Reading Reconsidered Users Curriculum Guide

A guide to support the implementation of the Reading Reconsidered Curriculum.

Purpose

The goal of this curriculum guide is to help you improve implementation of the Reading Reconsidered Curriculum. The guide:

- describes how to implement recurring lesson components such as Do Nows, Vocabulary, and Retrieval Practice
- explains how to use key academic systems that are named in the lessons plans such as Turn and Talk and Silent Solo
- provides video examples of lessons elements as well as procedures and routines to support implementation

What's Inside?

The Curriculum Users guide provides guidance on the following areas:

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Recurring Lesson Components

Do Now

Each day there is a Do Now intended for students to complete independently and silently at the beginning of class. The purpose of the Do Now is to review relevant information from previous reading, practice vocabulary and/or writing skills, or provide necessary background information at the outset of the lesson. Students typically spend 3-5minutes completing the Do Now questions, then 3-5 minutes reviewing as a class. The goal is to discuss questions briefly, surfacing key ideas or highlighting exemplars before transitioning quickly to Vocabulary or Retrieval Practice.

If you anticipate a Do Now will be overly time-consuming, or if the Do Now appears to be taking too much time, you might instruct students to skip a question (or make it an optional challenge). If you observe struggles with pacing during the Do Now, you may opt to abbreviate the discussion, perhaps by hearing 1-2 responses without fully resolving, or by sharing an exemplar answer. Another way to expedite the review of the Do Now is to only review questions that you found particularly challenging for scholars when you circulate to gather data. You don't need to review the entire Do Now with students.

Do Now Quizzes/Optional Do Now: About once a week, students have a Do Now Quiz on vocabulary or knowledge. Like the typical Do Now, it's intended to be completed independently at the very beginning of class. If there is an additional Do Now on the same day as a Do Now Quiz, it is intended for early finishers and is completely optional (or could be assigned as homework).

Nightly Reading Quizzes (Grades 7-8 Only): Most units designed for grades 7-8 include assigned nightly reading several times per week. The following day's plan includes a brief quiz to assess whether students have completed the reading. It's important to have a system to quickly check quizzes and address students who did not complete the homework reading the night before. After students have completed the quizzes, briefly review the correct answers to solidify key understanding of material that was read independently at the outset of class. The daily Do Now included after these quizzes is NOT optional.

See it in action! Use your box.com account to access the following clips:
- **BC.WhatToDo.GR3.Paquin.'Complete the following sentences.'Clip2859 - Sara Paquin/Nashville Classical:** Sara's clear what to do directions lead to an efficient start to the daily Do Now.
- **RC.SystemsRoutines.GR5.Torres.'Silently to your seats'.Clip3030 - Christine Torres/Springfield Prep:** Christine's strong system at the start of class leads to an efficient do now with minimal transition time. h
- **RC.DoNow.GR6.Wright.'But Esperanza.'Clip2885 - Sarah Wright/Chattanooga Prep/Esperanza Rising Unit:** A Do Now review surfaces key ideas from the previous day's reading.

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Vocabulary

The curriculum uses a two-part approach to vocabulary instruction:

- **Explicit Vocabulary Instruction:** This occurs about 2-3 times per week with words, definitions, and questions that are planned for you.
- **Implicit Vocabulary Instruction:** This should occur every day **during reading**. We've suggested words to reinforce and provided definitions to support you in the "Words to Watch For" section of the lesson plan.
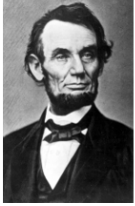
Explicit Instruction

This is a deep-dive into the meaning and nuances of 1-3 words per day with many opportunities for student practice. The entire explicit vocabulary lesson should take no more than 10 minutes so it's important to move quickly. There are two components of the explicit vocabulary portion of your lesson:

Roll Out: Introducing the words and definitions. This should take about 2-3 minutes total.

Word and Definition: Read (or have a student read) quickly. No need to discuss.

Related Parts of Speech: Introduce quickly (as needed)

Vocabulary: Credible, Atrocity, Candor

Word	Definition	Related Parts of Speech	Situations	Image
credible *adjective*	believable, trustworthy	credibility *noun* credibly *adverb*	• As the witness gave his heartfelt testimony, it was easy to find him **credible**. • _____	
atrocity *noun*	an extremely cruel or horrible act	atrocious *adjective*	• She was shocked by the **atrocity** of the murderer's crimes. • _____	
candor *noun*	open and straightforward honesty	candid *adjective*	• The politician answered the reporter's questions with refreshing **candor**. • _____	

Situations: The blank is for *optional use later* as practice or self-study. In the roll out just read the example at the top of the box to show how the word is used accurately in context. Then move quickly to the image.

Image: Shift students to focus on how the picture demonstrates the word (*while projecting the image*). To help students engage with the picture, you might ask a few quick questions like:
- How is she proving her **credibility**?
- What **atrocity** has been committed in this image?
- Abe Lincoln was known for his **candor**. Why is this an important quality for a president?
- **Atrocity** means a horrible or cruel act. What about this image demonstrates an atrocity?

Active Practice: A series of questions intended to instill and deepen word knowledge; this is where you want to spend the majority of your vocabulary instruction time (7-8 minutes).

Vocabulary Active Practice

As we apply your new word knowledge, be sure to use the vocabulary word in your answer!

1. Complete this sentence: I doubted my classmate's **credibility** when…

2. Imagine that a younger sibling is wearing a new shirt that has a pattern you don't like. If they asked for your opinion, how might you respond in a way that is both **candid** and kind?

3. When might you appreciate someone's candor? When might you *not* appreciate someone's **candor**?

4. During times of war, people sometimes say that there are "many **atrocities** on both sides." What might that mean?

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5. If a post on social media gets a lot of likes, does that make it **credible**? Why or why not?

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Active Practice Best Practices:
- Be sure that students use the word in their response and use it correctly to illustrate the word's meaning. You may consider generating some back-pocket phrases to push them to use the word in their response in a way that illustrates they understand its meaning.
  - "Great example. Now, can you use the word 'linger' in your response?"
  - "Can you add a detail that shows the meaning of the word? Why did you linger?"
- Invite students to share multiple valid responses but resist the temptation to call on too many students for one word—that can be detrimental to strong pacing.

Tips for Planning:
- Plan your target response for each Active Practice question. You might note these responses in your teacher-created version of the student packet.
- Decide how students will respond to each Active Practice question: Turn and Talk, Cold Call, Raise Hands, Everybody Writes. We suggest that questions followed by a blank space are best answered verbally. Questions with lines below them are generally more challenging, and probably benefit from students writing before sharing aloud if time permits.

Follow Up:
- Word images should be posted in the classroom (and remain posted throughout the unit or year) to reinforce frequent usage in student writing and class discussion.
- After your lesson, you may opt to have students remove their vocabulary pages from the packet and store them in a separate vocabulary folder or binder for future study purposes.

See it in action! Use your box.com account to access the following clips:
- **RC.Vocabulary.GR6.Badillo.'Peculiar.'Clip2781 - Emily Badillo/Chains Novel Unit:** Emily rolls out explicit vocabulary and active vocabulary practice with strong pacing and student think ratio.
- **EA.ShowCall.GR6.Wright.'Vivid.'Clip2913 - Sarah Wright/Chattanooga Prep:** Sarah builds a strong culture of vocabulary when she Show Calls student work for using a previous vocabulary word.

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Implicit Instruction/Words to Watch For

This section lists challenging words encountered *during* reading that allows you to address a higher volume of words and ensure a lack of word knowledge doesn't hinder student comprehension of the text. There are opportunities for this in every lesson. As you prepare for each day's lesson, plan how you will quickly reinforce the words on the "Words to Watch For" list--and any others that emerge--with some of the following approaches. It is not required that you attend to ALL of the words on this list (Note "Selectively Neglect" as one of the approaches below). The purpose of the list is to flag any words that may cause confusion for students. Overall, your goal in addressing these words is to be fast. Ensure that students attend to the word, but let the reading continue without significant disruption.

