

Skills lesson internalization guidelines

Review the lesson

- 1 Review the primary focus objective(s) and identify how they build toward student success with grade level requirements.
- 2 Complete the Formative Assessments identified on the first page of the lesson, including:
 - The activity page, if applicable. Record what foundational skills students will need to demonstrate on the page. Note: Not all Grade 3 lessons use an activity page as a formative assessment.
 - The Student Reader chapter or reading passage, if applicable. Read the chapter or passage and record what sound/spelling correspondences students will need to master.
 - The Discussion Questions Observation Record, if applicable. Read the passage and note possible responses. (Grade 3)
 - The Phonics/Encoding Dictation assessments, if applicable. Record what sound/spelling correspondences or morphemes students will need to master. (Grade 3)
- 3 Complete the Check for Understanding and record what foundational skills students will need to demonstrate to be successful on the CFU.

Dive into the lesson

- 4 Review the Lesson at a Glance:
 - What is the intended learning of each segment? (e.g., phonics, phonemic awareness.)
 - How will this segment set students up for success with the Check for Understanding and/or the Formative Assessment?
- 5 Review each lesson segment and reflect:
 - What student engagement strategies are included?
 - What materials will be needed?

Customize the Lesson ... *if you feel ready.*

- 6 For lesson segments that do not contain a CFU, what strategies and opportunities will you use to check for understanding? What will count as acceptable performance?
- 7 How will you group your students for the lesson? (e.g., students who have already mastered the sound/spelling correspondence will complete a different activity, strategic partnerships, etc.)
- 8 What possible misconceptions might students have during the lesson? How do you plan to address these? (e.g., air flow, tongue placement for sounds.)
- 9 What additional engagement strategies might you incorporate during the lesson? (e.g., call and response, movements, turn and talk.)
- 10 Where in the room will you execute each lesson segment?