

Unit Internalization Protocol



Use this protocol to explore the *myView Literacy* **unit design** and plan meaningful instruction that spans each unit. You need your Teacher's Edition and grade-level Standards.

<p>Unit</p>	<p>What is the Unit Theme and how do the Unit Goals connect to that theme and related literacy standards?</p> <p>How does the Essential Question make learning relevant for students?</p> <p>How do the texts build word and world knowledge related to the theme?</p> <p>How does the Project-Based Inquiry (PBI) task tie together the unit learning?</p>
<p>Unit Introduction</p>	<p>What will I include on my unit theme board so my students know where we are going across the 6-week unit?</p> <p>How will I display the unit Academic Vocabulary and provide multiple means of representation with visuals, cognates, synonyms, and examples?</p> <p>How will I display the Unit Goals and make them interactive?</p> <p>What might my students learn and share after watching the Unit Introduction Video?</p>
<p>Reading</p>	<p>How do the anchor texts build word and world knowledge of the Unit Theme to support students in their comprehension of these complex texts?</p> <p>What different genres will my students read to meet our required balance of literary and informational text and to learn how themes span different types of texts?</p> <p>How does each week's sequence of comprehension lessons build to the Lesson 5 Reflect and Share?</p> <p>When and how do students write to sources to support their reading comprehension and develop their knowledge of written craft and structure?</p> <p>What standards will my students practice in this unit? What standards are new? What standards build to and follow those students practice in this unit?</p>
<p>Foundational Skills and Word Study</p>	<p>What resources will I use to make lessons multisensory?</p> <p>How do the Reading Routines Companion lessons expand on the lessons in my TE?</p> <p>What standards will my students practice in this unit? What standards are new? What standards build to and follow those students practice in this unit?</p>
<p>Writing</p>	<p>What text type or genre of writing are my students learning in this unit?</p> <p>What mentor texts might we use during this unit?</p> <p>What standards will my students practice in this unit? What standards are new? What standards build to and follow those students practice in this unit?</p>
<p>PBI</p>	<p>How do the texts read across the unit prepare students for the PBI?</p> <p>How does the PBI task embed the Unit Theme?</p> <p>How does the PBI task help students connect with the world and consider other points of view?</p>

Lesson Internalization Protocol: *Reading*



Use this protocol to explore the *myView Literacy* **reading lesson design** and plan meaningful instruction that spans each lesson. You need your Teacher's Edition and grade-level Standards.



Step 1

Select a Lesson

Select an **upcoming Reading Comprehension** or **Foundational Skills/Word Study lesson**.

Unit: _____ Week: _____ Lesson: _____

Step 2

Lesson Background

Find the **OBJECTIVES** listed on the left side of the page next to the lesson you're planning.

- Compare these to the **GRADE-LEVEL STANDARDS** your school follows.
- **Explain** how the **lesson objectives** connect to the standards.

Explain where this lesson fits in the unit.

- What is the **Unit Theme**?
- What is the **Essential Question** for the unit?
- What **knowledge and skills** have been developed in prior units?

For Reading Comprehension, explain where this lesson fits in the sequenced **five-day reading lesson routine**. Is this...

- **Lesson 1, Theme and Genre**, where students build background knowledge - especially about the type of text they will read - for the weekly text?
- **Lesson 2, Shared Read**, when students read the text using First Read Strategies and develop basic comprehension using discussion as well as the Vocabulary and Check for Understanding tasks?
- **Lesson 3, Close Read #1**, when students use reading standards to deepen their comprehension of the text?
- **Lesson 4, Close Read #2**, when students use a metacognitive strategy to fix or otherwise enhance their reading comprehension?
- **Lesson 5, Reflect and Share**, when students write and talk in response to the text, using that response to solidify their reading comprehension?

What **prior knowledge and skills** are students bringing into this lesson?

Step 3

Backward Design

Begin at the END.

- Look at the **APPLY** options at the end of the lesson to see how students will demonstrate their understanding.
- Look at the **SHARE** prompt that follows small group instruction so you know how students will reflect and sum up their learning at the very end of the lesson.

Step 4

Focus

Describe what **you** will say and do, and what resources you might use, to introduce the skill, strategy, and/or content knowledge.

- Consider what specific objective you will share with students.
- What supportive artifacts or multisensory content might you use to engage students?

