Facilitation Guide: Module 101: High-quality Text, Evidence-based Discussion and Writing, and Building Knowledge

**Timeframe to Complete the Module:** Allow approximately 2 – 2.5 hours for this module.

**Materials: What You Need**

* Module 101 PPT file
* Module 101 Participant Handout
* [Instructional Materials Evaluation Tool, ELA, K-2](http://achievethecore.org/content/upload/IMET_Version3_ELA_K-2.pdf)
* [Instructional Materials Evaluation Tool, ELA, 3-12](http://achievethecore.org/content/upload/IMET_Version3_ELA_3-12.pdf)

**Directions for Implementation:**

| **Topic** | **Time** | **PowerPoint slides** | **Materials Needed** |
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| Introduction  *Essential Questions, Norms, Agenda, and short history of the IMET* | 10 minutes | Slides 1–10 | * Participant Handout, p. 1 |
| Shifts Overview  *A general overview of the three ELA shifts and the research associated with them.* | 15 minutes | Slides 11–20 | * Participant Handout, p. 2 * (Slide 11) Depending on the needs of the group, this information may need to be adjusted. The presenter may use any of the slides 11-20 or choose from the following options to review the 3 ELA Shifts:  1. (14 minutes): Show video of Sandra Alberti presenting the shifts to Illinois parents: <https://www.youtube.com/watch?v=o3xyRsyxENo> 2. Have participants read Handout, p. 2. Tell them to underline what resonates with them about the requirements of the shift. Get up and find a partner to discuss (partner with same color shoes, same hair color and/or eye color, etc.) Shift 1, then Shift 2, and Shift 3.   *In the unlikely case the Shifts are new to reviewers, there is a 1-2 hour PD module available at:* <http://achievethecore.org/page/394/professional-development-introduction-to-the-ela-literacy-shifts-detail-pg> |
| Color the Shifts  *This is an introductory preview activity where participants look closer at IMET to get a feel for the layout and the metrics.* | 10–15 minutes | Slides 21–23 | * Participant Handout, p. 3 * IMET, pp. 5, 9, 13, 17, 22, 31, and 36 are the criteria overview pages. * Materials: Pink, yellow and green highlighters (one for each participant |
| Structure of the IMET  *Deeper look into structure of IMET from alignment materials to indicators of quality* | 5–10 minutes | Slides 24–26 | * IMET |
| Non-Negotiable 1: High-Quality Text  *Evaluating text complexity through qualitative and quantitative measures* | 30–45 minutes | Slides 27–48 | * Participant Handout * Reviewing using the IMET: NN 1A and NN 1B, pp. 6–7 * Text Complexity Grade Bands, p. 5 * Example 1: Quantitative Analysis of Great Fire excerpt, pp. 6–7 * Qualitative Complexity Rubric for both Informational and Literary texts, pp. 9–10 * Answer Key for Example 1, p. 15 * Tool Band Placement, p. 16 * Grade 4 basal series example, p. 17 and a second example on p. 18 * IMET * Non-Negotiable Evidence column, pp. 6–7   *If further information is needed on text complexity, refer to the Common Core State Standards, Appendix A.* |
| Alignment Criteria 1: Range and Quality of Text  *Evaluating material based on rage of text types and genres* | 45 minutes | Slides 49–58 | * IMET * Alignment Criteria, p. 17 * Materials: Speakers for video * Participant Handout * Range and Quality of Text, pp. 21–29 * Curriculum Map Analysis pp. 22–29 |