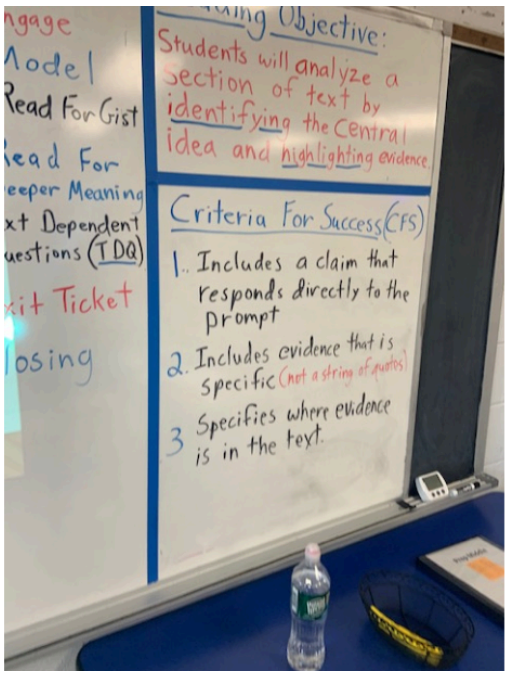
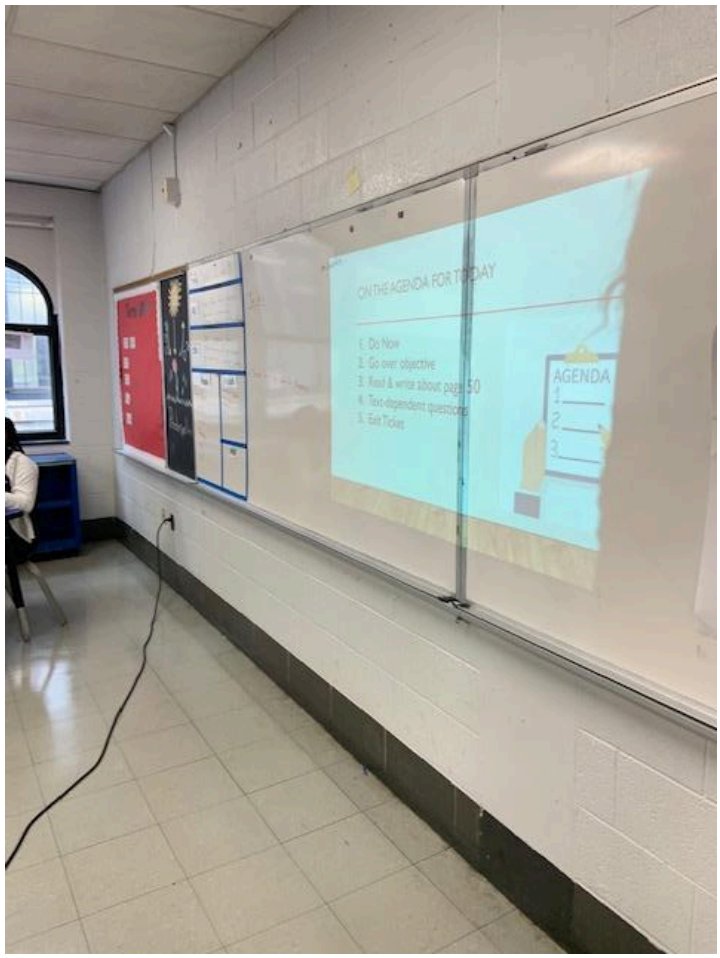
Wheatley Lesson Planning Norms for Prep Middle