> **At a Glance – "Haven't You Head?"**
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> - **Lesson Objective**: Explore how Bud's life as an orphan has shaped his perspective.
> - **In the Novel**: Bud goes to the library to talk to Miss Hill. Bud can't find Miss Hill, so he asks another librarian where she is. The librarian replies with "Haven't you heard?" which makes Bud think the worst – that Miss Hill died in a horrible way. Bud finds out that Miss Hill moved to Chicago after getting married. Bud tries to figure out if he could walk all the way to Chicago, but decides that it is too far. The chapter ends with Bud sleeping on the street under his tree.
> - **Key Questions**: Questions 2, 5, 7-9 are the most important questions of the day and should not be skipped.
> - **Words to watch for:**
>   - **cellar** (p. 53) – basement
>   - **drowsy** (p. 54) – sleepy
>   - **hypnotizing** (p. 54) – mesmerizing or enchanting (FYI: hypnotized will be a vocab word on Day 8)
>   - **matrimonial** (p. 56) – related to marriage
>   - **gait** (p. 58) – a person's way of walking

Four Implicit Approaches:

1. **Define:**

   - **Drop It In:** It is often helpful to "drop in" a definition when reading. You can use the definitions in the "Words to Watch For" section of the lesson plan for an accurate and student friendly definition.
   - **Make it Stick:** Help students better remember the definition by:
     - **Adding a Margin Note:** We remember twice as much when we write. Teachers can ask students to annotate the text by briefly jotting the definition.
     - **Call and Response:** You can also use Call and Response for a quick two-way practice. This is particularly useful when you might be worried about students pronouncing the word correctly and/or when the word has a simple one-word definition. (e.g., "When I say 'partition,' you say 'divider.' 'partition' – [divider!], 'divider' – [partition!]."

2. **Define and Practice:** For the most important words in the text, plan a quick script to use when you encounter the word. Review or give the definition briefly and then ask students 1-2 Active Practice questions about the word to begin applying them.

3. **Pronounce:** Some words don't require a definition. Either it's obvious from context, or defining it is a distraction. Or you might believe that once students hear the correct pronunciation, they'll recognize the word as they read. In these cases, a quick reinforcement of pronunciation is sufficient. Students very frequently mispronounce words, even in copying a model. Make sure they get it right even if that means multiple tries. For example, a teacher might reply to a student's mispronunciation with, "Close. Repeat after me. *matrimonial*"

4. **Selectively Neglect:** There are times when it makes sense to simply ignore a word (e.g., when it's obscure or unnecessary, when students are on word overload, for pacing purposes, or when it comes at just the wrong time and would detrimentally affect the flow of reading).

Tips for Planning:
   - Use "Words to Watch For" (in the lesson plan) to support you in choosing words and planning definitions
   - Jot your Implicit Vocabulary approach including definition (and questions, if you're doing Define and Practice) in your own copy of the text
   - Consider frontloading definitions when students are asked to read using Accountable Independent Reading (AIR).
   - You may also note moments in the text when students might encounter or apply a previously learned vocabulary word.

See it in Action! Use your box.com account to access the following clips:
   - **RC.Vocabulary.GRM.MultipleTeachers.'IV montage for RC'.Clip3058 - Hasan Clayton, Emily Badillo, and Rachel Harley/Vocabulary Montage:** Teachers use various techniques to provide implicit vocabulary instruction during read aloud.

Knowledge Organizers & Retrieval Practice

Building background knowledge is one of the keys to accelerating comprehension and understanding of texts. Two key tools for building knowledge and encoding that knowledge into long term memory are:
- Knowledge Organizers
- Retrieval Practice

Knowledge Organizers

Knowledge Organizers are one-page documents that organize high-priority knowledge, both for and beyond the book, that should be encoded in long-term memory through regular Retrieval Practice. The Knowledge Organizer for each unit includes elements such as key contextual information, literary terms, timelines of events, important quotations, and relevant historical background.

- **Format:** They are designed to be quiz-able. The two-column format allows students to cover up one side and quiz themselves on the other. The categories and topics matter— information *and* the organizing patterns are both useful.
- **Content:** We've included knowledge that is necessary to understanding the book (or unit) and prioritized it by considering what knowledge is important for students to retain "10 years after reading the book."

Tips for Using Knowledge Organizers:
- Roll it out explicitly at the beginning of each unit to ensure students understand how to use it as a resource. Here's a sample roll out:

  I'm going to share with you a resource called a Knowledge Organizer. It's just one page, and it includes important knowledge (or information) that will help you better understand our novel and that you'll be able to apply throughout high school, college, and life. We'll focus on different portions of the Knowledge Organizer throughout the unit. You'll often see questions in your lessons that ask you to use information from your Knowledge Organizer. Every other day, I'll 'quiz' you in class during Retrieval Practice, to help you encode this information into your long-term memory, so you won't forget it. Often, I will ask you to study your Knowledge Organizer for homework, and we'll talk about ways you might study it on your own, with a family member, or friends.

  Since this knowledge is brand new, it's okay for you to look at your Knowledge Organizer to find specific information. By the end of the unit, you'll have it completely stored in your long-term memory, so the knowledge is all yours forever.

- Print Knowledge Organizers on paper that will stand out from the rest of their materials (i.e. brightly colored paper and/or cardstock)
- Early in the unit: Allow students to have Knowledge Organizers on their desks during Retrieval Practice and reading
- Teach students how to self-quiz or with a family member/friend at home
- Provide students self-quizzing opportunities:
  - o 2-3 minutes before Retrieval Practice (on their own or with a partner)
  - o Choose the "Study your Knowledge Organizer" Homework Option
  - o As independent review when a student finishes a quiz or Do Now early
- Later in the unit: Ask students to recall information from the Knowledge Organizer without actually letting them look at it.
- To help students study and review KOs at home, we recommend providing a copy to parents so they can also quiz students at home.
- It can be easy to lose sight of the Knowledge Organizer, but it's one of the most important pieces of the curriculum. Strive to provide students opportunities to review it 2-3 times a week. If lesson adaptations cause it to be used less frequently, ensure supplementary opportunities occur, especially during HW or Do Nows.

Figure 1: Hasan Clayton has all students place their knowledge organizer (photocopied on bright green paper) on the corners of their desks for easy accessibility.

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Retrieval Practice

Retrieval Practice is an academic system in which you ask students questions designed to help encode key knowledge into long-term memory. These questions draw on knowledge from the Knowledge Organizer, the novel itself, or recently read embedded texts.

Tips for Planning & Implementation

- Plan your target response for each Retrieval Practice question. You might note these responses in your teacher-created version of the student packet.
- Decide how students will respond to each Active Practice question: Turn and Talk, Cold Call, Raise Hands, Everybody Writes. Students do not need to write the response for every Retrieval Practice question.
- The activity is designed to be fast and energetic with little discussion. The purpose is the retrieval. This helps encode the information in long term memory. A common mistake is to spend time discussing answers to these questions. If students are dying to discuss, it is of course permissible from time to time but doing so is likely to disrupt lesson timings. Occasionally, teachers may choose to engage in brief discussion based on data or to leverage student enthusiasm, but the focus of this section of the lesson should be quick, efficient, and accurate practice.

See it in Action! Use your box.com account to access the following clips:
- **RC.RetrievalPractice.GR5.Torres.'Straight towards that wall.'Clip3019 - Christine Torres/Springfield Prep/Number the Stars Novel Unit**: Christine praises students as they use the posted knowledge organizer to answer a question during retrieval practice.
- **RetrievalPractice.GR7.Johnson.'Night.'Clip2805 - Alonte Johnson/King's Collegiate**: Alonte's efficient retrieval practice uses a variety of student responses to encode key information in his student's long-term memory.

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Reading Cycles

Each lesson includes several instructional "cycles" that are composed of some combination of four activities: reading, writing, discussing, and revising. The most typical sequence of activities within each cycle is Read-Write-Discuss-Revise, which allows teachers to Check for Understanding of both conceptual and direct (i.e., not peer-assisted) reading comprehension. To do this, make sure to circulate while students are writing their responses and make every effort to track the data: what are the overall trends; what key misunderstandings are emerging; where are the most thoughtful responses that can be used to guide later discussion? This information can be used to adjust your questions or to share with students more directly via Show Call.

The process of writing directly from text and before discussion also mirrors the type of writing that students are asked to do on assessments and in college—write a response directly from a text and then revise based on discussion. However, you'll definitely encounter variations of the Read-Write-Discuss-Revise sequence; planners consider the focus of the lesson, the demands of a particular section of text, and pacing and student engagement when determining the sequence of a cycle. How you and your students read (CTG, AIR, read aloud) will be one of the most important decisions you make in this section of the lesson. Each teacher and each lesson will be different but pacing, text difficulty and the culture building benefits of shared reading are all factors worthy of consideration.

