

DISCLAIMER!

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Planning Protocol



Strategies toward achievement of:

Georgia Teacher Keys Effectiveness Systems 2. Instructional Planning

The teacher plans using state and local school district curriculum and standards, effective strategies, resources, and data to address the differentiated needs of all students.

This planning protocol was developed and designed as a resource to guide teachers through the planning process. This protocol can be beneficial for new teachers and veteran teachers alike. It should be used as a guide to walk teachers through intentional grade level or individual planning.

School leaders are encouraged to embed locally purchased or adopted curriculum resource links into their own version of the planning protocol for easy teacher access. These links should encourage teachers to utilize their school districts' vetted curriculum resources first. School leaders can also provide links to student engagement activities.

The protocol provides a step by step guide for teachers with ideas on what to implement during the various phases of the student learning cycle. The headings on the guide represent each phase of the cycle.

This planning protocol not only guides teachers through an intentional planning process but it provides valuable resources that are research based.

Planning Protocol [Planning protocol](#)

Standards Based Planning Protocol

What do students need to know, understand and be able to do?

Start each planning session by looking at your [curriculum maps](#) and [pacing guide](#). You may decide to make some changes from when they were first created.

Weekly planning should begin by:

- Begin with a discussion/review of last week's lesson. Ask yourself and your team: What worked? What didn't work? Do we need to spend more time reteaching?
- Read over the standard/standards being taught. Utilize the Georgia Standards of Excellence guidance documents and resources found on the [GaDOE](#) website as well as the deconstructed standards and unit documents to look at progressions from grade to grade (know what they did in previous grade and what's expected in next grade).
- Be sure the "I Can" statements or learning targets are clearly aligned to the standard. Success criteria should be included so that students have a clear understanding of what is expected to meet the standard.
- Look at formative assessments for the week. Use these to guide your planning. Make sure you are asking the same types of questions during your lessons. [Georgia Milestones EOG Resources](#) are guides, rubrics, checklists, and released test items that can help you with forming various types of questions for your students.

How Do You Teach Effectively to Ensure All Students Are Learning?

Once a clear understanding of the standards being taught has been established, then you may begin creating the actual lesson plans. Lesson plans should be standards based and follow your school's curriculum and instructional agreements for each content area:

- ELA (examples: Balanced Literacy, Structured Literacy, Readers and Writers Workshop, etc.)
- Math (examples: 6 Elements of an Effective Math Lesson)
- Science (example: 5 Es-engagement, exploration, explanation, elaboration, evaluation)
- Social Studies (example: Inquiry Model)

Lesson plans should also be inclusive of:

- A gradual release of instruction (I do, we do, you do)
- High impact student engagement strategies

- SWIRL (Speaking, Writing, Illustrating, Reading, Listening)
- Informal Formative Assessments (checking for understanding)
- Differentiation
- Enrichment and remediation

Student Engagement Strategies:

- Turn and Talk
- Jigsaw
- Speed dating
- Fishbowl circle
- Brain Dump and Scoot
- Whip Around

How Do We Know Students Are Learning?

As you design your lessons, be sure to include ways to check for understanding. Some examples are listed below.

- Ticket out/in the door
- Quick Write
- Graphic Organizers
- Standards Based Rubrics
- Informal Checklist at small group table
- Journal Reflections
- Class Discussion
- Signals (thumbs up, stand up, wave hands) accompanied with a random selector to call on students to explain the reason for their choice
- Utilizing technology such as Nearpod, PearDeck, Socrative Pro, Happy Numbers, Reflex, Padlet, Flipgrid and Jamboard
- G Kids (K)
- Keenville (1-2)
- Beacon (3-5)

What Do We Do When Students Are Not Learning or Are REaching Mastery before Expectations?

- Establish a block of time in your daily schedule for students to receive intervention or acceleration.
- Differentiated Small Groups (well planned out lessons for struggling learners and accelerated learners)
- Utilize media specialists, ESOL specialists, gifted specialists, intervention coordinator, and instructional coaches for strategies and instructional support
- After formatives/summatives are given, establish a plan for reteaching and reassessing.
- Flexible grouping can occur within your grade level/team.

