

Unit Preparation Plug and Play Facilitator Notes

Materials: Facilitator Notes, Interactive Handouts, and PowerPoint Presentation

Note to Facilitator: Please edit and adapt these notes as you see fit. The talking points found in this document are identical to the talking points embedded in the Power Point Presentation. Next to “Estimated Time” in the talking points below is “Time:” Use this space to write in the specific time stamps for each slide, e.g. 2:00-2:07, to help yourself map your session and stay on track.

Live the Learning* Components:

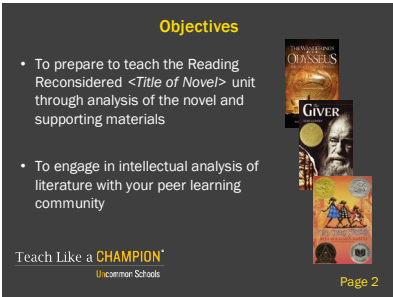
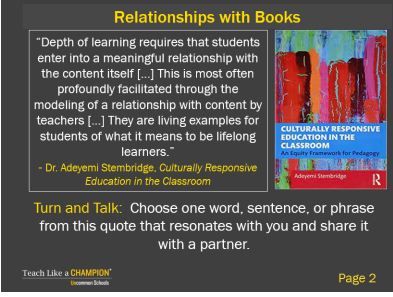
Objective: What participants will practice

See It: Let participants see what the “Do it” looks like; the end goal

Name It: Provide common language and get participants to name what they see to see it more clearly

Do It: Practice the skill successfully; get feedback; do it again

Reflect: Lock in the learning with writing

Slide and Live the Learning Component	Facilitator Talking Points
<p style="text-align: center;">#2 Objective</p> 	<p>Estimated Time: 1 minute Time:</p> <p>SAY:</p> <ul style="list-style-type: none"> • Today we will dedicate some time to analyzing the next book you will be bringing to life for your students. • This time of deep thinking is almost an unspoken requirement of a content-driven curriculum like Reading Reconsidered. • Our goals today are two-fold: <ul style="list-style-type: none"> ○ To prepare to teach your next Reading Reconsidered unit through analysis of the novel and supporting materials ○ To engage in intellectual analysis of literature with your peer learning community • We hope this time leaves you feeling excited and prepared for your next unit. Your engagement in this session will have you feeling more prepared for every lesson you teach in the unit.
<p style="text-align: center;">#3 Reflect</p> 	<p>Estimated Time: 6 minutes Time:</p> <p>Note to Facilitator: Slides 3-4 are designed to build buy-in and can be skipped if teachers have participated in a prior Unit Preparation session. All questions posed in slides are included in participant materials. You can choose to modify the cycle of Stop & Jot, Turn & Talk, Share Out as is fitting for your participants.</p> <p>SAY:</p> <ul style="list-style-type: none"> • Before we dive into our text, let’s take a moment to step back and think big picture. • As readers, we have all developed our own personal relationships with books we have read. As reading teachers, we want to share that experience with our students. • In the words of Dr. Adeyemi Stemberidge... [Read (or ask participants to read) slide and Turn and Talk directions]: “Depth of learning requires

*From Paul Bambrick-Santoyo’s book *Leverage Leadership*

#3 (Cont'd) Reflect

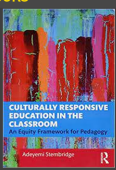
Relationships with Books

"Depth of learning requires that students enter into a meaningful relationship with the content itself [...] This is most often profoundly facilitated through the modeling of a relationship with content by teachers [...] They are living examples for students of what it means to be lifelong learners."

- Dr. Adeyemi Stemberge, *Culturally Responsive Education in the Classroom*

Turn and Talk: Choose one word, sentence, or phrase from this quote that resonates with you and share it with a partner.

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that students enter into a meaningful relationship with the content itself [...] This is most often profoundly facilitated through the modeling of a relationship with content by teachers [...] They are living examples for students of what it means to be lifelong learners."

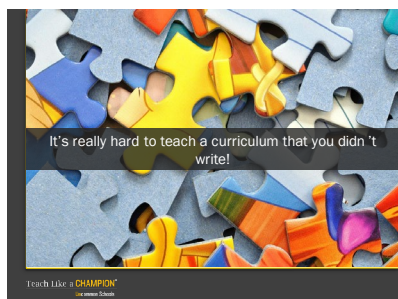
DO:

- Give participants 2 minutes to Turn and Talk. Pre-call 2 people to share their responses. As participants Turn and Talk, listen for the following key takeaways to surface during the whole-group share.
- Take 2-3 minutes to lead a whole-group discussion.
 - *Teachers are always role models. Their passion and love for reading can engage and ignite a similar passion in students.*
 - *Students must form a deep relationship with the content they are studying to truly own it. Teachers should model that depth of thinking as well.*
 - *We don't just read for today's content...we read to create a foundation for tomorrow's learning. Reading is a powerful way to set students up for success in any academic endeavor they choose.*

#4 Name It

It's really hard to teach a curriculum that you didn't write!

