

Coaching Planning Protocol

Pre-planning

<u>Content Area</u>	<u>Lesson Objective</u>
<u>Materials</u>	<u>Text</u>

Focus on Improving Writing

Component: Citing Evidence (W.9.10.1a.b)

Strategy: Accessing complex mentor text through

- Academic Vocabulary
- Speaking and Listening
- Sentence Deconstruction

Component: Use of Academic Language (W.9.10.1c.d)

Strategy: Accessing complex mentor text through

- Academic Vocabulary
- Speaking and Listening
- Sentence Deconstruction

Component: Organization and Steps of the Writing Process (W.9.10.1a-e)

Strategy: Using Targeted Writing Scaffolds

- Pre-writing Organizers
- Revision Techniques

Engagement and Motivation

<u>Background Knowledge</u>	<u>Frontloading</u>
<u>Teacher will...</u>	<u>Students will...</u>
<u>Work Product</u>	<u>Formative Assessment(s)</u>

During the Lesson

**Roles and Responsibilities
(Co-teach/demo; signal words; interrupters)**

Teacher

Coach

Observer 1: _____

Evidence: _____

Observer 2: _____

Evidence: _____

Observer 3: _____

Evidence: _____

Other

Debrief

Observers discuss evidence – what did you see?

Teacher – what did you hear?

Debrief (cont.)

All: What did you like?

All: What would you change?

All: Implications for Instruction

Writing Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Writing Standards, Grade 9-10

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.