

THE WRITING ACADEMY, LLC

Lesson Internalization Training Manual

A Step-by-Step Guide to Internalizing Every Cluster,
Module, and Daily Lesson



The Writing Academy, LLC

Using the PREPARE Framework and the GRADUATE Instructional Model

Lesson Internalization Training Manual

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Part I: Purpose and Philosophy

What Is Lesson Internalization?

Lesson internalization is more than reading a lesson plan. It is the process of deeply understanding, preparing for, rehearsing, and reflecting on a lesson so that you can teach it with confidence and respond to your students in real time.

A common misconception among teachers is that students struggle with constructed responses primarily because they cannot write well. In reality, many students struggle because they misinterpret the prompt before they ever begin writing. The same principle applies to teachers and their lesson plans: when you truly understand what a lesson asks students to think and do, your instruction becomes more responsive and more effective.

The Core Promise

The lesson plan holds the content. This guide helps make the lesson visible. The teacher knows the students.

This manual does as much of the lesson-facing cognitive organization as possible so that teachers can spend more time answering the questions that matter most:

- What does this mean for MY students?
- Where will MY students need me?
- What should I listen for?
- What will I do next based on what they show me?

Beginning with the End in Mind

We begin with the end in mind to reduce the "Initial Sight" learning curve that teachers often experience when first encountering a unit, lesson, text, assessment, or instructional sequence. This manual will help you analyze, organize, highlight, connect, and prepare as much of the lesson-facing work as reasonably possible. Then you add the most important piece: knowledge of the actual students who will receive the instruction.

What This Manual Is Not

This manual does not replace your personal internalization process. It serves as a companion and a guided first look. It models the internalization thinking. You complete the personal internalization.

Because the lesson plan holds the content, but you know your students.

Part II: The PREPARE Framework

The PREPARE Framework is the backbone of the internalization process. Each letter represents one phase of preparation. Work through each phase in order.

Letter	Phase	What You Do
P	Purpose	Understand the big-picture purpose of the lesson, the immediate learning goal, and how the lesson connects to previous and future learning.
R	Resources	Identify the texts, materials, models, slides, student pages, vocabulary supports, and preparation tasks needed before instruction begins.
E	Educational Goals	Clarify what students must know, do, explain, analyze, solve, or produce. Identify the standards, learning target, success criteria, and expected evidence of mastery.
P	Practical Delivery	Prepare how the lesson will be introduced, modeled, questioned, practiced, and closed. Identify essential teacher moves, key questions, transitions, timing, student actions, and checks for understanding.
A	Anticipation	Predict where students may struggle and plan how to respond. Identify likely misconceptions, incomplete responses, vocabulary barriers, background-knowledge gaps, cognitive demands, and opportunities for differentiation without lowering the learning goal.
R	Reflection on Evidence	Determine how learning will be measured during and after instruction. Plan evidence checkpoints, review student responses, identify patterns, and determine who needs reteaching, practice, or extension.
E	Engagement and Confidence	Complete a final readiness check to ensure students will remain cognitively engaged and the teacher feels prepared to deliver the lesson effectively.

Part III: How to Internalize a Cluster

A cluster is a multi-week instructional arc. Before teaching any module within a cluster, understand the cluster as a whole. Follow these steps.

1 Understand the Big Picture

- Read the cluster introduction. What is the primary instructional category (informational, argumentative, narrative, poetry, research)?
- Summarize the cluster's purpose in one paragraph: What is this cluster really about?
- Identify the major content topics and the major literacy skills addressed.
- Create a simplified overview that can be read quickly before deeper internalization.

2 Read the Core Texts

- List all core texts used in the cluster: titles, locations, type/genre.
- Write brief text summaries identifying major ideas, themes, important characters, events, or concepts.
- Note significant vocabulary and likely background-knowledge demands.
- Identify connections among texts and connections between texts and assessments.
- **Personally read every text.** Add your own annotations and observations.

