



Novel Teacher Action Step Guide

SY 25-26

Action steps are a critical component of teacher (and coach) development. In the absence of clear, transferable, high-leverage, and bite-sized action steps - we risk coaching that feels like a “good talk” rather than a transformative tool for supporting scholars. The tool below provides a series of common action steps that align to the different arcs and phases of the year. As you use this tool, keep in mind a few things:

1. This document is not exhaustive, nor is it intended to be. Our hope is that it is appropriately robust to be helpful, but you (and your teachers) will think of and need to draft other smart action steps to align to the specific needs of teachers throughout the year.
2. It is a waterfall. ish. One of the criteria for action steps is that they are high leverage - meaning they meet teachers at a critical point of need and in a way that will support their growth. So you certainly shouldn't approach this as a “master list” and check off individual action steps in order. That said, it's difficult to dig into robust discussion if time and text launch is still poor. Or more common, it's difficult to actively monitor time in text when the launch of a loop is still missing critical elements. So rather than using this as a list - when you're observing a teacher and identify a gap in practice, look back...
3. It is not a trade secret. For some reason, action step guides are often considered tools for coaches. But we encourage transparent sharing with teachers. This is a tool for practitioners. And insomuch as a teacher can look at this to conceptualize and improve their execution - by all means, share away. We also encourage coaches to be transparent about their use of the action step guide in their coaching meetings with teachers. Selecting high leverage action steps is not an act of divination - let's not unintentionally paint it thusly.

Arc 1 | Creating the conditions for independent learning

Focus Area: Lesson Launch

Pacing: 5-15 minutes

Purpose: Students establish momentum, purpose, and essential context for how to engage with and interrogate the text at the level of the daily objective.

Homework Accountability

- Teacher completes a **daily** accountability check for homework, typically quiz, annotation check or HW comprehension questions
- 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.

Focus Area & CFS	Possible Gaps	Possible Action Step Sequences
Homework Quiz • < 3 mins to administer • T monitors Ss' answers • T debriefs quiz strategically based on monitoring data in 1-2 mins	Student accountability to homework reading. Teachers establishing literal comprehension for all students	<i>To ensure that students have understood the literal meaning of a text read for homework:</i> • Monitor student performance during the HW quiz and track if there are any questions on which students underperform. • Review questions where at least 50% of students are incorrect by directing students to the page where the answer to the question appears and having them reread and then redo the question. ○ For each question on the HW quiz, ensure teacher exemplar/LP has a page # (in the text) associated with the question, in case revisit is needed to ensure literal understanding. • Cold call on a student to explain why the answer choice is correct. <i>To provide feedback on accountability/engagement with the HW quiz:</i> • Positively narrate what students should be doing when they enter the classroom ○ "I see Dion, pencil down and already on question #2 of his HW quiz. Thanks for being ready to learn today." ○ "I see LeAndrea has already opened her google form and is laser focused on the task." • Move around the room/zoom gallery view during the HW quiz, actively looking at student work • Cold call or turn-and-talk as review of HW quiz • If live, Have students trade HW quizzes with a partner to grade each others' quiz ○ Have students write # of questions correct at the top of paper (collect to enter in gradebook).

		If completing online, share stats (verbally and/or visually) and narrate when these are entered for a grade.
Annotation Check: Accountability - Teacher reviews all or a strategic portion of student annotations during launch - Teacher uses a monitor tool to note % completion of annotations and CI jots.	Student accountability to homework reading; their investment or skill with annotations. Teacher efficiency with checking annotations.	<i>To ensure students feel accountable & invested for completing their homework reading/annotations:</i> - Once a week, complete a quick (1-2 minute) annotation check at the start of class - Have students hold up their homework annotations with the pages butterflied - Circulate around the room, looking at each students' annotations from 1-2 strategic sections, one table/group/row at a time - Ask students to "flip" to the next set of pages all at once <i>To effectively monitor quick HW annotations:</i> - Prepare your own exemplar annotations and central idea notes - Determine key pages or sections that you will check during class for completion - Create a simple monitoring where you can record completion data and separate places to record any trends about completion (e.g. only annotations the first page)
Annotation Check: Quality - Teacher reviews all students' annotations - Using exemplar annotations/CI Jots, teacher uses a monitoring tool to note trends in student completion AND ideas	Students producing insufficient and/or sparse annotations; misconceptions w/in their annotations. Teacher system for diagnosing student comprehension or annotative skill through a homework check	<i>To ensure students feel accountable & invested for quality homework annotations:</i> - Once a week, review annotations for quality - Create a teacher copy with exemplar annotations and CI endnotes for the HW reading - Have students complete their central idea endnotes at the start of class or collect student books at the end of class - After class, uses a monitoring tool to note trends in student completion AND ideas - Give written feedback about completion or quality on student annotations - Share whole class feedback and set a class goal for the next HW check - Give students 1 minute to read their feedback and either turn and talk or stop and jot about what they want to keep doing and want to do better <i>To effectively diagnose student understanding through a complete HW annotations check:</i> - Prepare your own exemplar annotations and central idea notes for the HW pages - Create a simple monitoring where you can record completion data and take notes on both completion and trends about student comprehension in the annotations and central idea endnotes - Ensure that you budget adequate time (approximately 30-45 minutes) to review all work

Establishing Lesson Focus

- During **build the narrative**, the teacher and student establish the literal understanding needed about previous text happenings for engaging in today's lesson.
- Teacher expresses authentic joy and appreciation for the text or writing task/genre or thoughtfully frame the work in terms of his/her identify or that of students
- In the **throughline**, teachers name the focus of the lesson in a clear throughline so that 90%+ of students can explain what they are learning and the importance of the lesson relative to the unit as a whole.

