

Frequently Asked Questions: K-8 ELA

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Defining key terms:

EL Education (EL) is the name of the organization that developed the K-8 ELA curriculum that NSC has adopted. The curriculum is open-source, and anyone can access it at curriculum.leducation.org.

Open Up Resources (OUR) is the name of a vendor that packages and sells the texts and materials needed to implement the EL curriculum. NSC purchased materials for each school from OUR.

Kiddom is a learning management system that is part of OUR. Lessons and assessments are available online through Kiddom. Per 9/25 session, use of Kiddom is not recommended for Module 1 given Kiddom does not yet include EL's FLEX curriculum materials for remote learning in easily accessible format.

SchoolKit is an organization that is providing training for teachers and leaders to support implementation of EL in NSC both this summer, and throughout the school year. SchoolKit coaches (Casey and Meaghan) will also provide five coaching sessions on EL implementation for each principal throughout the school year.

Attuned Education Partners is an organization that is providing training and coaching to teachers and leaders in NSC across several priority areas. Attuned coaches (Natalie and Camilla) will provide biweekly coaching to each principal throughout the year, including a focus on successful implementation of EL as well as other key priorities such as student culture.

EL Education's FLEX Curriculum is a version of EL's standard ELA curriculum that has been adapted for remote learning. Given that most NSC students will be learning remotely at the start of the year, NSC will use the FLEX curriculum for Module 1. The FLEX curriculum and related guidance from EL are available to anyone at <https://curriculum.leducation.org/content/flex-curriculum-2020-21>. For ease of use, it is recommended that teachers access each day's student-facing FLEX lesson materials through the district-wide Google Classroom (grades 1-8) or Google folders (K) for their grade level. Reach out to Catheline (cathelinejones@normandysc.org) or Tyler (tfjones@normandysc.org) if you need assistance with accessing your grade's district-wide Google Classroom.

Modules strand is a part of the EL curriculum that will be implemented in grades K-8. This is the heart of the curriculum, during which students read, write, and discuss complex texts on rich topics. Modules will be a focus of training this year in grades K-8.

Skills strand is a part of the EL curriculum that will be implemented in grades K-3. This strand focuses on building strong reading foundations. While the skills strand was designed for grades K-2, third grade teachers and students will use the second grade skills curriculum this year in order

to support students with unfinished learning in reading foundations. Skills will be a focus of training this year in grades K-3, in addition to the focus on modules.

Additional Language and Literacy (ALL) Block is a part of the EL curriculum that provides additional practice, support, and differentiation for students in grades 3-5. In third grade this year, teachers should focus on modules and skills and integrate ALL block components as time permits. While ALL Block will begin to be implemented in grades 4-5, it is not a focus of training this year.

Frequently asked questions:

Why is NSC implementing EL as its new K-8 ELA curriculum?

NSC staff, families, and community members engaged in a robust, months-long process in spring and summer 2020 to deeply examine the current state and craft a five-year strategic plan to dramatically improve student experiences and outcomes in alignment with the district's mission, vision, and values. Implementing a comprehensive, research-based, standards-aligned ELA curriculum is part of that strategic plan, given the significant role that high-quality curriculum plays in providing students with equitable access to rich and rigorous content as well as providing teachers with the tools they need in order to be successful in delivering such content. EL was selected for implementation in NSC because, while no curriculum is perfect, and curriculum by itself is not a silver bullet, EL exemplifies quality in a number of ways:

- It has received the highest possible ratings by third party expert evaluators such as [EdReports](#), indicating strong alignment to college and career readiness expectations.
- It is comprehensive, addressing all strands of college and career ready ELA standards, including a strong focus on building foundational skills in the primary grades.
- It includes a focus on supporting the whole child through integrating social-emotional learning and empowering students to make a positive impact in their community.
- It is well aligned to NSC's Portrait of a Graduate and ELA instructional vision.
- It includes supports for differentiated instruction and meeting the needs of all learners.
- It has produced evidence of impact in rigorously designed, formal research studies and in communities that share characteristics with NSC (e.g. Detroit, Memphis, and others).
- It is an open-source curriculum and widely adopted around the country, thus creating opportunities for learning and collaboration.

