



the expert system for
next generation instruction

A NEW APPROACH TO ONLINE PROFESSIONAL LEARNING

Nextpert sets teachers up for success—on evaluations, in transforming instruction for college and career-ready standards and assessments, and in preparing their students for successful futures.



Brought to you by:





Build

Lesson and Assessment Building Tools guide teachers through the creation of high-rigor lessons and application-based assessment items or personalizing existing items from the Nextpert resource library.

1 DEFINE GRADE SUBJECT DURATION OUTCOMES

2 PLAN & PREPARE ASSESSMENT STANDARDS OBJECTIVES VOCABULARY MATERIALS

Assessment Formative Assessment NGA

Standards

State Standards

Objectives (Concepts, Skills, Goals) Sentence Starter

Academic and Domain-Specific Vocabulary

Ask a Nextpert
Felicia Nextpert
This section focuses on planning and preparation prior to...

Notes (0)

Lesson types include gradual release, close reading, problem solving, and quadrant D.

Assessment types include selected response, constructed response, extended response, and performance task.

Lesson and assessment builders guide creation of high-caliber instruction

Steps teachers through creating high-rigor lessons and application-based next generation assessment items. Inline professional learning tips guide teachers through the creation process and build metacognitive understanding.

LEARN INTRODUCTION FLOW CLOSURE

Introduction

On Now
Students will first their learning club based on the playing card they receive when they enter the classroom. Once seated, they will begin personal reflection about what they have already learned about our roles and responsibilities as citizens of the United States.

Closing
Begin the lesson by showing a video clip of an elementary-aged student using his rights and responsibilities as an informed citizen (Sirke Basir: What's wrong with our food systems). Once the video clip has been viewed, students will participate in "Pass the Buck" to activate prior knowledge about roles of citizens, rules and laws.

Lesson Flow Orbital Release Close Reading Problem Solving Quadrant D

Investigate Justify/Explain/World Application

1) Each learning group of four will participate in a jigsaw so that each student is reading a different article related to mobile technology, specifically 5.Y.O.D. (Bring Your Own Device). Each student will annotate the text being read by highlighting and "marking" information that supports finding an answer to today's Essential Question.

2) Working in groups of four (with one student being discussion leader, another being the synthesizer, a third being the monitor, and the last being the question asker) students discuss the key components highlighted and annotated from the articles read. Based on this information, they will collaboratively create a mind-map and share with the group.

3) Teacher will briefly explain the characteristics of an effective info-graphic to students. (See presentation: What Makes an Effective Info-graphic.)

4) Students will draw a sketch card and from a group with students who have the same number card. Based

Ask a Nextpert
View Selected Standards
Writing - Production and Distribution of Writing (L.A. - Grade 5)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Optimize
Notes (0)

Customizable lessons and assessment items

A variety of modifiable lessons and assessments selected as the highest quality across grade levels and subjects.

CREATE ITEM TYPE DURATION PROMPTS STUDENT WORK PRODUCTS MATERIALS

Item Type
 Extended Response Technology Enabled / Enhanced

Duration
About 30 minutes

Task

You want to build a large outdoor planter with five cylindrical openings. The blueprint shows a rectangular prism with one large opening and four smaller, equal-size openings, but some of the measurements are missing.

Optimize

Ask a Nextpert (1)
Optimize
Age
MULTIPLE
What's Next? Sample Item
Examples (0)
Notes (0)

Optimization tools improve lessons and assessments

Powerful tools review the content and prompt teachers through adjustments to increase rigor, make more application-based, build academic vocabulary, and add instructional strategies.



Learn

Teachers can build their expertise—pinpointed to their area of need and on their own schedule—with graduate-level courses and extensive resources in an intuitive, easily-searchable library.

FEATURED RESOURCE

College and Career Readiness 1 year ago
EXPERT VIDEO | GRADES K-12 | LEADERSHIP 25

Watch this video to hear Dr. Bill Daggett, Founder and Chairman of the International Center, discuss how the Rigor/Relevance Framework can guide schools in preparing students to be college and career ready.

BECAUSE YOUR FRIEND MASON KANE GAVE IT A THUMBS UP

Justifying BYOD 5 days ago
LESSON | GRADE 4 | SOCIAL STUDIES, ELA 18

BECAUSE THIS SCHOOL IS SIMILAR TO YOURS

South Heights Elementary School 5 days ago
MODEL SCHOOL CASE STUDY | GRADES K-5 | CULTURE, RELATIONSHIPS 43

4.3 Building Word Knowledge

GLOSSARY | COURSE RESOURCES

RedTV
Teaching Words Before Reading
Which word would be the best to use in this sentence? Circle the correct answer. **ENORMOUS CARROT** by VLADIMIR VIGEN

Identifying Academic Words
Children enter school with varying levels of vocabulary knowledge. It is likely that some children will be unfamiliar with many of the academic and domain-specific words they encounter in their read in school. Providing explicit and systematic vocabulary instruction in the early grades helps close the gap and ensure young readers are on track for success in the upper grades and beyond.
Researchers Isabel Beck, Margaret McKeown, and Linda Kucan (2002, 2008) created a three-tiered system for identifying and categorizing words that are key to comprehension and vocabulary development. These tiers reflect the frequency with which words tend to be used and the breadth of their application.
Tier 3 includes vocabulary words (e.g., *hazardous*, *zebra*) that children are likely to know from specialized literature and easy websites.