Focus Area & CFS	Possible Gaps	Possible Action Step Sequences
Build the Narrative • < 3 minutes in length • Leverages 1-2 provided prompts in lesson plan to establish key understandings about today's pages • Keeps lift on students (but calls it and stamps key understandings to maintain pacing) • Connects to / expresses authentic joy about the day's text	Students did not complete HW reading, have no context for today's chapters; students misunderstood events, claims in HW text Teacher lectures / retells HW reading affecting student lift, investment; teacher uses deficit language about HW completion or is joyless / disconnected from core text; teacher tangents from text or pushes for deeper thinking too early	<i>To ensure that students have the context to comprehend today's reading:</i> • Quickly summarize the most important events of the HW reading in less than 1-2 sentences. • Ask target questions to help student recall key idea or prior events in the novel ○ <i>We are going to read about Via's point of view today. What do we already know about her?</i> ○ <i>How does she act towards August?</i> • Stamp that students should use this information to help them understand the upcoming chapter. ○ <i>Let's see how our understanding of Via continues to develop in this next chapter</i> ○ <i>Now let's see how this conflict between Ponyboy and Darry continues to shape the story</i> <i>To increase the joyfulness of the lesson launch, teacher will:</i> • Jot quick reflection on what makes you excited to teach this lesson/content/text ○ OR, reflect on what makes you proud or appreciative of your students • Speak with an enthusiastic tone about the text and task for the day ("Today's prompt takes us to the ULTIMATE end of how Buck has finally changed over the course of the novel") • Script a purposeful, authentic-to-your-personality moment of joy or appreciation into the launch such as: ○ a quick opportunity for students to reflect on their experience with the text ○ a connection between the text and real life experiences <i>To increase student lift or ability to showcase investment in the lesson:</i> • Turn-and-talk in HW quiz or in the building of the narrative ○ Monitor during these moments to be able to cold call coming out of it, considering: ■ Key concept to leverage to push thinking of the team forward ■ Giving voice to students who may lack confidence in ELA • During building of the narrative, ask question that allows scholars to draw personal (or text) connection or make prediction: ○ Ask a question that helps scholars unpack an interesting development in the reading ■ "Did Vladek have a heart attack? Then, WHY did he lie?"

		■ “What did we learn this entire novel has been? What was the plot twist?” ○ Call on scholars to build on or challenge the answer provided ■ “____, why do you disagree?”
Throughline • Uses / customizes the provided throughline to frame the day’s inquiry and goals in the context of the unit	Teacher skips parts or all of throughline; teacher deviates from or misstates objectives in provided throughline; teacher misunderstands lesson goals affecting how they customize provided throughline	<i>To articulate the importance of the day’s lesson relative to the unit progression and goals:</i> • Say / customize the provided throughline in the plan to. . . ○ Remind students what they learned yesterday ○ Explain how today’s learning builds on yesterday’s ○ Name the goals of the lesson and how they relate to the text / fit into the larger unit <i>To invest students in the challenging work of analyzing literature:</i> • Frame the day’s task as “exploring” or “uncovering” ideas in the text • Highlight the belief that the text can lead students to multiple ideas--the challenge is discovering their unique idea by gathering text evidence

Building Word, World, and Disciplinary Knowledge

- Teacher opens with clear framing and direct instruction or opportunities for students to discover key ideas
- Teacher stamps a shared definition with students that they capture / refer to in a knowledge organizer for later retrieval.
- Teacher poses / students respond to checks for understanding or criticality questions that go beyond reviewing the definition.
- The majority of the thinking and speaking is done by students.
- Teacher uses a variety of engagement techniques to keep lift high: cold call, warm call, turn and talk, stop and jot

Focus Area & CFS	Possible Gaps	Possible Action Step Sequences
Word Knowledge (Vocabulary) • < 3-5 minutes to deliver and check for understanding • T refer students to shared definition, image of word on slide / handout	Teacher omits the example and/or check for understanding; as a result, students do not have opportunity to process word meaning in context and/or apply meaning in a new context	<i>To ensure that student understand the vocabulary:</i> • Display the shared definition and corresponding image; either read the definition aloud or have a student read it out; this definition should also live in their knowledge organizer and on their handout. • Read aloud or have a student read the example sentence using the vocabulary in context • Ask the check for understanding question and have students record in their classwork or turn in talk with a partner • Have 1-2 students respond whole group to the check for understanding question

T keeps lift high on students to process word morphology and meaning(s) through provided prompts		<i>Teacher provides students with sufficient (but urgent) time to engage with the vocab:</i> - Set timer for 3 minutes for each vocabulary term - Ensure that your slides include the shared definition, example sentence, and the CFU question and that this same information is in student facing materials so that students are not copying information - Have only one student share their response to the check for understanding whole group
World Knowledge - Adheres to lesson plan pacing - T frames how world knowledge is relevant to current lesson and unit - T gives instructions for how students engage with world knowledge to elicit key ideas - T poses checks for understanding and criticality questions to go beyond literal meaning and connect to lesson / unit themes	Students do not have the opportunity and/or struggle to construct meaning about the provided world knowledge. Teacher omits framing the relevance of the word knowledge; teacher omits checks for understanding or criticality prompts.	<i>To ensure that student understand the world knowledge:</i> - Display the world knowledge and corresponding images; this knowledge should also live in their knowledge organizer and on their handout. - Prompt students to read the world knowledge independently (or have a student read-aloud) along with a thinking question ex: <i>Pay attention to what you learn about . . . OR Notice where . . .</i> - Ask the check for understanding question and have students record in their classwork or turn in talk with a partner; have 1-2 students respond whole group to the check for understanding question - Ask the criticality question and have students record in their classwork or turn in talk with a partner; have 1-2 students respond whole group to the check for understanding question <i>Teacher provides students with sufficient (but urgent) time to engage with the world knowledge:</i> - Script precise directions for the activity and display clear for all students - Set timer a based on the lesson timing - Expedite debriefing the world knowledge by only calling on 1-2 students to share their initial thoughts. - Have students silent and solo read the world knowledge
Disciplinary Knowledge - Adheres to lesson plan pacing - Refers students to shared definition and example of disciplinary concept (as directed in lesson plan) - Launches the discovery or application activity for students to identify and briefly analyze the	Students are unclear on what the disciplinary knowledge means or how to identify it in context; students have misconceptions related to the analysis of DK in context Teacher omits portions of the DK builder, affecting student understanding of	<i>To ensure that student understand the disciplinary knowledge:</i> - Provide some quick framing about the disciplinary knowledge that names what it is and why it matters (e.g. <i>Today we are going to learn about symbolism so we can uncover the literal and the deeper meaning of a text.</i>) - Based on the lesson, do a short discovery activity or application that helps students understand the disciplinary knowledge. - Refer students to the activity / application on their handout (optionally: on a slide) and give directions that tell students what to do and the question you want them to think about - Have students either turn and talk or stop and jot about the question - Share answers whole group