3 Identify Major Takeaways

- List 3 to 5 major understandings students should possess by the end of the cluster.
- For each takeaway, identify: supporting lessons, supporting texts, related TEKS, assessment connections, important vocabulary, and the evidence students should eventually be able to use.

4 Examine Prerequisite Knowledge

- Content knowledge students are expected to bring into the cluster.
- Previously taught literacy skills needed for success.
- Vocabulary students may need to know beforehand.
- Concepts that could create comprehension barriers.
- Identify which prerequisites your particular students actually possess or lack.

5 Map Previous and Future Learning Connections

Learning Continuum: Previously Learned → Reinforced Here → Extended Here → Needed Later

- Connections to previous clusters and skills students should already have encountered.
- Skills being extended, new skills introduced, and skills that prepare students for future clusters.

6 Review the Cluster Timeline

- Number of modules and suggested instructional days.
- Assessment days, pausing-point days, and major instructional milestones.
- Major writing days and important skill-development points.

7 Analyze the Cluster Assessment

- Identify all assessments. Break down each section.
- Map TEKS to assessment items. Identify question/task types, cognitive demand, reading requirements, writing requirements, evidence requirements, and vocabulary demands.
- Where appropriate, model a completion of assessment tasks with suggested correct responses and rationales.

8 Build Success Criteria

- What students must KNOW.
- What students must UNDERSTAND.
- What students must DO.
- What students must PRODUCE.
- What evidence demonstrates mastery.

9 Analyze TEKS and ELPS

- TEKS taught, assessed, practiced, and reviewed in the cluster.
- Student-friendly interpretation of each relevant TEKS.
- Applicable ELPS and connections between ELPS and lesson activities.
- Language demands across listening, speaking, reading, and writing.

10 Organize Cluster Resources

- Consolidated list of teacher materials, student materials, texts, handouts, manipulatives, technology, visuals, reproducibles, and assessment materials.
- Resource locator: lesson number, page number, resource title, and location.
- Embedded supports for emergent bilingual students, students with disabilities, advanced learners, and students needing additional support.
- A reminder to check IEP, Section 504, LPAC, and other documented supports. (The internalization process does not diagnose students or determine accommodations.)

Part IV: How to Internalize a Module

A module is typically one week of instruction within a cluster. After you have internalized the cluster, zoom in on each module.

1 Understand the Module Purpose

- Read the Primary Focus Objective exactly as stated.
- Write a simplified teacher-facing explanation and a student-friendly interpretation.
- Identify associated TEKS and ELPS.
- Understand the relationship to the cluster goal and to assessment.

2 Create a Module at a Glance

Complete these five sentences:

- Today students will...
- To do this, they will...
- The most important thinking is...
- By the end, students should be able to...
- Evidence of learning will be...

3 Identify Required Student Knowledge

- Necessary background knowledge and prior lesson connections.
- Vocabulary and prerequisite literacy skills.

- Concepts students must understand before the module becomes accessible.

4 Map the Complete Lesson Sequence

- Create a visual map: Day → GRADUATE Stage → Objective → Major Skill → Text → Assessment Connection.
- Identify critical lessons (high-leverage lessons that introduce a major skill, directly prepare for assessment, or contain important misconceptions).

5 Study the Skill Progression

For each major skill, trace: INTRODUCE → MODEL → PRACTICE → APPLY → DEMONSTRATE

6 Examine Vocabulary

- Vocabulary by day. Tier 1, Tier 2, and Tier 3 designations.
- First appearance, repeated appearances, morphology.
- Student-friendly definitions and context from the text.
- Concepts requiring preteaching and words important to assessment success.

7 Anticipate Misconceptions

- Possible misconceptions based on text complexity, vocabulary, question design, content, prerequisite skills, and common reasoning errors.
- Plan redirect questions, clarification language, examples, non-examples, quick reteach strategies, and evidence prompts.