See it in Action! Use your box.com account to access the following clips:

- **NC-09.Harley.ReadingCycle - Rachel Harley/Nashville Classical/Chains Novel Unit:** Rachel expertly facilitates the Reading Cycle using Read Aloud and Control the Game while incorporating annotation tasks into the reading.
- **RC.AIR.GR8.Rivera.'Rather coldly.'Clip2962 - Trista Rivera/Immaculate Conception:** Trista sends students into Accountable Independent Reading and circulates to track student annotations.
- **Reading.AIR.GR7.Jarrell.'A Doubtful Freedom.'Clip2908 - Kirby Jarrell/King's Collegiate/Narrative of the Life of Frederick Douglass Novel Unit:** Kirby sends students into Accountable Independent Reading with a clear Annotation Task. After tracking student responses, she expertly facilitates a discussion that culminates in a key understanding.
- **EA.CFU.GR6.Pearlman.'The gate.'Clip2878 - Julia Pearlman/Leadership Prep Ocean Hill/Chains Novel Unit:** Julia's suspenseful and engaging read aloud moves students directly into writing before discussion.

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Exit Tickets

At the end of each lesson there is an Exit Ticket that students should complete independently. The Exit Ticket is designed to show progress toward mastery of the daily objective. You may choose to collect Exit Tickets at the end of class and address trends in the next day's class. Sometimes you may wish to address trends you observe as students work before students leave class in order to address misconceptions and/or ensure students have solidified a key understanding before the end of class. Periodically, a Summative Writing task will replace the Exit Ticket. Like the Exit Ticket, students should complete the Summative Writing task independently. It's important that students get feedback on their Summative Writing as they're working or in class the next day.

Homework

We have intentionally included multiple homework options each day so that you can choose the homework option(s) that best supports the growth and achievement of your students.

Daily Options:
- Given the curriculum's emphasis on knowledge and vocabulary, studying the Knowledge Organizer and/or vocabulary words is a homework option in every lesson. In the beginning of the year, consider modeling for students (and giving them time to practice in class) how to self-quiz by covering one column of the Knowledge Organizer and "retrieving" from memory the corresponding information.
- Another consistent homework option is for students to complete questions from the lesson (in the student packet) that you didn't have time to cover during class. In each lesson, we've intentionally included more questions than you'll likely have time to cover. Prioritize writing

about and discussing key questions in class and consider assigning some or all remaining questions for homework.

Often Included:

- Typically, there is a homework sheet attached to the end of every lesson. It may include questions about the day's reading or an additional embedded text with questions.
- In order to prepare upper middle school students (7th and 8th grade) for the demands of high school English classes, there is often reading from the text assigned as homework. Generally, this reading is accompanied by questions to support students' comprehension and to assess their understanding of the reading.

Options for Homework Follow-Up

- Choose one homework question to review during Do Now time
- Celebrate strong homework responses by Show Calling high quality work or displaying excellent homework on classroom walls
- Use "Trade and Grade" as an efficient system for students to check one another's homework or to grade Do Now quizzes based on reading from the previous night.
- If your school has Flex Time or Tutoring Time, use it to review homework with students.
- Give occasional written feedback and return to students

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Academic Systems

Reading Systems

There are three different modes for reading that we recommend in the lesson plans as part of each Reading Cycle:

- Accountable Independent Reading (AIR): Independent reading done by students
- Control the Game (CTG): Shared read aloud between students and teachers
- Read Aloud: Teacher reads the text

In many cases we make suggestions about which type of reading teachers should use in each cycle, but we also suggest that teachers adapt their choices to the needs of their students and their own preferences. Our strongest guidance is not about which to choose but about the value of the balanced use of all three together.

Accountable Independent Reading (AIR)

This is silent, autonomous reading by students—in school and at home—done with tools to ensure that students are comprehending what they read successfully.

Tips for Planning and Implementation:

- In most plans, a section of AIR has been chosen by the planner. This is denoted by the heading "On Your Own" in the student packet and is typically a stretch of text that planners believe students will be able to access independently. As you prepare to teach, review the lesson plan, determine whether or not your students are ready for and would benefit from Accountable Independent Reading when it's recommended. Or, use a short round to test their readiness. Remember every text--and often specific sections within a text--is different and this may affect students' ability to comprehend on their own.
- Before students independently read, be sure that they're clear about their focal points for reading, as well as the annotation tasks and follow-up writing tasks (these can be previewed as a focal point for reading).
- In class, when students are independently reading, circulate to monitor their margin notes and written responses. Provide feedback to students that supports them in successfully comprehending the text. It's helpful to determine ahead of time what strong annotations will look like.
- Take notes based on your observation of students' annotations. These will be useful in making decisions about how to best facilitate the discussion that follows AIR.

See it in Action! Use your box.com account to access the following clips:

- **RC.AIR.GR8.Rivera.'Rather coldly.'Clip2962 - Trista Rivera/Immaculate Conception:** Trista sends students into Accountable Independent Reading and circulates to track student annotations.
- **Reading.AIR.GR7.Jarrell.'A Doubtful Freedom.'Clip2908 - Kirby Jarrell/King's Collegiate/Narrative of the Life of Frederick Douglass Novel Unit**: Kirby sends students into Accountable Independent Reading with a clear annotation task.
- **Reading.AIR.GR8.Snider.'Final scene.'Clip2661 - Eric Snider/Achievement First:** Eric provides a clear annotation task and then uses tracking not watching before facilitating a discussion.

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Control the Game (CTG)

A system for shared read aloud between students and teachers, engineered to allow for lots of practice; it builds a culture that celebrates expressive oral reading and the love of the story by and among students. It also ensures that you get a constant flow of data on how well your students are able to make sense of what they read. And it gives you the opportunity to correct and reinforce swiftly in the case of decoding or fluency errors.

Tips for Planning and Implementation:

- Based on the text, determine when you will read to the class ("Bridging").
- Determine when/if and how you will Spot Check (use Call and Response for students to fill in key words or phrases when you are reading)
- Jot down the names of student readers in the text. Be sure to keep durations unpredictable and relatively short (unless your students are ready to read aloud longer sections). Consider matching sections of text loosely with students' reading levels (i.e., plan to have a struggling reader read a more accessible section of text).
- Plan how you will quickly and efficiently call on student readers ("Thomas pick up." "Alicia, please." Or simply say a student's name.)
- Reinforce joyful and or expressive reading as much as possible "Oooh, love the way Daneisha read that!" "Read that line again so we can really hear the sarcasm, David"

See it in Action! Use your box.com account to access the following clips:

- **5-8Reading.ControlTheGame.GR8.Johnson.'Grew serious.'Clip2058 - Maggie Johnson/Troy Prep:** Maggie models Control the Game while also bridging between readers, swiftly supporting decoding errors, and pushing students to display their best expression.

- **RC.ControlTheGame.GR5.Torres.'Has she been discovered.'Clip3048 - Christine Torres/Springfield Prep/Number the Stars Novel Unit:** Christine uses Control the Game efficiently calling on student readers and maintaining pacing while pausing to drop knowledge around an unfamiliar word.

- **RC.ControlTheGame.GR5.Torres.'Amused.'Clip3059 - Christine Torres/Springfield Prep/Number the Stars Novel Unit:** Christine uses Control the Game addressing student mispronunciation with economy of language.

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Read Aloud

Teachers reading texts—especially the most challenging texts—aloud to students allows them to bring a text to life in all its beauty. It allows teachers to model how the words of a great writer should sound. And it allows students to engage with texts above the level they can read on their own, thus exposing them to greater amounts of complex and inspiring vocabulary, sentence craft, and story craft. Reading aloud also creates a strong culture of reading and helps students to hear the nuances of the author's tone and style, which you can reinforce during Control the Game.

Tips for Planning/Implementation:
- Determine ahead of time which passages you'll read aloud
- Practice reading the passage ahead of time—considering how you will intentionally model appropriate expression of the text and vocabulary definitions you will provide (if necessary). You may consider double-checking accurate pronunciation of proper nouns and regionally specific or archaic language.
- Reading aloud the last few lines of text before students write or discuss on their own with a bit of drama can often build suspense or excitement.

See it in Action! Use your box.com account to access the following clips:
- **Reading.ReadAloud.GRM.MultipleTeachers.'Read Aloud montage.'Clip3044 - Read Aloud Montage:** Various teachers read aloud their texts to show the power of expression.
- **Reading.FormatsOfReading.GR8.Emerson.'Comrades.'Clip2845 - Chelsea Emerson/Freedom Prep/Animal Farm Novel Unit:** Chelsea uses expression and voice changes to maintain engagement and as well as thoughtfully placed spot checks for her eighth graders.

