

Teacher Checklist: Before, During & After Gameplay

BEFORE STUDENTS PLAY EPISODE 1

- Watch** our [CIC Tutorial Series](#) and explore the rest of our [Teacher Toolkit](#).
- Plan** your scope and sequence. Use our [Blended Learning Planner](#) to help you get started.
- Download** our [QuickStart Guide](#) and keep it handy as you get comfortable using the Teacher Dashboard.
- Sign into** [ReadToLeadLearningGame.org](#), click on Dashboard under "Community in Crisis," and click on "Manage Classes and Students" to add your class and create student log-in credentials.
- Set up** our customizable [Student log-in business cards](#) for each student in your class.
- Introduce** students to the game by taking them through [Welcome To Your New Workplace](#) and hang the [Meet the Staff banner](#).
- Prepare** students for the game experience with [Knowledge-Builder lessons](#) and [21st Century Skill-Building lessons](#)
- Play** 10-15 minutes of Episode 1 with the whole class, letting students drive the navigation and exploration, rather than via direct instruction.
- Print** our one-page (double-sided) [Parent Guide](#) and send it home.

DURING GAMEPLAY (EPISODES 1–12)

Daily Preparation

- Play the episode beforehand
- Visit the day's Episode Resource page to download and prepare the following materials as needed:
 - "Prepare" Mini-lesson
 - Key Vocabulary List
 - To-Do List Cheat Sheet
 - Episode Answer Key
 - Mini Lesson Worksheet
 - QuickWrite Graphic Organizer
 - Post-game Discussion Questions
 - Close Reading Lesson
 - Intervention or Extension Lessons
 - Episode Certificate
- If using the station rotation model, prepare your [Display Chart](#) with student names and set up all materials and directions.

Daily Lesson Prepare – Apply – Extend

- Whole-class Preteach: "Prepare" mini-lesson including important vocabulary
- Students open Google Chrome to find ReadToLeadLearningGame.org and have log-in cards.
- Give students a certificate for each completed episode.
- At the end of each unit (every 3 episodes), teach a Close Reading lesson.

When using a whole-class model:
- As students play, circulate to ask about central concepts in the story:
 - *What is this episode about?*
 - *What is the problem to be solved in this episode?*
 - *What info do you need to solve this problem?*
- Monitor individual student progress by checking their To-Do Lists.
- Use your [To-Do List Cheat Sheet](#) to guide students who are stuck or confused.

Daily Data Review

- Check Progress:** Click on "See Reports" and "Progress" to see where your students are at in the game.
- Check Assessment Performance:** View whole-class reports for each standard (RI.5.4, 5.8, 5.9)
- Check Individual Student Work:** Click on "Student Activity" to see the completed assessment and QuickWrite response. To evaluate student writing, use the checklist displayed on the same page.
- Differentiate Instruction:** Use student data and the appropriate [Planning with Data Guide](#) to create targeted intervention groups and lessons. Assign the QuickWrite Graphic Organizer to students needing extra writing support.

- Lead a class post-game discussion using the episode Discussion Questions or have students complete them on their blank worksheet or online.

When using a blended learning model:

Station Rotation

- Teach Prepare mini-lesson whole-class then break into groups using the [Display Chart](#).

Lab Rotation

- Teach Prepare mini-lesson whole-class. When students are not in the lab playing the game, use class time for small group collaboration or guided practice to target student needs.

Flipped Classroom

- Students play an episode at home. Use class time to support, reinforce and extend learning done in the game based on student data. End class with the Prepare mini-lesson for the next episode so students are ready to play at home.

- If you locked any episodes, unlock the upcoming episode students need.

AFTER STUDENTS FINISH EPISODE 12

- Use the [Community Service Project](#) individually or in small groups.