

Unit Study 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 build students’ knowledge and skills in preparation for the end of unit/module assessment. The end of unit/module assessment aligns with the end-of-year expectations and grade-level standards.

Preparing to Teach a Unit

Step 1: Start with the End in Mind

- Be sure you understand the curriculum’s instructional approaches for reading, discussing, presenting, and writing and how all students are supported throughout instruction.
- Review the unit/module overview and familiarize yourself with the central or focus question.
- Access the evaluation/assessment plan for the unit/module and analyze the final unit/module assessment and exemplar to determine the knowledge and skill demands of the culminating assessment.

Step 2: Texts at the Center

- Access and read all unit texts to determine the big ideas and how each text connects to and supports the demands of the culminating assessment.
- Annotate texts to indicate the qualitative features of [informational](#) and [literary](#) texts with which students may struggle over the course of the unit/module.

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

- Write your own exemplars for each assessment throughout the unit/module.
- Review each assessment throughout the unit to determine the knowledge and skill demands of each assessment.
- Determine what knowledge and skills are required to complete the task and trace the development of these throughout the unit/module. These knowledge and skill demands are considered high-leverage and serve as the foundation for instructional decision making.

Use the Unit Study Tool to engage in the unit study protocol process. This tool was designed to be used collaboratively during teacher collaboration time.

Step 1: Start with the End in Mind

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| Unit/Module Title and Central 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? |
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Step 2: Texts at the Center

Access and read all unit texts to determine the big ideas and how each text connects to and supports the demands of the end of unit/module assessment. 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 does this text and the knowledge it provides support students in successfully completing the end of unit/module assessment? | What feature(s) of text complexity will students likely struggle with? <i>After analyzing the text using the informational or literary rubric for qualitative text analysis, capture your overall findings below.</i> |
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Step 3: Trace High-Leverage Knowledge and Skills Through Assessment

Examine the assessments within the unit and unpack the knowledge and skills that will be high-leverage in helping students complete their end of unit/module assessment.

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