Label: PREDICTED MISCONCEPTION. Teacher confirmation required, because the classroom teacher determines what students actually misunderstand.

8 Plan Scaffolds and Extensions

- **Scaffolds** (scaffold access, not rigor): chunking, visuals, sentence stems, oral rehearsal, vocabulary support, partner discussion, rereading, evidence-location support, graphic organizers, guided questions.

- **Extensions** for students who demonstrate early mastery: increase depth, complexity, independence, connections, synthesis. Do not merely assign more work.

9 Prepare Materials

- Consolidated "Before You Teach" checklist: print, copy, cut, organize, display, prepare, bookmark, preload, distribute, arrange.
- Teacher materials checklist.
- Student materials checklist.
- Digital resource references (links, file names, slide references).

10 Rehearse

- Rehearse: opening, difficult explanations, modeling, critical questions, misconceptions, transitions, and closure.
- Use optional teacher talk examples: concise explanations, modeling language, transitions, questioning language, misconception correction, and lesson closure.

11 Complete the Readiness Check

Ask yourself:

- Can I explain the objective clearly?
- Do I know what mastery looks like?
- Do I know the most important questions?
- Do I know likely misconceptions?
- Do I know what evidence I am collecting?
- Do I know where I may need to slow down?
- Do I have everything prepared?

Part V: How to Internalize a Daily Lesson

Each day within a module follows the GRADUATE instructional model. Internalize each day using the PREPARE Framework applied to that single lesson.

The GRADUATE Instructional Model

Stage	Evidence Role	What It Shows
Gather	TEACH	Activates the concept and frames the TEKS.
Reveal	TEACH	Makes teacher thinking and modeling visible.
Attempt	LEARN	Guided, structured student practice.
Discuss	LEARN	Students clarify and justify.
Use	ASSESS	Independent, meaningful application.
Award	ASSESS	Student recognizes a demonstrated strength.
Target	ASSESS	Student identifies and acts on a next step.
Explain / Educate	ASSESS	Student explains and transfers the learning.

Teacher Navigation Symbols

	Symbol	Meaning
	TEACH	Teacher explicitly teaches or models the TEKS.
	LEARN	Student practices or develops the TEKS.
	ASSESS	Student independently demonstrates or transfers learning.

Daily Internalization Steps

-  **Purpose:** Read the Day Purpose statement. Which GRADUATE stage(s) does this day cover? What TEKS are in focus? How does today connect to yesterday and tomorrow?
-  **Resources:** Check the materials list. Which slides, passages, anchor charts, and student pages are needed? Is anything needed that must be prepared in advance?
-  **Educational Goals:** What must students know, do, and produce by the end of this lesson? What does the student product look like?

P Practical Delivery: Read every Teacher Script. Walk through the lesson flow: Opening, Instruction, Modeling, Guided Practice, Application, Assessment, Closure. Identify every Class Slide cue. Note timing (typically about 15 minutes per day). Identify transitions.

A Anticipation: Read the Misconception / Teacher Move notes. What incorrect responses are likely? What redirect questions or clarification language will you use? What access supports preserve rigor without lowering the learning goal?

R Reflection on Evidence: Identify each Embedded Check for Understanding. What is the expected student response? What does an incorrect response indicate? Who needs reteaching, practice, or extension?

E Engagement and Confidence: Complete the Rehearsal Check. Can you deliver the Teacher Script naturally? Do you feel prepared to respond to misconceptions? Are all materials ready?

Suggested Areas for Annotation

As you internalize each daily lesson, annotate your own lesson plan. Mark these areas directly on your printed pages:

- Circle the objective and TEKS.
- Highlight critical questions (mark MUST ASK, IMPORTANT, or EXTENSION).
- Star misconception / teacher move notes.
- Underline key vocabulary.
- Box each Embedded Check for Understanding.
- Note your own student-specific reminders, grouping decisions, and pacing adjustments in the margins.