Consider the **learner assets** that will support and enhance this minilesson. What strategies, resources and prior knowledge will students **draw upon and apply** from prior learning experiences? Consider:

- Cognates
- Concepts in a home language
- Texts previously read
- Stories they have heard from family and friends
- Traditions

Set a goal for how long this part of the lesson will last. Suggested time: 2-3 minutes

Step 5

Model and Practice – Teacher Actions

Describe what **you** do to support student understanding. Consider what you read and write, what you say, how you model, and what resources you use.

- Keep in mind that **students make the best teachers!** What you do and say encourages students to interact, share, discuss, write, question, and reflect.
 - Open-ended questions such as “How might we explain this part of the text to someone who was not here today?”
 - Sharing and discussion strategies such as signs for making connections or building on others’ ideas, turn and talk, pair-square-share
 - Modeling with student examples (“*I hear ___ saying _____, which helps me understand why the character _____.*”)
- Close up on **Resources**: *Think about two specific and different students and what they would need to be successful in the lesson.*
 - What texts will you use?
 - What supportive artifacts, such as Anchor Charts, will you use?
 - What additional resources might you use? (For example: color-coded thought bubbles to hold up when you think aloud during Shared or Close Reading, vocabulary word cards or phonics skill for a wall or web)

How will your actions, comments, questions, and the resources you use **activate and affirm** students’ linguistic, content, and literacy knowledge? Consider what you will say in response to student comments and questions.

- *Your idea helps us...*
- *How might you think through the challenge...*
- *Your use of...is helpful because ...*
- *I hear you saying..., let’s hold onto that thought and reread to determine if...*

Step 6

Model and Practice – Student Actions

What will **students do** during this part of the lesson to enhance their understanding and work toward the lesson objectives? Focus only on what the students do. Remember that this will vary based on what type of lesson it is.

- *Students read/discuss/explain/write/share* _____ *in order to* _____.
- *Students practice* _____ *by* _____.

When, specifically, will students speak and write?

- A rule of thumb is that learners need opportunities to process new information (by talking or writing) every 8-10 minutes.
- Remember the name of your literacy curriculum is *myView*, as in each student's view, so we want students to do the bulk of the speaking, writing, and thinking throughout each lesson.

Set a goal for how long this part of the lesson will last. This will vary based on what type of lesson it is. Suggested times for Reading Comprehension lessons:

Theme and Genre: 5-10 minutes

Close Reading: 20-30 minutes

Shared Reading: 20-30 minutes

Reflect, Share and Compare: 20-30 minutes

Step 7

Formative Assessment

Closely examine the **Apply** and **Quick Check** options to determine what information you gain about students' understanding.

- How will you know if students are understanding during and after the lesson?
- What will students do in their Student Interactive?
- What artifacts will students use or create to demonstrate their understanding?
- What are some possible next steps for small group instruction?

What **other opportunities** are there for formative assessment?

- Consider how you might formatively assess student understanding based upon what students do in their Student Interactives, how they respond during the Shared or Close Read, what they say to each other as they Turn and Talk, and so on.

Consider **how and when** you will have students complete the **Apply** part of the lesson.

- Will students work independently or with peers?
- When will students complete these tasks?

Step 8**Small Group Instruction**

- How will you use that day’s lesson to determine **which students** will work with the various Small Group options?
- Explain what students **might do and say** within the different options and what you will do to support their independence, collaboration, perseverance, and use of language.
- What will you do to **support and formatively assess** students as they work?

<input type="checkbox"/> Strategy Group	<input type="checkbox"/> Inquiry Group	<input type="checkbox"/> Literacy Activities and Centers
<input type="checkbox"/> Conferring	<input type="checkbox"/> Independent Reading or Book Club	<input type="checkbox"/> Intervention Activity

Step 9**Whole Group Share**

How will students **formatively assess their efforts, ideas, and work**?

- Consider how you might shape the **Share** to help students self-evaluate and give feedback to peers.
 - Perhaps you will identify two or three students to spotlight or maybe you will use a routine so all students reflect simultaneously.
 - Consider using Sentence Frames or a Listening and Speaking Routine from the **Language Awareness Handbook**.

How will students **reflect** after small group instruction? Consider strategies such as:

- Each student chooses one word or phrase in any language (i.e., their home language) and writes that down. Each word/phrase is then posted on the same chart or wall and then one student reads them all aloud.

Lesson Internalization Protocol: *Writing*



Use this protocol to explore the *myView Literacy* **writing lesson design** and plan meaningful instruction that spans each lesson. You need your Teacher's Edition and grade-level Standards.

Step 1

Select a Lesson

Select an upcoming **Writing** lesson.