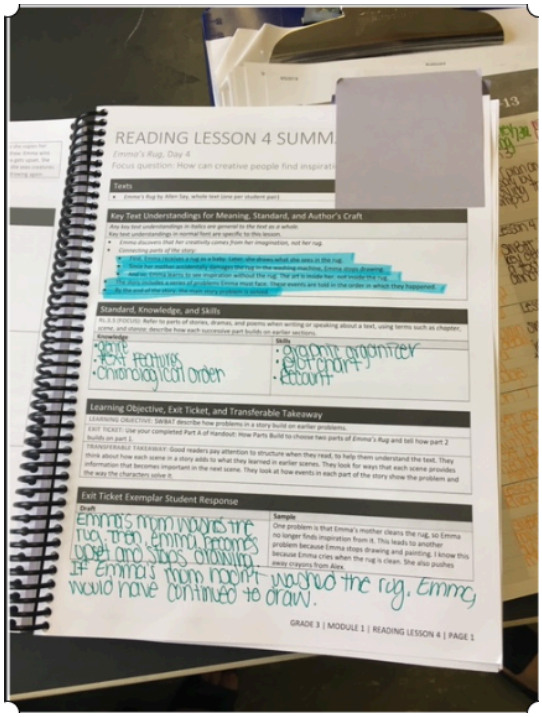


Reading & Writing **objective** is **always** posted and visible for teacher reference, student reference & for visits

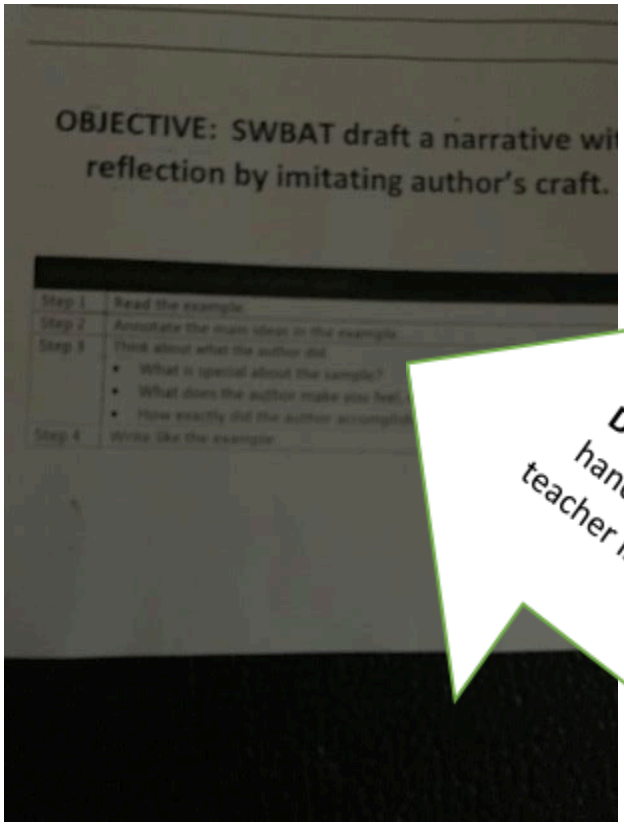
Agenda posted shows teacher awareness of Lesson Flow /pacing

Your students can refer to past gist statements. Students have a running record of their gist statements to assist with multiple days of studying a text. The teacher has read the text ahead of time to know to guide students if the gist is incorrect. Gist part lasts no more than 13 minutes

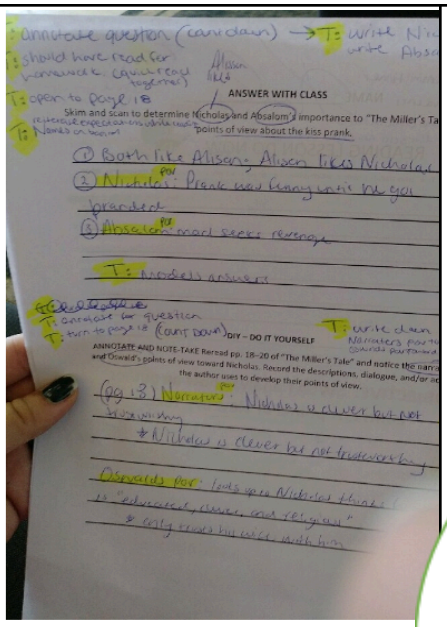
A RAISIN IN THE SUN	
Day 1	
Day 2	
Day 3	

