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# Lesson Annotation Guidance (SEES Framework)

## Backwards Design: Assessment Guidance

Each assessment includes a teacher-administration script. Teachers should review this script during lesson preparation to ensure a clear understanding of the intended outcomes for each day's instruction. This practice aligns closely with the mini-lessons, including targeted skills and standards. Additionally, teachers are encouraged to use sticky notes within the Teacher's Edition to maintain alignment between instructional language and assessment expectations.

SEES	What	How	Examples
<b>S: Scaffold</b>	A scaffold is a temporary support provided to help students reach a level of independence by using the gradual release of responsibility (I do, we do, you do).	<p>How will you support all learners in accessing the content?</p> <p>Where does each component of the gradual release model occur in your lesson?</p>	<p>Consider EL supports and scaffolds already noted in the teacher's edition</p> <ul style="list-style-type: none"><li>• Gradual Release: I do (teacher modeling/think-alouds), we do (guided practice), you do together (collaborative practice), you do independently (e.g. <i>myView</i> Reading Routines Companion Guide: "Make it Easier; Make it Harder")</li><li>• Provide sentence frames or sentence stems (written and/or oral)</li><li>• Conduct teacher think-alouds</li><li>• Accelerate vocabulary and essential content</li><li>• Brainstorm possible answers to a prompt</li><li>• Add multisensory components to instruction</li><li>• Show a picture or quick video of an unfamiliar word</li><li>• Orally recite or rehearse a shared response</li><li>• Choral read or echo read a selection</li><li>• Utilize a semantic map, graphic organizer, anchor chart, or other visual</li><li>• Partner students strategically</li><li>• Use a mnemonic device</li></ul>



SEES	What	How	Examples
			<a href="#">Article: Scaffolding Strategies Support Learning</a>
<b>E: Engage</b>	Every student (every time) is actively participating and engaged in the learning process through meaningful opportunities to think, respond, and interact with the content.	<p>What strategies will you use to ensure that every student is actively engaged?</p> <p>How will you ensure "every kid, every time" participates?</p>	<p>Consider checks for understanding.</p> <ul style="list-style-type: none"> <li>• Dry erase board responses</li> <li>• Turn and talk</li> <li>• Think-pair-share (partner work)</li> <li>• Group discussions (discussion protocol)</li> <li>• Choral responses</li> <li>• Find evidence/explain their thinking</li> <li>• Multi-sensory/multimodal activities (hearing, speaking, seeing, touching)</li> <li>• Use of small group strategy with the teacher's assistant during whole group instruction or independent activities, based on need</li> </ul>
<b>E: Elevate</b>	Elevation pushes students beyond basic skill mastery into deeper thinking through opportunities to analyze, justify, and extend their understanding.	<p>How will you extend or challenge student thinking?</p> <p>How can I incorporate discussion, debate, and/or collaboration?</p>	<p>Consider extension tasks or enrichment opportunities.</p> <ul style="list-style-type: none"> <li>• Rewrite sentences with stronger vocabulary</li> <li>• Create a podcast episode</li> <li>• Record a "book talk" video or character interview</li> <li>• Write an alternate ending or a letter from a character's perspective</li> <li>• Act out a scene with added dialogue</li> <li>• Design a storyboard</li> <li>• Compare 2 characters</li> <li>• Rank story events by importance and defend</li> <li>• Add a multisensory or kinesthetic technique</li> <li>• Incorporate opportunities for student collaboration</li> <li>• Allow for student choice</li> <li>• Restructure student grouping</li> </ul>

SEES	What	How	Examples
			<ul style="list-style-type: none"> <li>• Add an anchor chart or graphic organizer</li> <li>• Facilitate group work to expand their thinking/collaborative projects</li> <li>• Engage in jigsaw discussions</li> <li>• Gallery walk presentations</li> <li>• Graphic organizers</li> <li>• Sorting activities</li> <li>• Turn and talks: elevated by using the dialogue in the Think-alouds and Shared Reads to guide students into thinking how the story helps them connect to a similar experience (focused listening)</li> </ul>
<b>S: Synopsis</b>	It is to determine and analyze both the teacher's actions and the resulting student outcomes during a lesson segment.	<p>What is the objective of this lesson?</p> <p>What do you want students to achieve?</p>	<ul style="list-style-type: none"> <li>• Be clear about the intended outcome for this portion of the lesson.</li> <li>• Examine the lesson objective and determine expected student actions and goals (outcomes).</li> <li>• Consider annotations: objectives, delivery, and learning outcomes.</li> </ul>

**\*Gradual Release of Responsibility (Identify in Your Lesson)**

Where does each component occur in your lesson? Be specific. Think about daily routines.

- I Do (Teacher Modeling & Thinking Aloud)
- We Do (Guided Practice)
- You Do Together (Collaborative Practice)
- You Do Independently (Independent Practice)

CKLA K-2 – during the formative assessment/application piece  
 CKLA 3RD – during shared reading, reading and formative assessment/activity pages  
 Into Reading K-2 – Independent Practice, Know It-Show It activity pages

| *myView* – Mini lesson (Model), My Turn (scaffold); this may need to be annotated specifically

### **Lesson Rehearsal Considerations**

These are opportunities for teachers to collaboratively walk through a lesson before teaching it, to anticipate student responses, identify trends within the lesson, refine questioning, and practice instructional delivery

- Practice how the lesson will be delivered
- Anticipate student thinking and misconceptions
- Plan transitions, pacing, and questioning
- Refine explanations and models

What parts of the lesson may need rehearsal or additional planning? What will you practice or refine before teaching?