Unit: _____ Week: _____ Lesson: _____



Step 2

Lesson Background

Look at the **OBJECTIVES** listed on the left side of the page next to the lesson you are planning. Compare these to the **GRADE-LEVEL STANDARDS** your school follows. **Explain** how the **objectives connect to the standards**.

Explain where this lesson fits.

- What is the genre for this unit?
- Look at the **genres** for each writing unit throughout the year. Is this the students' first time writing this genre?
- Where are students in the **writing process**? Is this Week 1 (Prewriting), Week 2 or 3 (Drafting), Week 4 (Revising and Editing), or Week 5 (Publishing)?
- What objectives have students **already covered** this week, and/or what objectives will they cover **next**?

Step 3

Learner Experiences

Begin at the END by looking at the **Independent Writing** tasks at the end of the lesson to see how students will apply their learning in their own writing.

- Look at the **Share Back** prompt so you know how students will reflect and sum up their learning for each other at the very end of the lesson.
- Keep this in mind as you plan in order to ensure that all teacher and student actions support these outcomes.

What will **students do during the Model and Practice and Independent Writing** parts of the lesson to enhance their understanding and work toward the lesson objectives? (focus only on what the students do)

- *Students* _____ *in order to* _____.

“When students connect to material that encompasses their reality and is steeped in relevance, they are better able to expand their knowledge of important writing skills and read like writers (Glover & Berry, 2012).”

myView Literacy Foundational Research

Step 4 Learner Assets

What strategies, resources and prior knowledge will students **draw upon and apply** from prior learning experiences? Consider:

- Students' recent writing pieces
- Texts previously read
- Genre characteristics
- Where students are in the writing process
- Stories or lessons they have heard from family and friends
- Traditions

How will your actions, comments, questions **activate and affirm** this prior linguistic, content, and literacy knowledge? Consider what you will say in response to student comments and questions.

- *Say more...*
- *Your idea helps us...*
- *How might you think through the challenge...*
- *Your use of...is helpful because...*

Step 5 Instructional Support

Describe what **you** do to support student understanding. Consider what you read and write, what you say, and what resources you use.

- Keep in mind that **students make the best teachers!** What you do and say should also encourage students to interact, share, discuss, write, question, and reflect. Consider:
 - Open-ended questions
 - Sharing and discussion strategies
 - Shared writing opportunities
- Close up on **Language**: What genre language will you and your students use? How might you support internalization and use of that language? Consider:
 - Cognates, visuals, and familiar examples for genre language such as *sequence of events, claim, and dialogue*
 - Opportunities for students to speak and write in their home language in order to affirm identity, access writing concepts, and enhance language awareness
- Close up on **Resources**: *Think about two specific and different students and what they would need to be successful in the minilesson.*
 - What mentor texts will you use?
 - What supportive artifacts, such as anchor charts, will you use?
 - What additional resources might you use? (For example: shared writing composed on a wall chart, Student Interactive pages, student writing materials)

Step 6 Formative Assessment

Examine **Independent Writing** through the lens of formative assessment.

What are students writing **independently**?

- How will you know if students are applying the skill or strategy from the lesson in their writing?

Look at the **Writing Support** options.

- How will you determine whether to incorporate one of these supports into the whole group minilesson?
- How will you know if your students need one (or more) of these supports in a small group lesson or one-on-one conference?
- How will **students** formatively assess their own efforts, ideas, and work?
- Consider how students might self-reflect as they write independently and offer feedback as they share with peers.
 - *Today I included _____ in my writing because _____.*
 - *Today, I revised _____ because _____.*
 - *I notice that you have _____ in your writing, which helps the reader _____.*

Step 7 Writing Conferences

How will you **determine** which students you will conference with today? Consider:

- A rotation where every student is conferred with over one week
- Establishing a routine that teaches students how to decide if they need to meet with the teacher and how to request a conference

How will you use the **Conference Prompts** to guide these conferences?

- Determine possible teaching points for the conferences and mentor texts to use during the conferences.

What will you do to **support and formatively assess** students as they write?

Step 8 Share Back

How will students **formatively assess their efforts, ideas, and work**?

- Remember that students make the best teachers! Consider how you might shape the **Share Back** to help students self-evaluate and give feedback to peers. Perhaps you will identify two or three students to spotlight or maybe you will use a routine so all students reflect simultaneously. Consider using Sentence Frames or a Listening and Speaking Routine from the **Language Awareness Handbook**.

How will students **reflect** after Independent Writing? Consider strategies such as:

- Each student chooses one word or phrase in any language (i.e., their home language) and writes that down. Each word/phrase is then posted on the same chart or wall and then one student reads them all aloud.