

Columbus City Schools K-5 Instructional Planning Guide

| | Teacher Planning | Lesson Goal & Structure <small>Learning Intentions and Success Criteria</small> | Foundational Skills <small>Phonological Awareness, Phonemic Awareness, Phonics, Word Recognition</small> | Fluency <small>Accuracy, Rate, Expression</small> | Language Comprehension <small>Grammar, Syntax, Morphology, Spelling, Comprehension</small> | Read Aloud <small>Fiction and Nonfiction texts at or above grade level</small> | Conversation (Discourse, Discussion) <small>Collaborative speaking and listening that support meaning making</small> | Writing <small>Mechanics (K-1), Response to Text, Culminating Task</small> | Small Group |
|-----------------|---|---|--|---|---|---|---|--|--|
| Prior to Lesson | Determine standards for lesson and consider assessment criteria. | Set learning intentions and success criteria for student learning based on the standards. | Determine the needs of the class based on diagnostic and/or progress monitoring assessments and classroom observation. | Determine the contexts for fluency modeling and practice: read aloud, shared reading, choral reading, Reader's Theater, guided reading, partner reading, etc. | Determine the focus of the explicit grammar lesson based on grade-level standards and observed student needs and prepare any necessary materials. | Select a complex text from a variety of genre and content areas that is 2-3 levels above grade-level, has rich vocabulary, can build background knowledge, and strengthen listening skills and comprehension. | Determine the skills and strategies students need to practice and goals for the discussion. | Determine the writing genre and stage of the writing process that will be the focus of explicit modeling and instruction. | Analyze diagnostic and progress monitoring data to determine groups of students with shared skill deficits. |
| | Explore students' prior knowledge that supports the standards that will be the focus for the lesson. | Determine how to make learning visible so students have an understanding of learning success. | [Grades K-2] Follow the Scope and Sequence of a multisensory phonics program - Preview the Unit Lesson scheduled, determine learning intentions for the daily lesson, and success criteria for evaluation. Gather and prepare necessary materials. | Select content based text sets that contain a variety of genres and a range of complexity. | Consider how the grammar lesson connects to and supports the writing lesson. | Grades K-2: determine the purpose and focus lesson or strategy of the read aloud (e.g., print concepts, fluent reading, building background knowledge and vocabulary, comprehension, etc.). | Consider the background knowledge of your students related to the topic in the text. Review Teacher's Guide to review background information provided in the Into Reading materials. Consider the diversity of cultural experiences among your students and determine whether any additional background information will be relevant to connecting to the text. | Select a mentor text that provides an example of the writing trait or author's craft that is the focus of the lesson. | Set learning intentions and success criteria for the group based on the standards being taught and the observed skill deficit. |
| | Consider possible and observed misconceptions of students. | Determine sequencing of lessons for the concepts being taught. | [Grades 3-5] Plan explicit instruction of advanced phonemic awareness and morphological awareness. | Determine the small groups that will meet and the focus for instruction. Select appropriate materials and texts to scaffold and support fluency with foundational skills and orthographic mapping, sight vocabulary, and reading. | Select spelling patterns and morphological focus to strengthen acquisition of foundational skills and understanding of words encountered during reading and writing instruction. | Grades 3-5: determine the purpose and focus of the read aloud (e.g., building background knowledge and vocabulary, comprehension strategies, etc.). | | Consider the grammar minilesson that can be integrated into the writing lesson, especially in the context of revising and editing. | Plan for scaffolded support of grade-level standards and instruction that addresses the observed skill deficit. |
| | Consider level of rigor required by the standard and plan for a range of rigor and complexity. | Plan engagement opportunities through systematic instruction that supports students' levels of achievement. Consider Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning. | Determine vocabulary words that will be explicitly taught or reinforced and that should be added to or reinforced on the word wall. | | Select academic vocabulary necessary to build background knowledge and deepen understanding of texts read. Plan for explicit teaching of vocabulary and opportunities to apply word knowledge and vocabulary strategies that support comprehension. | | Anticipate discussion opportunities in the text that will provide productive struggle for students' engagement. Determine point(s) during the lesson which will require facilitated