Curriculum Resources:

*Begin with school vetted resources before utilizing outside sources, materials or lessons pulled from the web. Listed below are a few examples:

- [Readworks \(K-5\)](#)
- [Newsela\(K-5\)](#)
- [Learning A-Z](#)
- [eSpark](#)
- [Starfall](#)
- [Gimkit](#)
- [Testpad](#)
- [GADOE frameworks](#)
- [Brainpop Jr.](#)
- [Flocabulary](#)
- [Happy Numbers](#)
- [Reflex](#)
- [Khan Academy](#)
- [Nearpod](#)
- [Flipgrid](#)
- [SeeSaw](#)

Unit Checklist [Unit Checklist](#)

***Use this form to help you with your unit planning. These are the things we are looking for when doing unit audits. You should begin with stage 1 and stage 3.**

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| Stage 1: What do students need to know, understand and be able to do? | |
| Priority Standards | |
| Supporting Standards | |
| Learning Targets (I can statements) for all standards (priority and supporting) | |
| Key Vocabulary -use teacher guidance documents and/or frameworks from from GADOE | |
| Vertical Progressions - Use instructional coaches page on symboloo or deconstructed standards from your planning notebooks. | |
| Stage 2: How Do We Teach Effectively To ensure all students are learning? | |
| Balanced Assessment Plan (quadrant-Surface, Deep, Transfer)-What specific activities are you doing for your priority standards that begins at the surface level and moves all the way through transfer? Think of this as a sketch of activities that should be used for your weekly lessons. This should correlate to your learning targets (I can statements). This is where the majority of your unit development should be spent, on this and lesson planning. | |
| Lesson plans - Once your quadrant is complete, use it to help you with lesson planning. Lesson plans should include the three-part framework (Opening, Work Session, Closing OR for math teachers the Six Elements framework for Math with a clear Opening, Work Session, and Closing), 5 Es for Science, Plans should have a balance of surface and deep activities and correlate to proficiency scales. Be sure to include intervention/enrichment activities. Lesson plans should be posted weekly in google drive. They will be checked weekly by the assigned admin or coach. | |
| Stage 3: How do we know all students are learning? | |
| Proficiency Scales for Prioritized Standards - these are what you will use to determine if students have mastered the standards. K-2 and Science and Social Studies teachers should refer to Teacher Guidance Documents, Frameworks and Units from DOE and 2nd -5th ELA and Math teachers should refer to ALDs when creating proficiency scales (2nd grade uses 3rd grade ALDs). Assessments should be created in correlation to these scales. | |
| Assessments -Please provide a link to a folder that houses your assessments, rubrics, checklists, TOTD, etc... | |
| Stage 4: What do we do when students are not learning or have met the standard before expectations? | |

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| Intervention -This can be a bulleted list of what will occur if a student is not mastering the standard. Add a link to the activities/resources. This link should be something you can easily access when lesson planning and add to over time. This should be reflected on lesson plans. | |
| Enrichment -This may be only one or two good activities/performance tasks to use with your students who have mastered the standard. Be specific, don't just say Suzanne or ILC. Add a link to the activity/resources. This link should be something you can easily access when lesson planning and add to over time. This should be reflected on lesson plans. | |

Pacing Guide

Lesson Plan [Lesson plan](#)

| 4th Grade Reading Weekly Lesson Plans - (inclusion) | | | | | | |
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| <p>Week 11 - Oct. 11-15th</p> <p>Writing assessment will cause one day to be interrupted for each teacher - push lessons back one day and potentially assess Monday of the following week instead.</p> | | | | | | |
| Standards ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. LOTS: drama prose poem structure verse rhythm meter setting description dialogue rhyme stage direction | | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Journeys Lesson #/Day# | Poetry/Prose | Poetry | Prose/Poetry/ Drama | Prose/Poetry/ Drama | 50th Day of School |
| | I Can State ment | <p>I can identify and refer to structural elements of poetry.</p> <p>I can draw conclusions based on details in a poem.</p> <p>Success Criteria: I will know that I am successful when:</p> <ul style="list-style-type: none"> I can identify and understand the structure of a poem. I can infer the literal meaning of lines and/or stanzas in a poem. | <p>I can identify and refer to structural elements of poetry.</p> <p>I can draw conclusions based on details in a poem.</p> <p>Success Criteria: I will know that I am successful when:</p> <ul style="list-style-type: none"> I can identify and understand the structure of a poem. I can infer the literal meaning of lines and/or stanzas in a poem. | <p>I can refer to the structural elements of prose, poetry, and drama when writing about a text.</p> <p>Success Criteria: I will know that I am successful when:</p> <ul style="list-style-type: none"> I can learn the terms associated with structure such as chapter, scene, and stanza. I can notice the structural elements in a poem, drama, or prose and include annotations in my notes. I can answer a short response question about a | <p>I can refer to the structural elements of prose, poetry, and drama when writing about a text.</p> <p>Success Criteria: I will know that I am successful when:</p> <ul style="list-style-type: none"> I can learn the terms associated with structure such as chapter, scene, and stanza. I can notice the structural elements in a poem, drama, or prose and include annotations in my notes. | *assess using Navvy. |

