

Curriculum Internalization Protocol

This guide is designed for educators to use to help internalize and deepen their understanding of a curriculum in order to prepare for and deliver high-quality instruction.

- 1. Orient high-level to the unit or module. [15 min]**
 - a. Read the unit/module overview.
 - b. In your own words, describe: What are the big ideas in this unit/module? What genres of text, writing types, and grade-level standards will be covered? How will students' understanding of the text and mastery of the standards be assessed?
- 2. Review the unit and culminating assessments for the unit/module. [15 min]**
 - a. What connections can you make between the unit/module overview, the text(s), and the assessment? What do you think will be easy/challenging for your students?
 - b. In your own words, describe: How do the mid- and end-of-unit assessments scaffold toward the culminating assessment?
- 3. Choose a central text and engage in a "text talk" with your colleagues. [30 min]**

How to engage in a "Text Talk:"

 - i. Read and annotate the text independently.
 - ii. Start by discussing the text as an adult, as if you were discussing the text in a book club; then, discuss the text through the lens of a teacher and hone in on the key takeaways you'd want student to have after reading the text.
 - iii. As a group, analyze the qualitative elements of the text (meaning/purpose, language, structure, knowledge demands) and use those to inform where you'd want to "linger" during instruction.
 - iv. With your colleagues, discuss the types of text dependent questions you'd want to ask about the text, ensuring that they are connected to difficult qualitative portions of the text revealed during the qualitative analysis.
 - v. Repeat with additional central texts within the unit/module, as time allows. (We strongly recommend that teachers internalize all texts before teaching them!)
- 4. Internalize and adapt a lesson. [30 min]**
 - a. Read through a lesson that will be taught as part of upcoming instruction and consider: How do the lesson activities and text dependent questions drive

toward the key understandings in the text? Are there any gaps? (Think about your students' strengths/needs and your qualitative analysis of the text.)

- b. Then, adapt the lesson*: What changes would you make given what you know about the text and your students? Does anything need to be cut or changed due to time constraints?
- c. Anticipate misconceptions: what misconceptions do you anticipate your students might have, and how will you address them?
- d. Repeat with additional lessons within the module, as time allows.

*If you are using a high-quality curriculum, we recommend you do not alter the text sequence or selection or cut lessons within a unit/module to move more quickly.