LITERACY UNIT BLUEPRINT

Unit Theme: ________________________________

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

<table>
<thead>
<tr>
<th>UNIT BIG Ideas (also called “enduring understandings”)</th>
<th>UNIT BIG Questions (also called essential questions—transferrable)</th>
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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
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.
### 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?"

<table>
<thead>
<tr>
<th>Weekly Focus</th>
<th>Learning Activities</th>
<th>Formative assessments</th>
</tr>
</thead>
</table>
| **Week 1**   | **Focus:** List activities based on outcomes you identified. | _make glossary_  
_ daily learning report_  
_ weekly summary_  
_ graphic organizer with analysis_  
_ illustrate text_  
_ respond to big question with text-based evidence_  
_ write ___________  
_ ____________ |
| **Week 2**   | **Focus:**  
**Vocabulary:**  
**Resources:** | _make glossary_  
_ daily learning report_  
_ weekly summary_  
_ graphic organizer with analysis_  
_ illustrate text_  
_ respond to big question with text-based evidence_  
_ write ___________  
_ ____________ |
| **Week 3**   | **Focus:**  
**Vocabulary:**  
**Resources:** | _make glossary_  
_ daily learning report_  
_ weekly summary_  
_ graphic organizer with analysis_  
_ illustrate text_  
_ respond to big question with text-based evidence_  
_ write ___________  
_ ____________ |
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<th><strong>Learning Activities</strong></th>
<th><strong>Formative assessments</strong></th>
</tr>
</thead>
</table>
| **Week 4** | | _make glossary_  
| **Focus:** | _daily learning report_  
| **Vocabulary:** | _weekly summary_  
| **Resources:** | _graphic organizer with analysis_  
| | _illustrate text_  
| | _respond to big question with text-based evidence_  
| | _write _______________  
| | _______________ |
| **Week 5** | | _make glossary_  
| **Focus:** | _daily learning report_  
| **Vocabulary:** | _weekly summary_  
| **Resources:** | _graphic organizer with analysis_  
| | _illustrate text_  
| | _respond to big question with text-based evidence_  
| | _write _______________  
| | _______________ |
| **Week 6** | | _make glossary_  
| **Focus:** | _daily learning report_  
| **Vocabulary:** | _weekly summary_  
| **Resources:** | _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.