

PART 1: Review the Lesson Overview Page

Access the unit on the Odell Education High School Literacy Program website to complete this process.

Unit		Lesson	
Title:	Type:	Section Number:	Lesson Number:

Read the Lesson Overview, Lesson Goals, Texts, and Materials in the lesson’s tabs, and the Activity Overviews.

1. What are the primary purpose and objectives of the lesson?

Scan the Activity Overviews to understand the learning and activity sequence.

2. What do students learn about and do in this lesson? What knowledge and skills are students building?

Knowledge	Skills

3. How does the lesson relate to the section and the Section Diagnostic? How does it relate to the Culminating Task?

Section Diagnostic	Culminating Task

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4. How will you know students have met the lesson goals and how will you track their progress?

PART 2: Analyze the Lesson - Activities, Materials, and Texts

Read how to deliver each core activity through the student-facing instruction and teaching notes. Using the accompanying question sets, read and analyze the text(s) for key understandings and qualitative complexity.

1. What texts are students reading in the lesson? Why are students reading this text? What are they learning?

2. What features of these text(s) are more or less complex?

- *Structure:*
- *Language:*
- *Purpose:*
- *Knowledge:*

3. How do the guiding questions in the corresponding question set help students access and analyze the texts? What connections can you make between the question set and the section diagnostic and culminating task?

4. What **content** from the texts might be challenging for some or all students? How can you plan to facilitate discussion around such areas of the text or topic?

PART 3: Plan for Your Students and Your Delivery

Plan for Scaffolding Complex Texts

Identify places where misconceptions or challenges may arise. Identify places where students could be further challenged or extend their learning.

- 1. Based on your text analysis, what instructional decisions do you need to make to achieve the learning goals for all students, especially your specific student populations?
- 2. What supports already exist in this lesson? What additional support can you leverage from the Literacy Toolbox or other areas of the curriculum?
- 3. Which optional activities will students benefit from in this lesson? Will this optional activity support student needs or enhance student learning?

Student Engagement and Collaboration

Identify when and how students will work with and learn from each other.

- 1. How are students engaging with the text(s) in each activity?
- 2. When and how will students discuss, collaborate and learn from each other? How will students build knowledge individually and together?
- 3. What opportunities are there for students to make choices and guide their own learning?

Plan for Scaffolding Complex Texts	Before Initial Read	During Initial Read	During Subsequent Reads	After/Between Reading: (Discussion & Writing)

Student Engagement & Collaboration	Individual (e.g. Teacher Modeled Read Aloud, Guided Annotation)	Partner (e.g. Think-Pair-Share, Reciprocal Teaching, Walk, Talk, Decide)	Small Group (e.g. Jigsaw, Save the Last Word for Me, One Question, One Comment)	Whole Group (e.g. Four Corners, Socratic Seminar, Fishbowl)