

Module Unpacking Task Card (MAKE A COPY FOR EACH MODULE)

[Unit 1](#) | [Unit 2](#) | [Unit 3](#) | [Extensions & Differentiation](#)

Purpose: Teachers will build a high-level understanding of the 4Ts (Topic, Task, Text, Targets), unit assessments, and performance task. Teachers will identify how the units build toward the performance task. [90 minutes]

Orienting to the Four T's (30 min)	
Topic (5 min) Note on Module Focus	Module Title: Module Focus: Read the guiding questions and big ideas for this module. In student language, how should they answer each question by the end of the module?
Tasks (5 min)	In your own words, briefly describe the Performance Task. Read the Module-at-a-Glance . How do the three units and their assessments build toward the performance task?
Targets (5 min)	Summarize the literacy skills addressed in this module. <ul style="list-style-type: none"> ● Reading: ● Writing: ● Speaking: ● Listening: (if applicable) Highlight the skills spiraling from the previous module.
Texts (10 min) Anchor Text Guidance K-2 3-5 6-8	Read the Anchor Text Guidance document for this Module. Which topics and themes will you need to be prepared to address with your students? <i>Read the anchor text prior to the start of instruction.</i>
Why: Student Engagement (5 min)	Consider the Guiding Questions, Big Ideas, and anchor texts. What do you think will be most exciting for students? For you? How might the topic or texts be challenging for your students? For you? How does this topic connect to my students and the community?

Orienting to Unit 1 (20 min) - Unit Title:	
Unit Overview (3 min)	Read Unit Description and 4Ts How does this unit build students' background knowledge about the topic? How does this unit build students' mastery of the literacy standards? How does this unit connect to previous learning and build toward future learning?
Mid-Unit Assessment (Grades 3 - 8) (3 min) <i>Before the start of the unit, unpack the assessment using the task card</i>	Read Mid-Unit Assessment Summary What knowledge, skills, and language do students need to be successful on this assessment?
End-of-Unit Assessment (3 min) <i>Before the start of the unit, unpack the assessment using the task card</i>	Read End-of-Unit Assessment Summary What knowledge, skills, and language do students need to be successful on this assessment?
Unit-At-A-Glance (9 min)	Read the Unit-At-A-Glance Chart (go back to Unit Overview) Considering the arc of learning for the lessons leading up to the mid and/or end-of-unit assessments: <ul style="list-style-type: none"> • What is the main skill(s) students are being asked to learn and master? What content knowledge are they building? • What patterns of instruction and assessment do you see?
Why: Student Engagement (2 min)	What do you think students will find exciting about the particular task and/or texts of this Unit?

Return to the 4Ts on page 1. Add detail to the responses there now that you understand the purpose of Unit

Orienting to Unit 2 (20 min) - Unit Title:	
Unit Overview (3 min)	<p>Read Unit Description and 4Ts</p> <p>How does this unit build students' background knowledge about the topic?</p> <p>How does this unit build students' mastery of the literacy standards?</p> <p>How does this unit connect to previous learning and build toward future learning?</p>
Mid-Unit Assessment (Grades 3 - 8) (3 min) <i>Before the start of the unit, unpack the assessment using the task card</i>	<p>Read Mid-Unit Assessment Summary</p> <p>What knowledge, skills, and language do students need to be successful on this assessment?</p>
End-of-Unit Assessment (3 min) <i>Before the start of the unit, unpack the assessment using the task card</i>	<p>Read End-of-Unit Assessment Summary</p> <p>What knowledge, skills, and language do students need to be successful on this assessment?</p>
Unit-At-A-Glance (9 min)	<p>Read the Unit-At-A-Glance Chart (go back to Unit Overview)</p> <p>Considering the arc of learning for the lessons leading up to the mid and/or end-of-unit assessments:</p> <ul style="list-style-type: none"> • What is the main skill(s) students are being asked to learn and master? What content knowledge are they building? • What patterns of instruction and assessment do you see?
Why: Student Engagement (2 min)	<p>What do you think students will find exciting about the particular task and/or texts of this Unit?</p>

Return to the 4Ts on page 1. Add detail to the responses there now that you understand the purpose of Unit 2.

Orienting to Unit 3 (20 min) - Unit Title:	
Unit Overview (3 min)	Read Unit Description and 4Ts How does this unit build students' background knowledge about the topic? How does this unit build students' mastery of the literacy standards? How does this unit connect to previous learning and build toward future learning?
Mid-Unit Assessment (Grades 3 - 8) (3 min) <i>Before the start of the unit, unpack the assessment using the task card</i>	Read Mid-Unit Assessment Summary What knowledge, skills, and language do students need to be successful on this assessment?
End-of-Unit Assessment (3 min) <i>Before the start of the unit, unpack the assessment using the task card</i>	Read End-of-Unit Assessment Summary What knowledge, skills, and language do students need to be successful on this assessment?
Unit-At-A-Glance (9 min)	Read the Unit-At-A-Glance Chart (go back to Unit Overview) Considering the arc of learning for the lessons leading up to the mid and/or end-of-unit assessments: <ul style="list-style-type: none"> • What is the main skill(s) students are being asked to learn and master? What content knowledge are they building? • What patterns of instruction and assessment do you see?
Why: Student Engagement (2 min)	What do you think students will find exciting about the particular task and/or texts of this Unit?

Return to the 4Ts on page 1. Now that you understand the purpose of Unit 3, add detail to the responses there.

Revisit The Four T's - Plan for Extensions & Differentiation	
[Optional] If time allows, use the prompts below to deepen your understanding of this module.	
Topic	What voices and perspectives are lifted? What additional voices need to be lifted?
Tasks	If you have taught the module before: consider the optional experts, fieldwork, service, and extensions. How might you incorporate one of these additions to enhance the authenticity of the performance task?
Texts	What additional texts or resources can be provided to increase students' content knowledge and vocabulary around this topic? (See <i>Recommended Texts</i> lists) <i>Read the anchor text and anchor text guidance prior to the start of instruction.</i>
Targets	Look at the standards explicitly taught and formally assessed in this module. Given recent student data, do you anticipate needing to provide any additional support for specific students? Where might you have to prioritize or expand instruction for MLLs in this module? If you teach subjects beyond ELA, where else in the day can you reinforce the standards on which students need additional support?

The focus of the K–2 modules:

- Module 1: Building Literacy in a Collaborative Classroom
- Module 2: Learning through Science and Story
- Module 3: Growing as Researchers
- Module 4: Contributing to the School Community

The focus of the 3–5 modules:

- Module 1: Becoming a Close Reader and Writing to Learn
- Module 2: Researching to Build Knowledge and Teach Others
- Module 3: Considering Perspectives and Supporting Opinions
- Module 4: Gathering Evidence and Speaking to Others

The focus of the 6–8 modules:

- Module 1: Reading, Writing, and Speaking Grounded in Evidence
- Module 2: Researching to Build and Present Knowledge (Science)
- Module 3: Analyzing, Interpreting, and Evaluating Text
- Module 4: Researching to Write and Present Arguments