Output Levels

As you work through the internalization process, mark each element with its source:

Label	Meaning
THE WRITING ACADEMY SOURCE	Content directly from The Writing Academy lesson plan.
GUIDED INTERNALIZATION	Analysis, organization, exemplars, anticipated misconceptions, connections, and instructional guidance generated as part of the internalization process.
YOUR PERSONAL INTERNALIZATION	Items that must be completed or confirmed by you, the classroom teacher, based on your actual students.

Quick Reference: The Complete Internalization Sequence

From big picture to daily practice, follow this path:

1. **Cluster** (Part III): Understand the arc. Read the texts. Know the assessment destination. Map TEKS and resources.
2. **Module** (Part IV): Zoom in on the week. Build your at-a-glance summary. Anticipate misconceptions. Prepare materials. Rehearse.
3. **Daily Lesson** (Part V): Apply PREPARE to each day. Annotate your own lesson plan. Teach, collect evidence, reflect.

The worked example that follows demonstrates this complete process using an actual lesson from Grade 3, Cluster 1, Module 1, Day 1. Every PREPARE step is filled with the lesson's real content so you can see exactly what a completed internalization looks like.

Part VI: Worked Example

Grade 3, Cluster 1, Module 1, Day 1: "Shaping the Prompt" (Source: Teacher Lesson Plan Guide, Cluster 1, pp. 1-34)

About This Example: This section walks through every PREPARE step using the actual content from Grade 3, Cluster 1, Module 1, Day 1. The lesson introduces prompt analysis using the three-shape system (red circle for noun, yellow box for verb, green triangle for clue word) and WHAT / WHY / HOW question types. The GRADUATE stages for Day 1 are Gather and Reveal (both TEACH). The lesson is approximately 15 minutes.

P

Purpose

THE WRITING ACADEMY SOURCE

Element	Content
Day Purpose	Introduce prompt analysis, DOT unfamiliar words, and model the three shapes and WHAT / WHY / HOW. (p. 29)
GRADUATE Stages	Day 1: Gather + Reveal (both TEACH). (p. 6, p. 24)
Module Title	Shaping the Prompt. (p. 1)
Module Category	Informational Writing / Short Constructed Response (SCR). (p. 1)
Cluster	Cluster 1: Single Constructed Response (SCR) with the SCR Ladder. (p. 1)
Primary TEKS	3.11A(i) planning; 3.12B(i) a clear central idea. (p. 1)
ELPS (Day 1)	1(E) listening comprehension; 2(F) respond to information; 3(E) pre-reading strategies; 4(D) sentence structures. (p. 29)
Daily Lesson Time	About 15 minutes. (p. 1)
Connection to Cluster	Module 1 is the first of four modules. It teaches prompt analysis as the planning step for a short constructed response. The SCR ladder (thesis [central idea], one piece of text evidence, and an explanation) is introduced here and developed across the cluster. (p. 2)

GUIDED INTERNALIZATION

Why this day matters: Day 1 establishes the foundational habit of analyzing a prompt before writing. If students do not learn to identify the noun, verb, and clue word, every subsequent module in the cluster will be harder. This is a high-leverage lesson.

Module Essential Question: "How can a writer tell exactly what a short constructed response prompt is asking before writing a single sentence?" (p. 3). Record students' initial thinking on Monday and revisit it on Friday.

R

Resources

THE WRITING ACADEMY SOURCE

Preparation Before Day 1 Checklist (p. 24):

- Draw the Cracking the SCR Question Code anchor chart.
- Prepare the shape key: red circle for noun, yellow box for verb, green triangle for clue word.
- Prepare a WHAT / WHY / HOW chart and notebook space for marked prompts.
- Copy both low-stamina passages for each student.
- Prepare the Pilgrims WHY model and Nile HOW guided-practice prompt.
- Copy and cut Shape Detectives cards and colored tokens; prepare Practice Pockets.