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Estimated Time: 1 minute **Time:**

SAY:

- We know that for all the benefits of using the Reading Reconsidered curriculum, it's not without some challenges.
- The biggest challenge is that it can be really hard to teach a curriculum that you didn't write. In some ways it can be like trying to piece together a jigsaw puzzle without knowing what the final picture should look like.
- Like a puzzle, the Reading Reconsidered curriculum has many pieces: vocabulary instruction, texts and tools to build background knowledge, Close Reading opportunities, writing tasks, and more.
- As a teacher, you'll grapple with questions like: How does this curriculum speak to my students? How do I choose what to prioritize? How do I manage pacing when the curriculum has so much breadth and depth?
- This session is designed to give you the final picture—what the whole puzzle should look like once it is completed. To get to this stage, we will dive deeply into the text and Unit Plan, so we can deliver each lesson with full confidence in our choices around pacing and prioritization.

#5 Agenda

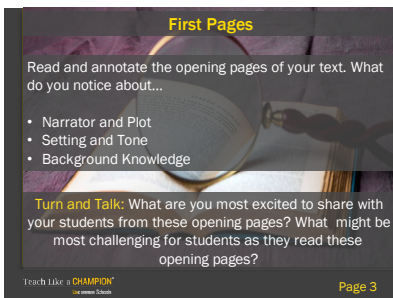


Estimated Time: <1 minute **Time:**

SAY:

- Here's a brief overview of how we will build our understanding of both the Unit Plan and the text we are studying together today. [Read slide.]

#6 Reflect



Estimated Time: 5 minutes **Time:**

Note to Facilitator: This slide is animated. After the reading period, you can animate the slide to cue participants for a Turn and Talk of their reading and annotations.

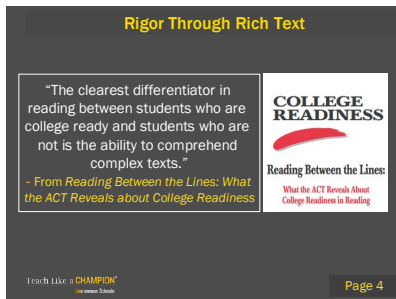
SAY:

- As adult readers who are used to analyzing texts, we know that different aspects of a rich text can stand out to us with every read and reread. We'd like to invite you now to reread the opening pages of your novel and note what strikes you about these first pages. What do you notice about:
 - Narrator and Plot
 - Setting and Tone
 - Background Knowledge
- You have 4 minutes Silent Solo to reread the first 1-2 pages of the novel. Use the questions on the slide and on page 3 of your packet to guide you but not to limit your analysis—the purpose of this time is to approach the text with an open mind to any new ideas or insights.

DO:

- Give participants 4-5 minutes Silent Solo to read and mark up the selection.
- Then, give 2 minutes for participants to Turn and Talk: What are you most excited to share with your students from these opening pages? What might be most challenging for students as they read these opening pages?

#7
Name It



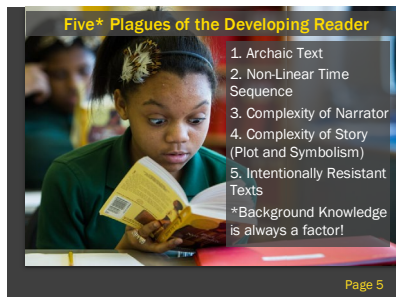
Estimated Time: 1 minute **Time:**

Note to Facilitator: You can find the ACT research here:
https://www.act.org/content/dam/act/unsecured/documents/reading_summary.pdf

SAY:

- The Reading Reconsidered curriculum emphasizes rigor: exposing students to challenging texts to help them become confident, skilled readers.
- The American College Testing Service, or ACT, completed a study to determine what the ACT reading scores revealed about college readiness. They looked at student performance in a variety of ways, based on different types of questions and texts. Their ultimate conclusion was, "The clearest differentiator in reading between students who are college ready and students who are not is the ability to comprehend complex texts."
- The Reading Reconsidered curriculum also includes literature that highlights the diversity of the human experience. We know that some of the best, most powerful, and resonant texts out there are some of the hardest to pick up and read independently.

#8
Name It



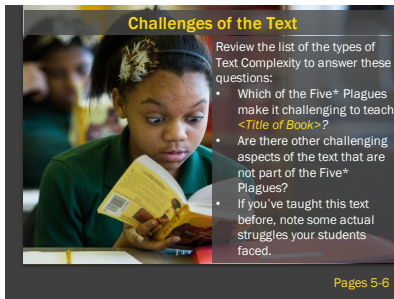
Estimated Time: 2 minutes **Time:**

Note to Facilitator: If teachers have participated in a prior Unit Preparation session, you can just remind them to refresh their memory of the Five Plagues (p. 5 in their packets) and jump to the activity on slide 9.

