

## Teaching Lab's Professional Learning Scope & Sequence: EL Education K-5 ELA Curriculum

**Essential Question:** How can we provide strong, equitable learning opportunities in literacy for all students, aligned to the three Instructional Shifts, using the EL Education curriculum?

---

### Head, Heart, and Habits: Our Research-Based Model

Research suggests that effective professional learning incorporates three critical components:



**HEAD:** Core academic content embedded in exceptional instructional materials and aligned to research-based practices.<sup>1</sup>



**HEART:** Teacher-led communities that build both social capital and buy-in.<sup>2</sup>



**HABITS:** Structured and repeated cycles of learning in the classroom.<sup>3</sup>

---

Given this, the scope and sequence is designed with these three components in mind.

#### To strengthen HEAD, teachers will:

- Understand high-quality design features of the EL Education K-5 ELA (EL) curriculum
- Deepen literacy content knowledge and understanding of the standards
- Build pedagogical content knowledge through studying the research behind the design of high-quality instructional materials
- Make explicit connections across the content, curricular materials, and research-based instructional practices in literacy; special attention will be paid to preparing teachers to teach and instructional leaders to support teachers in curriculum-aligned instruction

#### To strengthen HEART, teachers will:

- Engage in professional learning experiences within the context of “labs” - small groups of educators working with students in similar grade levels and subject areas
- Build leadership and collaborative skills through implementing cycles of inquiry with peers
- Build relationships in order to share successes, insights, and learnings from their classroom instruction

#### To strengthen HABITS, teachers will:

- Internalize content and standards from upcoming units, making connections to the shifts of Complexity, Evidence, and Building Knowledge
  - Prepare to teach daily lessons and plan for classroom discussions that will strengthen students' understanding of the literacy content
  - Apply learning to their classrooms, reflect on the impact using student work analysis, and refine their understanding and practice
  - Refine vision for strong and equitable instruction based on reflections from each inquiry cycle
- 

<sup>1</sup> Guskey, Ta. R., & Yoon, K. S. (2009). What works in professional development. *Phi delta kappan*, 90 (7), 495-500;

<sup>2</sup> The Missing Link in School Reform. Leana. (2011)

<sup>3</sup> Beyond PD: Teacher Professional Learning in High-Performing Systems. Jensen, Sonnemann, Roberts-Hull and Hunter (2016).

## Recommended Sequence and Overview of Sessions

### Vision for Strong and Equitable Literacy Instruction

Teaching Lab strongly recommends the following sequence of professional learning topics to support teachers, coaches, school leaders, and district staff in creating and achieving a vision for strong and equitable literacy instruction in their classrooms. The following sequence of professional learning supports all stakeholders in unpacking the research, design, purpose and structure behind each component of the curriculum. Through our Head, Heart, and Habits framework of professional learning, we support teachers to develop strong and equitable learning experiences so that all students achieve college and career readiness. To do this, we ground in:

EL Education’s Three Dimensions of Student Achievement which puts forth an interconnected approach to instruction that addresses and honors the whole student:

- **Mastery of Knowledge and Skills:** Students demonstrate proficiency and deep understanding, apply their learning, think critically, and communicate clearly.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-Quality Student Work:** Students create complex, authentic work that demonstrates craftsmanship.

### The Instructional Shifts in Literacy

- **Complexity:** Regular practice with complex text and its academic language.
- **Evidence:** Ground reading, writing, and speaking in evidence from text, both literary and informational.
- **Building Knowledge:** Build knowledge through content-rich nonfiction.

### High-Leverage Instructional Practices to support:

- **Planning:** Unpacking and internalizing content at the module, unit, and lesson level.
- **Data Collection & Reflection:** Identifying opportunities to collect artifacts and anecdotes that provide insight into student learning through reflection and later, action-planning.

### Prior to Implementation: Summer

Name	# of Days	Topics
Independent Learning	Up to 6-8 hours	<p><b>Curated Reading of EL Education’s <u>Your Curriculum Companion</u></b></p> <p>The Independent Learning activities support teachers, coaches, and administrators as they prepare to teach the EL Education curriculum.</p>
Summer Bootcamp	2-4 days	<p><i>These sessions will be a comprehensive introduction to the EL Education K-5 curriculum and high-quality, aligned professional learning for all participants. Bootcamp sessions support teachers in building their knowledge of evidence-based professional learning and the research and design of the EL Education K-5 Curriculum. Participants will leave the Bootcamp better prepared to implement the curriculum and to participate in cycles of inquiry throughout the year.</i></p> <ul style="list-style-type: none"> <li>● <b>Day 1:</b> Introduction to Teaching Lab &amp; Curriculum-Specific Professional Learning</li> <li>● <b>Day 2:</b> Introduction to the EL Education K-5 ELA Curriculum &amp; Module Lessons</li> <li>● <b>Day 3:</b> Introduction to the K-2 Skills Block/3-5 Additional Language &amp; Literacy Block</li> <li>● <b>Day 4:</b> Introduction to the K-2 Labs Block &amp; Assessments/3-5 Assessments &amp; Supporting Planning</li> </ul>

## Year 1 of Implementation

Below is the suggested sequencing of topics for Cycles of Inquiry that include learning, application, and analysis of results with peers. Cycles occur across 2 full days of professional learning. Day 1 includes the opportunity to study and learn new content and research, experience aspects of the curriculum in action, plan for upcoming instruction, and identify what student data will be collected as evidence of their learning. In-between Days 1 and 2, teachers will implement their plans in their classrooms and gather evidence of student learning. On Day 2, teachers will reconvene in order to analyze the evidence of student learning and discuss best practices.

Name	# of Days	Topics
Cycle 1	2 days, separated by 4-6 weeks	<p><b>Speaking &amp; Listening to Deepen Student Understanding of Complex Texts and Topics (K-5)</b></p> <p><i>How do protocols and TPTs support all students in engaging with and deepening their understanding of complex texts and topics?</i></p> <p><b>Overview:</b> In this cycle, teachers unpack how the EL Education curriculum has curated participation techniques, protocols, and instructional routines that develop academic skills to deepen student thinking, provide students with entry points into tasks, and create habits of mind to encourage autonomy and persistence. Teachers focus on how these techniques and protocols support students to:</p> <ol style="list-style-type: none"> <li>1. Engage with complex texts and topics with peer support</li> <li>2. Develop speaking and listening skills using evidence</li> <li>3. Process and express their ideas and understandings</li> </ol> <p><b>Content Focus</b> Study standards, connect to the three instructional shifts, and internalize module/unit materials related to implementation of speaking and listening routines in module lessons</p> <ul style="list-style-type: none"> <li>● Focus of specific instructional materials will depend on pacing of participants</li> <li>● Anticipated focus: Module 1</li> </ul> <p><b>Instructional Focus</b> Participants will deepen their content knowledge and pedagogical content knowledge aligned with EL Education’s instructional tools and evidence-based practices, including:</p> <ul style="list-style-type: none"> <li>● Total participation techniques (TPTs), protocols, and instructional routines</li> <li>● Engaging All Students with Complex Text: Reader &amp; Task</li> <li>● Assessing Speaking &amp; Listening</li> </ul> <p><b>Inquiry Structure</b></p> <ul style="list-style-type: none"> <li>● Day 1: Open cycle by engaging in professional learning and planning related to the content and instructional focus</li> <li>● Day 2: Close cycle by facilitating student work analysis based on evidence collected of student learning and student engagement related to speaking and listening protocols</li> </ul>
Cycle 2	2 days, separated by 4-6 weeks	<p><b>Approaches to Complex Text: Close Reading, Close-Read Aloud, &amp; Reading Aloud to Research (K-5)</b></p> <p><i>How does reading closely support students in accessing complex text?</i></p>

		<p><b><u>Overview:</u></b> In this cycle, teachers do a deep dive to better understand how close read-aloud and reading aloud to research (K-2) and close reading (3-5) support students in accessing complex text by:</p> <ol style="list-style-type: none"> <li>1. Speaking about the text and its ideas using textual evidence;</li> <li>2. Building a depth of academic vocabulary (which is complemented by building a breadth of vocabulary during a volume of reading); and</li> <li>3. Seeing and becoming more comfortable with rich and varied syntax;</li> <li>4. Supporting students in navigating the complexities of a specific text, providing experience in how to make meaning of a challenging text.</li> </ol> <p><b><u>Content Focus</u></b> Study standards, connect to the three instructional shifts, and internalize module/unit materials related to implementing the practice of close reading in module lessons</p> <ul style="list-style-type: none"> <li>● Focus of specific instructional materials will depend on pacing of participants</li> <li>● Anticipated focus: Module 2-3</li> </ul> <p><b><u>Instructional Focus</u></b> Participants will deepen their content knowledge and pedagogical content knowledge aligned with EL Education’s instructional tools and evidence-based practices, including:</p> <ul style="list-style-type: none"> <li>● Close Reading, Close Read-Aloud, Reading Aloud to Research Practices</li> <li>● Analyzing Text Complexity: Quantitative &amp; Qualitative Methods</li> <li>● Complex Text &amp; College-and-Career Readiness Research</li> </ul> <p><b><u>Inquiry Structure</u></b></p> <ul style="list-style-type: none"> <li>● Day 1: Open cycle by engaging in professional learning and planning related to the content and instructional focus</li> <li>● Day 2: Close cycle by facilitating student work analysis based on evidence collected from close reading, close-read aloud, or reading aloud to research lesson implementation</li> </ul>
<p>Cycle 3</p>	<p>2 days, separated by 4-6 weeks</p>	<p><b>Text-Based Writing to Deepen Understanding (K-5)</b></p> <p><i>How does building knowledge support students in effectively communicating ideas in writing?</i></p> <p><b><u>Overview:</u></b> In this cycle, teachers gain a deeper understanding of the relationship between content knowledge and high-quality writing. They consider how knowledge is built in the module lessons through the use of the Read-Think-Talk-Write cycle to strategically support students in producing high-quality writing.</p> <p><b><u>Content Focus</u></b> Study standards, connect to the three instructional shifts, and internalize module/unit materials related to implementing text-based writing tasks within module lessons</p> <ul style="list-style-type: none"> <li>● Focus of specific instructional materials will depend on pacing of participants</li> <li>● Anticipated focus: Module 3</li> </ul> <p><b><u>Instructional Focus</u></b> Participants will deepen their content knowledge and pedagogical content knowledge aligned with EL Education’s instructional tools and evidence-based practices, including:</p> <ul style="list-style-type: none"> <li>● Read-Think-Talk-Write Framework</li> <li>● Curricular Materials: Writing models, checklists, and note catchers</li> </ul>

