

# IS<sup>4</sup> Common Core Matrix

A RESOURCE SUPPORTING DELIVERY OF IS4 INSTRUCTION



TOPIC	1	2	3	4
LESSON OBJECTIVE	<ul style="list-style-type: none"> <li>No lesson objective present</li> <li>Instruction not focused on lesson objective</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objective not standards based</li> <li>Lesson objective written/read by teacher only</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objective aligned to content standard(s)</li> <li>Students asked to demonstrate that they know the Lesson Objective</li> <li>Some student interaction with Lesson Objective</li> </ul>	<ul style="list-style-type: none"> <li>Content objective aligned to content standard(s)</li> <li>Students demonstrate that they know Lesson Objective</li> <li>Students reconnect to the Lesson Objective throughout the lesson</li> </ul>
ACTIVATE PRIOR KNOWLEDGE	<ul style="list-style-type: none"> <li>No APK prior to instruction of new concept/skill</li> </ul>	<ul style="list-style-type: none"> <li>APK does not effectively align to new concept/skill</li> <li>Students confused about relationship between APK and new concept/skill</li> <li>Students not asked to demonstrate that prior knowledge was activated</li> </ul>	<ul style="list-style-type: none"> <li>APK of previously taught concept/skill or universal knowledge effectively aligns to new concept/skill</li> <li>No explicit connection made between prior knowledge and new concept/skill</li> <li>Students asked to demonstrate that their prior knowledge was activated</li> </ul>	<ul style="list-style-type: none"> <li>APK of previously taught concept/skill or universal knowledge effectively aligns to new concept/skill</li> <li>Explicit connection made between prior knowledge and new concept/skill</li> <li>Students demonstrate that prior knowledge was activated</li> </ul>
CONCEPT DEVELOPMENT	<ul style="list-style-type: none"> <li>No concept(s) present</li> <li>Concept(s) do not align to standard</li> </ul>	<ul style="list-style-type: none"> <li>Concept(s) somewhat align to standard</li> <li>Examples/non-examples/definitions/models not included</li> <li>Students unclear of connection to skill</li> </ul>	<ul style="list-style-type: none"> <li>Concept aligns to standard</li> <li>Examples and/or non-examples included</li> <li>Students asked to demonstrate understanding of concept</li> </ul>	<ul style="list-style-type: none"> <li>Concept effectively aligns to standard</li> <li>Examples/non-examples/definitions/models included</li> <li>Students demonstrate understanding of concept</li> </ul>
SKILL DEVELOPMENT	<ul style="list-style-type: none"> <li>Skill does not align to standard</li> <li>Skill does not align to independent work</li> <li>No examples provided</li> <li>No student involvement</li> <li>No skill development provided</li> </ul>	<ul style="list-style-type: none"> <li>Skill somewhat aligns to standard</li> <li>Skill somewhat aligns to independent work</li> <li>Insufficient examples provided</li> <li>Minimal student involvement</li> </ul>	<ul style="list-style-type: none"> <li>Skill aligns to standard</li> <li>Skill aligns to independent work</li> <li>Some examples provided</li> <li>Frequent student involvement</li> <li>Students asked to demonstrate understanding of skill</li> </ul>	<ul style="list-style-type: none"> <li>Skill effectively aligns to standard</li> <li>Skill effectively aligns to independent work</li> <li>Varied examples provided</li> <li>Consistent student involvement</li> <li>Students demonstrate understanding of skill</li> </ul>
GUIDED PRACTICE	<ul style="list-style-type: none"> <li>No guided practice provided</li> <li>Oral explanation of content only</li> </ul>	<ul style="list-style-type: none"> <li>No scaffolding provided</li> <li>Students not slowly released to independence</li> </ul>	<ul style="list-style-type: none"> <li>Some scaffolding provided.</li> <li>Slow release of students to independence</li> <li>Teacher identifies specific students needing additional support/some scaffolding provided</li> <li>Students asked to demonstrate understanding of skill</li> </ul>	<ul style="list-style-type: none"> <li>Adequate scaffolding provided</li> <li>Release of students to independence results in most students prepared to work independently</li> <li>Students demonstrate understanding of skill</li> </ul>
CLOSURE	<ul style="list-style-type: none"> <li>No closure activity</li> </ul>	<ul style="list-style-type: none"> <li>Closure activity</li> <li>Teacher <u>does not</u> check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Closure activity aligned to Lesson Objective</li> <li>Teacher checks for understanding</li> <li>Students asked to demonstrate independent understanding of Lesson Objective</li> </ul>	<ul style="list-style-type: none"> <li>Closure activity aligned to Lesson Objective</li> <li>Teacher effectively checks for understanding</li> <li>Students demonstrate independent understanding of Lesson Objective</li> </ul>
INDEPENDENT PRACTICE	<ul style="list-style-type: none"> <li>No independent practice in class</li> </ul>	<ul style="list-style-type: none"> <li>Minimal/some independent practice in class</li> <li>Not/somewhat aligned to Lesson Objective</li> </ul>	<ul style="list-style-type: none"> <li>Some independent practice in class</li> <li>Aligned to Lesson Objective</li> </ul>	<ul style="list-style-type: none"> <li>Adequate independent practice in class</li> <li>Effectively aligned to Lesson Objective</li> </ul>