SAY:

- Because the Reading Reconsidered curriculum embraces challenging texts, it's worth considering some of the different types of challenges that a text may present.
- This framework from the Reading Reconsidered team categorizes "Five Plagues" or five characteristics of rigorous texts that can present a challenge for our students. In addition to the five challenges, the asterisk reminds us that a sixth challenge, common to all reading experiences, is that everything we read assumes some degree of background knowledge. When our mastery of that background knowledge is missing or vague, that is another potential barrier to comprehension.
- You can find the Five Plagues (along with examples of each) on p. 5 of your packet.

#9 Do It



Estimated Time: 7 minutes **Time:**

Note to Facilitator: Plan out your own responses based on <Title of Book>, to ensure you can prompt participants if necessary. If there are teachers who have already taught the curriculum or text, this might be an opportunity to honor their work by asking them to speak to some actual challenges that their students faced during the share out.

SAY:

- Let's brainstorm some initial challenges that we anticipate our students will encounter in <Title of Book>.

DO:

- Give participants 2 minutes Silent Solo to read over the types of Text Complexity (the Five Plagues) and to use that lens to list challenges found in <Title of Book>.

SAY:

- (After 1 minute has passed) If you have not already, start to list which of the Five Plagues are present in <Title of Book>.
- Once you have moved through each of the Five Plagues, continue to list additional challenges that <Title of Book> might present for your students. Include specific references to details that support your thinking.

DO:

- Give participants 3-4 minutes to share out challenges that relate to the Five Plagues, then share out additional challenges.
 - *Use the Five Plagues to guide participant responses.*
 - *Remember that most first-person narratives have "complex narrators" because the narrators often have some sort of "blind spot"—they may not be deliberately leading a reader astray, but there is usually some knowledge about themselves or others that they do not learn until the conclusion of the book.*
 - *Remember that texts which include symbolism, metaphors, allusions and other instances of figurative language can be complex and resistant to students who are just developing analytical skills and more abstract reasoning.*
 - *Remember that a lack of background knowledge can derail a student's reading experience. We should be aware of the places in this text that assume particular historical or cultural knowledge, knowing that the unit materials will support teachers in sharing necessary knowledge with students (through the Knowledge Organizer, the embedded texts, and the embellishments).*
 - *Other challenges can arise when parts of the text deal with potentially traumatic situations or introduce more adult-facing themes, depending on the age and maturity level of your students.*

#10 Agenda

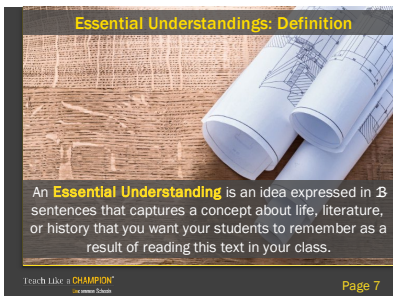


Estimated Time: <1 minute Time:

SAY:

- Now we'll begin to look at the unit plan itself. The first component of the unit plan that we'll engage with today are the Essential Understandings.

#11 Name It



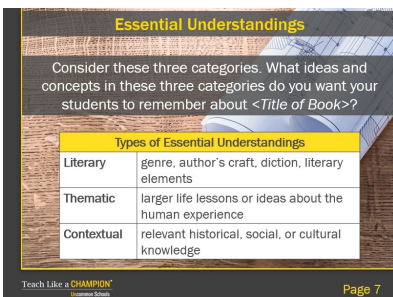
Estimated Time: 1 minute Time:

Note to Facilitator: If your teachers have participated in the Unit Preparation session enough that they are familiar with the definition and purpose of Essential Understandings, you can skip directly to slide #12.

SAY:

- Essential Understandings are like the blueprints or the design plan for the unit—they are the ideas that each lesson is built around.
- In the Reading Reconsidered curriculum, an Essential Understanding is an idea expressed in 1-3 sentences that captures a concept about life, literature, or history that students should remember as a result of reading this text.
- Essential Understandings are included on the first page of each unit plan.
- We're beginning our work in the unit plan with these Essential Understandings because they help to guide us through the unit. These are the ideas that help tie the many strands of the unit together and are the central themes that should emerge over the course of studying the novel. They are reflected in the Knowledge Organizer and are useful guides when making decisions around pacing and prioritization.

#12 Do It



Estimated Time: 2 minutes Time:

Note to Facilitator: Plan out your own responses based on <Title of Book>, using the question below. We have included examples below (from *Esperanza Rising*, *brown girl dreaming*, and *Animal Farm*) to help you get started. You may want to swap out these examples for examples either from the upcoming unit or from past units taught at your school to make them as familiar as possible for the participants.

SAY:

- Let's dive into <Title of Book>.
- Stop and Jot: Thinking about these three categories of Essential Understandings—Literal, Thematic, and Contextual—what are some ideas and concepts within these categories that you want your students to remember about <Title of Book>?

#12 Do It (Cont'd)

Essential Understandings

Consider these three categories. What ideas and concepts in these three categories do you want your students to remember about <Title of Book>?

Types of Essential Understandings	
Literary	genre, author's craft, diction, literary elements
Thematic	larger life lessons or ideas about the human experience
Contextual	relevant historical, social, or cultural knowledge

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DO:

- Give participants 90 seconds to jot down their thoughts, Silent Solo.

