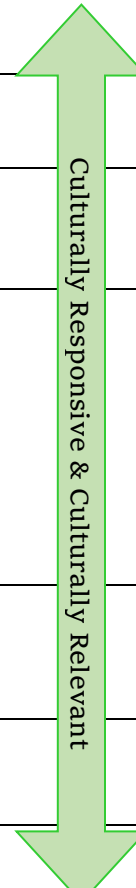


Standard(s)	
Content Objective	
Language Objective	
Essential Question of the Lesson	
Differentiation How are you adapting these 4 components of the lesson to meet the needs of your students?	Content (what)- Process (how)- Product- Environment

Rochester Instructional Framework Workshop	
Learning Target(s): I can _____ <i>(what)</i> _____ by _____ <i>(how)</i> _____	
Bridge: (Review, Preview, Connect) <ul style="list-style-type: none"> Connect to student interest, experience, and prior knowledge Assess misconceptions 	
Mini-lesson: <ul style="list-style-type: none"> Model thinking: explicit, direct instruction of content, language, protocols, etc. Preview assessments, rubrics, etc. 	
Work Time: <ul style="list-style-type: none"> Student-guided independent and/or group work Student-led conferences Blended learning (technology) Teacher-designed, student-led centers Student-initiated inquiry (student-led academic discussion protocol) Project-Based Learning Peer-to-Peer Instruction How will you use the experiences/products as formative assessment opportunities? 	
Summary: <ul style="list-style-type: none"> Revisit the Learning Target(s) Students share work and summarize learning Student reflection of learning, learning target, assessment 	
Closure: <ul style="list-style-type: none"> Are students able to apply knowledge and skills? Students transfer their learning to new situations 	
Learning Extensions/Enrichments: <ul style="list-style-type: none"> Homework, Project, Independent Practice, etc... 	

SIOP® Features Self- Checklist			
Lesson Preparation ___ Content Objectives ___ Language Objectives ___ Content Concepts ___ Supplementary Materials ___ Adaptation of Content ___ Meaningful Activities	Building Background ___ Link concepts to students' backgrounds & experiences ___ Link past and present learning ___ Emphasize key vocabulary	Comprehensible Input ___ Appropriate complexity, rate, & enunciation of speech ___ Clear explanations ___ Use of a variety of techniques	Strategies ___ Student use of Learning Strategies ___ Scaffolding Techniques ___ Promote Higher Thinking Through Questioning & Tasks
Interaction ___ Opportunities for teacher/student & student/student interaction ___ Grouping Configurations ___ Response Time ___ Use of L1	Practice & Application ___ Hands-on Materials/Manipulatives ___ Application of content & language ___ Integration of reading, writing, listening, & speaking	Lesson Delivery ___ Content Objectives ___ Language Objectives ___ Student Engagement ___ Pacing	Review & Assessment ___ Review Key Vocabulary ___ Review Key Concepts ___ Feedback to Students ___ Assessment of Comprehension & Objectives

Mission Statement

The Rochester International Academy is designed to facilitate the cultural and academic transition of newly arrived English Language Learners through rigorous language instruction and interdisciplinary learning in collaboration with families and community.

Vision Statement

RIA students will learn English to be successful scholars and to have full access to College and/or Career opportunities.