READING RECONSIDERED DAILY LESSON PREPARATION PROCESS:		
Common Pitfalls and Action Steps		
Lesson Prep Action	**Common Pitfall**	**Action Step**
Internalize end-of-lesson essential student understandings	• Teacher has not completed the exemplar response for the Exit Ticket with key knowledge terms/vocab/evidence/sentence craft	• Complete the Exit Ticket with all key knowledge to identify the end-of-lesson essential understandings for students
Prioritize most critical questions and lines of the text	• Teacher has not identified all questions or lines of text that are that prepare students to respond to the exit ticket and master the daily objective.	• After completing the Exit Ticket, identify all key/critical questions and learning tasks that prepare students to respond to the Exit Ticket. **Consider**: *What questions/tasks from the Student Packet are necessary for students to understand before they complete the Exit Ticket?*
Draft exemplar student responses for high priority tasks	• Exemplar responses are not included for all key/critical questions and learning tasks	• Draft exemplar student responses for all objective-aligned, high priority tasks outlined in the lesson plan. **Consider**: *How might a high-quality student response sound? What are the key elements that will make this the exemplar response?*
	• Exemplar student responses are copied from the lesson materials or not written in student-friendly language	• Revise your exemplar student responses to mirror what you would expect as the ideal student response following your instruction. **Consider**: *What are the key words/phrases/concepts that should be included in each response? What would you expect a student to articulate if you asked this question verbally?*
Plan for Reading	• Exemplar student annotations are missing	• Identify and mark up the key lines/sections of text students will refer to when completing the highest priority tasks and the exit ticket. **Consider**: *What are the key lines/sections of text students will need reference in their exemplar response?*
	• Teacher preparation does not show evidence of preparation to support students in making meaning of the text while reading.	• For all key lines/sections of text, plan for how you will support students in making meaning while reading. Consider: *What is happening in this line/section of text? What larger ideas might this line/section of text reveal to the reader? Where should implicit vocab be dropped in? Where does the teacher need to Knowledge Feed? Has the teacher planned for how students will engage with the text?*

Plan for Error	• Teacher does not include back pocket questions that address and correct student misconceptions for highest leverage learning tasks.	• For all high leverage learning tasks, identify when student misunderstandings might arise. Then script 3-5 back pocket questions/prompts to support students (knowledge feed, recall previously taught knowledge)
	• Teacher does not include back pocket questions for making meaning of or analysis of key lines/sections of text	• For all key lines/sections of text students will reference for exemplar response, identify when student misunderstandings might arise. Then 3-5 script back pocket questions/prompts to support students (knowledge feed, make meaning of text, analyze texts for deeper meaning)
	• Key terms, vocabulary, prior knowledge crucial for student success on key questions/learning tasks are not identified	• Make note and mark up all key terms, vocabulary and prior knowledge students will need to access when approaching key questions/learning tasks for the day's instruction.
Plan Means of Participation	• Teacher does not include Means of Participation that are appropriate for the rigor of the learning task.	• Explicitly name how you would like students to engage with all high leverage learning tasks (Silent Solo, Cold Calls, Turn and Talk, Taking Hands, Stop and Jots, etc.) based on the rigor and complexity of the task/text.
	• Teacher does not include time stamps for key/critical questions and learning tasks	• Include time stamps for each segment of the lesson – including in-class reading, shared and independent student work time, class discussion, assessment
	Considerations for New/Novice and Developing Teachers:	*Considerations for New/Novice and Developing Teachers:*
	• Techer does not include clear WTD (sequential, bite-sized, observable) directions for how students are expected to engage in the day's learning and how you will support/respond to student understandings.	• **How Students Will Engage:** For each learning activity, explicitly name and script your clear WTD directions for student attention to learning and community building.
		• **How Teacher Will Support/Respond:** For each corresponding student action, script your ideal teacher actions (active observation, provide feedback, show call, model, etc.)