For more information on the "why" of EL's program design, see the [NSC ELA Playbook](#) and EL's [website](#).

When will school year teacher training on EL occur?

Cross-district training on EL for K-8 teachers will be provided by SchoolKit during the afternoons on early release Fridays throughout the school year. Training sessions will occur on 10/9, 10/16, 12/4, 12/11, 2/5, 2/12, 3/12 (4-8 only), and 3/19 (4-8 only). Specific information about each session will be provided in advance via email.

When and how will module preparation occur during the school year?

SchoolKit will facilitate module preparation sessions during 2020-21. Module 1 preparation occurred as part of summer training. Module preparation sessions for Module 2 and beyond will occur on several Friday early release afternoons throughout the year as reflected in the district's yearlong PD calendar. Because module preparation is such a content-rich process, especially in the first year of implementation, it is important to acknowledge that the process will likely require collaborative and individual planning time beyond the SchoolKit-facilitated sessions (e.g., during weekly collaborative planning meetings, school-directed Friday early release time, etc).

How will teachers whose schools are on different schedule tiers be able to participate in cross-district, SchoolKit-facilitated EL training on the designated dates?

Transportation limitations and other operational constraints necessitate that NSC schools operate on three distinct sets of bell schedules, including on early release Fridays. Although NSC has explored a range of options, there is not a perfect solution as to how K-8 teachers of ELA across the three schedule tiers can participate in cross-district EL training during the school year. At the same time, NSC constituents have repeatedly affirmed the critical importance of such ongoing training. Therefore, NSC will hold cross-district, SchoolKit-facilitated EL sessions from 12:30-3:30pm on designated Fridays. Schools on Tier 2 and 3 will determine coverage, reaching out to Dr. Reiter for support as needed. For schools on Tier 1, teachers will receive compensation for the time beyond the regular teacher contract day.

When and how will unit unpacking occur?

Unlike module unpacking, unit unpacking is not cross-district/SchoolKit facilitated, but rather occurs at the school level. NSC has created a draft PD calendar for the school year [here](#). This is a living document that will be updated and revised based on the needs of teachers and leaders over the course of the year. In the Yearlong PD tab, you can see green cells (cross-district, SchoolKit-facilitated) and white cells (school-based), including indications for when unit unpacking should take place based on Module 1 [pacing guidance](#). In the K-8 Weekly PD Cadence tab, you can see more detailed guidance for use of adult learning/collaboration time both on early release Fridays and during the week. You can find the intellectual preparation protocols featured in the SchoolKit training for module, unit, and lesson preparation in the [NSC ELA Playbook](#). Unit unpacking typically takes ~2 hours for grade level teams to complete.

When and how will lesson preparation occur?

Teachers received initial training on EL lesson preparation as part of SchoolKit-facilitated summer PD, and grades 4-8 teachers received more in-depth support on lesson preparation during the 10/9 and 10/16 training sessions. Lesson preparation requires a significant investment of time in Year 1 of EL implementation, and this is especially true in light of the complexities of remote learning even given the adaptations provided in the FLEX curriculum. Given that strengthening

literacy through high-quality implementation of the EL ELA curriculum is NSC's top academic priority for 2020-21, it is important to preserve time for teachers to engage in this critical work. Some examples of time that can be leveraged for lesson preparation include self-directed planning periods, weekly collaborative planning meetings in grade level teams, and school-directed time on early release Fridays. More detail about planning with EL is provided in the [NSC ELA Playbook](#).

When will school year leader training on EL occur?

