



Pacing with Purpose

Solutions Lab Participant Handout

Opening Inquiry

Impacts on pacing can result in teachers skipping or compressing essential literacy activities that help students develop their reading, writing, and critical thinking abilities.

Impacts on Pacing

1. Student Variability in Reading and Writing Speed	Some students may require more time to decode, comprehend, or discuss texts, especially with complex vocabulary or unfamiliar genres.
	Writing activities (planning, drafting, revising, editing, publishing) can take longer for students who need more support with spelling, sentence construction, or organizing ideas.
	English Learners and students with IEPs may need additional scaffolds, wait time, or small-group support, stretching the time needed for each session.
2. Classroom Discussions and Oral Language Development	Some groups may be highly engaged during Turn and Talks, Think-Pair-Share, and whole class discussions and need extra time to share ideas, ask questions, or process new concepts, making it difficult to move on at the scripted pace.
3. Formative Assessment and Feedback	Teachers may need to pause to reteach, clarify misconceptions, or provide feedback, which can extend sessions beyond the recommended time.
	Reviewing and responding to student work (especially writing) can take longer than planned, especially if students need more individualized support.
4. Transitions and Classroom Management	Unexpected interruptions (announcements, unanticipated student needs, technology issues) can disrupt the flow and reduce instructional minutes.
5. Differentiation and Support & Extend	Students need targeted support during Support and Extend than the schedule allows.
	Teachers may need to adjust pacing to ensure all students access grade-level content, especially if foundational skills gaps are present.

The Solutions Lab

Ms. Alvarez's Lab Report

The impact on pacing I am investigating is...

Student Variability in Reading and Writing Speed: Some students may require more time to decode, comprehend, or discuss texts, especially with complex vocabulary or unfamiliar genres.

At the Unit level, I notice...

- The anchor texts will likely be challenging, but students will spend several days with each, so I can pace more slowly through them
- *Your Tongue: The Taste-maker!* may be easy for all students to access because it is a visual text (video)
- *Supertasters* may be more challenging for some students to engage with, based on the vocabulary (experience, intensely, revealing)
- *Bread – A Slice of History* may be challenging for my pacing because I only teach this for one session
- There are additional reading opportunities in the unit, specifically related to Writer's Craft, Session 6, when students will need to return to the *Supertasters* text.

At the Unit level I plan to:

- Read *Bread – A Slice of History* (a conceptual text) aloud to my students so that we can move through this text more quickly
- Move through *Supertasters* over two sessions (3-4) thoughtfully, because I have two sessions for it, but do not worry too much about students mastering every little detail in this text, because they will return to it on Session 6 to work on Writer's Craft.
- Introduce the anchor texts intentionally in the Unit Opener to prepare students with the essential question that they will revisit through the unit.

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Ms. Alvarez's Lab Report

At the Module level, I notice...

- The anchor texts and *Try it! How Frieda Caplan Changed the Way We Eat* will support the End-of-Unit Writing focus on food origin stories and compare/contrast.

At the Module level I plan to:

- Take my time with the anchor texts and *Try it! How Frieda Caplan Changed the Way We Eat*.
- If I'm running low on time, I need to prioritize working through these texts deliberately.

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Ms. Alvarez's Lab Report

At the Session level, I notice...

- The following activities in Session 4 will support students' success with the end-of-unit writing:
 - Practice comparing and contrasting information from two sources
 - Knowledge-building about food tasting
 - An opportunity to reread the texts from the previous sessions
- The EL Scaffolds recommended in the Session Overview will help me with pacing when I do the Compare Texts activity.
- The Read Words Routine in Unlock the Text will prime students to read multisyllabic words on their own during the text rereads.
- The Check for Understanding when students are working on their Venn Diagrams will be especially important, because I need to be sure that students are understanding how to compare and contrast. They will need this for their end-of-unit writing.

At the Session level I plan to:

- Ensure that spend quality time:
 - Comparing and contrasting information from two sources
 - Building knowledge about food tasting
 - Rereading the texts from the previous sessions
- Have the EL scaffolds ready to support pacing during the Compare Texts activity.
- Be sure to complete the Read Words Routine with students during Unlock the Text.
- Be sure to complete the Check for Understanding during the Venn Diagram activity and use the scripted directions to save time and mental energy.

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Solutions Lab Findings

Revisit our Opening Inquiry:

Impacts on pacing can result in teachers skipping or compressing essential literacy activities that help students develop their reading, writing, and critical thinking abilities.

Reflect on our investigations:

What did you notice about the teacher's intentionality supports her to mitigate the impact on pacing?

Think about your own classroom:

- What impact on pacing do you want to prioritize in your own investigation?

Solutions Lab Findings

- Impacts on pacing can result in teachers skipping or compressing essential literacy activities that help students develop their reading, writing, and critical thinking abilities.
- Efficient planning helps maintain pacing without sacrificing essentials. (Fisher & Frey, 2021)
- Teachers can plan strategically to mitigate specific impacts on pacing by investigating the Unit, Module, and Session levels, and planning next steps from the investigation.



Try one small move that strengthens your ability to mitigate an impact on pacing.



Share your feedback!

Your input helps us improve future sessions. Thank you for learning with us!