

Teaching and Learning

K-2 Literacy Skills Unit Preparation Protocol

Guidance for teachers unpacking and analyzing foundational literacy skills units in grades K-2

Unit		
Title of Unit	# Cycles or Weeks in the Unit	# Lessons in the Unit

Step	Guiding Question	Preparation Guidance	Notes
STEP 1 Connect to Prior Learning and Current Assessment Data	What does current assessment data tell us about student readiness?	Use prior instruction and assessment results to determine whether students are ready for new learning or need additional support or acceleration. - What foundational skills were targeted in the previous unit(s), and how do they connect to the current unit's goals? - What does recent assessment data (e.g., screeners, progress monitoring, curricular assessments) reveal about students' current skill levels? - What were some common challenges for students?	

STEP 2 Understand the Priority Reading Skills for the Current Unit	Which skills are explicitly taught and assessed in this unit?	Read the Unit Introduction. Identify and clarify the specific foundational skills students are expected to develop during this unit and the lessons in which they are introduced. • Which phonological awareness, phonics, or morphological patterns are explicitly taught or reinforced? • What new or review words with irregular spellings are students expected to read and/or spell automatically? • What fluency goals are embedded in the unit (e.g., accuracy, rate, prosody)? • What spelling or encoding skills are explicitly targeted or reinforced? • What language conventions or writing skills are explicitly targeted or reinforced? • How are the Louisiana Student Standards addressed throughout the unit?	
STEP 3 Examine Embedded Curricular Assessments	How will the priority skills be assessed throughout the unit?	Review the unit/module overview and assessment plan. Look closely at the Unit Assessment and answer key(s). Define success criteria and how to monitor progress throughout the unit to make timely instructional decisions. • How are skills assessed for mastery within the skills curriculum? • What curricular assessments are embedded throughout the unit (e.g., checks for understanding, exit slips, culminating tasks) to support the demands of the end-of-unit assessment and unit learning goals? • How will I monitor progress throughout the unit to identify students who need support or extension?	

STEP 4 Anticipate Potential Challenges or Difficulties	With which skills or concepts might students struggle throughout this unit?	Plan ahead for student misunderstandings by identifying tricky concepts and preparing clear, corrective supports. • Which skills in this unit are developmentally complex or commonly misunderstood? • Which students will need additional support or scaffolds to access the skills? • How will I model correct responses or strategies in advance to reduce confusion? • When and how will I reteach or revisit tricky concepts during the unit?	
STEP 5 Analyze Application in Reading and Writing	How are students practicing skills authentically in connected text and through written expression?	Ensure that the texts students read provide meaningful practice with the target skills and support early comprehension. • Which decodable or controlled texts are included in the unit? • How will I support students in applying decoding strategies independently while reading connected text? • What opportunities will students have to reread texts to build accuracy, prosody, and confidence? • How can partner reading, echo reading, or choral reading routines reinforce skill application? • What comprehension or oral language checks will I embed without interrupting decoding practice? • How are students applying language conventions and writing skills when reading connected text or through written expression?	