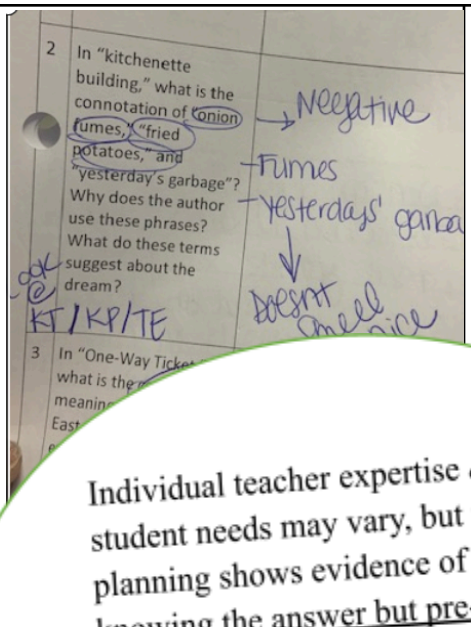


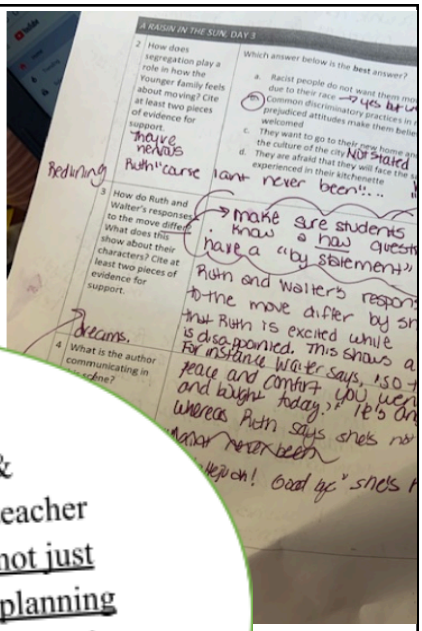
Teacher has scripted out the knowledge and skills (in module or on their student handout) to identify key words to frame and skills that address the standard.



Daily Thinking Steps are **visible** for students either on handout, PowerPoint references, or Anchor Chart. The teacher is aware of which step is the most relevant for that day's lesson







Individual teacher expertise & student needs may vary, but teacher planning shows evidence of <u>not just knowing the answer but pre-planning</u> how to prompt students to answer the TDQs. Determined based on level of difficulty and classroom trends.

Examples of pre-planning for TDQ may look like any of the following (most of time it will only be 1-2 moves)