Text Annotation

Annotation tasks ensure that students engage with texts actively as they read them. Strong annotation habits support comprehension, retention, and students' ability to use precise text evidence in writing and discussion. Typically, annotation tasks are included in the plans during sections of AIR and identify potential exemplar evidence and/or margin notes. Systems for annotation structures may vary across schools but should be explicitly named and consistently reinforced. The ultimate goal is that annotation becomes a lifelong reading habit that students will use in high school, college, and beyond.

Expectations for Students

- Pen(cil)-- not highlighter—in hand as you read
- Underline most important parts - Less is more, prioritizing is **the** skill
- Make simple margin notes
    - Summarize key scenes
    - Make notes about characters or setting
    - Jot personal reactions

Tips for Implementation

- Model it—with your own text; with document camera
- Show Call strong student examples of annotation
- Incorporate annotation into the discussion (e.g., "I noticed that many of you annotated the phrase, XXXYYY. Can you tell me more about that?")
- Narrate the Positive: "I see some people marking up…", "I'll pause for annotation notes…"
- The goal is autonomy: Over time, annotation should be self-initiated and happen naturally as part of reading
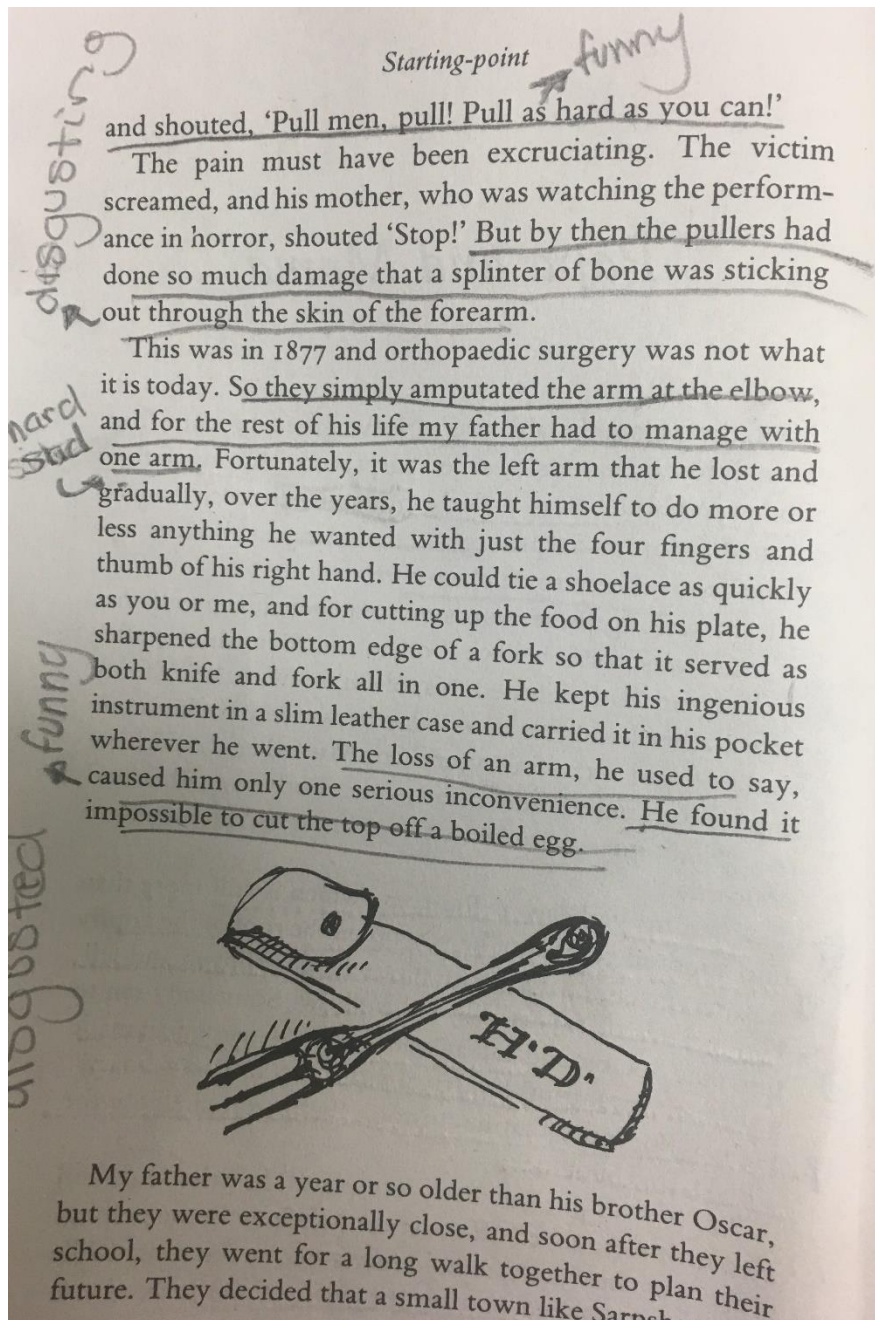
Figure 2: A student annotates for mood while reading Boy: Tales of Childhood in Rachel Harley's classroom.

See it in Action! Use your box.com account to access the following clip:

- **RC.AIR.GR5.Harley.'Piece of evidence.'Clip3009.Final - Rachel Harley/Nashville Classical/Chains Novel Unit:** Rachel models annotations during discussion.

Silent Solo

Because the curriculum is writing intensive, it's critical that students in your class are able to work productively on their own. We use the phrase "Silent Solo" for work that is completed silently—in order to support the focus of all learners in the classroom—and independently. Like any other system, it's helpful to

explicitly set expectations in the beginning of the year for what students should be doing while they're working "Silent Solo" and provide clarity about what they can expect from you, as their teacher, during this time. You may consider using a mini-rollout speech the first time you ask students to work "Silent Solo." As you plan and prepare to roll out your expectations for Silent Solo, you might consider:

- What should students do if they have a question during Silent Solo?
- What should students do if they get stuck/don't know what to write?
- What is the prompt you'll use to being Silent Solo work? What is your cue for bringing them back together?

Sample Silent Solo Rollout:

Here's an example of some language you might use or adapt:

In class, when it's time to write, we'll be often work "silent solo." During this time, your job is to write independently and silently. It's important that you work on your own, so I can find out what you understand (and maybe don't understand) without the help of classmates. That way I can give you the support you need to be successful in reading class. It's important that you work silently, so that everyone in this room can focus on thinking and writing without being distracted by sounds in the room. While you're working, I'll be circulating to provide you feedback and support for your work.

Reinforcing Silent Solo

Throughout the year, you'll find that you need to reinforce your expectations for Silent Solo. Some ways you might do this:

- Privately correct students who are working silently or independently
- Narrate your acknowledgement and appreciation of the sustained silent solo focus of the class. Here are some examples of things you might narrate:
  - "Stephen's pencil hasn't stopped moving."
  - "You've been working for X minutes, keep up that stamina."
  - "Love that you all began working immediately."
  - "Susan challenged herself to find even more evidence than the prompt required."
  Be sure that you don't overly narrate. You want to be sure to maintain an overall silent work environment conducive to deep thinking.
- Circulate to provide feedback on written work: As students are working, the feedback you provide will provide them the support and motivation they need to continue to wrestle with challenging ideas in their writing and to refine their written work. The observations you make on student work, will be instrumental in helping you start and facilitate a meaningful discussion after writing (see more on this in "Tracking, Not Watching")

See it in Action! Use your box.com account to access the following clips:

- **BC.WhatToDo.GR3.Paquin.'Complete the following sentences.'Clip2859 - Sara Paquin/Nashville Classical:** Sara sends students into their silent solo do now task with speed and just the right level of narration.
- **EA.CFU.GR6.Pearlman.'The gate.'Clip2878 - Julia Pearlman/Leadership Prep Ocean Hill/Chains Novel Unit:** Julia sends students into a silent solo task showing the impact of narration and circulation to support student focus.

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Tracking, Not Watching

Tracking, Not Watching is a system for circulating to observe student work, collecting data based on their work, and recording the data so you can act on it. Tracking involves intentional observation: the active seeking of the most important indicators of learning. Those indicators fit into two categories: specific errors and success points. Tracking specific errors means asking *what* aren't they getting and *who* isn't getting it, and, ideally, quantifying those mistakes. Tracking success points, in contrast, means determining the most important things that distinguish *excellence* from *completion,* writing them down, and observing whether students do those things.

