

***** Make a copy and save to your drive*****

Directions:

Orienting to a Module

Watch: your grade-level **Module Overview Screencast** and/or **read** the **Module Overview**.

Think: As you watch, take notes on your own (sticky notes, journal, etc) on the module's four Ts.

Talk and Write: As a grade-level team, complete the graphic organizer below, including answering the guiding questions.

Resources:

- The Module Overview on the Curriculum page www.eeducation.org on your grade level landing page or the screencast for your module [Curriculum Screencasts](#)

The Four Ts

Topic: What is this module mostly about, in terms of both the content students are learning and the literacy skills they are building?

Text(s): What complex text will be at the center of student learning?

Target(s) (Standards): What are the grade-level expectations for students?

Performance Task: How will students be asked to synthesize and show their learning at the end of the module? What do students need to “know” (knowledge) and be able to “do” (skills) to complete the PT?

Education

What is the “story” of each unit? How do the module’s three units build on each other toward the performance task?

Unit 1: Building Background Knowledge	Unit 2: Extended Reading and Research	Unit 3: Writing to Understand

Look at each Unit-At-A-Glance chart and determine what lessons are focused on writing for each Unit and write the lesson number and assignment below.

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Key Takeaways	Reflections
<p>The curriculum is intended to be taught with <i>integrity</i>, supported by practice with <i>fidelity</i> to the words on the page - “adapt before you adopt.”</p> <p>By zooming in from wide-angle to close-up planning, you will be best able to connect daily lessons to the broader goals of the year.</p>	

Education

Units build toward the Performance Task by building background knowledge, allowing for extended reading and research, and supporting student writing.