Cross-district training on EL for K-8 leaders will be provided by SchoolKit during half-day sessions on five Thursdays throughout the year. Sessions will be on 9/17, 10/15, 12/10, 2/11, and 3/11 from 8:30-11:30am CT. Specific information about each session will be provided in advance via email.

What will EL training focus on over the course of the year?

The linked syllabi describe high-level areas of focus for SchoolKit-facilitated training for [K-3 teachers](#), [4-8 teachers](#), and [leaders](#) over the course of the school year. Each training session will be tailored to meet the needs of NSC teachers and leaders as closely as possible.

Why is NSC using EL's FLEX curriculum instead of the standard EL curriculum?

NSC is using EL's FLEX curriculum (minimally for Module 1) because most students are learning remotely at the start of the year, and the FLEX curriculum represents EL's best thinking and intentional work on how to deliver the curriculum remotely. In addition, the FLEX curriculum makes student materials available as Google docs, allowing teachers to share assignments with students via Google Classroom. NSC plans to use the standard curriculum in the future, but using the FLEX curriculum right now is most likely to support remote teaching and learning as well as any needed transitions between in-person and remote learning.

Where can I find pacing guidance?

Pacing guidance is [here](#). The pacing guidance is a living document that will be built out and continuously improved over the course of the year by NSC's ELA curriculum coordinators, Catheline Jones and Tyler Jones.

What if teachers would prefer to use different texts and/or writing tasks than the ones in the curriculum?

The EL modules include intentional groupings of texts, tasks, topics, and targets (4Ts). Therefore, while teachers can and should make elegant adaptations to their instruction to meet student needs, teachers should maintain the texts, tasks, topics, and targets articulated in the curriculum.

How should teachers use assessment data to tailor instruction?

EL's curriculum-based assessments should be used to drive instructional decision-making. The iReady assessment will be used several times a year to gauge student growth and place students into the correct personalized learning path on the iReady platform, but should not be the primary driver of instructional decision-making related to the EL curriculum.

Is there time built into the curriculum for re-teaching, if needed?

In the skills block, students are placed into a small group lesson cycle based on their specific results on the benchmark assessment. In the modules, the standards are intentionally spiraled over the course of the year and a handful of “open” days are built into the pacing of each module. It is not necessary for students to “master” the standards in one lesson, unit, or module in order to engage in the next lesson, unit, or module.

Does the EL curriculum include a writing component?

Writing is deeply embedded in the EL curriculum, but does not exist as a stand-alone component (e.g., there is no distinct Writer’s Workshop). Rather, it is integrated into each strand of the curriculum. In the modules strand, writing and reading are intentionally integrated in all grades K-8, per the design and intent of the standards, such that students write in response to what they are reading. You will see a heavier focus on writing during each module’s Unit 3. In the skills strand for grades K-3, writing is integrated in support of foundational skills. Depending on the grade/cycle, students practice things like letter formation, spelling, etc. Finally, you will see additional support for writing (grammar, usage, etc) embedded in the ALL block.

Where is the FLEX curriculum in Kiddom?

The FLEX curriculum is not a separate curriculum. It is a more succinct version of the EL curriculum to support the challenges of remote learning. The FLEX curriculum is in Kiddom, but it is not loaded separately; therefore, teachers using Kiddom will need to search for the pieces in Kiddom. Based on this, we recommend that teachers **not use Kiddom** currently, but instead leverage the FLEX curriculum materials available through their grade’s district-wide Google Classroom and on the FLEX website:

<https://curriculum.education.org/content/flex-curriculum-2020-21>

What should third grade teachers do in the skills block, given EL designed it for grades K-2?

Third grade teachers should basically behave as though they were second grade teachers for purposes of the skills block this year. Third grade teachers should administer the Benchmark Assessment to students using the second grade assessment pathway, and use student microphase data from that assessment to inform the small group portion of the skills block. Teachers should use the second grade skills block lesson materials for the whole group, “grade level” portion of the skills block. For third grade students whose Benchmark Assessment data indicates that they have

mastered all the foundational skills in the second grade skills block, consider leveraging more of the ALL block materials for small group instruction.

