected</b>
<i>Differentiation involves "watering down" content or "over-scaffolding"</i>	<b>Differentiation involves providing multiple access points to the content</b>
<i>Understanding is primarily assessed through multiple-choice responses at the end of the unit</i>	<b>Understanding is primarily assessed with multiple checks for understanding embedded throughout the learning process. The assumption is that understanding is revised over time.</b>
<i>The focus of assessment is on correct and incorrect answers.</i>	<b>The focus of assessment is on learning from new information and mistakes and revising understanding over time.</b>

### "Explore Before Explain": Moving Away from the Gradual Release Model

The "gradual release model"--often referred to by the shorthand "I do, we do, you do"--is often inappropriate in science. Based on current research, we know that it is important for students to engage in science phenomena and make connections to previous learning before engaging in direct instruction. The direct transmission of information from the teacher should occur only after students have attempted to make sense of the phenomenon, discussed their ideas and experiences with their peers, and grappled with various models.





## Six Core Teacher Practices

### What Teachers Are Doing

#### **in Excellent, Equitable, and Rigorous K-12 Science Classrooms**

*This document may be used as a look-for indicator of excellent teaching practice*



#### **A. Engaging students in science content through the science practices in order to explain phenomena**

- Planning instruction around complex and puzzling phenomena
- Supporting students in developing the skills, language, and concepts needed to construct explanations for those phenomena
- Creating opportunities for students to read, write, think, and act as scientists



#### **B. Using appropriate standards to guide instruction that focuses on core ideas and practices**

- Designing and implementing learning activities to develop students' mastery of the Eligible Content for PSSA and Keystone Biology, while shifting instruction toward the achievement of NGSS Performance Expectations



#### **C. Managing productive and equitable science talk**

- Establishing and maintaining norms for safe and equitable talk
- Implementing routines that encourage listening and purposeful talk
- Encouraging students to question, critique, and build on each others' ideas



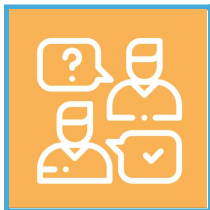
#### **D. Support equitable access to rigorous learning for all learners**

- Differentiating instruction so that students can grapple with content at a level that is accessible yet challenging, removing scaffolds as students gain skills
- Providing multiple access points for a concept
- Model the idea that scientists revise and refine their thinking in response to new information and experiences



#### **E. Facilitate students in making connections with ideas and each other**

- Treating students' hypotheses, experiences, cultural knowledge, and questions as resources to help the class build toward big science ideas
- Eliciting students' misconceptions and designing instruction that allows students to revise their thinking based on evidence
- Provoking students' curiosity and leveraging it as a learning tool



#### **F. Checking in with, assessing, and responding to student ideas**

- Designing and using various forms of formative assessments to track students' progress toward understanding a scientific phenomenon
- Regularly checking for student understanding and modifying instruction accordingly
- Responding to students' ideas, experiences, and questions, and helping them to learn from their mistakes.



### World Language

#### Important World Language Terminology

**Target Language:** This is the language being acquired in the classroom; Spanish is the target language in a Spanish class, Chinese in a Chinese class, Latin in a Latin class. **TL** is the convenient abbreviation used throughout World Language documents.

**Acquisition:** Unlike its use in other content areas, Language Acquisition refers to the internalized development of an additional language in the learner’s brain, distinct from learning *about* the language’s grammar or having declarative knowledge of vocabulary.

When someone says “I took French in high school, but I really *learned* French by speaking with my neighbor from Côte d'Ivoire” this person makes the distinction between *learning about language features* (their HS course) and *acquiring a functional understanding of French* (in this case, through a personal connection). Our goal is to design courses that facilitate *acquisition*.

**Novice:** a student is said to be in the Novice level of learning for about the first two years of regular classroom study\* when they approach the Intermediate Level, marked by an independence in handling common social situations.

#### World Languages and the Culturally and Linguistically Inclusive Foundation (CLIF)

The World-Readiness Standards make it imperative that our work incorporate the 5 C’s Communication, Cultures, Connections, Comparisons, and Communities. This happens first by taking a stance of Culturally Sustaining Pedagogy, one that acknowledges that **all** students enter a World Language classroom with their own assets of language and culture. The work of the course is then to act as a facilitative connection with target-language speaking communities in Philadelphia, the US, and around the world. Likewise, resources used in World Language courses should reflect the diversity of the target-language speaking communities and of our schools, and lead to target-language interactions that foster the five pursuits of Historically Responsive Education (Identity, Skills, Intellect, Criticality, and Joy).

#### Classroom Environment

A healthy WL classroom, students know they have the responsibility to...

- co-create the classroom learning by contributing to discussions and stories
- listen with the intent to understand
- be honest in their expression of their comprehension or confusion so their teacher or partner can clarify or adjust
- be patient with themselves and their classmates (language development takes time!)

#### Teachers foster this community by...

- creating a welcoming environment for student contributions
- providing students at all levels with well-supported, engaging input in the target language
- clarifying one’s speech or providing more support when students express difficulty - verbally or nonverbally.
- assessing and providing feedback in ways that acknowledge the developmental process of language acquisition, rather than penalizing it



### Planning and Instructional Guidance for World Language

**Lesson Cycles:** The following lesson cycle is designed to help teachers provide variety within consistency.

**Previewing/Personalizing:** This is the *starting point* for the lesson's discussion, reading, storytelling, or exploration. Tasks at this phase are designed to build on students' prior knowledge or to gather information that they have to offer about a topic of interest. [[Click here for more](#)]

**Comprehension and Connections:** This phase is the chance to dive into texts, interpret images, or tell stories; it is how we engage those interests, curiosities, or established class creations from Phase 1. [[Click here for more](#)]

**Summary and Sequencing:** In this phase teachers and students co-create summaries of their conversations, reading, or learning from the other phases of the lesson [[Click here for more](#)]

**Elaboration, Extension, Prediction, Parallels:** This (optional) phase is used to create continuity between the previously discussed content and the next discussion, exploration, or section of a narrative.

To see how these phases work in an ongoing narrative, like a class story or novella, [click here](#).

For more information, see <https://sites.google.com/philasd.org/worldlanguages/home>

### Observational Look-Fors

- Objectives are articulated in terms of *functional* proficiency according to the ACTFL Standards. See [WL Standards Key](#) for explanations and samples.
- Language is used for communication, not as grammatical or vocabulary samples. Instructional activities align to the functional objectives described above.
- Teachers support comprehension using verbal and non-verbal cues (images, gestures, etc). ( [See this Guide for more information](#)).
- Teachers elicit input and information from students regularly; this may be informational, or inferential, or personal question and answer. ([See this guide for more information](#)); Whole-class interactions may be teacher-led, but student-centered, sometimes expressed as “talking with” rather than “talking at” our learners.
- In Novice Classes, student-student Target Language interaction is brief and scaffolded ([See this guide for more information](#))

### Principles of World Language Assessment

The ACTFL Standards make clear that the interpretation and communication of **meaning** for a given purpose is to be the center of both instruction and assessment.

- An emphasis on progress and proficiency, rather than perfection
- Comprehension- and meaning-focused tasks
- Clear instructions, directions, questions, prompts, and texts
- Multiple opportunities to express understanding
- Language for communication rather than in isolation
- For any work associated with target-language culture, a focus on the *use of language for intercultural connection*. Grades should not reflect the *product-based* aspect of any project (neatness, etc.)
- Graded work should not ask for different skills than ungraded class experiences
- See Proficiency Standards-Based Rubrics [HERE](#).