Tracking errors and success points allows you to accurately and efficiently determine what you'll reteach (and to whom). For example, you might put a hash mark by the name of every student in your class who, in citing evidence from the text, is still lifting that evidence in long sentences or chunks rather than using partial paraphrasing. If you notice that most of the class has struggled with this, then you'll likely need to a short reteach lesson for the entire group. However, if you noticed just a handful of students struggling with this skill, then you may opt to work with them individually during or after class.

Additionally, the data you gather during Tracking, Not Watching enables you to determine your next steps after students have written. It will help guide decisions (e.g. Cold Call, Show Call) around how to begin and facilitate discussion and revision. You can find more around how to use data on page 23.

Tips for Implementation

- Be clear (with yourself and your students) about what you're looking for. Look for mastery (vs. completion) and for specific errors.
- Track the data so you can refer back to it later. There will be too much to remember.

See it in Action! Use your box.com account to access the following clips:

- **Reading.AIR.GR7.Jarrell.'A Doubtful Freedom.'Clip2908 - Kirby Jarrell/Achievement First/Narrative of the Life of Frederick Douglass:** Kirby circulates to track student responses on her clipboard which allows her to expertly facilitate a follow-up discussion.
- **Torres.RC.TNW - Christine Torres/Springfield Prep/Number the Stars Novel Unit:** Christine circulates collecting data on student work and then drives the discussion by intentionally calling on students to excavate and clarify errors.

Cold Call

Cold Call is a system for calling on students regardless of whether or not they've raised their hands. Using Cold Call is critical because it allows you to move more quickly through questioning cycles and therefore supports both pacing and engagement. It also incentivizes attentive engagement from every student, and allows you to Check for Understanding. It's important that students feel Cold Call is predictable, positive and inclusive. (i.e., They know they'll be Cold Called and *that's a good thing*—it means you genuinely want them to participate in class and be successful.) Here are some ways to make Cold Call feel positive and inclusive:

1. **Roll Out:** Explain to your students what you intend to do and **why.** E.g., "Sometimes I will call on you even if your hand isn't raised because I really want to know what you are thinking." It also helps to tell students what to do if they aren't sure about their answer.

2. **Use Initial Positive Affect:** Use a positive demeanor as you ask questions. **Smile**, be encouraging. Give kids time. Show that you want them to succeed. E.g., "I saw some good work and can't wait to hear your thoughts…" **Circulating** also helps.

3. **Value the Ideas:** Cold Call is inclusive. It says: "I care about your ideas and value your thinking." Show with your words and actions—non-verbal gestures, nodding, slow circulating— that you are thinking about their ideas and appreciate a strong answer. "Mmm. Thanks for pointing that out, Daniela. Who wants to develop that idea?"

4. **Start with Success:** Start with questions that let students succeed then add challenge. You might say: "Start telling us about the conflict, Samia" or "Share some initial observations about the conflict, Marcus." This implies that a perfect answer is not expected. Or you might start asking students to read the question, or to report and review answers they have completed at their seats. E.g., "Carla, I loved your answer. Would you mind sharing it?" Pre-calling a student by letting them know in advance that you'll invite them to share with the whole group can be a particularly effective way to ensure students are prepared to respond successfully.

5. **It's Social**: Positive is not just about you. How students react when their peers have been *Cold Called* is critical to making the climate positive. Use **Follow-Ons** and ensure that they track to build a culture of listening. Make sure classmates don't call out or raise their hands while another classmate is trying to answer. In some schools, students "send magic" to show support. If someone struggles on a hard question remind the class that it's not an easy question but then perhaps observe that "we'll get you there."

Tips for Planning/Implementation:
- There are questions in the lesson plans for which Cold Call is explicitly recommended (typically designating a share out question), but that Cold Call can be effective in other parts of your lesson as well.
- Cold Call is particularly helpful for Do Now Review, Vocabulary, and Retrieval Practice (sections where you might want to move more quickly and/or surface primarily accurate thinking, assuming that you've circulated and know what the student you're Cold Calling thinks/will say).
- Informed Cold Call after observing a Turn and Talk or written work is one of the best ways to "hold the reins" of a brief or extended discussion.

See it in Action! Use your box.com account to access the following clips:
- **EA.ColdCall.GR3.Moore.'So hard to choose.'Clip2958 - Brittany Moore/Troy Prep:** Brittany expertly uses informed cold call following a silent solo task to facilitate a brief discussion around vocabulary.
- **MK Pope/Uncommon Collegiate:** MK uses informed cold call following the do now to facilitate brief student share out and excavate the big ideas.
- **Christine Torres/ Springfield Prep/Number the Stars Novel Unit:** Christine responds to a student who struggles when cold call using warm encouragement.

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Show Call

Show Call is essentially a Cold Call of a student's written work and a powerful way to celebrate students' writing and ideas. After a round of writing, you take the written response of a student (or students) and display it on the document camera for the class to observe and analyze as a class. This enables you to deeply and efficiently analyze a piece of student writing. It's a critical tool for building a strong culture of writing in your class as it increases student accountability for their writing. When students are aware that their work might be shared publicly, they're more attentive to the quality of work that they produce.

Like Cold Call, you want to build students' comfort with having their work Show Called. It's important to help them understand that Show Call is positive, and even when they are given constructive feedback, the

purpose is to help them grow as writers. Two key moments in the Show Call that you can use to emphasize its positivity are the Take and the Reveal.

- **The Take:** This is the moment when you pick up or take a student's work with the intention of sharing it with the class. Because this can be a moment of tension for students (especially when Show Call is new for them), be sure to maintain a positive affect, and consider sharing a bit of purpose about why you're going to share a piece of writing with the rest of the class (e.g. "I thought your analysis was really strong. I'd love to share this with the class so they can learn from your thinking and share some suggestions with you to make this work even stronger.")
- **The Reveal:** This is when you announce publicly to the class that you'll to be looking at one piece of student work together. Once again, your positive affect is important for making students feel comfortable with the idea of their work being displayed. This is also the time to share with students the purpose for looking at a piece of student work (e.g. "Thomas worked really hard on his response to question four. Let's look carefully thinking about what he did well and how he can increase the sophistication of at least one of his sentences.")

After the Show Call, a verbal "thank you" (privately or publicly) shows your respect for your students, their work, and the process of Show Call. It's a nice way to reinforce the message that your students help one another in growing as readers and writers.

Tips for Planning and Implementation

- Consider using a Roll Out to introduce Show Call for the first time so that students understand the purpose and value of having their worked shared.
- When Show Calling, encourage students to make direct and specific comments about one another's work.
- You can mark up the displayed response for the whole class to view so that you can record the group's feedback or model a particular revision.
- Useful tool for modeling and reviewing Developmental Writing Prompts to help develop their syntactic control.
- It's often recommended explicitly in the plans, especially before revision, but you can use it other times as well.
- Show Call is helpful for annotations, especially to build habits at the start of the year/unit.

See it in Action! Use your box.com account to access the following clips:

- **EA.ShowCall.GR6.Wright.'Vivid.'Clip2913 - Sara Wright/Chattanooga Prep/Esperanza Rising Novel Unit:** Sara uses Show Call to highlight a student's use of vocabulary.
- **EA.ShowCall.GR8.Rivera.'Jadis ignored the children.'Clip2961 - Trista Rivera/Immaculate Conception:** Trista uses Show Call to facilitate student reflections around each other's work and then leads the class into a revision task.
- **EA.ShowCall.GRM.'Take and Reveal montage.'Clip2461 - Take and Reveal Montage:** Various teachers model the take and the reveal in a warm and purposeful way.

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Three Types of Writing

Writing is idea formation made visible. It's thinking work and is among the most challenging tasks students can do and among the hardest to teach. We think good curriculum provides students opportunities to learn to write and think by writing in three different ways:

- Developmental Writing
- Formative Writing
- Summative Writing

Developmental Writing

Developmental Writing consists of exercises, embedded in the content of the reading, that seek to develop students' ability to create richly meaningful sentences of nuance and complexity using a variety of syntactic tools. They involve deliberate practice at the sentence level—a typical assignment asks students to write a single carefully crafted sentence with specific rules or parameters. We call this sentence craft and we recommend teachers reinforce it via Show Call (see below) to make revision a part of the daily habits of students rather than something applied only to multi-paragraph essays.

Examples of Developmental Writing:

- **Art of the Sentence Prompts:**
    - In one artful sentence, explain why Delphine and her sisters are on an airplane. Where are they coming from? Where are they going? Why?
    - Contrast the expectations placed on men and women in the Victorian era in one carefully crafted sentence. You may wish to begin with the word "While."