DIRECTIONS
1. Read the text.




Library of resources you can trust

Carefully selected resources—including videos, model lessons and assessments, and case studies—are vetted by our team of experts to ensure they are of the highest quality.

On-demand courses

Scholastic U's graduate-level courses—focusing on key disciplinary priorities—are available for graduate credit.



Connect

One-click access to instructional experts and peer collaboration helps guide teachers' planning and preparation for next generation instruction right when it's needed most.

Help: Ask a Nextpert

Have a question that requires expert feedback? They are just a click away. Submit your question and an expert will get back to you within 24 hours.

Question:

What are some ways that I can provide support for my ELLs who are reading far below grade level?

Select a Topic

- Submit publicly, other members can view the question and answer
- Submit privately, other members cannot view the question and answer

SUBMIT QUESTION Cancel

Allow up to 24 hours to receive a response from a coach or staff member.



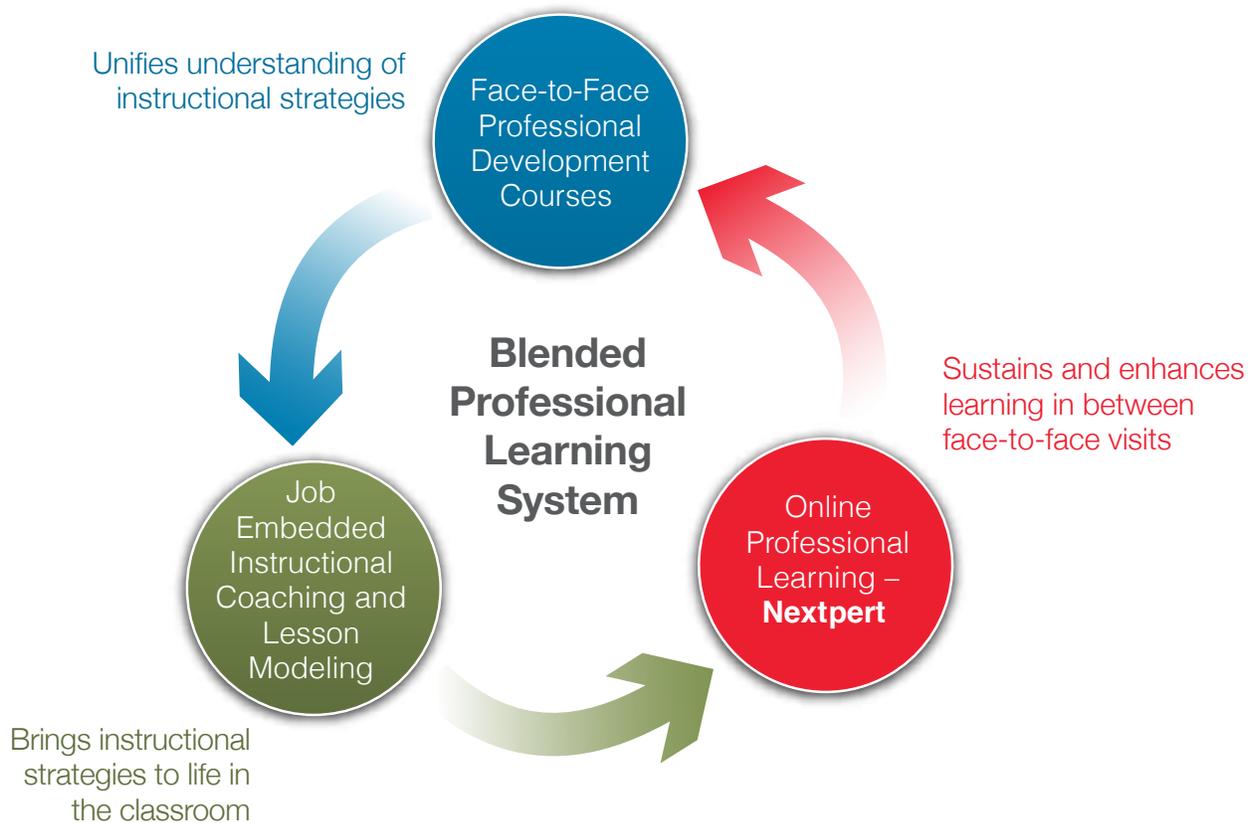
Expert advice from leaders in instructional effectiveness

Online access to our extensive group of experts provides teachers with unprecedented access to mentors in instruction of all subjects, grades, and areas of expertise.

Scholastic Achievement Partners brings together the literacy, mathematics, and leadership expertise of three respected organizations to provide unmatched support to districts, schools, and teachers in all 50 states.



We believe that a blended model is the most effective approach to professional learning.



Scholastic Achievement Partners is a team of the country's top leadership and instructional specialists working shoulder-to-shoulder with educators to develop great leaders, foster effective teaching, and transform school performance. We focus on instructional excellence as the driver of student success.

For more information call toll-free **1-800-387-1437, ext. 6341**
or visit **www.scholastic.com/nextpert**