discourse. Place sticky notes in teacher materials as necessary to guide your thinking. Notice how prompts align with the learning intention for the lesson at the DOK level required of the standards. Be aware of opportunities throughout the lesson to encourage in-the-moment whole group, peer-to-peer and small group discussions. | Select or create a rubric for assessing student writing that is aligned to the rigor of the standards and the writing task. | Determine context of instruction based on group needs and skill deficits (e.g., guided reading of grade level texts with scaffolded supports, foundational skills development, targeted support of skills and strategies taught during whole group instruction, or pre-teaching vocabulary, text structures, or prerequisite knowledge). |
| | Use data from Benchmark assessments, Formal Assessments, and Formative Assessments to guide instruction. | Determine instructional requirements of the teacher and students. | Determine instructional context for practicing taught words and spellings (e.g., whole group setting, small group, partner practice, independent practice). | | | | Familiarize yourself with the discussion format (whole group, small group, pairs) in different parts of the lesson given the goals of the discussion. | | |
| | Create a learning environment that fosters a growth mindset and provides students a safe place to take risks. | Plan for vocabulary development. | Plan for manuscript or handwriting instruction. | | | | Identify key vocabulary for the lesson. Prepare to discuss student-friendly definitions of key vocabulary to build shared understanding. Plan support that will scaffold students' discussions. Prepare to model and encourage the application of key vocabulary during academic discussion. | | |
| | Plan for student engagement. | Plan whole and small group lesson structure and goal, including opportunities for close reading and evidence-based questioning. | | | | | Prepare a hand-written chart version of the lesson Anchor Chart, if desired. | | |

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| During the Lesson | Consider the data from assessments. | Communicate learning intentions and success criteria in appropriate grade level language to ensure student understanding of expectations. | [K-2] Follow the Scope and Sequence of a multisensory phonics program for explicit and systematic instruction of foundational skills. | Model fluent reading through the use of punctuation, phrasing, intonations, and print concepts that promote fluency. | Provide opportunities for students to apply taught morphology, spelling patterns, and vocabulary. | Model fluent reading through the use of punctuation, phrasing, intonations, and print concepts that promote fluency. | Pose a question or prompt that provides the right level of challenge, promotes productive struggle and supports the learning intention of the lesson. | Refer to the rubric to inform and guide student writing. | Introduce or pre-teach important skill concepts or vocabulary for English Learners and students still struggling with grade level standards. |
| | Collect data as evidence of students' level of understanding of lesson and concept. | Provide engagement opportunities through systematic instruction that supports students' levels of achievement, such as Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning. | Use multisensory instructional strategies to strengthen acquisition of foundational skills. | Provide opportunities for students to practice fluent reading providing personalized and specific feedback to support student progress toward the learning goal. | Model how to determine the meaning of unknown or multiple meaning words. | Pause during the reading at predetermined places in the text and model higher level thinking strategies. | Monitor students' progress and purposefully facilitate a sequence of text-based strategy discussions. Support independent learning, collaborative learning, and guided questions as needed. | Utilize the focal text as an example of author's craft or specific writing traits for students to include in their writing. | Provide scaffolded support for students' application of reading skills through reinforcement, reteaching, and practice of taught grade-level skills and strategies. |
| | Plan feedback to help students monitor progress based on Success Criteria. | Consider what instructional strategy will have the greatest impact on students reaching the learning goal and how to make connections to leverage prior knowledge. | Provide immediate and specific feedback to ensure students learn and practice accurate letter and sound knowledge, sight vocabulary, and spelling patterns. | Monitor student performance for progress of automaticity, accuracy, and expression. | Explicitly teach and model how to use words and phrases for effect and to convey precise meaning. | Pause at significant points in the text and provide opportunities for students to comment and discuss the text and to respond to text dependent questions. Discussion may be with the whole group or in partners or small groups to increase participation. | Ask students to make their thinking visible at strategic points in the text. Make use of the Teaching Pal resource to guide discussion. | Provide explicit modeling and instruction of the stages of the writing process. | Scaffold student understanding with concrete tasks tailored to students' needs. |
