

# Reading and Writing Unit Internalization Protocol

Unit internalization is a core process of intellectual preparation that 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. Analyze how standards are embedded within the unit/module.**
  - **Structure:** Within the unit/module, identify how standards are bundled into a coherent learning progression and which are targeted for formal assessment (e.g., how Reading Informational Text, Reading Literature, Reading Foundations, Composition and Language standards are bundled).
    - What text genres will students read?
      - Note the quantitative and qualitative complexity of longer (anchor) texts.
    - What types of writing will students do, and in what ways does reading inform writing?
  - **Standards for Reading and Writing Content:** Examine each standard formally assessed (e.g., in end-of-unit assessments) to define what students should know, understand and be able to do.
    - If support is needed, reference the assessed standards’ multidimensionality within the [Kentucky Academic Standards \(KAS\) for Reading and Writing](#) document to see the *content*, *comprehension skills* and *analysis* that are embedded.
  - **Horizontal Progression:** How do this unit’s/module’s standards fit within the course’s scope and sequence? Which recur or spiral? Are there any that are only assessed for mastery in this unit/module?
  - **Vertical Progression:** How do the standards build off previous grade level standards? How will they prepare students for learning in future grades? If support is needed, reference the mini-progressions provided for each standard within the KAS document.
- 3. Take the assessment:** The end-of-unit/-module assessment can be completed prior to the PLC meeting in preparation for discussing questions below.
  - What standard(s) is each component of the assessment measuring?

- Based on the sequence of assessments within the HQIR, identify the embedded tasks that will be used as common formatives for student work analysis within PLCs.
  - How will you collaboratively coordinate the flow of support students receive in Tier 1 and Tier 2 during the module/unit aligned to the HQIR's sequence of assessments/embedded tasks?
4. **Skim the lessons to gain an overall sense of the unit's/module's progression.**
- How do standards and student knowledge, understandings and skills build across lessons?
  - Which key lessons will be used for lesson internalization within PLCs for this unit (e.g., lessons featuring a complex text or instructional strategy/routine the PLC wants to practice or refine)?
5. **Connect instructional practices to standards.**
- What are the specific instructional strategies and routines that will be used to support mastery of reading and writing skills and understandings?
  - How will rubrics and models of exemplary work be used to support student learning?

### TAKE STOCK: Analyze Student Learning Data

6. **Review relevant data (e.g., HQIR pre-assessment, student work samples) to determine student readiness levels and inform which students should receive additional support to access Tier 1 learning in the upcoming unit.**
- What potential misconceptions and gaps in student learning do you see?
    - What guidance and resources do the HQIR provide to address those misconceptions and gaps?
    - How will Tier 2 be utilized to provide aligned support for upcoming learning in Tier 1?

### TAKE ACTION: Make Adjustments to Unit

7. **Develop 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.)**
- What student interests, strengths, and dispositions in your classroom do you want to build upon in this unit/module?
  - 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?
  - Which Interdisciplinary Literacy Practices can be leveraged within this unit/module to foster a literacy-rich environment that empowers learners to think deeply and critically about texts?
  - If local considerations indicate a text may need to be replaced, or a PLC decides during ongoing implementation a different text might better align to student interests or needs, 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?

**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.