

EL Unit Internalization



Understanding the Design of EL

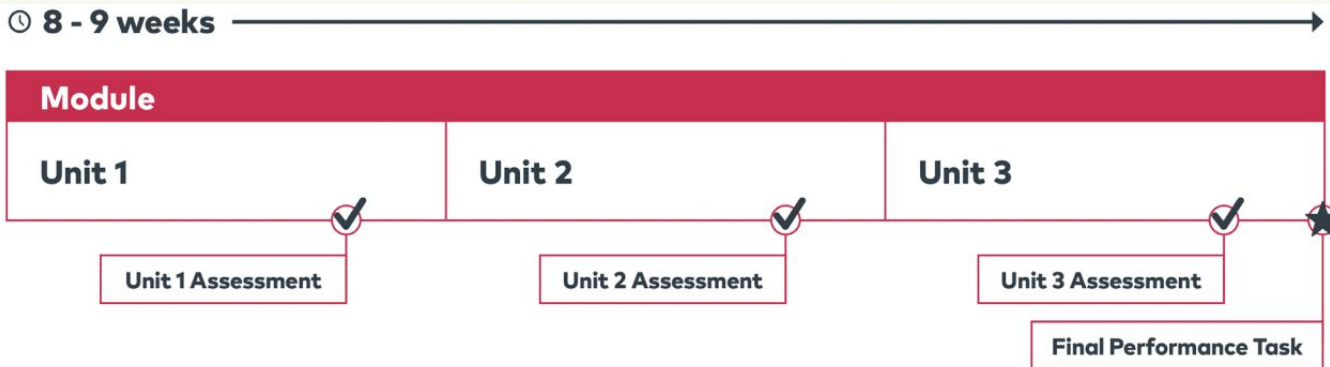


Overview of a Module



Note: In K-2, Module 1 is just six weeks, to allow time for getting classroom routines and culture in place.

 Education





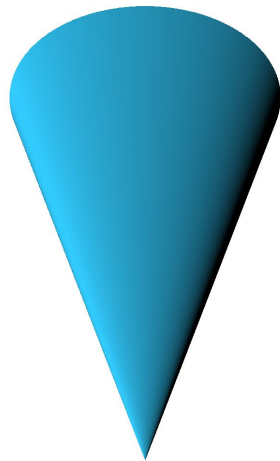
The Story of the Module

- Every module has been designed to have a compelling “story,” or through-line that will make sense to both teachers and students from the first lesson of Unit 1 to the final lesson of Unit 3.
 - Unit 1 engages students in the topic and helps them **build background knowledge** to understand the “so what?”
 - In Unit 2, students **dig deeper** to find out more by reading further about the topic.
 - Unit 3 requires students to **apply their learning** to create an authentic product in the **performance task**.





Our Planning Process



Module

Unit

Lesson





4 T's Framework for Modules

- Grounded in a compelling **topic** (Stories of Human Rights, Researching to Build Knowledge and Teach Others: Biodiversity in the Rainforest, Athlete Leaders of Social Change, The Impact of Natural Disasters).
- Includes six (3 in K-2) on-demand assessments (including an academic essay) and a culminating performance **task** (for an authentic purpose and audience).
- Explicitly teaches and formally assesses a bundle of **targets** (CCSS ELA standards).
- Includes multiple complex **texts** — literary and informational
 - (e.g., *Esperanza Rising*, *The Most Beautiful Roof in the World*, *Promises to Keep*, *Eight Days in Haiti*).



Orienting to a Module

Put on your **teacher hat!**





Educator Hat vs Facilitator Hat

Educator Hat

Learning Mode

Questions “as if” you’re an educator.

Save facilitation questions for the parking lot.

Facilitator Hat

Application Mode

Questions about facilitation welcome.

Leverage your time as an educator- participant.





What's the Story of the Module?

Read the following:

- Module Title
- In this Module
- Guiding Questions and Big Ideas
- The Four T's
- Content Connections
- Unit Names

What key knowledge will students develop in this module?

