

# Example Curriculum Use Guidance

This resource is a sample of what a Use Guidance document could look like. This example is for ELA based on [Texas OER K–5 RLA Literacy Program](#) materials. It focuses on K–2 materials which are divided into two component strands: Skill Units and Knowledge Domains.

Curriculum	Tool
<p>What are the planning expectations?</p>	<p>Teachers, in conjunction with the instructional coach, will participate in unit internalization during a team planning period two weeks prior to the start of a new unit. During this meeting, teachers and the instructional coach will complete unit internalization for both the Skills and Knowledge Domains set for implementation.</p> <p>Teachers will use their weekly team planning time to review the upcoming lessons. Teachers should come to those meetings with the work of each lesson complete. During these weekly meetings, teachers should spend half of the meeting reviewing the Skills lessons and half the meeting reviewing the Knowledge Domain lessons.</p> <p>Teachers will submit their annotated Skills and Knowledge Domain lesson plans, including completed work for all of the lessons, at the start of each week to their coach/supervisor.</p>
<p>What decisions are teachers going to need to make within a given unit?</p>	<p>Because many of the topics covered in the Knowledge Domain strand require substantial background knowledge, teachers must know in advance what kind of pre-teaching will be necessary to ensure students have appropriate access to the topics being discussed. There are also limited assessment and writing opportunities explicitly built into the curriculum, so teachers and instructional coaches will need to decide what things will be assessed, when they will integrate additional writing opportunities, and how they will be assessed. These assessments and supplemental writing opportunities should be common across the grade level.</p>
<p>What decisions are teachers going to need to make within a given lesson?</p>	<p>Teachers must complete a full Skills and Knowledge Domain lesson each day; however, due to the varying degrees of complexity within the instructional content, time spent on lessons may need to be modified at times. The Skills lesson should follow the yearlong scope provided, and teachers should stick explicitly to that scope of lessons to ensure that the progression of skills is happening appropriately. Teachers may choose whether to include a small-group component to this or not. Within the Knowledge Domain lessons, teachers must address the literal, inferential, and evaluative comprehension questions each day. Teachers may make individual decisions about how to address those questions. Teachers may choose which days</p>

	they teach explicit text-based writing instruction, but it must happen at least three times per week.
Which aspects of the unit do we want all students to experience in a common way?	Because the Skills strand is structured to be a progression of skills across the year, teachers should be teaching that progression in the order it is provided in the curriculum. The only caveat to this is if a teacher has data that illustrates that the entire class has mastered a specific skill. All students should take the same curriculum-embedded summative unit assessments.
What kinds of customizations will we support? What kinds of customization would we not want to see?	<p>When we come into your classroom, we will not have the lesson materials out to see if you're "following the script." The goal is to facilitate the curriculum with integrity. Standing up and reading from the script is not great teaching—and you all know what great teaching looks like. We do expect, however, that the materials, both the Skills and Knowledge Domain strands are used daily and with fidelity. Some questions to think about:</p> <ul style="list-style-type: none"> <li>● How would I actually say this?</li> <li>● Will this activity engage my students? How should I adjust it if I need to?</li> <li>● What are the key points in the materials?</li> <li>● What additional instructional opportunities (e.g., writing instruction) need to be embedded?</li> </ul> <p><b>Appropriate Customizations</b></p> <p>Teachers may choose different grouping configurations within both strands within a given lesson(s) as long as all students are still receiving the same grade-level instruction. Teachers have the freedom to modify/provide supports to individual students based on student need driven by the data.</p> <p>Teachers can modify how students engage in the read-aloud portion—adjusting which questions get asked (with a focus on important questions for knowledge building and reaching the standard) and creating different methods for responding to questions to increase engagement.</p>