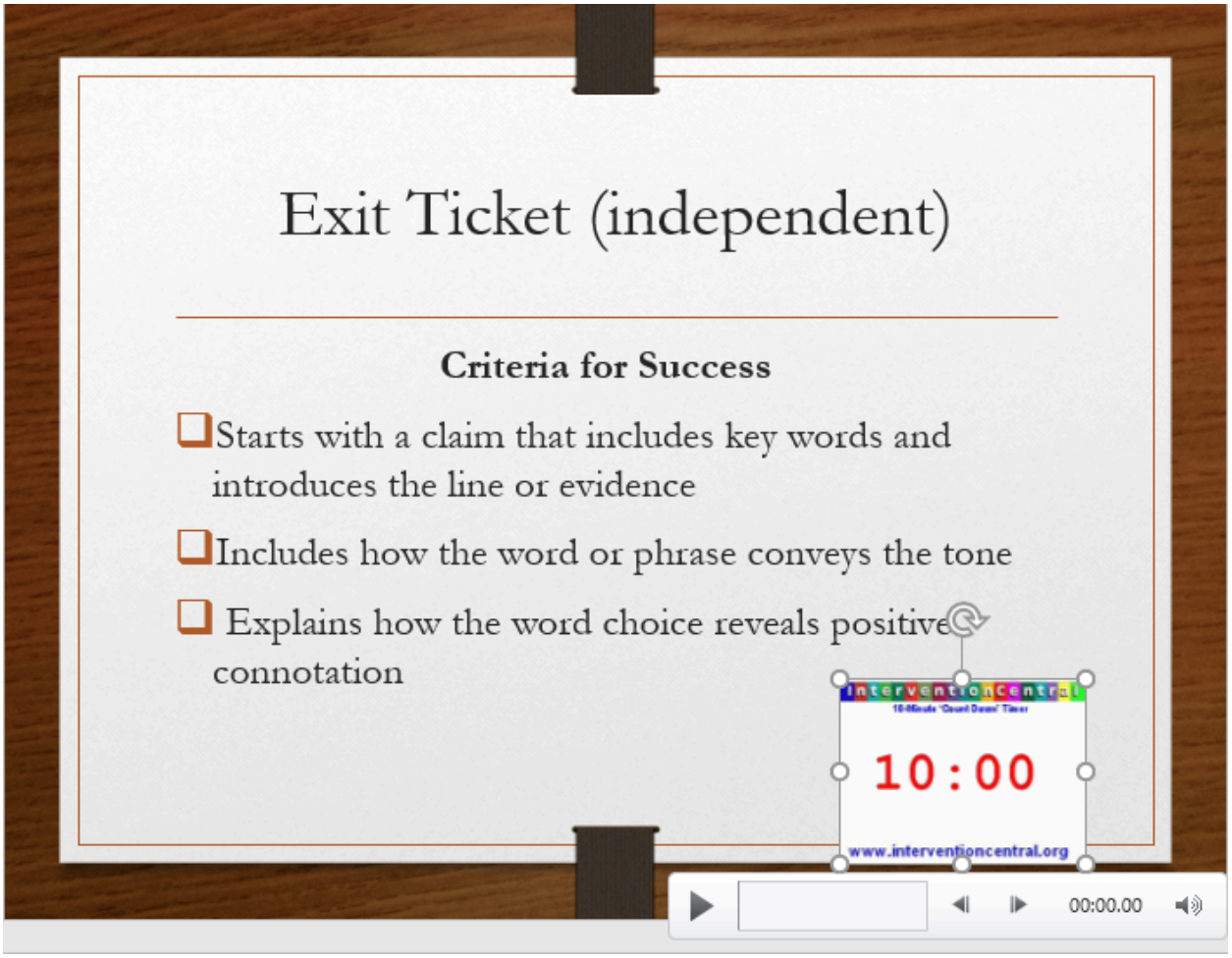
- ☐ Does a particular TDQ need to be modeled before students do the next questions? What part may they need to re-read?
- ☐ Teacher writes time stamps
- ☐ Does the teacher need to script reminders for silent, solo, tell students how much time to answer etc.?
- ☐ Teacher circles words in the question they want students to circle or identify
- ☐ Does the TDQ require a brief review of the gist statement?
- ☐ Which questions are independent, pairs or whole group?
- ☐ Which questions are important for teacher to review before ET?
- ☐ Does the class need an additional CFU question or follow up to understand the question?
- ☐ Are there specific students the teacher should circulate to during the lesson due to academic level, motivation, etc?
- ☐ Are there Tier 1/Tier 2 tracked students to circulate to during a lesson?