disciplinary concept in context • Stamps shared definition of disciplinary concept; has students reflect on how they applied in context. • Retrieves disciplinary knowledge as needed by referring students back to the knowledge organizer and/or checks for understanding as it comes up.	and/or ability to apply the concept in subsequent inquiry loops.	<i>To ensure that students have clarity on the disciplinary knowledge taught:</i> • Have students read the shared definition for the disciplinary knowledge in their Knowledge Organizer • Then have students turn and talk and share out in their own words what they learned today • Share out whole group and then give students 30 sec to add any additional notes to the shared definition <i>To ensure that the majority of thinking and speaking is done by students during disciplinary knowledge:</i> • Script in your directions into your lesson plan for framing the disciplinary knowledge to ensure that it is brief and clear • Display both the activity and the key discovery question students should grapple with during the activity • Have students either stop and jot or turn in talk in response to the question posed • Call on multiple students to share their thinking about the question posed • Share the definition of the disciplinary knowledge in the Knowledge Organizer and ask students to explain it in their own words. • Share out whole group and then give students 30 sec to add any additional notes to the shared definition <i>Teacher provides students with sufficient (but urgent) time to engage with the disciplinary knowledge:</i> • Script precise directions for the activity and display clear for all students • Set timer a based on the lesson timing • Expedite debriefing the world knowledge by only calling on 1-2 students to share their initial thoughts. • Have students silent and solo read the disciplinary knowledge <i>To set up students retrieve disciplinary knowledge:</i> • After reviewing the definition in the Knowledge Organizer, prompt students to turn and talk and put in their own words what they learned • Share out whole group. • Ask students to apply the disciplinary knowledge to a prior read text. (e.g. What's Sam's perspective in <i>The Secret Samantha</i>. How is her perspective likely different than her mom's?) • Give students 1 minute to add notes to their Knowledge Organizers.
---	---	--

Lesson Launch Pacing

- Teacher has an entry routine that enables a prompt start to start to class / lesson launch
- Teacher follows the pacing guidance in the launch section(s) of the lesson plan
- Teacher knows when to “call it” / cut off parts of the launch to preserve the allotted minutes for time in text (the most important lift of the lesson)

Focus Area & CFS	Possible Gaps	Possible Action Step Sequences
• On days with knowledge builders, teacher completes the launch in less than 15 minutes. • On days without knowledge builders, teacher completes the launch in less than 8 minutes.	Student routines (ex: entry, homework, knowledge organizer) unnecessarily extend portions of the launch. Teacher exceeds / deviates from the suggested time on any one section of the launch;	<i>To ensure that student understand the vocabulary:</i> To streamline any lengthy areas identified in teacher’s launch: • Teacher’s homework quiz will take no longer than 3 minutes ○ Write homework quiz questions to directly align to narrative/purpose for lesson in order to streamline bridge between homework and build the narrative ○ Set timer for 3 minutes at start of opening bell as firm time for homework quiz quiz ○ Narrate entry routine for a sense of urgency around finishing homework quiz quiz ○ Select 1-2 homework quiz questions to review whole-class that serve purpose of building narrative for today’s lesson • Teachers build the narrative and throughline are pre-planned, distilled, and concisely delivered: ○ Prepare slides with any context or vocabulary needed for lesson to streamline review ○ Script concise, distilled articulation of throughline into lesson plan ○ <u>Practice</u> concise delivery of build the narrative and throughline • Teacher provides students with sufficient (but urgent) time to engage with the world or disciplinary knowledge: ○ Script precise directions for the activity and display clear for all students ○ Set timer a based on the lesson timing for this section ○ Expedite debriefing the disciplinary knowledge by only calling on 1-2 students to share their initial thoughts. ○ Have students silent and solo read the disciplinary knowledge • Teacher provides students with sufficient (but urgent) time to engage with the word knowledge: ○ Set timer for 3 minutes for each vocabulary term ○ Ensure that your slides include the shared definition, example sentence, and the CFU question and that this same information is in student facing materials so that students are not copying information ○ Have only one student share their response to the check for understanding whole group

Focus Area: Inquiry Loops - Time in Text

- **Pacing:** Time in text: 5-12 minutes (per inquiry loop)
- **Purpose:** Students read text independently (often through the lens of an annotation prompt), visibly charting their reading process, from literal meaning-making to deeper analysis, through annotations, marginal notes, and synthesis jots.

Inquiry Loops: Time in Text

- Teacher launches the inquiry loop expediently, with clear, concise directions about what to read, how to read, and students' lens for reading (the annotation prompt from the lesson plan)
- Teacher clarifies the expectations for student annotations before they engage with the text (states / posts prompt and related criteria, poses CFU, optionally, shows sample annotation)
- Teacher releases students to uninterrupted time in text to show visible thinking about the text through their annotations
- Teacher closely monitors student work during time in text, using 1:1 feedback cues (scripted prompts, comprehension supports) and group pushes about annotative quality to support all learners with inferring the key ideas of the inquiry loop

Focus Area & CFS	Possible Gaps	Possible Action Step Sequences
Inquiry Loop Launch ● <2m in length ● Issues clear directions and/or criteria for success for reading ● Directions are broad enough for drawing conclusions about diverse, voluminous evidence but not so narrow as to suggest students are hunting for a single, specific "right" answer.	Students are unclear how to engage with the text and opt out of the reading or annotation task; students' annotations are unaligned to / insufficient for the prompt Teacher omits / skips over an element of the loop launch contributing to student misunderstanding about the task.	<i>To script and deliver clear, concise loop launch directions that get students into text quickly and meaningfully:</i> ● Script annotation that include: ○ Start and stop points ○ Method of reading ○ Key question and annotation prompt, with an emphasis on the deepest thinking work the annotation directions require ○ Connection to the throughline/TDQ ● T concisely establishes context for reading ("We're picking up in our text today when...") ● T strategically structures reading modality (pairs, groups, solo) considering text complexity and text familiarity, ensuring that at least once per lesson, students read silent and solo for at least 5 minutes. <i>To ensure loop launch is concise and speedy, while providing all of the information students need:</i> ● T will reuse similar loop launch directions over time, building students' familiarity with

