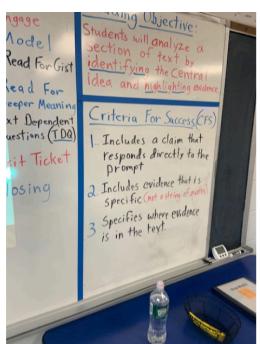
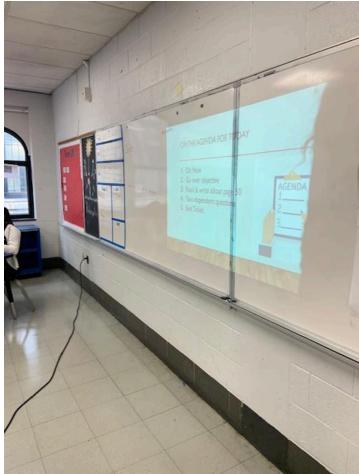
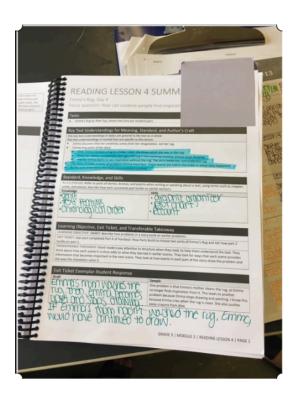
Wheatley Lesson Planning Norms for Prep Middle



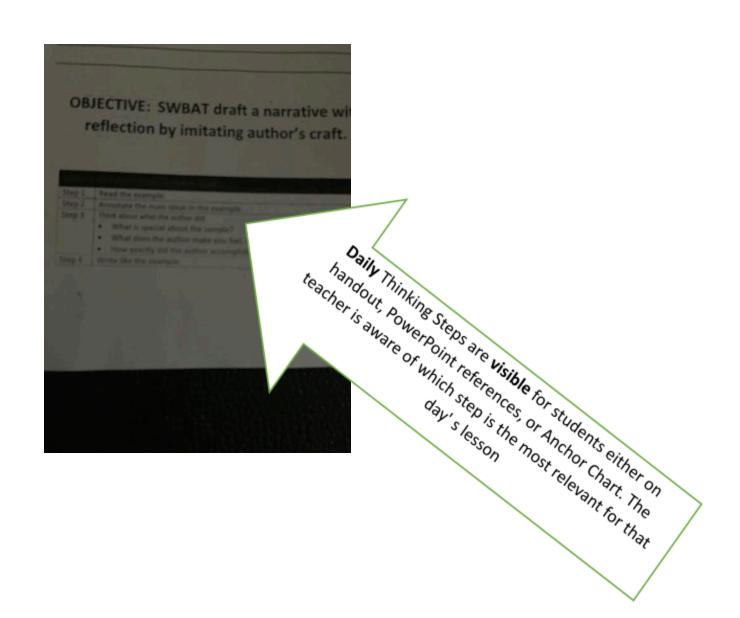


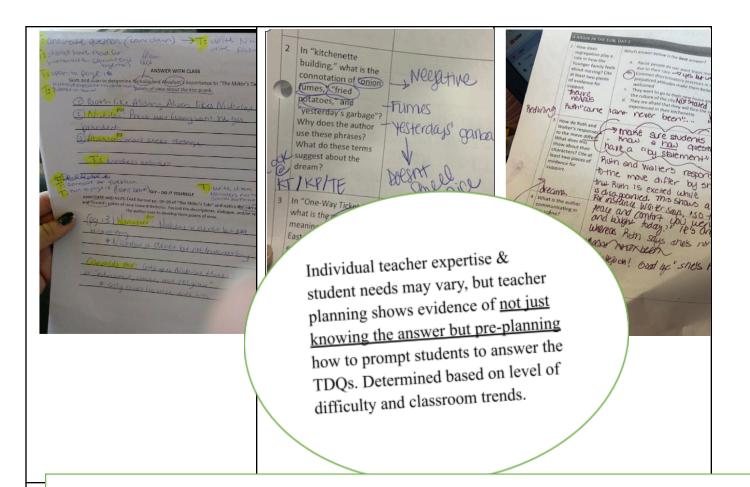
Reading & Writing **objective** is <u>always</u> posted and visible for teacher reference, student reference & for visits **Agenda** posted shows teacher awareness of Lesson Flow /pacing

A RAISIN IN THE SUN	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			
Day 1	time to know to guide students if the gist is incorrect. Gist part lasts no more than 13 minutes			
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.





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.?

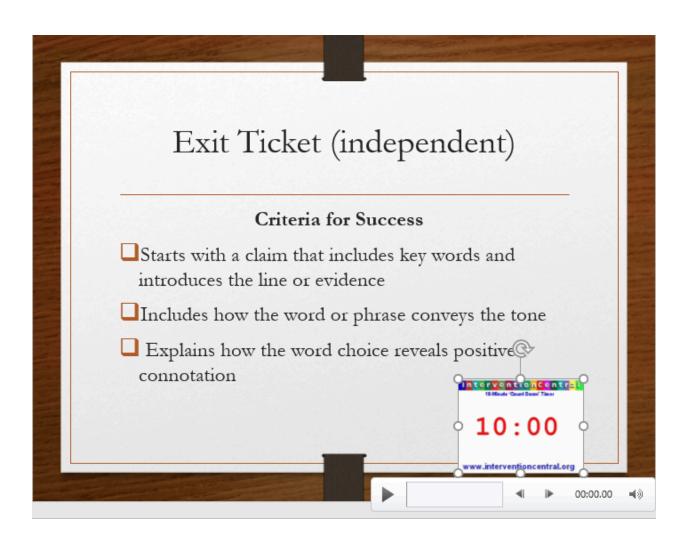
- Teacher circles words in the question they want students to circle or identify
- Does the TDQ require a brief review of the gist statement?
 Which questions are independent, pairs or whole group?
- □ Which questions are important for teacher to review before ET?
- Does the class need an additional 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)



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

Directions: Cite the structure characterizes Chicago a nference.	Handout: Rea	ding Lesson 9	Date: Exit Ticket ort the inference that Cowperwork each piece of evidence suppo
Frank Composition to the	rwood	tious people. Explain ho	w each piece of evidence suppo
ne excepte e	- Cooperwood		A francisco
- A TIMANCIO	al crash.		U
ure nopeful".	their more	ot Coopenivoo Vibrant so h	it was more your defects that the feets he will cess in thus no
mething new	1." WEED USOLO	e of the pr	nere. Life was only so one of the self of
ving the clai ready to gr	m that the ow with H.	city is	tresh and hu