		<ul style="list-style-type: none"> <li>Building Knowledge &amp; Writing Research</li> </ul> <p><b><u>Inquiry Structure</u></b></p> <ul style="list-style-type: none"> <li>Day 1: Open cycle by engaging in professional learning and planning related to the content and instructional focus</li> <li>Day 2: Close cycle by facilitating student work analysis based on evidence collected from lesson tasks aligned to the module's summative writing task that demonstrate the Read-Think-Talk-Write framework</li> </ul>
--	--	---

### Summer after Year 1 Implementation

Name	# of Days	Topics
Lab Leader Training	2	<p>After engaging in partnership and collaborative conversations with districts across the year, we'll identify strengths and areas of need. Teaching Lab will provide support to districts to determine the approach and content for Summer Bootcamp related to the identification and training of local Lab Leaders.</p> <p><b>Potential options include:</b></p> <ol style="list-style-type: none"> <li>Teaching Lab team supports district team members to facilitate Y1 Bootcamp for new teachers and leaders</li> <li>Teaching Lab team supports district team members identify and train teacher leaders to support local implementation of cycles of inquiry.</li> <li>Teaching Lab team facilitates Y1 Bootcamp for new teachers and leaders</li> </ol>

### Year 2 of Implementation

Name	# of Days	Topics
Cycle 4	2 days, separated by 4-6 weeks	<p><b>Building Academic &amp; Domain-Specific Vocabulary in Module Lessons (K-5)</b></p> <p><i>How does vocabulary acquisition impact student learning as it relates to building knowledge about a topic?</i></p> <p><b><u>Overview:</u></b> In this cycle, teachers deepen their understanding of how the EL Education K-5 Language Arts Curriculum supports students in building their vocabulary base and uncover the symbiotic relationship between building knowledge and building vocabulary.</p> <p><b><u>Content Focus</u></b> Study standards, connect to the three instructional shifts, and internalize module/unit materials related to implementing vocabulary-focused practices within module lessons</p> <ul style="list-style-type: none"> <li>Focus of specific instructional materials will depend on pacing of participants</li> <li>Anticipated focus: Module 1-2</li> </ul> <p><b><u>Instructional Focus</u></b> Participants will deepen their content knowledge and pedagogical content knowledge aligned with EL Education's instructional tools and evidence-based practices, including:</p> <ul style="list-style-type: none"> <li>Lesson-embedded practices: Interactive Word Wall, Close Reading, Unpacking Learning Targets, Vocabulary Logs</li> <li>Academic vs. Domain-Specific Vocabulary</li> <li>Building Knowledge &amp; Vocabulary Research</li> </ul>