- Established structures / routines aid in the speed and ease of understanding of loop launches - Teacher leverages various engagement strategies to ensure students are “tuned in” during launch, understand their task, and are primed to do the thinking work.	Teacher lowers the rigor of the annotation task (changes reading method or page #s; adjusts annotation prompt). As a result, students miss out on thinking work crucial to answering the lesson inquiry.	expectations - T inserts the directions into slides and/or points students to prompt on handout for easy reference <i>To ensure that students are engaged / understanding your directions during the loop launch:</i> - Provide a clear visual of all directions - Script out your directions to precisely match your visual and resist the urge in the moment to rephrase - Monitor student work to ensure that students have marked the stopping and ending point and narrate student who do this quickly - Do a quick check for understanding at the end of the loop directions <i>To ensure that students both understand and use annotation directions to develop precise thinking</i> - Clearly state your annotation directions and post them so they are visible to all students. <i>Example Annotation Instructions:</i> Underline details that show how Buck feels about John Thornton’s death - Jot: Determine whether his return to the wild is tragic or triumphant: - Tragic b/c ____ - Triumphant b/c ____ - Do a quick check for understanding by cold calling a student to roll back the directions. - After sending students off to read and annotate, scan and positively narrate the classroom/ zoom gallery for engagement and focus for one minute. Provide quick re-directions as needed. “Everyone in rows 1-3 has eyes glued to the text and pencils poised, ready to annotate. Just waiting on one student in row 4.” - Name the habit you are looking for before beginning to circulate students’ texts. . “I’m coming around to check for underlines and your first thoughtful jot.” <i>To ensure that teacher’s annotation directions solicit diverse and voluminous evidence (generally, this means using the annotation prompts, as scripted, in the lesson plan):</i> - Script annotation directions that are clear/concise but emphasize collecting lots and lots of evidence before evaluating/judging/prioritizing - Annotation directions should be broad enough to allow for drawing conclusions about diverse and voluminous evidence and not so narrow that students are simply hunting for specific details - Directions should usually include a level of visible thinking for selective evidence or patterns of evidence
--	---	---

		○ <u>Mantra</u>: voluminous, diverse evidence drives complex, nuanced thinking and authentic
Time in Text: Student Engagement • T monitors for and provides feedback to students around engagement before monitoring for quality of work. • 100% of students are nose down, in books/on paper, making their thinking visible through annotations+jots or by actively writing during all time in text/ink blocks.	Students disengage from the task because: their time is interrupted, they do not feel seen / known for their efforts, or they need a scaffold to proceed Teacher does not circulate (regularly) or with purpose, impacting student investment or accountability to time in text. Teacher interrupts reading time and/or over-scaffolds impeding students' ability to stay engaged or attempt independent work. Teacher does not have a defined pathway to circulate so only select students' work is seen / known (incomplete picture of student data; some students struggle unproductively)	<i>To ensure that students have 5 uninterrupted minutes in text:</i> • During IP, plan intentionally for how you will send students off to read independently (should align with the lesson plan) • Set timer for 5 or more minutes after loop launch/release to Time in Text • Minimize interruption, unless noticing more than 50% of scholars off track <i>To ensure 100% of students are engaged during time in text:</i> • After sending students off to read and annotate, scan for 100% • If needed, narrate habits for 30 seconds. Provide quick re-directions as needed. ○ "Everyone in rows 1-3 has eyes glued to the text and pencils poised, ready to annotate. Just waiting on one student in row 4." ○ "Sahara's is already in her text and highlighting her first piece of evidence." • Name the habit you are looking for before beginning to circulate. ○ "I'm coming around to check for underlines and your first thoughtful jot." ○ "As I pop into google docs, I should see at least one piece of evidence and one jot by this point." • Move quickly around the room/through google docs on a pre-planned pathway, looking at every student's annotations (engagement lap) • Note: After student focus is established, you should drop this compliance lap in the future. <i>To ensure students experience productive cognitive lift during Time in Text:</i> • For each key annotation (1-3 per inquiry loop), pre-plan a quick and rigorous prompt that: ○ Narrow the focus: "Reread [narrowed section of text that illuminates a key idea]." ○ Re-state the original annotation prompt: "And then jot what this reveals about how Esperanza has changed." • Use these prompts only with students who are really struggling to draw thoughtful inferences. • After providing the prompt, move on to the next student. Do not have an extended conversation/wait for the student to revise.
Time in Text: 1: 1 and Group Feedback • T monitors class - exemplar text in hand - through predetermined	Students put up their hands immediately with questions / needs OR students opt out of annotating.	<i>To monitor and provide meaningful feedback on annotations:</i> <i>During Lesson Prep/IP:</i> • T creates exemplar annotations in teacher copy of the text • T pre-plans and scripts high leverage 1:1 feedback questions that would push student to revise thinking based on: core task/annotation prompt

pathway ● T tracks, on tools developed in lesson prep and/or key idea grids in lesson plans, noting ideas and inferences that S make and the evidence used support these ideas ● In reading, 100% of students end the loop with aligned annotations and jots, with many pushing past the “lowest hanging” fruit - thus surfacing voluminous and diverse thinking in advance of discussion.	Teacher doesn't have a monitoring plan (pathway, defined laps, tracking system) to help them strategically circulate the room to collect data, give 1:1 / pen-to-paper feedback. Teacher doesn't know or hasn't planned which questions / prompts to use to help students reach for the key ideas (this may foster a mindset that students can't do the work independently) Teacher issues the same scaffolds / supports to all learners versus using data to inform which students need additional support to correct misconceptions, meet rigor of task. Teacher omits / forgets to have students synthesize thinking before discussion, affecting students' readiness to contribute during discourse	○ This includes any previous data about student thinking/annotations. ○ T can write these scripted questions on the bottom of the monitoring tracker or right in your own book. ● T builds a monitoring tracker that includes a variety of possible pieces of evidence and a range of thoughtful inferences students could draw. (See “Discourse” action step sequences for more on how to create strong monitoring tools.) <i>During Lesson:</i> ● T actively monitor students' annotations using tracker using predetermined pathway, comparing their annotations to your exemplar ○ T uses a tracker while circulating to jot down names of students who choose different pieces of evidence and draw a variety of thoughtful inferences. ● Use scripted 1:1 prompts only with students whose annotations fail to draw inferences (literal restates) or draw incorrect inferences about the text. ○ "I see you've identified three cases in which the language is “spooky”. Let's go back to p 17 and look for what specific elements helped you to identify this as spooky, and the impact that seems to be having on the character.” ○ “You found really strong evidence about CC’s motivation, but you didn’t show your thinking in the margin. Every time you underline, I want you to include a quick jot that elaborates on why the author included this detail and what you think it means...” ○ “You are doing a great job at explaining literally what happened in this scene. But you’re missing the context of what is happening to C. Go back and connect this scene to what you already know about big ideas (her character, the idea of segregation) from page 12.” ● If annotations are literal/lacking, direct students to re-read a narrowed section and respond to the annotation prompt OR use a comprehension scaffold from the plan. ○ Ex: "Re-read the second half of this paragraph. In your words, what does Faber believe about books?"After providing the prompt, move on to the next student. Do not have an extended conversation/wait for the student to revise. ● With 1-2 minutes remaining in the loop, ○ Restate the annotation prompt ○ Verbally prompt students to write a final jot that: ▪ Looks across their annotations to note patterns or recurring ideas, author moves ▪ Draws a 1-3 sentence conclusion about the annotation prompt (answer the prompt in bulleted or summarized form)
--	---	---