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| <p>narration scene rhyme scheme act cast compare/contrast</p> <p>Vocabulary Words Assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior</p> <p>Strategies Small group guided instruction Group work Partner Work Jigsaw Reading/Questioning Virtual Collaboration Matching game for Level 1 Knowledge (via nearpod)</p> <p>Challenging Question Stems Based on Standard This selection can best be described as ?</p> | | | | <p>poem, prose or drama.</p> | <ul style="list-style-type: none"> I can answer a short response question about a poem, prose or drama. | |
| | <p>Reading Mini Lesson</p> | <p>Distinguishing Poetry from Prose Nearpod: Nearpod Link *Have students in pairs for this lesson. (R,W)</p> | <p>Understanding How Elements of Poetry Impact a Poem Nearpod: Nearpod Link *Have students in pairs for this lesson.(R,W)</p> | <p>Have students rotate through three stations in which they read a poem, prose, and drama about the same topic. Use This Link + The Talker - Drama - P 17-18 + The Talker - Prose - p19 + Poems about Talking Too Much - see Materials Folder Have students answer questions after each station. Use challenging question stems to develop questions for each text type. (S,W,R)</p> | <p>Looking back to texts from the previous day, compare/contrast each type of text using This link's assessment. Also follow with this extended response: How is the way the topic of opportunity displayed in each of the texts?(R,W)</p> | |
| | <p>Interactive Read Aloud</p> | <p>Teacher 1: Holes Teacher 2: Prisoner B-3087 Use challenging question stems to discuss the type of literature that the text is. Discuss feelings and experiences of the main character that he/she could write poetry (or songs) about. What is on this character's heart?(S,R,L)</p> | <p>Teacher 1: Holes Teacher 2: Prisoner B-3087 Use challenging question stems to discuss the type of literature that the text is. Discuss feelings and experiences of the main character that he/she could write poetry (or songs) about. What is on this character's heart? (S,R,L)</p> | <p>Teacher 1: Holes Teacher 2: Prisoner B-3087 Use challenging question stems to discuss the type of literature that the text is. Discuss feelings and experiences of the main character that he/she could write poetry (or songs) about. What is on this character's heart?(S,R,L)</p> | <p>Teacher 1: Holes Teachers 2: Prisoner B-3087 Use challenging question stems to discuss the type of literature that the text is. Discuss feelings and experiences of the main character that he/she could write poetry (or songs) about. What is on this character's heart?(S,R,L)</p> | <p>Teacher 1: Holes Teacher 2: Prisoner B-3087 Use challenging question stems to discuss the type of literature that the text is. Discuss feelings and experiences of the main character that he/she could write poetry (or songs) about. What is on this character's heart?(S,R,L)</p> |
| | <p>Sharing Reading: Anchor Text, Shared Texts, Mini-Lessons</p> | <p>Sped teacher will pull tables--- and---- and go to another room and close read, Making sure to look at your annotating bookmark to help you take notes!</p> | | | | |

