ST. VRAIN VALLEY SCHOOLS
academic excellence by design

Big Ideas A-G-A Daily "Look-Fors"

Who is doing the talking, the thinking, and the mathematics in the classroom?

General Classroom Practices *(see Big Ideas A-G-A Expectations of Practice)*

- Focus on **academic vocabulary** and mathematical discourse daily.
- Instruction reflects and achieves the Five Strands of Mathematics Instruction.
- Opportunities for **distributed practice** and **ongoing mixed review** (**Review & Refresh**).

Explore It! *(**Think-Pair-Share** model)*

- Students engage in productive struggle and persevere in making sense of the task.
- Teacher strategically chooses students to present their solutions and strategies (**selecting & sequencing student work**).
- Students use "Explain Thinking" Leveled Language Frames or Accountable Talk Sentence Stems with appropriate **academic vocabulary**.

Explicit Instruction & Guided Practice

- The interplay between the **prompts for students**, **teacher questioning**, and **student participation**, strategically using the **worked examples** and **direct instruction**, when appropriate.
- Students respond to questions, engaging in discourse around the task(s) using appropriate **academic vocabulary**, in a **language-rich learning environment**.
- Teacher poses the Self-Assessment exercises throughout the lesson as a **formative assessment** and as an opportunity for feedback.
- Students use "Explain Thinking" Leveled Language Frames or Accountable Talk Sentence Stems with appropriate **academic vocabulary**.

Independent Practice

- Teacher chooses exercises, focusing on **meaningful practice** and balancing *conceptual understanding*, *procedural fluency*, and *application*.
- Teacher regularly assigns exercises from the Review & Refresh sets for **distributed practice** and **ongoing mixed review**.
- Students give peer feedback, present solutions to the class, use Cooperative Learning Structures, use a Thinking Classrooms protocol, or check in with the teacher for feedback.

Exit Ticket/Reflection *(Choose ONE as a **formative assessment** for evidence of learning)*

- Students complete a selected exercise (or teacher-created) providing actionable data to **respond** and adjust instruction
- Students reflect on what they learned (Writing Prompts in Mathematics, "Reflecting on Learning" Leveled Language Frames)