Arc 1, Phase 2 | Access and Engagement <second half of lesson>

Focus Area: Inquiry Loops - Discourse

- **Pacing:** Discourse: 5-12 minutes (per inquiry loop)
- **Purpose:**
 - Students ask and answer questions through collaborative discourse that promote the exchange of original, divergent ideas supported by evidence.
 - Students synthesize their thinking before and after discourse in writing to refine and organize their thinking (write to learn) and to support their written expression.

Inquiry Loops: Discourse		
• Teacher establishes and invests students in habits of discussion; reinforces these habits before and during discourse through goal-setting, mini-lessons, and group feedback. • Teacher uses lesson plan guidance and monitoring data to strategically launch the discussion, setting up the experience to be focused, productive, and student-led. • Teacher leverages questions, prompts in the lesson plan to “pivot” the conversation to ensure sufficient depth of analysis, diversity of student lift and voice.		
Focus Area & CFS	Possible Gaps	Possible Action Step Sequences
Habits of Discussion T introduces and invests students in strong habits of discussion T elevates, frames, and reinforces strong habits of discussion	Students exhibit a lack of engagement or confidence during discussion; are unclear how to converse with each other about the text (in other words, sharing of ideas is rote, directed at the teacher, the same students participate etc.) Teacher does not anchor	<i>To introduce and invest students in the habits that foster collaborative discussion:</i> • One habit at a time, over a series of classes, show a strong video of students driven discourse and ask the class to identify what makes it effective. ○ Ask students what excites them or inspires them about building this kind of discussion with each other. (Could also ask: What will make this challenging?) • Post class guidelines for habits of discussion <i>To elevate, frame, or reinforce habits of discussion:</i> • Determine the most critical or relevant habits to emphasize with scholars during the upcoming week or lesson. • Identify moments in lesson(s) where teachers might spotlight/highlight/frame or correct these habits.

	the discussion in particular habit or goal, and the quality of discourse does not improve as a result Teacher does not know which habit(s) to focus on - if not noted in the plan. Teacher does not circle back to the habit through praise, feedback, and student reflection; the habit does not transfer to future discourse.	Audibility: ○ Correct students for strong voice; stand further away from speaking students and use hand gestures for volume ○ Reinforce Habits of Discussion as needed (ex: Turn up the volume...where is that in the text?...) ○ Normalize error: praise risk-taking and ask that students speak with confidence Physical Engagement: ○ Require all students have books open when discussing evidence; ○ Require speakers to pause so students can flip to the same page ○ Require all students to track the speaker, unless otherwise tracking their text. ○ Highlight students who are demonstrating body language that shows respect and interest ○ Redirect students to track the speaker or their notes, not you, during class conversation ● Before discussion begins, name a habit of discussion glow, gap, and goal (you could leverage a rubric to make this more concrete) ○ “Yesterday we consistently followed along in the text when a classmate cited text evidence. This helped us understand each other’s ideas! However, some of us spoke too quietly to be heard. Today, our goal is that every student speaks in an audible volume. If you can’t hear a classmate, encourage them to speak up with a pointer finger in the air.” ● Spotlight/positively narrate constructive skills/habits in the moment ○ To set this up for new skills, consider inviting a specific student to have a ROLE for the discussion (INVITE for others to join; EVIDENCE-GETTER, QUESTIONER, PARAPHRASER...) ● During discussion, redirect students with economized verbal prompt (“Volume,” “Talk in text”) or non-verbal reminders and praise strong habits (or ask students to praise their peers) ○ BEWARE of over-interrupting Ss in ways that inhibit preliminary thinking; preliminary thinking is a good thing and often strong as a first draft - just need to be aware of when to upgrade/refine to make thinking more clear and specific. ● After discussion, provide time for students to reflect on their habits at the end of discussion (glows, gaps, and goals) and provide students with a discussion grade.
Discussion Launch T clearly states question/ directions and highlights	Student discussion is unfocused, informal, or below the rigor of the	<i>To frame discussion in CFS for habits of discussion, see “habits of discussion” above</i> ● Before discussion begins, name a habit of discussion glow, gap, and goal (you could leverage a rubric to make this more concrete) and/or refer to habit of discussion guidance in the lesson plan

the CFS for a habit of discussion if not already habitual T uses strategically selects a question and discussion method to start the discussion T uses data from Time in Text to determine the best question to start the discussion OR determines additional structure for S preparation prior to launching Ss launch discussion with a strong question for their peers based on their thinking from time in text	loop inquiry. Teacher omits discussion launch (or gives too broad or narrow a launch), leading to student gap(s) above. Teacher relies on “ping pong,” or question and answer with students versus using the discussion launch, discussion habits & CFS to foster student-led discourse Teacher does not have monitoring tool data to make informed choices about how to launch discussion or where to push and pivot during discourse	○ “Yesterday we consistently followed along in the text when a classmate cited text evidence. This helped us understand each other’s ideas! However, some of us spoke too quietly to be heard. Today, our goal is that every student speaks in an audible volume. If you can’t hear a classmate, encourage them to speak up with a pointer finger in the air.” To clearly launch the discussion: ● T follows the launch method and question in the lesson plan to foster student voice and thinking from the jump ○ Resist the urge to lower the bar by modifying the question for fear of students not “knowing.” ● T selects and proactively names the starting method students will use to start the discussion To effectively use a tracker to monitor during Time in Text: ● T creates a meaningful Time in Text monitoring tool: ○ Start with the TEXT & TASK during lesson prep to reground in the main work of day & establish a clear vision of what student work might look like. ■ How should students be annotating? ■ Create exemplar annotations in teacher copy that draw sophisticated inferences about the text ■ What text features/craft moves should kids be noticing in order to construct meaning? What patterns? ■ What gaps/misconceptions/low-hanging evidence do you think kids might gravitate towards or fall into? ● Build a tracker that pinpoints the specific elements of the text that students can use to construct meaning ○ Tracker should be less about "are kids getting it right" and more about "where is each kid's thinking relative to the various parts that could be used to make meaning/answer the TDQ" ○ T anticipates 1-2 highest leverage misconceptions, misreads, or opportunities to push for greater rigor for kids who have already gotten there & scripts 1:1 prompts to address at bottom of tracker ● T closely monitors S work to diagnose whole class trends, understanding, misconceptions, and gaps to inform the discussion ○ Use “Hunt Don’t Fish” to ID specific kids to cold call to launch discussion ○ Gather evidence of specific S work to potentially use in the discussion ■ Note exemplary work (or near so) OR work that illustrates common gap/ misconception ○ During monitoring, use data to jot a “Goal” for the discussion you are about to lead--and start there in building an action plan to launch discussion
--	--	---