Passages (p. 27):

- Passage 1: "The Pilgrims Chose Plymouth" (Stamina: Low, approximately 150 words)
- Passage 2: "Life Along the Nile River" (Stamina: Low, approximately 150 words)

Anchor Charts / Core Strategy Visuals (pp. 26-27):

- Prompt-Shaping Key: Red Circle = Noun (topic), Yellow Box = Verb (action), Green Triangle = Clue word (WHAT, WHY, or HOW).
- Three Types of Prompts chart: WHAT (identify/describe), WHY (reason/cause), HOW (process/method).
- SCR Ladder Thinking Chart: Step 1 = Thesis (central idea), Step 2 = Evidence, Step 3 = Explanation.

Class Slides needed for Day 1 (p. 29):

- Module Slide 1: I Will and I Can targets.
- Passage 1 title and question: Why did the Pilgrims choose Plymouth as their settlement?
- DOT reminder: place a dot above an unfamiliar word.

- Shape key display.
- Model prompt with marks: Pilgrims circled, choose boxed, Why triangled.
- SCR ladder display.

E Educational Goals

THE WRITING ACADEMY SOURCE

What Students Must...	Specifics
KNOW	A prompt contains a noun (topic), a verb (action), and a clue word that tells the type of thinking required. (pp. 2, 26)
UNDERSTAND	WHAT identifies or describes information. WHY explains a reason or cause. HOW explains a process, method, or way something happened. (p. 26)
DO	Circle the noun in red, box the verb in yellow, triangle the clue word in green, and name the question type. DOT unfamiliar words while reading. (pp. 26, 29)
PRODUCE (Day 1)	DOT-marked passages, a shaped model prompt, and a named question type. (p. 30)
SUCCESS CRITERIA	Student can identify all three prompt parts and correctly label the question as WHAT, WHY, or HOW. (p. 30)

GUIDED INTERNALIZATION

Connection to assessment: Prompt analysis is the planning step for every constructed response. 3.11A(i) planning and 3.12B(i) clear central idea are assessed throughout the cluster. The SCR ladder introduced today is the structure students will use on the cluster assessment.

P Practical Delivery

THE WRITING ACADEMY SOURCE

Lesson Flow: Gather (TEACH)

Class Slide: Display the I Will and I Can targets for the three shapes and WHAT / WHY / HOW.

Teacher Script: "Would you rather eat an apple or broccoli? Would you rather answer a why or a how question? Today you will become a question detective. Study the question to understand exactly what your brain needs to do." (p. 29)

Class Slide: Display the Passage 1 title and the question: Why did the Pilgrims choose Plymouth as their settlement?

Read "The Pilgrims Chose Plymouth" with students. Have students DOT unfamiliar words and refer to the passage for meaning. 3.7E (p. 29)

Lesson Flow: Reveal (TEACH)

Class Slide: Display the shape key: red circle = main noun; yellow box = verb; green triangle = clue word.

Class Slide: Model prompt: Why did the Pilgrims choose Plymouth as their settlement?

Teacher Script: "Look at the question: Why did the Pilgrims choose Plymouth as their settlement? Draw a red circle around Pilgrims, a yellow box around choose, and a green triangle around Why. You now know to explain a reason." (p. 29)

Model the exact words: circle Pilgrims, box choose, and triangle Why. The noun identifies the topic; the verb identifies the action; the clue determines the type. (p. 29)

Class Slide: Display the marked model: Pilgrims circled, choose boxed, Why triangled. Question type: WHY, explain a reason.

Explain that Why requires a reason. A WHAT question calls for identification. A HOW question calls for a process. (p. 30)

Connect the Prompt to the SCR Ladder

Class Slide: Display the SCR ladder: thesis (central idea), evidence, explanation.

