

Internalize your curriculum by unpacking units, routines, and lessons with this comprehensive tool. Discover the purpose of components, time allocation, knowledge requirements, and formative assessment strategies to make your lessons meaningful and rigorous.

What's Inside?

Unit Internalization

We plan backwards and teach forwards. That's why we start planning by clearly defining what students need to know and be able to do by the end of the unit and what question they are working all unit long to answer. We explain how the text selections and tasks align and build toward a **unit's goals, performance tasks, and performance-based assessment.**

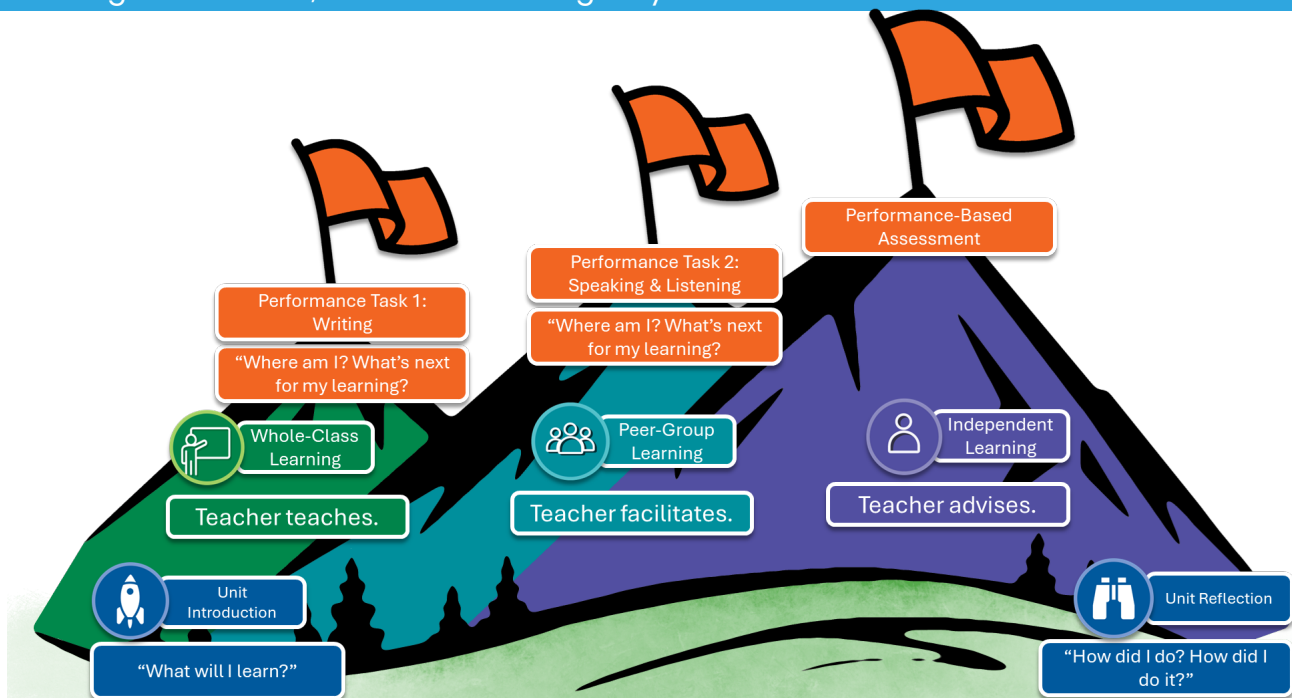
Lesson Internalization

Use a series of prompts to identify **learning targets, assessment methods, instructional activities, scaffolding, and pacing** to help ensure all students achieve the lesson objectives and build on prior knowledge and skills.

Unit Internalization



Use the following guidance to plan your **students' journey through a myPerspectives unit**. As you explore each question and prompt, make your own version of the mountain featured below. You can use that in your classroom to provide purpose throughout the unit, to anchor learning for your students.



Unit Introduction

Note the Essential Question. Read the Mentor Text and respond to the tasks.

- How does the Essential Question connect to the unit theme?
- What makes the Essential Question relevant for students and worth answering over time?
- How will the Mentor Text and QuickWrite prepare students for the PBA?
- How does each Unit Introduction Activity prompt conversation and writing, invite diverse perspectives, and establish clear purpose for learning across the unit?

Unit Assessments

Describe what students do in the two Performance Tasks, the unit PBA, and the Unit Test.

- Which standards are met through the Performance Tasks, PBA, and Unit Test?
- How do students add their voices to those of the authors whose works they read in the unit?
- How do the two Performance Tasks build to the PBA?
- How do the writing process and peer collaboration scaffold the two Performance Tasks?

Connected Literary and Informational Texts

Note all literary and informational texts that students read to build knowledge across the unit.

- Read the texts and explain how each provides a diverse perspective on the unit theme.

Unit Reflection

Read Reflect on Your Unit Goals and Reflect on the Unit Texts.

- How might previewing these two routines at the start of the unit enhance learner agency?



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

- Lesson 1 – Learn About Genre for 6–8
- Lesson 2*– Prepare to Read/Read (Lesson 1 for 9–12)
- Lesson 3 – Build Insight
- Lesson 4 – Analyze and Interpret
- Lesson 5 – Study Language and Craft
- Lesson 6 – Share Ideas

*Due to the length of some texts, this lesson 2 may take more than one instructional block of time. This could cover lessons 2–3 or 2–4 depending on the text's length.

Step 1

Identify the Routine

- How much **time** is allotted for this routine?
- What **tasks** will students engage in?
- How does this routine help students **build knowledge** that answers the Essential Question?
- How does this routine help students **build skills** they will use on the unit's assessments (PTs, PBA, Unit Test)?
- How does this routine help students **develop the language** they will use to make meaning and share their thinking?

Step 2

Identify the Learning Objectives

- What **TEKS and learning objective(s)** does this routine address?
- How does this learning objective(s) **connect to unit's assessments** (PTs, PBA, Unit Test)?

Step 3

Pace the Tasks, Organize Students

- How much **time** will each **task** take?
- What **grouping strategies** will you use?
- How will you move through the **gradual release of responsibility** for each task?

Step 4

Complete the Tasks

- **Engage** with the tasks from a student's perspective.
- What **print or digital resources** will students use to support skill, knowledge, and language development?



Step 5

Prepare to Engage Students

- **Describe** what you will say and do, and what resources you might use, to introduce the skill, strategy, and/or content knowledge. *Tip: Be sure to check the blue text in your TE as well as available digital resources.*
 - 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 lesson. What **strategies, resources, and prior knowledge** will students draw upon and apply from prior learning experiences?
- 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 6

Plan for Instructional Support

- How will you **introduce the objective** of each task?
- What **explicit, direct instruction** is provided?
- How will you **model** each task?
- How will you **monitor student understanding**?
- How will you **scaffold** these tasks for to meet the needs of **all learners**?
- How will you **amplify**, rather than simply, language for **Emergent Bilingual learners**?
- How might you **challenge or extend** these tasks for students?

Step 7

Formative Assessment

- What student artifacts will act as **formative data** for each task and the routine as a whole?
- What are your **next steps** for a student who demonstrates mastery of the learning objective(s)?
- What are your **next steps** for a student who does not demonstrate mastery of the learning objective(s)?