How does the skills block work in the FLEX curriculum?

There are three parts to the FLEX skills block: whole group lessons, decodable reader routines, and independent work.

For the whole group lessons, daily slide decks and lesson guidance are provided, and instructional videos are also provided. These cover the same content, so teachers do not need to do both. For example, if a teacher is preparing to teach Kindergarten skills Module 1, Cycle 1, Lesson 1, she can use the provided [slide deck](#) and the accompanying [teaching notes](#), OR she can play the [video](#) for her students. Given teachers in NSC are fortunate to have ample time for synchronous instruction, it will likely be preferable to use the slide deck and teaching notes in most instances and use the videos primarily for students who are absent and/or as an additional resource for students who benefit from more exposures to the target skill(s).

Decodable reader routines are intended to be used in small groups of students that are in the same or similar microphase as determined by the beginning of year Benchmark Assessment. For example, per the [Decodable Reader Routine Chart](#), second grade students in the Late Full Alphabetic microphase would engage in small group instruction using the [Grade 2, Cycle 1 decodable reader routines](#), while second grade students in the Early Consolidated Alphabetic microphase would engage in small group instruction using the [Grade 2, Cycle 7 decodable reader routines](#).

For skills block independent work, teachers can orient to the description of “stations” on pp. 2-26 of the [Resource Manual](#), leverage resources from the [Resource Manual](#)’s Activity Bank (beginning on p. 109), and/or leverage resources specifically for remote independent work in the [Skills Small Group Planning Tools](#).

Skills block materials are posted in the district’s grade-wide Google Classrooms for the relevant grades and also available on EL’s [flex curriculum website](#).

How do I administer the Benchmark Assessment remotely in K-3?

You can follow the guidance [here](#) to administer the Benchmark Assessment remotely at the beginning of the year. K-2 teachers can leverage time during their 120 minute ELA block, given the FLEX modules and skills lessons are time-stamped for a combined ~65 minutes of instruction, leaving a good amount of available time. Third grade teachers can also leverage time within their 120 minute ELA block. Student-facing slides to support remote administration of the Benchmark Assessments in each grade level are [here](#). Third grade teachers should use the second grade materials.

Once I have administered the Benchmark Assessment, how do I identify each student's microphase in K-3 in order to form small small groups?

You can find many helpful resources for planning for small group skills instruction in the Small Group Skills Planning Tools document referenced during the 10/9 and 10/16 trainings. In your Resource Manual, you will find guidance for scoring the Benchmark Assessment, including Letter Name & Sound Identification test (grade K) on p. 62, and the Spelling test (grades 1-3) on p. 78. Descriptions of each microphase are found on pp. 55-58. You may find it helpful to use a skills tracker (K example, 1-3 example) when making determinations about microphases. Once you have determined each student's microphase, you can use the microphase data and your professional judgment to place your students into small groups. You can find a small group planning template here.

Once I have placed my students into microphase-based small groups in K-3, how do I identify and access the relevant materials to use for small group instruction?

Teachers can reference the Assessment Conversion Chart in their Resource Manuals in order to identify the appropriate cycles for small group instruction for each group. On the FLEX website, the Decodable Reader Routines chart provides a simplified view of the Assessment Conversion Chart with links to lesson plans and materials for the small group decodable reader routines in each cycle. Additional resources for differentiated small group instruction can be found in the Skills Small Group Planning Tools.

What links do I need to access in order to teach a module lesson from the FLEX curriculum?

