

# LITERACY UNIT BLUEPRINT

Unit Theme: \_\_\_\_\_

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

UNIT BIG Ideas (also called "enduring understandings")	UNIT BIG Questions (also called essential questions—transferrable)

**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

## 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 \_\_\_\_\_

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

# Unit Week to-Week Overview

**UbD Stage 3: Learning Plan** “What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?”

	<b>Weekly Focus</b>	<b>Learning Activities</b>	<b>Formative assessments</b>
w e e k  1	<b>Focus:</b>  <b>Vocabulary:</b>  <b>Resources:</b>	<i>List activities based on outcomes you identified.</i>	___ make glossary ___ daily learning report ___ weekly summary ___ graphic organizer with analysis ___ illustrate text ___ respond to big question with text-based evidence ___ write _____ ___ _____
w e e k  2	<b>Focus:</b>  <b>Vocabulary:</b>  <b>Resources:</b>		___ make glossary ___ daily learning report ___ weekly summary ___ graphic organizer with analysis ___ illustrate text ___ respond to big question with text-based evidence ___ write _____ ___ _____
w e e k  3	<b>Focus:</b>  <b>Vocabulary:</b>  <b>Resources:</b>		___ make glossary ___ daily learning report ___ weekly summary ___ graphic organizer with analysis ___ illustrate text ___ respond to big question with text-based evidence ___ write _____ ___ _____

	<b>Weekly Focus</b>	<b>Learning Activities</b>	<b>Formative assessments</b>
w e e k 4	<b>Focus:</b>  <b>Vocabulary:</b>  <b>Resources:</b>		___ make glossary ___ daily learning report ___ weekly summary ___ graphic organizer with analysis ___ illustrate text ___ respond to big question with text-based evidence ___ write _____ ___ _____
w e e k 5	<b>Focus:</b>  <b>Vocabulary:</b>  <b>Resources:</b>		___ make glossary ___ daily learning report ___ weekly summary ___ graphic organizer with analysis ___ illustrate text ___ respond to big question with text-based evidence ___ write _____ ___ _____
w e e k 6	<b>Focus:</b>  <b>Vocabulary:</b>  <b>Resources:</b>		___ make glossary ___ daily learning report ___ weekly summary ___ graphic organizer with analysis ___ illustrate text ___ respond to big question with text-based evidence ___ write _____ ___ _____

*Add rows for additional weeks.*

The focus of the week in which the culminating/comprehensive assessment takes place is that comprehensive task or set of tasks. It should include that assessment and opportunities to improve responses to the assessment so that all students complete the unit with greater competence.