- **But/Because/So Prompts:**
    - Annemarie and Ellen think Kirsti is naïve because…/but…/so…
    - Douglass was separated from his mother because…/but…/so…

- **Sentence Expansion Prompts:**

  1. Expand this kernel sentence with the answers to the following questions:

  He watches.

  Who: ....

  What: ....

  From Where: ....

  Expanded Sentence: (Try to start with the phrase, "As a young child...")

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See it in Action! Use your box.com account to access the following clips:

- **EA.EverybodyWrites.GR6.Wright.'You are Tio Luis.'Clip2891 - Sara Wright/Esperanza Rising Novel Unit:** Wright facilitates an engaging share out as students share their writing to a because, but, so prompt.
- **Reading.WritingForReading.GR6.Wright.'Things would get better.'Clip2905 Shorter - Sara Wright/Esperanza Rising Novel Unit:** Wright uses everybody writes and turn and talk to push students to deep understanding around a character.

Formative Writing

Formative Writing consists of exercises that let students use writing as a tool to develop and expand their thinking—to 'think in writing.' These exercises also allow students to connect more closely and affectively to the text. Rather than asking a student to explain a fully-formed idea, they ask the student to use writing as a tool to develop their ideas. A student does not need to claim to know what she thinks when she starts writing. Stop and Jots are a common example. These are used in the midst of reading a text and ask students to reflect immediately after (or during) reading. Everybody Writes prompts offer writing opportunities often in preparation for discussion. These often emphasize conjecture-what *could* or *might* a character's actions mean, and students are often asked to revise their responses after—and based on—class discussion. You'll observe that a majority of the questions in our materials are formative writing prompts.

Examples of Formative Writing:

- What might Big Walter mean when he says **"...he did give us children to make them dreams seem worthwhile?"** Why might his eyes "get wet" when he says this?

- What might the details from Walter's speech on page 33 suggest about his view of women?

Summative Writing

Writing that asks students to form and develop paragraphs (or longer responses) that explain and provide evidence for a more developed argument about the text. These prompts often look like the questions on which students are assessed. We use these to make sure students can argue points and construct arguments confidently, support their positions with evidence and are prepared to do the kind of work that gatekeeper assessments will require of them. But we think students will do better on this kind of writing if it is balanced and supported by the other two types of writing. Between the three we see synergy more than competition.

Examples of Summative Writing:

- This chapter is called "Remembering is Just an Invention of the Mind." What is the scientific basis for this statement?
- How have Max's memories been significant throughout the novel? Include evidence from pp. 141-152 in your response.
  Examine the failures of the American legal system in the Jim Crow South as it depicted in *To Kill a Mockingbird*. Explain what Scout, Jem, and Dill all observe about the flaws in the system.

Tips for Planning/Implementation:
- If your school uses a structured acronym for short responses like RACE or RATE etc. feel free to encourage students to use this structure in their summative writing.
- Build strong systems for "Silent Solo" work.
- Set clear expectations/shared language for the type of writing students are going to do.
- Support students in building writing stamina through gradually increasing both the length and the time that students are expected to write.
- Create a culture where students feel safe writing, and come to love writing,

Turn and Talk

Turn and Talk is a useful system (and form of small group discussion) to get all students involved in speaking, responding to questions, thinking actively, and processing ideas. You'll find that in the lesson plan, certain questions are intended as Turn and Talk questions. You may also consider using Turn and Talk as a way to process other questions that occur within a lesson.

Tips for Planning and Implementation

- Use a Turn and Talk in place of a written response to support pacing if you're running short on time.
- Turn and Talk is a great way for students to "rehearse" their ideas with a partner in a low stakes way before sharing in a larger class discussion (can be before or after writing).
- Turn and Talk before writing can help students "prime the pump" so that they feel confident they have ideas to articulate in writing.
- Use Turn and Talk to support high participation and engagement. It can be a great way for all students to share their answer when all hands are in the air. Conversely, it can also be a great way to jumpstart conversation and build momentum when students are reluctant to share with the whole group.
- Consider asking students to review their text annotations in a Turn and Talk

Here are some ideas to maximize the efficiency and accountability of your Turn and Talks:

- **Standardized Cue In and Out** – Use a concise cue (e.g., phrase or non-verbal signal) to prompt students in and out of the Turn and Talk. A standardized cue is one that you use <u>every</u> time. It therefore increases efficiency because students automatically know what it means and what to do. A clear starting cue launches the Turn and Talk with energy. A clear ending cue ensures that students wrap up their small group conversations efficiently.
- **Precise Time Limits** - Use specific and odd increments (e.g., 1.5 minutes) to show that time allocation is intentional. It also helps you keep yourself accountable for moving the lesson forward.
- **Crest of the Wave** - Time your Turn and Talk so the partner discussion ends at the crest of interest and energy, not as it peters out. Carry that energy into the whole group discussion.
- **Engagement You Can See** – Have a clear vision for what peer-to-peer conversation should look like, then look for and reinforce it, e.g., "Speaker stands," or "ChEcK": **Ch**airs, **E**yes, **Kn**ees" – chairs turned to each other, eye contact, knee to knee.

See it in Action! Use your box.com account to access the following clips:

- **EA.TurnAndTalk.GR6.Snider.'How does the story end.'Clip2863 - Eric Snider/Achievement First:** Eric models how to install strong turn and talk habits at the start of the year.
- **Reading.HOD.GR6.Pearlman.'Deepen your thinking.'Clip2881 - Julia Pearlman/Leadership Prep Ocean Hill/Chains Novel Unit:** Julia uses turn and talk to deepen student's thinking before an engaging discussion.
- **EA.TurnAndTalk.GR6.Esser.'Sarcatic.'Clip2910 - Ben Esser/Achievement First/Chains Novel Unit:** Ben uses turn and talk ending at the crest of the wave and carrying high energy into the discussion.

Discussion

Discussion is an important part of daily lessons that occurs multiple times throughout the lesson as one component of the cycles. When we use the word "discussion," we're referring to a particular type of discussion which we call **disciplined discussion.** A disciplined discussion is one in which teachers facilitate strategically to ensure student comments are focused, productive, and lead to a shared end goal. To

ensure that the time devoted to discussion advances all students' learning, student comments should be consistently useful to others and not just interesting to those who made them. Each student's response should link to what was previously said or build on ideas to pivot to a new but related idea.

Formats of Discussion

Shorter, more frequent discussions help achieve the benefits of discussion without crowding out time devoted to students reading and writing. Here are the different formats for whole class discussion you'll find in the lesson plans. Curriculum writers recommended a particular format for discussion for each question based on the level of priority of the question within the lesson and, in many cases, within the unit more broadly. You may choose to abbreviate or extend the length of discussion based on your observations of student work. If almost all of your students have mastered key ideas in their initial written response you may choose to do a quick share out. Alternatively, you may need to spend a bit more time than is recommended in the lesson plan if many of your students have struggled to articulate key ideas in their written responses.

- **Share Out:** 1-3 students to share answers (2-3 minutes)
- **Brief:** 3-5 minutes
- **Extended:** 6-10 minutes (see Charting and Note Taking during Extended Discussion)

Regardless of the length of discussion, Cold Call is a useful tool to begin a discussion, ensure a discussion is well-paced, and to invite students who might otherwise be reluctant to join a discussion.

Closing a Discussion

- The purpose of a discussion is to come to a greater understanding than any one individual had alone: the whole (discussion) is greater than the parts (individual student comments). We end when we get the whole or the larger idea, whether it is student generated, or whether the teacher has to step in to share her interpretation. Once you've decided it's time to end the discussion, there are several ways you could choose to ensure a collective understanding:
  - All students write again to capture the key ideas
  - One student (or several) verbally synthesizes the class's ideas
  - Students revise initial written response to incorporate new ideas
  - If student understanding was limited, the conclusion may be the teacher sharing the accurate interpretation or insight
  - Remember a discussion does not always have to be resolved. In fact, many discussion questions in the plans are designed to elicit multiple interpretations or surface ambiguity in the text. It is acceptable to say: "Interesting ideas. Let's see what we find out as we keep reading..."

