

Reading/Mathematics Side-by-Side Planning

A. Student Expectation/Learning Objective/Demonstration of Learning/STAAR Alignment	
Guiding Questions	
Let's look at the Instructional Planning Calendar:	
<ul style="list-style-type: none">• How many days are available for this student expectation?• What is the trajectory of this student expectation (SE)?<ul style="list-style-type: none">○ Is this an introduction to the SE? What exposure have the students had to this concept?○ Is this SE to be taught at the concrete, pictorial, or abstract level? (<i>M</i>)○ What is the conceptual and/or procedural focus of this SE?• Given the number of days allocated for this SE, what lesson objective is appropriate for this lesson?<ul style="list-style-type: none">○ Does the lesson objective (LO) need to be bite-size or inclusive of the entire SE?○ What part(s) of the Know/Show is targeted in this lesson?○ Is the focus of this lesson building conceptual or procedural understanding?○ Will all aspects of the Know/Show be addressed by the series of lessons devoted to the SE? If not, why not?○ Can the lesson objective be achieved in the allocated time frame?• Will you use and what is your Exit Ticket or Demonstration of Learning to assess learning?<ul style="list-style-type: none">○ How do you know the ET/DOL is aligned to the standard, the LO and the STAAR questions?○ How can we strengthen the academic challenge of the ET/DOL?○ What time frame are you allocating for the ET/DOL?	
B. Resource Selection	
Guiding Questions: Reading	Guiding Questions: Mathematics
<ul style="list-style-type: none">• Have you considered the Reading Side-by-Side planning tool to compare the old and new TEKS?• What genre will you use to teach this skill?• Does the selected text allow you to adequately model the lesson?• Will you use the same or separate text for the We Do and You Do?• At what point in the text will you model this strategy? (<i>Bring text marked with teacher stopping points</i>)• What additional aligned resources are available to support your lesson?	<ul style="list-style-type: none">• What are and do you have the necessary manipulatives to facilitate the development of this SE?• Is GoMath! aligned to the standard? Specifically, where is it and where is it not aligned?• What additional aligned resources are available?
C. Hook/Preview Challenge	
Guiding Questions	TEI: 1.1, 1.5, 2.1, 2.2, & 2.3
<ul style="list-style-type: none">• What lesson plan format are you using to document your lesson plans?• What is the essential question(s)?• What is a Hook/Preview Challenge that is aligned to the lesson objective and will capture the students' interest? What is the time frame?• When and how will the Hook/Preview Challenge be revisited in the flow of the lesson?	
D. I Do	
Guiding Questions	TEI: 1.1, 1.5, 2.1, 2.2, & 2.3
<ul style="list-style-type: none">• What will be your mode of demonstration? Think aloud? Video? (Manipulative?)• What aspect (all, part) of the SE does the I Do address?• Are the LO, I Do, and DOL all aligned?• What formal content vocabulary will you need to clarify? Is there any informal vocabulary you will need to front load with students?• Is there a need for a conceptual and/or procedural anchor chart to support the lesson? If so, what will need to be included on each? Is there an anchor chart in the Reading Strategies book or on the ACE website (<i>M</i>) available?• What will you mark as the most important aspects of the concept or in executing this strategy?• What specifically should students be listening/looking for during the I Do? Are guided notes appropriate?• How will you monitor student engagement?• What misconceptions will you bring to students' attention now?• What assessing questions will you use to check for understanding before moving to We Do?	

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E. We Do	
Guiding Questions	TEI: 1.1, 1.5, 2.1, 2.2, & 2.3
<ul style="list-style-type: none"> • What format will be used for the We Do? Is the task, activity, and/or questions aligned to the I Do? • What are the non-negotiables students must include in their responses? Does your anchor chart(s) support your expectations? When will you reference these charts? • How many practice problems/questions will you include in the We Do? What is the time frame? • What statements in your I Do are essential to turn into questions during the We Do? • How will you monitor student engagement? What multiple response strategy will you use to evaluate students' responses to questions? • How will you provide feedback specifically to struggling students? • How will you address misconceptions that surface now? Does your anchor chart include clarifying misconceptions? Does there need to be another anchor chart specific to misconceptions? • What will indicate that you need to return to a demonstration mode or provide additional student practice before moving forward in the lesson? • What evidence will you see/hear that will verify students are ready to move into the next phase of the lesson? 	
F. You Do with a Partner	
Guiding Questions	TEI: 1.1, 1.5, 2.1, 2.2, & 2.3
<ul style="list-style-type: none"> • What format will be used for the You Do with a Partner? Is the task, activity, and/or questions aligned to the I Do and We Do? • What are the non-negotiables students must include in their responses? When will you reference the anchor charts? • How many practice problems/questions will you include in the You Do with a Partner? What is the time frame? • How will you monitor student engagement? What multiple response strategy will you use to evaluate students' responses to questions? • What are 2 essential assessing questions that will let you know a student understands the concept? The procedure? What can you ask to advance their learning? • How will you provide feedback specifically to struggling students? Do you anticipate forming a small group to support at this time? • How will you address misconceptions that surface now? • What will indicate that you need to return to a whole group format or provide additional student practice before moving forward in the lesson? • What evidence will you see/hear that will verify students are ready to move into the next phase of the lesson? 	
G. You Do with Aggressive Monitoring	
Guiding Questions	TEI: 1.1, 1.5, 2.1, 2.2, & 2.3
<ul style="list-style-type: none"> • Do you need clarification about the system for aggressive monitoring that the school advocates? How will your observations up to this point in the lesson affect your aggressive monitoring path? • What format will be used for the You Do? Is the task, activity, and/or questions aligned to the I Do, We Do and You Do with a Partner? • How many practice problems/questions will you include in the You Do? What is the time frame? • What are the non-negotiable pieces of your exemplar? How many aggressive monitoring laps are implied? • What will you name each lap to mark your expectations? Are conceptual and procedural laps included? Why or why not? • If less than 50% of the students show proficiency, what are your next steps? 	
H. Demonstration of Learning	
Guiding Questions	TEI: 1.1, 1.5, 2.1, 2.2, & 2.3
<ul style="list-style-type: none"> • How many practice problems/questions will you include in the Demonstration of Learning (DOL)/Exit Ticket? What is the time frame? • As you monitor, what are 2-3 questions you might ask a student who is struggling to prompt his/her thinking? • If less than 50% of the students show proficiency on the DOL, what are your next steps? 	