

ELA Lesson Preparation Protocol

Understanding the backwards design of the ELA units in the High-Quality Instructional Materials (HQIM) is also important to understanding how to plan at the lesson level. The section diagnostics and assessment benchmarks assist teachers in determining whether or not students will be successful on the end-of-unit task. This means that understanding how to support students along the way is essential to planning at the lesson level.

Step One: Review Unit Preparation Protocol

- ☐ Review the completed [unit preparation protocol](#) for the upcoming unit.
- ☐ During step two, evaluate the connection between the lesson look-fors and high-leverage knowledge and skill look-fors that were uncovered during the unit study.

Step 2: Supporting All Students with Lesson Annotations

Phase One: Initial Analysis

- ☐ Determine the purpose of each activity and question to establish a learning objective.
- ☐ Create or identify exemplar responses for written and spoken expressions of understanding to serve as student look-fors for a gauge of mastery of the lesson that day.
- ☐ Determine how instruction will be delivered so students master the learning objective set forth (modeling, direct and explicit instruction, opportunities for practice with feedback, etc.).
- ☐ Determine how mastery of that lesson's learning objective is assessed.

Phase Two: Advanced Analysis

- ☐ Identify possible student misconceptions.
- ☐ Develop additional questions to provide in-the-moment support as needed, based on the student look-fors and anticipated student misconceptions. The [reader's circles](#) can be a helpful tool for developing scaffolding questions.
- ☐ Identify areas in the lesson that may require timing adjustments.
- ☐ Identify places where adjustments may need to be made to whole class groupings.
- ☐ Identify which optional activities are needed and whether any additional small-group targeted support may be needed, and how it will fit into the lesson.

Section Diagnostic Data Collection Tools are [available](#) to support making instructional decisions in this step of the lesson study protocol.

There may be times, as indicated above, that require teachers to make adjustments to the lesson to meet the needs of their unique student populations. When these changes are made, teachers should justify the need for these changes by providing a rationale for the adjustments. A sample annotated teaching guide is [available](#).

Step 3: Materials Matter

- ☐ Identify which materials are needed for the lesson, and be sure to provide access to those materials.
- ☐ Determine a procedure and explicit directions for the distribution of materials to minimize disruptions to instructional time.
- ☐ Create and display any anchor charts¹ or additional classroom visuals to support students with the lesson.
- ☐ Secure technology needed for students to complete the lesson.

Additional support on using this tool can be found on the [Louisiana Professional Learning Platform](#), using code D7F6ED6F.

¹ For information about anchor charts, go to https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf or <http://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/>