For Leaders

Using the Continuum to Support the Try–Discuss–Connect Instructional Framework

Leaders leverage the continuum to foster teachers' development of the Try–Discuss–Connect framework, focusing on the basics of facilitation first before developing and refining teacher practice.

Supporting Teacher Facilitation of Try It

The Try It section begins with one of four language routines that guide students in making sense of the problem, helping students slow down to recognize and understand the important information in the problem before they begin solving.

The Try It section continues as students apply what they learned in Make Sense of the Problem to represent the situation and begin solving it.

Building a Foundation

Teachers new to the framework use the basics to establish routines and facilitate math discourse.

Strengthening Practice

Teachers build on their facilitation of the framework, engaging students in more meaningful conversations and sense making.

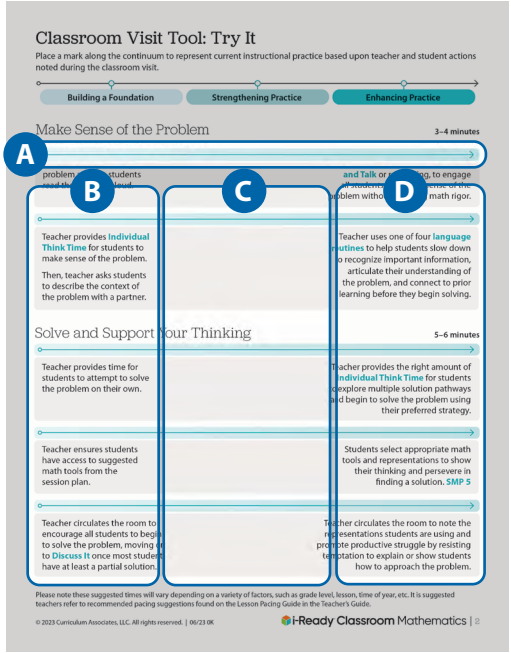
Enhancing Practice

Teachers have found their own rhythm with facilitation of the framework and are ready to receive more individualized support.

Try–Discuss–Connect Classroom Visit Tool

Identify an area of focus for classroom visits, including explicit teacher and student actions to look for during the visit.

- **A. Try–Discuss–Connect Continuum:** Mark where teachers fall on the continuum after each classroom visit, identify schoolwide trends, and celebrate instructional growth over time.
- **B. Building a Foundation:** Identify two to three basic actions to focus on during classroom visits throughout the first six weeks of school.
- **C. Data Collection and Notes:** Use the blank middle space to record teacher and student actions aligned to the focus area(s).
- **D. Enhancing Practice:** As teacher facilitation of the framework is strengthened and their actions evolve, they are ready for more individualized support.


Classroom Visit Tool: Try It

Place a mark along the continuum to represent current instructional practice based upon teacher and student actions noted during the classroom visit.

Building a Foundation | Strengthening Practice | Enhancing Practice

Make Sense of the Problem — 3–4 minutes

A

B

C

D

Teacher provides Individual Think Time for students to make sense of the problem.

Then, teacher asks students to describe the context of the problem with a partner.

Teacher uses one of four language routines to help students slow down to recognize important information, articulate their understanding of the problem, and connect to prior learning before they begin solving.

Solve and Support Your Thinking — 5–6 minutes

Teacher provides time for students to attempt to solve the problem on their own.

Teacher provides the right amount of Individual Think Time for students to explore multiple solution pathways and begin to solve the problem using their preferred strategy.

Teacher ensures students have access to suggested math tools from the session plan.

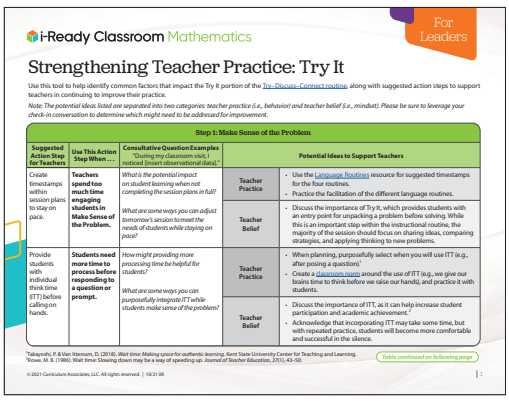
Students select appropriate math tools and representations to show their thinking and persevere in finding a solution. SMP 5

Teacher circulates the room to encourage all students to begin to solve the problem, moving to Discuss It once most students have at least a partial solution.

