LITERACY UNIT BLUEPRINT

Unit Theme: ____________________________________________________________

Desired Results—“What long-term transfer goals are targeted?” (UbD Stage 1)

<table>
<thead>
<tr>
<th>UNIT BIG Ideas</th>
<th>UNIT BIG Questions</th>
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<tbody>
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<td>(also called “enduring understandings”)</td>
<td>(also called essential questions—transferrable)</td>
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Identify Priority Standards and Component Competencies: Use the list of anchor standards to identify the standards you will emphasize. Then delete them and use the grade level link to access and insert the standards for your grade level.

CCSS Reading Standards by grade level: K 1 2 3 4 5 6 7 8 9-10 11-12

CCSS ANCHOR READING STANDARDS

> Ideas and Information
  __1. Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to **support conclusions** drawn from the text.
  __2. Determine **central ideas or themes** of a text and analyze their development; **summarize the key supporting details and ideas**.
  __3. Analyze how and why individuals, events, and ideas **develop and interact** over the course of a text.

> Craft and Structure
  __4. Interpret **words and phrases** as they are used in a text, including determining **technical, connotative, and figurative meanings**, and analyze how specific word choices shape meaning or **tone**.
  __5. Analyze the **structure of texts**, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  __6. Assess how **point of view** or purpose shapes the **content and style** of a text.

Integration of Knowledge and Ideas
  __7. Integrate and **evaluate** content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  __8. Delineate and **evaluate the argument and specific claims** in a text, including the **validity of the reasoning** as well as the relevance and sufficiency of the evidence.
  __9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to **compare the approaches the authors take**.

Choose Specific Literacy Outcomes: Students will increase their ability to...
  __infer word meaning from context
  __read analytically: locate classify compare/contrast sequence cause/effect predict (infer)
  __read strategically, focusing on big question
  __interpret visuals, relate to text
  __cite evidence to support an idea or justify a conclusion or an inference; evaluate relevance
  __synthesize from different sources
  __analyze problem/solution
  __analyze the writer’s choices—literary devices; techniques; tone; mood; character development
  __infer the writer’s purpose
  __summarize; infer theme (literature) or central idea (nonfiction)
  __analyze the structure of the text

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Writing
Writing tasks may be emphasized to develop communication competence and a basis for assessing reading competence.

Text Type: CCSSW 1. argument 2. informative/explanatory 3. narrative

CCSSW4. Make it coherent and clear—well organized

CCSSW5. Plan it; write it; then revise it

Assessment: (UbD Stage 2)
Formative assessment examples for daily/weekly assessment are listed in the week-to-week overview.

Identify the summative—comprehensive end of unit assessment here. Ideally, it is a task that students complete in which they integrate the development they have accomplished through the multi-week unit.

constructed response in which students will

presentation in which students explain

write a ______________ in which students ___________________

If your unit extends for a complete quarter, you can “chunk” it into halves and have two summative assessments.