

**READING RECONSIDERED DAILY LESSON PREPARATION PROCESS:
Leader Feedback Tool**

The purpose of this document is to support leaders in providing direct feedback on teachers' daily preparation of Reading Reconsidered lesson materials. Strong practices of lesson preparation increase teachers' content knowledge and relieve their working memory so they can provide more efficient, effective instruction and be responsive to student learning. The steps outlined below are reflective of the intellectual processes that teachers should take to prepare for a lesson. This document includes a range of actions that can be taken during intellectual prep based on teachers' experience, level of comfort with the curriculum, and current action steps. Plan to differentiate your feedback based on your knowledge of the teacher and their classroom.

To support you in choosing and writing action steps focused on lesson preparation, refer to the "Common Pitfalls and Action Steps" section of this document on p. 3.

1. Internalize end-of-lesson essential student understandings

- Teacher has written the exemplar that aligns to the ideal student response for the Exit Ticket
- Exemplar Exit Ticket response includes key vocabulary, Knowledge Organizer terms, syntactical structures, text evidence, etc. to meet the rigor of the daily objective

Notes:

2. Prioritize the most critical questions and lines of the text

- Teacher selects and clearly labels key/critical questions and learning tasks from the student packet that prepare students to respond to the exit ticket and master the daily objective.
- Teacher selects and clearly labels the key lines/sections of text to prioritize in support of students' literal and conceptual understanding of the text and mastery of the daily objective

Notes:

3. Draft exemplar student responses for high priority tasks

- Teacher has written exemplar student responses for all key/critical questions and learning tasks from the student packet that prepare students to respond to the exit ticket and master the daily objective
- Student exemplar responses are written in student-friendly language that best matches the ideal student response including key vocabulary, Knowledge Organizer terms, syntactical structures, text evidence, etc. necessary to meet the rigor of the daily objective.

Notes:

4. Plan for Reading
<ul style="list-style-type: none"> • Copy of all teacher texts (novel and embedded nonfiction) includes: <ul style="list-style-type: none"> ○ Ways of Reading: Teacher explicitly outlines the varied Ways of Reading (Read Aloud, Teacher Bridging, FASE, AIR) for the primary text and any embedded nonfiction texts ○ Annotation Task and Exemplar Student Annotations aligned to the key understandings ○ Establish Meaning Questions that support literal comprehension of the text ○ Implicit Vocabulary to share during reading that support literal comprehension of the text ○ Knowledge Feeding: Intentional references to key background knowledge, embedded non-fiction and embellishments that support students in making meaning of the text
<p>Notes:</p>
5. Plan for Error
<ul style="list-style-type: none"> • Teacher identifies student misconceptions for key questions and learning tasks • Teacher scripts Back-Pocket Questions that support students in recalling/applying knowledge and/or deepening analysis needed to successfully approach the learning task • Teacher identifies potential student misconceptions for key lines/sections of text • Teacher scripts back-pocket prompts or questions that support students in making meaning of (and analyzing) key lines/sections of text. Consider the following: <ul style="list-style-type: none"> ○ Rereading of Key Lines: “Pause. Reread this section of the text for...” ○ Scaffolded Back Packet Questions: <ul style="list-style-type: none"> • Assess literal comprehension: “What is the character saying here?”, “What is happening at this point in the story?” • Push towards analysis: “What might this section/dialogue reveal about the character?”, “Why might the author have chosen to include this section of text for the reader?” • Stop the Show: Use a Mini-model/Think Aloud or Open to Discussion ○ Knowledge feeding/Reactivation: <ul style="list-style-type: none"> • “Return to your Knowledge Organizer”, “Take a look at the word wall.”, “Flip back to page 2 in your packet and review your notes.” • Provide a definition or briefly knowledge feed key background knowledge ○ Right is Right: “Upgrade your response with technical language.”
<p>Notes:</p>
6. Plan Means of Participation
<ul style="list-style-type: none"> • Teacher plans varied Means of Participation (Silent Solo, Cold Calls, Turn and Talk, Taking Hands, Stop and Jots, etc.) that match the rigor and priority of key/critical questions and learning tasks • Teacher includes time stamps for key/critical questions and learning tasks to maximize instructional time (in-class reading, shared and independent student work time, class discussion, assessment) • Teacher includes clear WTD directions (specific, bite-sized, observable) for student actions for all learning tasks – including reading, writing and discussion. Teacher outlines their actions during student work time.
<p>Notes:</p>