Exit Ticket #1 Period 1

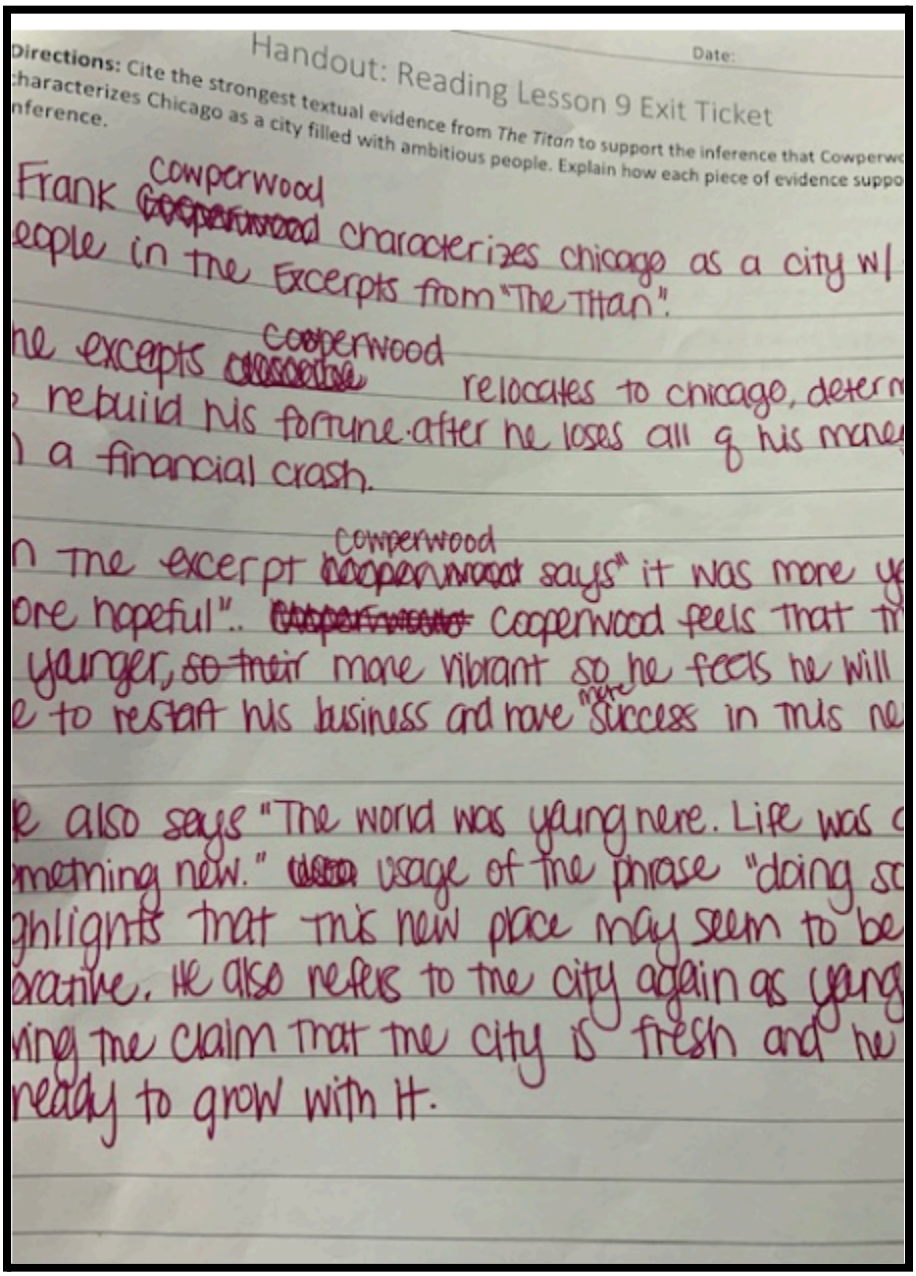
Criteria for Success

- ☐ Starts with a claim that includes key words and introduces the line or evidence
- ☐ Includes how the word or phrase conveys the tone
- ☐ Explains how the word choice reveals positive connotation

Students are set up for success because the teacher rolls out/frames and reinforces using the CRITERIA FOR SUCCESS to answer the Exit Ticket. The CFS is aligned to the standard and the teacher has checked theirs against the module CFS. It is VISIBLE (on the student handout or PowerPoint as students work)


Exit Ticket (independent)
Criteria for Success
Starts with a claim that includes key words and introduces the line or evidence
Includes how the word or phrase conveys the tone
Explains how the word choice reveals positive connotation
InterventionCentral
10:00
www.interventioncentral.org
00:00.00

Teacher has internalized the Exit Ticket and has a written response. Teacher used their own exemplar to write/modify the CFS



Handout: Reading Lesson 9 Exit Ticket

Date:

Directions: Cite the strongest textual evidence from *The Titan* to support the inference that Cowperwo characterizes Chicago as a city filled with ambitious people. Explain how each piece of evidence suppo inference.

Frank Cowperwood characterizes chicago as a city w/ eople in the Excerpts from "The Titan".

he excepts Cooperwood relocates to chicago, determ rebuild his fortune after he loses all of his mone a financial crash.

n the excerpt Cowperwood says" it was more y one hopeful".. Cooperwood feels that th younger, so their more vibrant so he feels he will e to restart his business and have more success in this ne

e also says "The world was young here. Life was something new." usage of the phrase "doing so ghlights that this new place may seem to be ative. He also refers to the city again as young ing the claim that the city is fresh and he ready to grow with it.