Introduce the SCR ladder after the prompt model: one thesis (central idea) sentence, one evidence sentence, and one explanation sentence. 3.7C 3.7G (p. 30)

Embedded Check for Understanding (LEARN)

Read sample prompts aloud. Have students form the three shapes as they hear the noun, verb, and clue word. (p. 30)

Prompt	Noun	Verb	Clue	Type
Why did the Nile flood every year?	Nile	flood	Why	WHY
What did the Pilgrims eat during the first winter?	Pilgrims	eat	What	WHAT
How did the Nile help farmers?	Nile	help	How	HOW
Why did the Pilgrims travel to a new land?	Pilgrims	travel	Why	WHY

A Anticipation

THE WRITING ACADEMY SOURCE

Misconception / Teacher Move: If a student circles the clue word instead of the noun, return to the shape key and distinguish noun, action, and thinking clue. (p. 30)

GUIDED INTERNALIZATION

Additional anticipated misconceptions:

- Students may confuse the verb with the clue word, especially when the clue word appears at the beginning of the sentence and is also the first word they read.
- Students may think "choose" is a clue word because it describes a decision.
- Students may not recognize that WHY requires a reason supported by the word "because."

Access without lowering rigor: Read the intact prompt aloud and permit pointing or gestures. The student still locates the prompt parts and justifies the question type. (p. 30)

Rigor Safeguard (p. 14): Teachers MAY read or repeat the prompt, allow students to touch each word, provide visual supports, or reduce the number of prompts. Teachers MAY NOT tell the student which word is the noun, verb, or clue word, or supply the question type. Students must locate the three parts, name WHAT, WHY, or HOW, and explain their decision.

R Reflection on Evidence

THE WRITING ACADEMY SOURCE

Evidence collected on Day 1:

- DOT-marked passages (can the student identify unfamiliar words?)
- A shaped model prompt (can the student mark the three parts correctly?)
- A named question type (can the student distinguish WHAT, WHY, and HOW?)

What incorrect responses indicate: If the student cannot identify the noun, return to the shape key. If the student guesses the type, cover the answer and reread the clue word before naming the thinking. (p. 30)

YOUR PERSONAL INTERNALIZATION

After teaching Day 1, reflect:

- What did students master?
- What did they partially understand?
- What misconceptions actually appeared? What evidence supports that conclusion?

- Which students need additional instruction? Which are ready to move forward?

E Engagement and Confidence

GUIDED INTERNALIZATION

Rehearsal Focus for Day 1:

- Practice delivering the opening "Would you rather..." hook naturally.
- Rehearse the think-aloud for modeling the three shapes on the Pilgrims prompt.
- Practice the transition from the marked prompt to the SCR ladder introduction.
- Be ready to redirect students who circle the clue word instead of the noun.

Final Readiness Check:

- Can I explain the three shapes clearly without reading the script word for word?
- Do I know the difference between WHAT, WHY, and HOW well enough to answer student questions?
- Do I know the four check-for-understanding prompts?
- Is the anchor chart drawn, the shape key ready, and both passages copied?
- Am I ready to slow down at the Reveal stage if students need more modeling?

Citizenship Connection (Day 1)

THE WRITING ACADEMY SOURCE

Connect the passages to how communities use natural resources to support daily life. Social Studies 3.14C is background context. (p. 25)

Teacher Script: "As you read, notice how people used water, land, and shelter. How do you use these resources in your own community?" (p. 25)

Citizenship Question: Invite discussion of how water and shelter support daily life in a community. (p. 25)

TRACKS Evidence Highlighting (Day 1)

THE WRITING ACADEMY SOURCE

Preview the passages before reading. Have students TAP the TRACKS by finding and marking the six types of evidence. (p. 28)

Mark	Category	"The Pilgrims Chose Plymouth"	"Life Along the Nile River"
T	Time	In 1620; Winter was coming	Ancient Egypt; Each year
R	Reactions	Plymouth became the place where they settled	towns and cities grew
A	Actions	sailed across the Atlantic Ocean; started constructing small homes	rise and spill over its banks; planted crops
C	Character / Concept	the Pilgrims	the Nile River
K	Key Knowledge	their beliefs freely; fresh water	flowed from south to north
S	Scenery / Setting	forests filled with tall trees	hot, dry desert; dark, rich soil

