

Reading and Writing Unit Internalization Protocol

This unit internalization protocol provides a structure for developing teacher understanding of how unit/module standards, tasks and assessments operate within its overall arc of learning. The steps and questions below support “intellectual preparation” for teaching a unit/module from a high-quality instructional resource (HQIR). By starting with unit/module internalization, teachers understand how lessons fit into the big picture prior to using the [Reading and Writing Lesson Internalization Protocol](#).

Set aside 60-90 minutes for this unit-level protocol, working in collaboration with other teachers during professional learning. **This protocol includes more steps and questions than can be fully considered during that time; therefore, consider prioritizing those most aligned to district/school goals and professional learning focuses for the current stage of implementation (launch, early or ongoing).** For example, educators could choose to focus only on the “Understand” section of the protocol during launch and early implementation to build initial understanding of the resource. A [note-catcher](#) has been provided as a tool to capture thinking.

While this protocol can be used with any high-quality instructional resource (HQIR), check with your vendor for specific protocols for use with your-or-school- selected instructional resource.

UNDERSTAND: Internalize the Unit Structure and Take the Assessment

1. **Read any overview or narrative for the unit/module to understand the “big picture” of the learning. This includes its overarching ideas and essential question(s).** Doing this as independent “prework” and then beginning with a calibrating conversation can help maximize collaborative time.
2. **Identify and understand the standards addressed in the unit/module.**
 - **Learn more about the standards.** Utilize the [Kentucky Academic Standards \(KAS\) for Reading and Writing](#) to address the following areas in order to gain a deeper understanding of the standards for this unit.
 - **Structure:** Within the unit/module, identify how standards are bundled into a coherent learning progression and which are targeted for assessment. How does the unit represent both the Reading Informational Text and Reading Literature standards? For K-5 teachers: How are the Reading Foundations standards addressed?
 - What text genres will students read? *You may consider which texts can be replaced, if needed, from the suggested set within the HQIR.*
 - Note the quantitative and qualitative complexity of longer texts.
 - How are the Language standards embedded within reading standards?
 - What types of writing will students do, and in what ways does reading inform writing?
 - For K-3 teachers: Are the Handwriting standards addressed?
 - How are the Language standards embedded within composition standards?
 - **Standards for Reading and Writing Content:** Examine each standard to define what students should know, understand and be able to do.
 - Consider each standard’s multidimensionality. What *content, comprehension skills* and *analysis* are embedded?
 - **Vertical Progression:** How do the standards build off previous grade level standards? How will they prepare students for learning in future grades? For support, reference the mini-progressions provided for each standard within the KAS document.

- **Interdisciplinary Literacy Practices:** Which practices can be leveraged within this unit/module to foster a literacy-rich environment that empowers learners to think deeply and critically about texts?
3. **Take the assessment:** Take the end-of-unit/-module assessment applying the knowledge, understandings, skills, strategies and language students would be expected to use. Note alignment of items or tasks to standards, and then compare your thinking with notes in the teacher guide. *(This can be completed prior to the PLC meeting in preparation for discussing questions below.)*
- What do students have to know, understand and be able to do in order to demonstrate mastery in this unit/module?
 - What standard(s) is each component of the assessment measuring?
 - What knowledge, understandings, skills, strategies and language will students be expected to use when working through the assessment?
 - Which HQIR-embedded tasks will be used as common formatives for student work analysis within PLCs?
4. **Skim the lessons to gain an overall sense of the unit's/module's progression.**
- Which standards are addressed in each lesson?
 - How do standards and student knowledge, understandings and skills build across lessons?
5. **Connect instructional practices to standards.**
- How are students introduced to skills and concepts? How do they work towards mastery?
 - What are the specific strategies that will be needed to support mastery of reading and writing skills?

TAKE STOCK: Analyze Student Learning Data

6. **Review data, student work, or other relevant assessments and make connections to specific lessons.**
- What are the strengths and dispositions of different student groups (demographic, readiness levels, etc.) in your classroom you want to build upon in this unit/module?
 - Anticipating the range of students' background experience, vocabulary and perceptions, what learning approaches would most effectively engage students in this unit/module?
 - What potential gaps in student learning do you see? *If available, read any guidance provided by the HQIR for each relevant component of the assessment to understand how this might be addressed within the unit.* What ideas do you have about how to address those gaps?
 - What misconceptions might students have about the unit content? What opportunities exist to address the misconceptions?

TAKE ACTION: Make Adjustments to Unit

7. **Create a plan for what you will need to do to set yourself and your students up for success in this unit.** *(When considering an adjustment, the [Adjusting High-Quality Instructional Resources Tool](#) offers guidance to support doing so effectively.)*

- Do further intellectual preparation by annotating the unit (identify key learning strategies, models of exemplary work, supports for differentiated learning, etc.). Flag lingering questions, and consider where you will go for support, if needed.
- How will you plan for opportunities for students of all backgrounds and readiness levels to engage in productive struggle as they move toward achieving mastery? Which HQIR-embedded supports will you use to ensure all students can be successful (those needing additional supports and those ready for enrichment and/or extension)? What additional supports are available as needed?
- If local considerations indicate a text may need to be replaced, determine which alternative text from the suggested set for the unit within the HQIR might be used instead, or reach out to school leadership to determine if the vendor point of contact has a recommended replacement text or alternate module to fit into the learning progression.
- Note lessons for which you anticipate increasing and/or reducing allotted time. How many instructional days will the unit/module now take? How will you utilize “buffer time,” which often occurs between units/modules, to address unmet student learning needs? How will you account for any adjustments necessary to stay on track with the locally determined pacing window?
- Referring to your district’s instructional vision and curriculum document, which instructional priorities could further support/enhance learning and the student experience (elements of project-based learning, inquiry-based learning, portrait of a learner competencies, cooperative learning, cognitive strategies, standards-based grading, etc.)?
- How will you gather and analyze student feedback on their learning experience?
- Where will you take opportunities to inform students and families of upcoming learning and provide feedback on students’ progress?

Unit Reflection: Upon completion of the unit/module, this [Reading and Writing Unit Reflection Protocol](#) can be used to guide debriefing of successes, challenges and areas of possible improvement to inform how the unit/module is taught the following year.