See it in Action! Use your box.com account to access the following clips:

- **RC.SensitivityAnalysis.GR6.Jarrell.'Two versions.'Clip2997.Final - Kirby Jarrell/King's Collegiate/Narrative of the Life of Frederick Douglass Novel Unit:** Kirby leads class through a sensitivity analysis (brief discussion) of two adverbs incorporating turn and talk and everybody writes.
- **RC.SensitivityAnalysis.GR6.Snider.'Play a little bit.'Clip2975 - Christine Torres/Springfield Prep/Number the Stars Novel Unit:** Christine shares the expectations for strong discussion and then expertly facilitates an extended discussion using strong economy of language, teacher stamp, and revision.
- **ReadingCurriculum.Discussion.GR6.Clayton.'Land.'Clip3017 - Hasan Clayton/Nashville Classical:** Hassan leads students through a brief discussion following a turn and talk which culminates in a written stamp.

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Revision

Revision is the process of improving writing-specifically by revising sentence structure or word choice to refine ideas and it supports a culture of error. Revision is intellectually demanding for students and challenging for teachers. We want to intentionally choose revision prompts that will help students to improve their writing in both the short-term (the piece of work in front of them), and in the long-term as they begin to internalize all of our revision guidance. Sometimes opportunities and prompts for revision are specifically called out in the lesson plans, but other times you'll need to guide the focus of student revision.

Tips for Planning and Implementation:

- Be sure your revision guidance is specific, actionable, and applies to the majority of students. If it only applies to half of students (or so), consider adding an extension task (e.g., "If you already have included a piece of evidence in your writing, take this time to upgrade at least one of your words.")
- Intentional pre-planning of target responses will help you provide clear revision guidance in the moment.
- Sentence level revision is really powerful. Giving revision guidance on an entire essay is impractical in class. Giving revision guidance on a single sentence is efficient and allows time for students to actually apply what they've just learned to their writing.
- Show Call is a powerful revision tool because the entire class can deeply study and analyze one piece of student work. It's an efficient way to talk with specificity and depth about student writing, so that the entire class can learn from the writing and discussion.
- Some useful types of revision in your lessons might be:
  - Synthesize a Stop and Jot into a more polished sentence
  - Incorporate word/phrase/idea from a Show Called peer
  - Build off a shared sentence starter

Charting and Note Taking

Every discussion suffers from the fact that "we are all prisoners of working memory." Charting is particularly important for **extended discussion** questions. In order to help track threads through a discussion and to support active listening:

- **Leverage memory**: Record key ideas to them alive and allow students refer back to them in discussion.
- **Be selective:** Choose the best ideas. Writing down everything makes the chart too hard to use.
- **Track sound bites**: A phrase can be as important as an idea. Look for memorable language and key phrases.
- **Post Your Discussion Question:** One reason that students don't stay on topic and develop a core idea is that they remember the topic only vaguely. Posting your discussion question allows you to draw them back to all or part of it. ("Remember we're trying to focus on the role of *satiric language*")
- **Double Plan the Charting:** Assign students a "task" that they can work on while you're charting to ensure every minute is productive. Some useful prompts:
    - "As I'm writing…"
    - "Make sure you're thinking about…"
    - "While I chart, consider…"

See it in Action! Use your box.com account to access the following clip:
- **EA.Ratio.GR5.Bracey.'Charting gold.'Clip2796 - Jessica Bracey/North Star:** Jessica charts student thinking during discussion modeling how to be selective as she charts in the moment.

Assessments and Data

Successful Check for Understanding relies on gathering data in different forms—both formal assessment data and informal data that you gather via observation and questioning.

Major Assessments

Every unit includes two major assessments: the mid-unit assessment and the final assessment. These are designed to assess the knowledge students have gained throughout the course of the unit both in the reading of the novel (or other primary text/s) and from the Knowledge Organizer. For each assessment question, the curriculum writer has included target key ideas to support you in grading students' work. We leave it up to you and your colleagues to determine the details of what and how to grade.

Weekly Do Now Quizzes

Research consistently finds that quizzing yourself—or being quizzed by a peer—is much more productive for learning than more passive studying techniques like rereading a chapter. Lots of further research has found that this is powerful in a classroom setting. Lots of small, frequent tests instill learning better than larger, more infrequent tests that are implicitly higher stakes. So, in addition to the major assessments, each unit contains a weekly Do Now quiz that assesses vocabulary knowledge or Knowledge Organizer content in alternating weeks. Studying both vocabulary and the Knowledge Organizer is recommended nightly as part of students' homework, and it's particularly important for students to prepare for these quizzes.

Options for Informal Data Collection and Response

Throughout this document we've discussed various ways to gather and use data. We'll recap and expand on them slightly here.

- Whenever students work independently (reading and annotating or writing) you have a critical opportunity to gather data via observation. Make sure to plan for this by: completing exemplars, observing carefully and efficiently, and having a place to take notes. You may choose to jot notes in the student work packet you've prepared with key ideas/exemplar responses or a separate tracking document. (See appendix for examples of each)
- Provide feedback to students in the aggregate afterwards but also to individuals as you circulate, if you like. Use it as an opportunity to "hunt not fish"—i.e. to look for ideal answers with which to open discussion so the choice is not random. (see Tracking, Not Watching for more)
  - Consider circulating as students complete Exit Tickets: if a significant number of students are struggling on an aspect of the ET, you can stop to clarify or give hints in real time, or plan to review the challenging question as the next day's Do Now. Alternatively, if students are successfully mastering content or a practiced writing technique from the daily lesson, teacher can praise the student.

Pacing

In providing you high quality, challenging curriculum, our writers have often included more content in each lesson than you will in many cases be able to cover, especially if your lesson is an hour or less in length. Efficient academic systems that are internalized by students (over time) are critical for supporting strong pacing and covering as much content as possible. Maintaining tight transitions between lesson activities— from cycle to cycle and within cycles will also support your pacing and enable you to cover much of the material in a given lesson but even so you may have to drop questions.

Before the lesson, you'll want to prioritize the questions that you plan to cover. Our curriculum writers have identified the highest priority questions in the lesson plan and student packet as key questions. Writing about and discussing those key questions is critical for achieving the daily objective, but you may choose to skip or shorten other questions within the packet. You may consider assigning some or all skipped questions for homework.

Lesson Plan:

At a Glance – "It's the truth"

- **Lesson Objective**: Understand the relationships and interactions between white colonists and slaves.
- **In the Novel**: Isabel attempts to communicate with her mother before sunrise in the graveyard because she needs help convincing Pastor Weeks and Mr. Robert that she and her sister were freed in Miss Mary Finch's will. The men do not believe her, and at the end of the chapter, Isabel and Ruth learn they belong to Mr. Roberts and must leave their home with him immediately.
- **Key Questions**: Questions 3-4, 6, and 8 are the most important questions of the day and should not be skipped.
- **Words to Watch For:**

Page	Word/Phrase	Meaning in Context	Page	Word	Meaning in Context
4	kin	family	6	snarled	to speak in an angry way

Student Packet:

Pages 4-7

3. Reread this line from p. 4:

I hurried past the stone fence that surrounded the white graveyard to the split-rail fence that marked our ground.

a. **Turn and Talk**: Where is Momma? Why?

b. What differences do you notice in the two graveyards described in this section? **Challenge**: What might these differences represent or symbolize?

A split-rail fence is very simple to construct and can be assembled with few tools. They can even be disassembled if the fence needs to be moved or the wood becomes more useful for other purposes.

Additional Ways to Support Strong Pacing:

- Some teachers ask students to Turn and Talk (or verbally respond to) questions that have space for writing in the student packet. Just because there are lines for writing, doesn't necessarily mean that your students have to write.
- It's really important for teachers to stick to the timing for Do Nows, Vocabulary, and Retrieval Practice. These activities shouldn't take more than 10 minutes each. Teachers may not be able to get to all of the Active Practice or Retrieval Practice within the 10 minutes, and that's okay!

The Illusion of Speed

The idea behind strong pacing isn't just getting through all of the content, it's about creating the illusion of speed for students, making it seem as though the reading block is flying by because of a few key moves. Here are a couple of techniques to support strong pacing:

- **Brighten Lines:** When you transition from one activity to the next (i.e. reading to writing), make transitions visible and crisp so changes in activity and format are perceived clearly.
  - o **Clean Start.** Starting everyone on cue ("go!") makes an activity seem like a race. Plus, you (and they) can see everyone snap to it.