		<p><b><u>Inquiry Structure</u></b></p> <ul style="list-style-type: none"> <li>• Day 1: Open cycle by engaging in professional learning and planning related to the content and instructional focus</li> <li>• Day 2: Close cycle by facilitating student work analysis based on evidence collected related to student learning of academic and domain-specific vocabulary</li> </ul>
<p>Cycle 5</p>	<p>2 days, separated by 4-6 weeks</p>	<p><b>Implementing the Skills Block: Using Data to Inform Instruction (K-2)</b></p> <p><i>How does a systematic approach to phonics instruction impact student mastery of foundational reading skills?</i></p> <p><b><u>Overview:</u></b> In this cycle, teachers deepen their understanding of how the EL Education K-5 Language Arts Curriculum supports a structured phonics approach to teaching foundational reading skills as a matter of equity and providing all students with the support they need to become strong readers.</p> <p><b><u>Content Focus</u></b> Study standards, connect to the three instructional shifts, and internalize module/unit materials related to implementing whole group and small group instruction during the Skills block</p> <ul style="list-style-type: none"> <li>• Focus of specific instructional materials will depend on pacing of participants</li> <li>• Anticipated focus: TBD</li> </ul> <p><b><u>Instructional Focus</u></b> Participants will deepen their content knowledge and pedagogical content knowledge aligned with EL Education’s instructional tools and evidence-based practices, including:</p> <ul style="list-style-type: none"> <li>• Skills Instructional Routines</li> <li>• Phases &amp; Micro-phases Continuum</li> <li>• Formative &amp; Summative Assessment</li> <li>• Structured Phonics Research</li> </ul> <p><b><u>Inquiry Structure</u></b></p> <ul style="list-style-type: none"> <li>• Day 1: Open cycle by engaging in professional learning and planning related to the content and instructional focus</li> <li>• Day 2: Close cycle by facilitating student work analysis based on evidence collected related to student mastery of foundational reading skills</li> </ul>
		<p><b>Implementing the ALL Block: Using Data to Inform Instruction (3-5)</b></p> <p><i>How does vocabulary acquisition impact student learning as it relates to building knowledge about a topic?</i></p> <p><b><u>Overview:</u></b> In this cycle, teachers deepen their understanding of how the EL Education K-5 Language Arts Curriculum supports students during the Additional Language and Literacy (ALL) block. Teachers will learn best practices related to collecting, analyzing, and using data to inform instruction and activities during the ALL block with a specific focus on fluency as a lever to support struggling students.</p> <p><b><u>Content Focus</u></b> Study standards, connect to the three instructional shifts, and internalize module/unit materials related to implementing module-aligned ALL block lessons</p> <ul style="list-style-type: none"> <li>• Focus of specific instructional materials will depend on pacing of participants</li> </ul>

		<ul style="list-style-type: none"> <li>● Anticipated focus: Module 2-3</li> </ul> <p><b><u>Instructional Focus</u></b> Participants will deepen their content knowledge and pedagogical content knowledge aligned with EL Education’s instructional tools and evidence-based practices, including:</p> <ul style="list-style-type: none"> <li>● 5 Components of ALL Block: <ul style="list-style-type: none"> <li>○ Additional Work with Complex Text</li> <li>○ Writing Practice</li> <li>○ Word Study and Vocabulary</li> <li>○ Reading/Speaking Fluency* and GUM (Grammar, Usage, and Mechanics)</li> <li>○ Accountable Independent Reading</li> </ul> </li> <li>● Student Task Cards vs. Teacher Activity Cards</li> <li>● Fluency Research</li> </ul> <p><b><u>Inquiry Structure</u></b></p> <ul style="list-style-type: none"> <li>● Day 1: Open cycle by engaging in professional learning and planning related to the content and instructional focus</li> <li>● Day 2: Close cycle by facilitating student work analysis based on evidence collected related to student growth in reading/speaking fluency</li> </ul> <p>*focus area</p>
<p>Cycle 6</p>	<p>2 days, separated by 4-6 weeks</p>	<p><b>Writing Interventions to Support Effective Student Writing (K-5)</b></p> <p><i>How does explicit instruction of grammar and conventions within content, improve students’ ability to communicate their ideas in writing?</i></p> <p><b><u>Overview:</u></b> In this extension of Cycle 3 on writing, teachers will learn how integrating grammar and conventions within EL Education’s knowledge-based writing approach can target specific students’ needs and support their writing efforts.</p> <p><b><u>Content Focus</u></b> Study standards, connect to the three instructional shifts, and internalize module/unit materials related to implementing instruction on grammar and conventions within module lessons</p> <ul style="list-style-type: none"> <li>● Focus of specific instructional materials will depend on pacing of participants</li> <li>● Anticipated focus: Module 3-4</li> </ul> <p><b><u>Instructional Focus</u></b> Participants will deepen their content knowledge and pedagogical content knowledge aligned with EL Education’s instructional tools and evidence-based practices, including:</p> <ul style="list-style-type: none"> <li>● Sentence-Level Writing Supports <ul style="list-style-type: none"> <li>○ Grammar</li> <li>○ Conventions</li> </ul> </li> <li>● Writing in Content Research</li> </ul> <p><b><u>Inquiry Structure</u></b></p> <ul style="list-style-type: none"> <li>● Day 1: Open cycle by engaging in professional learning and planning related to the content and instructional focus</li> <li>● Day 2: Close cycle by facilitating student work analysis based on evidence collected related to student writing quality (grammar, conventions, ideas)</li> </ul>