

Orienting to a Module Planning Task Card

Step 1: Read the Module Overview.

Module Overview	Response
<p>Locate the guiding questions and big ideas. What's most exciting to you, and what do you think will be most exciting for your students?</p>	
<p>Read the summary paragraph closely. It describes students' learning across the three units of the module. Describe in your own words what this module is mostly about, in terms of both the content students are learning and the literacy skills they are building.</p>	
<p>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? How would you describe how the three units build toward this performance task? What are options to modify or extend the learning or put your own stamp on it as a teacher?</p>	
<p>Depending on your grade level, review the brief description of the connections to the Labs and ALL Block. How do these blocks connect to and enhance the content and skills focus of the module?</p>	
<p>Locate the CCSS section, which list the standards explicitly taught and formally assessed in this module. What are the grade-level expectations for students? Do you anticipate needing to provide any additional support for particular students? Be sure to consider available language progressions for ELLs.</p>	
<p>Read the Habits of Character/Social-emotional Learning Focus for the module. How is this focus already reflected in your classroom? What else can you do to make this focus permeate the school day and give your students a coherent experience?</p>	

Cont.

Step 2: Read the **Assessment Overview and Resources**.

Assessment Overview and Resources	Response
<p>Read the description and standards for each assessment (one per unit in Grades K–2; two per unit in Grades 3–5). What literacy skills are students focused on?</p>	
<p>Read the other resources provided (e.g., rubrics, checklists, and sample student responses). What insight do these give you about the support/scaffolding students will need to be successful on the assessments?</p>	
<p>Consider what additional supports specific students may need to succeed with the assessments. How might support specialists (e.g., English as a second language teachers) work with specific students outside of literacy time to set them up for success in these areas?</p>	
<p>Take the assessments yourself, as a learner, to identify what students are going to need to be able to do. What literacy skills or knowledge does this assessment require? What do you need to do or know to be able to teach this module?</p>	

Cont.

Step 3: Read all texts used in this module (listed in the **Module Overview**).

Texts	Response
<p>Read the central text. What is this text about? What did you learn about this topic/issue/content? What will your students like about this book? What will you enjoy about using this book with them?</p>	
<p>What is intriguing, surprising, or confusing about the information in this text? What do you anticipate might be challenging about this text for your students?</p>	
<p>Consider specific students. Who might struggle, and how can you support them?</p>	

Cont.

Step 4: Grades K–2 only: Read the **K–2 Labs Overview** for the module and the **K–2 Labs Materials List**. (3–5 teachers: Note that specific questions related to the Additional Language and Literacy Block Unit Overview are in the Orienting to a Unit section that follows.)

Labs Overview and Materials List	Response
<p>Which four Labs are running during this module? What is the guiding question for each Lab that will drive students' inquiry? How does each Lab connect to students' learning in the Module Lessons? What do you think will most excite (or challenge) your students?</p>	
<p>For each of the four Labs, note how the learning targets get more sophisticated in each stage of the Lab. What does this signal about how students are building independence and deepening their thinking in each Lab across the entire module?</p>	
<p>Do you plan to use Lab time to offer interventions for particular students? If so, how will you structure Lab time? Will you run all four Labs? Will you do Labs every day? How can you think flexibly about the schedule to meet student needs?</p>	
<p>Are there any modifications you might make to the Labs for this module to better meet the needs of your students? If there are some Labs that are critical scaffolding for the module performance task, don't omit them. However, there may be others that are easier to omit for a variety of reasons. If you free up time by omitting a Lab or Labs, how will you use that time to meet your students' needs?</p>	
<p>Do you feel that your students would benefit from additional writing experiences in the Labs? If so, how will you structure these experiences? Consider having students formally write up their learning and notes from the Research Lab, adding more narratives in the Imagine Lab, or adding more formal written reflection, particularly during the Choice and Challenge stage.</p>	

Cont.

Labs Overview and Materials List	Response
<p>How might you use the flex time at the start to prepare for Labs? How might you use the flex time at the end to support students with their performance tasks or their products from Labs?</p>	
<p>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)?</p>	
<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 Storytime based on the content and character of the module? Do you have a sufficient set of texts in your classroom? See the Labs Recommended Book List.</p>	
<p>How will you protect time during Labs for goal-setting and reflection? Are there any tricks you can use to ensure that these important opportunities to develop executive function and build character don't get lost in the shuffle (e.g., setting a timer)?</p>	