Teacher circulates the room to note the representations students are using and provide productive struggle by resisting temptation to explain or show students how to approach the problem.

Please note these suggested times will vary depending on a variety of factors, such as grade level, lesson, time of year, etc. It is suggested teachers refer to recommended pacing suggestions found on the Lesson Pacing Guide in the Teacher's Guide.

i-Ready Classroom Mathematics | 2


i-Ready Classroom Mathematics

For Leaders

Strengthening Teacher Practice: Try It

Use this tool to help identify common factors that impact the Try It portion of the Try–Discuss–Connect routine, along with suggested action steps to support teachers in continuing to improve their practice.

Note: The potential ideas listed are separated into two categories: teacher practice (i.e., behavior) and teacher belief (i.e., mindset). Please be sure to leverage your check-in conversation to determine which might need to be addressed for improvement.

Step 1: Make Sense of the Problem

Suggested Action Step for Teachers	Use This Action Step When . . .	Consultative Question Examples "During my classroom visit, I noticed [insert observational data]."	Potential Ideas to Support Teachers	
Create timestamps within session plans to stay on pace.	**Teachers spend too much time engaging students in Make Sense of the Problem.**	*What is the potential impact on student learning when not completing the session plans in full?*	Teacher Practice	• Use the Language Routines resource for suggested timestamps for the four routines. • Practice the facilitation of the different language routines.
		What are some ways you can adjust tomorrow's session to meet the needs of students while staying on pace?	Teacher Belief	• Discuss the importance of Try It, which provides students with an entry point for unpacking a problem before solving. While this is an important step within the instructional routine, the majority of the session should focus on sharing ideas, comparing strategies, and applying thinking to new problems.
Provide students with individual think time (ITT) before calling on hands.	**Students need more time to process before responding to a question or prompt.**	*How might providing more processing time be helpful for students?* *What are some ways you can purposefully integrate ITT while students make sense of the problem?*	Teacher Practice	• When planning, purposefully select when you will use ITT (e.g., after posing a question).[1] • Create a classroom norm around the use of ITT (e.g., we give our brains time to think before we raise our hands), and practice it with students.
			Teacher Belief	• Discuss the importance of ITT, as it can help increase student participation and academic achievement.[2] • Acknowledge that incorporating ITT may take some time, but with repeated practice, students will become more comfortable and successful in the silence.

[1]Takayoshi, P. & Van Ittersum, D. (2018). *Wait time: Making space for authentic learning.* Kent State University Center for Teaching and Learning.
[2]Rowe, M. B. (1986). Wait time: Slowing down may be a way of speeding up. *Journal of Teacher Education, 37*(1), 43–50.

Table continued on following page

Strengthening Teacher Practice

Analyze and reflect on information gathered during classroom visits to identify collective bright spots and prioritize growth opportunities. Use this tool to help determine the best next steps and resources to strengthen teacher practice.

Classroom Visit Tool: Try It

Access this as an individual resource.

Place a mark along the continuum to represent current instructional practice based upon teacher and student actions noted during the classroom visit.

Building a Foundation | **Strengthening Practice** | **Enhancing Practice**

Make Sense of the Problem

3–4 minutes

Building a Foundation	Enhancing Practice
Teacher displays the **Try It** problem and has students read the problem aloud.	Teacher uses **talk moves**, such as **Turn and Talk** or rephrasing, to engage all students in making sense of the problem without reducing math rigor.
Teacher provides **Individual Think Time** for students to make sense of the problem. Then teacher asks students to describe the context of the problem with a partner.	Teacher uses one of four **language routines** to help students slow down to recognize important information, articulate their understanding of the problem, and connect to prior learning before they begin solving.

Solve and Support Your Thinking

5–6 minutes

Building a Foundation	Enhancing Practice
Teacher provides time for students to attempt to solve the problem on their own.	Teacher provides the right amount of **Individual Think Time** for students to explore multiple solution pathways and begin to solve the problem using their preferred strategy.
Teacher ensures students have access to suggested math tools from the session plan.	Students select appropriate math tools and representations to show their thinking and persevere in finding a solution. **SMP 5**
Teacher circulates the room to encourage all students to begin to solve the problem, moving on to **Discuss It** once most students have at least a partial solution.	Teacher circulates the room to note the representations students are using and promote productive struggle by resisting temptation to explain or show students how to approach the problem.

Please note these suggested times will vary depending on a variety of factors, such as grade level, lesson, time of year, etc. It is suggested teachers refer to recommended pacing suggestions found on the Lesson Pacing Guide in the Teacher's Guide.

Using the Continuum to Support the Try–Discuss–Connect Instructional Framework

Leaders leverage the continuum to foster teachers' development of the Try–Discuss–Connect framework, focusing on the basics of facilitation first before developing and refining teacher practice.

Supporting Teacher Facilitation of Discuss It

The Discuss It section begins when students work in pairs to share their thinking, analyze their strategies, and reason about the problem.

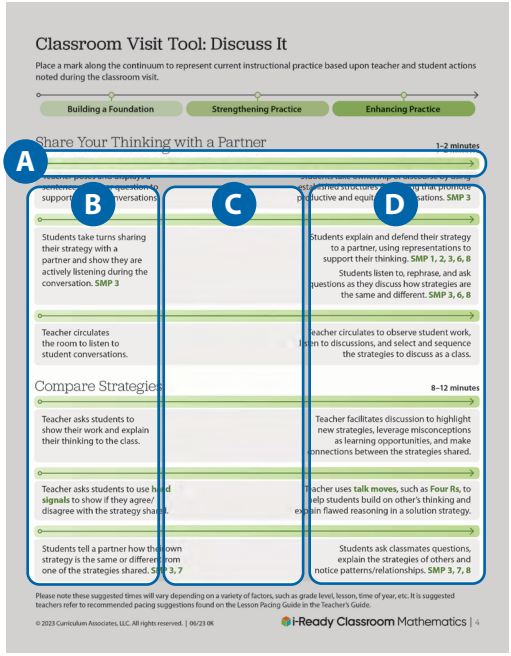
The Discuss It section continues as teachers facilitate the whole class discussion by selecting previously identified students to present and explain their strategy as the class listens to and critiques the reasoning of others.

Building a Foundation	Strengthening Practice	Enhancing Practice
Teachers new to the framework use the basics to establish routines and facilitate math discourse.	Teachers build on their facilitation of the framework, engaging students in more meaningful conversations and sense making.	Teachers have found their own rhythm with facilitation of the framework and are ready to receive more individualized support.

Try–Discuss–Connect Classroom Visit Tool

Identify an area of focus for classroom visits, including explicit teacher and student actions to look for during the visit.

- **A. Try–Discuss–Connect Continuum:** Mark where teachers fall on the continuum after each classroom visit, identify schoolwide trends, and celebrate instructional growth over time.
- **B. Building a Foundation:** Identify two to three basic actions to focus on during classroom visits throughout the first six weeks of school.
- **C. Data Collection and Notes:** Use the blank middle space to record teacher and student actions aligned to the focus area(s).
- **D. Enhancing Practice:** As teacher facilitation of the framework is strengthened and their actions evolve, they are ready for more individualized support.


Classroom Visit Tool: Discuss It

Place a mark along the continuum to represent current instructional practice based upon teacher and student actions noted during the classroom visit.

Building a Foundation | Strengthening Practice | Enhancing Practice

Share Your Thinking with a Partner — 1–2 minutes

A B C D

Students take turns sharing their strategy with a partner and show they are actively listening during the conversation. SMP 3

Students explain and defend their strategy to a partner, using representations to support their thinking. SMP 1, 2, 3, 6, 8

Students listen to, rephrase, and ask questions as they discuss how strategies are the same and different. SMP 3, 6, 8

Teacher circulates the room to listen to student conversations.