In **grades K-2**, the materials needed to teach a module lesson from the FLEX curriculum (both teacher-facing guidance and student-facing handouts) are posted on the FLEX curriculum website at <https://curriculum.ededucation.org/content/flex-curriculum-2020-21>. For example, if you are a first grade teacher, scroll down to "Grade 1 Module Lessons," then click on "Module 1." In the Module 1 folder, you will see one Google doc for each week of module instruction (e.g., Week 5 Instructional Materials). If you open the Google doc for the week you are teaching (e.g., Week 5), you will see both teacher-facing lesson plans (e.g., "Day 1: Learning Activities Weekly Schedule" is the lesson plan for Week 5, Day 1) and, towards the end of the doc, the student-facing handouts (e.g. "New Character from *The Little Red Pen* Response Sheet") that are linked in each lesson plan.

In **grades 3-8**, similarly, go to the FLEX curriculum website. There are **three** total documents that you will need. Let's use fourth grade as an example. Scroll down to "Grade 4 Module Lessons," then click on "Module 1." In the Module 1 folder, you will see four things:

1. Subfolder of "student materials" - you **do not need** to access this. See the next question for how the C&I team has made these student materials accessible in daily, time-saving form.
2. Subfolder of "teacher materials" - if you click into this, you will find one long Google doc for each unit within the module (e.g. Module 1, Unit 2). In the Google doc for the unit you are teaching, you will find the student handouts for each lesson *with answers to questions/tasks*

pre-populated for teacher reference. These are “answer keys” to the student materials. **You need this** for reference.

3. Document with all the anchor charts from the module - you **do not need** to access this, although you are welcome to do so. Anchor charts are included in the materials posted by the C&I team in district-wide Google Classrooms for grades 1-8. See the next question for more information.
4. Document that includes the words “lesson planner” - in this Google doc, you will find teacher-facing lesson information explaining how each standard lesson has been modified for remote instruction. Think of these notes as a “cover sheet” on each standard lesson plan in the module. **You need this.** Linked at the top of the “lesson notes” for each FLEX lesson in this document is the standard lesson plan (e.g. Unit 1, Lesson 1). **You need this.**
 - a. If you prefer, you can access the standard lesson plan in your hard copy teacher’s manual, or via the Open Up website. Just know that you will want to look at both the flex “lesson planner”, which explains how the lesson has been tweaked for remote instruction (in some cases, broken into multiple lessons over multiple days), and the standard lesson plan, which provides detailed guidance for key sections.

Note that all Google docs on the FLEX website are shared in view-only form. If you want to modify a document (e.g., make digital annotations on a lesson plan as you prepare to teach), you need to make a copy. You will then be able to edit.

The Google docs on the FLEX website are really long! How can I get the daily module lesson handouts that I need for my students in easily assignable form?

In grades 1-8, which use Google Classroom, the C&I team has “chunked” the student-facing handouts that are found in the FLEX website’s long Google docs (one per week in 1-2, one per unit in 3-8) into individual, daily Google docs and posted them in the district-wide Google Classrooms. This way, teachers can easily assign each day’s student materials to their own students in their own Google Classrooms. This is meant to save you the step of cutting and pasting from the long Google docs and/or recreating the handouts yourself. This also allows you to “make a copy for each student” so that your students have a place to capture their responses to lesson questions and tasks, and you as the teacher can see what they are typing both during instruction and after they submit the assignment. If you need support with this process, you can review this video from a previous, optional training on 9/25: EL FLEX PD RECORDING - 9/25/2020 Password: Ya?Sp1!5. You can also contact Tyler Jones (tfjones@normandysc.org) for assistance.

What do I do if my students need to produce a handwritten response (e.g. draw a picture, form a letter) to a lesson task, rather than type into a handout?

Especially in the primary grades, student tasks often elicit handwritten rather than typed responses. For example, students may be instructed to draw a picture, practice forming letters, etc. In these instances, teachers can either ask students to hold their handwritten work up close

to the screen (e.g., when working with a small group or individual student), or ask students to take a picture of their work.

For kindergarten, this occurs through [SeeSaw](#). Kindergarten teachers can find how-to videos on how to snip images from EL flex materials and post them in SeeSaw on NSC's Remote Learning site [here](#).

For grades 1-8, Google Classroom is used rather than SeeSaw. Students can take pictures of their handwritten work using their Chromebooks and insert the pictures into their Google doc assignments. A [how-to video](#) for that process is posted both on the [NSC Remote Learning site's EL page](#) and on NSC's Remote Learning Student Resource Hub.

There are a lot of links related to EL's FLEX curriculum! How can I stay organized?

Links that you will want to access repeatedly (e.g. pacing guide, this document, EL's FLEX website, how-to videos, K-2 read-aloud videos, etc.) are on the [EL](#) page of NSC's Remote Learning Teacher Hub. We recommend you bookmark the site so that you can easily find it. For grades 1-8, please also accept the invitation to join your grade's district-wide Google Classroom (e.g., "3rd Grade EL Flex Collaborative Documents"). This has daily student-facing materials for module lessons in assignable form (1-8), skills block materials (1-3), AND links to the same resources on the EL page on NSC's Remote Learning Teacher Hub.

Where can I access materials and recordings from the EL training sessions?

The table below will be updated throughout the year with each session's materials and recordings.

Cohort	Video Links	Materials
EL Modules (K)	<ul style="list-style-type: none">8/20: Video No password8/27: Video Pass: L%2Rn=.*8/28: Video Pass: i5!jV612.5: Video in Feb. Folder2/12: Video Pass: UTtmX\$Z8	<ul style="list-style-type: none">Aug: Slides & HandoutsFeb: Slides & Handouts
EL Modules (K-1)	<ul style="list-style-type: none">12/4: Video Pass: zc^9avrx12/11: Video in Dec. folder	<ul style="list-style-type: none">Dec. Slides & Handouts

EL Modules (1-2)	<ul style="list-style-type: none"> • 8/20: Video Pass: !4z7QTUG • 8/27 am: Video Pass: iV8LBy?K • 8/27 pm: Video Pass: 7wf?nSv6 • 8/28: Video Pass: winsPv2? • 2.5: Video Pass: 4%YBiJxD • 2/12: Video Pass: 20#Na!#A 	<ul style="list-style-type: none"> • Aug: Slides & Handouts • Feb: Slides & Handouts
EL Modules (2-3)	<ul style="list-style-type: none"> • 12/4: Video Pass: ^9H6%1o5 • 12/11: Video Pass: BmHcm+5@ 	<ul style="list-style-type: none"> • Dec. Slides & Handouts
EL Modules (3-5 / 4-5)	<ul style="list-style-type: none"> • 8/20: Video Pass: X@88CSHb • 8/27: Video Pass: sFJM=8\$P • 8/28: Video Pass: tE2U9yJ\$ • 10/9: Video Pass: 3Chs?Q*C • 10/16: Video Pass: qost0.hU • 12/4: Video Pass: hptEF^e9 • 12/11: Video in Dec. folder • 2/5: Video Pass: gw^sV%#9 • 2/12: Video in Feb. folder • 3/12: Video Pass: kj5.M!!0 • 3/19: Video Pass: 6#7?G3e\$ 	<ul style="list-style-type: none"> • Aug. Slides & Handouts • Oct. Slides & Handouts • Dec. Slides & Handouts • Feb. Slides & Handouts • Mar. Slides & Handouts