EXAMPLES:

Note to Facilitator: Not every unit's Essential Understanding will tick every box, and sometimes the Essential Understandings will blend two of the types—these are guidelines and not strict requirements.

○ Literary Essential Understandings:

- “Pam Munoz Ryan uses the plants of the earth and harvest seasons to communicate symbolically about the characters in the book.” (*Esperanza Rising*, Grade 5)
- “Poetry is a different type of writing than prose, so some of our vocabulary and processes as readers change when we read poems.” (*brown girl dreaming*, Grade 6)
- “Fable, allegory, and satire are genres that permit writers to indirectly share a political or moral message or to criticize hypocrisies and injustices.” (*Animal Farm*, Grade 8)

○ Thematic Essential Understandings:

- “Experience of grief and adversity can shape an individual’s coming of age.” (*Esperanza Rising*, Grade 5)
- “People are complex; their young life, experiences, and family history shape their world view as they grow.” (*brown girl dreaming*, Grade 6)
- “Language is inherently political and can be weaponized. While language can be used to motivate and inspire, it can also be used to manipulate and oppress.” (*Animal Farm*, Grade 8)

○ Contextual Essential Understandings:

- “Systems of class and caste have historically shaped the experience and interactions of people in both Mexico and the United States.” (*Esperanza Rising*, Grade 5)
- “People are complex; their young life, experiences, and family history shape their world view as they grow.” (*brown girl dreaming*, Grade 6)
- “Communism was born out of the shortcomings of capitalism and monarchy, and it promised its participants equality. However, due to hypocrisies among Communist leadership, people living and working in Communist countries did not receive the equality they were promised.” (*Animal Farm*, Grade 8)

#13 Do It

Essential Understandings: Make Them Yours

Essential Understandings: This unit is designed with repeated exposure to the following conceptual understandings:

- Rather than being static or stable, the roles of parent and child can be fluid as individuals adapt and grow. Family can be created through community as well as birth, and roles within a family can also change.
- Choosing to live across the gender of the other parent can be a revolutionary act, a way to claim or celebrate a new self and identity.
- For an individual focused on giving up his quality, coming of age may require relinquishing childhood and embracing youth, young people coming of age in a world that may have to sacrifice conflicting influences to develop more mature concepts.
- Poetry can be a way to explore formerly suppressed people or groups, to close reading acts of different poetry, readers are able to access multiple levels of meaning and perspective.

Key Background Knowledge: Below is a list of some of the core knowledge emphasized over the course of the unit. Students will repeatedly interact with these concepts. In addition to other ancillary topics that will strengthen their understanding and analysis of the novel.

Compare the **Essential Understandings** in the unit plan with the takeaways you wrote.

- How do these Essential Understandings reflect your thinking about the book?
- How do these Essential Understandings push your thinking?

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Estimated Time: 8 minutes **Time:**

SAY:

- Now we will spend some time “sparring” with the Essential Understandings of the unit.
- Compare the Essential Understandings in the unit plan with the takeaways you wrote.
 - How do these Essential Understandings reflect your thinking about the book?
 - How do these Essential Understandings push your thinking?

DO:

- Give participants 5 minutes Silent Solo to spar with the Essential Understandings.
- After 5 minutes have passed, give participants 2 minutes to Turn and Talk to share their discoveries.

#14 Do It

Essential Understandings: Make Them Yours



Unit Plan: Animal Farm by George Orwell

Grade 8
Language Arts
Unit Plan

Essential Understandings: This unit is designed with repeated exposure to the following conceptual understandings:

- **Characterization** has been one of the techniques of capitalism and industry, and generated by production equality. However, due to **technology** (and the **technology** people bring and working in **modernized countries**) did not mean the equality they were promised. **the power of technology**
- **George Orwell** was a **disillusioned** socialist and journalist who was deeply **oppressed** by the failure of communism to realize **freedom** and the **totalitarianism** of the **Soviet Union** for the **people** he loved. In **fact**, he **despised** a **totalitarian** state of **government** and **politics**.
- **Language** is **inherently** **political** and **used** to **control** the **people**. **It** is **used** to **control** the **people**. **It** is **used** to **control** the **people**. **It** is **used** to **control** the **people**.
- **Books, allegory, and satire** are **used** to **control** the **people**. **It** is **used** to **control** the **people**. **It** is **used** to **control** the **people**. **It** is **used** to **control** the **people**.

Key Background Knowledge:

Turn and Task: Jot a sticky word or phrase to use to refer to each Essential Understanding in your unit plan.

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Estimated Time: 6 minutes **Time:**

Note to Facilitator: This slide is animated. Click to animate the “Turn and Task” directions. The purpose of this activity is to make each Essential Understanding a bit more portable. As teachers start to make these Key Understandings their own, they will begin to see that there is a “through-line” in the unit—that these Essential Understandings are woven throughout many of the daily lessons and individual questions. This allows students opportunities to revisit the ideas again and again, and teachers can better prioritize the exact components of the lessons that will drive students toward the Essential Understandings of the unit.

