Unit Design Template

Subject: Reading-7   **Unit: Crispin**

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.

*Vocabulary (Production Response):
I can use context clues to figure out the meaning of a new word by looking for a comparison, contrast, definition, rephrasing, or an example of the unknown word.

I can figure out what words mean by finding analogies (similarities in things that are no usually similar) and other word relationships like synonyms and antonyms.

I can find the meanings of unknown words and how to say them (pronunciations) by using dictionaries, thesauruses, glossaries, computers, footnotes, and margin notes.

Reading Process (Discussion/Reading Check):
I can answer questions where the answers are found directly in the text or media (literal questions). **(Meta cognitive, Evaluate)**
I can answer questions where the answers are not directly stated in the text or media. This means I use clues in the text or media to help me figure out the answer (inferential questions).
I can answer questions that ask me for my opinion based on what I have read. I can support my opinion with evidence from the text or media (evaluative questions). **(Meta cognitive, Understand)**

I can set and possibly change my purpose for reading. My purpose could be to find out, to understand, to interpret, to enjoy, and to solve problems. **(Meta cognitive, Understand (Anticipation guide, I wonder activity)**

I can make predictions using information from the text. I can support the prediction with specific examples from various parts of the text. **(Understand, Infer) (Anticipation Stations at the beginning of the novel)**

I can retell (summarize) information using main ideas and supporting details. **(Factual, Understand) (Summarize a chapter(s))**

Reading Applications-Literary:
I can identify the main and minor events of the plot. I can explain how each event leads to the next**. (Remember, Identify) (Summarize a chapter)**

I can find common life lessons (themes) in literature from different time periods (eras) and cultures.

What are the Big Ideas that go with this unit?

Vocabulary:
1. To understand what they're reading, good readers stop to figure words they don't know.
2. If the reading doesn't supply clues to define words you don't know, good readers use outside resources to help them understand the text.

Reading Process:
1. Good readers use a variety of comprehension strategies.
2. Good readers use evidence from the text to show understanding.

What are the Essential Questions that go with this unit?

Vocabulary:
1. Why is it important to stop to figure out words you don't know? When might you do this?
2. Why is it important to use resources to figure out words you don't know?

Reading Process:
3. How do good readers understand a difficult text?
4. How do good readers defend their understanding of the text?

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?

- ✓ Post and communicate the Essential Questions or Big Ideas
- ✓ Post and communicate the learning targets in student-friendly language
- ✓ Use a model summary - provide students with feedback/Self-assess levels of understanding

Strategies for making learning targets clearer for students

- ✓ At the beginning of a unit, share the Big Idea or Essential Question with the students. Once you have taught a lesson, refer to the Big Idea or Essential Question and have the students make connections between the lesson and the Big Idea or Essential Question.

- ✓ Pose the Essential Question throughout or at the end of the unit. Have the students answer the Essential Question in their own words. The goal in this case is for the students to be able to respond to the Essential Question with the Big Idea stated in their own words.

- ✓ Share the grade level indicator with the students before, during, and after the lesson. Make connections between the grade level indicator and the Big Idea/Essential Question.

- ✓ Have the students summarize what they have learned in an exit slip.

- ✓ Introduce the language of a rubric to students by asking them what they already know and then linking their thoughts to the main concepts in the rubric.

- ✓ Create rubrics that are in student friendly language.

- ✓ Teach students how to use the rubric to evaluate models of strong and weak work samples.

Part II: Feedback and Assessments (Formative and Summative)

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.

- ✓ Questioning the text-will guide the discussion and set a purpose for reading
- ✓ Exit Slips
- ✓ Production Response
- ✓ Reading comprehension formative assessments (answering literal, inferential, and evaluative types of questions)
- ✓ Writing a summary-use of a graphic organizer, practice, and feedback
- ✓ Theme? Go back to stations and answer the questions with a group. The group presents to the class.

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

- ✓ Production response / Vocabulary set up like OAT
- ✓ Comprehension quizzes (with higher level thinking questions)
- ✓ Summary of a section of the novel

Part III: Instruction and Student Activities

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

- ✓ Production response vocabulary activity
- ✓ Class discussions
- ✓ Anticipation guide
- ✓ Theme activity
- ✓ Questioning the text activity