

Reading

Teachers are required to use the CLC curriculum documents and/or curriculum planner provided by the district to do the following:

- Teach grade level MD CCR ELA standards.
- Include grade level Learning Targets and Success Criteria for each lesson (this does not apply to Instructional Level Support small group rotations).
- Post the Learning Targets and Success Criteria for student use (accessible).
- Show evidence of planning/preparation:
 - K-5 Module lessons should use pencil and post-it notes to document preparation (teachers save their own copy of each lesson to make modifications for their students).
 - Provide details about the procedures of the lesson.
 - As appropriate, include specific analysis-level questions in the lesson.
 - Include where E4L strategies will be used and how.
 - Include assessments as appropriate throughout the lesson (common assessments are also required).
 - K-2 *Foundations* daily lesson plans are required on the *Foundations* lesson plan template.
 - K-3 Guided Reading lessons should include pencil and post-its on provided lesson plans.
 - 3-5 Whole group writing process/word study lessons require evidence of daily planning. Mathematics

Teachers are required to use the CCPS Math Pacing and Teaching Guide documents to plan lessons that include the following components:

- Number Sense Routine like **Number Talk**
 - Target strategy and number string identified
- **Focus Lesson** informed by CCPS Math Pacing & Teaching Guides includes:
 - Grade level Maryland CCR Standard, Learning target, and Success criteria
 - Scaffolded standards-based student activities with clear purpose that:
 - Use E4L task techniques
 - Use E4L team techniques
 - Use [CCPS Approved Resources](#)
 - Opportunities for guided as well as independent practice
 - Assessment: Consider and identify in the lesson procedure what formative/summative assessment measures will be used to monitor/verify evidence of student achievement of the learning target(s).
- **Student Reflection** - This is a plan for student self assessment of their progress with LT/SC. This can be done in a variety of ways including math journals, exit tickets, or discussions.
- **Math Workshop**: Plan for addressing unfinished math learning, providing spiraled review, Remediation/ Enrichment, and daily fluency practice. The Math Workshop plan includes:
 - **Guided Math group(s)** with Learning Target/Success Criteria accessible to students
 - **Learning stations** with focus standard identified and aligned to a standard from the current CCPS teaching guide. *Note: It may be appropriate to address a standard from a previous grade level. See Coherence Notes in CCPS teaching guides for direction.*

Science

Teachers are required to use the Stem-Scopes curriculum documents or the NGSS curriculum documents provided by the district to do the following:

- Use pencil or post-it notes to document their thinking and planning.
- Write Learning Targets and Success Criteria for each lesson.
- Post the Learning Targets and Success Criteria for student use.

Social Studies

K-3 Teachers are required to use the curriculum documents provided by the district to do the following:

- Use pencil or post-it notes to document their thinking and planning, and include the identification of taxonomy level of the task(s), any E4L strategies that will be used.
- Write Learning Targets and Success Criteria for each lesson.
- Post the Learning Targets and Success Criteria for student use.

4-5 Teachers are required to plan lessons that include the following components:

- Standard(s): State Social Studies Standards
- Learning Targets: Aligned to standards.
- Success Criteria: Provide a set of success criteria for each learning target.
- Lesson Procedures:
 - Provide details about the procedures of the lesson.
 - As appropriate, identify an essential question for this lesson.
 - Include where E4L strategies will be used and how.
 - Identify taxonomy level of the task(s) within the lesson.
- Assessment Opportunities: Formative/Summative Assessments