Teacher circulates to observe student work, listen to discussions, and select and sequence the strategies to discuss as a class.

Compare Strategies — 8–12 minutes

Teacher asks students to show their work and explain their thinking to the class.

Teacher facilitates discussion to highlight new strategies, leverage misconceptions as learning opportunities, and make connections between the strategies shared.

Teacher asks students to use hand signals to show if they agree/disagree with the strategy shared.

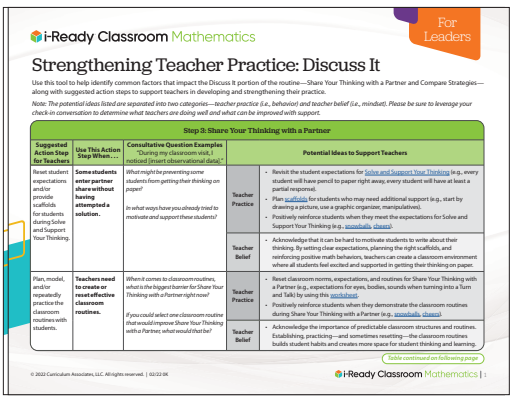
Teacher uses talk moves, such as Four Rs, to help students build on other's thinking and explain flawed reasoning in a solution strategy.

Students tell a partner how their own strategy is the same or different from one of the strategies shared. SMP 3, 7

Students ask classmates questions, explain the strategies of others and notice patterns/relationships. SMP 3, 7, 8

Please note these suggested times will vary depending on a variety of factors, such as grade level, lesson, time of year, etc. It is suggested teachers refer to recommended pacing suggestions found on the Lesson Pacing Guide in the Teacher's Guide.

i-Ready Classroom Mathematics | 4


i-Ready Classroom Mathematics — For Leaders

Strengthening Teacher Practice: Discuss It

Use this tool to help identify common factors that impact the Discuss It portion of the routine—Share Your Thinking with a Partner and Compare Strategies—along with suggested action steps to support teachers in developing and strengthening their practice.

Note: The potential ideas listed are separated into two categories—teacher practice (i.e., behavior) and teacher belief (i.e., mindset). Please be sure to leverage your check-in conversation to determine what teachers are doing well and what can be improved with support.

Step 3: Share Your Thinking with a Partner

Suggested Action Step for Teachers	Use This Action Step When …	Consultative Question Examples "During my classroom visit, I noticed [insert observational data]."	Potential Ideas to Support Teachers	
Reset student expectations and/or provide scaffolds for students during Solve and Support Your Thinking.	**Some students enter partner share without having attempted a solution.**	*What might be preventing some students from getting their thinking on paper?* *In what ways have you already tried to motivate and support these students?*	Teacher Practice	• Revisit the student expectations for Solve and Support Your Thinking (e.g., every student will have pencil to paper right away; every student will have at least a partial response). • Plan scaffolds for students who may need additional support (e.g., start by drawing a picture, use a graphic organizer, manipulatives). • Positively reinforce students when they meet the expectations for Solve and Support Your Thinking (e.g., snowballs, shares).
			Teacher Belief	• Acknowledge that it can be hard to motivate students to write about their thinking. By setting clear expectations, planning the right scaffolds, and reinforcing positive math behaviors, teachers can create a classroom environment where all students feel excited and supported in getting their thinking on paper.
Plan, model, and/or repeatedly practice the classroom routines with students.	**Teachers need to create or reset effective classroom routines.**	*When it comes to classroom routines, what is the biggest barrier for Share Your Thinking with a Partner right now?* *If you could select one classroom routine that would improve Share Your Thinking with a Partner, what would that be?*	Teacher Practice	• Reset classroom norms, expectations, and routines for Share Your Thinking with a Partner (e.g., expectations for eyes, bodies, sounds when turning into a turn and Talk) by using this worksheet. • Positively reinforce students when they demonstrate the classroom routines during Share Your Thinking with a Partner (e.g., snowballs, shares).
			Teacher Belief	• Acknowledge the importance of predictable classroom structures and routines. Establishing, practicing—and sometimes resetting—the classroom routines builds student habits and creates more space for student thinking and learning.