		<i>To leverage data to inform launch of discussion:</i> ● T uses data from Time in Text to determine the best question to start the discussion: ○ If Time in Text monitoring/data indicates that: ■ The large majority have “mastered it,” summarize/stamp what kids already know in a quick sentence and then select another, more rigorous question. ■ If students are struggling, consider adjusting the starting modality of the conversation (listed from least to most invasive): ● Cold Call or Warm Call (to surface strategic voices) ● Turn and Talk (to further process ideas) ● Stop and Jot (to gather thoughts) ● Return to Text (re-read short sentence or excerpt) ● Comprehension Support Q (a different question to target common struggle) ● Close Reading Burst (of whole excerpt) <i>To empower students to launch discussion:</i> ● During Time in Text, ID a student with strong thinking and push them to craft a question to start the conversation with their peers. ○ OR, ID a question in students’ margin that you can ask them to frame for class. ● Warm call the student to ask a strong question for the whole class, based on their thinking during Time in Text.
--	--	--

Focus Area: Prep the Assessment and Daily Assessment

- **Pacing:** 3-5 minutes
- **Purpose:** Students prepare to respond to the prompt fully with ideas they have developed throughout time in text and discourse.

Prep for the Assessment

- Teachers share the assessment prompt and assessment type with students before students engage with the task.
- Teachers hold 100% of students accountable for independent preparation.
- Students consider their own ideas as well as new ideas their peers surfaced while preparing to respond to the assessment prompt

Focus Area & CFS	Possible Gaps	Possible Action Step Sequences
Prep for the Assessment T ensures that students understand the task or question the exit ticket is asking and plan their writing	Students misunderstand the demands of the prompt or are unclear how to organize their thinking into a coherent response. Teacher forgoes student preparation, which impacts student confidence and readiness to engage with the assessment task (and show up in their proficiency data / work quality) Teacher is overly leading with assessment criteria / guidance; adds in scaffolds that go after a single stamp.	<i>To ensure that students understand the daily assessment and engage in meaningful planning:</i> - Ask students to turn and talk to rephrase the question or independently review the question and mark it up to ensure that they fully understand the task. <i>E.g. Take 1 minute and read the question. Underline any key vocabulary and be ready to share with your partner what this question is asking you to think about or answer. Now, turn and tell your partner: what is this question asking?</i> - Prompt students to name the assessment type and/or CFS for the assessment task by asking students: What must you do to earn full credit for this response? Use a cold call, turn and talk, or stop and jot for this check for understanding. <i>E.g. Today, we are writing a single paragraph outline. Take 30 seconds and jot down: what must you include in a single paragraph outline?</i> - Instruct students to first plan their response by reviewing their annotations/text to either develop an idea that fully answers the question or if they have an initial idea to see if they can find enough evidence to support it or develop an even stronger idea. - If creating a full paragraph, prompt students to create a plan using a single paragraph outline before they write a full paragraph. - Plan for group feedback aligned to a growth area in the prior assessment (of this type); consider the assessment rubric criteria to anchor your feedback: middle school OR high school - Actively monitor and positively narrate students meeting your academic expectations <i>E.g. Student X is rereading the text and thinking about how Napoleon is characterized in this section. He's waiting to develop a claim until he has thoroughly reviewed the text.</i> <i>E.g. Student Y has an initial already about how Napoleon is characterizes but she's going back to see if there is strong enough evidence to support this thinking.</i>
Daily Assessment T ensures 100% of students attempt the assessment task so that valid proficiency data can be collected, analyzed to inform future instruction.	Students demonstrate low effort or work quality on daily assessment; students opt out of the assessment. Teacher omits / does not preserve time for student assessment, affecting student investment re:	<i>To ensure all students attempt the assessment task:</i> - Verbally cue students to begin their assessment and set a timer to help them pace their work - Actively monitor and positively narrate students meeting the criteria for success. - Optional: Issue brief 1:1 or group feedback to remind students about a particular criteria. - As needed: Prompt learners who receive additional supports to use the language patterns (or other scaffolds) on their daily handouts to help them organize and phrase their ideas.

	producing quality work, knowing their proficiency level or progress AND teacher does not have student work / proficiency data to reflect on their own practice and respond to gaps in subsequent lessons	
--	--	--

Arc 2 | Response to Data

Discourse: Scholar Heavy Lifting	
What	How
T ensures that multiple voices are heard in discussion and holds students accountable for active listening	To ensure that multiple voices are heard : - T employs a discussion tracker to make note of student voice, depth of thinking, and misconceptions (follow the data!). - Analyze for trends across 1-5 days of instruction - who is dominating, who is quiet? - T employs positive framing to engage more Ss:

	○ “I want to hear from a voice that I have not heard yet today.” ○ “Our goal today is to hear from at least 70% of our classmates” ○ Assigning specific Ss to invite others into the conversation organically/authentically ● T ensures discussion includes a diversity of student voices: ○ Involve quieter or hesitant students through warm call. ■ Warm call during discussion: <i>“I’m going to ask YY to make the case and ZZ to paraphrase or respond.”</i> ■ Warm call during monitoring: <i>“This is a smart idea; I’m going to call on you to share it.”</i> ■ Warm call during turn and talk: <i>“I’m going to ask you to share what you and ZZ just discussed during your turn and talk.”</i> ○ Coach (or assign) students on how to bring peers into discourse and set it as an expectation for class. ■ “Rachel, you said something really interesting about this during our T&T - will you share w/ full group?”
T guides or pivots conversation purposefully	To purposefully guide or pivot conversation: ● T guides or pivots conversation purposefully and only as necessary (allow at least 3 Ss to speak before interjecting): ○ Provide feedback ○ Wait longer to have S surface ideas ○ Send back into text ■ “We’re missing a key idea. Re-read the last two paragraphs on page 34 and consider—what is Esperanza’s argument about America?” ○ Strategic Turn+Talk ● Leverage your high performers to help steer the ship. ○ During Time in text, monitor student work and jot the names of students who “have it.” ○ Call on students who have key ideas after others have struggled. “I want to talk about something X wrote. Can you share your idea?” ○ Check for understanding: Ask student to prove with evidence or paraphrase the idea.
S have attentive posture (leaning in, facing a peer, making eye contact, nodding, not looking past/down); S listen actively, turning in and tracking text (when referred to)	See “ <i>habits of discussion</i> ” section above.
T monitors discussion participation to plan interjection,	To monitor discussion participation to inform T moves: ● Employ a discussion tracker to make note of student voice, depth of thinking, and misconceptions (follow the data!).

inform feedback, and empower <i>all</i> student voice	
As needed to surface diverse and voluminous evidence and deepen understanding about text, T guides or pivots conversation purposefully	To deepen understanding, T purposefully guides or pivots conversation: • Sparingly guide or pivots conversation purposefully and only as necessary (at least 3 Ss speak before interjecting) • Monitor discussion in order to provide feedback, wait longer to have S surface, send back into text, strategic Turn+Talk, or call upon student identified during monitoring ○ Call on students who have key ideas after others have struggled. <i>“I want to talk about something X wrote. Can you share your idea?”</i> ○ Check for understanding: Ask student to prove with evidence or paraphrase the idea.
S drive the discussion by building on and responding directly to each other's ideas: volleyball, not ping pong S do not wait to be called upon but surface their ideas with enthusiasm	To encourage students to drive the conversation: • Have Ss call on one another at first, then introduce idea of “hands-down discussion” ○ Practice in small group discussions • Call three, then me. Create “volleyball,” not “ping pong” discussion by naming that three students will speak before your intervening. • Universal prompts. Practice limiting teacher prompts as much as possible to: “agree/disagree?” “let’s build” “evidence?” “elaborate/say more” “weigh in” • Diversity of modalities. During each bout of discussion, engage more students by toggling between a variety of discourse modalities—whole group, small group, turn and talk, stop and jot, cold/warm call, hands, and hands-down.
S draw others into the conversation, inviting and encouraging their peers to dialogue	To encourage students to invite others into conversation: • Frame the discussion • Inform students that you are tracking who is speaking and want to hear from a diversity of voices; • Have Ss call on one another at first, then introduce idea of “hands-down discussion” ○ Practice in small group discussion

Discourse: Quality of Ideas

<i>What</i>	<i>How</i>
T proactively questions and prompts for claim, best evidence, and accurate/insightful analysis as necessary	To hold scholars accountable to quality discussion that fosters deep understanding; • [When applicable,] establish a NNE (Notice, Name, Effect) discussion framework to encourage students to notice an element of text (ideally citing it), naming what that text element is (noting literary device or plot element at play) and explaining the effect ○ The author repeats [name] the word “please” 7 times on page 35 middle paragraph [notice]

S cite textual evidence (directly or indirectly) to support their responses	○ This builds urgency in the scene and in the character’s voice; it shows his desperation and his deep desire to be heard by anyone [effect] ● In framing of discussion, remind students to use text evidence to support and expound upon their ideas. Notes for Use of Evidence/Physical Engagement: ● Require all students have books open when discussing evidence; ● Require speakers to pause so students can flip to the same page
If, after a few minutes of grappling, S are misreading or analysis isn’t deep/thoughtful, T intervenes to push quality of ideas	To intervene to address misreading or push quality of ideas: ● Pause students in the moment if serious misreading occurs, and precisely name what the mis-read is. ● If students are struggling with deep/thoughtful understanding, teacher strategically intervenes: ○ Point back to text; ○ Call on S identified during monitoring; ○ Lead prepared Close Reading Burst; ○ Ask strategic comprehension support question
At key moments in discussion, S consistently reference (or paraphrase) each others’ ideas when agreeing/defending, disagreeing/challenging, or qualifying	To encourage students to interact with each other’s ideas to build meaning: ● T introduces and models how to leverage other’s ideas in discussion ● T explicitly encourages students’ building on others ideas “Can you paraphrase what Lola just shared? How does her comment inform your ideas.” ● Name for students the expectation that, whenever they chime in, they should reference a prior idea or question ● Positively narrate when students exhibit these habits
As needed, T <i>[or better, S]</i> concisely stamps the key ideas without being reductive to text or task	To stamp key insights or takeaways from discussion: ● At critical moments, stamp a key takeaway to give emphasis (or in order to pivot on to next idea). ● Provide students with time to think and capture their thinking. ○ “Heja and Eva just pushed our learning! Take a moment to capture/respond to their ideas in your notes.” ● Give scholars 30-90 seconds to revise and add on to their annotations based on what they learned in the discussion.
S pose probing questions or unsolicited offers to help themselves and peers elaborate, clarify, or make meaning	To encourage students to organically construct meaning together: ● <i>See above.</i> To allow synthesis and reflection time: ● To ensure all students learn from their peers’ poignant ideas: ○ Pause discussion after (or soon after) a new, particularly poignant idea is stated

S organically share reflections about shifts, affirmations, or new learnings from their peers.	○ CC a student or run a Turn and Talk in which students respond to the idea ■ What are your thoughts on ___'s idea? ■ Share your thoughts on what ___ just said. ■ See if you can find evidence to support ___'s idea. ● To ensure all students learn from ideas that clear up misconceptions, prompt students to rebuild the understanding. ○ T [or better, S] may push to revise (sending back into text, giving direct feedback if needed, etc.) or restate critical idea, but then ask: ■ "So what did we miss the first time we read?" or "What makes this analysis more powerful?" ■ Call on 1-2 students to paraphrase or stretch new understanding ■ Require Ss to jot or annotate their notes for the new/revised idea ■ Demonstrate enthusiasm about collective growth ● At the close of the discussion, give scholars 30-90 seconds to revise and add on to their annotations based on what they learned in the discussion. ● Purposefully build in time for T to prompt organic sharing of reflections about shifts, affirmations, or new learnings from their peers (in turn and talk, etc). Prompt students to call on a peer to build on their thinking in response to their point.
--	---

