

HOW TO PREPARE TO TEACH A GUIDEBOOK 2.0 LESSON

The goal of the English Language Arts Guidebooks 2.0 units is for all students to read, understand, and express their understanding of complex, grade-level texts. The units use a backwards design model, which means the lessons and sections build students' knowledge and skill in preparation for the unit assessments. The unit assessments are aligned to end-of-year expectations and grade-level standards.

To prepare to teach a lesson:

- ✓ Reference the unit road map developed when you prepared to teach the unit to ensure you know the purpose of the lesson and its connection to the unit assessments. Be sure to share this information with students as well.
- ✓ Review the lesson slides and the Teaching Notes.
- ✓ Make note of the supports provided in the lesson.
- ✓ Make a decision about lesson timing based on your students' support needs and your school schedule.
- ✓ Annotate the Teaching Notes. Make notes about pacing, revisions or additions to the questions, specific things to watch for with individual students, revisions or additions to the lesson handouts, etc.

Note: *The Print All icon in the top right corner of the Teaching Notes allow you to print the Teaching Notes for each lesson.*

- ✓ Ensure you have the right number of lesson texts.
- ✓ Access the Additional Materials tab or the student materials for the lesson.
- ✓ Ensure you have the right number of copies of the lesson handouts. Note: Possible adjustments include using Google classroom or some other digital platform for students to complete their work digitally and/or having students create their own handouts in their reading logs.
- ✓ Make any anchor charts or additional classroom visuals to support students with the lesson. 6
- ✓ Prepare any other materials necessary for the lesson, such as writing statements of the board, gaining access to computers for research, etc.
- ✓ Determine and communicate with students
 - (1) how each lesson prepares students for the end-of-unit assessments;
 - (2) the expected learning goals of each lesson;
 - (3) the qualities of a strong response on each lesson's deliverables.

For information about anchor charts, go to

https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf

or <http://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/>