- **Work the Clock:** Measure what's important. Show that time is important by measuring it and managing it—for and with your students.
  - o **Show the clock:** Make the clock visible (by projecting an online stopwatch or on the document camera) so they know it's real and to discipline yourself. This will also help them learn to manage their own time.
  - o **Use specific times and odd increments:** Be specific about how long, exactly, you have for an activity. Six-minutes can *feel* faster than a five-minute because it communicates that you care about and are precise about time.
  - o **Set goals:** "Let's see if we can knock this out in 20 seconds…" "Let's try to get ten problems done well in 8 minutes. Go!" Make time management a team sport.
  - o **Use countdowns:** To pace students from one activity to the next, use the shortest possible countdown. Counting from ten seconds when 3 will do squanders time! Build momentum in your countdown by briefly narrating those students who are beating your countdown

See it in Action! Use your box.com account to access the following clips:

- **ReadingCurriculum.Pacing.GR4.Baxter.'Irritable.'Clip2874 - Sarah Paxton/Nashville Classical/Esperanza Rising Novel Unit:** Laura enthusiastically moves from vocabulary to read aloud using countdowns, strong economy of language and clear what to do directions.
- **PNYC-42.Rivera.Bridging.Transitions.DevelopmentalWritingChallenge - Trista Rivera/Immaculate Conception:** Trista transitions from read aloud to a writing challenge using clear what to do directions and economy of language.

Roll Out Speeches

The ultimate form of predictability is transparency. Explain to students the first time you use Control the Game or any of the new techniques within the curriculum. Include exactly what you'll do, why you'll do it, how often you'll do it, and how they should react. We call this a roll out speech. Scripting some brief remarks to explain what and the why makes the exercise rationale, systematic, predictable, and with a little skill, inspiring.

See it in Action! Use your box.com account to access the following clips:
- **RC.CTG.Bracey.'CTG rollout model.'Clip3060 - Jessica Bracey/Control the Game:** Jessica models the language used to introduce to students control the game.
- **RC.AIR.Bracey.'AIR rollout model.'Clip3061 - Jessica Bracey/Accountable Independent Reading:** Jessica models the language used to introduce to students the habits that good readers use when independently reading.
- **RC.Annotation.Bracey.'Annotation rollout model.'Clip3062 - Jessica Bracey/Annotating Text:** Jessica models the roll out language used to introduce to students the systems for strong annotation while reading.

FAQs

1. *How do I adapt my pacing to a 45 or 60 minute block?*
   Answer: Our lessons were designed for a 90-minute reading block. We recognize that not all schools have the same amount of time allotted so below are ideas for how to adapt for your block.
   - Identify the key questions that must be covered in class; others can be HW or used in a tutorial block
   - Include some time-saving strategies (sometimes, you can send students to a Turn and Talk instead of writing an answer first).
   - Focus on only one or two parts of a multi-part question
   - Circulate to find a correct answer, and quickly Cold Call/Show Call the correct response. Read Aloud usually saves a bit more time.

2. *What are some ways I can differentiate my lesson?*
   Answer: One of the most common ways to differentiate the lesson is to intentionally plan prior to teaching with the lesson plan and student data in hand.
   - Identify which questions you want to cover in class (based on the highest priority questions listed in the lesson plan) versus those you will assign for homework.
   - Determine student participation for each question based on student data. (Silent Solo, Cold Call, Turn and Talk, and/or Show Call) For example, when doing retrieval practice, you might use the previous day's data to determine whom to cold call to ensure they have mastered previous knowledge gaps.
   - Provide extra retrieval practice and vocabulary active practice.
   - Increase charting of key ideas. Consider using a living chart that grows along with the novel. In addition, chart key ideas and supporting thoughts during class discussions.
   - If you have a co-teacher model, students who need additional support can be pulled into a small group for support during AIR and Silent Solo.
   - Provide opportunities for students to pre-read the assigned sections of texts or embedded texts prior to the lesson.
   - Close monitor AIR for struggling students and provide support with annotations.
   - Target students to synthesize key understandings both orally and through writing.
   - Provide opportunities for students to reread particularly meaty or rigorous sections of text.
   - Connect Author's craft/literary term questions to their broader role in the story. For example, ask students to articulate how and why author's use particular techniques by identifying the line of evidence and connecting it to the broader function of the story. This can be done through discussion and then through writing.

3. *Can books be taught in any sequence?*
   Answer: Yes! We know that different districts, schools, and classrooms have different priorities, needs and interests. We think a great curriculum should be modular, that a school or a teacher should be able to choose from a variety of outstanding texts at a given grade level. Our curriculum is built in roughly six week units, mostly focused on a single book but occasionally on a group of stories or an extended writing task so schools can assemble a curriculum that speaks to its students and teachers and can include some degree of coordination—everyone in grade 6 will read these four books—and some degree of autonomy—and each teacher will teach two of her own choosing. You may choose a scope and sequence of books based on the background knowledge built in a given series of units, standards addressed in the units, or possibly books that have thematic connections.

4. *May I adapt these plans?*
   Answer: Yes! All plans are fully adaptable. We ask that you share any adaptions you make with us so we can continue to improve them.

5. *When will there be more elementary and high school lesson plans available?*
   Answer: While we plan to eventually expand our curriculum to elementary (4th grade for now) as well as high school, we are currently focused on building the strongest possible middle school curriculum. Your feedback on these plans will help strengthen our materials across all grade levels.

6. *What do I do if I have questions or feedback about the Reading Reconsidered Curriculum?*
   Answer: Please share any questions/feedback by emailing the team at TLAC_Curriculum@Uncommonschools.org.

Appendix

1) **Tracking not Watching Model:** The teacher completed her packet from the Number the Stars Novel Unit as an exemplar student might and then used it to track student responses.

Name: __KEY__   Date: _____

Homeroom: _____   Class: _____

Number the Stars (74-81) "Why Are You Lying?"

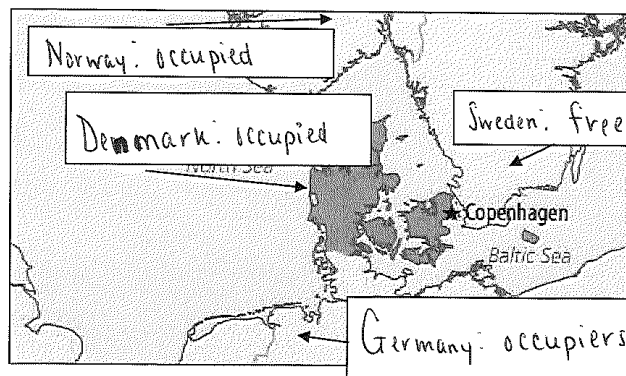> **Lesson Objective:** Examine Annemarie's growing maturity through the lens of moral development.

Do Now

Cold Call
• Elijah
• Alicia

1. In one clear sentence, explain how Annemarie was feeling at the end of Chapter 8 and why she felt that way.

   Confused | bewildered | surprised ; Mama + Uncle H said there's been a
   death in the family but A. knows there's not a family member named Greataunt Birte

2. Imagine this novel was written from a third person limited point of view, but instead of following Annemarie, the narration focused on Mama. How might Mama be feeling at the end of Chapter 8? Why?

   Mama: nervous or guilty about lying, but confident she's doing it for
   the right reasons

Guilty	Not Guilty
• Emmanuel	• Josie
• Chantal	• Robert

3. Label the countries on the map below and note whether or not they have been occupied by the German army in 1943. Try to do it without looking at your Knowledge Organizer first!

   ✓ |||| |||| |||| ||
   ✗ Elana
      Marcus
      Eric

   Norway: occupied
   Denmark: occupied
   Sweden: free
   ★Copenhagen
   Baltic Sea
   Germany: occupiers

2) **Tracking not Watching Template 1:** Teachers may use this template to identify and prepare exemplar responses, anticipated errors, and possible feedback prompts prior to teaching. When students are working silent solo or during turn and talks, teachers record students' initials within the boxes below and can use later to guide discussion.

Key Question		
Exemplar/ Target Response		
Likely errors (Which aspects of the target response will students struggle to produce?)	Possible Error #1	Possible Error #2
Responses to Error	Response to Error #1	Response to Error #2

2. **Tracking not Watching Template 2:** This whole class template can be used to take data on all students' responses to a question. To increase efficiency, list student names in the order of your circulation pathway. Use the bottom box titled *Next Steps* to record your discussion method, targeted cold calls, and final stamp or revision task.

Data Tracker

E=Exemplar Response   PC=Partially Correct   I=Incorrect Response

Student Names	E	PC	I	Notes/Feedback
Next Steps:				

References

The Reading Reconsidered Curriculum Team based the content of their novel units on the learnings of the many great educators, researchers, and authors that have shared their work over the years in the hopes of inspiring and leading great teaching and learning. Below is a list of the materials that have influenced the curriculum team in the creation of the Reading Reconsidered Curriculum.

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