ELA Content Leader Modules Scope and Sequence
2018-2019

The following document outlines the topics of learning you'll engage in over the course of nine days. As a Content Leader, you will experience (as a learner) the six Content Modules that you'll eventually turnkey back at your school or district. You will also engage in three additional days of learning (Content Leader Modules 1, 8, and 9) that are designed to deepen your understanding of the content and to equip you with the necessary knowledge and facilitation skills for bringing this work to life in your context.

Launching Our Work

Content Leader Module 1: Launching Our Work
This module is designed to build Content Leaders' knowledge of the ELA Instructional Shifts and to introduce them to research-based elements of effective professional learning. Then, participants will reflect on their current context and consider opportunities to begin laying the groundwork for this professional learning initiative.

Session 1	Session 2	Session 3	Session 4
Curriculum specific PD: What, why and how?	Experiencing and Unpacking the Instructional Shifts	Heart, Head and Habits	Understanding Your Context

Arc 1: Guidebooks 2.0 Overview

Essential Question: How are the Guidebooks designed to support students in meeting Louisiana's big goal?

Content Leader Module 2 (CM 1): Unpacking the Guidebooks					
This module is designed to introduce teachers to the Guidebooks and to highlight the "Guidebook approach" to the various components of literacy instruction (fluency, close reading, volume of reading, speaking and listening, vocabulary, etc.).					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
How the Guidebooks are Designed to meet Louisiana's Big Goal for Students	The Big Picture: Components of Literacy Instruction in the Guidebooks	Unpack the Demands of the Cold Read Task (Knowledge & Skills)	Fluency As A Foundation (Let's Read)	Close Reading Experiential: The Reader's Circles in Action	Text-Based vs Strategies-Based Approach

Content Leader Module 3 (CM 2): Building Knowledge to Support Understanding					
This module is designed to highlight the central role knowledge plays in reading comprehension and to unpack the knowledge supports and design principles of the Guidebooks 2.0 curriculum.					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Text Set Experiential: How Does Knowledge Support Comprehension?	Conceptual Coherence and Building Knowledge	Unpack the Knowledge Demands of a Unit: Research Extension Task	How do the Guidebooks Build Knowledge? Exploring Guidebooks Text Sets	Direct and Indirect Vocabulary Instruction in the Guidebooks	The Importance of Volume of Reading

Arc 2: Close Reading Cycle of Inquiry

Essential Question: How does the Guidebooks approach to close reading support students in reading & understanding complex text?

Content Leader Module 4 (CM 3): Close Reading to Build Understanding					
In this module, teachers will experience and practice implementing the Guidebooks approach to close reading by unpacking how the various components of Guidebook lessons support students in accessing the big ideas of a text.					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Qualitative Analysis as a Critical Part of the Planning Process	Close Reading in the Guidebooks: How Readers Circles Gets Students to the Big Idea(s)	Text-Dependent Questions and Text-Based Responses	Unpacking Direct Vocabulary Instruction in the Guidebooks	Unpacking Speaking and Listening in the Guidebooks	Preparing to Teach and Collect Evidence of Student Learning

In between Content Modules 3 and 4, Content Leaders will implement their close reading lesson and collect evidence of students' understanding of the text.

Content Leader Module 5 (CM 4): Supporting All Students					
In this module, teachers will engage in part II of their inquiry cycle by analyzing and discussing evidence of student learning from the close reading lesson they implemented at the end of Module 3; they then use this evidence to diagnose student needs and plans supports for building student understanding using Guidebook tools.					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Reflect and Use the Guidebooks to Define Expectations for Student Work	Analyze Work Samples for Evidence of Student Learning	Look for Patterns in Student Work and Diagnose Student Needs	Use the Supports Flow Chart to Address Fluency, Vocabulary and Knowledge	Use the Supports Flow Chart to Support Students in Using Evidence	Reflect on your Cycle of Inquiry and Apply Learning from Arc II

Arc 3: Writing Cycle of Inquiry

Essential Question: How does the Guidebooks 2.0 curriculum support students in expressing understanding through writing?

Content Leader Module 6 (CM 5): Developing Writing and Language Skills					
Now that we've focused on building students' understanding in modules 2-4, this module is focused on developing students' skill in writing, through exploring the types of writing and the writing process outlined in the Guidebooks.					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Unpack the Culminating Writing Task and the Guidebooks Writing Process	Argument Writing In the Louisiana Student Standards	Informative/ Explanatory Writing: Examine the Progression Across Grade Levels	Narrative Writing and the Mentor Text Protocol	Annotating Student Writing for Evidence of the Standards	Preparing to Collect Student Writing Samples

In between Content Modules 5 and 6, Content Leaders will implement a writing lesson and collect evidence of students' learning.

Content Leader Module 7 (CM 6): Supporting All Students					
In this module, teachers will engage in part II of their inquiry cycle by analyzing and discussing evidence of student learning from the writing samples collected after Module 5; they then use this evidence to diagnose student needs and plans supports for developing student writing skills using Guidebook tools.					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Analyze Student Writing Samples	Discuss Evidence of Student Learning and Diagnose Student Needs	Supporting Craft (Answer Frames and Mentor Sentences)	Supporting Structure (Shared Writing and Model Writing)	Supporting Grammar and Language Standards	Reflect on the Arc of Learning

Arc 4: Facilitating Effective Professional Learning Cycle of Inquiry

Essential Question: How can Content Leaders prepare to deliver the Content Modules effectively and lead this professional learning initiative successfully?

Content Leader Module 8: Preparing to Lead Professional Learning, Part I
In this module, Content Leaders will engage in part I of the inquiry cycle by learning new content about how to prepare for and lead professional learning effectively. They will also practice facilitating a portion of the PD they will deliver at their schools and receive feedback.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Reflecting on the Content Modules	Paper to Presentation: Preparing to Facilitate	Facilitation 101: Effective Directions	Facilitation 101: Engagement Strategies	Practice and Feedback	Action Planning

In between Content Leader Modules 8 and 9, Content Leaders will complete the facilitation prep protocol and deliver a portion of PD to a group of their colleagues. They will collect survey and exit ticket data to bring back as evidence.

Content Leader Module 9: Preparing to Lead Professional Learning, Part II
In this module, Content Leaders will engage in part II of their inquiry cycle by analyzing and discussing trends in PD survey data in order to reflection on their preparation and facilitation. Then, we'll explore research-based strategies that will help Content Leaders lead this professional learning successfully back at their schools.

Session 1	Session 2	Session 3
Reflecting on PD Prep and Facilitation	Heart, Head, Habits Part I: Building Social Capital	Heart, Head, Habits Part II: Building Systems and Structures to Lead Professional Learning