



Overview:

In order to ensure that Springfield Prep has high-quality, standards-aligned curriculum and instruction, curriculum owners are responsible for unpacking units and sharing out the information during GLT meetings on Fridays two weeks prior to the start of a unit.

Unpacking the unit will:

- Give teachers a clear picture of where students are going and how they're going to get there
- Help teachers understand what mastery looks like for their respective grade level
- Build content knowledge and expertise for all teachers in the GLT

1. Identify the relevant STEP bottom line or standards that are addressed in this unit.

Note: RW is designed to build students independent reading skills. Much of what they practice from the mini-lessons, in conferences, and during independent reading will be assessed on STEP. However, units with an informational text focus will often address standards that will be assessed for report cards. Make sure to consider what is relevant as you unpack the unit.

- How is the bottom line addressed in this unit?
- How are the text feature and comprehension demands addressed (or not) based on the STEP text demand breakdown [STEP Text Demands](#) ?
- Look at the list of standards addressed—will this unit teach that standard to mastery (if it is not addressed via STEP)? How is that standard addressed on ANET? In standards-mastery based assessments?
- What's the big idea of the unit? Is it sticky, kid friendly, and "big" enough to the big idea? (If not, tweak it!)

2. Look at the Unit Plan/Calendar (or Scope and Sequence)

- What's the flow of the unit?
- Does it seem like the STEP bottom line/standards are appropriately addressed? If not consider additional lessons that could be added.
- What do you anticipate students struggling with?
- Where can you embed previous standards/objectives that students did not master?

3. Plan for teaching and learning.

- **Dig into the lessons***
 - Are the lessons rigorous enough to meet the STEP text demands or standard assessment?
 - Do the lessons meet the criteria for rigor outlined in the IPP?
 - Are there books, resources, manipulatives, anchor charts, etc. that need to be located/created to support student learning?
 - Are there conference trackers that could support the major goals of the unit?
- **Make adjustments where you need to, given what you know about your kids.**



5. Share with your team.

- **Unit unpacking during Friday Team Time**

Note: There is no separate document for RW and WW unit unpacking. Instead, put comments directly into the unit plan on Dropbox using the comment feature on Word and share that draft with your team.

- Share copies of the Unit Plan, appropriate STEP Text Demands page, standard assessment, etc.
- Give team the chance to review the unit overview (that will provide info on the big idea, standards, and how the skills fit into students' progress as readers)
- Explain how the unit supports STEP bottom lines/text demands and/or what standard will be assessed at the close of the unit.
- Highlight anticipated challenges and strategies for supporting those challenges (i.e. repeating a particular teaching point, planning on pulling a small group, etc.)
- Describe significant changes you made or are making to the unit based on steps 1-4.
- Share any additional resources (mentor texts, conference trackers, anchor charts, etc.)

**Note: The "day to day" lesson planning doesn't need to happen right now, but you should get a general idea of what the lessons look like, how the unit progresses, etc. The idea here is to look for anything that is glaringly missing. (i.e. missing lessons, books that you can't locate that are important mentor texts, etc.)*