

PPSD Elementary Instructional Model

A guide for families



Excellent Instruction. Every Classroom. Every Day.

Instructional Framework

Our instructional framework guides how teachers plan and deliver instruction that supports every student's learning.

Technology is one tool within this framework. Its use should be purposeful and connected to students' learning needs.

Core Instructional requirements

- Literacy/Humanities block - 120 minutes
- Math block - 90 minutes
- Science block - 45 minutes
- PE/Health and Electives - 30 Minutes
- ELD/WIN block - 45 minutes

Platform Usage Recommendations

Technology should support a clear learning goal. This guide outlines recommended weekly use and actual use of digital programs. These recommendations are not daily screen-time limits; student needs and learning progress guide resource use.

In Providence Schools, we use the following platforms:

- i-Ready Personalized Instruction and Assessment
- Amira
- Teach to One Roadmaps
- Imagine Learning and Imagine Espanol

$110 \text{ (recommended time on platforms)} / 1650 \text{ (total instructional minutes)} = 7\% \text{ of instructional minutes}$

Content	Platform	Recommended Usage per Week
Literacy	i-Ready Personalized Instruction	30-49 minutes weekly
	Amira	30 minutes weekly

Math	i-Ready Personalized Instruction (grades K-3)	30-49 minutes weekly
	Teach to One Roadmaps (grades 4&5)	60-90 minutes weekly
English Language Development (for some students)	Imagine Learning	30-60 minutes weekly
Spanish Language (for some students)	Imagine Espanol	30-60 minutes weekly

For all content areas:

- Minimize student use of technology outside of iReady and Amira
- Maximize opportunities for independent reading and writing with feedback
- Maximize opportunities for accountable talk
- Intentional, direct feedback is critical for student success

Literacy/Humanities
Grades K-2
• 45 min- Foundational Skills (Magnetic Reading or Mosaico) • 25 min- Read/Write/Discuss • 20 min- Writers' Workshops • 30 min- Reading Lab Stations

Grades 3-5
• 40 min- Read/Write Discuss • 40 min- Writers' Workshops • 40 min- Reading Lab Stations

Math
Grades K-5

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- Fluency (10 minutes)
- Launch (5-10 minutes)
- Learn (30-35 minutes)
- Debrief & Land (10 minutes)
- Targeted Instruction/personalized learning (30 minutes)

What I Need: All Hands-on Deck ELD/Acceleration/Intervention

Grades K-5

- MLL students should engage in instruction using the approved curriculum for English Language Development instruction, Vista Connect K-5.
- Non-MLL students should engage in independent, partner, and/or small group tasks that further enhance their core instructional areas.
- Groups should include intervention growth groups, accelerated learning groups and extension activities.
- Students can work independently, collaboratively, in small groups with the teacher or with an interventionist

WIN resources should be selected according to the identified student need. Technology may be part of WIN. Technology should not define WIN. An effective WIN block should not be evaluated primarily by whether every student logged into a digital program. It should be evaluated by whether students received instruction aligned to an identified need and whether evidence shows that the instruction is working.

Science

Grades K-5

Instructional Model: Learning Targets identified and referred to during the lessons.

K-2

- Weekly science investigation + disciplinary literacy tasks during instructional block such as:
 - Discuss questions or findings with peers using CCCs
 - Read about core ideas & topic (include academic language)
 - Draw a simple model or observation related to the investigation
 - Write an explanation (use academic language and Claims, Evidence, Response approach)

- Rotate through Science Learning Centers/ Small group instruction.

3-5

- Weekly science investigation + disciplinary literacy tasks during instructional block such as:
 - Discuss with and present findings to peers (use CCC)
 - Conduct further investigation & collect data to strengthen model
 - Analyze data gathered during experimentation
 - Read about/discuss core ideas that support or refute students' explanation
 - Construct a model to explain the phenomenon
 - Write an explanation/ argue how the evidence supports explanation of phenomenon using Claims, Evidence, Response