Table continued on following page

i-Ready Classroom Mathematics | 1

Strengthening Teacher Practice

Analyze and reflect on information gathered during classroom visits to identify collective bright spots and prioritize growth opportunities. Use this tool to help determine the best next steps and resources to strengthen teacher practice.

Classroom Visit Tool: Discuss It

Access this as an individual resource.

Place a mark along the continuum to represent current instructional practice based upon teacher and student actions noted during the classroom visit.

Building a Foundation | **Strengthening Practice** | **Enhancing Practice**

Share Your Thinking with a Partner

1–2 minutes

Building a Foundation	Enhancing Practice
Teacher poses and displays a sentence starter or question to support partner conversations.	Students take ownership of discourse by using established structures for sharing that promote productive and equitable conversations. **SMP 3**
Students take turns sharing their strategy with a partner and show they are actively listening during the conversation. **SMP 3**	Students explain and defend their strategy to a partner, using representations to support their thinking. **SMP 1, 2, 3, 6, 8** Students listen to, rephrase, and ask questions as they discuss how strategies are the same and different. **SMP 3, 6, 8**
Teacher circulates the room to listen to student conversations.	Teacher circulates to observe student work, listen to discussions, and select and sequence the strategies to discuss as a class.

Compare Strategies

8–12 minutes

Building a Foundation	Enhancing Practice
Teacher asks students to show their work and explain their thinking to the class.	Teacher facilitates discussion to highlight new strategies, leverage misconceptions as learning opportunities, and make connections between the strategies shared.
Teacher asks students to use **hand signals** to show if they agree/ disagree with the strategy shared.	Teacher uses **talk moves**, such as **Four Rs**, to help students build on other's thinking and explain flawed reasoning in a solution strategy.
Students tell a partner how their own strategy is the same or different from one of the strategies shared. **SMP 3, 7**	Students ask classmates questions, explain the strategies of others, and notice patterns/relationships. **SMP 3, 7, 8**

Please note these suggested times will vary depending on a variety of factors, such as grade level, lesson, time of year, etc. It is suggested teachers refer to recommended pacing suggestions found on the Lesson Pacing Guide in the Teacher's Guide.

Using the Continuum to Support the Try–Discuss–Connect Instructional Framework

Leaders leverage the continuum to foster teachers' development of the Try–Discuss–Connect framework, focusing on the basics of facilitation first before developing and refining teacher practice.

Supporting Teacher Facilitation of Connect It

In the Connect It section, teachers and students connect representations and strategies using a combination of individual work time and partner and whole class discourse.

The Connect It section ends as students apply their understanding from the discussion and Connect It questions to a new set of carefully selected problems.

Building a Foundation

Teachers new to the framework use the basics to establish routines and facilitate math discourse.

Strengthening Practice

Teachers build on their facilitation of the framework, engaging students in more meaningful conversations and sense making.

Enhancing Practice

Teachers have found their own rhythm with facilitation of the framework and are ready to receive more individualized support.

Try–Discuss–Connect Classroom Visit Tool

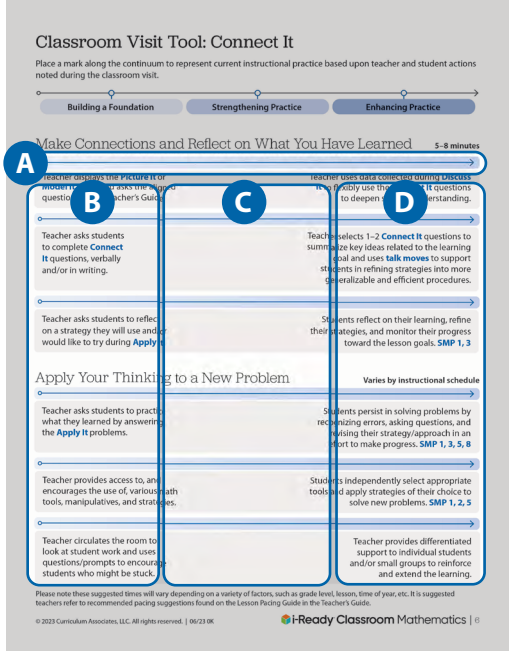
Identify an area of focus for classroom visits, including explicit teacher and student actions to look for during the visit.

