Subject: Reading-6   **Unit: Walk Two Moons**
Part I: Clarity of Learning Targets

<u>**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.**</u>

<u>**Reading Process: Comprehension**</u>
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
Student Friendly (Power): *I can set a reason (purpose) for reading. (Metacognitive, Evaluate)

2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
Student Friendly (Power): *I can prove that I understand what I've read by answering different kinds (levels) of questions. (Procedural, Evaluate)

3. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
Student Friendly (Power): *I can make an educated guess (prediction) by using information from the text. (Metacognitive, Analyze)

4. Monitor own comprehension by adjusting peed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
Student Friendly (Power): *While reading a passage, I can change my speed, skim, scan, look back, take notes, summarize, or reread as needed so that I understand what I've read.
(Metacognitive, Evaluate)

5. List questions and search for answers within the text to construct meaning.
Student Friendly: List questions and search for answer within the text to construct meaning.

6. I can summarize information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
Student Friendly (Power): *I can find important ideas and details and use them to summarize information. (Factual, Understand)

<u>**Vocabulary:**</u>
7. I can define the meaning of unknown words by using context clues and author's use of definition, restatement and example.
Student Friendly (Power): *When I don't know a word, I can use words around it to figure out its meaning. (Factual, Remember)

<u>**Literary Text:**</u>
8. I can identify features of setting and explain their importance in literary text.
Student Friendly: I can identify features of setting and explain their importance in literary text.

What are the Big Ideas that go with this unit?

Reading Process: Comprehension
1. Good readers use different strategies to help them understand what they read.
2. Good readers read for different reasons and purposes.

Vocabulary:
1. Good readers use a variety of strategies within content to figure out words they don't know.

Literary Text:
1. Good readers can identify and explain various story elements.

What are the Essential Questions that go with this unit?

Reading Process: Comprehension
1. How can you choose a reading strategy to help you understand a reading passage?
2. What are some different reasons why people read?

Vocabulary:
1. How do students use clues in the reading to figure out unknown words?

Literary Text:
1. How can the elements of a story help you demonstrate how well you understand it?

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?

- The teacher posts and communicates learning targets
- Check for understanding – the students will write down the learning target(s) throughout the unit (on footprints, moccasins)
- Learning targets on handouts and quizzes

Chapters	Activities	Formative Assessments	Summative Assessments
Ch. 1-11	Purpose for reading questions Context clues predictions	Chapters 1 and 2 summary Chapters 8 and 9 summary ✓ The teacher will provide feedback using stars and stairs. ✓ The teacher will use student models of strong and weak work. ✓ The students will practice giving feedback to student models using a checklist and stars and stairs.	Ch. 1-11 Quiz ✓ 5 multiple choice - 2 remember (setting), 2 understand, 1 apply or analyze ✓ 4 context clues ✓ 2 pt. short answer – Give a prediction and support it with an example from ch. 1-11 ✓ 4 pt. extended response – Apply, Analyze, or Evaluate
Ch. 12-22	Purpose for reading questions Context clues predictions	Chapter 18 summary ✓ The teacher will provide feedback using stars and stairs. ✓ The teacher will use student models of strong and weak work. ✓ The students will practice giving feedback to student models using a checklist and stars and stairs.	Ch. 12-22 Quiz ✓ 5 multiple choice - 2 remember, 2 understand (setting, summarize), 1 apply or analyze (course of a lifetime) ✓ 4 context clues ✓ 2 pt. short answer – Give a prediction and support it with an example from ch. 12-22 ✓ 4 pt. extended response – Apply, Analyze, or Evaluate
Ch. 23-33	Purpose for reading questions Context clues predictions		Ch. 23-33 Quiz ✓ 5 multiple choice - 2 remember, 2 understand (summarize), 1 apply or analyze ✓ 4 context clues ✓ 2 pt. short answer – Give a prediction and support it with an example from ch. 12-22

		✓ 4 pt. extended response – Identify and explain the importance of the setting (Kate's question) Chapters 20 and 21 summary

Ch. 34-End	Purpose for reading questions
	Context clues predictions
		Take a quote and apply it to a character from the story – short answer/extended response exit slip.
		   ✓ The teacher will provide feedback using stars and stairs.
		   ✓ The teacher will use student models of strong and weak work.
		   ✓ The students will practice giving feedback to student models using a stars and stairs.
			Ch. 34- End Quiz
			   ✓ 5 multiple choice - 2 remember, 2 understand (summarize), 1 apply or analyze
			   ✓ 4 context clues
			   ✓ 2 pt. short answer – you never know the worth of water… Explain what it means in the context of the book and in your own life
			   ✓ 4 pt. extended response – Corinne's question (see final test) Sal tells Phoebe's story… What does Sal learn from herself? How was Sal able to have empathy for Phoebe?