Discourse: Precision of Language

<i>What</i>	<i>How</i>
T proactively prompts S to use academic language and encourages the use of relevant vocabulary S speak audibly and with confidence S speak formally, using the conventions of Standardized English¹	To prompt students to offer clear and developed language and ideas: ● T states intellectual expectations and set class goals for habits of discussion surrounding clarity and language: ● T provides wait time (or write-time) to allow scholars to collect precise, nuanced ideas Audibility: ● Correct students for strong voice; stand further away from speaking students and use hand gestures for volume ● Reinforce Habits of Discussion as needed (ex: Turn up the volume...where is that in the text?...) ● Normalize error: praise risk-taking and ask that students speak with confidence Use of Evidence/Physical Engagement:

¹ We are pushing college-ready discussion during Literature, which is why we have denoted Standardized English here. That is not to discount that other types of student voice empowerment can and should be happening. We believe that students need time to practice code-switching in school, speaking with more authentic voice.

	● Require all students have books open when discussing evidence; ● Require speakers to pause so students can flip to the same page ● Highlight students who are demonstrating body language that shows respect and interest ● Redirect students to track the speaker or their notes, not you, during class conversation Precision of language: ● T models and highlights precise language for students: ○ Push “I agree” or “I disagree” → Qualifying with nuance (“While I agree with Veronica’s overall evaluation of Walter’s character, I don’t think that he lacks agency...”) ○ Push vague language → Literary terms ○ Push pronouns → Character names Academic Language: ● Post-specific words for Ss to use in discussion that day after introducing them ● Create academic word wall for unit that you add to gradually ● Pause discussion when there’s an opportunity to upgrade academic vocabulary and provide space for Ss to brainstorm through T&T or S&J more sophisticated and specific ways to articulate a comment or assertion ● T puts the accountability on scholars: have students restate their ideas, complete a thought, etc.
T provides batch feedback about scholar clarity and language S ideas are developed or complete enough to be built upon or answered	To provide batch feedback about clarity and language: ● Before discussion begins, provide batch feedback surrounding clarity or language (you could leverage a rubric to make this more concrete) ○ “Yesterday we consistently followed along in the text when a classmate cited text evidence. This helped us understand each other’s ideas! However, some of us spoke too quietly to be heard. Today, our goal is that every student speaks in an audible volume. If you can’t hear a classmate, encourage them to speak up with a pointer finger in the air.” ● During discussion, push for complete, developed responses from students with economized verbal prompt: ○ Request Ss to support or expound upon claim with evidence or reasoning [or better, other Ss prompt this clarity] ○ Give students opportunities to revise their thinking for concision and clarity after initially sharing
S challenge their classmates to maintain clarity and use more exact language	To encourage students to prompt clarity and precision: ● T puts the accountability on scholars: have students restate their ideas, complete a thought, etc.

EFFECTIVE FEEDBACK

Diagnose

<i>What</i>	<i>How</i>
T accurately gathers student data by looking at student work (during or outside of class), comparing student work to the exemplar, documenting data	To conduct meaningful and actionable LASW: - Analyze the exemplar in depth comparing it to the CFS for the lesson. - What is MOST holding students back from moving from a 2 to a 3? From a 3 to a 4? - What is a transferrable about that knowledge or skill? - When reviewing OERs, build a tracker (similar to one for Time in Text monitoring) that pinpoints the specific elements of the text that students can use to construct meaning (and do this by starting with the text). - Analyze students' work relative to the tracker to see what kids might be understanding or not relative to the big ideas and ultimately to diagnose gaps in analysis.
T determines strengths and high leverage gap(s) T chooses a feedback style that aligns to the nature and frequency of the gap	- reviewing data for improvements, repeated gaps across the class (informs batch feedback), and persistent gaps for individual students (informs individual feedback) - considering the CFS for the lesson and recent areas of focus
T clearly delivers the feedback	To deliver clear and actionable feedback: - In plan, clearly and <u>concisely</u> script WHAT scholars now need to do, HOW they need to do it, and WHY it's important. - 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 - In red, directly in the lesson plan, script where and when you'll provide lesson to lesson batch feedback (after launch, before time in text, before discussion, or before OER)

	• Prepare any student materials necessary to support specific lesson to lesson batch feedback (e.g. 2 samples to compare; an exemplar to unpack together; a shared example to revise together; clear statements of the “how”; evidence to celebrate growth, etc.) • Teacher checks for understanding on the feedback and consistently loops back to feedback throughout the lesson - and where necessary, across multiple lessons - to name success and push scholars to apply the feedback To increase student’ engagement or lift during feedback, consider: • Consume, critique, produce: Provide students with 1-5 models that include what you want them to “do differently.” Have them critique them and name the do differently clearly. Then, have them try it (in the mini-lesson OR in the context of the day’s lesson). • Show call. See some very rough guidance about the kind of show calls that might be used to provide feedback.
T consistently loops back to feedback throughout the lesson - and where necessary, across multiple lessons - to name success and push scholars to apply the feedback	To plan to follow up on the feedback: • For Lesson to Lesson Batch, identify WHEN you will highlight, remind, and reaffirm feedback. Most commonly (but not always), this will look like: ○ Preview the feedback at the <u>beginning</u> of the block as part of the launch; ○ Highlight/celebrate instances of (or give feedback toward) that bar <u>during</u> the lesson; and then ○ Remind Ss of that feedback immediately <u>prior to the ET</u>. • Teacher checks for understanding on the feedback and consistently loops back to feedback throughout the lesson - and where necessary, across multiple lessons - to name success and push scholars to apply the feedback
T takes note on whether Ss are applying the feedback and addresses it through additional individual (or batch) feedback as needed Ss incorporate the feedback into their thinking/work Ss display ownership of the feedback process by pushing their peers on their thinking and work (during show call and discussion)	To assess whether students are applying the feedback: • Determine your data tracking tool for the day and incorporate a metric to assess progress on the relevant gap on which you are delivering feedback. • During monitoring or post-lesson LASW: Teacher takes note on whether students are applying the feedback and addresses it through additional individual (or batch) feedback as needed.