Date Course

|  |  |
| --- | --- |
| **Content** | *List:*  Lesson Teaching Point(s)  Common Core State Standard(s)  Applicable MJSD Standard(s) |
| **Lesson Orientation**  5 minutes (or less) | Learning Target: *Taken from lesson teaching point*  List method for sharing target with students:  Activate Background Knowledge:  Check for Understanding: |
| **\*Focus Lesson**  10 - 15 minutes | Materials Needed:  Suggested Teacher Behaviors: *teacher modeling, direct explanation, public problem solving, demonstration, shared thinking or reading*  Suggested Student Behaviors: *contribute to anchor chart, note-taking, turn and talk, journaling, foldable*  Steps/Directions for lesson:  Language to include (optional): *List things you want to remember to say* |
| **\*Guided Instruction** |  |
| **\*Collaborative Practice** |  |
| **\*Independent Practice** |  |
| **Closure**  about 5 minutes | Check for Understanding: *exit ticket, one sentence summary, fist to five, 3-2-1, etc.* |

\*Vary the order and what is included on any given day based on teacher choice, student need, and where you are working within the gradual release cycle.

**Focus Lesson Checklist (with Lesson Orientation and Closure)**

|  |  |
| --- | --- |
|  | **LESSON ORIENTATION:** |
|  | Is there a connection to a teaching point? |
|  | Do students engage with the learning target (beyond simply reading the target on the board)? |
|  | Does the lesson orientation include activation of background knowledge? |
|  | Does the lesson orientation include checking for understanding? |
|  | **FOCUS LESSON:** |
|  | Are the materials selected because of their connection to the teaching point? |
|  | Do the teacher’s behaviors make the concept transparent for students (teacher modeling, direct explanation, public problem solving, demonstration, or sharing thinking/reading)? |
|  | Are students given time to process or engage with information (contribute to anchor chart, foldable, note-taking, think-pair-share, journaling)? |
|  | Is the lesson designed so that students are not questioned during focus lesson? |
|  | Are the steps / directions for the lesson easily understood? |
|  | Can the lesson realistically be taught within 10 - 15 minutes? |
| **N/A for**  **9/18** | Does it include formative assessment (informal checks--one sentence summary of learning, exit ticket, etc.) strategies at various points in the focus lesson? |
|  | **GUIDED INSTRUCTION, COLLABORATIVE & INDEPENDENT PRACTICE:** |
|  | Are brief, general notes about these steps included? |
| **N/A for**  **9/18** | Does it include formative assessment (informal checks--one sentence summary of learning, exit ticket, etc.) strategies for each phase of gradual release? |
|  | **CLOSURE:** |
|  | Does closure return students’ attention to the learning target? |
|  | Can the teacher determine what students understand as a result of the day’s work? |

Date: Course:

|  |  |
| --- | --- |
| **Content** | **Lesson Teaching Point(s) :**  Model how to apply close reading techniques  **Common Core State Standard(s):**  **RL 1 or RI 1 \***  **Applicable MJSD Standard(s):**  1. Understands literature\*  2. Understands informational text\*  \*Depends on what type of text you use |
| **Lesson Orientation**  5 minutes (or less) | **Learning Target:**  *I will engage in my reading by coding text to mark my thinking.* |
| **\*Focus Lesson**  10 - 15 minutes | Materials Needed:  Copy of same text for every student  SMARTboard or Overhead  Anchor chart paper  Marker  **Steps/Directions for lesson:**  1. Assign codes to the types of thinking necessary for students to engage.  2. Create the start of an anchor chart demonstrating the codes and what they represent.  ?=I have a question about the text. The question is:  \*=I think this is important.  ??=This confuses me.  2. Instructor models a think aloud while using the coding process on overhead or SMARTboard with a section from the text and shares thinking.  3. Students continue to tag the rest of the text and share their questions, areas of importance, and confusions with a partner and explaining their thinking to each other. |
| **\*Guided Instruction** | Conferences with individual students or small groups over the next several days |
| **\*Collaborative Practice** |  |
| **\*Independent Practice** | Students will use text tagging to mark their thinking in |
| **Closure**  about 5 minutes | **Check for Understanding:**  Have students record one of the questions they marked in the text and the thinking that went along with it or collect the marked text. |
|  | **Thoughts on Assessment:**  Eventually, after some more modeling, and teaching the students how to write a summary, the summary can be used as the assessment. |

\*Vary the order and what is included on any given day based on teacher choice, student need, and where you are working within the gradual release cycle.

Date **October 2012** Course - **ELA 8 (OEU 1C)**

|  |  |
| --- | --- |
| **Content** | **Lesson Teaching Point**  Model how to use punctuation (i.e., comma, ellipses, and dash) to indicate a pause or break  **Applicable Common Core State Standard** L 8.2a  **Applicable MJSD Benchmark**  Demonstrates command of standard English when speaking or writing |
| **Lesson Orientation**  5 minutes (or less) | **Learning Target:**  *I will understand how to use punctuation (i.e., comma, ellipses, and dash) to indicate a pause or break.* |
|  | **Materials Needed:**  Independent reading materials (each student)  Writer’s notebook (each student)  Handout - Using punctuation for pause or break  Draft of narrative (written by teacher)  Draft of narrative (each student) |
| **Collaborative Practice** | Show students what ellipses and dashes look like.  Working with partners, students look through published writing (independent reading material) for places where published authors used ellipses or dashes.  Student groups mark examples with Post-it notes. After finding several examples, each group guesses about why ellipses or dashes are used. |
| **Focus Lesson**  10 - 15 minutes | **Steps/Directions for lesson:**   1. Student groups volunteer to share passages with ellipses or dashes and guesses about why they are used. 2. Teacher shares handout about using punctuation (ellipses, dashes, and commas) to indicate a pause or break. 3. Students glue handout in “Correctness” section of writer’s notebook 4. Remind students that commas are also sometimes used for a pause or break (not just ellipses and dashes) 5. Share copy of teacher-written narrative. Demonstrate how to find a place where punctuation to indicate pause or break could be added. |
| **Guided Instruction** | To happen during conferences (today or soon).  Students show teacher a place where punctuation was added to narrative to indicate a break or pause. |
| **Independent Practice** | Each student reviews the draft of his/her narrative to find a place where punctuation is/could be used to indicate a pause or break. |
| **Closure**  about 5 minutes | **Check for Understanding:**  Student volunteers share places where they used punctuation to indicate a pause |
|  | **Thoughts on Assessment:**  Look for use of punctuation to indicate break or pause in final draft of narratives. |