

K-2 Knowledge Unit Preparation Protocol

Louisiana's ELA goal is for all students to read, understand, and express their understanding of complex, grade-level texts. All high-quality instructional materials (HQIM) build students' knowledge and comprehension skills in preparation for end-of-unit/module assessments. The end-of-unit/module assessment aligns with grade-level standards. Use the K-2 Knowledge Unit Preparation Protocol to engage in the unit preparation process during teacher collaboration time. Additional support for this tool is provided on the [Louisiana Professional Learning Platform](#).

Preparing to Teach a Unit

Step 1: Start with the End in Mind

- ☐ Review the unit/module introduction or overview and familiarize yourself with the central/focus questions.
- ☐ Analyze the end-of-unit/module culminating assessment and supporting resources (e.g., answer keys, checklists, rubrics, exemplars) to determine the content knowledge and comprehension skills required by the standards assessed.
- ☐ Determine how the curriculum's instructional approaches for speaking, listening, reading, and writing are designed to support **all** students throughout instruction.

Step 2: Texts at the Center

- ☐ Read all core and supplementary texts to identify the knowledge of each text.
- ☐ Annotate texts to indicate the qualitative [literary](#) and [informational](#) text elements with which students may struggle throughout the unit/module.

Step 3: Trace High-Level Knowledge and Skills Through Assessment (Implement Step 3 when HQIM has assessments before the unit/module assessment.)

- ☐ Access exemplars from the HQIM and create student exemplars as needed for each formative assessment from the unit/module.
- ☐ Complete all assessments from the unit/module to determine the key knowledge and comprehension skill demands of each assessment and trace the development of those throughout the unit/module.

Step 1: Start with the End in Mind

Review the unit/module overview and familiarize yourself with the central or focus questions. Access the end-of-unit/module assessment or any formative assessments throughout the unit/module, along with the exemplar, to determine the key knowledge and comprehension skill demands of the assessment. Determine how the curriculum’s instructional approaches for speaking, listening, reading, and writing are designed to support all students throughout instruction.

Unit/Module Title and Central or Focus Question		
End of unit/module assessment		
What do students need to know and be able to do at the end of the unit/module in order to be successful on the final unit/module assessment? Be sure to consult the exemplar, if available.	What knowledge will students need?	What skills will students need?

Step 2: Texts at the Center

Access and read all core and supplemental texts in the prescribed order to determine how each text supports the demands of the culminating assessment and moves students toward mastery of overarching standards. Annotate texts to indicate qualitative features with which students might struggle over the course of the unit.

Text Title	What knowledge should students gain from reading this text? <i>What is most important for students to know/understand through reading this text?</i>	How is this knowledge assessed at the end of the unit/module?	What element(s) of text complexity will students likely struggle with? <i>After analyzing the text using the literary and informational elements for qualitative text analysis, capture your overall findings below.</i>

Step 3: Trace High-Leverage Knowledge and Skills Through Assessment

Examine the formative assessments within the unit to unpack the high-leverage key knowledge and comprehension skills to support students in completing the end-of-unit/module assessment or culminating writing task.

Location in Unit	Assessment Task	What knowledge will students need?	What skills will students need?