“Mid-Range Look” Curriculum Task Card

*In this set of task cards, we offer questions that will help teachers, coaches, and building leaders get to the heart of the curriculum. Each task card has the same categories: “Why” (big-picture student engagement), “What” (the content and skills students will learn), “When” (flow and timing considerations), and “How” (key instructional moves).*

**Key Resources:**

* Read the Module Overview,
* Read the Assessment Overview
* Read all texts in the module.

*(An important note here is that while you as the teacher* ***do*** *need to have read each text in its entirety, it’s not the case that every student must read every page of every book in order to master the standards in a given module. So as you read, do not be too concerned about whether your students will be able to access the entire text; the lessons are designed to support them as they focus deeply on short sections).*

**Suggested timing**: Once a quarter; at least two weeks before starting each module.

**Suggested people**: Teachers and coaches

**School-structures need**: 1-2 hours of collaborative or individual planning time; time to read module texts (will vary by grade level)

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| Why: big-picture engagement | Response |
| Consider the guiding questions and big ideas. What’s most exciting to you, and what do you think will be most exciting for your students?  What will your students like about the central text? What will you enjoy about using this book with them?  In addition to the central text(s), what do students read? What will your students like best about these texts?  What is intriguing, surprising, or confusing about the topic or texts? How might the topic and/or texts be challenging for you or your students? What issues might come up?  Consider the optional experts, fieldwork, service, and extensions. Would your students benefit from any of these suggestions? How will you plan for them? |  |

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| What: content and skills | Response |
| Describe in your own words what this module is mostly about, in terms of the both the content students are learning and literacy skills they are building. |  |

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| When: flow and timing | Response |
| What is the “story” of each of the three units? How do they build on each other? How do the three units and their assessments build toward the performance task? |  |

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| How: key instructional moves | Response |
| Look at the standards explicitly taught and formally assessed in this module. Do you anticipate needing to provide any additional support for particular students?  Where might you have to prioritize or expand instruction for ELLs in this unit? |  |