

Deans for Impact

Using High-Quality Instructional Materials to Build Knowledge Module Overview and Scope and Sequence

The four modules represent approximately 24 hours of content that can support the ongoing training and development of aspiring teachers. Modules are intended to be completed in sequence and in full. A brief description of each module is included below.

Module	Description
1	Understanding the Language Comprehension Portion of the Reading Rope This module is designed to zoom in on a topic essential to teaching elementary ELA in ways that are aligned with the standards. Teacher-candidates learn about the components of language comprehension and their importance for developing skilled readers and creating more equitable outcomes for students.
2	Introduction to HQIM in the Elementary ELA Classroom This module gives teacher-candidates a foundational understanding of what high-quality instructional materials are and how knowledge-rich HQIM can support equitable learning for P-12 students in the ELA classroom. It also supports teacher-candidates in determining the cognitive demands of standards, determining whether instructional materials are aligned to them, and determining whether particular instructional decisions are aligned to the design principles of HQIM.
3	Lesson Internalization in the Elementary ELA Classroom This module introduces the process of internalization, or, the preparation a teacher engages in to make sense of a unit and prepare to teach a lesson. Candidates learn how curricula are structured, how to navigate curricular resources, and how HQIM can support the development of content knowledge and pedagogical content knowledge of teachers. It introduces strategies for doing so including lesson annotation and doing the “work” required of students.
4	Fostering Effortful Thinking in the Elementary ELA Classroom This module supports teacher-candidates in developing skills to ensure that students will be thinking deeply and effortfully as demanded by rigorous standards and HQIM. Teacher-candidates will understand the importance of effortful thinking for building enduring knowledge, be able to evaluate questions and tasks for the cognitive demand required of students, and plan for anticipated student thinking and possible misconceptions, including how to provide clear, specific feedback to students to refine their understanding.

Module #1 Overview:
Understanding the Language Comprehension Portion of the Reading Rope
[Estimated Duration: 2 Hrs]

Module Objectives	
<ul style="list-style-type: none">• Describe skilled reading and explain its significance• Describe the five strands of Language Comprehension, and explain how each contributes to skilled reading	

Lesson Structure	Estimated Time
<ul style="list-style-type: none">• Why do we teach kids to read?• What is skilled reading and how does it support student learning?• The five sub-strands of language comprehension• Key takeaways and exit ticket	2 Hours

Module #2 Overview:
Introduction to High-Quality Instructional Materials in the Elementary ELA Classroom
[Estimated duration: 6 hrs]

Module Objectives
<ul style="list-style-type: none"> ● Describe the shifts in College and Career Ready standards and their relationship to high-quality instructional materials ● Describe criteria of high-quality instructional materials (HQIM) and how access to HQIM is an issue of equity ● Identify features of a knowledge-rich curriculum and how it supports student learning in the Elementary ELA classroom ● Distinguish instructional decisions that are aligned to the design principles in high-quality instructional materials (HQIM) from those that are not and explain the implications of these decisions for students

Lesson Structure	Estimated Time
<p>Part 1: What are the recent shifts in the ELA Curriculum, and why do they matter?</p> <ul style="list-style-type: none"> ● Introduction to College and Career Ready Standards and the “Shifts” ● Shift #1 - Text Complexity ● Shift #2 - Grounding Reading, Writing, and Speaking in Evidence from the Text ● Shift #3 - Building Knowledge through Content Rich Non-Fiction ● Key Takeaways and Exit Ticket 	2 Hours
<p>Part 2: What are HQIM and why should I use them?</p> <ul style="list-style-type: none"> ● Equitable Access and Outcomes ● HQIM Criteria: Alignment to Standards 	2 Hours
<p>Part 3: Instructional Decision-Making Aligned with the Principles of HQIM</p> <ul style="list-style-type: none"> ● Introduction ● Instructional Decision-Making Aligned with the Shifts: Common Pitfalls and Critical Instructional Strategies ● Exit ticket 	2 Hours

Module #3 Overview:
Lesson Internalization in the Elementary ELA Classroom
[Estimated duration: 6 hrs]

Module Objectives
<ul style="list-style-type: none"> ● Define lesson internalization and describe why it's an essential part of supporting student learning ● Practice a few parts of the lesson internalization process ● Consider the relationship between internalization and equitable outcomes for students ● List and explain how to enact some of the foundational components of unit preparation ● Describe the relationship between unit preparation and equitable outcomes for students

Lesson Structure	Estimated Time
Part 1: Understanding Lesson Internalization <ul style="list-style-type: none"> ● What is internalization and why is it important? ● Steps to internalizing lessons 	2 Hours
Part 2: Practicing Lesson Internalization <ul style="list-style-type: none"> ● Steps to internalizing lessons ● Practice putting it all together ● Resources and exit ticket 	2 Hours
Part 3: Unit Preparation <ul style="list-style-type: none"> ● What is unit preparation and why is it important? ● Foundational steps in unit preparation ● Resources and exit ticket 	2 Hours

**Module #4 Overview:
Effortful Thinking in the Elementary ELA Classroom
[Estimated duration: 6 hrs]**

Module Objectives
<ul style="list-style-type: none"> ● Describe how people learn and remember information ● Describe how effortful thinking builds enduring knowledge ● Describe how teachers can use elaborative interrogation to prompt effortful thinking in their students ● Distinguish between effortful and non-effortful questions in high-quality instructional materials ● Describe the implications for students who encounter opportunities for effortful thinking compared to those who do not ● Anticipate student misconceptions when responding to effortful questions and tasks ● Respond to student thinking with elaborative prompts that support all learners in thinking effortfully

Lesson Structure	Estimated Time
<p>Part 1: Why do we need to think effortfully to learn deeply?</p> <ul style="list-style-type: none"> ● How do we learn and remember information? ● How does effortful thinking support durable learning? ● How can teachers elicit effortful thinking from students? 	2 Hours
<p>Part 2: What does effortful thinking look like in high-quality instructional materials?</p> <ul style="list-style-type: none"> ● Where do I find effortful thinking prompts in HQIM? ● How do I make sure to prompt effortful thinking in my lesson? ● Summary, reflection, and exit ticket 	2 Hours
<p>Part 3: How can teachers promote effortful thinking during lessons?</p> <ul style="list-style-type: none"> ● Why is it important to plan responses to student thinking? ● How do I plan for student responses to effortful questions? ● Practice: Responding to student thinking in “One Well” ● Summary, reflection, and exit ticket 	2 Hours