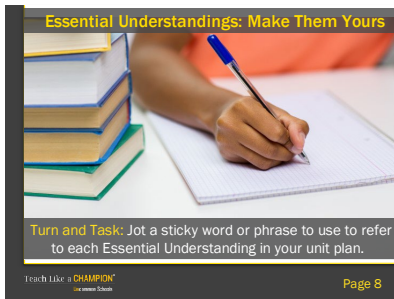
SAY:

- As we move forward, we will see that these Essential Understandings play a key role in almost all of the daily lessons that you teach. One thing to do to keep these ideas alive for yourself is to create a sticky word or phrase to refer to each Essential Understanding from the unit plan.
- In this example, you’ll see some “sticky phrases” a teacher might use to refer the Essential Understandings in the *Animal Farm* unit.
- It’s important that these sticky words capture the main idea of each Essential Understanding, as this can help make them easier to remember and recognize as you move through the daily lessons and specific questions. Of course, there are many “right answers” that accomplish this task. [Animate slide.]

DO:

- Give participants 4 minutes to work together to create a “sticky” word or phrase that captures the essence of each of the Essential Understandings from the <Title of Book> Unit Plan.
- Read over the participants’ work so you can Cold Call pairs whose words/phrases would benefit the group.

#15 Do It



Estimated Time: 2 minutes **Time:**

Note to Facilitator: You should prepare your own sticky word or phrase in advance so that you are prepared to guide participants to capture the heart of the Essential Understanding in a brief word or phrase. Your sticky words don't have to match each other's, as long as they capture the essence of the Essential Understandings. However, if you are in a school where several teachers are teaching the same units, you may want to use the same phrase so that you have common language to use throughout the unit.

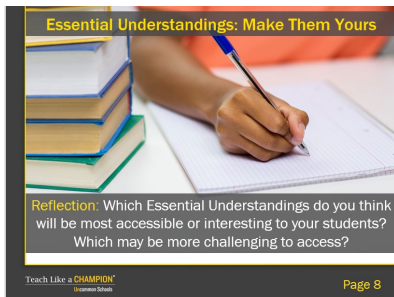
SAY:

- Could we have a volunteer share the sticky word or phrase that their group decided on for the first Essential Understanding?

DO:

- Continue to share out 1-2 sticky words or phrases for the rest of the Essential Understandings.

#16 Reflect



Estimated Time: 2 minutes **Time:**

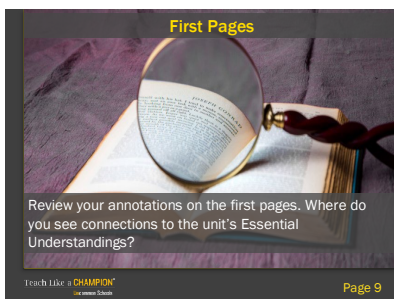
SAY:

- Let's think about these Essential Understandings in the context of your students: Which Essential Understandings do you think will be most accessible or interesting to your students? Which may be more challenging to access?

DO:

- Give participants a minute to jot their reflection on page 8 of the packet.

#17 Reflect



Estimated Time: 6 minutes **Time:**

SAY:

- Let's look back at our initial reading of the first pages of <Title of Book> to reorient ourselves to our upcoming unit. Review your annotations and consider:
 - Where do you see connections to the unit's Essential Understandings?

DO:

- Give participants 1 minute Silent Solo to jot some thoughts about the connections they see.
- Give participants 2 minutes to Turn and Talk to share their answers.
- Invite 2-3 pairs to share whole group.

#18 Do It

Essential Understandings: At a Glance

Lesson	Novel Pages	Learning Objective: "Students will be able to..."	Embedding and Embeddables	Essential Vocabulary, Literary Terms, or Rhetorical Practice	CCSS Alignment
1	Chapters One through Five, pp. 1-7	Analyze how the author reveals the conflict.	<ul style="list-style-type: none"> 4-Chemist, Lee, Ho Other John F. Kennedy Dr. Martin Luther King Jr. Vietnam War 	<ul style="list-style-type: none"> Explicit Vocabulary Figurative Language Characterization Metaphor Symbolism Point of View Setting Plot Conflict Characterization Metaphor Symbolism Point of View Setting Plot Conflict 	<ul style="list-style-type: none"> CCSS.ELA.LITERACY.RL.9-10.3 Compare and contrast two or more subjects, settings, or characters in a text or drama, drawing on specific details in the text (e.g., lines, characters, actions). CCSS.ELA.LITERACY.RL.9-10.6 Identify how a narrator or speaker's point of view influences how events are described. Questions 2, 3, 9
2	Epilogue	Explain what the epilogue reveals about the characters.	<ul style="list-style-type: none"> Words of Change 	Explicit Vocabulary	CCSS.ELA.LITERACY.RL.9-10.2

Turn and Task: In your unit plan, turn to "At a Glance: Daily Objectives and Content." Choose 1-2 lessons you think will be particularly important for developing each Essential Understanding.

