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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 periods  In 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 students  Questions 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? |  |