- If you have extra time, look at the modules across the year:
 - How do the modules build on each other?
 - How do the topics connect?
 - How do the targets build and spiral?





Attending to the Language of the Standards

Read the expanded version of the Targets (standards explicitly taught and assessed).

Then identify/highlight key words or phrases in the standards that delineate the skills students learn during the module.



Text Chat



Read and Know the Text Well*

Read the text(s) for the Module with the standards in mind.

- Compare what you know about the text with the standards listed.
- How does the text tie/connect to the standard?

Consider some of these questions as a reader and/or teacher with your grade level partner:

- What is the central idea of the text?
- Did you learn something new? Did the text broaden your perspective about a personal or societal issue?
 - Whose voices are centered in the text? Whose are absent?





Using EL's Text Analysis

Review EL's Qualitative Text Analysis:

- Mark with a check where this confirms struggles students may have had last year
- Add a star for a new understanding about how/why students may have had challenges

Based on what you discussed as difficult in the text, how does this line up with EL's analysis of the text?

- How does this inform how you will support students through scaffolds as they read the text?

The screenshot shows the EL Education website. At the top, there is a navigation bar with links for "Donate" and "Calendar". Below this, the main header includes the "EL Education" logo and navigation links for "Who We Are", "What We Offer", "Impact", and "Resources". The breadcrumb trail indicates the current location: "Home > Library > K-8 Text Analyses". The page title is "K-8 Text Analyses". The main text describes the purpose of the text analyses, focusing on qualitative aspects of complexity: meaning, structure, language features, and knowledge demands. Below this, there is a section titled "Resource Downloads" which lists various downloadable documents for each grade level from K to 8, including file names and sizes in KB.

Donate Calendar

EL Education Who We Are What We Offer Impact Resources

Home > Library > K-8 Text Analyses

K-8 Text Analyses

The Text Analyses includes an analysis of every central text used in the EL Education Language Arts Curriculum, focusing on four specific qualitative aspects of complexity: meaning, structure, language features, and knowledge demands.

Resource Downloads

- [Curriculum Tools Text Analyses Grade K 0419 \(801.36 KB\)](#)
- [Curriculum Tools Text Analyses Grade1 0419 \(814.28 KB\)](#)
- [Curriculum Tools Text Analyses Grade2 0419 \(614.13 KB\)](#)
- [Curriculum Tools Text Analyses Grade3 0419 \(580.58 KB\)](#)
- [Curriculum Tools Text Analyses Grade4 0419 \(584.19 KB\)](#)
- [Curriculum Tools Text Analyses Grade5 0419 \(683.39 KB\)](#)
- [Curriculum Tools Text Analyses Grade6 0320 \(716.68 KB\)](#)
- [Curriculum Tools Text Analyses Grade7 0320 \(734.86 KB\)](#)
- [Curriculum Tools Text Analyses Grade8 0320 \(522.2 KB\)](#)



Analyzing Text Complexity

- **What is challenging about the text?**
 - Are there layers of meaning? Is the purpose clear?
 - Does the story follow a traditional structure?
 - Is the language easy to understand or is it highly technical, archaic, or a certain dialect?
 - Are the sentences mostly simple?
 - Are there background knowledge demands?

Why is it important to analyze the complexity of a text before engaging in the lessons?



Analyzing Performance Task



Orient to the Assessments at a High Level

Read the short paragraph from the module overview that describes the performance task. (5 minutes)

Reflect and Discuss:

- How will students be asked to synthesize and show their learning at the end of the module?
- How would you describe how the three units build toward this performance task?
- What do you think will be easy/challenging for your students?





Examine the assessment for standard alignment

Read the End of Module Performance Task Directions

- What grade-level standards are assessed on this task? *Include the language of the standard and bold the key terms*
- What is the Criteria for Success for this task?