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Estimated Time: 7 minutes **Time:**

Note to Facilitator: The Reading Reconsidered Curriculum has a unique approach to objectives—they are text-driven, not skills driven. Therefore, labeling objectives with the corresponding Essential Understandings won't always be obvious, and some may not seem (on the surface) to correlate with a particular Essential Understanding. You may want to work through some of the first few days on your own as you prepare for the session, so that you can direct participants to more straightforward connections if necessary.

SAY:

- This next activity illustrates how the Essential Understandings drive each unit.
- Together, we have begun to internalize the Essential Understandings for <Title of Book>. However, these understandings are teacher-facing: that is, you as teachers see the Unit Plan; students do not. Instead, students will build these understandings over time as they engage in the daily lessons.
- A few pages into the <Title of Book> Unit Plan, you will see the "At a Glance" section, which lays out the daily objectives and content of each lesson.
- Skim through the At a Glance section and try to match 1-2 lessons to each of the Essential Understandings.
- Just a hint: For each lesson, reading the Learning Objective can help you decide which of the Essential Understandings is prioritized in that lesson. Noting information in the other columns, such as Embedding and Embellishments or Literary Terms, can also help you make your decisions.

DO:

- Give participants 3-4 minutes to get through as many objectives as they are able.
- Ask for a volunteer to explain a lesson they selected and the Essential Understanding it reinforces.

#19 Name It

The Knowledge Organizer

Section	Content
Introduction	The Knowledge Organizer contains the crucial information that students will need to fully grasp the Essential Understandings of this text – and to build a broad base of knowledge that will support them in their future readings.
Background	Background information that provides context for the text.
Characterization	Characterization information that provides context for the text.
Setting	Setting information that provides context for the text.
Plot	Plot information that provides context for the text.
Conflict	Conflict information that provides context for the text.
Characterization	Characterization information that provides context for the text.
Setting	Setting information that provides context for the text.
Plot	Plot information that provides context for the text.
Conflict	Conflict information that provides context for the text.

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Estimated Time: 1 minute **Time:**

SAY:

- In your review of the unit plan, you likely noticed that the embeddings and embellishments in each day's lesson help to build student knowledge and enable them to access the text in richer, deeper ways.
- In order to help students grapple with the Essential Understandings of the unit and engage deeply with the text, we must ensure they (and we!) build adequate background knowledge.
- The Knowledge Organizer is a one-page document that captures the high-priority knowledge that students need to know in order to understand this text.
- Read Slide: "The Knowledge Organizer contains the crucial information that students will need to fully grasp the Essential Understandings of this text – and to build a broad base of knowledge that will support them in their future reading."

#20 Do It

The Knowledge Organizer

Essential Understanding	Key Question	Key Takeaway
The American Revolution was a struggle for independence from Great Britain.	Why did the American people want to break away from Great Britain?	The American people wanted to break away from Great Britain because they wanted to be free to make their own decisions.
The American Revolution was a struggle for freedom of religion.	Why did the American people want to be free to practice their own religion?	The American people wanted to be free to practice their own religion because they wanted to be free to worship God as they saw fit.
The American Revolution was a struggle for freedom of speech.	Why did the American people want to be free to speak their minds?	The American people wanted to be free to speak their minds because they wanted to be able to express their opinions and ideas.
The American Revolution was a struggle for freedom of the press.	Why did the American people want to be free to publish their newspapers?	The American people wanted to be free to publish their newspapers because they wanted to be able to share their news and information.
The American Revolution was a struggle for freedom of assembly.	Why did the American people want to be free to meet together?	The American people wanted to be free to meet together because they wanted to be able to discuss their concerns and make decisions together.
The American Revolution was a struggle for freedom of association.	Why did the American people want to be free to join together?	The American people wanted to be free to join together because they wanted to be able to support each other and work together for their common good.
The American Revolution was a struggle for freedom of movement.	Why did the American people want to be free to travel?	The American people wanted to be free to travel because they wanted to be able to explore their country and see the world.
The American Revolution was a struggle for freedom of commerce.	Why did the American people want to be free to trade?	The American people wanted to be free to trade because they wanted to be able to buy and sell goods and services.
The American Revolution was a struggle for freedom of property.	Why did the American people want to be free to own things?	The American people wanted to be free to own things because they wanted to be able to control their own lives and destinies.

Review the Knowledge Organizer in your unit plan.

- Where do you see connections to the Essential Understandings?
- What knowledge might your students be familiar with already? What might be unfamiliar?

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Estimated Time: 2 minutes **Time:**
SAY:

- The Knowledge Organizer is a document that you will share with your students, and it is a resource that will help them engage with facts that will build their knowledge of the unit and facilitate their grasp of the Essential Understandings.
- Here are a few questions to interact with the Knowledge Organizer so that you will be ready to use it to support your students.
- Review the Knowledge Organizer in your unit plan.
 - Where do you see connections to the Essential Understandings?
 - What knowledge might your students be familiar with already? What might be unfamiliar?

