

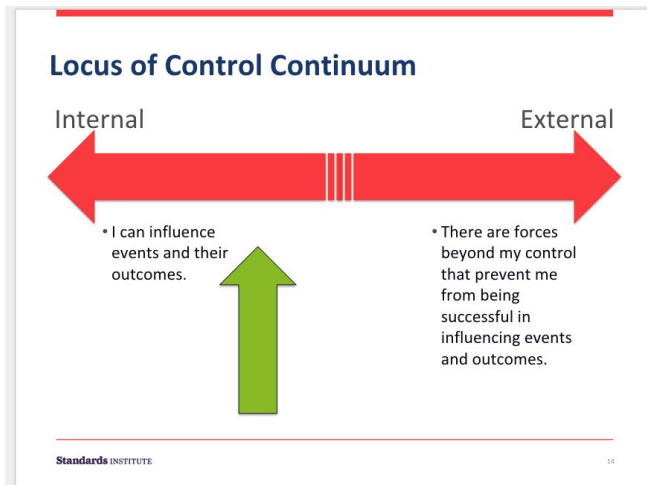
Bringing it Together

ELA I

Grades 9-12

Day 5

Planning Next Steps



NEXT STEPS

Choose Your Adventure: Track Your Work

My next steps for applying what I have learned this week include:

- Long-term goal
- Short-term goal

My plan is to have this work completed by...

I would like to roll this out in the classroom/school in...

SMART

- Specific
- Measurable
- Attainable
- Realistic
- Time-based

Standards INSTITUTE 15

DEBRIEF AND FEEDBACK

Praise-Question-Suggest

- Share your plan(s) with your partner, pointing out where your thinking about the standards and shifts are evident. What specific standards do you intend for your students to practice? How is your plan reflective of the shifts?
- Partners should offer each other:
 - Praise: Where are the strengths in the plan(s)?
 - Question(s): Where are things unclear or not yet aligned?
 - Suggestion(s): What additional ideas would strengthen the plan(s)?

Standards INSTITUTE 16

DRAFT: ELA Lesson Study Protocol

Standard(s) Alignment: How does the instruction reflect the demands of the standards?	
<p>A. Identify and mark the grade-level standard addressed and assessed in the lesson.</p> <p>B. Identify the steps/skills involved in addressing this grade-level standard. (Paying close attention to the verbs being used)</p> <p>C. Review the relevant standards at the grade below to ensure that your lesson target is aligned to grade-level standard IDENTIFY specific skills and information would students need to know to address the standard in its entirety.</p> <p>Identify the lesson activities aligned to the standards. Annotate lesson directly for</p> <ul style="list-style-type: none"> • which standard each activity addresses • how that activity meets the demands of the grade-level standard 	
LEARNING TARGET/OBJECTIVE REVIEW	
<ul style="list-style-type: none"> • IDENTIFY the Learning Target(s)/Objective/Purpose/SWBAT: (Based on Standards, task, and assessment) • How does the Learning Targets/Objective/Purpose/SWBAT connect to the ask of the grade-level standard(s)? • Is there alignment between the grade-level standard and the Learning Targets/Objective/Purpose/SWBAT? • If not, how is it misaligned? Use the language of the standards to realign the Learning Targets/Objective/Purpose/SWBAT. What part of your instruction has to change? 	
Annotate lesson plan and text based on the answers to questions in the Core Actions below.	
Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	
<p>A. Identify the key grade-level text-excerpt for the lesson (include the page number).</p> <p>Note the quantitative measures (i.e. Lexile):</p> <p>IDENTIFY QUALITATIVE FEATURES OF LESSON TEXT RELEVANT TO INSTRUCTION:</p> <ul style="list-style-type: none"> • Knowledge Demands • Language Features • Meaning/Purpose • Text Structure 	<p>A. After identifying the qualitative features, list the possible misconceptions your student may have while reading the text.</p> <p>B. For each misconception listed, identify how you may enable students to access those features of the text.</p> <p>C. Which parts of the lesson require students to independently spend time reading, speaking, or writing about a high-quality grade-level text(s)?</p> <ul style="list-style-type: none"> • Reading • Writing • Collaboration (Speaking and Listening)
Core Action 2: Utilize questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text.	
<p>A. Review the question(s) from the lesson. Answer the questions and/or read the suggested responses provided by the lesson.</p> <p>B. Which questions and/or tasks will require additional scaffolding in order to access the content and meaning of the text? Prepare those scaffolding questions in advance.</p> <p>C. Does the sequence of questions build up to the lesson’s culminating task</p>	
Core Action 3: The teacher provides all students with opportunities to engage in the work of the lesson.	
<p>A. How will you support all students in engaging with the work of the lesson? (protocols, instructional moves, classroom set-up, probing questions, grouping, etc.)</p>	