A. Try–Discuss–Connect Continuum: Mark where teachers fall on the continuum after each classroom visit, identify schoolwide trends, and celebrate instructional growth over time.

B. Building a Foundation: Identify two to three basic actions to focus on during classroom visits throughout the first six weeks of school.

C. Data Collection and Notes: Use the blank middle space to record teacher and student actions aligned to the focus area(s).

D. Enhancing Practice: As teacher facilitation of the framework is strengthened and their actions evolve, they are ready for more individualized support.



Classroom Visit Tool: Connect It

Place a mark along the continuum to represent current instructional practice based upon teacher and student actions noted during the classroom visit.

Building a Foundation | Strengthening Practice | Enhancing Practice

Make Connections and Reflect on What You Have Learned — 5–8 minutes

A

B

C

D

Teacher asks students to complete **Connect It** questions, verbally and/or in writing.

Teacher selects 1–2 **Connect It** questions to summarize key ideas related to the learning goal and uses **talk moves** to support students in refining strategies into more generalizable and efficient procedures.

Teacher asks students to reflect on a strategy they will use and/or would like to try during **Apply It**.

Students reflect on their learning, refine their strategies, and monitor their progress toward the lesson goals. **SMP 1, 3**

Apply Your Thinking to a New Problem — Varies by instructional schedule

Teacher asks students to practice what they learned by answering the **Apply It** problems.

Students persist in solving problems by recognizing errors, asking questions, and revising their strategy/approach in an effort to make progress. **SMP 1, 3, 5, 8**

Teacher provides access to, and encourages the use of, various math tools, manipulatives, and strategies.

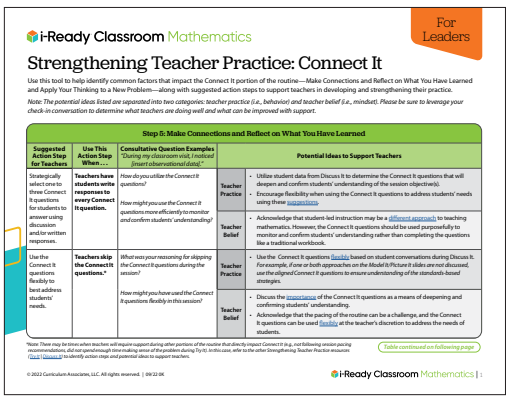
Students independently select appropriate tools and apply strategies of their choice to solve new problems. **SMP 1, 2, 5**

Teacher circulates the room to look at student work and uses questions/prompts to encourage students who might be stuck.

Teacher provides differentiated support to individual students and/or small groups to reinforce and extend the learning.

Please note these suggested times will vary depending on a variety of factors, such as grade level, lesson, time of year, etc. It is suggested teachers refer to recommended pacing suggestions found on the Lesson Pacing Guide in the Teacher's Guide.

i-Ready Classroom Mathematics | 6



i-Ready Classroom Mathematics — For Leaders

Strengthening Teacher Practice: Connect It

Use this tool to help identify common factors that impact the Connect It portion of the routine—Make Connections and Reflect on What You Have Learned and Apply Your Thinking to a New Problem—along with suggested action steps to support teachers in developing and strengthening their practice.

Note: The potential ideas listed are separated into two categories: teacher practice (i.e., behavior) and teacher belief (i.e., mindset). Please be sure to leverage your check-in conversation to determine what teachers are doing well and what can be improved with support.