EL Modules (6-8)	<ul style="list-style-type: none"> 8/20: Video Pass: #EL68DAY1 8/27 am: Video Pass: #EL68DAY2 8/27 pm: Video Pass: #EL68DAY2 8/28: Video Pass: #EL68DAY3 10/9: Video Pass: NSCxP4%@27 10/16: Video Pass: NSCx%7B?zE% 12/4: Video Pass: 6bneG?E\$ 12/11: Video Pass: TcUGwX8= 2/5: Video Pass: Gh?gh203 2/12: Video Pass: He45G+^Z 3/12: Video Pass: X7*miQz9 3/19: Video Pass: fjFxD4m 	<ul style="list-style-type: none"> Aug. Slides & Handouts Oct. Slides & Handouts Dec. Slides & Handouts Feb. Slides & Handouts Mar. Slides & Handouts
EL Skills (K-1)	<ul style="list-style-type: none"> 9/1 am: Video Pass: +Wprce49 9/1 pm: Video Pass: *H4S?aNt 10/9: Video Pass: 10/16: Video Pass: 2/5: Video Pass: 2/12: Video Pass: 	<ul style="list-style-type: none"> Sept. Slides & Handouts Oct. Slides & Handouts Feb. Slides & Handouts
EL Skills (2-3)	<ul style="list-style-type: none"> 9/1: Video Pass: #^i2G2ih 10/9: Video Pass: n9^Q+RZf 10/16: Video Pass: o*gBSj@0 2/5: Video Pass: 2/12: Video Pass: 	<ul style="list-style-type: none"> Sept. Slides & Handouts Oct. Slides & Handouts Feb. Slides & Handouts
Module Prep (K)	<ul style="list-style-type: none"> M2, 10/30: Video Pass: fIB.j!w0 TBD: Video Pass: TBD: Video Pass: 	<ul style="list-style-type: none"> 10/30 Slides & Handouts TBD Slides & Handouts TBD Slides & Handouts
Module Prep (1-2)	<ul style="list-style-type: none"> 10/30: Video Pass: WpWf13S@ 2/26: Video Pass: QJS&tcY5 	<ul style="list-style-type: none"> 10/30 Slides & Handouts 2/26 Slides & Handouts

Module Prep (3-5)	<ul style="list-style-type: none"> • 11/13: Video Pass: +2D^uJGe • 2/26: Video Pass: 9.T1huk7 	<ul style="list-style-type: none"> • 11/13 Slides & Handouts • 2/26 Slides & Handouts
Module Prep (6-8)	<ul style="list-style-type: none"> • 11/13: Video Pass: JR@f6ztM • TBD: Video Pass: • TBD: Video Pass: 	<ul style="list-style-type: none"> • 11/13 Slides & Handouts • TBD Slides & Handouts • TBD Slides & Handouts

Does the EL curriculum include interactive online lessons, adaptive practice activities, etc?

Teachers should use the EL curriculum for core instruction in modules (K-8) and skills (K-3). Teachers can also provide students with interactive online lessons and adaptive practice opportunities through iReady. Students are automatically assigned “My Path” lessons in iReady based on their results on the reading diagnostic. This provides an opportunity for students to get practice targeted to their individual levels of performance in different components of reading.

Are slide decks (powerpoints, Google Slides, etc) provided in the flex curriculum?

Daily slide decks are provided for the skills block lessons in the flex curriculum for grades K-3. These are posted in the Google Classrooms and also available on the flex curriculum [website](#). While EL has not developed slide decks for the flex curriculum module lessons, the slide decks for the standard curriculum from [ModEL Detroit](#) may provide a useful starting point for teachers, especially in grades 3-8 given the flex curriculum most closely parallels the standard curriculum in those grades.

Does the EL curriculum include extension/enrichment opportunities?

Yes! For the modules strand, within each unit, there are several opportunities for enrichment/extension for individual students or the whole class. Within each unit, check out the “technology and multimedia” section as well as the “optional: community, experts, fieldwork, service, and extensions” section. For the skills block, there are optional extension activities (and links to relevant websites/videos) provided for every decodable reader routine cycle immediately following the cycle’s “Friday” routine.

The EL curriculum has a lot of structures for student collaboration and engagement. How is this supposed to work over Zoom?

EL has provided guidance on how to engage students in the curriculum virtually [here](#). You can also access [specific suggestions for K-2](#).