Collaborative Planning Guidance: English Language Arts

	WEEK 1	WEEK 2	WEEK 3
Comprehension (Meaning-based Competencies)	1. **What do we want our students to learn?** Read an anchor text and collaboratively discuss: ● Central understandings *(What knowledge do students need to gain from the text? What understandings about the characters/themes/structure do you want them to achieve?)* ● Complexity demands *(What about the text will be most challenging for students? Knowledge? Language? Purpose? Structure? What places in the text will be particularly tricky?)* 2. **How do we know if they have learned it?** ● Identify the culminating task or experience, and identify how it reflects the analytic demands of the standards. (Tasks should integrate RI/RL, W, S&L and/or Language standards.) ● Create an exemplar response for the task/experience and share ● Collaboratively plan your lesson sequence, getting familiar with the components of the curriculum.	Implement the lesson sequence with students.	Bring student work samples from the lesson sequence. Reflect on how it went with students: 1. **What went well?** 2. **What was challenging or didn't work the way you wanted?** 3. **What will we do for those who have learned it?** 4. **What will we do for those who haven't?**
Foundational Skills (Skills-based Competencies)	1. **What do we want our students to learn?** Identify the target Foundational Skill(s) of the lesson and read the standards, examining where the skill fits in the progression. 2. **How do we know if they have learned it?** ● Identify how students will demonstrate understanding of the skill. ● Collaboratively plan your lesson sequence, getting familiar with the components of the curriculum.	Implement the lesson sequence with students.	Bring student work samples from the lesson sequence. Reflect on how it went with students: 1. **What went well?** 2. **What was challenging or didn't work the way you wanted?** 3. **What will we do for those who have learned it?** 4. **What will we do for those who haven't?**

This resource was developed by TNTP (tntp.org) in support of district partners.