

ELA Lesson Preparation Protocol

When analyzing the backward design of ELA curriculum units, planning at the lesson level is essential. Curriculum-embedded assessments assist teachers in determining whether students will be successful on the end-of-unit task. Knowing how to support students along the way is essential when planning at the lesson level.

Preparing to Teach a Lesson

Step One: Review Unit Study Tool

- ☐ Review the completed [unit study tool](#) for the unit you are instructing.
- ☐ As you complete step two, evaluate the connection between the lesson look-fors or objectives and the high-leverage knowledge and skill requirements you uncovered during the unit study.

Step Two: 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.

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 Three: Materials Matter

- ☐ Identify the necessary materials for the lesson and ensure they are readily available. Determine a procedure and provide explicit directions for distributing materials to minimize disruptions to instructional time.
- ☐ Create and display anchor charts¹ or additional classroom visuals to support students with the lesson.
- ☐ Secure technology needed for students to complete the lesson.

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/>