

## Insufficient Academic *What to Do* Directions

**Step 1:** Review the directions below. Re-write the directions so that they follow the principles of *What to Do*. Directions should be specific, concrete, sequential, and observable.

**Step 2:** After you have revised the directions, pick one to practice delivering to a partner. Get feedback and practice again.

**Example Scenario:** You asked students to find a piece of evidence to support or refute a key claim that someone has made about a novel your class is reading. Most students seem to be flipping through the book but aren't identifying evidence, while others are identifying irrelevant evidence.

**Direction:** "Remember, I asked you to find evidence. A phrase or sentence will do."

**Example Revised with What to Do:** "Remember to find a piece of evidence to support \_\_\_\_\_, and then underline it."

**Scenario #1:** You just asked your **1<sup>st</sup> graders** to write two sentences in response to the prompt: "what did you do last weekend?" You check in with a student who seems overwhelmed and reluctant to start. Here are the expectations:

- Read the prompt: "What did you do last weekend?"
- Whisper the words you're going to write 5 times to yourself before you write them down.
- Write two complete sentences in response to the prompt.

**Direction:** "Get started on your writing assignment, Marshon!"

**Revised with What to Do:**

**Scenario #2:** You send your **4<sup>th</sup> grade** students off to do a turn-and-talk but notice that some pairs are slow to start, some students are dominating their pair conversations, while others are discussing the wrong question

**Direction:** "You should be discussing your answer to the question we just discussed."

**Revised with What to Do:**

**Scenario #3:**

You're teaching a **6<sup>th</sup> Grade** Algebra lesson on adding and subtracting polynomials. During independent work, you notice that Sherene isn't showing her work and is just writing down her answers.

**Revised with What to Do:**

**Scenario #4:** After finishing a stretch of oral reading of *Call of the Wild* as an **8<sup>th</sup> Grade** Reading class, you ask students to finish the last page of the chapter on their own while using their Interactive Reading skills. You notice that approximately half of the class is finishing the chapter but not reading interactively.

**Direction:** "Pencils in hand, please!"

**Revised with What to Do:**

**Scenario #5: Revised with What to Do:** You asked **9<sup>th</sup> Grade** students to complete one page of Cornell Notes for section 3 of chapter 3. Some students forget to include their summaries while others are forgetting to note keywords.

**Direction:** (Teacher points to a copy of exemplar Cornell Notes on the wall) "Remember to follow *this* format when writing your Cornell Notes!"

**Scenario #6:** During an **11<sup>th</sup> Grade** History lesson on the French Revolution, you ask students to read a paragraph-long excerpt from "Declaration of the Rights of Man" by following the steps you've taught them for analyzing a primary source document. Instead, students skip the analysis and begin writing answers to the comprehension questions.

**Direction:** "Remember to analyze the document *before* you answer the questions."

**Revised with What to Do:**