

Classroom Look-Fors

Engagement and Access to Grade-Level Texts

The teacher strategically engages students in the lesson launch, time in text, discussion, and prep for assessment, and provides clear directions and tasks. The teacher supports students in accessing grade-level content through explicit instruction in vocabulary, disciplinary knowledge, or background knowledge and/or helps students activate or retrieve this information. As a result students consistently have at-bats with cognitively demanding tasks and have tools and scaffolds to support them in accessing grade-level materials.

Lesson Launch

<u>HW Accountability</u> Teachers build systems for accountability and feedback to support students in building muscle memory.	• Teacher completes a daily accountability check for homework, typically quiz, annotation check or HW comprehension ◦ As a result of thoughtful homework completion, 90%+ of students are prepared to engage in the lesson. • 100% of students are actively engaged during the start of class. As necessary, the teacher narrates for positive student engagement. • Teacher monitors student performance during the HW quiz and tracks if there are any questions on which students underperform. ◦ Identify students who have correctly answered the HW quiz to cold call during grading for questions the majority of the class got correct. ◦ Review questions only if at least 50% of students are incorrect.
<u>Build the Narrative and Throughline</u> Students are invested in the text or task, and understand how the daily lesson connects to the text, the unit, and the course.	• In reading, during “build the narrative,” the teacher and student establish the literal understanding needed about previous text happenings for engaging in today’s lesson. ◦ Teacher uses text-dependent questions to help build meaning through cold calls, turn and talks, stop and jots. ◦ Teacher has students return to the text to clarify meaning as needed • Teachers name the lesson's focus in a clear throughline. 90%+ of students can explain what they are learning and the importance of the lesson. • Teacher expresses authentic joy and appreciation for the text or writing task/genre or thoughtfully frames the work in terms of his/her identity or that of students • Teacher contextualizes how the day’s lesson fits within the text or the essential questions or ideas of the text or asks students to reflect on the essential questions
<u>Disciplinary Knowledge and Vocab</u> Students build familiarity with skills and/or vocabulary that will help them engage with today’s text or task with sophistication.	• Teacher provides a clear definition of the vocabulary or disciplinary knowledge and has all students pronounce the term and shares a visual • Teacher requires ALL students to apply the disciplinary knowledge or use the new vocabulary word through turn and talks or stop and jots. Then the teacher may call a warm call or cold call a student to share a response. • Teacher stamps the shared definition in the knowledge organizer or asks students to retrieve this information if it is review

Inquiry Loops

<u>Inquiry Loop Launch</u> Students understand and follow the intellectual expectations for the reading or writing task and are prepared to make their thinking visible.	• Teacher launches each loop with directions typically as written in the lesson so that all students are clear on the task This might <u>include</u>: ○ As needed, contextualizing where we're at in the text. ○ Start and stop page + time. ○ Reading modality (generally independent reading) ○ Key question or thinking job + annotation directions ○ Visibly posting the directions As necessary, retrieval of key disciplinary knowledge • Teacher checks for understanding before release into task • Teacher scans the room to ensure that all students are clear on task and monitors for engagement
<u>During Time in Text</u> Students read, write, and think deeply.	• Teacher ensures that students consistently have opportunities to independently read, reread, read with a partner or follow along as a teacher reads aloud. All students have at-bats with reading grade-level text daily. • 100% of students are nose down, in books/on paper, making their thinking visible through annotations, stop and jots, or synthesis jots aligned to the task given. • Teacher monitors for and provides feedback to students around engagement and focus on the task or directions given.
<u>Discussion</u> Students have a starting point to enter a discussion that is rooted in the TDQ and data from Time in Text.	• Teacher launches the discussion with a habit of discussion goal and or framing ○ Talking clearly to your peers ○ Explain your ideas using text evidence ○ Be ready to restate or explain peer's ideas ○ Respond to peers: Elaborate and clarify ○ Respond to peers: Builds on and/or challenges ideas • Teacher reinforces and praises students for using the habits of discussion. • Teacher uses the questions scripted in the lesson plan and the suggested modality unless pre-planned during IP based on data or coaching • Teacher launches the discussion by clearly stating ○ The question ○ The directions and engagement modality ○ Providing batch feedback on a habit of discussion if necessary.

Prepare and Assess	
<u>Prep for the Assessment</u> Students prepare to respond to the prompt fully with ideas they have developed throughout time in text and discussion	• Students read the assessment task and, as necessary, internalize and plan for their response by; annotating key terms, reviewing their annotations and discussion notes, and/or marking ideas that will help them fully respond to the task. • Teachers monitor students' preparation, providing quick individual and batch feedback, as needed. • As needed, teacher delivers lesson to lesson feedback based on student data from a previous assessment: ○ Clearly provide the feedback, articulating: ■ What: A strength and a high leverage gap that, if closed, would lead to transferable student improvement ■ Why: Why incorporating this feedback will improve student reading/thinking/writing ■ How: How, specifically, scholars can work to close the gap ■ Belief: Genuine belief that scholars can and will improve ○ T checks for understanding on the feedback ○ As needed, T leverages a showcall or exemplar/nonexemplar analysis to support students to see and/or revise the gap to bar
<u>Assessment</u> Students understand the expectations and invest in thoughtfully responding to the assessment task	• Teacher provides clear directions for the assessment task either stating the CFS or prompting students to do so. • Teacher prompts students to read and annotate the question as needed, to review their annotations and class notes to plan their response, and as a result 100% of students use these resources to plan before putting pen to paper. • Teacher monitors for engagement and student using the appropriate structure for planning and writing the task ○ Use planning structures for OERs, like single paragraph outline • All students complete their exit ticket or are held accountable for completing it before the next class.