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| <p>+ Can you show me a verse in this poem? + Who are the major characters in the play/drama? + Can you explain the difference between a poem and a selection of prose? + Find an example of how the author uses rhythm in the poem. + Where is this drama set? + Explain the differences between a poem and a drama + Can you show me an example of a verse, rhythm, and/or meter in this poem?</p> <p>Leveled Readers Below: Nina Wows KWOW On grade: A Friendly Field Trip</p> <p>Schedule: 15m - Read aloud/Minilesson 45m - Small groups (two groups per day, 20m)</p> | <p><u>Independent Reading and Conferencing</u></p> <p>Guided Reading Small Groups</p> | <p>Sped teacher will take YS, AS, KJ, JC, AG, BE, and BC, for reading/fluency/comprehension interventions. We will be using Blue Circle, SRA, Library books, and decodables. (S,R,L,W)</p> | <p>Sped teacher will take YS, AS, KJ, JC, AG, BE, and BC, for reading/fluency/comprehension interventions. We will be using Blue Circle, SRA, Library books, and decodables. (S,R,L,W)</p> <div data-bbox="762 508 1022 1047"> <p>R - With teacher - orthographic mapping for three words: assist, innocent, favor. Use <u>Prose vs Poetry vs Drama</u> to compare the elements of prose, poetry, and drama. Which is which? How do you know? In which text would you find a narrator quoting characters? In which would you find verse, rhythm, and rhyme? Use other challenging question stems.</p> <p>Y - eSpark for poetry/drama</p> <p>G - Leveled Readers - A friendly Field Trip - read LR and complete <u>Constructed Response</u> - use RACE strategy to think beyond the text.</p> <p>B - Library</p> </div> <p>*Have red and yellow groups switch after 20 minutes. *Have green and blue groups switch after 20 minutes. Sped teacher will read with ----- We will use annotating notes, echo read, partner read, choral and whisper read. We will stop and pause to discuss characters, perspective, and events in the story. (S,R,L)</p> | <p>Sped teacher will take YS, AS, KJ, JC, AG, BE, and BC, for reading/fluency/comprehension interventions. We will be using Blue Circle, SRA, Library books, and decodables. (S,R,L)</p> <div data-bbox="1052 508 1312 1047"> <p>G - Teacher Led - Orthographic mapping for three words: burglaries, speculated, suspect. Use Because of Winn Dixie and The Power of W.O.W. in Journeys and the poem <u>When the Father Carved the Duck</u>. Have students look through each text, identifying which text is which structure. Ask students challenging question stems relating to each structure.</p> <p>B - eSpark for poetry/drama</p> <p>Y - Leveled Readers - Nina Wows KWOW (differentiated) and <u>Constructed Response Activity</u> - use race strategy to think beyond the text.</p> <p>R - Library</p> </div> <p>*Have red and yellow groups switch after 20 minutes. *Have green and blue groups switch after 20 minutes. Sped teacher will read with----- We will use annotating notes, echo read, partner read, choral and whisper read. We will stop and pause to discuss characters, perspective, and events in the story. (S,R,L)</p> | <p>Sped teacher will take YS, AS, KJ, JC, AG, BE, and BC, for reading/fluency/comprehension interventions. We will be using Blue Circle, SRA, Library books, and decodables. (S,R,L,W)</p> <p>Small groups on this day depend on the students' performance on the practice assessment. If most of the class struggles, then the whole class will participate in review of the practice assessment (S,R,L)</p> | <p>Sped teacher will take YS, AS, KJ, JC, AG, BE, and BC, for reading/fluency/comprehension interventions. We will be using Blue Circle, SRA, Library books, and decodables. (S,R,L,W)</p> |
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| <p>each) 5-7m orthographic mapping/word works, 15-18m-guided reading 20-25m - Independent reading with conferring</p> | | | | | | |
| | <p>Word Work</p> | <p>Discuss vocabulary terms in context while doing shared reading.</p> | <p>Orthographic mapping of vocabulary words during teacher led small group.</p> | <p>Orthographic mapping of vocabulary words during teacher led small group.</p> | <p>Orthographic mapping of vocabulary words during teacher led small group. Sped teacher will read with ----- We will use annotating notes, echo read, partner read, choral and whisper read. We will stop and pause to discuss characters, perspective, and events in the story.</p> | <p>Orthographic mapping of vocabulary words during teacher led small group. Sped teacher will read with ----- We will use annotating notes, echo read, partner read, choral and whisper read. We will stop and pause to discuss characters, perspective, and events in the story.</p> |
| <p>SWD will be participating in a new reading program during their independent reading time called Reading Rangers. The engaging experiences in the new <i>Reading Rangers</i> give students meaningful online practice while improving reading fluency and comprehension. Easy to use for students and teachers alike, <i>Reading Rangers</i> provides: A fun and motivating</p> | <p>Materials Needed for the Day:</p> <p>SWIRL : Indicated by the letters s,w,i,r,l</p> | <p>+ Chromebooks for Nearpod + Assessment - use data from the assessment on slide 27 of this Nearpod. (S,R,L)</p> | <p>+ Chromebooks for Nearpod + Assessment - use data from the assessment on slide 28 of this Nearpod. (S,R,L)</p> | <p>+ Printed versions of the drama, prose, and poem. + Assessment - responses from the stations (challenging question stems related to each text) (S,R,L)</p> | <p>+ Assessments: Linked in Minilesson and paper with the extended response (could be on back of assessment or in journals or on a separate page entirely) (S,R,L)</p> | |