Step 5: Make Connections and Reflect on What You Have Learned

Suggested Action Step for Teachers	Use This Action Step When . . .	Consultative Question Examples *"During my classroom visit, I noticed [insert observational data]."*		Potential Ideas to Support Teachers
Strategically select one to three Connect It questions for students to answer using discussion and/or written responses.	**Teachers have students write responses to every Connect It question.**	*How do you utilize the Connect It questions?*	Teacher Practice	• Utilize student data from Discuss It to determine the Connect It questions that will deepen and confirm students' understanding of the session objective(s). • Encourage flexibility when using the Connect It questions to address students' needs using these suggestions.
		How might you use the Connect It questions more efficiently to monitor and confirm students' understanding?	Teacher Belief	• Acknowledge that student-led instruction may be a different approach to teaching mathematics. However, the Connect It questions should be used purposefully to monitor and confirm students' understanding rather than completing the questions like a traditional workbook.
Use the Connect It questions flexibly to best address students' needs.	**Teachers skip the Connect It questions.***	*What was your reasoning for skipping the Connect It questions during the session?*	Teacher Practice	• Use the Connect It questions flexibly based on student conversations during Discuss It. *For example, if one or both approaches on the Model It/Picture It slides are not discussed, use the aligned Connect It questions to ensure understanding of the standards-based strategies.*
		How might you have used the Connect It questions flexibly in this session?	Teacher Belief	• Discuss the importance of the Connect It questions as a means of deepening and confirming students' understanding. • Acknowledge that the pacing of the routine can be a challenge, and the Connect It questions can be used flexibly at the teacher's discretion to address the needs of students.

Note: There may be times when teachers will require support during other portions of the routine that directly impact Connect It (e.g., not following session pacing recommendations, did not spend enough time making sense of the problem during Try It). In this case, refer to the other Strengthening Teacher Practice resources (Grab | Discuss It) to identify action steps and potential ideas to support teachers.

Table continued on following page

i-Ready Classroom Mathematics | 1

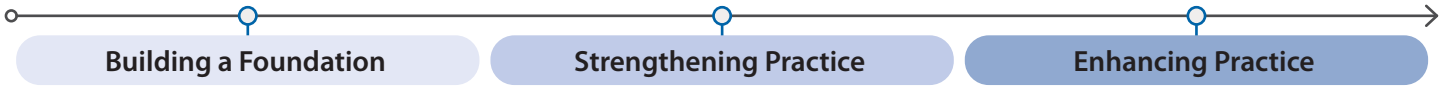
Strengthening Teacher Practice

Analyze and reflect on information gathered during classroom visits to identify collective bright spots and prioritize growth opportunities. Use this tool to help determine the best next steps and resources to strengthen teacher practice.

Classroom Visit Tool: Connect It

Access this as an individual resource.

Place a mark along the continuum to represent current instructional practice based upon teacher and student actions noted during the classroom visit.



Make Connections and Reflect on What You Have Learned

5–8 minutes

Teacher displays the **Picture It** or **Model It** slides and asks the aligned questions in the Teacher's Guide.	Teacher uses data collected during **Discuss It** to flexibly use the **Connect It** questions to deepen student understanding.
Teacher asks students to complete **Connect It** questions verbally and/or in writing.	Teacher selects one to two **Connect It** questions to summarize key ideas related to the learning goal and uses **talk moves** to support students in refining strategies into more generalizable and efficient procedures.
Teacher asks students to reflect on a strategy they will use and/or would like to try during **Apply It**.	Students reflect on their learning, refine their strategies, and monitor their progress toward the lesson goals. **SMP 1, 3**

Apply Your Thinking to a New Problem

Varies by instructional schedule

Teacher asks students to practice what they learned by answering the **Apply It** problems.	Students persist in solving problems by recognizing errors, asking questions, and revising their strategy/approach in an effort to make progress. **SMP 1, 3, 5, 8**
Teacher provides access to, and encourages the use of, various math tools, manipulatives, and strategies.	Students independently select appropriate tools and apply strategies of their choice to solve new problems. **SMP 1, 2, 5**
Teacher circulates the room to look at student work and uses questions/prompts to encourage students who might be stuck.	Teacher provides differentiated support to individual students and/or small groups to reinforce and extend the learning.

Please note these suggested times will vary depending on a variety of factors, such as grade level, lesson, time of year, etc. It is suggested teachers refer to recommended pacing suggestions found on the Lesson Pacing Guide in the Teacher's Guide.