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STUDENT ENGAGEMENT	<ul style="list-style-type: none"> <li>Students disengaged most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Students disengaged some of the time</li> <li>Students occasionally <u>behaviorally/cognitively/emotionally</u> engaged</li> </ul>	<ul style="list-style-type: none"> <li>Most students engaged <u>behaviorally/cognitively/emotionally</u></li> </ul>	<ul style="list-style-type: none"> <li>All students continuously <u>behaviorally, cognitively and emotionally</u> engaged</li> </ul>
INTERACTION	<ul style="list-style-type: none"> <li>One-directional instruction; teacher-to-student</li> <li>Students unwilling to take risks</li> </ul>	<ul style="list-style-type: none"> <li>Minimal to no student-to-student interaction</li> <li>Minimal to no student-to-teacher interaction</li> <li>Students unwilling to take risks</li> </ul>	<ul style="list-style-type: none"> <li>Some student-to-student interaction</li> <li>Some student-to-teacher interaction</li> <li>Students willing to take some risks</li> <li>Students sometimes ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Frequent student-to-student interaction</li> <li>Frequent student-to-teacher interaction</li> <li>Students willing to take risks</li> <li>Students frequently ask questions</li> </ul>
QUESTIONING STRATEGIES / CHECKING FOR UNDERSTANDING	<ul style="list-style-type: none"> <li>No questioning strategies present</li> <li>Irrelevant questions/unaligned to Lesson Objective</li> <li>No checking for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Recall/yes or no questioning strategies only</li> <li>No text dependent questions</li> <li>Volunteers/whole group response only</li> <li>Checks for understanding not used to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>Some higher order questions</li> <li>Most questions are text dependent</li> <li>Non-volunteers/volunteers/whole group</li> <li>Checks for understanding used to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>Low order/high order questioning strategies are used appropriately and effectively</li> <li>Text Dependent Questions used appropriately and effectively</li> <li>Effective use of randomized non-volunteers, volunteers, whole group</li> <li>Checks for understanding inform instruction throughout</li> </ul>
PACING	<ul style="list-style-type: none"> <li><u>Sluggish/rapid</u> pace</li> <li><u>Significant</u> time-off task</li> <li>No apparent procedures and routines</li> </ul>	<ul style="list-style-type: none"> <li><u>Sluggish/rapid/appropriate</u> pacing</li> <li><u>Frequent/some</u> time-off task</li> <li>Minimal or inconsistent procedures and routines</li> </ul>	<ul style="list-style-type: none"> <li><u>Sluggish/rapid/appropriate</u> pacing</li> <li>Behavioral procedures and routines</li> <li>Students follow routines</li> <li><u>Minimal/some</u> time-off task</li> </ul>	<ul style="list-style-type: none"> <li>Continuous appropriate pacing</li> <li>Behavioral and instructional procedures and routines</li> <li>Students follow routines</li> <li>Minimal to no time-off task</li> </ul>
ACADEMIC LANGUAGE	<ul style="list-style-type: none"> <li>No academic language support/use present.</li> <li>Academic vocabulary is not explicitly taught (e.g. looking words up in dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>Minimal support/use of academic language</li> <li>Academic vocabulary <u>is not</u> taught using a comprehensible approach</li> </ul>	<ul style="list-style-type: none"> <li><u>Appropriate/Inappropriate</u> selection of academic vocabulary is explicitly taught (e.g. amount, importance)</li> <li>Academic vocabulary <u>is</u> taught using a comprehensible approach</li> <li>Students use academic language/complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate selection of academic vocabulary is explicitly taught (e.g. amount, importance)</li> <li>Students initiate responses in complete sentences</li> <li>Student use of Academic Language is required and supported</li> </ul>
STANDARDS BASED / RIGOROUS	<ul style="list-style-type: none"> <li>Instruction not standards-based</li> </ul>	<ul style="list-style-type: none"> <li>Instruction <u>based</u> on grade-level standard(s)</li> <li>Instruction does not meet the intended rigor of standard(s)</li> </ul>	<ul style="list-style-type: none"> <li>Instruction <u>aligns</u> to grade-level standard(s)</li> <li>Instruction meets the intended rigor of standard(s)</li> <li>Students are asked to demonstrate mastery</li> </ul>	<ul style="list-style-type: none"> <li>Instruction aligns to grade-level standard(s)</li> <li>Instruction meets the intended rigor of standard(s)</li> <li><u>Most</u> students demonstrate mastery of standard(s)</li> </ul>