

UnboundEd

Online Modules



The Three Reads Lesson Planning Process

Deepen your expertise in planning for equitable instruction. Learn more about licensing the online modules for your state, district, or school.

Virtual Professional Learning Community

In our virtual professional learning community, each district or school has its own unique professional learning group where they can access the modules. Districts can identify team members to lead and facilitate the experience via discussion boards and support the learning virtually.

Module 1:

The Standards as a Foundation for Attending to Unfinished Instruction

To plan for student learning needs, we must begin with grade-level learning and provide just-in-time support to address unfinished instruction focused on necessary prerequisites. Module 1 addresses how to use content standards as a foundation for planning lessons that foster equity. We frame students' grade-level learning needs within the standards' staircase of complexity to illuminate access points for grade-level learning.

Module 2:

The Three Reads Planning Process

We need a clear sense of what our grade-level lessons ask students to learn to meet students' needs. The "Three Reads Planning Process" mini-modules introduce a daily process for analyzing lessons to develop clear, focused objectives. This focus allows us to shift our attention from what students are doing to what students are learning so that we are well-prepared to teach grade-level material, and when required, to scaffold instruction for equity.

- **Part a:** The Lesson Goal
- **Part b:** The Learning Steps
- **Part c:** The Instructional Plan

Module 3:

Accelerate Student Learning by Scaffolding for Equity

To accelerate student learning, students must engage in grade-level work. We know that some students will require support to access this grade-level learning. This module will build on the Three Reads Planning Process by sharing how to create supports and scaffolds that accelerate student learning by maintaining the equitable, grade-level goals of a lesson.



Objectives:

Module 1

- Determine the relationship between standards and equity.
- Identify the relationship between standards within and across grades.
- Describe ways to address unfinished instruction in service to grade-level learning.
- Use the language of the standards to specify and accelerate student learning.

Module 2

- Read 1: Determine a prioritized learning goal for the lesson.
- Read 2: Determine the learning steps that build toward the Read 1 learning goal in a logical sequence.
- Read 3, Part 1: Build awareness of culturally relevant practices.
- Read 3, Part 2: Use the culturally relevant practices to develop an instructional plan that leads to the learning goal identified in Read 1 of the Three Reads Planning Process; The objective Read 3, Part 2 is to develop an instructional plan that leads to the learning goal identified in Read 1 of the Three Reads Planning Process.

Module 3

- Distinguish between supports and modifications.
- Identify sources of cognitive load in a lesson.
- Describe how to adjust elements of cognitive load to supports student access to grade-level learning.

Who should use the learning modules?

Teachers and coaches interested in learning how to make their grade-level curriculum engaging, affirming, and meaningful should use the Online Modules.

Connect with our partnerships team to learn more.

Together, we can ensure every student thrives. It starts with building a transformative vision tailored to your unique needs. **Let's talk.**



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