



Richland Parish Unit and Lesson Preparation Protocols

Unit Preparation Protocol

1. **LOCATE:** all unit materials including: text, tasks, assessments, and extensions.
 - a. Collect all materials necessary to complete the protocol.
 - b. Determine with your school leaders how they want you to share your planning template with them.
2. **READ:** the anchor text included in the unit.
 - a. What is the **PURPOSE** of the anchor text?
 - b. What is the knowledge gained by students (not the skill that is being built?)
 - c. Why is this text quantitatively and qualitatively appropriate?
 - d. What qualitative features will be most challenging in this text?
3. **READ:** the additional texts provided in the unit. For each answer the questions below.
 - a. What role does this text play in the unit?
 - b. What is the knowledge gained by students (not the skill)?
 - c. Why is the text quantitatively and qualitatively appropriate?
 - d. What qualitative features will be most challenging in this text?
4. **ANALYZE THE CULMINATING WRITING TASK:** for what students need to know and do to be successful during this unit.
 - a. Read the directions and prompt and determine what students are being asked to do (in your own words).
 - b. Make a list of the knowledge, vocab, writing structures, textual evidence that students will need to use in order to demonstrate success on the final task.
5. **READ THE CULMINATING WRITING TASK STUDENT EXEMPLAR AND THE PROVIDED RUBRIC:** to determine what makes the exemplar complete.
 - a. What makes this a quality response (think about your list in 4b)?
 - b. What standard(s) does the exemplar address?
 - c. How does the response show a deep understanding of the text?
 - d. How is textual evidence used?
6. **REPEAT THE PROCESS IN STEP 4 and 5 FOR ALL PROVIDED ASSESSMENT MATERIALS:** in the unit.
7. **READ AND REVIEW THE LESSON DESCRIPTION FOR EACH SECTION AND CREATE A ROADMAP:** that will operate as your unit guide. For each section of lessons provide answers to the following questions:
 - a. What knowledge and skills are students building in this section?
 - b. What vocabulary words are students building during this section of the unit?
 - c. How does this section prepare students for success on the end of unit assessment?

Louisiana Guidebooks Lesson Preparation Protocol:

Once you have unpacked the unit, you should next dig into each lesson within the unit to gain a deep understanding of what is expected of students. This level of planning will help you get to know the text you are teaching, think through student misconceptions, and plan for scaffolds that your students might need.

Prepare:

1. **READ LESSON:** Read the lesson slides and teacher notes all the way through.
 - a. What is the purpose of this lesson?
 - b. How does this lesson connect to previous lessons in this unit?
 - c. How does this lesson build toward the end of unit task?
2. **READ and ANALYZE the TEXT:** Read the section of the text (or whole text) included in the lesson.
 - a. What knowledge are students gaining from reading the text included in the lesson?
 - b. What makes the text complex for students (piece of text you are reading in this lesson)?
 - c. What vocab might hinder students' ability to comprehend the text?
 - d. Which paragraphs include the most important knowledge and vocabulary?
3. **PURPOSE:** Determine the purpose of the reading.
 - a. What is the purpose of the reading?
 - b. Which tasks included in the lesson develop the purpose of the reading?
 - c. How do the lesson activities build students' understanding of the purpose?
4. **ANALYZE the STANDARDS:** Analyze the standards addressed in the lesson.
 - a. Which standards are being addressed in the lesson?
 - b. Read the standards.
 - c. Analyze how the tasks address the standards.
5. **OBJECTIVES:** Use the previous steps to create daily objectives.
 - a. What are your targets for today's lesson?
 - b. Make sure the targets connect the purpose and the standard.

Predict:

6. **QUESTIONS:** Read each question included in the read aloud.
 - a. Determine how you will ask students the questions.
 - i. Is it a question that all students should answer?
 1. Turn and talks, white boards, stop and jots, etc.
 - ii. Is it a question that students can respond to in writing?
 - b. Analyze the exemplar responses to each question you ask.
 - i. Determine for each question which piece of textual evidence you want students to use in their responses.



- ii. Determine for each question what might challenge students.
 - iii. Plan a scaffold for your thinking above.
- 7. EXIT TICKET: Create an exit ticket for the lesson.
 - a. Use your learning targets, the standard and your knowledge of the lesson to create an exit ticket.

Practice!