

## K-2, Orienting to a Module and Literacy Labs Task Card

### Orienting to a Module

#### Step 1: Read the **Module Overview**

Module Overview	Response
Locate the guiding questions and big ideas. What's most exciting to you, and what do you think will be most exciting to your students?	
Read the summary paragraph closely. It describes students' learning across the three units of the module. What is this module mostly about, in terms of the both the content students are learning and literacy skills they are building?	
Read the short paragraph that describes the performance task. How will students be asked to synthesize and show their learning at the end of the module?	
Review the brief descriptions of the connections to the K-2 <i>Literacy Labs</i> and <i>Reading Foundations Skills Block</i> . How do these blocks connect to and enhance the content and skills focus of the module?	

Which four labs are running during this module? What is the guiding question for each lab that will drive students' inquiry?	
For each of the four labs, how do the learning targets get more sophisticated in each stage of the lab (Launch, Practice, Extend, Challenge and Choice). What does this signal about how students' are building independence and deepening their thinking in this lab across the entire module?	
What specific content or character connections do you see between the Labs and the <i>Module Lessons</i> ?	
<u>On Your Own:</u> What other logistic considerations are important to plan for before you launch labs (e.g. developing Labs groups, supporting students with transitions or materials use)?	

**Step 2:** Read the **Performance Task Overview** and **Assessment Overview and Resources**:

Performance Task and Assessment Overview and Resources	Response
<p>Read the performance task description and the criteria for this task. What format is used? What standards are addressed? What supports are given? What are options to modify or extend the learning or put your own stamp on it as a teacher?</p>	
<p>Read the description and standards for each assessment (one per unit in K-2). What literacy skills are students focused on?</p>	
<p>Read the other resources provided (such as rubrics, checklists, and sample student responses). What insight do these give you about the support/scaffolding students will need to successful on the assessments?</p>	
<p><u>On Your Own:</u> What additional supports might specific students need to succeed with the performance task? Can support specialists (e.g., ESL teachers, special educators) work with specific students outside of literacy time to set them up for success in these areas?</p>	

**Step 3:** Locate the **Literacy Labs Procurement List** on the Pilot Website (Pilot Overview Homepage)

Literacy Labs Procurement List	Response
<p>What materials will students need access to for each lab? Which materials do you already have? How will you acquire what you need? How will you organize these so students are able to access them independently?</p>	
<p>What types of texts might you read during story time based on the content and character of the module?</p>	
<p><u>On Your Own</u> (Answer one on the following): Based on your analysis of the module-level documents, what decisions do you need to make about how labs will run during this module? Will you run all four? How might you use the flextime at the start to prepare for labs? How might you use the flextime at the end to support students with their performance tasks, or their products from labs?</p>	

## Orienting to a Unit

**Step 1:** Read all three **Unit Overviews**, considering the arc of the module.

Unit Overview	Response
<p>Read the summary paragraphs. What is the “story” of each unit? How do they build on each other? What knowledge and literacy skills do students develop across all three units?</p>	
<p>In addition to the central text(s), what do students read? How do the content, skills, and texts connect to and build off one another across these three units?</p>	
<p>Analyze the <b>Unit-at-a-Glance</b> chart. Read about the series of lessons that lead up to the single assessment. Based on the lesson titles, learning targets, protocols, and anchor charts, how would you describe the logic and scaffolding of the lessons leading up to each assessment? Are there any additional scaffolds that need to be planned?</p>	

Review the section on Accountable Independent Reading. Do you have your routine established? Have you reviewed the K–5 Recommended Text List for suggestions of books, articles, and videos on the module topic and made this material available in your classroom?	
Review the Supporting English Language Learners section. Which of the strategies are most needed for your students? Are there any structures or routines that will require additional planning and/or support?	
Consider the optional extensions for the unit. Would your students benefit from any of these suggestions? How will you plan for them?	

## Orienting to a Lesson

**Step 1:** Read a Module **Lesson Plan**, considering the arc of the module.

Lessons	Response
What cognitive work students will be doing during this lesson? (Hint: look at the verbs in the learning targets). What will your students most enjoy about the lesson?	
Describe how each form of assessment throughout the lesson will help you know if students are making adequate progress toward learning targets. How will you know if they need additional support?	
Are there any suggested ongoing assessments that require additional planning in order for you to utilize them successfully (e.g., if observation is suggested, what checklist should you use? Might it help to create additional recording forms)?	

**Step 2:** Read the **Agenda** and **Teaching Notes**. These sections are adjacent to one another in each lesson for a reason. Together, they give you a snapshot of the flow of the lesson, the high-level purpose, and important things to consider and prepare before you begin teaching.

Agenda and Teaching Notes	Response
What is the purpose of this lesson? How does it connect to previous lessons and build to future ones?	
What do the agenda headings tell you about transitions in the lesson? What planning is necessary to make these transitions successful?	
Look specifically at the “In advance” portion of the <b>Teaching Notes</b> and at the <b>Multimedia and Technology</b> section--what do you need to prepare?	



**Step 3:** Look through the **Supporting Materials** for the lesson.

Supporting Materials	Response
Look carefully at student note-catchers and graphic organizers. How are these designed to scaffold students toward learning targets? Will they serve as effective formative assessments?	

**Step 4:** Read the **Materials** and **Vocabulary** section.

Materials and Vocabulary	Response
Have you read all the texts and materials students will engage with during the lesson? Will it be obvious to students how these texts and materials help them meet their learning targets? What additional bridge-building might you need to provide so that they see these connections and understand the greater purpose for their hard work?	
Examine the vocabulary words. Are there any additional words not listed in this section that you think you'll need to teach?	

**Step 5:** Read the **Opening, Work Time,** and **Closing and Assessment** sections.

Opening, Work Time Closing and Assessments	Response
How will you introduce the learning target(s) and continually check for understanding in the lesson?	
What kinds of collaborative work will happen in this lesson? What is your grouping strategy for that collaborative work? How will you manage efficient transitions? If the flow doesn't make sense for you, what changes can you make that still maintain the integrity of the lesson so that students still meet the learning targets?	
What will you have in your hands as you're teaching? Will you reference the lesson itself? Will you create a "Cliff's notes" version or a Powerpoint to guide your instruction? What will help you teach it most naturally?	

**Step 6:** Read the **Supporting English Language Learners** and **Universal Design for Learning** sections, and the **Meeting Students' Needs** column.

Supporting ELLs, UDL, MSN	Response
Determine which of your English language learners may need lighter or heavier support in this lesson. As indicated in the notes in this section, which materials will you prepare for which students?	
The Universal Design for Learning section cues you to prepare specific materials to support students who may struggle in this lesson. Based on what you know of the lesson so far, who is likely to need this support and what preparations are necessary to best support them? Consider: groupings; additional adult support; differentiated materials.	
Think through the logistics of supporting students. If there is a Language Dive in this lesson for ELL students, for example, where and when will that occur? If some students need a more scaffolded text, how will you get it to them in a respectful way? Consider all of your students--will the suggested scaffolds for ELL students support the whole class?	