Make a list of everything students need to show /do in order to demonstrate proficiency on this task

Extend: How can you make this learning come alive for students? How can it connect to the community or their lives? How can it be shared with others?





Making Connections Across Assessments

Review the Assessment Overview:

- Notice the key knowledge and skills on which students will be assessed during assessments.

How does this learning connect and build throughout the module? To the Performance task?





Plan for Instruction

Based on your analysis of the assessments, what do you think will be easy/challenging for your students?

- How do you know?

Which strategies and scaffolds will we leverage that will help students prepare for the assessment?

- Is this the most effective strategy for this particular piece of content? How do we know? What are the benefits?
- Where does it land in the sequence of instruction?
- What is the time commitment? How does it impact pacing for the module?





Reflection

How was this different from your usual planning? The same?

What left you feeling energized? Where do you still have questions or concerns?

Make sure to follow up with your colleagues, coach, and principal as necessary.



EL Lesson Internalization





Lesson Preparation: Outcomes

Teachers will deepen their understanding of a lesson in order to prepare for and deliver high-quality instruction by:

- articulating the goal of the lesson (content and skill);
- doing the work of the lesson and determining what students need to know and do to be successful;
- recognizing where the most time and attention is needed in the lesson; and



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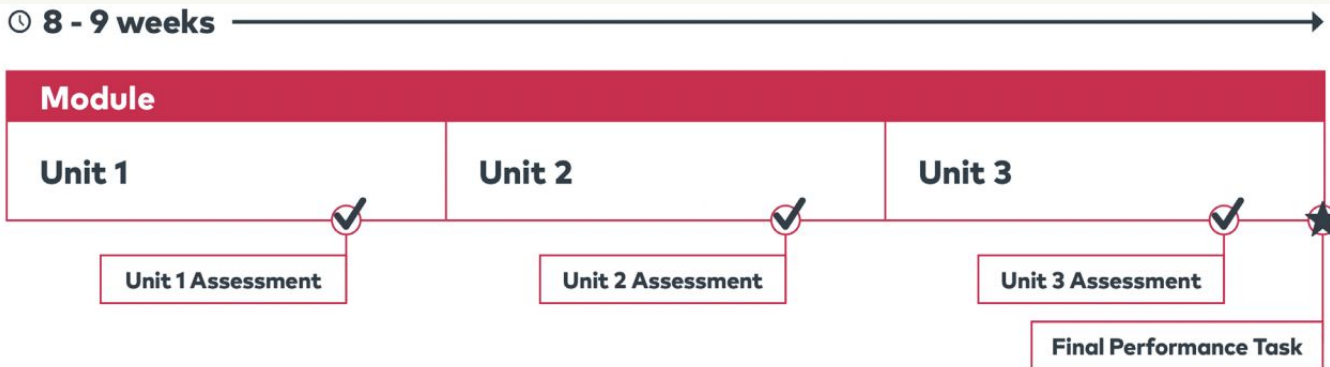


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Moving to the Lesson Level

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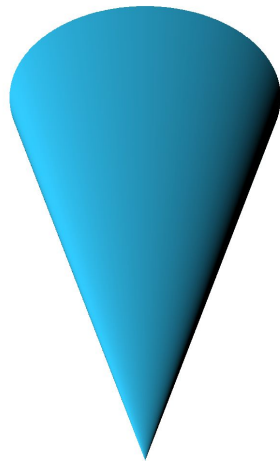
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Our Planning Process



Module

Unit

Lesson



Moving into a Unit



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Read the following:

- Unit Title
- In this Unit
- Guiding Questions and Big Ideas
- The Four T's

What key knowledge will students develop in this unit?

Read the expanded version of the Targets (standards explicitly taught and assessed).

- Then identify/highlight key words or phrases in the standards that delineate the skills students learn during the unit.

What is different from the Module Targets?

Which Module Targets are explicitly addressed in this unit?





Examine the End of Unit Assessment

What grade-level standard(s) does the assessment focus on?

