Use a layered curriculum approach:
✓ Set an essential learning outcome for all students.
✓ Provide opportunities for all students to learn even more.

**Focus on the core.**

I can identify and infer and explain cause-effect relations with examples.

**Give students opportunities to learn more.**

*Organize activities that take students from introduction through independence.*

<table>
<thead>
<tr>
<th>Monday</th>
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<tbody>
<tr>
<td>Preview</td>
<td>Model and GUIDE</td>
<td>Teacher models.</td>
<td>Students demonstrate independence.</td>
<td>Fix Go Deeper Finish well</td>
</tr>
<tr>
<td>Model Interest</td>
<td>Teacher guides.</td>
<td>Teachers checks and clarifies.</td>
<td>Teacher coaches students who need support.</td>
<td></td>
</tr>
<tr>
<td>Teacher gives examples.</td>
<td>Students do.</td>
<td>Teacher guides.</td>
<td>Students who “meet” work independently to exceed.</td>
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<td>Students give examples.</td>
<td>Teacher models “how to”.</td>
<td>Students do.</td>
<td>Teacher coaches students who need support.</td>
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- Students participate actively; teacher assesses informally Monday-Wednesday.
- Thursday, teacher assesses student level of independence.
- Friday, teacher coaches students needing more support while students who have mastered the skill or content work independently to go deeper.
### Vocabulary Example

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<tr>
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<td></td>
<td></td>
<td>Finish well</td>
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- **Monday**
  - Preview
  - Model
  - Interest

- **Tuesday**
  - Model and Guide

- **Wednesday**
  - Guide

- **Thursday**
  - Assess

- **Friday**
  - Fix
  - Go Deeper
  - Finish well

- **Set up word display to expand and use each day.**
- **Add examples and illustrations to word display.**
- **Add examples and illustrations to word display.**
- **Independent Assessment: Make a word chart:**
  - Word | Picture

**Make Your Own Glossary.**

### Math Example

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- **Monday**
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- **Tuesday**
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- **Wednesday**
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- **Thursday**
  - Assess

- **Friday**
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- **Introduce Terms and demonstrate**
  - Patterns
  - Strategies

- **Re-model the math Guide problem solving**
  - Students work in pairs/groups

- **Guide Students work in pairs/groups.**

- **INDEPENDENT ASSESSMENT**
  - Assess and clarify as students use the week’s math independently.
  - Solve Problem Explain how

- **Students who master the math either:**
  - Coach students needing guidance
  - Make their own math guides with examples.
  - Teacher coaches students needing support.
**Writing Example:** I can organize and write an essay.

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<td><em>Preview, Model Interest</em></td>
<td>T: Model how to outline S: Essay outline about ________</td>
<td>T: Review criteria for focus and support. S: Draft paragraphs</td>
<td>T: Model concluding paragraph. S: Write concluding paragraph Check your essay with another student. <strong>List ways to improve it.</strong></td>
<td>S: <strong>Edit and improve essay</strong> Contribute to class guide—how to write a good essay.</td>
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**Science Example:** I know the solar system.

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<td>T: Use diagram to show relationship between earth axis, orbit and climate S: Read to locate and collect Important facts about earth’s atmosphere.</td>
<td>T: Math Connection: Provide data about weight on different planets. S: Make graph to analyze data.</td>
<td>S: <strong>Take quiz. Revise responses with partner.</strong> OR S: <strong>Complete science summary.</strong></td>
<td>S: <strong>Complete science glossary.</strong> Write your own astronomy booklet.</td>
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