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| online environment that promotes the critical skills students need to become strong readers. A structure and path to organize the application of skills for vocabulary, fluency, and comprehension. Reports that illustrate how students are performing and detail where they may be struggling | | | | | | |
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Curriculum Map [Curriculum map](#)

| Curriculum Map 4th Grade Reading | | | | |
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| Unit 1 Seven Habits August 3-21 (3 Weeks) | Unit 1 August 23 -October 8 (7 Weeks) | Unit 2 October 11 - Jan 6 (9 Weeks) | Unit 3 January 7 - March 17 (9 Weeks) | Unit 4 March 18 - May 20 (9 Weeks) |
| | Sept. 6 - Holiday Oct. 1, 4 - Holiday Oct. 5-6 - Professional Learning -Reading Carnival -Homecoming | Nov. 23-27 - Thanksgiving Break -Veterans Day -Red Ribbon Week -Trunk or Treat -Heritage Day(s) Activities -Thanksgiving Break Christmas Break -Family Dinner -Christmas Store -Tom Engle Christmas | Jan. 17 - Holiday Feb 10-11- Student Holiday Feb 14-15 - Professional Learning -Black History Month (February) -Valentine's day -STEM Days -Starbase Hoops for Heart -Read Across America -100th Day of School | April 11-15 - Spring Break -Career Day -Art Auction -Milestones -Field Day -Splash in the Boro Field Trip -End of Year Celebrations -Teacher Appreciation -Nurse Appreciation -Earth Day |

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| <p>Rules, Procedures, Top TIGER Rules *Teach daily schedule following MES Literacy Model: +Read Aloud +Silent Reading +Shared Reading +Guided Reading Small Groups +Word Study +Book Clubs</p> | <p>Basics of Literary Texts RL1 - Inferring and citing text evidence. RL3 - Describe characters, settings, and events in depth RL5 - Refer to the elements of drama, prose, and poetry. (Text Structure) RL6 - Compare and contrast the point of view from which events are described (first and third person)</p> | <p>Basics of Informational Texts RI1 - Citing evidence and drawing inferences from the text. RI2 - Determine the main idea of a text; explain how it is supported by key details; summarize. RI3 - Explain what happened and why based on information in the text RI4 - Determining meaning of academic vocabulary (4). + RI5 - Basics of text structure RI6 - Firsthand vs. Secondhand accounts - describe differences in focus</p> | <p>Analyzing Literary Texts + RL4 - Determining the meaning of unknown words and phrases; allusions, especially to Greek Mythology. + <i>ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> + <i>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i> + <i>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</i> + <i>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i> + RL2 - Determining theme and summarizing + RL 9 - Comparing themes in stories from different cultures. + RL7 - Compare the text version of a story to the oral or visual representation.</p> | <p>Analyzing Informational Texts - RI7 - Interpreting graphic features + RI8 - Author's main points and reasons/evidence + RI9 - Integrating information from texts on the same topic</p> |
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References

Adapted from Benson, David J. (2008). The Standards-Based Teaching/Learning

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Education. [https://www.cde.state.co.us/cdechart/standards-basedteachinga](https://www.cde.state.co.us/cdechart/standards-basedteachingandlearningcycle)

[ndlearningcycle](https://www.cde.state.co.us/cdechart/standards-basedteachingandlearningcycle) (accessed 06.2016)