**First 45 Minutes**

"What the Students Will Be Doing: Student-Learning Experience"

Concentrated SOL#(s) with Strand(s):

___________________________________________________________________________________

___________________________________________________________________________________

Outcome of Lesson: (How will you evaluate mastery, e.g. rubric, exit strategies, 70% student responses, etc.) Example of how to write outcome: By the end of the lesson, students will use strong examples of passages with active voice to self-edit a previously self-written passage so that it scores at least an Effective on the Active Voice rubric. Students at the Effective level will improve to Highly Effective.

___________________________________________________________________________________

___________________________________________________________________________________

Essential Question/Skills/Enduring Understanding:

___________________________________________________________________________________

___________________________________________________________________________________

Assessment Activity:

___________________________________________________________________________________

Supporting Resources:

___________________________________________________________________________________

Anticipatory Focus (Select an SOL that was deficient on previous assessment or review from previous day's lesson – SOL Formatted Items with explanations) 10 Minutes: (_____)

___________________________________________________________________________________

*Activity: __________________________________________________________

Introduction (What is to be learned today? Provide examples.) 15 minutes: (_____)

___________________________________________________________________________________

Modeling (Show the students what you want them to do during the activity. Provide Samples) 10 Minutes: (_____)

___________________________________________________________________________________

Guided Practice (Walk the students through the process of the activity/ independent practice) 10 Minutes: (_____)

___________________________________________________________________________________

*THE FOCUS IS ON THE STUDENT – ASK YOURSELF...WHAT IS THE STUDENT DOING AT THIS MOMENT?
Teacher ___________________________ Subject ___________________ Week Beginning _________ Day ______________________

**Second 45 Minutes**

“What the Students Will Be Doing: Student-Learning Experience”

**Review/Checking for Understanding** (Ask high-order thinking questions based on essential skills) 10 Minutes: (_____)

1.  ___________________________________________________ ___________________________________________________________________________

2.  ___________________________________________________ ___________________________________________________________________________

**Guided Practice/Monitoring** (Check for disconnects between theory and application) 10 minutes: (____) ___________________________________________________________________________

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**Closure/Checking for Understanding** (One high-order thinking question to be written & submitted) 5 minutes: (____) ___________________________________________________________________________

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**Independent Practice & Facilitation** (Follow-activity - the same as guided practice/Proximity & Mobility) 20 Minutes: (____) ___________________________________________________________________________

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**Research Based Strategies Utilized**

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy</th>
<th>Marzano Strategies (% of Yielded Success)</th>
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</thead>
<tbody>
<tr>
<td>□ Remembering (R)</td>
<td>☐ Identifying Similarities and Differences (45%)</td>
</tr>
<tr>
<td>□ Understanding (U)</td>
<td>☐ Summarizing and Note-taking (34%)</td>
</tr>
<tr>
<td>□ Applying (AP)</td>
<td>☐ Reinforcing Effort and Providing Recognition (29%)</td>
</tr>
<tr>
<td>□ Analyzing (AN)</td>
<td>☐ Homework and Practice (28%)</td>
</tr>
<tr>
<td>□ Evaluating (E)</td>
<td>☐ Non-linguistic Representation (27%)</td>
</tr>
<tr>
<td>□ Creating (C)</td>
<td>☐ Cooperative Learning (23%)</td>
</tr>
<tr>
<td><em>(HIGHLIGHT/CIRCLE LEVEL OR LEVELS AND PLACE THE APPROPRIATE DESIGNATION IN THE PARENTHESIS APPEARING BESIDE THE MINUTES)</em></td>
<td>☐ Setting Objectives and Providing Feedback (23%)</td>
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<tr>
<td></td>
<td>☐ Generating and Testing Hypothesis (23%)</td>
</tr>
<tr>
<td></td>
<td>☐ Questions, Cues, and Advance Organizers (22%)</td>
</tr>
<tr>
<td></td>
<td>☐ Vocabulary (20%)</td>
</tr>
</tbody>
</table>

*HIGHLIGHT/CIRCLE STRATEGY OR STRATEGIES; AT LEAST TWO MARZANO STRATEGIES SHOULD BE USED EACH PERIOD. ALSO, STRATEGIES MUST BE EVIDENT IN THE INSTRUCTIONAL AREAS.*

**THE FOCUS IS ON THE STUDENT – ASK YOURSELF...WHAT IS THE STUDENT DOING AT THIS MOMENT?**