**Email for Communicating Pacing, Use, and Planning**

*This resource provides an example of an email that can be shared with teachers to follow up on the expectations for pacing, planning, and using the new curriculum.*

Dear Teachers,

We are all so excited about our newly adopted curriculum, Core Knowledge Language Arts. To follow up on the information shared with you at last week’s training, I want to outline the expectations for pacing, planning, and using our new curriculum.

Our district has decided to set pacing at the unit level. This means that all classrooms across the district will begin and end units at the same time, but that the daily and weekly pacing has been determined by grade level teams at each school. The district-wide common start and end dates are so important because we will be able to ensure consistency for all of our students here in XX district and we will be able to provide professional learning experiences to teachers from all schools.

At our school, one teacher from each grade level has met with the instructional coach to determine the daily and weekly pacing schedule for the grade. Teacher and grade-specific input helped make sure that we have detailed pacing guides that will work for us. Copies of our school’s grade level pacing guides are linked here for your easy reference.

As you learned at our training, we will devote weekly planning time to reviewing upcoming lessons. Since the lessons in our new curriculum are very detailed and specific, we believe the best planning approach is to read and annotate the lessons, and to complete the work asked of students. You will share these annotated plans with your coach at the beginning of each week and use the plans in common planning time.

Finally, as we consider our expectations on how we will all use this curriculum, please hold tight to the idea that we are not a group of educators who just “follow a script.” We have selected these materials because we know that they will provide all students will access to strong, standards-aligned content and keep you from spending a lot of time searching for resources. Your time now becomes about how to effectively use the materials and meet all student needs. In thinking about adjusting materials, we have put together some guidelines.

What to keep as is:

* All texts
* All lesson components and tasks

What to consider adjusting: We want to be clear that there are times when you will need to customize your teaching to best meet the needs of your learners. Please read below for more specific guidance on what this may look like within each strand of CKLA. Your coach will help you think about these adjustments.

Skills:

* In our Skills strand, you may want to configure small groups based on data -- but all students will still receive grade level instruction.
* You also will want to use data to provide supports or modifications to match individual student needs.

Listening & Learning:

* In our Listening & Learning strand, you may decide to zoom in on certain questions outlined in the read aloud plan.
* You may also want to employ different strategies to have students engage in discussion of the text at various points.

As always, please reach out with any questions. Thank you for your energy and enthusiasm around this curriculum initiative!

Best,

Principal