DO:

- Give participants 1-2 minutes to review their Knowledge Organizer.

#21 Reflect

Essential Understandings: Takeaways

What takeaways do you have from our examination of Essential Understandings?

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Estimated Time: 1 minute **Time:**

Note to Facilitator: In the debrief conversation, participants may be excited about the Essential Understandings and may generate ideas about how to make them evident to students throughout the unit. For example, they may want to post the Essential Understandings in the classroom or share them with students at the beginning of the unit. As a facilitator, you should encourage this enthusiasm but remind teachers that these are ultimately teacher-facing understandings. Students may not be able to access Essential Understandings initially because the point of the unit is to build up their understanding to these takeaways.

SAY:

- Take a moment to Stop and Jot – what takeaways do you have from our examination of Essential Understandings?

DO:

- You might have participants respond to this question Silent Solo or through a Turn and Talk.
- Monitor the responses and ask a few participants to share out, strategically leading up to the stamp which is articulated on the next slide.

#22 Name It

Essential Understandings: Stamp

Essential Understandings help teachers drive student learning. They guide the specific daily decisions teachers make: adjusting for pacing, facilitating conversation, breaking down key questions, stamping important takeaways in discussion, and supporting student writing.

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Estimated Time: 1 minute **Time:**

SAY:

- Our reflection has led us to articulate this understanding already, but let's stamp it to make sure we are all on the same page.

DO:

- Read the stamp from the slide: "Essential Understandings help teachers drive student learning. They guide the specific daily decisions teachers make: adjusting for pacing, facilitating conversation, breaking down key questions, stamping important takeaways in discussion, and supporting student writing."
- Give participants a moment to jot down the stamp in their materials.

#23 Agenda

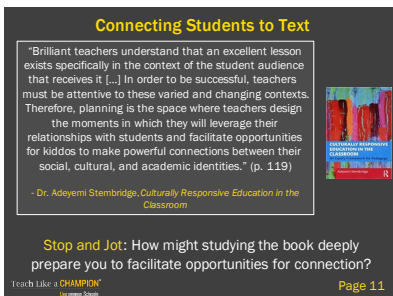


Estimated Time: <1 minute Time:

SAY:

- We'll wrap up our time today by returning to the central purpose of why we prepare so deeply, and why we teach literature: to connect our students to the texts we share.

#24 Reflect



Estimated Time: 3 minutes Time:

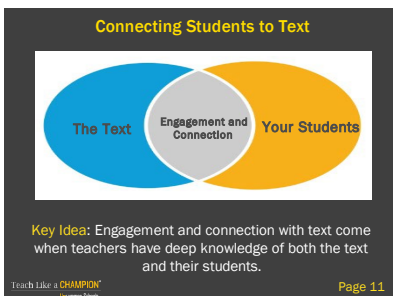
SAY:

- The Reading Reconsidered Curriculum is built on the belief that, as Dr. Adeyemi Stenbridge says, "An excellent lesson exists specially in the context of the student audience that receives it."
- [Ask participants to independently read the rest of the quote and the Stop and Jot prompt.]

DO:

- Give participants 2 minutes to Stop and Jot their thoughts.
- Call on 1-2 participants to share out their insights
- If necessary, share the following insights:
 - *While the plans and student materials are already written, as teachers, we must be attentive and responsive to our students, facilitating opportunities for the learners in our classes to make powerful connections between literature and their own lives and identities.*
 - *In order to do the planning described in this quote, we must have a deep knowledge and thorough understanding of both the book and its major themes/areas of knowledge. Owning that knowledge will amplify our ability to make connections to our students and to their identities.*

#25 Name It



Estimated Time: 1 minute Time:

SAY:

- Dr. Stenbridge makes the point that curriculum is a suggested pathway or a set of tools that requires the teacher's expertise to make it meaningful to students.
- Similarly, your knowledge of the text must blend with your knowledge of your students to truly foster engagement and connection with the material.
- Stamp by reading the key idea: "Engagement and connection with text come when teachers have deep knowledge of both the text and their students."

#26 Name It

Make It Your Own

Proactive Questions (Before teaching the unit)	Responsive Questions (During/after teaching each lesson)
Prior Knowledge <ul style="list-style-type: none"> What books have my students already read? What literary terms have we studied? What themes or knowledge may be familiar? What may be less familiar? Student Needs <ul style="list-style-type: none"> Which of my students may need supplemental materials or additional support? Which of my students are ready for additional challenges or increased autonomy? 	<ul style="list-style-type: none"> What ideas are resonating most with students? What themes are students eager to discuss and write about? Which Essential Understandings are they accessing? Which Essential Understandings are most challenging? What do students need additional practice with?

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Estimated Time: 3 minutes **Time:**

SAY:

- Our knowledge of our students allows us to foster connection and engagement with the text by considering the specific context of our students.
- Thinking through questions like these can help us make decisions about what to prioritize or adapt.
- First, there are questions that you can proactively ask yourself about the knowledge your students already bring to the table, or the specific needs that will help you better support your group of students. You likely already know the answers to these questions before launching <Title of Book>.
- Then, there are responsive questions, or those that you can ask yourself after beginning the unit, as you gauge students' excitement and gather data about students' comprehension.

