“Short 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 Unit Overview
* Read the Unit-at-a-Glance Chart
* Take the Unit Assessments (or divide among team members.) We know it’s tempting to skip this step; don’t skip it!

**Suggested timing**: About every two weeks; at least a week before the beginning of each unit

**Suggested people**: Teachers

**School-structures need**: 1-2 hours of collaborative or individual planning time; ~30 minutes to take the Unit Assessments

|  |  |
| --- | --- |
| Why: big-picture engagement | Response |
| How does this unit connect to previous learning, and build towards future learning?What do you think students will like about the particular task and/or texts of this unit? |  |

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

|  |  |
| --- | --- |
| When: flow and timing | Response |
| Consider the Unit-at-a-Glance chart in light of your experience taking the assessments. Based on the lesson titles, learning targets, protocols, and anchor charts, describe how the lessons build up to each assessment. |  |

|  |  |
| --- | --- |
| How: key instructional moves | Response |
| Look at the standards explicitly taught and formally assessed in this unit. Do you anticipate needing to provide any additional support for particular students?When you look at the rubrics, checklists, and sample student responses for the unit’s assessments, what do you conclude about the support/scaffolding students will need to be successful on the assessments? |  |