| | | Whole group cooperative learning and/or small group instruction that involves the use of instructional strategies presented at the "right time" to support student learning. | Monitor student performance and make adjustments to instructional pacing and strategies based on observations and formal or informal assessments. | | Notice and discuss word origins, spelling patterns, and sentence structure in context. | Provide specific feedback to support understanding of new vocabulary and concepts and to deepen understanding of the text. | Support students' discussion by using key vocabulary from the selection, as well as Word Wall vocabulary, to help guide and deepen students' connections and understanding. | Make connections between language and grammar instruction and the writing lesson. | Support student independence with anchor charts and graphic organizers when appropriate. |
| | | Provide Scaffolding for students as needed such as questioning, prompts, and cues. | | | Monitor student use of language during class discussions and in written work; make adjustments to instructional as necessary. | Monitor student responses and participation, listening for misconceptions that need to be addressed and ensuring comprehension of the text. | Support students in making connections among texts, authors and/or peers' discussion points. | Monitor student progress and conference with individual or small groups of students. Offer specific feedback and support of the writing strategies taught or grammar and language usage. | Monitor student progress toward the learning goal and toward mastery of grade-level standards, and adjust instruction as necessary. |
| | | Make adjustments in instructional approach based on observations and feedback gathered from students. | | | Provide immediate and specific feedback to support student progress toward the learning intention. | Provide additional visual support for English Learners and/or pre-teach vocabulary and concept knowledge as needed. | Provide feedback through questioning, prompting and cueing to support students towards concept understanding. | | Provide immediate and specific feedback through questioning, prompting, and cueing to support student progress toward grade-level standards. |
| After the Lesson | Evaluate the impact of lesson. | Evaluate students' progress toward success criteria. | Evaluate students' progress toward the learning intention. | Evaluate students' progress toward fluent reading. | Evaluate students' progress in the use of word choice, spelling patterns, and acquisition and application of academic vocabulary. | Make the read aloud selection available for students' independent reading choice and/or for reference as a mentor text during writing. | Evaluate students' progress toward the learning intention. Use informal observations during the lesson's discussions to gauge student understanding and determine next steps for instruction. | Evaluate students' progress in the use of the writing process and the structures and strategies taught. | Evaluate the progress of the small group towards mastery of the identified skill deficit. |
| | Based on information gathered from formative assessments and checking for understanding, determine next steps for instruction. | | Determine needs for small group instruction and intervention to provide additional support for students that are still struggling. | Determine needs for small group instruction and intervention for increasing sight vocabulary and fluency in reading. | Determine needs for small group instruction to provide scaffolded support, reteaching, and/or reinforcement of grade level standards. | Consider student responses and discussions to determine understanding of the text and the vocabulary and concepts introduced. | Provide anchor documents, vocabulary supports and/or discourse stems to assist students with discussion in small groups/in Literacy Centers. | Determine needs for small group writing instruction to provide scaffolded support, reteaching, and/or reinforcement of writing strategies taught. | Based on observations and assessment data determine next steps for instruction with the group. |
| | | | [Grades K-2] Preview next lesson in the Scope and Sequence of a multisensory phonics program. | Select text sets for fluency practice. | | Determine next steps for instruction, aligning purpose and focus to grade-level standards. | Provide targeted feedback on students' current levels of mastery/next steps in their learning progressions. Reinforce demonstrated understandings. Give students opportunities, to self-evaluate and identify key learnings and their next needs. | | Determine appropriate group placement based on progress shown with skill deficit and progress toward mastery of grade-level standards, skills, and strategies. |
| | | | [Grades 3-5] Determine next steps for instruction based on grade level standards and student needs. | | | | | | |