Subject: Language Arts   **Unit: Predictions and Connections**

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

*Predict content, evidence and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge. (RP2-Conceptual knowledge, evaluating)
Student Friendly: I can use my background knowledge to make predictions and connections to text.

*Compare and contrast information in texts with prior knowledge and experience. (RP3- Conceptual knowledge, analyze)
Student Friendly: I can use what I know to compare and contrast texts.

*Write responses to stories by comparing text to other texts, or to people or events in their own lives. (WA2-Factual knowledge, understand)
Student Friendly: I can write about what I've read by comparing it to other texts or to my life.

What are the Big Ideas that go with this unit?

Good readers use different strategies to help them understand what they read.
Good readers make connections to understand what they read.
There are many types of writing.

What are the Essential Questions that go with this unit?

DK___/DC___
What are different strategies that good readers use to help them understand what they read?
(predictions, connections, compare and contrast)
How can writers show that they understand the text?
(write about connections)

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Put learning target on each paper

Rubrics shown at beginning of lesson

Learning targets posted in the room

State and discuss learning target before, during and after each lesson

Post exemplars

Self-assessments during the unit

Unit Graphic Organizer with indicators (needs to be created)

At beginning of unit, students will create a folder with graphic organizer on front to keep all info related to targets and self-assessments

Homework Notebook-Reading night

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

Students will complete a checklist to keep track of when they make predictions/connections/use background knowledge. The checklist will be kept in a folder with the graphic organizer for the duration of the unit.

What summative assessments will we use? (Graded, evaluative assessments)

1. Prediction rubric (prediction recording sheet)
   *read a book to a predetermined stopping point and make predictions
2. Background Knowledge rubric (recording sheet)
   * use with a non fiction book
3. Connections Rubric (recording sheet)
   * will need to be completed with multiple books in more than one day in order to get all types of connections done

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

text to text

text to world

text to self

Venn Diagrams

KWL
KWL

Connections

I can use my background knowledge to make predictions and connections to texts.

Comparisons

I can use what I know to compare and contrast text.

Background Knowledge Prior experience

back cover

picture walk

Predictions

I can use my background knowledge to make predictions and connections to texts.

Title

read first page

illustrations

Name:_____ Directions: Use a check mark to keep track of your progress.

	Prediction	Text-to-Self	Wrote about connection	Text-to-Text	Wrote about connection	Text-to-World	Wrote about connection	I learned something new!
Example:	✓			✓	Yes, I used a Venn diagram.			

I can use what I know to compare and contrast texts. I can write about what I've read by comparing it to other texts or to my life.