SIMPLE STRATEGY PACK

Unit Internalization



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Teacher + Coach Guides
Color and Black & White

PREVIEW

Sample pages from the Unit Internalization Strategy Pack.
Pages are watermarked and shortened for this preview.

The full pack includes the Teacher Card, Teacher Guide, Coach Card, Coach Guide, Snapshot Form, BUILD Protocol at a Glance, and a How to Use Guide, in color and black and white.

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Unit Internalization

Know where the unit ends before you teach the first lesson, so every lesson points the same way.

Welcome to your Simple Strategy Pack. This short guide shows you what's inside, what to print, and the order to use each piece so the strategy moves from the page into the classroom.

01 What's in This Pack

FILE	FOR	LENGTH	WHAT IT DOES
Teacher Card	Teacher	1 page	The strategy on one page: what it is, why it helps, the five steps, and the layers.
Teacher Guide	Teacher	6 pages	The full strategy: research, examples, common missteps, and adaptations.
Coach Card	Coach	1 page	The coaching on one page: Look-Fors, debrief openers, and the BUILD connection.
Coach Guide	Coach	5 pages	How to coach the strategy across Plan, Act, and Reflect inside a Coaching Sprint.
Snapshot Form	Coach and teacher	2 pages	The evidence you collect and read together. It is never a score.
BUILD Protocol at a Glance	Coach and teacher	1 page	The planning conversation, letter by letter.

Every file comes in color and in black and white. The black-and-white versions print cleanly on any school copier.

02 Print These First

- ☐ **Teacher Card:** one for each teacher you support.
- ☐ **BUILD Protocol at a Glance:** one to keep on the planning table.
- ☐ **Snapshot Form:** one for each visit, printed double-sided.
- ☐ **Coach Card:** one for your clipboard.

Keep the Teacher Guide and Coach Guide digital and open them when you plan.

03 The Five Steps

These are the same five steps on the Teacher Card, Teacher Guide, and Coach Guide, so everyone uses the same language.

01 Read the Unit Overview

02 Take the Assessment

03 Name the Unit Goals

04 Map the Unit

05 Connect Each Lesson

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TEACHER CARD · ANCHOR 04 · IMPACT LANE

Unit Internalization

Know where the unit ends before you teach the first lesson, so every lesson points the same way.

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01 What It Is

Before a unit starts, you study the whole unit in your curriculum and take its end-of-unit assessment yourself. You name what students must be able to do by the end and map how the lessons build toward it. Most schools teach from [illegible] high-quality instructional materials: curriculum materials that independent or state reviews have rated as aligned to grade-level standards and built so lessons connect from one to the next. This strategy helps you teach it as one connected unit.

02 Why Use It

When you only see one lesson at a time, it's hard to tell which parts of a lesson carry the unit and which can be shortened. Planning backward from the assessment keeps lessons aimed at the end goal (Wiggins and McTighe, 2005), and research suggests a strong curriculum helps most when teachers understand and use it well (Steinberg, 2015; Meyer et al., 2020).

How to Do It

01 **Read the Unit Overview.** Find the unit overview, standards, and [illegible] focus on what the unit is for [illegible] the unit's purpose and the standards the unit covers.

Ask About Each Item

"What would a full-credit answer look like?"

"Which items will be [illegible] for [illegible] students?"

"Which [illegible]

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TEACHER CARD · ANCHOR 04 · IMPACT LANE

Unit Internalization

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Time
30 to 90 minutes, one planning session per unit

Format
One planning session before the unit

Group
Teacher alone, with a team, or with a coach

Fits
K-12, any assigned curriculum

Pairs well with
Backward Planning

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How to Do It

01 **Read the Unit Materials.** Open the unit overview, standards, and [illegible] Focus on what the unit is for and [illegible] purpose and the standards the unit covers.

02 **[illegible]** Take the end-of-unit assessment yourself. [illegible] Mark each item and note what each one asks students to [illegible]

[illegible] assessment with notes on what you'll look [illegible]

Ask About Each Item

"What would a full-credit answer to this item look like?"

"Which item will be the hardest for my students?"

"Which [illegible]

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TEACHER GUIDE · ANCHOR 04

Unit Internalization

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01 What is the Strategy?

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07 Framework Connections

GROWTHPATH, ANCHOR, PROTOCOL

Simple GrowthPath™. Unit Internalization builds Lesson Preparation in Pillar 3, Preparation. It gives the teacher a

Anchor. Unit Internalization belongs to Anchor 04, Curriculum Internalization and Lesson Preparation, because it is the first step in understanding the adopted curriculum (HQIM) well enough to prepare the instruction that follows. It sets up Lesson Internalization, Learning Targets and Success Criteria, and Anticipating Misconceptions, all of which work at the lesson level.

Build (Important). Unit Internalization enters Build when the coach and teacher choose a strategy for the Coaching Sprint and plan before the unit starts. In Reflect, the coach and teacher compare the unit map and one lesson's student work on the Snapshot Form.

08 How is the Strategy Implemented?

1. Read the Unit Overview

Read the unit overview, standards, and teacher notes, including any notes on big ideas or how the unit connects to earlier and later units. Write one sentence on what the unit is for.