DO:

- Give participants about 90 seconds to read through the questions on the slide.

#27 Do It

Make It Your Own



Reflect: How might your answers to these questions impact your preparation?

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Estimated Time: 2 minutes **Time:**

SAY:

- Take about 90 seconds to reflect on this question: How might your answers to these proactive and responsive questions impact your preparation? Think about some of the specific components of lesson plans or the Knowledge Organizers to help you respond.

DO:

- Give 90 seconds to jot down ideas.
- Ask for 2-3 volunteers to share out.

#28 Name It

Make It Your Own

Expedite (What can you de-emphasize or drop for pacing?)	Add (Where might you supplement or devote more time?)
<ul style="list-style-type: none"> De-prioritize material when students have solidified knowledge (e.g., drop a Retrieval Practice question, change Means of Participation, move to homework) Shorten or drop discussion if students are readily grasping the Essential Understanding and key ideas 	<ul style="list-style-type: none"> Respond to students' engagement with a particular topic by extending those discussions or adding homework opportunities Add additional writing, research, or project-based learning to support students' connection to unit Add additional Retrieval Practice to help students solidify knowledge from KO

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Estimated Time: 2 minutes **Time:**

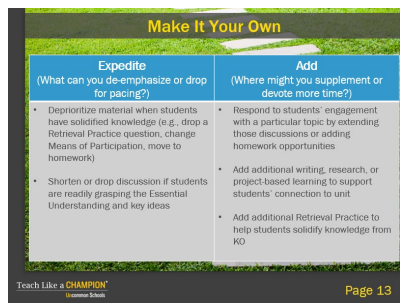
SAY:

- After you have used your knowledge of your students to answer the questions, you'll have a better sense of how to tailor the lessons to your individual students.
- Tailoring the lessons generally involves either trimming something to expedite the lesson or adding something to better support or engage your students.

DO:

- Read the slide to participants:
 - To expedite, deemphasize or drop, you might:

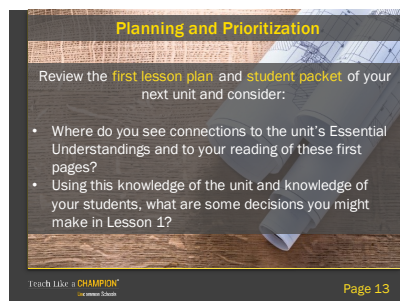
#28 Name It (Cont'd)



DO (Cont'd):

- Deprioritize material students have solidified knowledge on (e.g., drop a Retrieval Practice question, change Means of Participation, move to homework)
- Shorten or drop discussion if students are readily grasping the Essential Understanding and key ideas
- To add, supplement, or extend, you might
 - Respond to students' engagement with a particular topic by extending those discussions or adding homework opportunities
 - Add additional writing, research, or project-based learning to support students' connection to the unit
 - Add additional Retrieval Practice to help students solidify knowledge from the Knowledge Organizer

#29 Do It



Estimated Time: 10 minutes **Time:**

Note to Facilitator: As with each of these exercises, we strongly suggest that, as facilitator, you complete some of the Day 1 Lesson Plan/Student Packet review independently before the start of the workshop so you are prepared to respond nimbly and accurately to the points raised by participants. Note that participants will not finish the task in the 7-minute time frame; this is just time to start a deep dive into Day 1's plan—a preview of what they will do to prepare every lesson.

SAY:

- The purpose of diving deep into the Essential Understandings, the Knowledge Organizer, and this initial Close Read are to help you make decisions about how to plan and prioritize this material for your students. As a final task today, we'll begin the daily planning process with a series of questions you might use as you prepare each lesson.

DO:

- Give participants about 7 minutes to review the first Lesson Plan and Student Packet and annotate or take notes to respond to the following:
 - Where do you see connections to the unit's Essential Understandings and to your reading of these first pages?
 - Using this knowledge of the unit and knowledge of your students, what are some decisions you might make in preparing for and teaching Lesson 1?
- Ask participants to share out a few of the choices or decisions they would make for Lesson 1 of the unit.

#30 Reflect



Estimated Time: 3 minutes **Time:**

SAY:

- We'll wrap up our time today by returning to the central purpose of why we prepare so deeply to teach these units, and why we teach literature: to connect our students to the texts we share.
- Grounding yourself in the Essential Understandings, becoming familiar with the Knowledge Organizer, rereading sections of text, and making the plans your own set you up to dive in and teach. The pieces of the puzzle now fit together.
- Let's spend our final moments reflecting on what we've learned today:
 - Based on our work today, what is one new idea or new perspective about the book that you are excited to share with your students?
 - *Possible back-pocket question for veteran teachers and/or early finishers: Based on your review of our approach or lenses, what are some other aspects of the book you're curious to know more about or study more deeply?*

DO:

- Take 90 seconds Silent Solo to answer
- Ask for 2-3 volunteers to share out.