THE READY FOR RIGOR™ INSTRUCTIONAL PLANNING TEMPLATE

What is it?

The Ready for Rigor ™ Instructional Planning Model is more than a jazzed up lesson planning tool. It is crafted to guide the instructional practices that get students to shift from passive passengers during a lesson to the primary actors driving their learning.

The model is informed by the Ready for Rigor™ framework from *Culturally Responsive Teaching and the Brain* (Corwin, 2014) and the ignite, chunk, chew, review™ protocol highlighted in Chapter 8.

Why this model?

Traditional planning tools focus on what the teacher is going to do. Those models emphasize on putting in activities and strategies, and revolve around the typical components: pre-assessments, anticipatory sets, modeling, guided practice, and checks for understanding.

There's nothing wrong with these components. For dependent learners, modeling becomes mimicking rather than actually processing the content so that it has meaning and generates conceptual understanding.

This requires more than "I do. You do. We do. Y'all do. You do" modeling. The ignite, chunk, che, review protocol focuses on sharpening students' internal information processing skills that turn new content into familiar, usable knowledge.

How to Use It

- Use it to design a unit.

- Establish your success criteria.

- Create learning targets for both content (what students need to know and be able to do as outlined by content standards) and learning-how-to- learning goals that target what cognitive moves.

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The Component	Try This...
Ignite (Attention) • Its purpose is to start the brain's information processing through intellectual curiosity. • The goal is to make the brain curious to find answers (priming) • Make it fun and social	• Start with a wondering that sparks curiosity. *What is something perplexing, controversial or mysterious about this content?* • Have students attempt to solve a puzzle based on the lesson's content. Start students off in trios to try and solve the puzzle or identify a pattern. Then proceed with the lesson.
Chunk (Relevance) • Its purpose is to help students connect their funds of knowledge to the new content. • The goal is to create connections that act like cognitive hooks that make the content more understandable. (i.e., metaphor/ analogy)	• Contextualize the content. Make it relevant by putting into a scenario students would understand. • Use metaphors and analogies based on their experience and current "kid culture" – based on what they are watching, listening to, games they're playing, etc.
Chew (Elaboration) • Its purpose is to help students mix new content with their background knowledge. • The goal is to have the student engage in the productive struggle that gives meaning to the new content.	• Provide students with guided practice and time for unguided practice where they can struggle productively because they are trying to figure out something. • Use thinking routines to help them go deeper. • Use discussion protocols to ensure every student gets to talk and think out loud.
Review (Consolidation) • Its purpose is to help make learning sticky. • The goal is to get students to use the new learning within 12-24 hours so the brain turns off its natural pruning mechanism that eliminates new learning if we don't use it within a certain window of time.	• Set students up to use the new knowledge, skill or procedure outside the classroom in between the end of the school day or class period and the next time you all me. • Give them a scavenger hunt to ensure they focus their attention on the new information, like looking for certain math calculations at the grocery store, etc.