WHAT IT PRODUCES

A one-sentence purpose for the unit and the list of standards it covers.

2. Take the Assessment

Take the end-of-unit assessment yourself. Pick one student answer. Write out a full answer for each item and ask what the student would need to know or do to earn full credit.

WHAT IT PRODUCES

A short list of misconceptions and gaps the assessment will reveal.

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09 Layers of Implementation

Every strategy develops in layers. Core is the essential version, Growth sharpens the moves, and Impact is the strategy at full power.

Core

The Goal is Known Before Day One

The teacher takes the end-of-unit assessment and writes the unit goals before teaching the first lesson of every unit. The plan for each lesson starts from the unit's end point.

How you'll know: An answered assessment and a written list of lines to five unit goals exist before the unit begins.

Growth INTENTIONAL

Every Lesson Points to the Goal

The teacher maps key lessons and checkpoints across the unit and names the unit goals in each lesson so students know where the lesson fits. Students can say what they are working toward in the unit.

How you'll know: The map marks key lessons and checkpoints. In a coded lesson, the teacher names the unit goal and students can repeat it in their own words.

Impact EVIDENCE-LED

The Map Changes With the Evidence

The teacher reviews checkpoint work to the unit goals and adjusts the coming lessons while the unit is still underway. For example, a teacher adds practice on a unit goal before the next key lesson. Students see their own progress toward the unit goals.

How you'll know: The map shows a change the teacher made from checkpoint evidence, and the next lesson reflects it.

Layers describe teaching implementation. They never describe student ability.

What Should You Prepare?

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COACH CARD · ANCHOR 04 · IMPACT LANE

Unit Internalization

Plan the unit side by side, look at one lesson, and let the teacher read the evidence first.

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01 When to Use It

A coach and teacher usually come to Unit Internalization when units run out of time, when students are surprised by the unit assessment, when a teacher is new to the curriculum, or when the school's Priority Anchor is Curriculum Internalization and Lesson Planning.

02 Say This First

Look-Fors

01

Coaching Across P&R

The full page is in the Strategy Pack

03 Coaching With the Layers

NAMING THE LAYER AND THE FOCUS

Have the teacher read the three layers on the Teacher Card and say where they think they are. Ask, "Which of these

Look-Fors

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07 Act

DURING THE WORK

The Act phase has two parts. First, sit with the teacher during the planning session or review the planning artifacts

08 Reflect

9 Plan the Debrief

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SNAPSHOT FORM · ANCHOR 04

Unit Internalization

This snapshot records evidence about one strategy: the planning work and one lesson it shapes. It is a shared

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IMPACT LANE · PLAN PHASE OF THE PAR CYCLE · TEAM SPRINTS AND 1:1 SPRINTS

BUILD Protocol at a Glance

A shared planning conversation. In a team Sprint, the teacher leader leads and the coach assists. In a 1:1 Sprint, the coach and teacher plan together. Every decision belongs to everyone at the table.

SPRINT	FOCUS	BRING	PLAN IN
Team or 1:1	Priority Anchor and Simple Strategy, or Simple GrowthPath™ Impact Driver	The lesson, the unit and its standard, and the Strategy Notebook	The BUILD Protocol Planning Template

B BEGIN WITH THE LEARNING

Where does this lesson sit in the larger sequence of learning?

- ☐ Identify the unit
- ☐ Locate the lesson in the unit pacing
- ☐ Name what came before and what comes after
- ☐ Identify the standard this lesson serves
- ☐ Check the weight of the standard
- ☐ Confirm what the team has already built

U UNPACK THE LEARNING

What do students need in order to be successful with this learning?

- ☐ Read the full standard
- ☐ Circle the verbs
- ☐ Underline the nouns and noun phrases
- ☐ Identify the prerequisite skills
- ☐ Identify the cognitive demand
- ☐ Translate the standard into a learning target
- ☐ Define the success criteria
- ☐ Decide what evidence will show learning

I IDENTIFY THE STRATEGY MOVE

What specific strategy will strengthen learning at the point where students need it most?

- ☐ Name the focus
- ☐ Open the Strategy Notebook to that Anchor or driver
- ☐ Match the strategy to the cognitive demand
- ☐ Check the strategy against the prerequisite gap
- ☐ Confirm the strategy fits the moment
- ☐ Decide what support would help

Strategy follows learning. The learning target is the job. The strategy is the tool.

L LAY OUT THE LESSON

How will the time flow across this lesson, and where does the strategy fit?

- ☐ Identify the instructional block type
- ☐ Identify the time available
- ☐ Build the time map
- ☐ Label each segment
- ☐ Place the strategy

D DESIGN EXECUTION

What will the teacher be doing, and what will students be doing at each moment of the lesson?

- ☐ Fill in teacher actions
- ☐ Fill in student actions
- ☐ Check the transitions
- ☐ Verify active student processing
- ☐ Plan the evidence

→ CARRY THE PLAN INTO ACT AND REFLECT

- ☐ When the lesson will be taught
- ☐ The PAR coaching strategy for Act, if any
- ☐ What the coach will do before, during, and after the lesson
- ☐ Evidence we will collect
- ☐ When we will Reflect together (REVIEW Teams Protocol)
- ☐ Our reflection question
- ☐ Possible next Move

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