- Review the wording of the standard(s).
- What do students need to be able to show/do in order to be successful?

How does that set of knowledge and skills prepare students for success on the Performance Task?





Craft an exemplar student response

Review or craft the exemplar student response in the same format as students are expected to respond (graphic organizer, paragraph, essay, etc.).

- While you can use EL's answers, recommend you complete the assessment yourself.
- You should also design the Criteria for Success, especially for written responses.

Synthesize: What are the 3-5 criteria or ideas that need to be present in a student response to demonstrate mastery of the standard(s)?





Exploring Lessons with the End in Mind

Keeping the assessment in mind that we just analyzed, analyze the Unit-at-a-Glance chart. Based on the lesson titles, learning targets, and agendas:

- How do the lessons build towards the unit assessment?
- How does the sequencing of lessons provide scaffolding?
- Which lessons will be critical? *Annotate these!*
- Where might you need to provide additional background knowledge or other supports?
- Where will you provide additional support?
- What will this support look like?





Beginning to Internalize the Lesson

- Review the learning targets and agenda for the lesson to know what students will be working on.

Read the Standards Overview, the Learning Targets, and the Assessment Overview for this lesson.

- Describe where students should be by the end of the lesson. What should they walk away knowing/doing?

Consider:

- What is the standard and where is it represented in the lesson?
- How does the lesson connect to the end-of-unit assessment and/or performance task?
- Analyze an exemplar if one is provided, or craft an exemplar if needed.
- Is an Exit Ticket or a Quick Write needed to assess this individual lesson?





Analyze the Learning Activities

Read the Teaching Notes and additional Materials (annotate with the considerations below).

- Read the details and suggested script for all activities.
- Think about/complete the questions and tasks for the lesson.

Consider:

- What questions will you ask students? In what sequence?
 - How will students respond? Where will students have time to talk and write?
(ex - think, pair, share, turn & talk, post-it notes with gist, whiteboards, journals, whole group share outs, Kagan, other EL protocols)
- How will I know students are doing the cognitive lift? How will I support them?





Determine the Timeline & Prep the Materials

Consider:

- Do you anticipate this work taking longer/less than specified? If so, what adjustments will you make to accommodate the time change?
 - Do I add an Exit Ticket or a Quick Write to close the lesson? If so, what standard/key concept should the assessment represent?
- What materials will be needed?
 - When can you print/prepare these?





Reflection

How was this different from your usual planning? The same?

What left you feeling energized? Where do you still have questions or concerns?

Make sure to follow up with your colleagues, coach, and principal as necessary.



Put on your **facilitator hat!**





What research tells us about Collaborative Planning and Professional Learning

- grounded in a larger learning system and culture of trust and collaboration.
 - connected to the school's other initiatives.
 - curriculum-specific.
 - focused on four types of knowledge—equity, curriculum, content knowledge, pedagogical content knowledge.
 - led by those with deep knowledge.
1. Unit internalization
 2. Lesson preparation
 3. Student work analysis
 4. Observation and feedback





Reflect and Write

How does lesson preparation support the overall implementation of HQIM?

How might you support systems at a school to ensure a common approach to preparing for lessons?





Key Moments

Before Lesson Preparation

- Collect all materials: units, texts (if applicable) and access to online resources as necessary. Make sure all participants have access to materials.
- Adapt slides to be reflective of the curriculum teachers are using. Think through the action plan and highlight any areas for the school leader to speak to.
- Review the lessons to be studied and do the work for at least 1 lesson that teachers will do.
- Meet with leaders to familiarize them with the process and think through potential areas of strength and concern with teachers in this work
- Make sure you have enough time allotted for the support–1 hour minimum, but a half day is ideal.





Key Moments

During Lesson Preparation

- The school leader should open up the session stamping the importance of this work and connecting the work to the actions of the school.
- During teacher work time, make sure to have questions prepared to push teachers' thinking and affirmations ready for those “aha” moments.





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