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| Six-Step Instructional Planning Framework |
| Step | UNIT PLAN (example) |
| **Topics/concepts**What information is already in the curriculum? What recurring concepts are evident?Determine additional factual information (e.g., current events; varied examples) |  |
| **Vocabulary*****Build language skills of key words associated with recurring concepts******Teach a novel concept or idea before labeling it.*** ***(Supports students’ conceptual knowledge beyond memorization)******Teach the new word in conjunction with the known word, emphasize the use of the new word.******Integrate words throughout a unit; the words should be selected according to topics and concepts and used repeatedly***. |  |
| **Materials**Varied resources with varied examples of the concept across time periodsIn addition to textbooks, incorporate:\*print resources – trade books, children’s literature, and magazines\*digital technologies such as websites, social media, digital documentaries\*video or audio resources \*actual or replicated artifacts and primary sources   |  |
| **Questions** Relevant and connect to-be-learned information to students know (e.g. what students do outside of school).Questions that access students’ common knowledge, focus students’ attention, and engage studentsQuestions must also focus on conceptual understanding Concept-focused questions alert (or redirect) students’ attention to what is relevant.  |   |
| **Knowledge building**Build common background knowledge (ensures a common starting point and provides an instructional anchor for subsequent learning) by:First, determining students’ prior knowledge related to the concept. Second, establishing a common starting point also serves as an anchor experience  |  |
| **Literacy skills**Skills serve the content – what are you teaching and how do literacy skills support learning? |  |