

PART ONE: MODULE PLANNING

Review Module Overview at the front of your *Teach* book and read through these sections in order. No lesson stands alone. Everything is connected.

	<p>Essential Question The question that drives everything</p>	<p>This is the question students are pondering in every text, every lesson, and every discussion.</p>
	<p>Summary The whole module in one place</p>	<p>This is the big picture: what students will learn, what they'll write, and how each text fits into the module.</p>
	<p>Texts The foundation of every lesson</p>	<p>Read the texts before you start teaching. The more you know the texts, the better you can guide students through them.</p>
	<p>Knowledge Threads What students will know by the end</p>	<p>These threads summarize what students are building across the module and show how each text connects to that knowledge. Keep them visible as you plan—they are your anchor for every lesson.</p>
	<p>Module Plan Your map for the whole module</p>	<p>See all lessons at-a-glance, grouped by arc. Each arc is built around text and moves through the Content Stages from Wonder to Know before the next text begins.</p>
	<p>Assessments Where every lesson is headed</p>	<p>Read the End-of-Module Task and picture what a strong student response looks like. This is what every lesson is building toward.</p>

Before moving on, ask yourself:

What is this module about and what will students learn?
 What do students need to know and produce by the end?
 How do the module's lessons connect to get them there?

PART TWO: PLANNING A LESSON

Arts & Letters lessons are rich and detailed by design—every note, every think aloud, every differentiation suggestion is there to support you and your students. Find the goal of each section before you read the steps and preparation becomes faster and more intentional.

Planning Step	Key Information	Before You Teach
Read the Lesson Overview	<p>Content Stage: what kind of thinking students are doing today</p> <p>Learning Goals: what students should know and be able to do by the end of the lesson</p> <p>Learning Tasks: the two key moments where you check if students understand</p> <p>Agenda: a quick snapshot of the whole lesson</p>	<p>Ask Yourself:</p> <ul style="list-style-type: none"> • What is the goal of this lesson? • Where are the two Learning Tasks? • Is the third section Write, Observe, or Engage?
Know the Goal for Each Lesson Section	<p>Launch: Get students into the text and the Content Framing Question</p> <p>Read: Students read through the lens of the Content Stage</p> <p>Respond: Students go deeper through discussion or a graphic organizer</p> <p>Write: Explicit writing instruction that builds toward the module task</p> <p>Observe: Students look at a work of art through the Content Stage lens</p> <p>Engage: Vocabulary work using Knowledge Deck Cards</p> <p>Land: Students say what they learned and update the Knowledge Charts</p>	<p>Ask Yourself:</p> <ul style="list-style-type: none"> • Which lesson sections are in today's lesson? • What is the goal of each section?
Find the Learning Task	<p>Locate Learning Tasks and read the Analyze Student Progress boxes before you teach. Reading these first means you arrive at each Learning Task knowing what to look for and how to respond.</p>	<p>Ask Yourself:</p> <ul style="list-style-type: none"> • What should I look for in student work? • What do I do in the moment if students are stuck? • When will students have another opportunity to practice this?
Read and Annotate the Lesson	<p>Read the lesson and mark it up as you go: notes, sticky notes, highlights, whatever works for you. When you're done, what you've marked IS your lesson. Everything else is there if you need it.</p>	<p>As you read:</p> <ul style="list-style-type: none"> • Circle the key discussion question in each section. • Star (★) both Learning Tasks. • Flag Differentiation Support and Challenge notes for your students. • Mark P where a Prologue lesson is available.

With Your Teacher's Edition in-hand, work through the **Planning Steps** and complete the prompts in the **Before You Teach** section, and you'll be ready to teach with confidence!

The goal of preparation is not to memorize the lesson. It is to know the path well enough to guide students along the way.

PART THREE: PREPARING FOR A LESSON

Before students walk in:

- Slides open and cued up
- Content Framing Question posted
- Texts and materials ready
- Furniture arranged for today's grouping
- Knowledge Charts up and accessible

PART FOUR: TROUBLESHOOTING A LESSON

IF...	THEN...
The lesson is running long	Preserve both ★ Learning Tasks and Land—those don't get cut. If something has to go, drop discussion questions first. Never cut the formative assessment.
Students need more time in Respond	Open the Analyze Student Progress box right there in the lesson. Your next move is written there.
You're not sure what to say next	Say the Content Framing Question out loud. It reorients you and your students at the same time.
A routine falls apart	Stop, explain it in one sentence, and try again. Routines take repetition—that's normal.
Students finish early	The Differentiation Challenge note was written for exactly this moment. Use it.
Land gets cut for time	Ask: "What did you learn today?" Add one idea to the Knowledge Chart. That's enough.
You're not sure if students got it	Check their ★ Learning Task work. The Analyze Student Progress box tells you what to look for.
Some students are struggling with the lesson content	Reach for your Prologue lessons. Identify which students could use extra support, and find the appropriate lesson(s).