Summary: Day 1 at a Glance

Element	Day 1 Content
GRADUATE Stages	Gather + Reveal (TEACH)
Minutes	15
Group	Whole Class
What Happens	Hook, introduce DOT, and model the shapes and WHAT / WHY / HOW.
Passages	"The Pilgrims Chose Plymouth" and "Life Along the Nile River" (Low Stamina)
TEKS	3.11A(i), 3.12A(i), 3.12A(ii), 3.12B(i)
ELPS	1(E), 2(F), 3(E), 4(D)
Student Product	DOT-marked passages, shaped model prompt, named question type
Key Misconception	Student circles the clue word instead of the noun.
Teacher Move	Return to the shape key and distinguish noun, action, and thinking clue.

Part VII: Reproducible Templates

Copy and use the following templates for every cluster, module, and daily lesson you internalize. Each template starts on its own page for easy photocopying.

Template A: Cluster Internalization Planner

Cluster Number:

Grade Level:

Primary Instructional Category:

Cluster Purpose (one paragraph):

Core Texts:

Title	Genre/Type	Key Ideas	Assessment Connection

3 to 5 Major Takeaways:

1.

2.

3.

4.

5.

Prerequisite Knowledge My Students Need:

TEKS Taught:

TEKS Assessed:

Learning Continuum:

Previously Learned	Reinforced Here	Extended Here	Needed Later

Materials Needed:

Student-Specific Accommodations:

Additional Notes:

Template B: Module Internalization Planner

Module Title:

Cluster / Module:

Primary Focus Objective:

TEKS:

ELPS:

Module at a Glance:

Today students will...

To do this, they will...

The most important thinking is...

By the end, students should be able to...

Evidence of learning will be...

Weekly GRADUATE Map:

Day	Minutes	GRADUATE Stage	What Happens
1			
2			
3			
4			
5			

Essential Vocabulary:

Anticipated Misconceptions:

Scaffolds (scaffold access, not rigor):

Extensions:

Materials Checklist:

Readiness Check (check each):

- ☐ I can explain the objective clearly.
- ☐ I know what mastery looks like.
- ☐ I know the most important questions.
- ☐ I know likely misconceptions.
- ☐ I know what evidence I am collecting.
- ☐ I know where I may need to slow down.
- ☐ I have everything prepared.

Additional Notes:

[illegible]

Template C: Daily Lesson PREPARE Planner

Day: _____ GRADUATE Stage(s): _____ Group: _____ Minutes: _____

Day Purpose:

P (Purpose): How does today connect to the cluster goal?

R (Resources): Slides, passages, anchor charts, student pages needed:

E (Educational Goals): What must students KNOW, DO, and PRODUCE?

P (Practical Delivery): Lesson flow, Teacher Scripts to rehearse, transitions:

A (Anticipation): Predicted misconceptions and planned responses:

R (Reflection on Evidence): Checks for understanding and expected responses:

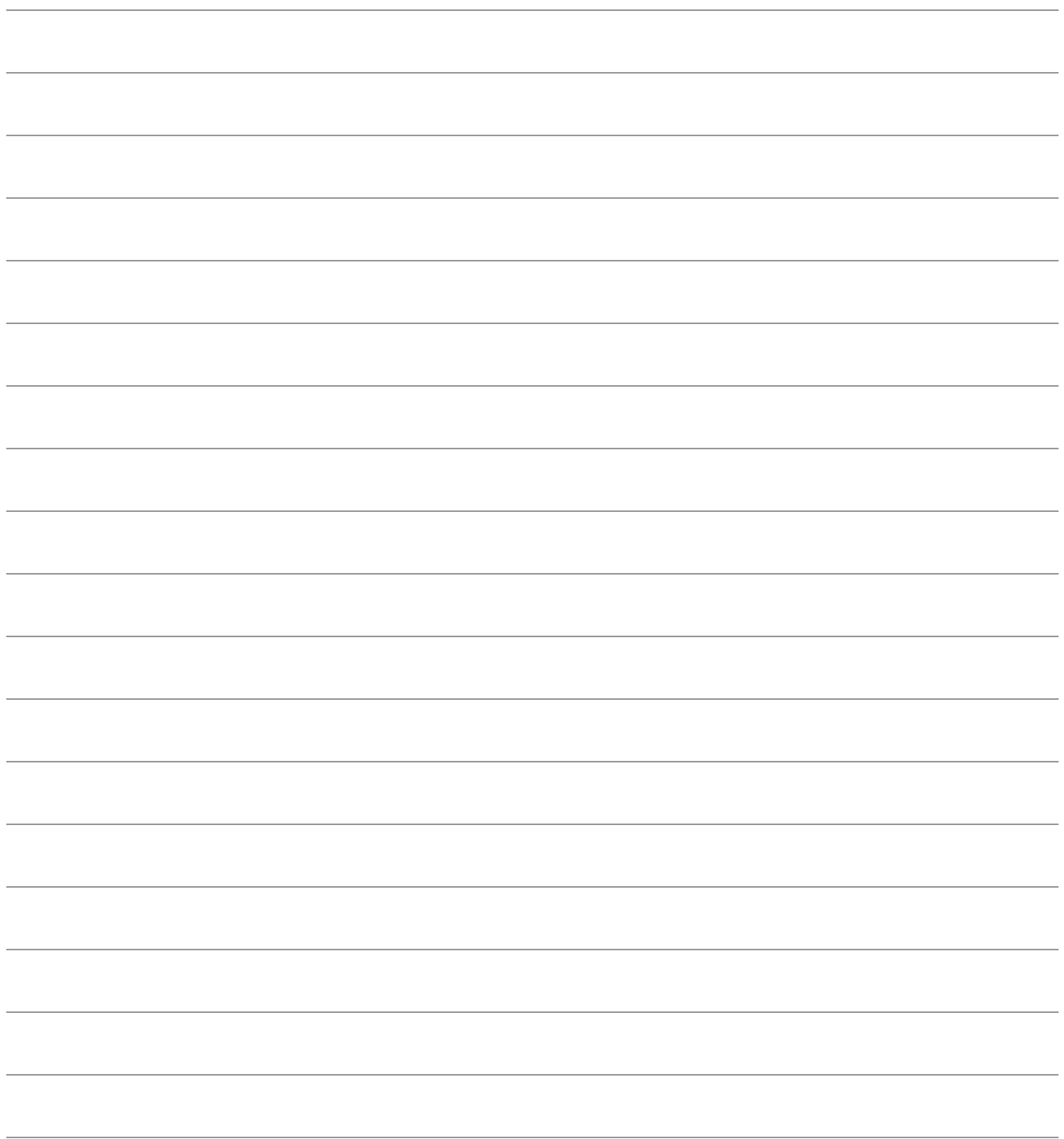
E (Engagement and Confidence): Am I ready?

- ☐ I can explain the objective clearly.
- ☐ I know what mastery looks like.
- ☐ I know the most important questions.
- ☐ I know likely misconceptions.
- ☐ I know what evidence I am collecting.
- ☐ I know where I may need to slow down.
- ☐ I have everything prepared.

After Teaching: What misconceptions actually appeared?

What should change before teaching this lesson again?

Student-specific notes (grouping, accommodations, pacing):



Template D: Post-Lesson Reflection

Lesson:

Date:

What We Anticipated	What Students Actually Did

What did students master?

What did they partially understand?

What misconceptions actually appeared? What evidence supports that conclusion?

Which students need additional instruction?

Which students are ready to move forward?

What should change before teaching this lesson again?

Next steps for reteaching or extension: