



LESSON PLANNING **SHIFTS**

Teachers should utilize the Teacher Edition (TE) while following the scope and sequence of the curriculum design. The High-Quality Instructional Materials (HQIM) include the plan that should guide the lesson preparation process.

When teaching with High Quality Instructional Materials (HQIM), why does the focus shift from **planning** to **preparing**? The plan is readily available.

- Teachers should focus on being prepared to present the lesson by following the sequence of the teacher's edition within the alignment of structured literacy.
- Teachers should prepare by **internalizing** and **annotating** the teacher's guide instead of re-writing plans.
 - What is **internalization**? The preparation process by which teachers study the unit to deeply understand **what students are expected to learn, how students will be assessed, and the arc of learning over the course of a unit**. Teachers engage in this process collaboratively or with a coach prior to teaching each unit, and it sets up the work they will do over the course of teaching the unit. During internalization, teachers identify lessons they may want to focus on and key student tasks they want to analyze throughout the unit to know how students are progressing.
 - What is **annotating**? A text-centered instructional approach where the lesson is carefully analyzed by the teacher to fully explore the text and learn from it. **The text itself is where teachers should spend their planning time**. That is how teachers will notice the challenging and crucial parts of texts where understanding is critical or where understanding might break down for students.



LESSON PLANNING

plan - to design (a building, machine, etc.)

"Missteps" of Requiring Teachers to Complete External Lesson Templates that are NOT aligned to HQIM

- ✗ **causes confusion** of lesson sequence and allows opportunities to include supplemental materials not aligned to the HQIM
- ✗ **outdated**: interferes with coherence and understanding of lesson purpose
- ✗ **oversimplified**: by copying and pasting
- ✗ **limited and restrictive**: can revert teachers back to standards-based focus
- ✗ **time-consuming and labor-intensive**: time taken away from teachers being able to build knowledge of skills and topic to be taught

Resources:

[Unit internalization_rubric \(instructionpartners.org\)](https://www.instructionpartners.org/unit-internalization-rubric)

[In-Person_Distance-Lesson-Study-for-ELA.pdf \(instructionpartners.org\)](https://www.instructionpartners.org/in-person-distance-lesson-study-for-ela.pdf)



LESSON PREPARATION

prepare - to make ready for a specific future purpose; to set up; to assemble

Benefits of Utilizing HQIM Preparation Protocols and/or Editable Lesson Plans

- ✓ promotes lesson **internalization**
- ✓ promotes **teacher buy-in**—the base lesson plan is already written that guides the teachers on what skills to teach
- ✓ **more time** can be given to prepare during individual teacher planning time or grade-level lesson preparation time